

**About the Author**

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Students' Point of View on The Utilization of Digital Audio-Visual Aids in Learning English

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**Abstract**

Digital audio-visual aid is one kind of learning media which can be used for learning English. The problem found that not all the lecturers knew about the benefits of learning English using audio-visual aids, and they only used one kind of audio-visual aids. Besides, when implementing digital audio-visual aids, some students felt motivated and some of them felt demotivated. This study aimed to find out why the students felt motivated and unmotivated in learning English using digital audio-visual aids by investigating the benefits and difficulties faced by them. This study was conducted at an Islamic Private University in Yogyakarta involving four students of English Language Education Department (ELED) students in batch 2017. This research employed a qualitative research method and used a Phenomenology research design to present the findings. In collecting the data, an in-depth interview was conducted. This research had two findings. The benefits of learning English using digital audio-visual aids as perceived by the students came as the first finding of this research, and those were feeling interested to the topic, creating more meaningful the material, and improving critical thinking, English proficiency, self-potential and self-reflection to the material. The second finding was about the difficulties in learning English using audio-visual aids as perceived by the students. Those were technical difficulties, no interest at all with material, no basic skill in technologies, wrong interpretation with the information on the material, low self-monitoring ability, and physical exhaustion.

**Keywords:** Digital visual aid, learning English media, benefits, difficulties

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## Introduction

Teaching and learning processes are closed to the teaching and learning strategies. Teaching strategy is a way of the teachers to transfer the knowledge to the students. From the statement mentioned, the students have a way of learning to understand the material called as the learning strategy. According to Riener and Willingham (2010), there are three kinds of learning strategies used by the majority of the students such as visual, kinesthetic, and auditory strategy. Besides, this research focuses on investigating the audio-visual. In regards to the statement mentioned, the tool used to support audio-visual learning strategy is called as audio-visual aids. Audio-visual aids are some kinds of tool which can support the students to facilitate the learning process by giving visual stimulation or visual input to the learners. When teachers explain the material to the students, they can use a media to support the material. One of the tools or media which the teachers can use to support the teaching and learning process is using digital visual aid. Besides, the definition of aids is the supported tool for displaying something in learning process (Berk, 2009). Following this, the audio-visual aid can be an audio-visual supportive tool to explain something in a real context so that the students can have real interpretation about the topic showed from the audio-visual aids. Hiral (2015) stated "The parts of Audio-visual aids are clips, episodes, documentaries, and films for learning language process" (p. 91).

In addition, Kano (2011) argued that there are two kinds of audio-visual aids such as non-digital audio-visual aids and digital audio-visual aids. Both of them can be applied to the learning process. Non-digital audio-visual aid means a tool to visualize something without needing some multimedia technologies. Ghulam, Khuram, Naqvi, and Nadeem (2015) said "There are some available non- digital audio-visual aids in these days such as models, pictures, charts, maps, flashcards, bulletin board, and chalkboard" (p. 226). Besides, digital visual aid is the visualization tool which supports the digital technology, and the digital audio-visual aids can only be used with the electrical support or internet support. Maxwell (2014) explained that kind of digital audio-visual aids can be movies, video, PowToon, Prezi, viseme, wideo, goanimate, recite, canva, and notegrphy. Besides, Hutt (2017) explained that kind of digital audio-visual aids for presentation are Haiku Deck, Slidedog, Emaze, ezTalk Cloud Meeting, and Google Slides. Regarding the statement mentioned, every learning is supported by any kind of digital technology in this digital era. Besides, it can also support the audio-visual aids changes from the conventional design to digital audio-visual aids.

In order to adapt the situation and the development of the digital era, digital Audio-visual aids can help the teachers simplify the material. Macwan (2015)

argued that today younger generations of learners are more familiar with the visual interface of multimedia, digital Audio-visual aids, and internet technologies.

Based on the researcher's mini observation in the classroom, the researcher found a problem at ELED of an Islamic private University in Yogyakarta when the teachers used digital Audio-visual aids as the teaching media to support the material. As the reason, some students feel motivated, and some of them feel unmotivated or not interested with the media. Also, the researcher did a mini interview to ten students of the department. Following this, four students said that they feel bored and uninterested when teachers used the digital audio-visual aids or when teachers asked them to learn the material using the digital audio-visual aids. Likewise, the other six students argued that they felt motivated and curious with the material when teachers used the digital visual aid or asked them to learn material with digital audio-visual aid.

Another problem found that sometimes the students feel bored owing to the fact that some lecturers just use one kind of digital visual aid only. Then, not all the lecturers know about the benefits of learning English using digital audio-visual aids. In addition, the use of digital visual aid gives the benefits to the students. Aside from the benefits of using audio visual aid, the students also face the difficulty in learning process using digital visual aid. Besides, some students feel more interested only when the teachers use the video of animation, but they do not give full attention when the teachers use PowerPoint slides. Following this, they are only interested in watching the video of animation because the video animation contains the sounds, color, animation and motion. On the other hand, PowerPoint slides just include words, color, and slides of animation.

In the digital era, the students who were born in 1981 up to 2001 have been raised in an era of the instant era also known as The Net Generation (Nicholas, 2008). Based on the mini interview conducted by the researcher to ten students of ELED at an Islamic Private University in batch 2017, they said that felt more interested with the material, and they could easily understand the material when the teachers use the digital audio-visual aids for the teaching and learning process such as YouTube, Prezi, and PowerPoint slides of the presentation.

This research focuses on investigating the problem when learning English through the use of digital visual aid. Besides, some students feel motivated and some of them feel unmotivated to learn. Also, the main focus of this research focuses on the students' point of view towards the benefits of learning English using digital audio-visual aids and the difficulties faced by the students in learning English through the use of digital visual aid.

There are varieties of digital audio-visual aids, but this research focuses on investigating several kinds of digital audio-visual aid such as YouTube, movies, video, Canva, Prezi, and PowerPoint slides. Hence, the specification of digital audio-visual aids mentioned above is based on the participants' experience.

**This research is intended to answer the following questions:**

1. What are the benefits of utilizing digital audio-visual aids for learning English as perceived by the students?
2. What are the difficulties of utilizing digital Audio-visual aids for learning English as perceived by the students?

## **Literature Review**

### **Digital Audio-Visual Aids**

Teaching media used by the teachers are varied today. The teaching media which the teachers used in the classroom will support the learning process. One kind of teaching media is visual aid producing visual stimulation to support the learning process in learning English. Because today is a digital era, everything can be based on digital technology.

The digital audio-visual aids can support the learning process by giving a visual stimulation for the students, so they will feel more interested. Moreover, this chapter explains some information related to the types of digital audio-visual aids, the function of digital audio-visual aids in the learning process, the benefits of digital audio-visual aids for the students, and the students' challenges in learning using digital audio-visual aids.

Dunnantlaan (2009) argued that the students like to use video in learning English because it is helpful for them to understand the material. Dunnantlaan's statement showed that the students like learning using the digital audio-visual aids in the classroom. Digital audio-visual aid is interesting media due to the combination of many features, color, sound, and animation.

### **Types of Digital Audio-Visual Aids for Learning English**

Currently, today's digital audio-visual aids are famous used by the teachers. There are many studies proved that digital audio-visual aids can be one of the learning media which can support the teaching and learning process for learning English. According to Khalid and Muhammad (2012), the use of YouTube in studying English is an interesting and beneficial, and it also can give the students the chance to get more understanding about the material. Alimemaj and Zamira (2010) claimed that the use of digital audio-visual aids in the traditional classroom

situation to learning English gives the chance to the learners in order to improve their English skill well.

On the other side, a study from Lina (1999) as cited Amine, Benachaiba, and Guemide (2012) argued that to develop an active teaching approach to grab the students' interest in learning English is by using digital audio-visual aids. In addition, the use of digital audio-visual aids in the classroom can help the teachers to deliver the material. Then, the types of digital audio-visual aids have to be known by the teachers as the users of it. In order to give some general explanation about the types of digital audio-visual aids, there is the information collected from some literature. One study conducted by Berk (2009) mentioned that the kind of digital audio-visual aids used in the classroom such as video, movies, YouTube, and mtvYou. These digital audio-visual aids guide the students in the learning process in the classroom. Then, another study gives the additional kinds of digital audio-visual aids which the teachers used in the classroom. Kearney (2004) found that the kind of digital audio-visual aids which can implement in the classroom is an animation which is shown in LCD projector, so the animation is rather than digital video clips.

The purpose of using the animation is to give the students real imagination about the material. According to a study by Nouri and Shahid (2005), the kind of digital audio-visual aids are also called as multimedia audio-visual aids such as PowerPoint slides of presentation. Maxwell (2014) explained that kinds of digital audio-visual aids are movies, video, PowToon, Prezi, Visme, Wideo, GoAnimate, Recite, Canva, and Notegraphy. On the other hand, Hutt (2017) explained kind of digital audio-visual aids for presentation are Haiku Deck, Slidedog, Emaze, ezTalk Cloud Meeting, and Google Slides. Alaa (2008) argued that the types of digital audio-visual aids are PowerPoint, Illustrator, Multimedia Builder, Hyper Studio, Movie Maker, and Imovies.

### **The Function of Digital Audio-visual Aids in Learning**

Teaching and learning activities need media to support the process of it. This learning media will help both the teachers and the students' learning process. One of the media which the teachers can implement in the classroom is using digital audio-visual aids. In the previous paragraphs, some reviews from the literature discussed are related to the types of digital Audio-visual aids and the general function of digital Audio-visual aids. According to Krčelić and Matijević (2015), teaching and learning a foreign language can be facilitated by using visual tools such as pictures or videos. These digital visual tools can be used in several classroom activities in order to improve the students' interest in learning a foreign language, vocabulary mastery, and grammar skill. They strengthen the statement by

giving additional information that the students are easy lose their interest when they have the task of reading a text and working with grammar exercises. Besides, digital visual tools will help the students in remembering the learning materials because the picture and the video which will draw a scheme and strong imagination in brain memory. There are several values of learning outcomes using video clips such as grabbing students' attention and making the students understand the material easily. According to Berk (2009), learning English using video clips are beneficial for the students in learning outcomes such as improving students' focus concentration, improving students' attitude toward the topic, helping students to improve their memory of content, and making the learning process to be fun with decreasing the students' anxiety with the topic.

### **Benefits of Digital Audio-Visual Aids for the Students**

**Digital audio-visual aids make the students feel more interested to the topic.** Teaching media comes as a crucial aspect to help the students feel more interested to the topic. By using digital audio-visual aids in the learning English process can also help the students to make them more interest in the topic. Khalid and Muhammad (2012) defined that when using digital audio-visual aids for learning English makes the students more interest in the topic, and they feel more enjoyable to join the learning process. Muhammad (2012) stated that because of the harmonization of the features in digital audio-visual aid, it makes the students feel interested with the topic. For example, when the teachers explain the material by lecturing while playing a video related to the material, the students feel more interested with the topic followed by the video.

**Digital Audio-visual aids help the students to improve critical thinking.** Learning English using digital Audio-visual aids makes the students more interest in the topic and enjoy the material (Berk, 2009). Besides, by using digital Audio-visual aids can also help the students to improve their critical thinking. As the reason why applying digital audio-visual aid helps the students improve their critical thinking, Liu (2010) stated that learning English using digital visual aid (YouTube) can help the students improve their critical thinking. For the reason, YouTube provides unlimited information and authentic resource.

**Digital Audio-visual aids help students to increase memories of the material.** Basically, sometimes students feel difficulty to memorize the material because of a lot of material which they have learnt. By using digital audio-visual aids, it will make the learning process more enjoyable and funny (Lehman, DuFrene, & Lehman, 2010). As the reason, they feel fun in the learning process so that it will help the students to increase their memories about the material. As the

reason, they feel fun in the learning process so that it will help the students to increase their memories about the material.

**Digital audio-visual aids help the students to have deep understanding towards the material.** A study conducted in Nepal focuses on teaching English for Foreign Learners is better to use multimedia or digital audio-visual aids rather than using the traditional method. As the reason, by using digital audio-visual aids, the audio-visual stimulus from the media such as interactive video with random content access may help the students to enhance the process of understanding the material, focusing on learning the topic and achieving better performance in learning (Dongson, Lina, Robert, & Jay, 2009).

**Digital Audio-visual aids make the students feel more motivated to learn.** Actually, learning English using digital audio-visual aids is one of teaching media which allows to make the students feel enjoyable with the learning process. Besides, the condition will make the students feel more motivated to learn. According to Pun (2013), teaching English for Foreign Learners using video and films makes the students feel more motivated to learn English, so they can get the purpose in learning English.

**Digital Audio-visual aids make the students have real imagination about the topic.** The learning media can help the students to understand about the topic easily. Digital Audio-visual aids make the students have real imagination about the topic. Kabooha (2016) argued that learning English using digital visual aid by playing video on YouTube provides authentic language materials which will help the students to learn English language. For example, when the students want to learn about pronunciation, they have to watch a video in YouTube about pronunciation. As the reason, they listen the voice and see the expression on the video so that they will get real imagination about the material.

### **Difficulties on Learning through the Use of Digital Audio-Visual Aids for the Students**

**Students have a problem with technical difficulties.** Aside from the technology problem, lack of facilities comes as one of the difficulties for the students in using digital audio-visual aids. According to Kay and Kletsin (2012), when the lack of facilities happens such as sometimes the projector screen does not work well, the poor of internet connection, and video buffering, it needs more time to solve it. From the statement mentioned, it makes the students feel the difficulty to learn English using digital Audio-visual aids.

**Students prefer to learn through the printed material.** Utilizing digital visuals as the teaching media is commonly used today. According to Macwan (2015), young generations are most familiar with digital audio-visual aids and internet technologies. In fact, not all the students prefer to use digital audio-visual aids as the learning media. Kinchin (2006) said that sometimes students prefer a handout or printed material because they can make a note in the printed material, so it eases them to remember the material based on what they write.

**Students do not have interest at all when using digital Audio-visual aids in learning.** Learning English using appropriate media like digital Audio-visual aids can also help the students to understand the material (Berk, 2009). However, sometimes students do not interest at all with the material shown using digital Audio-visual aids. According to Kinchin (2006), sometimes the students feel bored to watch the video because the teachers play a video with a long duration. For the reason, sometimes the video provides many unfamiliar words, and the material is complicated to understand which will make the students not interest at all with the whole information on the video.

**Students do not have basic skill in digital technology.** In the digital era, not all people especially young generations are familiar with the skill using digital technology. Besides, when they come to school, the teachers use the digital technology especially digital audio-visual aid as the teaching media. According to Hsu, Wang, and Comac (2008), sometimes students feel demotivated to learn English using digital audio-visual aid as the media because they have the low basic skill to use digital technology.

**Students misunderstand with the information on the material.** Learning English using the digital audio-visual aids such as video, movies, films, and PowerPoint Presentation slides sometimes makes the students feel a bit difficult to understand the material. Kinchin (2006) defined that when the teachers ask the students to watch a video, but the video has a long duration, they just watch at the beginning of the video while skipping until the last of the video. Besides, they sometimes do not get all of the information in the video so that it will make them misunderstand about the material.

**Students have a problem with the unfamiliar word used in the material.** Students will understand the material easily if the language used in the material is appropriate for them based on their level of English. According to Kayaoglu, Akba, and Öztürk (2011), some students in English class feel difficulty to understand the material on the videos, movies or PowerPoint slides because using unfamiliar words, they need more time to look the dictionary and find the meaning of the unfamiliar words. Following this, the difficulty mentioned above was about the



problem of the students when they learn English using digital audio-visual aids as the media.

### **Digital Audio-Visual Aids as Effective Media for Learning English**

The English language learners come with different background knowledge and learning preference. Sometimes, they feel not interested and have low motivation to learn English because they think that English is difficult to learn. Besides, to solve the problem from the students' sides, there are many supporting tools to help the students to learn English easily. One of the tools which the students can use to help them in learning English is digital audio-visual aid. Besides, the students should be creative to think about how solve their problem in learning English.

One of the ways which the students can use to help themselves in learning English easily is by using digital audio-visual aid as the media for the learning process. Based on some literatures presented, it explains the types of digital audio-visual aids, the function and benefits for the students' learning using digital audio-visual aids. Therefore, there are some literatures which will discuss using the digital audio-visual aid as an effective media to teach the learners.

According to Shrosbree (2008), learning English for students by using video allows the learners to see the context of the material and the speaker's body language. He also stated that by using video for learning in the classroom, it helps the students to improve their speaking skill. Besides, the other study explains the use of digital audio-visual aids in the classroom which makes the students feel more motivated to learn and improve their attitude towards language learning by improving their proficiency (Çelik & Aytin, 2014). Amine et al. (2012) stated that learning English language using digital audio-visual aids such as picture and video make the students increase their motivation on the learning and achievement towards the learning objectives.

Mekheimer (2011) asserted that using digital Audio-visual aids when the teachers uses video as the teaching media helps the students to improve their listening skill in the English language. Ghasemi and Hashemi (2011) stated that using ICT for digital audio-visual aids in the classroom for learning language can improve the students' self-esteem, vocational preparedness, language proficiency, and learning understanding (as cited in Dunkel, 1990)

Yuksel and Tanriverdi (2009) defined that by using digital Audio-visual aids in the classroom such as the use of movie clips which closed-captioned helps the students to improve their vocabulary knowledge in the English language. Besides, using digital audio-visual aids as media of teaching and learning will help the students to learn English and help them to improve their English proficiency.

Following this, some literatures give the information about the effectiveness of using digital audio-visual aids to learn English for the students. In addition, because the students sometimes feel difficulty to learn English, it can be addressed by using digital Audio-visual aids.

### **Review of Related Study**

This study was supported by two similar studies which focused on investigating the students' point of view about their difficulties of learning using digital audio-visual aids and the benefits of learning English using digital audio-visual aids. The first study was conducted by Bajrami and Ismaili (2016) who was similar to this study. The purpose of this study was to investigate the effectiveness of digital audio-visual aids such as video clips in EFL classrooms.

This study explained the goals of learning English with video material as digital audio-visual aid and advantages of using video materials. The result of this study showed that the use of digital visual materials was more effective to help the students to improve their English proficiency and also help students to develop their listening skill.

The second study was undertaken by Muhammad (2012) who discussed some difficulties faced by the students using digital Audio-visual aids in learning and their point of views using digital audio-visual aid especially in learning English using YouTube for EFL students in learning English literature. This study was conducted at Al-Majma'ah University in Malaysia. Besides, the participants of this research were ten students of English literature class. The purpose of this study was to know the effect of using YouTube on the students' improvement in their achievement in learning English literature. In this study, it used pre-test and post-test as the instrument methods to collect the data. Besides, ten students from the English literature class were selected to be the participants. They had a task to review a novel. Firstly, they should answer 10 questions based on the novel without watching the video on YouTube, and the result they had a low understanding about the whole chapter in the novel. Following this, the participants were asked to watch YouTube videos related to the novel in three weeks.

As the result, they showed a significant improvement in understanding the novel. Based on the students' point of view on using YouTube in learning, it made them understand the material easily. However, they sometimes could not find the appropriate video on YouTube which came as the difficulty in using digital audio-visual aid. The other challenge is they should repeat to watch the video several times to get the feeling of the novel.

## Methodology

In this research, the researcher applied a qualitative research method in order to explore the students' points of view towards benefits and difficulties in learning English using digital audio-visual aids. According to Creswell (2012), one of the qualitative method characteristics is explaining a phenomenon to get a detailed understanding. Furthermore, the research did the exploration to learn more about the phenomenon based on the participants' experiences. Creswell and Creswell (2018) stated that when the researcher does qualitative research, the researcher comes as the key informant, so it depends on the researcher's ability to explore more about the research to the participants.

In addition, the research design of this research used a phenomenology study. Phenomenology research design is one of the research designs which focuses on understanding the essence of experience about a phenomenon. Creswell and Creswell (2018) defined that phenomenological research is a design of inquiry coming from philosophy and psychology that describe the life experiences of several individuals' phenomenon whose have experienced the phenomenon. Moreover, by using phenomenology research, the research could gain the comprehensive information about the phenomenon towards the utilization of digital audio-visual aids in learning English.

The research was conducted at ELED of a private university in Yogyakarta. As the first reason to choose this setting of the research, at that university had provided the facilities of technology which can support the learning process using digital audio-visual aids. For the second reason, the lecturers of ELED had used the digital audio-visual aids during the learning English process. At last, the researcher was closed-relationship with the participants since the researcher is still a student of ELED. The researcher collected the data from the interview for a month started from December 2020 until January 2020.

The participants of this research were four students of ELED in batch 2017. Regarding the statement mentioned, the four participants were based on the researcher's observation and lecturers' recommendation, and those were capable to participate on this research and answer all questions on the interview process. Besides, the researcher rated that the four participants were capable to answer the research questions. For the reason, it could help the researcher to analyze the data easily. The technique of choosing the participants used purposive sampling. Hence, the purposive sampling could be used to get the information from the people's knowledgeable (Cohen, Manion, & Morrison, 2011). In this research, the English Education Department batch 2017 chose as the participants.

In this research, the researcher used an interview as a method to collect the data. According to Cohen et al. (2011), interview is a flexible tool to collect the data, and the interviewers did confirmation not only for the complete answers but the for responses about complex and deep issues. In this research, the researcher used standardized open-ended interview in order to get similar findings. Cohen et al. (2011) as cited in Kelinger (1970) stated that open-ended questions allow the interviewer to probe into more depth information and clear misunderstanding information.

The type of question used in this research was indirect question. Indirect questions allows the participants to answer freely so that the researcher can get the findings more (Cohen et al., 2011). Besides, unstructured response mode was adopted in this research to conduct the interview. Cohen et al. (2011) stated that the unstructured response allows the participants to answer the questions in whatever way they want. Because the researcher wanted the participants to feel relax, enjoyable and flexible to answer the questions during the interview, the unstructured response came as the best type chosen to conduct this research.

The first step to collect the data was to the interview protocol as a guideline to interview the interviewee. As the second step, the researcher tried to find the participants who had specific criteria. Then, the researcher made an appointment with the participants to do the interview. On the day of the interview, the researcher explained the reason why this study conducted to the participants. The interview questions were asked the participants to answer the purpose of this study.

In addition, the interview was conducted at the campus or whenever a place which the participants felt comfortable to be interviewed. Each participant was interviewed around 15 up to 30 minutes. The interview used Indonesian language to make sure that the participant felt confident and easy to answer the questions. Another reason of using Indonesian language during the interview session was to help the researcher understand what the participants' answer was about and transcribe the interview results.

During the interview, the researcher brought interview guidelines, a pen, notebook, and mobile phone recorder. The researcher took a note to make sure not to leave the important information. Also, the researcher recorded the voice by using a mobile phone recorder during the interview session in order to ease the researcher in transcribing the data. From the statement mentioned, the researcher got all the participants' answers without missing the data.

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After collecting the data through the interview, the next step was analyzing the data from the participants. Analyzing the data intended to identify and find out the answers regarding the research questions. The first step of data analysis was transcribing the result of the interview from every participant's words, phrases, and sentences. Creswell (2012) maintained that transcribing the result of interview is the procedure of translating recording or field notes into the form text data. Besides, transcribing is a process data analysis where the researchers represent the translation from oral form into written language form. In addition, the researcher used a pseudonym such as Bunga, Mawar, Melati and Tulip owing to the fact that the researcher intended to keep personal information of the participants.

After transcribing the data, the second step of the data analysis was testing the validity using member checking used to ensure the interview results. Birt, Scott, Cavers, Campbell, and Walter (2016) said that testing validity or member checking is a particular technique to find out the credibility and trustworthiness of a result of the data from the participants whether it is accurate or not. The last step of data analysis was coding. Coding is the process of creating and categorizing text to form details and broad themes in the data (Creswell, 2007). The code is a transition process between data collection and wider data analysis. The statement mentioned is in line with Creswell (2012) who said that coding is the process of segmenting and labeling the text to form description and broad themes in the data. In addition, Cohen et al. (2011) mentioned that there were four steps in doing coding such as open coding, analytical coding, axial coding, and selective coding. Therefore, the researcher adopted four steps of coding such as open coding, axial coding, and selective coding.

## Findings & Discussion

### **Benefits of Utilizing Digital Audio-Visual Aids in Learning English as Perceived by the Students**

**Finding 1: Digital Audio-visual aids make the students enjoy the learning process.**

The first benefit of learning English through utilizing digital visual aid was to make the students enjoy the learning process. Three participants, Bunga, Mawar, and Tulip stated that they enjoyed the learning process when learning English utilizing digital visual aid. Bunga stated that the benefits of learning English using digital visual aid made the learning process to be enjoyable. Bunga stated that the benefits of learning English using digital visual aid made the learning process to be enjoyable. She said "I enjoyed the learning process using digital Audio-visual aids because it contains sounds, so it makes the situation not to be quite" (P1.1).

Those findings mentioned were in line with Khalid and Muhammad (2012) who said that learning using digital audio-visual aids especially using YouTube in teaching English literature makes the students enjoy the process of learning because they are familiar with media, and the media has many interesting features. Following this, another statement was defined by Zhang (2016) who claimed that learning using digital visual aid makes the students enjoy the activities on the material because students feel that the activities are authentic and relevant to their study purpose.

**Finding 2: Digital Audio-visual aids make the students feel more interested to learn.**

As another benefit as perceived by the students, the students felt more interested in the topic. Two participants, Melati and Tulip argued that they felt more interested in the topic when learning using digital Audio-visual aids. Melati stated "I felt more interested in the topic when the teacher used the digital Audio-visual aids rather than the traditional method" (P3.4). Another participant, Tulip stated "I felt more interested in the topic when the lecturer used digital visual aid rather than lecturing about the material" (P4.5). In addition, the students felt more interested in the topic when learning using digital audio-visual aids. As the reason, in digital audio-visual aids, there were many features which could not be found in another learning media. Khalid and Muhammad (2012) claimed that using digital Audio-visual aids for learning English makes the students feel more interested in the topic and they feel more enjoyable in the learning process.

**Finding 3: Digital audio-visual aids help the students to improve critical thinking.**

Another benefit of using digital visual aid in learning was to help students to improve their critical thinking. All participants had the same idea which they agreed when learning using digital visual aid could help them to improve their critical thinking. This finding mentioned was in line with Liu (2010) who stated that learning English using digital visual can help the students improve their critical thinking. For the reason, the digital visual aid provides unlimited information and an authentic resource.

**Finding 4: Digital audio-visual aids help the students to deep understanding of the material.** The next finding for the benefit of learning English using digital visual aid was to help the students to deep understanding to the material. Regarding the statement mentioned, it could help the students to get the detailed information to understand the material well. Because the students in this era are millennial, they are called as digital literate. Therefore, when they learnt something new using digital media, it could ease to understand the material. All of four participants agreed that learning English using digital audio-visual aids could help them to have a deep understanding of the material.

In addition, this finding was supported by Dongson, et al. (2009) who claimed that by using digital audio-visual aids, the students get a visual stimulus from the interactive media which may help the students to enhance the process of understanding the material.

**Finding 5: Digital audio-visual aid makes the material to be more meaningful.**

By creating the material to be more meaningful, the students can understand what the topic is about and imagine when the topic is being implemented. Three participants agreed that learning English using digital audio-visual aids could help them to have real imagination about the topic. In addition, this finding was in line with Khalid and Muhammad (2012) who claimed that when the students learnt something by watching a video from YouTube it can help the students to have real imagination about the topic. Besides, Kabooha (2016) stated that learning English using digital Audio-visual aids by playing video on YouTube can help the students know the real material because YouTube provides the authentic materials.

**Finding 6: Digital audio-visual aids help the students improve their English proficiency.** The sixth benefit of this research was the new finding which the researcher did not mentioned in chapter two. Three participants mentioned their ideas that learning English using the digital audio-visual aids helped them to improve their English proficiency such as improving grammar, vocabulary,

speaking, listening and writing. This finding mentioned was related to Kim (2014) who said that learning English especially for oral proficiency in the digital visual aid provides good pronunciation from a native speaker of English on the material, body language, mimic of pronunciation, and many vocabularies in order to practice and improve their speaking skill. Besides, Kim also added that by using the digital visual aid, the students can practice by recording their voice when practicing their speaking in English. Then, they should listen to their voice to improve the speaking skill.

**Finding 7: Digital audio-visual aids help the students improve self-potential.** Learning English in utilizing digital visual aid also could help the students to improve their self-potential. Actually, this was the new finding of this research in which the researcher did not mention yet in chapter two. Hung (2019) claimed that learning English through the digital audio-visual aids can help the students improve their digital skills such as editing the content on the animation or video and creating the multimedia components (sound, effects, scenes, music, and audio effect). Hung also added that when the students make their learning media using the digital visual aid, it will minimize misunderstanding with the material.

Because many kinds of digital Audio-visual aids provide many features, those conditions facilitate the students to improve their self-potential on the digital technology. One participant agreed with the idea that digital visual aid was able to help to the students in improving self-potential. As Mawar said, "Because I like learning English using the digital visual aid especially using YouTube, it also facilitates me to improve my self-potential well" (P2.6).

**Finding 8: Digital audio-visual aids help students do self-reflection to the material.** . Digital visual aid was an interesting media which could give many benefits to the learners. Actually, this idea of learning English using the digital visual aid could help the students to do self-reflection to the material which came as the new finding of this research. This finding was not mentioned in the chapter two. According to Kim (2014), using digital media in learning can help the students to do self-reflection to the material because the digital media provides clearly understandable material. A participant from this research, Bunga said "In my opinion, when I learn English using the digital visual aid, it eases to understand the topic also which can help me to do a self-reflection about the material whether I have to understand or not" (P1.4).



## **Difficulties of Learning English in Utilizing Digital Audio-visual aids as Perceived by the Students**

**Finding 1: Students have a problem with technical difficulties.** Actually, a technical problem came as the most problem which the students faced. All participants had a similar idea about that problem. Based on Bunga's statement, "The worst difficulty which I faced, when the internet connection is not good, so it makes me unable to access the media" (P1.11). She also mentioned another technical problem, "Another difficulty is when we want to use digital audio-visual aids, there are no supported facilities" (P1.12). This finding mentioned was also supported by Kay and Kletsin (2010) who stated that when the lack of facilities happens such as poor internet connection and not good resolution of the video, it needs more time to solve its problem and make the students to feel difficulty to learn English through the digital Audio-visual aids.

**Finding 2: Students do not have interest at all when learning the materials using digital audio-visual aids.** Actually, digital audio-visual aid was an interesting media, but in fact, not all the materials show the use of digital visual aid make the students always interest in the material. Based on Bunga's statement, "When the lecturer gave a digital material and it was too long, it made me not feel interested in all the information on the material" (P1.12). Then, Mawar stated a similar statement with Bunga, she said "When the material in digital Audio-visual aid was too long, it made me feel bored and not interested with all information on the material" (P2.10). Mawar added that the students had to make simple material using the digital visual aid which eases the students to understand the material well. Melati also stated "When the duration of the video is too long, I just feel interested in the early minutes and I skip the video just to the important information" (P3.11). Therefore, this finding was supported by Kinchin (2006) who stated that sometimes, the students feel bored to watch the video because the teachers play a video with a long duration.

**Finding 3: Students do not have basic skill in digital technologies.** The third difficulty faced by the students was having no basic skills to use the digital technology. Four participants agreed that they felt difficult when they do not have basic skill to use the digital technology. This finding mentioned was supported by Hsu, et al. (2008) who claimed that sometimes the students did not feel motivation for learning English using the digital audio-visual aids as the media since they had the low basic skill to use digital technologies.

**Finding 4: Students get incorrect interpretation with the information on the material.** The fourth difficulty faced by the students was misunderstanding with the information on the topic shown in a digital visual aid. All participants agreed

that sometimes they felt misunderstanding the information when learning English using the digital audio-visual aids. This finding mentioned was in line with Kinchin (2006) who stated that when the teachers asked the students to watch a video, but the video has a long duration, they just watch at the beginning of the video. Then, they tend to skip the video until the last of the video. Following this, they sometimes do not get all of the information in the video so that it will make them feel misunderstanding towards the material information.

**Finding 5: Students have problem with low self-monitoring ability.** The fifth difficulty faced by the students in learning English using the digital audio-visual aids was low self-monitoring ability. Based on the statement mentioned, Zhong (2008) said that self-monitoring ability is played full enthusiasm of learners and the initiative of learning, and it also gives the individual fundamental recognition. He also added that when the students have low self-monitoring ability, they do not set the learning goal. Two participants, Mawar and Melati agreed about the mentioned statement.

**Finding 6: Students have problem with physical exhaustion.** The sixth difficulty faced by the students was the problem of physical disorders. Because the digital visual aid is digital media which can cause digital radiation, it can also give a bad effect on human health. A participant agreed that learning English through the use of digital visual aid could give a bad impact on the human's health. Based on Mawar's statement, "In my opinion, too often using the digital audio-visual aids through the computer or smartphone can cause the eyes and the body feeling to be unwell" (P2.11). This finding was in line with statement from Sukri and Santoso (2019) who asserted that learning English through the use of digital visual aid in a long duration can cause the physical disorders such as repetitive strain injury (pain in the joints and numb because of too long sit and not moving), nauseous, headache, eyes irritation, and blurred and doubled visions.

### **Conclusion & Implication**

The general purpose of this research is to find out the students' point of view on the utilization of digital audio-visual aids in learning English. The main purpose of this research was divided into two parts to investigate the benefits and know the difficulties of learning English utilizing digital audio-visual aids as perceived by the students. Hence, the researcher had found the findings related to the purposes.

The participants of this study were the ELED students of batch 2017. Based on the mini-interview to the several students of batch 2017, they preferred to learn English using digital audio-visual aids. The results were obtained by interviewing four students of ELED in batch 2017 at an Islamic private university in Yogyakarta.

In addition, the conclusion of this research findings had addressed two research objectives.

In addition, this research used a phenomenology study to know more about the experiences of students at the same phenomenon. The researcher interviewed four students of batch 2017 at ELED to gain the data. Additionally, the researcher also looked at the students' learning English experiences before they studied at a university to compare with the learning English experiences in the university. Therefore, the validity of the data was rich and could be achieved. In this research, there were eight findings related to the benefits of learning English through the digital visual. The digital audio-visual aids made the students enjoy the learning process, the students felt more interested to the topic, digital audio-visual aids helped the students to improve the critical thinking, digital audio-visual aids helped the students to understand the material deeply, digital audio-visual aids made the material to be more meaningful, digital audio-visual aids helped the students improve their English proficiency, digital audio-visual aids helped the students improve self-potential development, and digital audio-visual aids helped the students to do self-reflection to the material.

Furthermore, there were six findings related to the difficulties of learning audio visual aids which lead to the technical difficulties. For example, the students did not interest at all when learning using digital audio-visual aids, students did not have the basic skill of the digital technologies, students got wrong interpretation with the information on the material, students had the problem with low self-monitoring ability, and students had the problem with physical exhaustion.

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## **Appendix**

### **Interview Guideline**

RQ 1: What are the benefits of learning English utilizing digital audio-visual aids as perceived by the students?

List of Questions: Based on Khalid & Muhammad (2012)

1. Are you familiar with YouTube?

Seberapa besar kamu familiar dengan digital audio-visual aids?

2. Have you ever used software that helps you in your study?

Seberapa seringkah kamu menggunakan digital audio-visual aids dalam proses belajar bahasa Inggris?

3. Are you happy when you use YouTube?

Bagaimana perasaanmu saat belajar bahasa Inggris menggunakan digital audio-visual aids?

4. What the benefits that you get from watching novel on YouTube?

Apa saja manfaat yang kamu rasakan saat belajar bahasa Inggris menggunakan digital audio-visual aids?

5. What features of YouTube that contributed to your learning of literature?

Menurutmu apa saja kontribusi dari digital audio-visual aids itu sendiri untuk proses belajar bahasa Inggris?

RQ 2: What are the students' points of view regarding the difficulties utilizing digital audio-visual aids to learn English?

List of Questions:

Basen on Arikan & Ozen (2015)

1. How the difficulties learning English vocabulary using quick response codes?

Seberapa besar tantangan yang kamu rasakan saat belajar bahasa Inggris menggunakan digital audio-visual aids?

Based on Robin (2006)

2. What are perceived obstacles to implementing digital story telling?

Tantangan apa sajakah yang kamu rasakan ketika belajar bahasa Inggris menggunakan digital audio-visual aids?

Based on Amine, Benachaiba, & Guemide (2012)

3. Do you think that computer-based lessons are more enjoyable and effective than traditional lessons?

Dari tantangan yang kamu rasakan, jika kamu disuruh memilih, apakah kamu cenderung suka belajar menggunakan digital audio-visual aids atau belajar menggunakan metode tradisional?