

Chapter Four

Finding and Discussion

In this chapter, the researcher reports the findings based on the data analysis and the discussions of the findings. The research findings show the data obtained from the analysis results to see students' point of view on the utilization of digital audio-visual aids in learning English. There are two findings found in this research. Those findings are the students' perception on the benefits and difficulties in the utilization of digital audio-visual aids in learning English. In addition, to keep the privacy of each participant, the names are changed in term of pseudonym such as Bunga as the participant 1, Mawar as the participant 2, Melati as the participant 3, and Tulip as the participant 4. Furthermore, scholar arguments will also use to discuss the data.

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

In this part, the researcher elaborated the results of the interview related to the first research question about the benefits of utilizing digital Audio-visual aids in learning English as perceived by the students. The researcher found eight findings for the first research question. Based on the interview, the benefits of learning English utilizing digital audio-visual aids were enjoying the learning process, feeling more interested to the topic, improving critical thinking, having deeper understanding about the material, making the material to be more meaningful, improving English proficiency, improving students' self-potential, and making students to have self-reflection. Finally, each finding of the benefits in

learning English through the use of digital audio-visual aids as perceived by the students is explained in the following paragraph in detail.

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. 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). Another participant, Mawar also mentioned the same idea as the first participant, and she conveyed "I enjoyed learning using digital Audio-visual aids because it is familiar with the media" (P2.1). Then, Tulip also had the same opinion with Bunga and Mawar, Tulip stated "I enjoyed learning using digital visual aid because the media is interesting and familiar for me" (P4.3). Based on Bunga's statement, the students enjoyed the learning process when the material was related to the topic and their life. Mawar added "When learning English using digital Audio-visual aids in the classroom was so enjoyable, we get new knowledge which we could not get in another place and realize that the media will be beneficial for me in the future".

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). Melati added that the students felt more interested in the topic when the teacher used the digital audio-visual aids. For the reason, when the teacher only used the traditional method, it could ease the students to feel bored. Tulip also said that when the teacher used various digital audio-visual aids, the students felt more interested in the topic and the learning process was not monotonous.

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. Khalid and Muhammad (2012) also added that the students feel more interested in the topic because many features in digital audio-visual aids are interesting media to support in learning English.

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. Bunga stated "When I learn English using digital visual aid while given the example and explanation of the material, it helps me to connect one point to another so that it could ease to understand the material well" (P1.7). Mawar also said "I learned something by watching a video if I did not understand about the material on the video, I could find another video that related to the first video. Then, I combine the information with each other" (P2.4).

In addition, another participant, Melati delivered her idea which was different from Bunga and Mawar, she stated "I can improve my critical thinking by doing autonomous learning, so I can find the material and the explanation by myself" (P3.6). Melati added that when the lecturer asked the students to learn about some material, and the material was so complicated, the students found the material and the explanation about the material by ourselves which came as the best solution to improve their understanding of the material. Tulip also said "When I learn something from digital visual aid, sometimes the information is not complete or only shown the main point. From those points, I can improve my critical thinking to find more explanation about the topic" (P4.6).

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. Pun (2013) mentioned that learning using videos and films not only increase the students' interest in learning English but also improves their critical thinking in learning English.

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. The first idea was conveyed by Bunga, and she said "When I watched a video about the material, it can ease me to understand the material well because the video is related to the material" (P1.13). Then, Mawar said "Because I like learning English by watching video when I learn something from video, it is interesting and makes me have full attention to the video. Hence, I can get the detailed information about the material to understand the material more" (P2.2). Mawar also added that the audio-visual aid was an interesting media which eased the students to remember the material by remembering the vision or the sound from

the media.

Another participant, Melati had different reason with Mawar and Bunga, and she said "The digital visual aid is interesting media, and the content in digital visual aid is good. Then, it does not make me feel bored so that it can help me to understand the material in detail" (P3.3). in addition, Tulip said, "When the lecturer asked the students to make a learning media with a digital visual aid, it can be implemented directly which helps me to deeply understand the material" (P4.8).

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. The first participant, Bunga stated "Using digital visual aid related to the topic which I want to learn makes me have real imagination about the topic" (P1.5). Besides, another participant, Melati said "In my opinion, when I learnt something by watching a video, it made me have real imagination about the topic and know the right way when the topic is being implemented" (P3.7). Following this, Tulip had a similar idea with Melati, she said "When I learnt a theory using the digital visual

aid, it helped me to know how the theory being implemented and made me know the detailed theory" (P4.10).

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, Kabooaha (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. Bunga said "When I learnt English using the digital audio-visual aids made me improve my listening, writing, and speaking skill" (P1.7). Bunga added that because I often used YouTube to listen to English song, it eased me to listen to the lyrics of the song and know the meaning of the lyrics. Then, Bunga's writing skill got improved, so she could write English text easily without having worried to the use of grammar.

In addition, Bunga added that I learnt English using the digital audio-visual aids to help me to speak English fluently. Another participant, Melati said "Learning English using the digital visual aid helps me to learn grammar easily " (P3.1). Besides, Tulip had a similar idea to the other two participants above. Tulip

said "When I learnt English using the digital audio-visual aids especially when listening to English songs through YouTube, it helped me master the vocabulary" (P4.1).

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.

Chen (2016) as cited in Ibrahim (2009) stated that learning English using a digital visual aid to make the students enjoy the learning process and the new words help them to improve in acquiring vocabularies. Chen also said that the digital visual aid provides an authentic voice of English native speaker to help and support with English subtitles for the students to improve their listening skill. Following this, Verdugo and Belmonte (2007) claimed that the pedagogical practice of digital visual aid promotes the concentration and students' attention on the oral input received by the students to improve listening 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). Mawar also added the reason why digital visual aid can help the students to improve self-potential. For the reason, using digital visual aid in learning gave a chance to explore more about something which the students did not know yet. Mawar also added that basically, YouTube was a video, so she wanted to improve her self-potential by making an English material in a video which edited the video and uploaded it to YouTube.

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).

Riyana (2017) asserted that using the digital visual aid in learning provides many benefits such as easing the students to understand the material and providing the facilities to practices their understanding of the material. Riyana also added after practicing, they can see the score and repeat learnt material if the score is not maximum.

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

The second research question was about the difficulties of learning English in utilizing digital Audio-visual aids as perceived by the students. There were eight findings resulted to answer those questions. Based on the interview, the difficulties faced by the students when learning English using the digital audio-visual aids were a technical problem, preferring to learn printed material, having no basic skill in digital technology, misunderstanding about the material, having low words frequency, self-awareness to learn, and health disorders. Hence, each finding of the difficulties of learning English through the digital audio-visual is explained in the following paragraphs in detail.

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).

In addition, she also mentioned "When I learn the material through video, the audio is not clear which also makes difficult to hear the correct sentences" (P1.13). Besides, Mawar had a similar idea with Bunga, and she stated "The difficulties of digital audio-visual aids were low internet connection and no supported electrical power" (P2.7).

Melati also stated "I could not access the application to use digital visual aid when there was no internet connection" (P3.9). Then, Melati stated another difficulty, and she said "the accessibility to use the application or account can be used trial or only premium" (P3.10). Tulip also had a similar idea with Bunga, Mawar, and Melati, and she said, "I feel so difficult when there is no internet connection to access the digital audio-visual aids" (P4.11).

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. Mawar's stated "When the teacher asked me to the use new digital visual aid, and I have no basic skill on it. Then, I feel difficult to maximize the media use" (P2.9). Then, Melati said "I felt difficulty when I do not know how to use the application" (P3.10). Also, Tulip shared a similar idea with the other three participants, and she said "When the lecturer

asked me to use unfamiliar digital audio-visual aid, it led me to the difficulty in learning" (P4.11).

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. Bunga stated " When the material used video, and it was shown so fast with no clear explanation, it could lead to have misunderstanding with the information on the topic" (P1.13).

Mawar also said "I misunderstood with the information on the material when the file of the material was available in different types of digital visual aid, and it was not interconnected" (P2.11). Mawar also gives more explanation, and she said that when the material was available in different types of digital visual aid, it could make misunderstanding and incorrect interpretation about the point of the material.

Another participant, Melati said "When the material in digital visual aid was too long, I just skipped. When I should answer the question, I got the wrong interpretation of the information on the material. As the reason, I did not know what the right answer was" (P3.12).

Based on Tulip's statement, "Basically. I use video which is susceptible to feel bored, and I just skip the information on the video to cut the duration, so it can lead to misunderstand the information on the material" (P4.12).

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. Betram (2009) also added that when the instruction or the explanation on the video or PowerPoint Slides was not clear, so it will make the students misunderstand the information of the topic.

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. Mawar stated "In my opinion, another difficulty using the digital visual aid does not often use the digital online learning platform, so sometimes I miss the schedule" (P2.10). Then, Melati said "Another difficulty faced when I learn English through the digital visual aid, I waste my time just to look for fun content which helps to improve my English skill" (P3.8).

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.