

## Appendices

### 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?

### Categorization Table

RQ 1

What are the benefits of utilizing digital Audio-visual aids for learning English as perceived by the students?

Category	Interpretation	Compacting Fact
Enjoy the learning process	Enjoy the learning process when using digital Audio-visual aids	The students feel enjoy learning using digital visual aid because it contain sound make the situation not quite (P1.1)
		The students feel enjoy learning using digital visual aid because familiar with the media (P2.1)
		The students feel enjoy because interested to the media and familiar to the media (P4.3)
More interested to the topic	Learning using digital Audio-visual aids make feel more interested to the topic	The student more interested with the topic when the teacher use digital technologies than traditional one (P3.4)
		The student more interested with the topic with digital Audio-visual aids rather than the lecturer only lecturing

		(P4.5)
Improve Critical Thinking	Help students improve critical thinking	The students when learning using digital visual aid and there's an example and explanation can connecting one point to another point (P1.7)
		The students can improve their critical thinking when watch a video and connected to another related video (P2.4)
		The students can improve their critical thinking by doing autonomous learning, find the material and explanation by themselves (P3.6)
		Sometimes when the students learning using digital visual aid the information just show to the point, and from the point they develop their critical thinking to find more explanation (P4.6)

Deep understanding	Make the students deeper understanding to the material	When watching the video, make easier to understand the point of the material because the video is related to the material (P1.3)
		By watching video, because it interesting, will make pay full attention to the video and get the detail of information on video that make me more understand (P2.2)
		Because the media and the content are good not make the students feel bored then, make easier to understand the material (P3.3)
		Can implemented directly the material with digital visual aid make the students deep understand about material (P4.8)
Material more meaningful	Make the material more meaningful	Learning using digital visual aid that related to the topic make students have real imagination what the topic is about (P1.5)

		By watching a video make the student have real imagination and the right practical of the material (P3.7)
		When learning using digital Audio-visual aids about a theory make the student know how the theory implemented and the detail of the theory (P4.10)
Improve English proficiency	Improve English proficiency	Can understand directly the meaning when listening to music in English, no worries about the grammar when writing in English, and more fluent speak in English (P1.7, P1.8, P1.9)
		Help learning grammar (P3.1)
		Learning using digital Audio-visual aids help to gaining vocabularies (P4.1)
Improve self-potential	Help students to improve their selves	Improve their selves potential by learning using digital Audio-visual aids for example potency in editing video, designing online poster (P2.6)

Self-reflection	Help students to do self-reflection	By learning the material by using digital Audio-visual aids, the students can reflect what they have understand and what they haven't understand and also reflected to their experiences. (P1.4)
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## RQ 2

What are the difficulties of utilizing digital Audio-visual aids for learning English as perceived by the students?

Category	Interpretation	Compacting Fact
Technical Problem	Problem with technical difficulties	When the internet connection is not good, it is the worst difficulty (P1.11)
		When there's low internet connection and no support of electrical power (P2.7)
		Couldn't access the digital Audio-visual aids application when there's no internet connection (P3.9) and the problem in accessibility to the account, its can access trial or only premium (P3.10)
		Feel so difficult when there's no internet connection to access the digital Audio-visual aids. (P4.11)
No interest at all	No interest at all with the material	When the materials use digital Audio-visual aids and it is too long make the students not interested with



		<p>all information on the material. (P1.12)</p>
		<p>When the material is too long it make the students not interested at all to the material just make it simple (P2.10)</p>
		<p>When the duration of the video is too long just interested in early minutes and skip to just to the important information (P3.11)</p>
No basic skill	No basic skill with digital technologies	<p>When no have basic skill to the media it will difficult to maximizing the use of the media (P2.9)</p>
		<p>Feel difficult because don't know what should to do to use the application (P3.10)</p>
		<p>Because the lecturer asked to use unfamiliar digital visual aid it will make difficult (P4.11)</p>
Wrong interpretation	Got wrong interpretation with the material	<p>When the material on video show so fast and no clear explanation (P1.13)</p>

		<p>When the file of the material available in different types of digital visual aid but it interconnected, sometimes it made miss understood with the information on the material. Also, wrong interpretation about the point on the material. (P2.11)</p>
		<p>When the material is too long, the student just skip and get wrong interpretation of the information on the material (P3.12)</p>
		<p>By using digital visual aid like video is susceptible to feel bored and just skip the information on the video to cut the duration and it make miss information on the material (P4.12)</p>
Low self-monitoring ability	Low self-monitoring ability	<p>Because not often use digital learning platform so sometimes miss the schedule (P2.10)</p>
		<p>Wasting the time by found the contents just for fun not really for improving English skill (P3. 8)</p>

Physical Exhaustion	Physical exhaustion	Too often use digital Audio-visual aids mean use the support of computer or smartphone make the eyes and other body feeling unwell. (P2.11)
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