

CHAPTER 1

INTRODUCTION

A. Background of the Study

In recent years, audio-visual media have gained recognition as effective instruments for education, especially in the context of language acquisition. According to Abdullahi et al., (2024) the integration of audio-visual resources, including videos, animations, and digital storytelling, can enhance learning experiences, making them more captivating and meaningful for young students. This topic is increasingly relevant for researchers and educators as it addresses the demand for innovative teaching approaches to enhance language learning motivation in environments where English is not the native language. Research has demonstrated that using audio-visual media can greatly boost student motivation in educational contexts. Studies show that incorporating audio-visual resources into teaching strategies grabs students' attention and creates a more interactive learning atmosphere, which is essential for motivation (Aprianto & Amir, 2022).

Motivation plays a key role in language learning, especially for younger students who may struggle to connect with a foreign language such as English. In Indonesia, where English is introduced as a foreign language in primary schools, students frequently experience a lack of both intrinsic and extrinsic motivation due to insufficient exposure and chances to practice outside of the classroom (Roni & Hermansyah, 2023). Traditional teaching approaches that depend on memorization and textbooks often fail to engage students, resulting in disinterest and limited language development (Hidayati, 2018). Incorporating of audio-visual media in the classroom presents a more interactive and vibrant method for teaching English, supplying students with a rich context that can enhance the relevance and enjoyment of language learning.

This research centers on an elementary school in Indonesia as a case study, focusing on the issue that many students appear to lack motivation in learning English, which is not their primary language. This case is especially pertinent, as Indonesia is a non-native English-speaking country where students frequently have limited exposure to English outside their classrooms. Gaining insights into how

audio-visual media influences student motivation in this particular context could help develop strategies for similar scenarios in other regions where English is not the primary language (Setiarufi, 2021). By concentrating on elementary-aged students, the research emphasizes a crucial period in language development, during which motivation can greatly affect students' long-term attitudes toward learning English (Fitriani & Hanafi, 2021).

Numerous studies have examined the influence of audio-visual media on motivation and outcomes in language learning. Research by Mayer (2024) supports the multimedia principle, which posits that students achieve better learning outcomes when verbal and visual information are presented together, allowing for dual channels in processing information. Additionally, studies across different cultural settings suggest that audio-visual media can boost students' motivation and engagement in language learning by making the material more accessible and enjoyable (Rifai, 2019; Daryanto & Siti, 2018).

The proposed research titled "Students' Perception of Using Audio-Visual Media on English Learning Motivation: A Case Study in Indonesian Elementary School" seeks to fill a notable void in current literature concerning the effect of audio-visual media on students' motivation to learn English, especially within the framework of Indonesian elementary education. Although earlier research has investigated various components of language learning motivation and the application of technology in educational settings, there is a dearth of targeted studies that specifically examine how audio-visual media impacts students' perceptions and motivation for learning English at the elementary level.

While numerous studies have looked at the success of audio-visual aids in improving language skills (Idris, 2023; Lestari, 2023), very few have specifically investigated their influence on students' intrinsic and extrinsic motivation in learning English. The majority of existing research tends to concentrate on adult learners or contexts within higher education, leaving a lack of understanding regarding how younger learners view and are motivated by such media.

Research suggests that Indonesian students frequently exhibit a lack of both intrinsic and extrinsic motivation due to insufficient exposure to English beyond the classroom (Roni & Hermansyah, 2023). Nevertheless, there has been inadequate inquiry into how the incorporation of audio-visual media might help close this motivational gap. This study aims to explore whether the use of appealing audio-visual tools can boost students' motivation and offer them greater opportunities for meaningful language engagement.

Most previous studies on language learning motivation have predominantly employed quantitative research methods, particularly survey-based approaches, to identify general motivational patterns among language learners. Although these studies have contributed significantly to understanding language learning motivation, they often provide limited insights into learners' personal experiences, perceptions, and interpretations of classroom practices. Recent scholars have therefore emphasized the importance of qualitative research in capturing the complexity and contextual nature of learners' motivation within authentic educational settings (Hennebry-Leung & Lamb, 2024). In the context of elementary English language learning, qualitative exploration is particularly important because young learners' perceptions and learning experiences may differ from those of older learners. Therefore, this study employs a qualitative case study to explore elementary school students' perceptions of using audio-visual media in motivating them to learn English. By focusing on students' voices and lived experiences, this study is expected to provide a deeper understanding of how audio-visual media are perceived as motivating instructional resources in English language learning.

It is important to look into how elementary school students feel about using audio-visual media to help them learn English, based on the problems and areas that need more study mentioned earlier. Young learners have different ways of growing and learning, so looking at what they think can help us understand how using videos and pictures can make English learning more interesting and encouraging. Looking at what students think can help create better teaching methods that work well for teaching English to young learners in Indonesia. Therefore, this study aims to

explore elementary school students' perceptions of using audio-visual media in motivating them to learn English in an Indonesian elementary school context.

B. Formulation of the Problems

The research question in this study is “What are elementary school students' perceptions of using audio-visual media in motivating them to learn English?”

C. Operational Definitions

To avoid misunderstanding in this research, here are the operational definitions:

1. Students' Perception

Students' perception refers to the students' personal views, feelings, and interpretations regarding their experiences in learning English using audio-visual media. In this study, students' perception is operationally defined as the responses expressed by elementary school students during semi-structured interviews concerning their interest, enjoyment, understanding, and motivation when audio-visual media are used in English learning activities.

2. Audio-Visual Media

Audio-visual media refers to instructional materials that combine visual elements (such as images, videos, animations, and PowerPoint slides) with auditory elements (such as spoken language, music, and sound effects) used in English language teaching. In this study, audio-visual media are operationally defined as learning resources employed by the teacher during English lessons, including videos, songs, images, animations, and audio-supported presentations, as experienced and described by the students during the learning process.

3. English Learning Motivation

English learning motivation refers to the internal and external factors that encourage students to engage in, enjoy, and persist in learning English. In this study, English learning motivation is operationally defined as students' enthusiasm, interest, willingness to participate, and engagement in English learning activities, as reflected in three aspects: intrinsic motivation, task motivation, and classroom-

specific motivation, which were identified through students' interview responses regarding their learning experiences with audio-visual media.

D. Aim of the Study

Based on the research question, this study aims to explore elementary school students' perceptions of using audio-visual media in motivating them to learn English.

E. Significances of the Study

1. Theoretical Significance

This study theoretically enhances the comprehension of motivation in acquiring second and foreign languages by investigating how audio-visual media impacts young learners' motivation, particularly in an elementary school environment. By exploring the influence of audio-visual tools on students' intrinsic and extrinsic motivation for learning English, this research offers insights that build upon established motivational theories in education, such as Self-Determination Theory.

2. Practical Significance

This study can practically assist in the creation of English language curricula that integrate audio-visual components to boost student engagement and enthusiasm. For educators and practitioners in Indonesia, as well as similar non-English-speaking environments, this research offers evidence-based suggestions for crafting more interactive and visually engaging English lessons that foster student motivation and involvement.

3. Empirical Significance

This study gives the researcher real-life insights into how elementary school students view the use of audio-visual media in learning English. By talking directly with the participants, the researcher gets a better understanding of how students feel, what they think, and how they react to the use of audio-visual media in English classes. The study also helps the researcher gain a better understanding

of the features of young learners, especially their likes for activities that are fun, interactive, and include visual elements.

The research provides valuable hands-on experience in assessing audiovisual media for teaching purposes. The results allow the researcher to think about teaching methods and find better ways to make learning more engaging for young students. This study helps the researcher gain a better understanding of how students perceive things and what motivates them, and it also helps improve the researcher's skills and abilities as an English teacher.