

CHAPTER 2

LITERATURE REVIEW

A. Theoretical Framework

1. Motivation Overview

Motivation is a crucial factor in learning a language, affecting learners' involvement, determination, and overall achievement. As noted by Ryan and Deci (2020), motivation can be divided into intrinsic (stemming from personal interest and fulfillment) and extrinsic (shaped by outside rewards or pressures). Research by Dörnyei (2001, as cited in Lamb et al., 2019) highlights the need to establish motivational learning environments that align with students' interests and objectives. For individuals learning a language, motivation is essential for developing self-assurance, sustaining effort, and nurturing curiosity about the language being studied. The engaging characteristics of audio-visual media have been shown to considerably boost learner motivation by merging enjoyment with educational content, thereby making the learning experience more lively and accessible (Gardner, 2010, as cited in Lamb et al., 2019).

This qualitative study will be framed within the principles of Constructivist Learning Theory and Multimedia Learning Theory to investigate students' views on how audio-visual media can enhance their motivation to learn English. This framework offers a thorough perspective that will shape the research process, including data gathering, analysis, and interpretation.

Constructivist learning theory proposes that learners actively construct knowledge through interaction with their environment and by connecting new information with their prior experiences. This perspective synthesizes the ideas of Piaget's cognitive constructivism and Vygotsky's social constructivism, emphasizing that learning is an active and socially mediated process (Schunk, 2020). This theory underscores the significance of active participation and collaboration in the educational process. By incorporating audio-visual media into English language teaching, students can engage more fully with the material, facilitating their ability to create meaning and boost their motivation. Previous

research indicates that when learners actively partake in their education through engaging and interactive resources, their intrinsic motivation tends to increase (Deci & Ryan, 2020). This is in line with the aims of this research, which seeks to explore the role of audio-visual media in creating a more engaging learning atmosphere for elementary students in Indonesia.

Multimedia Learning Theory, introduced by Mayer (2021), indicates that individuals tend to learn more effectively from a combination of words and images than from text alone. This theory advocates for the utilization of audio-visual media, which merges visual and auditory components to improve comprehension and retention of information. Mayer's principles of multimedia learning, such as the Coherence Principle and Modality Principle, suggest that the effective application of multimedia can enhance learning outcomes by alleviating cognitive overload and encouraging deeper processing of content. This framework will guide the examination of how students perceive the effectiveness of audio-visual resources in their English learning journey.

The connection between these theoretical frameworks and the study's objectives is vital. By employing Constructivist Learning Theory, the research will investigate how audio-visual tools promote active learning settings that allow students to engage meaningfully with the content. Simultaneously, Multimedia Learning Theory will offer insights into how these resources can improve understanding and motivation through well-crafted instructional materials.

Regarding methodology, this theoretical framework will guide the creation of interview questions designed to reveal students' insights about their experiences with audio-visual media. It will also direct the analysis by concentrating on themes connected to engagement, motivation, and learning results based on participants' feedback. By applying this framework, the study intends to enrich the current literature on the use of technology in language education, especially in the context of Indonesia.

In summary, researcher believe that motivation is fundamental to language acquisition, particularly for young students who need interesting and fulfilling experiences to keep their attention. Long-term dedication and active engagement in

the learning process are especially fostered by intrinsic motivation, which is fuelled by enjoyment and curiosity. Constructivist and multimedia learning theories both benefit from the incorporation of audio-visual materials, which provide dynamic, interactive, and contextually rich experiences that can greatly boost students' motivation for learning English. Therefore, developing a more efficient and student-centered language learning environment requires an awareness of and improvement of student motivation through engaging and relevant resources like audio-visual media.

Dörnyei (2001) argues that motivation in language learning is influenced not only by learners' personal interests but also by the learning tasks and classroom environment. In classroom-based language learning, motivation can be understood through several dimensions that influence learners' willingness to participate and engage in learning activities. Among these dimensions, intrinsic motivation, task motivation, and classroom-specific motivation are particularly relevant to understanding students' responses toward English learning activities.

1.1 Intrinsic Motivation

Intrinsic motivation refers to learners' internal desire to engage in an activity because they find it enjoyable, interesting, or personally satisfying. Learners who are intrinsically motivated participate in learning activities for the pleasure of learning itself rather than for external rewards or pressures. According to Dörnyei (2001), intrinsic motivation is closely related to curiosity, enjoyment, and a sense of accomplishment experienced during the learning process. In English language learning, students may demonstrate intrinsic motivation when they enjoy discovering new vocabulary, understanding new expressions, or successfully communicating in English.

1.2 Task Motivation

Task motivation refers to the motivational influence generated by the learning activities themselves. Dörnyei (2001) explains that students' motivation can increase when classroom tasks are perceived as interesting, enjoyable, meaningful, and appropriately challenging. Learning activities that involve interaction, visual support, games, songs, videos, and other engaging materials can

strengthen students' willingness to participate actively. Therefore, task design plays a significant role in maintaining students' attention and engagement during language learning.

1.3 Classroom-Specific Motivation

Classroom-specific motivation relates to the influence of the classroom environment on students' motivation. According to Dörnyei (2001), this type of motivation is shaped by various classroom factors, including teacher behavior, teaching methods, instructional materials, classroom atmosphere, and peer interaction. A positive learning environment supported by engaging instructional media and effective teaching strategies can encourage students to participate more actively and develop positive attitudes toward language learning. In contrast, monotonous teaching practices may reduce students' enthusiasm and motivation.

Collectively, these dimensions demonstrate that students' motivation in learning English is influenced not only by internal factors but also by the nature of learning activities and the classroom environment. Therefore, the concepts of intrinsic motivation, task motivation, and classroom-specific motivation provide a useful framework for understanding how elementary school students perceive the use of audio-visual media in motivating them to learn English.

2. Teaching English to Young Learners

Teaching English to Young Learners (TEYL) involves the instruction of English to kids in elementary or primary school environments. As young learners are at the initial phases of cognitive, emotional, and linguistic growth, English teaching must be tailored to their developmental traits and educational requirements. As noted by Islahuddin (2023), instructing young learners in English necessitates age-suited techniques that prioritize engagement, fun activities, and significant communication. Young learners generally acquire language more efficiently when teaching involves interactive and contextualized tasks instead of through theoretical explanations or rote memorization.

Additionally, TEYL focuses on student-centered and interactive methods to sustain learners' interest and enthusiasm. Pratama (2025) contends that successful English instruction for young learners must incorporate contextual learning, play-

oriented tasks, and media integration to enhance student engagement in the classroom. This is due to the fact that children typically react favorably to appealing and fun learning experiences that incorporate visual, auditory, and physical engagement.

Moreover, the integration of technology and multimedia has become a crucial element of TEYL in contemporary classrooms. Judijanto (2026) states that young learners gain considerable advantages from multisensory learning experiences as they generally process information more efficiently when visual and auditory components are integrated. Consequently, teaching media like songs, videos, animations, and images can enhance language acquisition by making classroom tasks more interesting and relevant.

Likewise, Hijriati (2023) asserts that elementary students frequently feel boredom when English teaching depends solely on textbooks and monotonous activities. Therefore, educators are urged to adopt engaging teaching methods and tools that can maintain learners' focus and enthusiasm throughout the educational experience. In this context, audio-visual media are viewed as significant in TEYL as they offer enjoyable learning experiences and present authentic language exposure for young students. Regarding the current study, TEYL offers a significant theoretical foundation as the subjects are young learners.

3. Characteristics of Young Learners

Grasping the traits of young learners is crucial for creating effective English learning activities, especially within elementary school settings. Young learners typically have distinct developmental traits that set them apart from adolescents or adults. Pinter (2017) notes that children are typically curious, enthusiastic, active, and imaginative, impacting their reactions to learning activities. Nevertheless, they also possess shorter attention spans and may rapidly disengage when educational tasks are monotonous or devoid of excitement.

Additionally, young learners generally grasp language more effectively through tangible and contextual experiences instead of theoretical explanations. Islahuddin (2023) states that children grasp concepts better through activities that incorporate visual aids, auditory elements, physical movement, and significant

interaction. Due to this trait, educational resources that integrate images, audio, and interactive elements are viewed as better suited for young learners.

Children in early education are particularly receptive to fun and stimulating classroom settings. According to Pratama (2025), elementary-level students show increased active participation when learning activities incorporate games, songs, stories, videos, and visual aids. These learning experiences can sustain students' focus and lessen boredom, potentially enhancing their motivation to learn.

Furthermore, Judijanto (2026) highlights that children gain from multisensory learning settings, as merging visual and auditory inputs aids them in processing and comprehending information more efficiently. This trait enhances the use of audio-visual resources in English classrooms, as videos, songs, and animations offer richer language exposure while boosting student engagement and excitement.

Consequently, grasping the traits of young learners is crucial within the framework of this research. As elementary school students often favor fun, visual, and interactive learning experiences, incorporating audio-visual media can enhance their perceptions of motivation in learning English.

4. Audio-Visual Media as English Language Learning Media

The use of audio-visual media in English language classrooms has gained popularity due to its effectiveness in boosting learner engagement and motivation. Audio-visual media combines auditory and visual components, creating an engaging educational experience that accommodates various learning preferences. Research conducted by Mayer (2021) supports the dual-channel theory, indicating that the integration of visual and auditory information improves comprehension and memory retention. Various forms of Audio-visual media, including videos, podcasts, animations, and multimedia presentations, have gained popularity in English language education due to their capability to replicate real-life situations and promote exposure to authentic language usage. Recent studies have shown that integrating audio-visual media into English instruction enhances students' listening and speaking skills, increases classroom engagement, and promotes active participation by exposing learners to authentic pronunciation, vocabulary, and real-life communication contexts (Abdullahi et al., 2024).

Research has repeatedly demonstrated that audio-visual media fosters a more captivating learning atmosphere. For instance, a study by Nazhifah and Lubis (2024) reported notable advancements in junior high school students' speaking abilities following the adoption of audio-visual teaching methods. The research found that nearly 90% of students expressed positive attitudes toward the use of these media, indicating increased engagement and motivation.

In a similar vein, research involving fourth-grade students at LabSchool Elementary School in East Jakarta showed that the application of audio-visual media resulted in a significant enhancement in speaking skills, which rose from 64.28% to 85.71%. This illustrates how interactive and visually stimulating content can engage young learners, thereby increasing their willingness to participate in English classes. Audio-visual media not only captivates students but also aids in their understanding and retention of English language concepts. A study conducted by Al Arif (2020) examined the effects of audio-visual media on vocabulary acquisition among EFL university students. The results indicated that students exposed to instruction using audio-visual aids exhibited better vocabulary retention rates compared to those receiving traditional methods. This implies that the combination of visual and auditory elements helps facilitate deeper processing of language information, resulting in improved academic performance.

Furthermore, the use of audio-visual tools such as videos and animations has been proven to alleviate cognitive load and encourage more efficient learning. Mayer's Cognitive Theory of Multimedia Learning posits that learners gain from dual coding the simultaneous processing of visual and auditory information which enhances memory retention and lessens confusion.

Having positive attitudes toward learning is essential for ongoing motivation. Studies suggest that students typically respond positively to the integration of audio-visual media into their educational program. For example, a case study conducted in Medan revealed that over 90% of first-grade students exhibited favorable attitudes toward the use of audio-visual methods for teaching speaking abilities. Such positive feedback emphasizes the potential of these media to instill enthusiasm in young learners.

Moreover, experts point out that audio-visual media can enhance students' motivation by making learning more engaging and accessible. Some researchers contend that platforms like YouTube provide a wide array of educational resources designed for language learning, which can significantly enhance students' engagement and foster self-directed learning.

Although audio-visual media presents numerous benefits, some challenges must be addressed. For instance, students may face difficulties in understanding new vocabulary or comprehending complex ideas presented visually. To counteract these challenges, educators should select materials that align with students' current vocabulary levels and gradually introduce more advanced content. This thoughtful approach ensures smoother transitions and keeps students interested without overwhelming them.

In summary, the existing evidence robustly supports the view that audio-visual media is a valuable asset in enhancing English language learning motivation among Indonesian elementary school students. By fostering engaging experiences, boosting comprehension and retention rates, cultivating positive attitudes toward learning, and addressing common challenges, these media tools together enhance a more effective teaching approach (Mustafa, 2017). Thus, incorporating audio-visual media into standard instructional practices emerges as a promising strategy for educators seeking to improve student engagement and motivation in English language learning.

5. Audio-Visual Media Features

Audio-visual media are instructional tools that combine visual and aural elements to enhance the learning experience. These media play an important role in language acquisition by delivering knowledge in a more engaging, contextualised, and remembered manner. Audio-visual tools have gained popularity in classrooms in recent years due to its ability to boost learners' motivation, comprehension, and memory (Almurashi, 2016; Mayer, 2021).

The following are the general characteristics of audiovisual media in educational settings:

a. Authentic Language Exposure

Real-life language use is common in Audio-visual Media, including authentic pronunciation, intonation, and speech patterns conveyed through dialogue or narration. This allows learners to get more accustomed with authentic linguistic input, resulting in improved listening and speaking skills (Karim & Mohamed, 2019).

b. Visual Support for Understanding

Images, graphics, animations, and videos are examples of visual components that help clarify complex concepts and provide contextual cues to help learners understand them. They help students develop connections between spoken or written text and real-world circumstances (Mayer, 2021).

c. Subtitles

Many audiovisual resources include subtitles or on-screen text to assist students connect spoken and written forms of language. This function is notably effective for promoting vocabulary development while concurrently increasing reading and listening skills (Vanderplank, 2016).

d. Emotional and Cultural Engagement with Music and Sound

Background music and sound effects are frequently employed to elicit emotional responses and establish the tone of the material. Songs and musical components can make language learning more pleasurable and help you remember new words and phrases (Putri et al., 2021).

e. Interactive Functions (Digital Audiovisual Tools)

In digital learning contexts, Audio-visual Media frequently includes interactive elements such as clickable responses, pause/play buttons, and integrated quizzes. These elements encourage learners' autonomy and deeper engagement with the topic (Rahmat & Yusof, 2022).

f. Cultural Context and Real-World Scenarios

Audio-Visual Media usually represent cultural settings and everyday life scenarios, assisting learners in understanding the target language's socio-cultural

background. This improves both linguistic ability and intercultural awareness (Suherdi and Yuwono, 2018).

g. **Multisensory Learning Stimulation**

By mixing sound and visuals, Audio-Visual Media caters to various learning styles and helps learners maintain their attention. Multisensory engagement is especially useful for young learners, who frequently need more stimulating and varied information to stay focused (Setiawan, 2020). In conclusion, audio-visual media include a variety of characteristics that make them extremely successful instruments for language learning. These characteristics not only help with language comprehension and acquisition, but they also considerably increase learners' motivation by making the learning experience more fun and immersive.

6. Procedures of Teaching with Audio Visual Media

The successful incorporation of audio-visual materials in education requires a well-structured and thoughtful approach within lesson plans. Gagne's Nine Events of Instruction framework can support the implementation process, ensuring that learners are adequately prepared, engaged, and assessed. As noted by Kemp, Morrison, and Ross (2014), the steps for integrating audio-visual media involve:

- a. Preparation: Choosing media that corresponds with learning objectives and the proficiency levels of students.
- b. Introduction: Activating previous knowledge and providing context for the media to establish clear objectives.
- c. Engagement: Fostering active involvement by including interactive activities, such as discussions or role-playing related to the media.
- d. Reflection: Allowing students the opportunity to analyze, summarize, and apply their learning through various exercises and assignments.

7. Benefits of Using Audio-Visual Media as Learning

Audio-visual media in this study refers to instructional videos, songs, animated content, images, and PowerPoint presentations with audio used during English language learning activities. These media combine visual and auditory elements to facilitate student comprehension and engagement in the learning

process. The use of audio-visual media has numerous benefits in education. Research shows that students are more likely to be motivated and engaged in their learning when they interact with dynamic content that combines visual and auditory elements (Olube, 2015). The integration of videos, songs, animations, and multimedia presentations in English language education offers numerous advantages, as highlighted by Harmer (2007) and Tomlinson (2011). These advantages consist of:

- a. Enhanced Understanding: Visual aids assist learners in grasping intricate language structures and vocabulary.
- b. Improved Memorization: Multimedia presentations enhance memory retention by stimulating both visual and auditory channels.
- c. Cultural Insights: Audiovisual media offers learners real examples of language in use, cultural subtleties, and practical contexts
- d. Increased Participation: Interactive and enjoyable content keeps students engaged and alleviates the dullness of the classroom.
- e. Development of Skills: Audio and video materials enhance listening, pronunciation, and conversational abilities by exposing learners to various accents and dialogues.

B. Study of the Relevant Research

Multiple earlier studies have explored the role of audio-visual media in enhancing students' motivation and engagement in language learning, especially for young learners and those in elementary education.

First, a study by Rohmah et al. (2024) named “Audio-Visual Media to Enhance Learning Motivation in Indonesian Language Subject for the 3rd-Grade of Islamic Elementary School” examined how audio-visual media can enhance student motivation in elementary education. Employing a descriptive qualitative method, the research discovered that audio-visual media fostered enjoyable educational experiences, stimulated active engagement, and enhanced students’ motivation to learn. Students grew more excited and involved as the media transformed learning into a more interactive and less tedious experience. This research concentrated on

motivation within the Indonesian language subject instead of English language learning.

Second, Norfadila et al. (2024) carried out a research project titled “Audio Visual Learning Media on Elementary School Students’ Interest in Learning”. Employing a quasi-experimental approach, the research investigated the effect of audio-visual learning resources on the interest in learning among elementary school pupils. The results showed that audio-visual media greatly enhanced students’ interest in learning, as the combination of visual and auditory components made classroom teaching more captivating and enjoyable. This study examined elementary school students and audio-visual media, concentrating on interest in learning rather than students’ views in English learning environments.

Third, Riyanto et al. (2025), in their research “Incorporating Animated Videos, Songs, and Games to Boost Vocabulary Acquisition for Young Learners in EFL Classrooms”, examined the impact of animated videos, songs, and games on aiding vocabulary acquisition among young learners in an English as a Foreign Language (EFL) setting. Using a descriptive qualitative approach in an elementary school environment, the research revealed that audio-visual resources boosted students' involvement, participation, and excitement in English learning tasks. Utilizing videos and songs further assisted students in grasping vocabulary better and fostered enjoyable learning experiences. Nevertheless, the study primarily focused on vocabulary acquisition and classroom engagement rather than students’ perceptions of motivation.

Fourth, Siregar et al. (2026), in a literature review titled “The Role of Visual and Interactive Media in Teaching English to Elementary School Students,” discovered that visual and interactive media play a crucial role in enhancing students' motivation, vocabulary development, classroom engagement, and self-assurance in learning English. The research highlighted that elementary school students gain from visually engaging and interactive resources, as these forms of media enhance enjoyable and significant language learning experiences. Nevertheless, the research was carried out as a literature review and did not directly analyze students’ perceptions within an actual classroom environment.