MOTIVATION OF STUDENTS IN THE LEARNING ENGLISH THROUGH AUDIO VISUAL MEDIA

Moh. Mahmud[1], Moh. Izza Arrifqi[2]

Tadris Bahasa Inggris, IAIDA Blokagung Banyuwangi[1 & 2]
Email: mohmahmud@iaida.ac.id[1], izzaarrifqi97@gmail.com[2]

ABSTRACT

This study aims to determine the motivation of students in learning English through audio visual media in the eleventh grade at MA Al Amiriyyah Blokagung Banyuwangi then describe how motivation is used in learning English by using audio Audio Visual Media in the form of video. Furthermore, this study also aims to determine whether it is true that it maximally motivates students by using audio visual media. This research uses a descriptive method with a qualitative design, to collect data, the researcher uses several instruments, among others; (1) Observation, (2) Questionnaire, (3) Interview. The subjects of this research were 15 eleventh grade students at MA Al Amiriyyah Blokagung Banyuwangi where these class students were placed in a special dormitory in the form of the Syafa'atul Qur'an dormitory. The results showed that (1) student motivation can be said to be in a good category, according to the results of all these findings the researcher concluded that the motivation to learn English is 80.00% of the questionnaire results which can be said to be in "good motivation". Besides, from the results of the interview, the researcher concluded that student motivation in learning English was quite good. Students' motivation to learn in English is because the atmosphere is pleasant, the teacher delivers the material well and the material is easy to understand, (2) the factors behind the motivation to learn English besides liking the atmosphere in the English classroom, the teacher also combines methods and media in carrying out the learning process, so that students felt confident that it would be easy to understand and learn the material even though they are not yet speak properly due to very minimal vocabulary,

Key Word: *Motivation, Learning English, Audio Visual Media*

Introduction

English is one of the languages originating from the United Kingdom, but in that country first, use Latin as the official language and the most important language in government (Subiyati 1995;4). So that Latin was even used during the Roman colonial rule in England for about five hundred years. English became developed and became a modern language from the stages of Old English (450 M-1150 AD) to Middle English (1150 M-1500 AD). In 1500 AD, where is the time of the birth of Modern English, which is also called the period of The Period of English Inflection, English experienced a variety of grammar changes makes it easier and simpler, so that becoming one of the English bases becomes increasingly globalized and became a world language.

Learning is the process of developing knowledge, skills, or attitudes as a person interaction or students with information and their environment so that the learning process requires the selection, compilation, and delivery of information in an appropriate environment and through interaction Heinich (1999; 8). When teaching and learning English, may need to use media to explain the material, media can help make it easy to understand material. According to Asnawir& Usman (2002; 14), the use of media in the learning process has practical values, one of those values is the media may overcome the limitation of the student experience. The students living in different schools have a different experience, the media allows direct interaction between students.

Learning and teaching is not contradictory because teaching is the facilitation of learning (Brown, 2007: 1). In the international Journal of Management and Applied Science, Juniar (2016; 66) explained that learning English is important for student's performances. Learning will make students develop skills and knowledge, and motivation will make students try to do better or be in learning English.

Indonesia country learning English is one of the subjects that must be done by every student. According to the Competency Standards of the Ministry of National Education (MONE), one of the goals of learning English in High Schools (SMA) is to develop the ability to communicate in English both oral and written. Communication skills include listening, speaking, reading, and writing. These four skills are expected to be able to supply and prepare students to continue to a higher level of education, or to enter the world of work, especially in the employment sector which requires English language proficiency (Department of National Education 2003, 2004 curriculum and Madrasah Aliyah, 5-6)

In addition to this, in implementing English learning, it is needed a benchmark of the success of the teaching and learning process. According to Tulus (2004: 75) "Student achievement is the learning outcomes achieved by students when following and doing assignments and student learning activities at school". According to Saagala (2003; 61) "Learning Process is a two-way

communication process, where teaching is carried out by the teacher as an educator, while learning is carried out by students or students". To get optimal achievement and learning process, an instructor is instructed to have the ability to open an assessment skill, the use of instructional media, the skill to choose teaching methods, and the explaining skill. A student can also actively and efficiently learn if she has active learning and is supported by adequate facilities and infrastructure in learning. Teachers can buy media in a mechanism such as Audio Visual Media to stimulate students when learning is done because teaching with media is friendly. Because the media is able to use modalities that are most comfortable for the learners and the classroom provides a variety of opportunities for learning Tilestoon (2003; 2).

So that in carrying out the learning process is very possible the need for learning strategies and learning design in the sense of how the implementation of learning in students. Sanjaya (2012: 118-121) said learning media can be classified into several classifications. From its nature, media can be divided into three part, such as;

1) Audio Media

2) Visual Media

3) Audio-Visual Media.

Audio Visual Media is media that can be seen, it doesn't have a sound element. For example; slide films, photos, transparency, paintings, drawings, and various forms of printed

material such as; graphic media and etc. The use of media like Audio Visual Media in teaching will make the students more interesting for study and easy for understanding material. The student will be motivated and felt when the learning process is interested.

MA Al Amiriyyah is one of the schools in *Pondok Pesantren Darussalam* Blokagung Banyuwangi that apply English language learning system that is good, that is expected of students that having motivated to improve their ability to learn English in the classroom, exactly in Language Programs of this school that has Language Dormitory. From the above, based on the experience of researcher that observed by using audio Audio Visual Media in learning English are the student really motivated. Researcher will focus in Language program of Senior High School that life in Syafa'atul Qur'an Dormitory, with learning English not only in their class but in the English course also.

(Harmer 2007: 98) defined "Motivation is some kind of internal drive which pushes someone to do something to realize things. This definition is introduced in some theories, in a general motivation are to learn, to work, and to get the achievement. Intelligences learning motivation according to (Hamzah B. Uno 2013: 3), "Motivation is the impetus that is in a person to try to make changes in behavior better in meeting their needs". it can be said that someone who has motivation in himself, will try to change in a better direction to meet their needs. Additionally,

Learning Motivation is internal and external encouragement to students who are learning to make a change in behavior (Hamzah B. Uno, 2013: 23). Motivation in learning is a driving force within students that can lead to a learning activity and ensure the continuity of the learning process (Sardiman AM, 2012: 75) (Sardiman AM, Oemar Hamalik 2012: 175), explained the function of motivation in learning, namely:

1. Encouraging the existence of actions, with the motivation people will be encouraged to do an action, in this case, is learning.

2. As a determinant of direction, it means that motivation directs actions to achieve desired goals.

3. As a motivator, motivation functions to move someone to do something.

The size of the motivation will affect the implementation of the action. From some of these descriptions, the function of motivation in learning is as a driving force, reinforcement, and determining the direction in learning activities. Learning activities are more intense about motivation in learning. Motivation in learning also maintains student perseverance in learning, a student who has been motivated to study well and diligently with the hope of obtaining good learning achievements.

Factors That Influence Learning Motivation (Dimyati and Mudjiono, 2009: 97-101), argue that six elements influence Learning Motivation, namely:

1. Students' ideas and aspirations Ideals can last for a very long time even throughout life. The aspirations of students to "become someone" will strengthen the spirit will direct learning behavior. The ideals and aspirations of students will strengthen student learning motivation. Because the achievement of an ideal will realize self-actualization.

2. Student Ability, in achieving the desire of a student needs to be accompanied by the ability or ability to achieve it. Ability will strengthen student motivation to carry out tasks.

3. Student conditions such as physical and spiritual students affect learning motivation.

4. Student Environmental Conditions with a safe, peaceful, orderly, and beautiful than the passion and motivation to learn easily amplified.

5. Dynamic Elements in Learning and Learning Students have feelings, concerns, wishes, memories, and thoughts that change due to life experiences. Student environment in the form of the essential environment, living environment, and association with peers, as well as the cultural environment of students such as newspapers, magazines, radio, television, and film that increasingly reach students. All of these environments are dynamic learning motivation.

6. Teachers 'Efforts in Teaching Students The intensity of the

teacher's interaction with students influences the growth and development of students' souls. The ideal is the hope to be achieved. Students who have ideals will try to achieve these goals. Efforts to achieve the ideals are realized with sincerity in learning.

Based on the statement above learning requires the abilities and conditions of students that support, such as good learning abilities and healthy physical and spiritual. Supporting circumstances will also facilitate students in the learning process. Environmental conditions, relationships, culture, and other dynamic elements always change during the learning process, it can affect the level of student motivation. The teacher plays an important role in the learning process, the teacher who teaches well will be a separate Learning Motivation for students.

Although between student is different ways to motivated, the teacher must find the right balances of incentives to succeed and disincentives to fail, encouragement, and the right environment to learn. That makes motivation is one of the important factors that influence English learning achievement. (NH Point, 2016; 14)

There are some types of motivation in the learning as follow: 1) Intrinsic Motivation According to Moslow, the underlying human behavior are the need that can be arranged in a hierarchy. (Martinis Yasmin, 2008; 153) Intrinsic motivation is an activity of initiated and continued learning, based on the

appreciation of the need and encouragement that is related to activation learning. The factor comes from the individual itself, for example, the enjoyment of the learning process makes themselves feel better. ; (Point NH, 2016; 17), 2) Extrinsic Motivation. Extrinsic motivation is a learning activity that occurred from encouragement and someone's need that not related to the activities of their learning (Martinis Yasmin, 2008; 153). The number of outside factors, for example; the need to pass an exam, financial reward, etc. (M Ghufron, 2010; 84) extrinsic motivation itself, basically a behavior individual motivated extrinsically if that individual chooses any task, routine, simple and predictable, working to get the prize, depending on the help of others, less confident to express their opinions. And using external criteria in determining success and failure.

The distinction both of internal and external factors have an important role to play in motivating learners (Veronica,2008..559). Traditionally, concepts of Richards (IGAWA, 2014..382) have been presented to understand the role of motivation.

Table 1 Types of Motivation

Motivation	Description
Intrinsic Motivation	Enjoyment of language learning it self

Extrinsic Motivation	Driven by external factors such as parental pressure, societal expectations, academic requirements, or other sources of reward or punishment

The nature of learning motivation is internal and external encouragement to students who are learning to make changes in behavior, in general, some several indicators or elements support. This has a big role in students' success in learning. Indicator of learning motivation Hamzah B. Uno (2011: 23) said that the learning motivation indicators can be classified as follow:

1. Availability of desire and want to succeed
2. Availability of encouragement and need in learning
3. Availability of future expectation or aspiration
4. Availability of appreciation in learning
5. Availability of interest learning activities
6. Availability of a conducive learning environment.

The grouping of types of learning media by learning media experts, including Asra (2007; 5) learning media groups into several types, namely:

1. Audio Visual Media is media that can be seen, such as pictures, photos, posters.
2. Audio Media is media that can only be heard just like cassettes, auditions, mp3, and radio
3. Audio-Audio Visual Media is media that can be seen and heard at the same time as sound films, videos, sound slides,

and animations. Multimedia media that can present complete media elements, such as sound, animation, video, graphics and film

4. Realia media are all real media in the natural environment, such as plants, rocks, water, rice fields, and so on

The grouping of types of instructional media is also expressed by Ashar (2011: 44-45), namely:

1. Visual media, namely the type of media used, only relies on the senses of sight, for example, print media such as books, journals, maps, pictures, and so on.

2. Audio media is a type of media used that only relies on hearing, for example, a tape recorder and radio.

3. Audio-Audio Visual Media are films, videos, TV programs, and so on.

4. Multimedia is a media that involves several types of media and equipment in an integrated manner in a learning process or activity. Based on the explanation above, it can be concluded that learning media has several types, namely:

   1) Visual Media
   2) Audio Media
   3) Audio-Visual Media
   4) Multimedia
   5) Realta Media.

Method

The information of this study is English teachers that had taken practicing teaching English in Eleventh grade of MA Al Amiriyyah in the academic year 2019/2020. All student participant voluntarily in the study 15 student participant in this study, the informants were all female, and they all had an odd semester at language program class.

Considering data and the aims of the research the researcher uses qualitative and descriptive type research to conduct this study. Maxwell (1996; 17) stated that "the strength as qualitative research derives primarily from its inductive approach, its focus on a specific situation or people, and its emphasis on words rather the numbers"

This research is descriptive qualitative research because the data are the form of writing. Therefore, the researcher will visit the setting to do observation and distribute a questionnaire to collect the data. The researcher chooses qualitative research focused on understanding social events from many human participants. And this research talks about students' motivation on learning the English language using Audio Visual Media.

The research is conducted in Eleventh Grade MA Al Amiriyyah, Blokagung, Tegalsari, Banyuwangi, East Java. Specific class in Language program class that they live gather at Syafa'atul Qur'an Dormitory. This research would be conducted in the last week of July and the first week of August. It was started on

July 31st 2020 and finished on 8th August 2020.

The source of data and information in a Qualitative approach is called as an informant, whereas in a Quantitative approach, respondents are sources of data information. The participant of this research is a student of MA Al Amiriyyah in Academic Year 2019/2020. They had been assigned to the English lesson class using Audio Visual Media Method in the Learning Process. The object of this research is a teacher of English course in Syafa'atul Qur'an Dormitory, Language program of MA Al Amiriyyah. To conduct this research the researcher takes the eleventh grade.

Table 2 Research Data

No	Research Data	Instruments	Data Needed
1	Students	Observation	The character and behavior of the students while learning English
2	Students	Questionnaire	Felling Motivation
3	Students	Interview	Their motivation when learning English

Finding and Discussion

The researcher held the research on July 31st, 2020 to August 08th, 2020. The researcher observed teaching learning English at the class twice. It was on August 07th till 09th, 2020, and distributed the questionnaire to the 15 Student. The data was

obtained from the teaching learning process. The researcher is going to describe the teaching and learning process of English conducted at Syafa'atul Qur'an Dormitory in terms of teaching materials, teaching methods and the use of media when teaching. Then, the researcher will serve the result form the observation, interview, and questionnaire the researcher measures student motivation in learning English by using Audio Visual Media.

This session researcher doing twice for observation from the both of observation researcher will be describe the result of that:

First observation that researcher doing for know how the structure organization of the school and Syafa'atul Qur'an Dormitory, Then from second observation researcher doing for know terms of material, teaching method, teaching media when teaching. In teaching and learning English language the teacher implements methods. The method is Grammar Translation Method. This method used by teacher to the eleventh class. (Bambang Sertyadi, 2006;33) The method consists of studying written texts, translating them into the students own language and carrying out a study of grammar. Another method applied in teaching and learning process of English in this class is Communicative Language Teaching. Communicative language teaching (CLT) refers to both processes and goals in classroom learning. The central theoretical concept in communicative language teaching is communicative competence a term

introduced into discussions of language use and second or foreign language learning in the early 1970 (Sandra, 2002;1). The media for making easy to understand the material, the teacher used a media based on CLT method. Teaching materials of this course still unorganized because there is no the syllabus. But every grade has different. For this research because of in Eleventh grade, the class focused on speaking preparation for conversation with narrative speaker. Based on the observation at the eleventh grade on August 07th till 09th 2020 the students' learned about several topics. It is according to the teacher because there is not handbook. Sometimes the teacher gives handout contained about the material that will be learned or the exercise like in In order to reach the goals of teaching and learning process, the teacher gave the instruction mostly with combine between English and Indonesian Language. Start for opening, conveying the material and giving task to the student, and closing. It is to establish English atmosphere at the classroom. In order the students accustomed to listen English and finally they want to use English. Based on the observation, the researcher found some media that applied by the teacher. The used of media is Audio Visual Media specifically a picture project in the English teaching learning process at Syafa'atul Qur'an Dormitory. According to Asra (2007;5), learning media divide into several types, namely; Audio Visual Media, Audio Media, Audio-Audio Visual Media.

The teacher was applied media Picture for giving and

example and support to make clearer for the student. The step process of learning will be explained as follow; The teacher open the class with give a greeting to the student, and choose one of student to be leader for pray together Because use a CLT method, the teacher not directly giving the material that want to be conveyed. Teacher repeat a last lesson before give a new material.

The teacher give a material by showing a picture to stimulus the student. Then the teacher choose one of student who can answer correctly to explain what student know with the picture. The list of question are;

> *"Anybody know about this picture in the video?"*
> *"Make an opinion or argument about this picture in video, Please!"*

Then the teacher do for explain the student, and do question answer with the student after finishing the study. After that the teacher giving another picture to the student and explained to the front of class that what the material they have learn. The last of time before changes to the new material again, the teacher should give an instruction for student to make example. Students' make a correction together are the example they has done. Usually most of student found the difficulty to remember what the sentences they will said. This is caused the have an image the word in their mind for said but they still less vocabulary. Therefore, these teaching through media be able effective to support understanding student.

From the data, can be analyzed 10 interview questions addressed to 15 students, to strengthen the results and additional information, in relation to how students perceive Audio Visual Media, from the first to the second question explains how students describe English as one of their lessons. In this case most students already know English early on. They provide a good description of what English is. So in the answers that have been presented in questions one to two indicate that learning English is very important to be implemented.

Questions sixth to eight express that how motivated students because the medium itself for this using Audio Visual Media not only motivate students, but also how interest of students to the media. In this case the motivation can be grouped by several types. From a total of 15 students 12 states that Audio Visual Media is very motivating.

Besides the result of interview, the result of the questionnaire shows that the motivation in learning English in this class, is 80,00 % is it categorized as good motivation. And show enough motivation of students to learn English. The student very motivated to learn English language since teachers used interesting methods when teaching English to their student. Using method for learning makes student easier and the spirit of language learning and when student don't understand the material in the taught, the student always ask with brave and confident circumstances, then the teacher then re-explain the material in

question by student.

The researcher share out the questionnaire to the 15 students' in the eleventh class. It would be 20 questionnaire. The questionnaire used to measure students motivation in learning English through Audio Visual Media. Based on the questionnaire analysis, students' response in learning English through Audio Visual Media is positive. It includes intrinsic and extrinsic motivation. In intrinsic motivation the researcher took some indicators. They are challenge, curiosity, and competition and recognition for question number 1 to 12. Meanwhile encouragement from the outside and needs as the indicators of extrinsic motivation for question number 13 to 20. There are five options in the questionnaire. They are: option A for strongly agree, B for agree, C for neutral, D for disagree, and E for strongly disagree.

The data above shows that only four students' has excellent motivation, eight students' has good motivation, three students' has fair motivation, and the percentage mean score is 80%. It showed that the motivation of students 'at English Class of Syafa'atul Qur'an Dormitory at Eleventh Grade Language Program of MA Al Amiriyyah in learning English through Audio Visual Media is in the level of 'Good'. This situation can increase through adding the frequent of Audio Visual Media usage in English teaching and learning process.

It can be seen from their attitude and activeness in the

classroom. It will be describe as Follow:

1. Challenge

   Most of them did the exercise but there was some mistakes. They were not speaking English fully to communicate with others in the classroom. It because lack of vocabulary, and still less confident to show their skill.

2. Curiosity

   They were pay attention to the lesson. But they looked little bit boring when the teacher explained the material with traditional method. They mood would grow up when the teacher using Audio Visual Media to teach and learning English. Some students were asked when they did understand well about the material.

3. Competition and Recognition

   All of the students want to be mastery in English. They also love spirit when learning English. It was seen from their activeness in doing the activities. They agree that following English class as student language program would increase their English skill. Encouragement from the outside In learning English, the teacher way to deliver the material is very influence their understanding. It is because variety background of the students. Because of them all language student. So they need fun way to attract them in learning English. And they love to do were their teacher learn through Audio Visual Media.

4. N

eeds

From the questionnaire, it is concluded that most of the students want to mastery in English. They do agree that the teacher always apply Audio Visual Media as teaching method. Since Audio Visual Media is very fun for learning, make more easily to understand and make a class more interesting in learning English language. The students' motivation will grow up through increasing the frequency of Audio Visual Media in the English teaching-learning process at the third grade of English class of Language program at Syafa'atul Qur'an Dormitory. In order all of the students can mastery in English.

From the above discussion, the researcher conclude how teachers motivate students is to communicate well to students, and provide motivation to students by providing insight into the importance of learning English to students, so students better for understand for what they learn English. Another hand implicated method in teaching and using media is importance also, because can make more interesting in the class and make learning not bored.

The finding indicate that student motivation to learning English through Audio Visual Media in a language class of eleventh grade with the result following reasons that students are more enthusiastic about taking lessons and pay more attention when the lesson is taking place, with the reasons are;

1. It's easier to remember the lesson

2. Interesting

3. Put more emphasis on learning that is not boring and we are also more enthusiastic in learning English "

4. Because it is not monotonous "

5. Prefers to use media that contains images and sounds "

6. Make the students more understand the material and make students more enthusiastic "

7. It becomes easier to learn English "

8. Can take all of the information good more "

9. More extensive to talk with the teacher for the English experience "

Another reason for not motivating this media is because of how the teacher carries material with this media. So this motivation makes students very interested when using Audio Visual Media. These finding are based on the result of interview with student and the indicate of the student reaching was 80.00 % with "good category, these findings based on the result of the questionnaire and there are many factors that make student to learn English like teachers in the class always using interesting methods while teaching to their student, and fun learning environment makes student more easily and enthusiasts learn language.

Dornyei and Otto regarded motivation as a function of a person thought and defined it as „the dynamically changing

cumulative aroused in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and the motor processes whereby initial wishes and desires are selected, prioritized, operational and acted out"(Ary, 2001;9). According to As Gardne, motivation is a very complex phenomenon with many facets (Al-Tamimi, et.al,2009..31). Intrinsic and extrinsic types of motivation have been widely studied, and the distinction between them has shed important light on both developmental and educational practices (Ryan, et.al,2000..4)

Deci, Kasser & Ryan said, The relationship between students and schools is an interactive one that can synergize both positive and negative. Students influence the motivation and behavior of schools as schools affect students. But it is important to remember that IGAWA, 2014;383). According to Hussin, Maarof, and D'Cruz, "positive self-concept, high self-esteem, positive attitude, clear 55 understanding of the language for learning, continuous active Participation in the language learning process, the relevance of conductive environment that could contribute to the success of language learning "(2001). They state that six factors influence motivation in language learning: attitudes, beliefs about self, goals, involvement, environmental support, and personal attributes (2001), (Makiko Ebata, 2008).

Characteristics of motivated learners by the authors of a classic study of successful language learning (Naiman et al., 1978), Student show the characteristic of motivation that most of them

connected with motivation, because doing the reason are;

1. Positive task orientation. The learners are willing to tackle tasks and challenges and have confidence in his or her success.

2. Self-involution. The learner finds it important to succeed in learning to maintain and promote his or her own (positive) self-image.

3. Need for achievement. the learners need to achieve, to overcome difficulties, and succeed in what he or she sets out to do.

4. High Aspirations. The learners are ambitious, goes for demanding challenges, high proficiency, top grades.

5. Goal Orientation. The learner is very aware of the goals of learning, or specific learning activities, and directs his or her efforts towards achieving them.

6. Perseverance. The learners consistently invest in a high level of effort in learning, and it is not discouraged by setbacks or apparent lack of progress.

Tolerance of ambiguity. The learners are not disturbed or frustrated by situations involving a temporary lack of understanding or confusion, he or she can live with these patiently, in the confidence that understanding will come later. Their results show that motivation is the most important part in learning English, and motivated students will be better at learning English, because motivation is a positive encouragement in students

themselves to learn English.

Conclusion

Researchers found that matter was not regulated by the syllabus. The teacher gives them handouts and exercises. The teacher provides instructions mostly in English. The teacher uses a mixture of Indonesian and English to make it easier for students to understand the material. Some of the methods used in the learning used are Grammar Translation Method, Communicative Language Teaching (CLT), and Task-Based Learning Methods that use media such as Audio Visual Media. This media is applied for the purpose so that the teaching and learning process is not boring, more interesting, and easy to understand. The use of this media is to teach listening and speaking. It supports the implementation of a good learning process. Based on the previous chapter, the writer concluded that the students' motivation through Audio Visual Media of Eleventh grade MA Al Amiriyyah in Academic year 2019/2020 in Syafa'atul Qur'an Dormitory are in the level of good. With the mean score of student is 80 %. The data shows that only four student has Excellent motivation with the score of 89,88,87, eight students have good motivation with the score 80-84, and three student have fair motivation with the score 66,69,and 75. It can be seen from their attitudes and activeness in the classroom. It will be increase by using media in learning and teaching process. Specifically in picture project.

Based on the all instrument result, students' response in learning English through Audio Visual Media was very positive.

Bibliography

Asnawir dan Basyiruddin Usman, 2002, *Media Pembelajaran*, Jakarta, Ciputat Pers,

Azhar Arsyad, 2008, *Media Pembelajaran*, Raja Grafindo Persada, Jakarta,

Bambang Setyadi, *Teaching English as Foreign Language*, Yogya

Creswell. Jhon W. , 2009, *Research Design third Edition qualitative, quantitative, mixed methods approaches*, Sage Publication, page 182

Creswell, J.W, 2002, *Qualitative Inquiry and research design, Choosing among five approaches*, Sage Publication,

Daryanto, 2007, *Media Pembelajaran, Bandung*, PT. Sarana Tutorial Nurani Sejahtera,

Dylan Sung, 2012, *perception of using online technology*, Chung Yuan Cristian University, Published by Elsevier,

Heinich, Robert, et al, 1999, *Instructional Media and Technology For Learning*, (New Jersey : Prentice Hall,

Jutarat Vibulphol, 2016, *Student motivation and learning and teachers motivational strategies in English classroom in Thailand*, March 1,

Lexy J. Moleong, 2007, *MetodologiPenelitianKualitatif I*, Bandung, Rosda Karya, Edisi Revisi,

M. Subiyati, 1995, *English grew globally from the oppressed language to the language of intellectual need,* Horizon Education, February, Page 4.

Nailil Muna, 2019. *Student perception and motivation using info graphic* at IAIN Salatiga,

Nana Sudjana dan Ahmad Rivai, *Media Pengajaran*, Bandung, Sinar Baru Algensindo, 2005

Paul Robertson and Roger Nuna, 2007, *the Asian EFL Journal Quarterly*, the Asian EFL Journal Press, March, 2007

Suharsimi Arikunto, *Prosedur Penelitian*, Suatu Pendekatan Praktek Jakarta,

Sandra J. Savignon, 2002, *Communicative Language Teaching Linguistic Theory and Classroom Practice*, London: Yale University Press 2002

Yan Perteson, 2005, *Kamus Lengakap Inggris-Indonesia, Indonesia-Inggris*, Surabaya, Karya Agung,