

The Use Of English Animated Videos To Improve Students' Motivation

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Abstract

This study aimed to evaluate the impact of using animated videos on students' motivation in learning English. This research was conducted at MTsN 4 Guhang using an experimental-based approach. Class VIII.1 comprised 27 students as the experimental group, and the students of Class VIII.2 were in the control class with 27 students. The data is collected by using a questionnaire consisting of 24 items, in the form of a Likert scale. Based on the results of the independent sample t-test, there was a statistically significant difference in students' motivation between the experimental class that used animated videos and the control class that received conventional instruction. The t-test produced a p-value of less than 0.001, indicating that the alternative hypothesis (H_a) was rejected. Therefore, it can be concluded that the use of animated videos effectively increases students' motivation in learning English.

Keywords: Animated video, motivation, experimental research

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui hasil penerapan video animasi dalam meningkatkan motivasi siswa dalam pembelajaran Bahasa Inggris. Penelitian ini dilakukan di MTsN 4 Guhang. Metode penelitian ini adalah experimental research. Berdasarkan purposive sampling diperoleh kelas VIII.1 yang terdiri dari 27 siswa sebagai kelas eksperimen, sedangkan Kelas VIII.2 yang juga berjumlah 27 siswa menjadi kelompok kontrol. Data dikumpulkan melalui angket yang terdiri dari 24 butir pertanyaan dalam bentuk skala Likert. Berdasarkan hasil uji independent sampel t.test, terdapat perbedaan yang signifikan secara statistik dalam motivasi belajar siswa antara kelas eksperimen yang menggunakan video animasi dan kelas kontrol yang menggunakan metode konvensional. Hasil uji t menunjukkan nilai $p < 0,001$, yang berarti hipotesis alternatif (H_a) diterima. Oleh karena itu, dapat disimpulkan bahwa penggunaan video animasi dapat meningkatkan motivasi belajar siswa dalam pembelajaran Bahasa Inggris.

Kata kunci: Video animasi, motivasi, penelitian experiment

INTRODUCTION

English language learning in Indonesia is increasing due to the demand for globalization. English is considered a crucial skill for seeking better career opportunities and access to global knowledge (Andayani. 2023). Recognizing this, the Indonesian government has integrated English into the national curriculum, making it a mandatory subject in secondary school. The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has emphasized the importance of English proficiency in enhancing Indonesia's competitiveness globally. As a result, many Indonesians believe that mastery of English is necessary.

English learning becomes a series of challenges for most students at the junior high school level since it is considered a foreign language (Wahyu et al., 2024). Students faced some

problems due to a lack of vocabulary, the complexity of grammatical rules, mother tongue interference, etcetera (Astuti et al., 2024; Katemba et al., 2024). There are difficulties in mastering English, particularly in rural areas such as the Aceh Barat Daya region, where English is still considered less important. This result creates a gap in English proficiency between urban and rural students. Additionally, while English education is emphasized, the general approach remains exam-oriented rather than focusing on practical communication skills.

According to Liando and Tatipang (2022), an important factor in improving students' abilities is increasing students' motivation. Motivation influences students' engagement level, persistence, and willingness to actively participate in learning activities (Akbari, 2022; Ndruru, 2024). Improving students' motivation in learning English is essential for achieving better outcomes. When motivated, students are more likely to take ownership of their learning and put in the effort needed to develop their language skills. Effective teaching strategies, such as incorporating multimedia tools, interactive learning activities, and real-life applications, can significantly boost students' enthusiasm and make the learning process more enjoyable (Praptiwi et al., 2021). By enhancing students' motivation, teachers can create a supportive and stimulating learning environment that encourages ongoing improvement and long-term success in English language acquisition.

Motivation refers to the internal drive or external influence that stimulates students to engage actively in the learning process, persist in the face of challenges, and achieve academic goals. It plays a crucial role in determining how much effort a student is willing to invest, how they approach learning tasks, and how they sustain their focus over time. To better understand the impact of motivation in educational, it is helpful to explore theoretical frameworks that explain how different types of motivation function, one of the most influential being Self-Determination Theory (SDT), developed by Deci and Ryan (1985), distinguishes different types of motivation based on the degree of self-determination or autonomy involved in an individual's actions. The theory categorizes motivation into three main types they are intrinsic motivation, extrinsic motivation and amotivation.

Intrinsic motivation refers to engaging in an activity for its inherent enjoyment, interest, or personal satisfaction. In the context of English Language Learning (ELL), this is evident when learners study English because they genuinely enjoy learning the language, reading English books, or watching English movie. Extrinsic motivation involves performing an activity to achieve external rewards or to avoid negative consequences. Examples include learning English to get good grades, gain parental approval, or improve career prospects. While extrinsically motivated behaviors may still lead to learning, they are driven by outcomes separate from the activity itself. Amotivation is the absence of motivation, where individuals lack intention, see no value in the activity, or feel incapable of performing it effectively. The scope of motivation in learning encompasses the factors that initiate, direct, and sustain students' interest and effort toward achieving educational goals.

Preliminary observations indicate that students at MTsN 4 Guhang generally show low enthusiasm for learning English. Many students display signs of disengagement, such as a lack

of attention during lessons and minimal effort in completing assignments. Teachers have reported that students often struggle to understand even basic English vocabulary and grammar, leading to a loss of interest. Additionally, frequent classroom disruptions, including students leaving and re-entering the classroom, contribute to a chaotic learning environment. The observation also revealed that students respond better to visual and interactive learning materials than to traditional textbook-based instruction and conventional classroom methods used by teachers.

In addition, students exhibit extreme laziness during English lessons. This behavior contributes to their low academic performance with many English scores below the minimum competency standard (KKM). This phenomenon raises the need for innovative approaches to increase students' motivation and enhance their overall engagement in English language learning. A key factor affecting the students' motivation is the traditional teaching method, which often lacks interactive and stimulating elements. Conventional approaches relying heavily on textbook-based instruction and rote memorization fail to capture students' interest. In an era where digital technology is integral to students' daily lives, incorporating modern teaching strategies is essential (Boy Jon et al., 2021). Therefore, animated videos and technology-based learning methods have been suggested as an effective solution to these challenges.

The implementation of technology-based learning strategies aligns with the needs and preferences of today's digital-native students. Animated videos can help contextualize complex language concepts, making them more relatable and easier to understand (Wuntu et al., 2024). Additionally, these videos provide an immersive experience that encourages better information retention. The effectiveness of multimedia learning in improving students' language skills emphasizes the importance of utilizing contemporary educational resources to address learning challenges.

Several studies have examined the effectiveness of animated videos in English language learning. A study by Komang et al. (2022) found that animated videos significantly improved students' vocabulary acquisition and engagement, as visual and auditory stimuli helped learners retain new words more effectively. Similarly, research by Olii et al. (2022) highlighted that using animated videos in teaching grammar increased students' understanding and motivation, as animations provided contextualized examples that made abstract concepts more comprehensible. Additionally, a study by Yulia (2022) revealed that animated videos enhanced listening comprehension skills, as students were more focused and able to associate spoken words with a visual cue, leading to better retention and understanding. These findings suggest that animated videos can be a powerful tool in English language education, particularly in enhancing engagement, comprehension, and retention.

Based on the facts above, this study aims to evaluate the use of animated videos in English language learning at the junior high school level. By examining the effectiveness of this approach, the research seeks to provide valuable insights into how modern technology can

enhance students' motivation. Hence, the focused research question in this study is: "Is the implementation of animated video able to improve students' motivation in learning English?"

A previous study conducted by Laksmi, Yasa, and Mirayani stated that animated video can improve students' motivation in learning English. Therefore, the researcher formulated a hypothesis as follows:

Ho : Animated videos cannot improve students' motivation in learning English.

Ha : Animated video can improve students' motivation in learning English

METHOD

This study employs an experimental research design to investigate whether the use of animated videos can improve students' motivation (Taherdoost, 2022). It is conducted at MTsN 4 Guhang in the academic year of 2025/2026 with two groups of students.

The population consists of eighth-grade students. A sample was selected using a random sampling technique. The students of Class VIII.1 served as the experimental group, which included 27 students. Meanwhile, the students of Class VIII.2 were the control group, also comprising 27 students. This study was conducted over three sessions: pre-teaching, during-teaching, and post-teaching. Animated videos were used in the post-teaching phase. According to Yusuf et al. (2022), the steps in teaching with animated videos are: first, the teacher selects a video that aligns with the learning objectives; second, the teacher shows the video and provides explanations if necessary; third, students are asked to discuss the video content and answer questions to assess their understanding. Based on OIII & Nurwati (2022), the steps in teaching with animated videos are: Pre-Viewing Activities (Before Playing the Video): introduce the topic, activate prior knowledge, prepare students for the content, activate relevant vocabulary, and set a purpose for viewing. During-Viewing Activities (While Playing the Video): first viewing for general understanding and enjoyment; second viewing with strategic pausing and interaction: asking who was speaking and what they said. Post-Viewing Activities (After Playing the Video): comprehension check and discussion.

To assess students' motivation in learning English, the researcher distributed a pre-questionnaire before implementing the use of animated videos to understand their initial level of motivation. Indicators of learning motivation can be measured by several criteria which include: (1) the desire to succeed; (2) encouragement and need in learning; (3) having future hopes and aspirations; (4) interested in learning activities; (5) diligently in doing the task; (6) tenacious in facing difficulties; (7) working happily and independently; and (8) enjoy looking for problems and solving problems (Yani, 2021; Nasrah, 2020). This pre-questionnaire aimed to gather baseline data on students' interest, engagement, and attitudes toward English learning. After conducting three learning sessions using animated video as a teaching medium, a post-questionnaire was administered to measure any changes in students' motivation.

This research implements surveys as a means of data collection. It comprises 24 items taken from Utami (2024) and utilizes a Likert Scale format where: strongly disagree is rated as 1, disagree is 2, neutral is 3, agree corresponds to 4, and strongly agree is 5.

Researchers analyse the collected data by using an independent sample t-test the use of SPSS 27 version. The questionnaire is given after the teaching.

The classification of students' motivation is based on Husna and Murtini (2019). They classified students' high motivation in the range of 3.68 – 5.00. Then, students with a moderate degree of motivation are between 2.34 and 3.67. Finally, students' low degree motivation is between the range 1.00-2.33.

FINDINGS AND DISCUSSIONS

Experimental Class

Before the implementation of animated video media in the experimental class, a preliminary questionnaire was conducted to assess students' motivation in learning English. The following is the classification of students' motivation in learning English.

Table 1. Students' Motivation Before the Implementation of Animated Videos

Students' Names	Total	Percentage	Category
Adila Tazkia .JA	47	3,46	Middle
Alia rahma putri	40	2,95	Low
Alwi Nuri Maulana	50	3,68	Middle
Amali Khaira	53	3,91	middle
Cut fajarillah	52	3,83	middle
Fadhil Maulana	58	4,27	middle
Fatma junita	35	2,58	low
Fadhil Al arif	57	4,20	middle
Isnawati	38	2,80	low
Lina Marlina	48	3,54	middle
M.Khalil alfata	42	3,10	low
M.muyassar arifa	58	4,27	middle
M.Naufal fazli	54	3,98	middle
Melikha soleha	61	4,50	high
Miftahur	41	3,02	low
Muhammad Daffa	47	3,46	middle
Muhammad Haikal	49	3,61	middle
Najla syahirah	57	4,20	middle
Qashash nuri	53	3,91	midlle
Rahma fiqkra	54	3,98	midlle
Risma yani	57	4,20	midlle
Safriana	49	3,61	midlle
Silvia Miskatul	53	3,91	midlle
Sofi Muhammad	44	3,24	low
Suci Humaira	59	4,35	midlle

Thoriq Ibra	47	3,46	midlle
Zilfa lista	54	3,98	midlle

Based on the data in Table 4.1, it can be concluded that the majority of students demonstrated a middle level of motivation in learning English before the implementation of animated videos. A smaller number of students were categorized as having low motivation, and only one student reached a high motivation level. This indicates that while most students were moderately engaged, there was still significant room for improvement, particularly among those with low motivation. These findings suggest the need for more engaging and interactive learning strategies, such as animated videos, to boost overall student motivation and enthusiasm for learning English.

Table 2. Students' Motivation After the Implementation of Animated Videos

Students' Names	Total	Percentage	Category
Adila Tazkia .JA	103	4,18	Very High
Alia rahma putri	94	3,81	High
Alwi Nuri Maulana	94	3,81	High
Amali Khaira	79	3,21	Middle
Cut fajarillah	83	3,37	High
Fadhil Maulana	88	3,57	Very High
Fatma junita	99	4,02	High
Fadhil Al arif	79	3,21	Middle
Isnawati	85	3,45	High
Lina Marlina	117	4,75	Very High
M.Khalil alfata	87	3,53	High
M.muyassar arifa	99	4,02	high
M.Naufal fazli	99	4,02	high
Melikha soleha	99	4,02	high
Miftahur	90	3,65	high
Muhammad Daffa	88	3,57	High
Muhammad Haikal	82	3,33	High
Najla syahirah	100	4,06	High
Qashash nuri	78	3,17	Middle
Rahma fiqkra	94	3,81	High
Risma yani	96	3,90	High
Safriana	77	3,13	Middle
Silvia Miskatul	92	3,73	Middle
Sofi Muhammad	91	3,69	High
Suci Humaira	102	4,14	Very High
Thoriq Ibra	83	3,37	High
Zilfa lista	86	3,49	High

The results in Table 4.2 indicate a significant improvement in students' motivation after the implementation of animated videos. Most students have been categorized into the high and very high motivation categories, suggesting that the animated videos had a positive influence on their enthusiasm for learning English. Only a few students remained in the middle category, and none were categorized as low, which marks a clear contrast from the previous data. Overall, the animated videos appeared to be an effective medium in enhancing students' learning motivation.

Control Class

To understand the initial condition of students' motivation in the control class, a pre-test questionnaire was conducted to assess their engagement and attitudes toward learning English before any treatment was applied.

Table 3. Students' Motivation Before the Implementation of the Conventional Method

Students' Names	Total	Percentage	Category
Ahmad qusairi	53	2,98	middle
Amalia najwa	63	3,55	high
Asy-syukra dhea	67	3,77	high
Dwi aulia al fattah	80	4,50	very high
Fakhrurrazi	56	3,15	middle
Farid maulana	89	5,01	very high
Haikal al fatir	64	3,60	high
Hayatun najwa	58	3,26	middle
Aziz nabawi	65	3,66	high
M.rafif fazillah	59	3,32	middle
Muhammad Aldi	57	3,21	middle
M.Ivan gunawan	50	2,81	middle
M.Ikram maulana	71	4,00	high
Murcidin	55	3,10	middle
Mutia raihana	55	3,10	middle
Nuratul Azzah	59	3,32	middle
Nurul hudaya	64	3,60	high
Nurul sahira	73	4,11	high
Putri alya	63	3,55	high
Sabarul yassar	91	5,12	very high
Saiba najwa	90	5,06	very high
Sakha takiratul puja	80	4,50	very high
Samsul rijal	55	3,10	high
Satria risaita	64	3,60	high
Syifa natasyiah	71	4,00	high
Wahyu rahmanda	49	2,76	middle
M.Daffa jiyad dzakir	76	4,28	very high

The data in Table 4.3 shows the level of students' motivation before the implementation of the conventional method. The majority of students were in the high and middle motivation categories, while several others reached the very high level. However, there were no students categorized as having low motivation. This suggests that students already had a moderate to strong motivation toward learning before using the conventional method.

Table 4. Students' Motivation After the Implementation of the Conventional Method

Students' Names	Total	Percentage	Category
Ahmad qusairi	39	3,16	middle
Amalia najwa	49	3,96	high
Asy-syukra dhea	44	3,56	high
Dwi aulia al fattah	48	3,88	high
Fakhrurrazi	39	3,16	middle
Farid maulana	46	3,72	high
Haikal al fatir	49	3,96	high
Hayatun najwa	47	3,80	high
Aziz nabawi	43	3,48	high
M.rafif fazillah	45	3,64	middle
Muhammad Aldi	40	3,24	middle
M.Ivan gunawan	51	4,13	high
M.Ikram maulana	39	3,16	middle
Murcidin	49	3,96	middle
Mutia raihana	44	3,56	High
Nuratul Azzah	49	3,96	middle
Nurul hudaya	42	3,40	high
Nurul sahira	52	4,21	very high
Putri alya	49	3,96	high
Sabarul yassar	48	3,88	high
Saiba najwa	50	4,05	high
Sakha takiratul puja	41	3,32	middle
Samsul rijal	45	3,64	high
Satria risaita	43	3,48	high
Syifa natasyiah	53	4,29	very high
Wahyu rahmanda	43	3,48	high
M.Daffa jiyad dzakir	49	3,96	high

The data from Table 4.4 indicates that after the implementation of the conventional method, most students continued to show middle to high levels of motivation, with a few reaching the very high category. Compared to the pre-implementation data, it seems that although the overall motivation remains generally positive, the intensity of motivation does not significantly increase. In fact, some students show reduced percentages compared to before.

Despite the continued dominance of the high category, the conventional method appears to have a limited impact on significantly enhancing student motivation. This suggests that while the method maintains student engagement, it may lack the innovative or stimulating components needed to elevate motivation levels to a higher category for a larger number of students.

Hypothesis Analysis

The analysis of the hypothesis in this study includes three main tests: the normality test, the homogeneity test, and the independent sample t-test. The data from both classes are normal and homogeneous. So the hypothesis analysis can be used with an independent sample t-test. By applying this test, the study aims to validate whether the use of animated videos leads to a measurable improvement in student motivation compared to traditional approaches. The result of the analysis is as follows:

Table 5. Independent Samples T.Test

		Levene's Test for Equality of Variances		t-test for Equality of Means									
						Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference			
		F	Sig.							t	df	One-Sided p	Two-Sided p
1	Experimental- Control	12.787	<.001	23.039	52	<.001	<.001	45.48148	1.97414	41.52008	49.44288		

Based on the results of the independent sample t-test, it can be concluded that there is a statistically significant difference in students' motivation between the experimental class, which used animated videos, and the control class, which used conventional methods. The result of the independent sample t.test obtained a p-value of less than 0.001. This means H_a hypothesis was accepted. Therefore, the use of animated videos can improve students' motivation in learning English.

The findings of this study show a significant improvement in students' motivation to learn English after the implementation of animated videos. This aligns with the findings of Lestari and Harahap (2021), who stated that visual media such as animation improves student engagement and motivation in learning English. Moreover, the use of animated videos creates a more interactive and student-centered learning environment. According to research by Erlangga (2021), students are more motivated when the learning material is presented in a format that aligns with their daily digital habits and cognitive preferences. Animated videos serve not only as instructional tools but also as motivation boosters that help reduce boredom and increase students' willingness to participate actively in class. Therefore, integrating multimedia resources such as animation into the classroom, especially in language learning, can significantly uplift students' motivation and academic performance.

This study confirms that animated videos are an effective pedagogical strategy for improving students' motivation. The comparison of motivation levels before and after implementation indicated that interactive and modern teaching aids are more effective than conventional methods. These results reinforce the importance of digital media in contemporary education, echoing the conclusions of numerous previous studies that support the use of multimedia for better learning outcomes.

One of the findings of the study, confirmed by Sari and Suryani (2021), found that students taught with animated videos showed a noticeable increase in motivation and enthusiasm compared to those taught with conventional methods. Similarly, research conducted by Nasution and Fitri (2020) revealed that visual media, especially animated videos, made the learning process more dynamic and helped students understand complex materials better. These studies affirm that incorporating animated videos into the English learning process not only makes the experience more enjoyable but also fosters a more motivated attitude among learners.

The highest motivation item in the study was the statement *"The animated video used in English learning caught my attention,"* indicating that students found the videos visually appealing and engaging. This suggests that animated videos were effective in attracting students' interest and increasing their enthusiasm for learning. On the other hand, the lowest motivation item was *"I can connect the content of the video with the lesson in class."* This shows that some students had difficulty linking the video content to the material being taught. It implies that although the videos were interesting, there may be a need to improve how the video content is integrated with the lesson or to provide clearer guidance to help students make those connections.

Furthermore, animated videos can present contextualized language use, real-life scenarios, and culturally relevant content that resonate more deeply with students. According to Pujiani et al., (2021), learners are more motivated when the material is relatable and presented in a meaningful context. By contrast, conventional methods often rely on textbook-based instruction, which may lack interactivity and fail to stimulate students' interest. The passive nature of traditional learning may lead to reduced motivation, especially among younger learners who prefer more engaging and immersive experiences.

In conclusion, the findings support the hypothesis that animated video media is more effective than conventional methods in increasing students' motivation to learn English. This approach not only aligns with modern educational trends but is also supported by previous empirical research. Therefore, educators should consider integrating animated videos into their instructional strategies to create a more stimulating and motivating learning environment for students.

CONCLUSION

The purpose of this study is to evaluate the use of animated video to improve students' motivation in learning English. The findings showed that students in the experimental class were more interested during the lessons. They paid more attention, participated more actively,

and completed their tasks with more enthusiasm. In contrast, students in the control class appeared less motivated and showed less interest in the lessons. The use of colourful visuals, movement, and sound in the animated videos helped students understand the material more easily and made the learning process more enjoyable. Based on the results, it can be concluded that the use of animated videos has a positive effect on students' motivation in learning English. It helps create a more fun and interactive classroom environment. Therefore, animated videos are recommended as an effective media to support English learning.

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