



## Using Animation Videos In Primary Education: Perspectives From Elementary Students

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### Abstrak

*This study explores the use of animated videos in primary education from the perspective of elementary students. A qualitative approach was employed, combining classroom observations and semi-structured interviews with ten participants to gather in-depth insights into students' experiences. The findings reveal that six out of ten students found learning through animated videos more engaging and effective in improving vocabulary. Students reported a better understanding of new words and enhanced comprehension and demonstrated higher enthusiasm for the learning process. The study highlights how visual storytelling, motion graphics, and contextual animations contribute to a more immersive and memorable learning experience. These results highlight that animated videos serve as a valuable instructional tool fostering both vocabulary development and student engagement. Therefore, incorporating animated videos into English language instruction can significantly enhance vocabulary acquisition, and enrich overall learning experiences.*

**Kata Kunci:** *Animated video, Student engagement, Vocabulary acquisition, English language learning*

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## INTRODUCTION

The development of digital technology that continues to increase is undeniable to have a major influence in various fields, Education. Referring to (Kurnianingsih et al., 2017), with the advancement of information technology and the internet has created various digital information today. By utilizing this technology, teachers in this era are able to explore, manage, and evaluate information through information technology and the internet using digital tools that have developed a lot. Either as an information tool or as a learning tool. With the existence of digital technology or the internet is very beneficial for students and teachers. Students can use the internet to find information related to the subject of learning, while teachers can use the internet as a tool to explain a material in a different style than previous teachers. In teaching, teachers can use various internet-based applications with a more interactive learning model. According to (Sari & Lestari, 2018), an effective learning strategy is needed so that students are more active and learning becomes more interesting so that they are interested in learning English, one of the media used by teachers is to use audio visual media, namely by using videos, short films, and music with English texts. In utilizing the internet as a learning media, the learning process no longer uses the lecture method that sometimes makes students feel bored of hearing it. (Wahyuningtyas & Sulasmono, 2020), stated that teachers who use media during learning can make students more effective in understanding the material well, so that they will achieve great learning results. With these satisfactory learning outcomes, learning objectives can be achieved. One of the media used is animated video. According to (Wulandari et al., n.d.), animated videos are verbal symbols, visual symbols, and movement symbols into one

equipped with audio. Animated videos, if applied correctly, can help students not get bored and foster student motivation in learning (Johari et al., 2014). Using animated videos in classroom learning, teachers aim to encourage students learn to their own by directly the observing material being studied, therefore teachers do not need to explain it by using traditional lecturing methods because often animated videos incorporate elements such as sound, text, animation, and graphics. . Further, it will certainly make it easier for teachers to explain the concept of the material. According to (Rusli et al., 2019) Learning components that including students, teachers, objectives, learning materials or content, media, evaluations must be mutually integrated and mutually supportive so that can make the learning process more directed, controlled and structured with measurable outcomes and learning objectives achieved. Reaffirmed by (Restu Ningsih et al., 2021), if with the presence of this animated video learning media the role of a teacher will not be replaced, this is because this media is only helpful in delivering material.

Alongside technological advancements, digital-based learning media such as animated videos have become an effective tool to support the teaching and learning process. Referring to (Hanifah et al., 2021), there are three basic principles that need to be used as a reference in the development and utilization of learning technology : 1) System approach, 2) Learner-centered, 3) Utilizing learning resources as much and varied as possible. In the application of the 'Merdeka Curriculum', Learning in the classroom becomes more enjoyable by implementing learning innovations with the presence of technology. In classroom learning activities, teachers must have qualities such as planners, facilitators, evaluators, researchers, decision makers, and managers (Mewujudkan Merdeka Belajar et al., n.d.) by utilizing technology to create interactive and interesting learning activities. Students have a role in the learning process using technology, especially through the media of animated videos, by understanding the content of the material, discussing with their friends, and applying the material they have learned.

(Amalia & Agustina, 2022) concluded that the use of video as a media is beneficial for learning and students show a positive response. Students become more enthusiastic about participating in lessons using interactive videos because students can see and hear real examples of the material displayed. (Nur Amalia, 2022) stated that students are more interested in learning if they use video animation as a learning media rather than learning with a boring lecture method. Students tend to be more active in class and easily focus on the lesson. It is also stated that learning media is very influential in the process of knowledge absorption. Research conducted by (Najmul et al., n.d.) It was found that learning using animated videos supports the learning process because students become more understand the material and are enthusiastic during learning. Video animation can also increase interest and help them understand the meaning of vocabulary. Referring to research conducted by (Kolin et al., 2023) that the use of videos during the learning process is indispensable to increase students' attention, interest, and motivation in order to meet learning objectives and improve learning outcomes. This is evidenced by the acquisition of learning outcomes of students who use animated videos as a learning medium get high scores compared to students who do not use learning videos.

The research objectives of this study are to investigate students' perceptions of animated videos as a learning tool in primary education. This study aims to identify the extent to which the use of animated videos enhances students' understanding of learning materials and how they respond to their use in the learning process. Additionally, this study seeks to explore the factors influencing the effectiveness of animated videos in increasing student engagement, such as visual aspects, duration, and interactivity. By understanding students' perceptions, the

findings of this study are expected to provide insights for teachers in developing more engaging and effective teaching strategies using animated media.

## **METHOD**

This study employs a **qualitative research design** with a **case study approach**. The aim of this research is to examine the **effectiveness of animated videos as a learning medium, emphasizing students' perceptions of English vocabulary acquisition, the advantages and disadvantages of the medium, as well as the challenges faced by students and their responses to those challenges**. This research conduct at SDN Muntilan 1, this school was implements "Curriculum Merdeka", which requires teachers to use animated videos as learning media, secondly the teachers often use animation technology such as animated videos and applications as learning media. The research participants consisted of 27 fourth-grade students from class 4-B at an elementary school, with 10 students randomly selected for interviews to obtain more diverse data. To collect data, this study employed two primary instruments: classroom observation and semi-structured interviews. Classroom observations were conducted twice to examine and analyze students' attitudes toward learning English using animated videos. Meanwhile, semi-structured interviews were utilized to gain deeper insights into students' perceptions of learning through this medium.

The data collection process took place over two weeks. Classroom observations were conducted during the first and second weeks, with findings recorded in field notes. After the observations were completed, interviews with the selected students were conducted in the second week to gain a deeper understanding of their experiences using animated videos in English class.

The data analysis in this study employed the qualitative data analysis model Flow model from (*Miles and huberman 1994*, n.d.). which consists of four main stages: 1) Data Reduction – Filtering and simplifying the data obtained from observations and interviews, focusing on how students respond to the use of animated videos in English learning; 2) Data Presentation – Organizing the reduced data in a descriptive format to facilitate systematic interpretation; 3) Conclusion Drawing – Reviewing the analyzed data to identify patterns, themes, and meanings relevant to the study; 4) Data Verification – Re-examining the drawn conclusions to ensure accuracy and consistency with the collected data. Once the data analysis was completed, the final conclusions were formulated based on the research findings.

## **Findings and Discussion**

This study investigates students' opinions, feelings, and cognitive development regarding the use of animated videos in English learning. It also examines the advantages and disadvantages of this learning medium based on students' experiences. Through observations and interviews, the study explores how animated videos influence students' enthusiasm, comprehension, and ability to retain vocabulary.

Classroom observations were conducted twice to examine and analyze students' attitudes toward learning English using animated videos. Observations during the lessons revealed that students were highly engaged when learning with animated videos. This was demonstrated by the students' enthusiastic response when informed that they would be learning using animated video media. Some students actively participated during the lesson by answering the questions posed by the teacher, although some faced difficulties. This engagement continued until the end of the video, when they were divided into groups to answer the questions in the video and discuss them with their peers. The majority of students were actively involved in the discussions, although some groups exhibited passive behavior, with

only a few members completing the task. This indicates a variation in students' preferences for learning methods.

Interviews were conducted with ten students, featuring ten questions that discussed the types of media used in English classes, students' opinions, cognitive development and the advantage and disadvantages of animated videos as well as their difficulties and responses to them (Table 1).

**Table 1. Interview Question**

<i>NO</i>	<i>Question</i>
1.	What kind of media does your teacher use in the English class?
2.	What do you think about the use of animation video in learning English?
3.	Do you think the use of animated videos can make you more enthusiastic about learning English?
4.	Do you think the use of animated videos can help you in understanding about the English material easily? why?
5.	Do you feel that the use of animated videos is the right media to use when learning English? Why?
6.	Can the use of animated videos increase students' English vocabulary? If yes, How?
7.	What are the advantages and disadvantages of using video animation as a learning media?
8.	How do you understand the message of material when using an animated video as a learning media?
9.	What are your difficulties when learning to use animated videos as a media for learning English?
10.	How do you respond to difficulties when use animated videos during learning English?

### **Learning media used by teacher in English class**

In the first and second questions, the focus is on the types of media used by teachers in English learning and students' perceptions of the use of animated videos as a means to enhance enthusiasm for learning English. With reference to the first question, all ten students stated that they learned using animated videos as a learning medium in their English class. They also stated that learning English using animated videos as a learning media can make them more enthusiastic. This indicated that animated videos are preferred media for students.

### **Students' Perception About Animated Video in English Class**

The results highlight students' positive reactions towards the use of animated videos as a learning medium, showcasing their increased engagement and enthusiasm. The following findings explore students' views on how animated videos contribute to their understanding of English vocabulary and their overall enjoyment of the learning process. Six out of ten students expressed that learning by watching animated videos is more exciting and enjoyable. This aligns with the observation results, which show students' enthusiasm when teachers informed them that they would be learning using animated videos. One student stated that watching an animated video on a new topic helped him gain new knowledge. Another student mentioned that watching animated videos made him more aware of the meaning of words in English. Additionally, some students shared that they enjoy learning English by watching animated videos.

<b>Question : What do you think about the use of animation video in learning English?</b>	
S1	<i>Belajar pakai video animasi itu menyenangkan</i> Learning with animated videos is enjoyable
S2	<i>Dengan menonton video animasi dengan topik materi baru saya jadi mendapatkan ilmu yang baru lagi</i> By watching animated videos on new topics, I gain new knowledge once again
S3	<i>Dengan menonton video animasi saya jadi lebih tahu makna kata dalam Bahasa Inggris</i> Watching animated videos helps me better understand the meaning of English words
S4	<i>Menyenangkan belajar menggunakan video animasi</i> Learning with animated videos is fun
S5	<i>Itu menyenangkan</i> It's fun
S6	<i>Menurut saya belajar menggunakan video animasi bisa membuat belajar Bahasa Inggris menjadi lebih menyenangkan</i> I think learning through animated videos can make learning English more fun
S7	<i>Ini pengalaman yang baru bagi saya belajar menggunakan animasi video</i> This is a new experience for me to learn using animated videos
S8	<i>Menurut saya itu seru</i> I think it's fun
S9	<i>Menonton video animasi itu tidak membosankan dan seru</i> Watching animated videos is not boring and exciting.
S10	<i>Itu seru</i> It's fun

*S=Student*

### **Students' Understanding on English When Learning Using Animated Videos**

Animated videos are considered suitable for the application learning process (Made et al., 2021) Teachers recommended adopting animated videos as an instructional medium to enhance student learning outcomes.

Interview question 4 concerns discovering how the animated video can really help students' understanding of English materials which result is most of the students answered that learning to use animated videos makes them more excited so they can easily understand the explanation of the material.

<b>Question : Do you think the use of animated videos can help you in understanding about the English material easily? why?</b>	
S1	<i>Iya. Dengan penggunaan video animasi saya bisa memahami materi dengan baik</i> Yes. By using animated videos, I can understand the material well
S2	<i>Iya bisa. Karena video animasinya diputar dengan menggunakan Bahasa Inggris lalu ada Bahasa keduanya yaitu Bahasa Indonesia, jadi saya bisa mengetahui tentang makna kosakata Bahasa Inggris</i> Yes, it can. The animated video is played in English and also includes a second language, Indonesian, so I can learn the meaning of English vocabulary
S3	<i>Iya mudah. Menurut saya penjelasan materi menggunakan video animasi lebih jelas dan jika ada yang kurang paham bisa bertanya dengan guru</i>

	Yes, it's easy. I think the explanation of the material with animated videos is clearer, and if there's something I don't understand, I can ask the teacher
S4	<i>Iya tetapi hanya sedikit. Karena saya belum terlalu paham Bahasa Inggris</i> Yes, but just a bit. Because I am not very good at English yet
S5	<i>Iya karena materinya seru sehingga saya bisa lebih memahami dengan baik</i> Yes, because the material is fun, which helps me understand it more clearly
S6	<i>Iya sedikit. Karena saya tidak bisa berbahasa Inggris, tetapi dengan menonton video animasi saya menjadi sedikit memahami materi Bahasa Inggris</i> Yes, just a little. Since I don't know English, watching animated videos helps me understand the material a bit
S7	<i>Iya bisa. Karena saya bisa belajar Bahasa Inggris dengan lebih bersemangat</i> Yes, I can. Because it helps me learn English with more excitement
S8	<i>Iya. Karena menurut saya itu gampang dipahami</i> Yes. Because in my opinion, it is easy to understand
S9	<i>Iya. Karena di dalam video ada animasi yang menjelaskan materi jadi lebih mudah paham</i> Yes. Because the video contains animations that explain the material, making it easier to understand
S10	<i>Iya. Karena setelah menonton video guru menjelaskan materi lagi</i> Yes. Because after watching the video, the teacher explains the material again.

*S=Student*

The following section presents findings from student responses and observational data regarding the use of animated videos in English learning. These insights highlight the impact of animated videos on students' understanding of the material and their engagement during the learning process. The findings of this question show that some students reported better understanding of the material after watching animated videos. This statement aligns with the observation results, which indicate that during a session where the teacher assigned students to solve problems based on the animated video, the students showed interest in learning and actively discussed with their classmates. Additionally, one student was able to explain parts of the material to a peer who was still confused. Another student noted that due to the animated video being presented in both Indonesian and English, the meanings of English vocabulary could be learned. According to other students, the explanations in the animated video were clearer, and if they did not understand certain parts, they could ask the teacher, who was open to addressing their questions. However, two students mentioned difficulties in understanding English material due to their limited knowledge of the language. Despite this, one of them acknowledged that animated videos helped him understand the material to some extent. Most of the students agreed that learning with animated videos made the experience more exciting and helped them better understand the explanations provided in the material.

### **Students' Feeling About Animated Videos When Learning English**

It was revealed during the observation that students were excited when learning with animated videos. Their eyes remained focused on the LCD screen, and they paid close attention to the material being displayed. They also actively asked questions to the teacher and engaged in discussions with their classmates.

Interview question number 5 investigates an analysis of students' perceptions regarding the use of animated videos as a learning medium in English classes. This section further underscores that students believe animated videos to be an appropriate medium for learning English, as it facilitates a clearer understanding of the material.

***Question : Do you feel that the use of animated videos is the right media to use when learning English? Why?***

<b>S1</b>	<i>Iya tepat. Karena penampilan materi disampaikan dengan jelas</i> Yes, that's correct. Because the presentation of the material is delivered clearly
<b>S2</b>	<i>Tepat, karena dengan menggunakan video animasi dapat membuat saya bersemangat saat belajar Bahasa Inggris</i> That's right, because using animated videos helps me feel more enthusiastic when learning English
<b>S3</b>	<i>Iya, karena jika misalnya guru berhalangan hadir kita bisa belajar mandiri dengan menonton video animasi</i> Yes, because if the teacher is unavailable, we can learn independently by watching animated videos
<b>S4</b>	<i>Iya. Karena menurut saya belajar sambil menonton video animasi menyenangkan dan kelas menjadi tidak membosankan</i> Yes. Because in my opinion, learning while watching animated videos is enjoyable, and the class becomes less boring
<b>S5</b>	<i>Tepat, karena menonton video animasi bisa membuat saya lebih mudah memahami materi</i> Exactly, because watching animated videos helps me understand the material more easily
<b>S6</b>	<i>Tepat. Karena menurut saya belajar menggunakan video animasi itu keren dan animasinya lucu</i> That's right. Because in my opinion, learning with animated videos is cool, and the animations are funny
<b>S7</b>	<i>Iya tepat. Karena belajar menggunakan animasi video saya menjadi sedikit mudah memahami materi</i> Yes, That's right. Learning through animated videos helps me understand the material a bit more easily
<b>S8</b>	<i>Iya. Ya karena sedikit gampang dipahami saja menurut saya</i> Yes. Because I think it's just a little easier to understand
<b>S9</b>	<i>Iya. Karena bisa buat memahami materi-materi yang penting</i> Yes. Because it helps in understanding important materials
<b>S10</b>	<i>Iya. Karena tidak cuma menonton tapi guru juga menjelaskan materi</i> Yes. Because we don't just watch, the teacher also explains the material

*S=Student*

However, the results of student interviews revealed diverse responses. Many students stated that the animated videos had a cool and funny appearance, which making learning more enjoyable and the classroom atmosphere more engaging and less monotonous. The clear delivery of the material through the animated videos helped students better understand key concepts. Some students even admitted that animated videos were useful for independent learning, particularly when teachers were unable to attend class. Additionally, students who initially struggled to understand English noted that watching animated videos improved their comprehension.

### **Vocabulary Mastery Through Animated Videos**

After watching the animation video, some students were able to recall and explain the vocabulary from the material. This approach can also help students who still have difficulties in Learning and understanding English vocabulary.

Interview question number 6 examines the role of animated video media in enhancing students' English vocabulary. The findings reveal that some students indicated that animated

videos helped them acquire new vocabulary, while other students expressed a preference for alternative learning media.

<b>Question : Can the use of animated videos can increase students' English vocabulary? If yes, How?</b>	
<b>S1</b>	<i>Iya. Saya berusaha menyimak video animasi sehingga bisa memahami dan mengingat kosakata tentang penyebutan jam (materi) dalam Bahasa Inggris</i> Yes. I try to pay attention to the animated video so that I can understand and remember the vocabulary about telling time (the material) in English
<b>S2</b>	<i>Bisa, karena video yang ditampilkan tadi terdapat tulisan yang dapat dibaca</i> Yes, because the video shown earlier included text that could be read
<b>S3</b>	<i>Iya bisa, dengan cara belajar yang giat seperti menyimak video dan memahami isi materi</i> Yes, I can, by studying diligently, such as paying attention to the videos and understanding the content of the material
<b>S4</b>	<i>Menurut saya tidak terlalu. Karena saya memang sedikit sulit untuk memahami Bahasa Inggris</i> I don't think so. Because I do have some difficulty understanding English
<b>S5</b>	<i>Iya, saya memperhatikan materi dari video animasi dan berusaha untuk memahaminya</i> Yes, I focus on the material from the animated video and make an effort to understand it
<b>S6</b>	<i>Iya bisa. Saya memperhatikan materi dan sekarang menjadi paham dan bisa mengulangi mengucapkan kosakata Bahasa Inggris yang kita pelajari waktu itu, seperti o'clock, 07 o'clock</i> Yes, I can. I focus on the material, and now I understand and can say the English vocabulary we learned, such as 'o'clock', '07 o'clock
<b>S7</b>	<i>Iya bisa. Saya menyimak dan memperhatikan video animasi dari awal sampai akhir</i> Yes, I can. I followed and focused on the animated video from the beginning to the end
<b>S8</b>	<i>Menurut saya tidak. Saya lebih mudah memahami kosakata melalui buku</i> In my opinion, no. I find it easier to understand vocabulary through books
<b>S9</b>	<i>Iya. Dengan menonton video animasi tidak hanya melihat materi tapi juga mendengarkan jadi saya lebih mudah untuk membaca dan mengucapkan kata</i> Yes. By watching animated videos, I not only see the material but also listen, so it becomes easier for me to read and pronounce the words
<b>S10</b>	<i>Iya. Setelah menonton video dan pulang sekolah saya belajar lagi</i> Yes. After watching the video and coming home from school, I study again

*S=Student*

Almost all of the students interviewed stated that using animated videos as a medium for learning English could help them improve their English vocabulary. They enhanced their vocabulary through animated videos is by listening to the material presented so they can better understand the content. They also mentioned that the videos included subtitles in both Indonesian and English, enabling them to not only watch the moving images but also read the accompanying provided in the video.

Some students noted that learning through animated videos allowed them to both observe the visuals and listen to the audio, which helped them learn correct English

pronunciation. Additionally, students stated that to improve their vocabulary, they plan review the English lessons at home.

However, two students reported difficulty learning in learning vocabulary. One students expressed challenges in reading and pronouncing vocabulary, while the other preferred learning through books. Based on these findings, it can be concluded that the study shows the diversity in students' learning preferences.

### **The Advantage and Disadvantage of Animated Video**

The results of the observation show the advantages of animated videos as a learning medium, namely that students become more enthusiastic about learning English. However, there are also disadvantages, which will be explained in the results of the student interview.

Interview question number 7 addresses students' perceptions of the advantages and disadvantages of animated videos as a learning medium. The students' responses indicate that animated videos offer the advantage of being engaging and facilitating a clearer understanding of the material. However, some students also noted the disadvantage that they struggle to comprehend the material when the videos are presented at too fast a pace.

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**Question : What are the advantages and disadvantages of using video animation as a learning media?**

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**S1** *Kelebihan penggunaan video animasi adalah lebih mudah untuk mengetahui materi dan kekurangannya adalah video animasinya terlalu cepat sehingga sulit untuk memahami isi materi*

The advantage of using animated videos is that it's easier to understand the material, while the disadvantage is that the animated video is too fast, making it difficult to comprehend the content

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**S2** *Menurut saya kelebihannya adalah bisa membuat saya bersemangat belajar, dan kekurangannya menurut saya tidak ada*

In my opinion, the advantage is that it makes me excited to learn, and as for the disadvantage, I don't see any disadvantage

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**S3** *Kelebihannya adalah dengan menonton video animasi tadi membuat saya lebih bersemangat dalam belajar, dan kekurangannya adalah menurut saya penyampaian materi di video animasi tadi kurang jelas*

The advantage is that watching the animated video made me more excited to learn, and the disadvantage is that, in my opinion, the delivery of the material in the animated video was unclear

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**S4** *Kelebihannya menonton video animasi seru dan kekurangannya adalah sedikit bosan karena tidak bisa sambil makan*

The advantage is that watching animated videos is fun, and the disadvantage is that it can be a bit boring because I can't eat while watching

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**S5** *Kelebihannya adalah bisa meningkatkan pelajaran Bahasa Inggris, dan menurut saya tidak ada kekurangannya*

The advantage is that it can improve English lessons, and in my opinion, there are no disadvantages

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**S6** *Kelebihannya adalah saya menjadi lebih mudah memahami materi, dan menurut saya tidak ada kekurangannya*

The advantage is that I find it easier to understand the material, and in my opinion, there are no disadvantages

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**S7** *Kelebihannya adalah saya bisa belajar dengan praktis, kekurangannya adalah durasi videonya lama*

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	The advantage is that I can learn in a practical way, and the disadvantage is that the video duration is long
<b>S8</b>	<i>Kelebihannya adalah lebih cepat belajarnya tidak memakan waktu lama, kekurangannya adalah terkadang saat menonton video ada beberapa kata yang terlalu cepat dan kurang jelas</i> The advantage is that learning is faster and does not take much time, and the disadvantage is that sometimes when watching the video, some words are too fast and unclear
<b>S9</b>	<i>Kelebihannya adalah seru dan tidak membosankan, kekurangannya adalah mungkin gambar dari animasi kurang bervariasi</i> The advantage is that it is fun and not boring, and the disadvantage is that maybe the images in the animation are not varied enough
<b>S10</b>	<i>Kelebihannya adalah menurut saya itu seru, kekurangannya tidak ada</i> The advantage is that, I think it's fun, and there are no disadvantages

*S=Student*

According to the students, the advantages of animated videos include improved comprehension and engagement. Two other students stated that they found it easier to understand and absorb the material while two other mentioned that learning with animated videos is fun and exciting. Another student added that the use of animated videos as a medium can enhance English learning by making it more engaging and less monotonous. They also stated that animated videos make learning more practical, fast, and time-efficient. These responses, indicate that animated videos highly beneficial for students in learning English.

On the other hand, students also identified some disadvantages of animated videos, although four students who stated that they did not see any weaknesses associated with learning through animated videos; however, other students mentioned challenges such as videos being too long or too fast, making it difficult for them to fully understand the material. Some students found the delivery of the content in the video unclear. Further, some students reported getting bored quickly due to the lack of variety in the visuals, and while some even mentioned that watching the video made them feel hungry during the lesson.

### **Students' Cognitive Processes**

Students' attitudes toward processing the understanding of the material were quite diverse. Although all students listened to the material, some students asked the teacher questions when they had difficulty understanding. This demonstrates that students still need guidance from the teacher as a facilitator during the class.

Interview question number 8 presents the results of observation data and interviews regarding the contribution of animated videos to students' understanding of the material. The majority of students indicated that, in order to comprehend the material presented through animated videos, they focus on listening and paying close attention to the content.

#### ***Question : How do you understand the message of material when using an animated video as a learning media?***

<b>S1</b>	<i>Saya mencoba mendengarkan dan menyimak materi dari video animasi dari awal sampai akhir</i> I make an effort to listen and focus on the material from the animated video from beginning to end
<b>S2</b>	<i>Setelah menonton video animasi tadi guru juga menjelaskan materinya, jadi lebih cepat paham</i> After watching the animated video, the teacher further explained the material, making it easier for me to understand
<b>S3</b>	<i>Mungkin nanti setelah kelas saya akan belajar mandiri tentang materi ini</i>

	Maybe later, after class, I will study the material independently
<b>S4</b>	<i>Saya berusaha untuk mendengarkan dan menonton video animasi dengan seksama</i> I try to pay close attention to listening and watching the animated video
<b>S5</b>	<i>Saya memperhatikan materi</i> I focus on the material
<b>S6</b>	<i>Saya membaca memperhatikan materi yang sedang ditayangkan di lcd</i> I read and focus on the material shown on the LCD
<b>S7</b>	<i>Saya menyimak materi</i> I pay attention to the material
<b>S8</b>	<i>Saya menyimak videonya sampai akhir</i> I paid attention to the video until the end
<b>S9</b>	<i>Saya mendengarkan dan menyimak materi yang di putar</i> I listen and focus on the material that is being played
<b>S10</b>	<i>Saya menyimak dan memperhatikan penjelasan dari guru</i> I listen to and pay attention to the teacher's explanation

*S=Student*

The result of the interview revealed how students understood the message of the material when using animated videos. Eight out of ten students answered that they comprehended the material by listening attentively and focusing from beginning to end, which helped them grasp the content more effectively.

#### **Challenges When Using Animated Video**

Students faced several difficulties during the learning process. Some students often displayed confused facial expressions while listening to the material, indicating that they were having trouble understanding. Additionally, students seated in the back rows could not clearly see the material from the animated video because it was obstructed by their classmates. This highlights the importance of considering students' seating arrangements when using media for learning.

Interview question number 9 highlights the difficulties that students encounter when using animated videos as a learning medium. While some students reported no difficulties in learning with animated videos, others acknowledged facing challenges, including difficulty understanding the material and struggling to recall English vocabulary.

#### ***Question : What are your difficulties when learning to use animated videos as a media for learning English?***

<b>S1</b>	<i>Kesulitan yang saya hadapi adalah saat saya kesulitan membedakan penyebutan materi, misalnya (a quarter, half, past)</i> The difficulty I face is when I have trouble distinguishing the pronunciation of terms, such as (a quarter, half, past)
<b>S2</b>	<i>Menurut saya tidak ada kesulitan saat belajar menggunakan video animasi selain tidak Nampak dengan jelas karena saya duduk di belakang jadi banyak teman-teman yang lain menghalangi pandangan saya</i> I do not think there are any difficulties in learning with animated videos, except that it's not clearly visible because I sit at the back and my classmates block my view
<b>S3</b>	<i>Menurut saya tidak ada kesulitan</i> In my opinion there are no difficulties
<b>S4</b>	<i>Kesulitan saya selama menonton video animasi adalah topiknya belum terlalu saya pahami</i>

	My difficulty while watching the animated video is that I have not fully understood the topic yet
<b>S5</b>	<i>Menurut saya, tidak kesulitannya</i> In my opinion, there is no difficulty
<b>S6</b>	<i>Menurut saya tidak ada kesulitannya</i> In my opinion, there are no difficulties
<b>S7</b>	<i>Kesulitannya adalah saya kurang bisa mengerti Bahasa Inggris meskipun saya menyimak tetapi masih sulit untuk memahami materi</i> The difficulty is that I struggle to understand English, even though I listen carefully, it's still difficult to comprehend the material
<b>S8</b>	<i>Menurut saya tidak ada kesulitan</i> I do not think there is difficulty
<b>S9</b>	<i>Terkadang video animasi yang diputar terlalu cepat jadi agak kesulitan buat saya untuk menulis materi kembali</i> Sometimes the animated video is played too quickly, so it's a bit difficult for me to write down the material again
<b>S10</b>	<i>Videonya banyak kosakata Bahasa Inggris yang belum saya mengerti</i> The video contains many English vocabulary words that I haven't understood yet

*S=Student*

According to the interviews, five out of ten students stated that they had no difficulty learning with animated videos. However, one student mentioned that it was still difficult to distinguish vocabulary terms from the material. Whereas others found it challenging to grasp the main point of the topic. Three students reported that they were still striving to learn and speak English, and despite their effort to listen attentively to the material, they struggled to understand the use of the vocabulary taught. Moreover, some students found it difficult when they had to take notes because the animated video moved too quickly.

The students' responses indicate that half of them continue to face challenges and require guidance when learning through animated videos. Meanwhile, the other half have demonstrated the ability to comprehend the material effectively by watching the videos.

### **Students Respond to The Challenges**

The results of the observation showed that some students who were still experiencing difficulties actively asked questions to their teachers and friends. In contrast, other students, who were more passive, preferred to remain silent, and some even stopped paying attention to the lesson altogether and began playing with their friends.

Interview question number 10 investigates how students address the challenges encountered when learning English through animated videos. The objective of this question is to explore the various strategies students employ to engage with the material and how they overcome the difficulties faced during the learning process.

### ***Question : How do you respond to difficulties when use animated videos during learning English?***

<b>S1</b>	Saya berusaha untuk menyimak materi sampai paham, dan jika ada yang kurang paham saya akan menanyakan materi itu kepada guru
<b>S4</b>	Iya saya akan diam saja
<b>S7</b>	Saya terus memperhatikan materi dan bertanya pada guru jika ada yang belum saya mengerti
<b>S9</b>	Biasanya sewaktu guru menjelaskan materi lagi kan videonya di pause jadi waktu itu saya bisa menulis materi

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**S10** Saya memperhatikan materi dan bertanya guru kalau ada kata yang belum saya mengerti

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*S=Student*

The interview results revealed that five students, who struggled with learning using animated video media, applied various strategies to overcome their difficulties. Three students stated that they tried to listen to the material repeatedly until they understood it; if they still faced difficulty, they would ask the teacher for explanation. One student mentioned that when the teacher paused the video to explain the material, they used this time to take notes so they could review the content after class. The remaining student, however, chose to silent and made no effort to address the difficulty in understanding the material. The responses indicate that while some students are proactive to overcome challenges and continuing their learning with using animated videos, while others disengage, tend to give up and not make no further efforts to understand the material.

## CONCLUSION

The findings of this study highlight the impact of animated videos as a learning medium in English language education. Students generally expressed positive opinions and feelings, noting that animated videos made learning more engaging, enjoyable, and effective in improving their comprehension and vocabulary acquisition. However, some challenges were identified, such as difficulties in following the pacing of the videos, understanding vocabulary usage, and taking notes effectively so that the use of animation video should be complemented by teacher guidance to ensure equitable understanding among students. Therefore, teachers should consider integrating animated videos strategically while addressing potential challenges to maximize their benefits in English learning.

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