

Development of Animated Videos as a Teaching Media in English Learning

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Abstract

This study explores the process of developing animated videos as a teaching medium in English language learning. This problem is raised because in this digital era, learning can be acculturated with interactive digital learning media, one of which is animated videos. The use of visual technology such as animated videos is considered to be able to increase students' interest or enthusiasm and understanding of the material. Several previous studies have examined the effectiveness of visual media, but it is still limited to regular videos and not many have developed animations specifically for the context of English language learning. The purpose of this research is to develop a more modern learning style and apply technological advances in learning, especially in English language learning. This research uses a qualitative approach with research and development methods. The main instrument used in data collection is a questionnaire given to students to find out their responses to emerging media and what materials they need. From the questionnaire, the majority of respondents assessed that Grammar material would be easier to understand if it was formed with animated videos. Based on these questions, the researcher made an animated video with grammatical-related material in English. The author will create a learning animation video designed for adolescence to adulthood. This questionnaire will also provide opinions for respondents for the selection of suitable materials. This study concludes that the development of animation video technology as an English learning medium, especially in Grammar materials, is carried out based on the results of questionnaires that show the high need for students to present Grammar materials in a more interactive and fun visual form.

Keywords: English Learning, Animated Video, Technology, Teaching Media, Digital Media in Education

INTRODUCTION

Learning media is one of the important components in the educational process because it acts as an intermediary or tool used by teachers to convey teaching materials to students in a more interesting and easy-to-understand way (Minalla, 2024). Along with the development of technology, the use of technology-based media is increasingly important in supporting student learning success. The use of technology in the world of education is able to create a learning process that is more effective, efficient, and relevant to students' daily lives (Permatasari et al., 2022). One form of technology-based learning media that has the potential to be explored is animated videos.

Animated videos have the benefit of presenting a more visually and auditory color subject through a combination of moving images, sound, and narrative (Ahmad & Afrizal, 2023). This kind of teaching media is able to change raw materials to be more mature and easier for students to understand (Minalla, 2024). With their dynamic and engaging appearance, animated videos have the potential to increase appeal, enthusiasm and strengthen the process of processing information in the minds of students during the learning process. Therefore, animated videos are an interesting learning medium to learn in order to learn English, which is often considered difficult by some students.

Today, some preliminary observations suggest that many teachers still use conventional learning methods, such as verbal explanations and exercises from textbooks, without integrating engaging media. According to Khumairah et al.(2023), The results of initial interviews with some teachers show that students often have difficulty understanding the material due to monotonous and less varied delivery. Dependence on lecture methods makes it easy for students to feel bored, and the learning process becomes less meaningful. In addition, the limited knowledge of teachers in utilizing technology to create innovative learning media is also an obstacle in the implementation of interactive and interesting learning (Permatasari et al., 2022). In fact, students today tend to have a high interest in technology and prefer learning that contains audio-visual elements. Permatasari et al. (2022) Stating that the majority of students prefer learning activities that involve media such as videos.

Seeing the difference between commonly used learning methods and students' learning preferences, the use of animated videos becomes a relevant solution to explore. Various previous studies have shown that animated videos can support listening skills (Khumairah et al., 2023). A pleasant visual display is also believed to help students absorb the material more easily and thoroughly (Ahmad & Afrizal, 2023). With the use of animated videos integrated into English learning, it can increase diversity in learning that is more adaptable to rapidly evolving technological developments.

Basically, the development of animated videos as a learning medium in English learning is one of the relevant solutions to the shortcomings and limitations that often occur in conventional learning. Animated videos are not only capable of presenting material in a more engaging way, especially through visual, audio, and narrative combinations, but also enhance understanding and foster students' interest in learning. Improving the quality of learning is one of the benefits of integrating animated videos. Animated videos as a teaching medium can attract students' attention, create a pleasant learning atmosphere and simplify the understanding of the material (Paradillah & Yunus, 2023). To that end, the use of animated videos needs to be further developed and should be integrated into English learning as a teaching medium. Animated videos can make the learning process more interactive, fun, and in accordance with the characteristics of students in the current era of digital technology development.

RESEARCH METHODS

This research uses a research and development methods (R&D). This research adapts the ADDIE model, but is limited to only the first three stages: Analysis, Design, and Development. Initially, the researcher created a questionnaire that involved several detailed questions about the material or English language skills. This questionnaire contains several questions about students' opinions about making animation as a medium for learning English. This questionnaire was created to identify and find out what material is suitable to be used as an example of learning delivery through animated videos. The questionnaire was distributed by the author using a Google Form and submitted to English Education students into a WhatsApp group. The results of the questionnaire showed that the majority of respondents assessed that Grammar

material would be easier to understand if it was presented in the form of animations. Also, early observations show that most teachers still use boring or monotonous conventional methods.

From the results of the analysis, the author started the animation design stage, from the concept stage and storyline to the animated video. Based on the questionnaire which shows that the majority of respondents choose grammar topics, the author chooses one of the grammar materials that are quite often implemented in daily life. The material that the author chose was Present Tense. This design includes determining the purpose, selection of animated characters, visual design, and writing dialogues to be used in the video. The author also uses real human voices to make animated videos look livelier. The author chose two voice actors to be used in the development of the animation. In the animation design stage, at first the writer determines how the storyline in the animation will be. After the storyline is determined, the writer makes a script or dialogue that will be used and what the presenter will convey. Creating animated videos is a complex thing and requires a lot of detail. To create an animation, before the development stage, the writer records all the dialogues that will be done by the voice actors in sequence and animates them after all the dialogues are completed. At the planning stage, each element is selected with pedagogical considerations. The character 'Andy' was chosen because it is a common and memorable name, so it does not distract from the material. The selection of examples of 'breakfast' activities is based on the principle of contextual learning, where the material is linked to the students' daily experiences to make them more relevant and easier to understand. Meanwhile, the use of two.

After the stage of designing and recording the dialogue by the voice actor, the author proceeds to the animation development stage. These animated videos are produced using several animation software. Initially, the author used the Adobe Express application. The app involves creating visual assets, character animations, and movements of those characters. The author also used Canva for background creation to make the animation more interesting. Canva helps the dynamic of the author's animations to look more interesting and characterful. Furthermore, the author refines it through the Capcut application for the addition of background music and the enhancement of effects and the combination of movements, visuals, sounds, and narratives for more mature and easier for students to understand. The selection of

software in the development stage is also strategic. Adobe Express was chosen because of its flagship feature, 'Animate from audio', which significantly speeds up the production process by synchronizing the characters' lip movements with the recorded dialogue. On the other hand, Canva is used to design a consistent and visually appealing background. Lastly, CapCut was chosen as the final editing platform due to its intuitive interface on mobile devices as well as the availability of a wide range of transition effects and royalty-free music libraries that enrich the final quality of the video.



Figure 1. Capcut Screenshot

RESULTS

Analysis of the author's questionnaire answers showed that what kind of visual animation respondents needed for a delivery of learning material, the majority of respondents indicated that they wanted animations that had 'interesting visuals', 'brief explanations', and 'real-life examples'. From here it becomes the main basis for developing what kind of animation model it is.

The author's animation is titled 'Present Tense with Andy' by raising a topic that matches the title, namely Present Tenses. The author targets this animation to be watchable for teenagers to adults. With the author's animation duration of about 2 minutes, the author creates an animation that matches the questionnaire. Because the author's animation raises material that is more suitable for teenagers to adults. But it is also possible that the author also tries to make animations that are suitable for all ages to watch.

This animation has the concept of an explanation accompanied by a presentation made by two characters talking to each other. There are two main characters that the author will introduce, one of which is blako who plays the role of a narrator who explains the entire content of the material. The next character is named

Andy, who plays the role of an exemplary object who is doing daily activities. The narrator here will explain the topic briefly using examples of daily breakfast activities to make it easy to understand. The narrator explains the Present Tense material in simple language with not too much movement. This can make it easier for people watching to understand. Andy demonstrates the situation and conditions in accordance with the narrator's explanation. Andy demonstrated eating activities that are connected to the present tense. To add interesting details in displaying breakfast activities, the author uses several details such as the clock, background atmosphere, food details and other things that can help make it easier for the audience to understand.

In this animation, the combination of visualizations of the characters can look interesting with additional visualizations from the text that explain and add details of what the narrator is saying. The use of eye-catching fonts as well as the movement of the diverse text, add eye-catching detail in this animation. To add variety to this animation, the author adds music and sound effects to each movement of the character or supporting details. The use of sound effects will give an interactive impression and keep the audience from feeling bored or bored. In this case, the author uses several msound effects and music assets that are available for free. With the concept of visual explanation by presentation and a little dialogue, the author hopes that the material in this animated video will be well conveyed and interesting to learn.

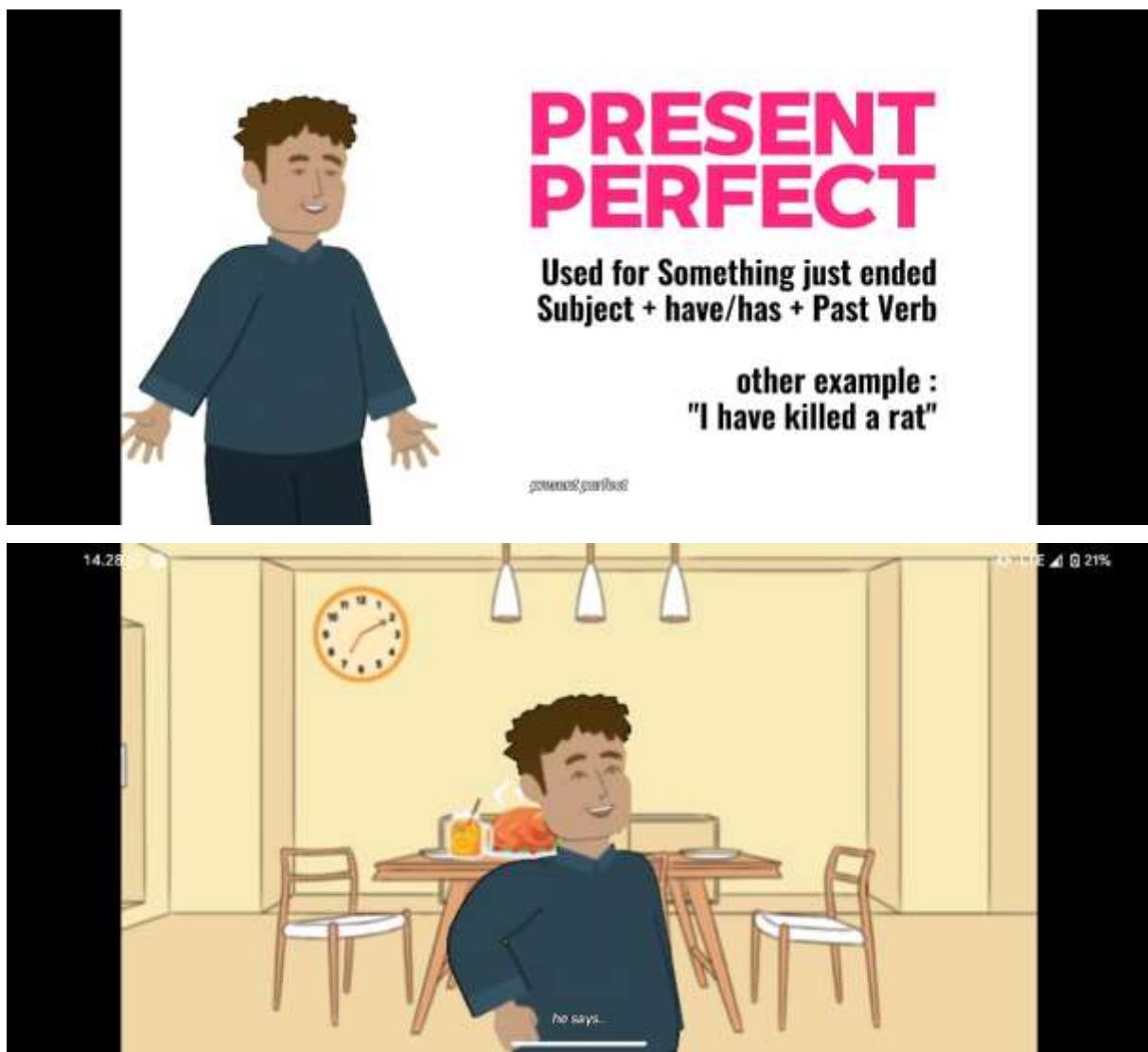


Figure 2. Thumbnail Screenshot

DISCUSSION

Answering from responses from respondents who want animations with attractive visuals. The author developed this animation with very colourful animated characters and cool and dynamic settings. The author tries so that the author's animation can have a positive impact on learning media in the future. An opinion from Ahmad & Afrizal (2023) who states that animated videos are able to present a more colourful subject visually and auditory through a combination of colour, movement, sound and narrative. This display that combines images and sounds is proven to make students more interested.

The development of this animated video is also based on a needs analysis that shows that students want a learning medium that is more interesting than the boring

conventional method. This opinion is supported by Permatasari et al. (2022), who found that the majority of students prefer learning activities that use audio-visual media such as videos. This reinforces the idea that the development of animated videos is the right step to fulfil students' desires and increase students' motivation to learn.

The topic of the author's video is Grammar which is based on the results of a questionnaire which states that the material is suitable to be combined with animation video media. This is also relevant to research by Nevitaningrum et al. (2024) that uses animated videos to help students understand the tactics of the game of soccer which is also complex. Similar to football tactics, Grammar is often considered difficult to understand. Therefore, the use of animated videos can be a new and effective means of media due to its ability to explain something complex in a way that is up-to-date, simple and easy to understand. This relationship is important because it proves that visualization can break down complex concepts into easy-to-understand parts. In the video 'Present Tense with Andy', the principle is applied by visualizing an abstract formula through a concrete scene of Andy having breakfast. As the narrator explains the subject, the audience sees Andy pointing at himself. When the verb is mentioned, the audience notices Andy doing the act of eating. This combination of auditory explanations and visual demonstrations is designed to reduce the cognitive load on students; this approach is particularly effective in a wide range of studies of learning media.

Honest authors, the main limitation in this study is that the author's animation products have not yet reached the stage of application and evaluation directly in the classroom. Therefore. The author has not been able to confirm the effectiveness of animated videos in improving students' understanding or learning outcomes in real terms. The assessment of the author's animated video products is still limited to theory and the fulfilment of students' initial needs.

Although this research is still in development, it has some important things. For English teachers, this study emphasizes the importance of conducting student materials analysis in designing teaching media. The finding that students want real-world examples suggests that teachers need to move away from theoretical examples in textbooks to more relevant contexts. For learning media developers, the process described in this study offers an efficient working model by combining the power of several easily accessible software. The combination of Adobe Express for character

animation and CapCut for final editing is a cost-effective and time-efficient workflow to produce high-quality content."

At least, the author's research produces a prototype or teaching media material based on the real needs of students that can be used to be tested by English teachers as an alternative medium to old or conventional methods. For the author's future research, the author wants to continue the R&D cycle to the next stage, namely implementation and evaluation. Authors need to conduct experimental research to test the effectiveness and success of the author's animated videos. The author needs further and in-depth interviews to further explore the student's learning experience when using this animation medium.

CONCLUSION

For many students, Grammar often feels like a complicated and boring maze. The rigid rules and theoretical explanations make it one of the biggest challenges in learning English. On the other hand, we see today's generation of students living in a colourful, dynamic, and highly visual world. We see that there is a deep gulf between the way these materials are taught and the way they should be learned. This is what drives us to look for a breakthrough.

Our first step is the most basic thing: listening. Through a questionnaire, we try to understand directly from the students what they feel and need. Their answers were resounding and uniform: they craved a learning medium that "spoke" their language a visual medium that was interactive, communicative, and non-monotonous. This is a strong confirmation that conventional methods are no longer able to spark their curiosity. We are aware that the need for this new approach is very urgent.

Armed with their voices and aspirations, we began to design an answer. We developed a prototype of an animated video, a medium that we hope can be a solution. We systematically went through this process using the initial three stages of the ADDIE model, ensuring that each step was based on a real-world needs analysis. Although our journey has only come to the creation of a prototype it has not yet been tested directly in the classroom this is an important achievement. We have succeeded in creating a teaching tool designed for students, together with students. These animated videos are more than just visualized material. We designed it as a story. Inside are characters, vivid illustrations, and an interesting color palette. Most importantly, we

present it in the context of everyday life to make Grammar feel more relevant and digestible. It is our hope that this approach can transform Grammar from a daunting obligation into a fun adventure, so that motivation, memory, and genuine understanding can grow on its own.

Academically, this process we are undergoing is clear evidence of how development models like ADDIE can be applied to create products that are truly user-centric. Every design decision we make is always rooted in the characteristics and preferences of the students. This is what makes this medium so targeted and has great potential to succeed in a wider range of learning scenarios.

Looking ahead, the potential for this innovation is not limited to Grammar alone. Imagine if a similar approach were applied to other equally challenging topics. Imagine if we combined it with future technologies such as artificial intelligence (AI) or Augmented Reality (AR) to create a more personalized and immersive learning experience. We hope that this initial step we have taken can be a spark of inspiration for teachers everywhere to continue to create, build relevant learning, and continue to adapt to the needs of the times.

Author's Biography

Awan Nur Hakim Student is a student of English Education Department at Faculty of Teacher Training and Education, Universitas Islam Kadiri. Studying in college at 6th semester since 2022. Besides studying at Universitas Islam Kadiri, author has been freelancing worker at creative agency since 2023. Author has strong interest in creativity and has a passion in graphic design, cinematography and animation. With those of passion and interest, author wants to collaborate the Education aspects with all Digital things to implement the digitalization education.

Ahmad Danan Jaya is a sixth-semester student at the Faculty of Teacher Training and Education, Kadiri Islamic University (UNISKA), who began his academic journey in 2022. With a strong interest in education and creativity, the author has developed a passion for photo editing and photography. These hobbies not only support his artistic expression but also enhance his visual communication skills in educational and digital projects. Currently, the author is actively exploring teaching practices and continues to

grow both academically and creatively through various campus and personal endeavors.

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