The Development of Animation Video-Based Learning Material by Combining Mobile Applications for Teaching English at the Secondary Level

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Abstract

Enhancing the teaching and learning experience is very important as teachers and students are forced to deal with any development technologies at this age. Animation video-based learning material is considered as one kind of source that can be utilized for enhancing learning experiences. This research aimed to develop an animation video-based learning material by combining some mobile applications (ZEPETO and Canva). A Research and Development (R&D) with ADDIE model was employed as the model to create an effective animation video-based learning material. Data were sourced from 31 students and one teacher of 7th grade Junior High School. Data collection involved interview with the teacher for the analysis stage, experts' validation before implementing the material in class, and questionnaires for the students in the evaluation stage. The data analysis technique used was descriptive statistical analysis. The developed materials focused on descriptive text and were positively rated by media and content experts. In the implementation stage, the video included a discussion about hobbies, a material presentation, some examples of "How to express and ask about someone's hobbies", and a speaking exercise. In the evaluation stage, the students' perception revealed positive results, with students noting increased engagement, improved comprehension, enhanced motivation, and made them learned how to pronounce English sentences correctly. The results indicate that the development of animation videobased learning material by combining some mobile applications has the potential to significantly enhance students' language skills, understanding, and motivation in learning English.

Keywords: Animation Videos, English Learning, Mobile Applications

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Introduction

In the 21st century, it is necessary to apply modern technology to the teaching and learning process. Media technology is now employed by educational institutions as a teaching tool to raise the quality of instruction (Saragih & Simanjuntak, 2021). Technology in education, particularly when it comes to teaching, learning, and practicing English, has the potential to modify some of the current pedagogical approaches while also allowing students to acquire and practice the language (Diah et al., 2020). To improve the effectiveness of teaching and learning, the field of education is constantly searching for innovative methods. In short, teachers make use of the potential of technology to transform the educational environment as its impact grows.

Students are forced to deal with any development technologies at this age. Digital media is considered one of the best media to use out of all those that are available. In the digital age, educational resources have expanded to reduce the obstacles to teaching-learning activities. According to Kusdinar et al., (2023), students' experiences as members of the millennial generation had a close relationship to the digital media type. The majority of schools offer tools to facilitate the use of technology in the classroom, so the teacher's role is crucial in integrating new technologies and utilizing them to give students the best possible digital media learning experience (Günaydin & Karamete, 2016). Videos are one kind of source that can be utilized for digital media education. Video-based material that can be paused, replayed, and accelerated can be actively interactive. According to Benkada & Moccozet (2017), annotated interactive videos include an additional layer of information and metadata that promotes different kinds of interactions. Conclusively, the incorporation of digital media into education, namely via video-based instruction, is vital in enhancing comprehensive educational engagement for students.

Innovative technologies like gamification (Santosa et al., 2022; Shortt et al., 2023), classroom immersion virtual technologies (Budiarti et al., 2023; Huang et al., 2023), and video-based learning (Merdianti et al., 2023) have been introduced to and trained for by many Indonesian and international institutions. Certain researchers have shown that using video-based materials helps motivate students to learn more in-depth skills like vocabulary, speaking, writing, and listening, as well as increase educational engagement and allow for a deeper understanding of the subject matter. According to a study by Rustambekovna & Adambayevna (2020), video-based learning can change a classroom's role from one of passive instruction to one of dynamic instruction. Additionally, it encourages students to actively speak, so video-based learning can help teachers create a more enjoyable and relaxed learning atmosphere while also greatly increasing student participation in the classroom. Additionally, interactive videos can help students meet their writing needs in class and contribute to the sustainability of the age of digital media (Kusdinar et al., 2023). Videobased learning not only enhances student motivation, engagement, and deeper understanding of subjects but also contributes to a more inclusive, globally-connected, and digitally literate educational landscape.

There are many different types of video-based learning tools available, including slideshow videos (Mubar, 2015), animation or cartoon videos (Laksmi et al., 2021), and TED talk videos (Maharani et al., 2023). Some studies have employed PowToon to apply the use of animation or cartoon videos (Adnyani et al., 2020; Semaan & Ismail, 2018; Ningsih et al., 2023). Other media applications that can be used for developing material through animation video are ZEPETO and Canva. ZEPETO is a role-playing game where the user may build and

personalize virtual avatars with various characteristics and communicate with other users in virtual worlds while Canva is an online graphic design application for creating graphics and presentations. With a unique roleplay and customization platform for increased student involvement, the integration of animation video-based learning via the ZEPETO and Canva applications hopefully offers an exciting study alternative.

The first-grade teacher of Junior High School was interviewed for preliminary research that revealed the need for technology-based English teaching materials that meet the needs of students as well as the syllabus. The media can take the form of animation videos, which attract the students and hold their interest for extended periods of time while keeping them exposed to real-world learning scenarios. The teacher said that the lack of consideration for the needs, backgrounds, and activities of the students in the general information in the materials meant that the student's needs were not met. The teacher places greater emphasis on the students' activities to be developed further. According to the teacher, animation videobased learning is intended to improve students' skills through a variety of exercises, particularly in speaking and listening. The teacher said that the only assignment book she could give students was one that was assembled from multiple sources. This is only one of the numerous issues that arise during the learning process for both teachers and students. It will be difficult to meet the curriculum's stated learning objectives if these issues remain. Thus, the purpose of this study is to develop English animation video-based learning materials that emphasize speaking and listening abilities in order to address the previously mentioned issues. ZEPETO and Canva will be used to carry out the animation and videobased learning materials. ZEPETO and Canva are simple for teachers to use since ZEPETO functions as a game and offers several interactive background modes, and Canva functions as a design tool that is ideal for use in education to create engaging presentations. Teachers may even design the character through ZEPETO and presentation design through Canva to interest students. Moreover, the research is expected to enhance students' involvement in educational activities and provide them with several assignments to be done after the material has been conducted.

Literature Review

Materials used in education are the content or information conveyed within a course. These consist of the course's readings, lectures, multimedia, textbooks, and other materials. According to Tomlinson (2011), materials are everything that is utilized to support language learners in learning the subject matter. A textbook, a photocopied handout, a newspaper, a paragraph written on a whiteboard, a video, or anything else that presents or educates about the language being taught are examples of materials. The development of learning resources that are based on video will be the main focus of this research. One type of digital instructional media that students choose to use during the learning process is video-based material (Ahmad & Afrizal, 2023). This is because it's entertaining to watch because it combines sound and visuals in one package.

While video instruction is valuable in today's classrooms, further improvements to the educational process are needed. As a result, there has been video creation that captures students' interest. Additionally, one kind of video that can be used to deliver engaging educational content is an animated video (Laksmi et al., 2021). Students can see and comprehend difficult concepts or processes with the help of animation. As well as simplifying messages and complex subjects, animation video-based learning can also help improve students' retention. Animation videos were established for primary school students

because they presented joyful materials (Pujiani et al., 2022). The students will not recognize that they are learning by watching that, and when the student's attention is caught, the material can be transferred effectively (Cicekci & Sadik, 2019). The integration of animation videos in education not only simplifies complex subjects, but encourages creativity, critical thinking, and technology literacy, giving students a dynamic and interesting learning experience.

The use of animation video-based material to create engaging content for students has been the subject of numerous studies. Research done by Fontela & Moraes (2022) revealed evidence that students' understanding of topic areas and perimeters can be deepened through the development of animation videos. It is believed that employing mobile learning is acceptable and can boost students' enthusiasm to learn (Sari & Nurcahyo, 2018). Additionally, Raditya & Kristiani (2022) discovered that teachers' anxiety can be decreased by using video animation. Their findings make explanation given that inexperienced and new teachers sometimes experience anxiety in the face of a silent classroom. Nevertheless, when these teachers used animation videos for learning, students were seen to be more "innovative" since they were less bored. According to Marini et al., (2023), the utilization of animation videos as a learning resource has the potential to enhance students' comprehension of the subject matter by raising their learning outcomes. Thus, this research will be focused on video-based learning material development through animation video with the use of ZEPETO and Canva applications. ZEPETO offered various options to customize the avatar, such as hairstyles, clothes, accessories, and backgrounds. Additionally, through the use of the Canva application, it can create incredible designs without having to use complicated design software. With a focus on the ZEPETO and Canva applications, this research aims to leverage its unique features, to enhance the development of animation video-based learning material, providing a promising avenue for elevating the educational experience.

Method

This research utilizes the Research and Development (R&D) methodology, which aims to produce targeted products and measure their effectiveness. R&D refers to a category of research design that encompasses resolving challenges encountered in the classroom, examining innovative ideas in the field of educational product development, developing educational products, obtaining expert validation, and conducting field testing of the finished product (Latif, 2012). The participants of this study include 31 students and one English teacher of 7th grade Junior High School who were taking English as a core subject. The product developed in this study is animation video-based learning material with the ADDIE model to create effective teaching video-based material. According to Mubar (2015), the ADDIE Model is designed to guarantee that students will fulfill the learning objectives and goals. The analysis, design, development, implementation, and evaluation phases make up the five stages of the ADDIE models.

To determine if the products were suitable for use as instructional tools, experts in the fields of media and material provided validation to the item during the development stage. The data analysis technique used was descriptive statistical analysis. The quantitative information was gathered from the two experts who evaluated the animation video: an IT expert for media validation and an English teacher for content validation. The two experts were recruited based on their competence in each of these two aspects of validity, following the example set by Brame (2015). The validity score was interpreted using Arikunto's (2013) validation equation and score categories:

Table I. Experts Validation A	nalysis Score Category
Average Scores	Category
$3.75 < x \le 4.00$	Very Good
$3.00 < x \le 3.75$	Good
$2.25 < x \le 3.00$	Moderate
$1.50 < x \le 2.25$	Poor
$0.00 < x \le 1.50$	Very Poor

Equation 1. Teaching Media Validation Score Equation

$$X = \frac{\Sigma}{N}$$

Description: X = Average score; $\sum = the total number of answer values from the validator;$ \overline{N} = number of validators.

In order to gain insight into students' perceptions during the animation video's evaluation stage, a questionnaire adapted from Khothori & Suzanne (2020) was employed as the research instrument. There were 17 items that should be responded to by the students by using the Likert scale which consisted of: Strongly Agree for = 4.00, Agree = 3.00, Disagree = 2.00, and Strongly Disagree = 1.00. The mean score of each item on the questionnaire was calculated and compared to the average value of the choices (3.00). This allowed students to agree with the statement in focus if their mean score was greater than the average (3.00) and disagree with it if it was less than 3.00. The mean scores for each questionnaire item were then compared to the average choice value using a one-sample t-test to determine if there was a significant difference from 3.00.

Findings

1. Analysis

In the first stage, material and learning objectives were analyzed from the viewpoint of the teacher. In order to gather information about the teaching-learning process from the teacher's perspective, an interview session was conducted with the English teacher without involving the students. Learning material was focused on the descriptive text which describes the characteristics of a specific thing with the target group being 7th grade Junior High School students. The topic was about describing hobbies, which are still rarely used. Thus, it makes it interesting to be a topic of an animation video. It focused on the students' listening and speaking skills, so the type of activity can be in the form of a speaking presentation in front of the class.

2. Design

The following stage involved designing a product which was the design of an animation video. The design had to be started after the learning material and objectives were examined. Applications like ZEPETO, Canva, and CapCut were used to facilitate product design. Utilizing the ZEPETO application, a mobile gaming application, animation videos were created. Some of the characters in the video have been chosen specifically to fit the topic of "Describing Hobbies".



Figure 1. Sample of a Character on ZEPETO "Describing Hobbies"



Figure 2. Sample of a Character on ZEPETO "Describing Hobbies"



Figure 3. Sample of a Character on ZEPETO "Describing Hobbies"

Then, the learning material was delivered through the Canva application which provides some presentation slides.



Figure 4. Sample of Canva Presentation Slide

All of the design was recorded by using the internal device screen recorder and then edited by using the CapCut application.



Figure 5. Editing with CapCut

3. Development

During the development phase, the prototype of the animation video was developed based on the design before. The development follows the following steps.

- 1. After downloading the ZEPETO application, click 'sign up' on the ZEPETO homepage for new users and register using a Facebook or Google account.
- 2. Then you can create your own character.



Figure 6 & 7. Sample of Creating a Character in ZEPETO

3. You can search the background called "ZEPETO world" to be used based on what you need.



Figure 8. Sample of "ZEPETO World"

- 4. If you want to interact with each other, you need to ask someone to play with you.
- 5. After that, choose the best emoticon or action to be used for a "gimmick" of the interaction.
- 6. While having a conversation or interaction, record it by using "Screen Recorder" on your mobile phone device. If your device doesn't have a "Screen recorder" you can download it first on the "App/Play Store".
- 7. After finishing using ZEPETO as the animation video, download Canva and "Sign up" by using your "Google account".
- 8. Choose the best template to be used for presenting the material. Then recorded it by using a "Screen recorder".
- 9. After that, download the CapCut application to edit all of the video recordings that have been collected.
- 10. Using the CapCut application, for adding your voice in the interaction in the recording of the "ZEPETO application" you can also add the subtitle automatically based on your voice.
- 11. Add the Canva video recording to be edited after the ZEPETO recording has been completed.
- 12. Same as before, you can add your voice while also presenting the material provided on the slides.
- 13. In the CapCut application, you can cut your video, add signaling, voice-over, back song, and also a lot of templates can be used.
- 14. Then, download the final video to be conducted to the students in the class.

Before implementing the animation video through the class, the researcher needs to validate the animation video material to be appropriated to be sent in the class. Expert validation came from a media expert (Validator 1) and a material expert (Validator 2). The result of validations can be seen in the Table 2:

Statement	Validator 1	Validator 2	Mean Score
Use signaling to highlight important information.	3	4	3.50
Use a short video (6 minutes or less) to chunk information.	4	4	4.00
Eliminating loud music and eliminating complex backgrounds.	2	3	2.50
Match modality by using auditory and visual channels to convey complementary information (use tutorial videos that illustrate and explain phenomena Narrated animations)	4	4	4.00
Keep the video in brief (not more than 15 minutes)	4	4	4.00
Use conversational language.	4	4	4.00
Speak relatively quickly and with enthusiasm.	2	3	2.50

TOTAL MEAN SCORE	3.16	3.66	3.40
Make the video part of a larger assignment/activity.	4	4	4.00
Use guiding questions.	2	3	2.50
Use interactive features that give students excitement.	2	4	3.00
Packaging video with interactive questions (Integrate questions into videos)	3	3	3.00
Create and/or package videos to emphasize relevance to the course in which they are used (Videos created for the class in which they are going to be used, with instructor narration explaining links to preceding material)	4	4	4.00

Expert media who verified the product included an IT expert as well as a material content developer with over two years of video editing experience. According to the evaluation, this material was conceptually good as a learning media for 7th-grade students. The quality aspects consisted of sound clarity, images, signaling, and readability of the subtitles in the video. On the Likert scale, this media was at the stage of good quality. Every media element was consistent. However, there was one note that should be improved. The volume of the back sound should be decreased when the main audio plays. Moreover, as the instructor who wants to deliver the material to the 7th-grade students, the intonation should be more fun so that it can engage students through the conversation in the animation video. The overall media quality was similar to standard learning media. Thus, it can be implemented in the class.

Subsequently, the content expert was presented. The content expert involved one English teacher who works as an English teacher with more than three years of experience. The media expert and the content expert both provided the same evaluation. The teacher thought that the animation video-based learning material aligned with the learning goals. Then, the learning time did not take a long time in the learning process. Thus, it supported the efficiency of learning time. Then, the suitability of learning was in accordance with the current condition and the needs of the students. Broadly, on the Likert scale, this media is rated good. Hence, the video material could be used in the class. Overall, the video created by the researcher was well accepted by the experts in terms of media and content material.

4. Implementing

The developed animation video-based material was implemented at school. After the teacher explained the topic of descriptive text, the video was played. Following that, students watched an animation video to understand more about the subject matter they would be studying. The video included a discussion about hobbies, a material presentation, some examples of "How to express and ask about someone's hobbies", and a speaking exercise. The students seemed to enjoy the video, which offered an engaging and visual example of how to ask and explain someone's hobbies in English. The next step was to speak in front of the class to describe their hobbies. After all of the activities were done, the responses toward

the implementation using animation video-based were gained by giving questionnaires to the students.

5. Evaluation

The results of the questionnaires showed that all students were very happy and enjoyed the lesson because they liked watching the video. The data can be seen in the table below:

	Table 3. Re	sults of Stud	ents' Perce	eption			
		Students' Perception					
No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	
1	Audio can be heard very clearly.	25	4	2		3.74	
2	The video display is very interesting.	27	4			3.87	
3	The text or captions on the video can be read clearly.	23	8			3.74	
4	The music in the video does not interfere with the content of the material presented.	11	10	6	4	2.90	
5	The connection between videos, images and animations makes it easier for me to understand the material and concepts being studied.	20	7	4		3.51	
6	The exercises given in the video can evaluate my understanding of the material presented.	25	4	2		3.74	
7	In my opinion, the learning videos used by teachers in teaching English make it easier for me to understand the material being presented.	22	3	6		3.51	
8	In my opinion, the learning videos shown by the teacher are related to everyday situations so that I can understand the English material easily.	25	6			3.80	

9	In my opinion, the learning videos used by English teachers can help me learn how to use sentences in English.	23	5	2	1	3.61
10	In my opinion, the learning videos used by English teachers can help me learn how to use expressions in English.	18	6	5	2	3.29
11	In my opinion, the learning videos used by the English teacher increase my active learning in class.	20	7	4		3.51
12	In my opinion, the use of animation video for learning English can increase my motivation to learn.	20	8	3		3.54
13	In my opinion, the use of animation video for learning English makes me enthusiastic about learning.	24	5	2		3.70
14	In my opinion, when the teacher use video in the English learning process, students pay more attention to the lesson.	24	5	2		3.70
15	I believe that when the teacher uses English learning video I can hear English sentences and pronounce those sentences.	20	9	2		3.58
16	I believe that after learning using the animation video used by English teacher, I want to learn English even more.	20	8	3		3.54
17	In my opinion, through the learning video used by English teacher, I can learn how to pronounce English sentences correctly.	24	7			3.77

A quick look at the questionnaire results presented in Table 3 clarifies that most of the questionnaire item mean scores were greater than 3.00 and the overall mean is 3.59 which suggests that students have a positive perception of the use of animation video-based learning material. One of the items which item number 4, only got a 2.90 mean score, means that some of the students showed disagreement about the statement. Moreover, among the 17 items, items #2, 8, and 17 received the highest mean scores. Through these items, the students agreed that the use of animation video for learning English (a) is very interesting, (b) related to everyday situations that made them understand the English material easily, and (c) made them learn how to pronounce English sentences correctly.

Now that the overall perception of the students towards using animation video-based learning material was found to be positive, it is good to see if this degree of positive perception reached statistical significance or not. The results of this investigation are presented in the one-sample t-test table (Table 4) below:

		Statistic	df	p	Mean difference	95% Confidence Interval	
						Lower	Upper
Students' Perceptions	Student's t	10.7	16.0	< .001	0.591	0.474	0.709

Table 4. Result of the One-Sample T-Test

Table 4 shows that the overall mean score for the whole questionnaire items was significantly greater than the average value of the choices (p < 0.05), insinuating that the students had positive perceptions about the use of animation video-based learning material. In conclusion, the use of video in teaching English is very useful in delivering the materials. Besides making students enthusiastic about learning, it also makes the teacher easier in explaining the material.

Discussion

The main purpose of the present study is to develop animation video-based material by combining ZEPETO and Canva applications with the use of the ADDIE model. Through the evaluation stage, it also aims to examine students' perceptions toward the use of animation video-based material. Additionally, some experts validated the video before it was implemented in the class. According to both experts, the content already met the requirements to be taught in class and was rated in good quality. However, the background remained very complicated for the junior high school students, and the music remained to be quite loud until it covered the speaker's audio.

After some refinement, the animation video-based material was implemented in the classroom with the descriptive text material. The students were then given a questionnaire to complete in order to share their perceptions about the animation video they had previously viewed. According to the questionnaire's results, students have a positive perception of the animation video-based material. It is shown that after some refinement, the students stated that the animation video was very interesting for them. Although some students still have a problem with the music that does not interfere with the content of the material, the audio of the speaker still can be heard very clearly. In addition, the students agreed that the use of animated video for learning English is related to real-world situations that helped them

comprehend the subject matter easier, learn how to pronounce English sentences correctly, assess their comprehension of the lesson, and become more engaged in the material.

Students' perceptions of the animation video-based material were used as the evaluation, and the results were positive and consistent with some previous research. According to Marini et al. (2023), employing animated videos as a learning resource can enhance students' comprehension of the topic given. The correlation between video, pictures, and animations helps students understand the material and topics they are studying, as evidenced by item number 5 on the questionnaire. Another study by Sari & Nurcahyo (2018) demonstrated that adopting mobile learning is thought to be appropriate and can boost students' enthusiasm to learn. This is in line with this study that showed from the students' perception on items #12, 13, 14, and 16, that the animation video-based learning material can significantly increase their motivation to learn and make them enthusiasts to pay more attention to the lesson which can make them want to learn English even more.

Furthermore, items #9, 10, 11, 15, and 17 show a positive result towards the students' listening and speaking abilities that can improve after learning with the animation videobased learning material. These positive outcomes suggest that by combining ZEPETO and Canva for animation video-based material, developed through the systematic ADDIE model, not only aligns with previous research findings but also demonstrates its potential to significantly enhance students' understanding, motivation, and language skills.

Conclusion

This research was focused on the development of animation video-based learning material by using ZEPETO and Canva applications through Research and Development research using the ADDIE model. The results of this study showed that the animation video-based learning material was conducted based on the teacher's interview which focused on the descriptive text. The animation video-based learning material was evaluated by experts as being of good quality prior to being used in the classroom, despite some problems with background complexity and loud music. After refinement, the material was implemented in a classroom setting, and student perceptions were gathered through a questionnaire in the evaluation stage. The results indicated students had a positive perception of the animation video-based material. The majority of students found the video interesting so it can make them enthusiastic about learning the material, significantly increase their motivation to learn and enhance their language skills.

The results suggest that the teacher ought to be creative in adopting mobile learning by developing the material in several ways, such as the combination of two applications. This may require a significant amount of time, but the interactive design can boost student engagement. In addition, additional studies may be done to determine whether animation video-based material can improve students' English language proficiency through field testing.

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