



Teachers' Perspectives on Using *Tory-Boo* Animation Video in Teaching English Literacy to Young Learners

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ABSTRACT

This study aims to explore teachers' perspectives on the use of the animated video *Tory-Boo* in teaching English literacy to early childhood learners. This study used a descriptive qualitative method. Participants in this study were six English teachers who teach early childhood learners and have experience using animated videos in their classrooms. Data were collected using a semi-structured interview guide. All interview data were recorded and transcribed. The research data were analyzed and categorized into several themes. Member checking was also conducted to ensure the validity of the data. The results showed that teachers generally had a positive perspective on the use of the animated video *Tory-Boo*. The video was considered an engaging and effective learning medium that can increase student motivation, support vocabulary development, and enhance comprehension through visual and contextual input. In addition, the use of animated videos facilitated interactive and student-centered learning through various follow-up activities. However, several challenges were also identified, including technical constraints, classroom management, and the need to select content appropriate to students' language proficiency levels. This study suggests that animated videos can be a valuable tool in teaching English literacy when supported by appropriate pedagogical strategies.

Keywords: teachers' perspective, animation video, English literacy, young learners

Perspektif Guru terhadap Penggunaan Video Animasi *Tory-Boo* dalam Pengajaran Literasi Bahasa Inggris kepada Pembelajar Usia Dini

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi perspektif guru terhadap penggunaan video animasi *Tory-Boo* dalam pengajaran literasi Bahasa Inggris kepada pembelajar usia dini. Penelitian ini menggunakan metode deskriptif kualitatif. Partisipan dalam penelitian ini adalah enam guru Bahasa Inggris yang mengajar pembelajar usia dini dan memiliki pengalaman menggunakan video animasi di kelas mereka. Data dikumpulkan menggunakan instrumen pedoman wawancara semi-terstruktur. Seluruh data wawancara direkam, ditranskripsikan. Data penelitian dianalisis, dan dikategorikan ke dalam beberapa tema. Member checking juga dilakukan untuk memastikan keabsahan data. Hasil penelitian menunjukkan bahwa guru umumnya memiliki perspektif positif terhadap penggunaan video animasi *Tory-Boo*. Video tersebut dianggap sebagai media pembelajaran yang menarik dan efektif yang dapat meningkatkan motivasi siswa, mendukung pengembangan kosakata, serta meningkatkan pemahaman melalui input visual dan kontekstual. Selain itu, penggunaan video animasi memfasilitasi pembelajaran yang interaktif dan berpusat pada siswa melalui berbagai aktivitas lanjutan. Namun demikian, beberapa tantangan juga ditemukan, termasuk kendala teknis, manajemen kelas, serta kebutuhan untuk memilih konten yang sesuai dengan tingkat kemampuan bahasa siswa. Penelitian ini menunjukkan bahwa video animasi dapat menjadi alat yang bernilai dalam pengajaran literasi Bahasa Inggris apabila didukung oleh strategi pedagogis yang tepat.

Kata kunci: perspektif guru, video animasi, literasi Bahasa Inggris, pembelajar usia dini

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INTRODUCTION

Language learning in early childhood plays a crucial role in shaping children's cognitive and literacy development (Neuman & Dickinson, 2011; Pinter, 2017). In the context of English as a Foreign Language (EFL), early exposure to meaningful and engaging learning materials is essential to support young learners' literacy skills (Zein, 2017). English literacy at an early age involves not only recognizing words but also understanding meaning, developing vocabulary, and building confidence in language use (Cabell et al., 2019). Therefore, selecting appropriate instructional media becomes a key factor in effective language teaching for young learners.

In recent years, the integration of multimedia, particularly video-based and animated content, has gained increasing attention in language teaching practices (Mayer, 2021; Schneider et al., 2021). Video-based learning provides multimodal input that combines visual and auditory elements, which can enhance comprehension and engagement in language learning environments (Fiorella & Mayer, 2018). Animation videos, in particular, are considered suitable for young learners because they present language through visual storytelling and contextualized situations that support vocabulary acquisition (Putri et al., 2023; Muftah, 2023). Furthermore, animation-based learning has been shown to increase learners' motivation and participation, as young learners tend to respond positively to engaging and interactive media (Caella & Yulianto, 2024; Liu & Elms, 2019).

Recent studies also highlight that animation and video-based instruction can facilitate the development of various language skills, including listening, speaking, and vocabulary mastery (Fauzi, 2024; Mulyani et al., 2024). The integration of audiovisual elements enables learners to connect language with meaning more effectively, making learning more meaningful and memorable (Schneider et al., 2021). Additionally, storytelling embedded in animation videos supports

comprehension by presenting language in meaningful contexts (Robin, 2018).

Despite the growing use of animation videos in English language teaching, their effectiveness largely depends on how teachers perceive and implement them in classroom settings (Borg, 2018; Farrell & Ives, 2015). Teachers play a central role in selecting, adapting, and integrating instructional media to meet learners' needs (Richards, 2017). Their beliefs, experiences, and pedagogical decisions influence how animation videos are utilized and how meaningful they become in supporting students' literacy development (Pajares, 1992). Therefore, understanding teachers' perspectives is essential to gain deeper insights into the pedagogical value of animation videos in early English literacy instruction.

Although a number of recent studies have explored the effectiveness of animation and video-based learning, most have focused on measuring students' outcomes quantitatively, such as vocabulary improvement or learning achievement (Putri et al., 2023; Muftah, 2023). There is still limited research examining teachers' perspectives, particularly in the context of EFL teaching for young learners. Furthermore, studies that specifically explore the use of particular animation content, such as "Tory-Boo," in supporting English literacy remain scarce.

Therefore, this study aims to explore teachers' perspectives on the use of the "Tory-Boo" animation video in teaching English literacy to young learners. By focusing on teachers' experiences, perceptions, and classroom practices, this study seeks to provide a deeper understanding of how animation videos can support early English literacy development. Accordingly, this research is guided by the following research question: How do teachers perceive the use of "Tory-Boo" animation video in teaching English literacy to young learners?

In line with the research problem, the objective of this study is to explore and describe teachers' perspectives on the use of the "Tory-Boo"



animation video in teaching English literacy to young learners. This study aims to identify teachers' experiences, perceptions, and classroom practices in integrating animation videos into English language instruction.

Furthermore, this study is expected to provide both theoretical and practical contributions. Theoretically, it contributes to the development of knowledge in the field of English language teaching, particularly in the use of multimedia and animation videos for early literacy development. Practically, the findings of this study are expected to benefit teachers, students, and future researchers. For teachers, it can provide insights into effective strategies for integrating animation videos in the classroom. For students, it may support more engaging and meaningful learning experiences. For future researchers, this study can serve as a reference for further research on animation-based learning in EFL contexts.

LITERATURE REVIEW

The use of animation video in language learning has gained significant attention in recent years due to its ability to present language through multimodal forms. According to Mayer (2021), multimedia learning occurs more effectively when verbal and visual information are combined, as it helps learners process and retain information more efficiently. In this context, animation videos provide visual representations, audio input, and contextualized language, which are particularly beneficial for young learners (Schneider et al., 2021).

Animation videos are also considered engaging learning tools that can enhance learners' motivation and participation. Liu and Elms (2019) found that animated instructional videos can increase student engagement by making learning more interactive and enjoyable. Similarly, Caella and Yulianto (2024) reported that the use of animation media significantly improves students' interest in learning activities. In addition, animation videos support vocabulary acquisition

by presenting words in meaningful contexts, allowing learners to associate language with visual cues (Putri et al., 2023; Muftah, 2023). Therefore, animation videos are increasingly used as effective tools in English language teaching, especially for young learners.

English literacy in early childhood refers to the development of basic language skills, including listening, speaking, reading, and early writing abilities. Early literacy development is essential because it forms the foundation for future academic success and language proficiency (Neuman & Dickinson, 2011). Young learners tend to learn language more effectively when they are exposed to meaningful, contextualized, and interactive learning experiences (Pinter, 2017).

Recent studies have shown that multimedia-based learning can significantly support early literacy development. For instance, Fauzi (2024) found that animation videos can stimulate listening and speaking skills in early childhood learners. Similarly, Mulyani et al. (2024) highlighted that animation-based learning media can enhance students' vocabulary mastery and comprehension. The use of storytelling in animation videos also plays a crucial role in literacy development, as it helps learners understand language structures and meanings in context (Robin, 2018). Thus, integrating animation videos into language instruction can provide meaningful learning experiences that support young learners' literacy development.

Teachers' perspectives play a crucial role in determining the effectiveness of instructional media in language learning. Teacher cognition, which includes beliefs, knowledge, and experiences, influences how teachers plan, implement, and evaluate their teaching practices (Borg, 2018). Teachers' beliefs about teaching and learning can shape their decisions in selecting instructional materials and strategies (Farrell & Ives, 2015).

In the context of technology integration, teachers' perceptions toward digital media

significantly affect its use in the classroom. Richards (2017) emphasized that teachers must adapt instructional materials to suit learners' needs and classroom contexts. If teachers perceive animation videos as useful and relevant, they are more likely to integrate them effectively into their teaching practices. Conversely, negative perceptions or lack of confidence in using technology may hinder the successful implementation of such media.

Furthermore, previous studies have indicated that teachers' experiences with instructional media influence their pedagogical practices. Teachers who have positive experiences using multimedia tools tend to develop more innovative and student-centered teaching approaches (Hew & Lo, 2018). Therefore, exploring teachers' perspectives is essential to understand how animation videos are used in real classroom settings and how they contribute to language learning.

Although numerous studies have examined the effectiveness of animation videos in improving language skills, most of them have focused on quantitative outcomes, such as vocabulary improvement, learning achievement, and student performance (Putri et al., 2023; Muftah, 2023). These studies provide valuable insights into the benefits of animation-based learning; however, they often overlook the role of teachers in implementing such media.

There is still limited research that explores teachers' perspectives, particularly in the context of teaching English literacy to young learners. In addition, studies focusing on specific animation content, such as "Tory-Boo," remain scarce. Understanding teachers' experiences, perceptions, and challenges in using animation videos is important to provide a more comprehensive understanding of their pedagogical value. Therefore, this study seeks to fill this gap by exploring teachers' perspectives on the use of "Tory-Boo" animation video in teaching English literacy to young learners.

Language learning in early childhood plays a crucial role in shaping children's cognitive and literacy development (Neuman & Dickinson, 2011; Pinter, 2017). In the context of English as a Foreign Language (EFL), early exposure to meaningful and engaging learning materials is essential to support young learners' literacy skills (Zein, 2017). English literacy at an early age involves not only recognizing words but also understanding meaning, developing vocabulary, and building confidence in language use (Cabell et al., 2019). Therefore, selecting appropriate instructional media becomes a key factor in effective language teaching for young learners.

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There is still limited research that explores teachers' perspectives, particularly in the context of teaching English literacy to young learners. In addition, studies focusing on specific animation content, such as *Tory-Boo*, remain scarce. Understanding teachers' experiences, perceptions, and challenges in using animation videos is important to provide a more comprehensive understanding of their pedagogical value. Therefore, this study seeks to fill this gap by exploring teachers' perspectives on the use of *Tory-Boo* animation video in teaching English literacy to young learners.



METHOD

This study employed a qualitative method with a descriptive design to explore teachers' perspectives on the use of the *Tory-Boo* animation video in teaching English literacy to young learners. A qualitative approach was chosen to gain an in-depth understanding of teachers' experiences, perceptions, and classroom practices. According to Creswell & Poth (2018), qualitative research is conducted in natural settings and focuses on participants' meanings and interpretations of a particular phenomenon. In this study, the researchers aimed to capture teachers' viewpoints and provide rich, detailed descriptions of how animation videos are utilized in English literacy instruction.

This research was conducted in early childhood education settings in Indonesia. The participants of this study were six English teachers who teach young learners at the kindergarten or primary school level. The participants were selected using purposive sampling, as they had experience in using animation videos, particularly "Tory-Boo," in their teaching practices. The teachers participated voluntarily, and pseudonyms were used to ensure confidentiality and protect their identities. The participants had varying teaching experiences, ranging from 6 to 10 years.

The primary data collection method in this study was semi-structured interviews. Semi-structured interviews were chosen because they allow flexibility for participants to express their thoughts and experiences while still maintaining a clear focus on the research topic (Kallio et al., 2016). The interview questions were developed based on relevant literature on multimedia learning, teacher perspectives, and early English literacy. The questions were designed to explore teachers' views on the benefits, challenges, and strategies of using the *Tory-Boo* animation video in the classroom. The interviews were conducted individually and carried out in the participants' preferred language (Indonesian) to allow them to express their ideas more comfortably and naturally. For data analysis, this study employed thematic

analysis following the framework proposed by Braun & Clarke (2006). First, all interview data were transcribed verbatim. Then, the researchers read the transcripts multiple times to become familiar with the data. After that, initial codes were generated and organized into broader categories. These categories were then reviewed and refined into themes that represented the teachers' perspectives on the use of animation videos. Finally, the themes were interpreted and presented in a narrative form to provide meaningful insights into the research problem.

To ensure the trustworthiness of the data, several strategies were applied. Member checking was conducted by returning the interview transcripts to the participants to verify the accuracy of the data (Creswell & Poth, 2018). In addition, peer debriefing was used to discuss and validate the coding and themes with fellow researchers. These strategies helped enhance the credibility and reliability of the findings.

RESULT

Based on the data obtained from semi-structured interviews with six teachers, the findings revealed several themes related to teachers' perspectives on the use of the *Tory-Boo* animation video in teaching English literacy to young learners. The themes include: (1) enhancing students' engagement and motivation, (2) supporting vocabulary and comprehension development, (3) facilitating interactive and contextual learning, and (4) challenges in classroom implementation.

1. Enhancing Students' Engagement and Motivation

All participants agreed that the use of the *Tory-Boo* animation video significantly increased students' engagement during the learning process. The teachers reported that young learners were more attentive and enthusiastic when animation videos were used compared to traditional teaching methods. One teacher stated:

“When I use the *Tory-Boo* video, the students become more excited and focused. They enjoy watching and are more willing to participate in the lesson.” (Teacher A)

Another teacher explained that animation videos helped reduce boredom and created a more enjoyable classroom atmosphere:

“Young learners easily get bored, but with animation videos, they stay interested and active throughout the lesson.” (Teacher C)

These responses indicate that animation videos play an important role in maintaining students’ attention and increasing their motivation to learn English.

2. Supporting Vocabulary and Comprehension Development

The findings also showed that the *Tory-Boo* animation video supports students’ vocabulary acquisition and comprehension. Teachers mentioned that the combination of visuals, audio, and repetition helped students understand new words more easily. One participant noted:

“The students can understand the meaning of words because they see the pictures and hear the pronunciation at the same time.” (Teacher B)

In addition, teachers highlighted that storytelling elements in the video helped students follow the content and understand the context of language use:

“The story in *Tory-Boo* makes it easier for students to understand because the words are used in context, not just memorized.” (Teacher D)

This suggests that animation videos provide meaningful input that supports early English literacy development.

Facilitating Interactive and Contextual Learning

Another important theme emerging from the data is that animation videos facilitate interactive and contextual learning. Teachers explained that they often used the video as a starting point for further activities such as discussion, repetition, and role-play. One teacher stated:

“After watching the video, I ask students questions and sometimes ask them to repeat or act out the story.” (Teacher E)

Teachers also emphasized that animation videos help connect language with real-life situations:

“The situations in the video are close to students’ daily life, so they can relate and understand better.” (Teacher F)

These findings indicate that animation videos are not only used as passive learning tools but also as interactive media that encourage active student participation.

3. Challenges in Classroom Implementation

Despite the positive perspectives, teachers also reported several challenges in using animation videos. One of the main challenges is related to technical issues, such as limited access to equipment or unstable internet connections. A teacher mentioned:

“Sometimes we have problems with the projector or internet, so it is not always easy to use videos.” (Teacher A)

Another challenge is related to classroom management, as some students may become too focused on watching rather than learning:

“Some students just watch the video without paying attention to the lesson, so the teacher needs to guide them carefully.” (Teacher C)

Additionally, teachers noted that they need to carefully select and adapt video content to match students’ language levels:

“Not all videos are suitable, so we need to choose or adjust them based on students’ ability.” (Teacher D)

These findings highlight that while animation videos offer many benefits, their effectiveness depends on proper implementation and teacher guidance.

Overall, the findings indicate that teachers have positive perspectives on the use of the *Tory-Boo* animation video in teaching English literacy to young learners. The video is perceived as an engaging and effective tool that supports



vocabulary development, comprehension, and interactive learning. However, its successful implementation requires careful planning, appropriate content selection, and adequate technical support.

DISCUSSION

The findings of this study indicate that teachers hold generally positive perspectives toward the use of the *Tory-Boo* animation video in teaching English literacy to young learners. These findings can be discussed in relation to existing theories and previous studies on multimedia learning, early literacy, and teacher cognition.

First, the finding that animation videos enhance students' engagement and motivation supports the principles of multimedia learning theory. According to Mayer (2021), learners understand better when information is presented through both visual and auditory channels. In this study, teachers observed that students were more attentive, enthusiastic, and willing to participate when animation videos were used. This aligns with Liu & Elms (2019), who found that animated videos increase student engagement by creating more interactive and enjoyable learning environments. Similarly, Caella & Yulianto (2024) reported that animation media can significantly improve students' interest in learning. Therefore, the use of animation videos such as *Tory-Boo* can be seen as an effective strategy to foster motivation among young learners.

Second, the findings reveal that animation videos support vocabulary acquisition and comprehension. Teachers highlighted that the combination of images, sounds, and repetition helps students understand new words more easily. This supports previous research indicating that multimodal input facilitates language acquisition by linking verbal information with visual context (Fiorella & Mayer, 2018; Schneider et al., 2021). In addition, the storytelling aspect of the *Tory-Boo* video helps learners understand language in context rather than in isolation. This is consistent

with Robin (2018), who emphasized that digital storytelling enhances comprehension by presenting meaningful and structured narratives. Thus, animation videos not only introduce new vocabulary but also support deeper understanding of language use.

Third, the study found that animation videos facilitate interactive and contextual learning. Teachers reported using the video as a starting point for follow-up activities such as questioning, repetition, and role-playing. This finding reflects the idea that effective teaching is not only about the use of media but also about how teachers integrate it into pedagogical practices (Richards, 2017). The use of animation videos as interactive tools supports student-centered learning, where learners actively engage with the content rather than passively receiving information. Furthermore, the contextual nature of the video content allows learners to relate language to real-life situations, which is important in early language learning (Pinter, 2017).

However, this study also identified several challenges in implementing animation videos in the classroom. Technical issues, such as limited access to equipment and unstable internet connections, were reported by teachers. This finding is consistent with previous studies that highlight infrastructure as a common barrier in technology integration (Hew & Lo, 2018). In addition, teachers noted that students may become overly focused on watching the video without fully engaging in the learning objectives. This suggests that teacher guidance remains essential in ensuring that multimedia tools are used effectively. As Borg (2018) stated, teachers' beliefs and decisions play a crucial role in shaping classroom practices. Therefore, the successful use of animation videos depends not only on the media itself but also on the teacher's ability to manage and adapt it to the learning context.

Another important issue raised in this study is the need for appropriate content selection. Teachers emphasized that not all animation videos

are suitable for young learners, and materials must be aligned with students' language levels and learning needs. This supports the view that instructional materials should be carefully adapted to the learners' context to maximize their effectiveness (Farrell & Ives, 2015). In this case, *Tory-Boo* is perceived as beneficial because it provides simple language, clear visuals, and relatable contexts for young learners.

Overall, the findings of this study confirm that animation videos can serve as effective tools in teaching English literacy to young learners when used appropriately. While previous studies have mainly focused on measuring learning outcomes quantitatively (Putri et al., 2023; Muftah, 2023), this study provides qualitative insights into teachers' experiences and perspectives. It highlights that teachers play a central role in maximizing the potential of animation videos through their pedagogical decisions and classroom practices.

CONCLUSION

This study aimed to explore teachers' perspectives on the use of the *Tory-Boo* animation video in teaching English literacy to young learners. Based on the findings, it can be concluded that teachers generally have positive perceptions of the use of animation videos as instructional media in early English language learning. The *Tory-Boo* animation video is considered an engaging and effective tool that enhances students' motivation, supports vocabulary development, and facilitates comprehension through contextualized and visualized language input.

Furthermore, the study reveals that animation videos can promote interactive and student-centered learning when integrated with appropriate teaching strategies. Teachers reported using the video not only as a viewing activity but also as a stimulus for further classroom interactions such as questioning, repetition, and role-playing. This indicates that the pedagogical value of animation

videos depends largely on how teachers design and implement learning activities around them.

However, this study also identifies several challenges in using animation videos, including technical limitations, classroom management issues, and the need for careful selection of appropriate content. These challenges suggest that the successful integration of animation videos in language teaching requires not only access to technology but also pedagogical readiness and teacher creativity.

In conclusion, this study contributes to the field of English language teaching by providing qualitative insights into teachers' experiences in using animation videos for early literacy instruction. It highlights the importance of teachers' roles in maximizing the potential of multimedia tools in the classroom. Therefore, it is recommended that teachers be supported with adequate training and resources to effectively integrate animation videos into their teaching practices. Future research may explore students' perspectives or examine the long-term impact of animation-based learning on language development.

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