Exploring the Role of Animated Video Design in English Language Learning Through Student Experiences

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ABSTRACT

This study aims to describe: 1) the role of animated video media in English learning according to students' opinions; 2) identify specific design elements of animated videos used in English learning according to students' opinions. This study took place in the odd semester of the 2024/2025 academic year at MTs Negeri 4 Sidoarjo. This study used a qualitative descriptive method. The population of this study were 8B grade students who participated in the learning. Data on students' opinions about learning English by implementing animated video media were collected using semi-structured interview guidelines and 8th grade observation guidelines in English learning using animated video media. They numbered 30 students. This study used a total sample, namely all members of the population were made sample members. Each instrument was prepared using objective and systematic procedures. Data on students' opinions about learning English by implementing animated video media were analyzed using a qualitative approach. The results of the study: 1) the role of animated video media in English learning according to students' opinions is able to increase learning motivation; 2) specific design elements of animated videos that are able to increase student learning motivation include visuals, narrative flow, character development, and audio features.

Keywords: animated video design, English language learning, student experiences

Peran Desain Video Animasi dalam Pembelajaran Bahasa Inggris melalui Pengalaman Siswa

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan: 1) peran media video animasi dalam pembelajaran bahasa Inggris menurut pengalaman siswa; 2) mengidentifikasi elemen desain spesifik video animasi yang digunakan dalam pembelajaran Bahasa Inggris menurut pengalaman siswa. Penelitian uni berlangsung pada semester ganjil tahun pelajaran 2024/2025 di MTs Negeri 4 Sidoarjo. Penelitian ini menggunakan metode deskriptif kualitatif. Populasi penelitian ini adalah para siswa kelas 8B yang mengikuti pembelajaran. Data pengalaman siswa tentang pembelajaran Bahasa Inggris dengan menerapkan media video animasi dikumpulkan menggunakan pedoman wawancara semi-terstruktur dan pedoman observasi kelas 8 dalam pembelajaran bahasa Inggris menggunakan media video animasi. Mereka berjumlah 30 siswa. Penelitian ini menggunakan sampel total yakni semua anggota populasi dijadikan anggota sampel. Setiap instrumen disusun menggunakan prosedur objektif dan sistematis. Data pengalaman siswa tentang pembelajaran Bahasa Inggris dengan menerapkan media video animasi dianalisis menggunakan pendekatan kualitatif. Hasil penelitian: 1) peran media video animasi dalam pembelajaran bahasa Inggris menurut pengalamansiswa mampu meningkatkan motivasi belajar; 2) elemen desain spesifik video animasi yang mampu meningkatkan motivasi belajar berdasarkan pengalaman siswa mencakup visual, alur naratif, pengembangan karakter, dan fitur audio.

Kata kunci: desain video animasi, pembelajaran Bahasa Inggris, pengalaman siswa

INTRODUCTION

The integration of technology into English language learning has become a pivotal strategy in enhancing students' engagement and comprehension. In recent years, animated videos have emerged as a powerful medium to support second language acquisition, particularly among younger learners. Unlike traditional learning materials, animated videos combine visual, auditory, and narrative elements that can stimulate multiple senses, making the learning process more interactive and memorable. Previous studies have highlighted the potential of multimedia resources to improve vocabulary retention, listening comprehension, and learner motivation. However, there remains a gap in understanding how the design of animated videos, specifically their visuals, narrative flow, character development, and audio features affects students' learning experiences in real classroom contexts.

Junior high school students, who are at a critical stage of developing both linguistic and cognitive skills, often respond strongly to media-based learning materials. For this reason, examining their perspectives on animated video design provides valuable insights for educators and content developers. This study aims to explore how specific design elements of animated videos shape students' engagement, motivation, and cognitive processing in English language classrooms. By analyzing student experiences through semi-structured interviews and classroom observations, the research contributes to a deeper understanding of how multimedia design principles can be optimized for effective language learning.

This scientific article contains 2 problem formulations.

The problem formulation in this research is presented below:

1) What is the role of animated video media in English learning according to students' opinions?
2) What design elements of animated videos (visuals, narrative flow, character development, audio features) most influence students' motivation, and comprehension?

This article contains 2 research objectives that are in line with the formulation of the problem. The intended research objectives are to describe:

1) describe the role of animated video media in English learning according to students' opinions.
2) identify the specific design elements of animated videos (visuals, narrative flow, character development, and audio features) used in English language learning.

This study contributes both theoretically and practically to the field of English language teaching, particularly in the context of secondary education. Theoretically, this study enriches the knowledge of English as a Foreign Language (EFL) teaching by exploring the use of animated videos as a visual approach to enhance emotional and cognitive engagement among students. The findings are expected to provide a basis for understanding how visual media, especially animation, can stimulate students' engagement in a more meaningful and interactive learning process. This study also provides insight into how digital learning tools influence students' affective and cognitive participation during classroom activities.

This study offers valuable implications for teachers, students, schools, and future researchers. For teachers, the use of animated videos can be an effective strategy to increase students' interest, motivation, and attention in English language learning. It encourages the adoption of more varied, engaging, and contextually relevant teaching methods. Animated content allows teachers to move away from traditional teaching models and adopt a more dynamic approach that suits students' visual learning preferences and the characteristics of 21st-century learning. For students, animated videos present English language materials in a more enjoyable and understandable way. The engaging visual and auditory elements support better understanding, retention, and application of language concepts. As a result, students are more

emotionally engaged, confident, and cognitively active in learning activities, which contributes to deeper and more sustainable language acquisition. At the institutional level, schools can benefit from the implementation of animated video-based teaching as part of a broader digital transformation in education. This study supports schools in adopting innovative and adaptive learning models that are responsive to technological developments. In addition, the findings also serve as a valuable reference for future researchers who are interested in exploring the integration of animation or other visual media in various educational contexts and subject areas.

Relevant research especially related to the expansion of intrinsic elements can be found in several scientific articles in various online journals. The articles in question include:

1) Annisa, P. S. M., Nasution, R. D., Nuran, A. A., & Yusuf, N. (2024). Development of Artificial Intelligence (AI) Video-Based Learning Media in Contextual Oral Language Skills Learning as an Implementation of the Industrial Revolution 5.0. *Dharma Agung Journal*, *32*(4), 176-187.

2) Iman, N. H., Rahmania, R., Irwandi, I., Bafadal, F., Ilham, I., & Ismail, H. (2024). The Effect of Using English Learning Videos From YouTube on Learning Motivation. In *National Seminar on Paedagoria*, Vol. 4, No. 1, 434-442.

3) Febriyanti, R. H., & Sundari, H. (2023). Implementation of the Use of Animated Video Material Platforms in Online English teaching. *JPPM (Journal of Community Service and Empowerment)*, *7*(2), 227-237.

4) Irawan, B., & Gintings, M. F. M. (2025). Development of Youtube-Based Structure & Written Expression Learning Videos for Dialektika Institute.*Journal of Community Service Nation*, *2*(12), 5664-5672. 10.22373/adabiya.v18i35.1203

METHOD

This study employs a descriptive qualitative research design, which is well-suited to explore and describe in detail the subjective experiences, perceptions, and emotional as well as cognitive engagement of students in the context of English language learning using animated video media. The qualitative approach is particularly appropriate for this study because it allows for an in-depth investigation of complex phenomena that are difficult to quantify, such as students' feelings, attitudes, and learning processes. Descriptive qualitative research focuses on providing a rich, comprehensive account of participants' perspectives and experiences without attempting to manipulate variables or test hypotheses. This methodology enables the researcher to capture the nuances and subtleties of how students interact with animated video content in real classroom settings, shedding light on the multifaceted nature of multimedia learning.

Through this approach, the study aims to uncover the specific ways in which animated videos influence students' motivation, attention, understanding, and emotional involvement during English language lessons. By relying on non-numerical data, such as interview transcripts and observational notes, the research provides a holistic understanding of how students perceive and internalize the use of animated media as a learning tool. Furthermore, descriptive qualitative research offers flexibility in data collection, allowing researchers to adapt questions and observation techniques in response to emerging themes and insights. This responsiveness is crucial for capturing the dynamic and context-dependent nature of classroom experiences.

Overall, the choice of a descriptive qualitative approach aligns with the study's goal to explore the lived experiences of junior high school students as they engage with animated video materials, providing valuable insights that can inform educators, content developers, and researchers in the field of English language teaching. The subjects

of the study were 30 students of class 8B MTs Negeri 4 Sidoarjo with diverse English language ability backgrounds. In this case, class 8B was chosen because it has routinely implemented the use of animated videos in English learning, so it is considered representative and relevant to the focus of the research.

Data collection techniques are carried out through two main methods, namely: 1) direct observation during the learning process to observe student expressions, attitudes and participation; 2) semi-structured interviews with a select few students to gain a deeper insight into their learning experiences.

The sampling technique used was purposive sampling, namely the deliberate selection of samples based on certain considerations. Speaking skills are the ability to convey thoughts, ideas, and feelings verbally using language that can be understood by others. In the context of learning English, speaking includes aspects of fluency, accuracy, pronunciation, and the ability to interact actively. According to Brown (2004), speaking is a complex productive skill because it involves linguistic, psychological, and social aspects.

First, interview transcripts and observation notes were transcribed and read repeatedly to identify meaningful patterns related to students' perceptions and emotional and cognitive engagement. The data were then coded into categories corresponding to the research focus: visuals, narrative flow, character development, and audio features. These codes were analyzed to reveal themes about how each design element affected students' motivation and comprehension. The findings were cross-verified between interview responses and classroom observations to ensure validity and provide a comprehensive understanding of the students' learning experiences. This process allowed the researchers to synthesize qualitative data into clear insights on the role of animated video design in English language learning.

Animated video is a form of audiovisual media that presents information through moving images combined with sound. In English learning, animated videos can display dialogue, communication situations, and expressions that can be imitated by students. Mayer (2009) in *Multimedia Learning Theory* states that learning will be more effective when information is delivered through a combination of visuals and audiointertextuality is not included.

RESULT
1. Students' Opinions about Learning English with Animated Videos

The interviews revealed that students generally perceived animated videos as engaging and motivating in English learning. They expressed excitement when teachers used animated videos, noting that the colorful visuals, humorous characters, and dynamic storytelling reduced boredom and made lessons more interesting. In terms of vocabulary acquisition, students highlighted that animated videos were particularly helpful, as they allowed them to simultaneously see objects and hear the words, which facilitated faster recall and improved pronunciation. However, some students mentioned difficulties when the videos were played too quickly, although teacher intervention—such as pausing and explaining helped them follow the lesson more effectively. Regarding grammar, the responses were mixed; while students admitted that grammar remained challenging, they acknowledged that animated videos indirectly supported their understanding by exposing them to sentence patterns and contextualized language use, especially when accompanied by subtitles. Moreover, students agreed that animated videos made the learning atmosphere more enjoyable, as they reduced fatigue, encouraged laughter, and inspired them to imitate the characters' speech. Finally, while most students wanted teachers to incorporate animated videos more frequently, they also suggested the importance of balancing videos with reading and writing exercises, ensuring that both comprehension and practice were well integrated in the classroom.

2. Design Elements of Animated Videos Used in English Language Learning.

Moreover, students reported that lessons incorporating animated videos were more engaging and stimulating than conventional teaching methods, such as textbook-based instruction or lecture-style explanations. The interactive and colorful nature of animations captured their attention more effectively, sustaining their interest throughout the learning process. This increased engagement contributed to a more active and enjoyable classroom atmosphere, fostering a positive attitude toward English learning. Overall, these findings emphasize the multifaceted benefits of animated videos in English language learning, suggesting that such multimedia resources not only support cognitive understanding but also foster emotional well-being, which is crucial for effective language acquisition. (Mayer, 2009; Moreno & Mayer, 2007). Provided memorable associations that What design elements of animated videos (visuals, narrative flow, character development, audio features) most influence students' motivation, and comprehension? The analysis identified four major design elements that significantly impacted students' learning experiences.

2.1 Visuals

Students consistently emphasized the importance of clear, colorful, and contextually relevant visuals. Such visual features helped them grasp new vocabulary and expressions more quickly and accurately. Gestures, symbols, and scene illustrations served as scaffolds for meaning-making, reducing potential misunderstandings that often occur in purely text-based explanations. For example, when characters performed gestures aligned with spoken dialogue, students were able to infer the meaning of unfamiliar words. This observation corresponds with Paivio's *Dual Coding Theory* (1986), which posits that learners process information more effectively when it is presented simultaneously in verbal and visual formats. Beyond comprehension, visuals also contributed to maintaining attention, as vibrant images and dynamic scenes prevented monotony and created stronger memory associations for later recall.

2.2 Narrative Flow

A coherent storyline was identified as another crucial element influencing students' comprehension and retention. Students reported that lessons embedded in logical and well-structured narratives enabled them to follow the material smoothly and remember vocabulary or grammar structures more effectively. Conversely, fragmented or overly complex storylines disrupted focus and made it harder to connect linguistic forms with their meanings. The significance of narrative coherence can be linked to Bruner's concept of *narrative as a mode of thought* (1991), which suggests that human cognition is strongly supported by stories that organize events in meaningful sequences. In the classroom, this means that narratives act as cognitive maps, enabling students to situate new language forms within familiar contexts and thereby promoting deeper retention.

2.3 Character Development

Character design and development played a central role in sustaining student motivation. Relatable and expressive characters were repeatedly described as "companions" in the learning journey, helping students connect emotionally with the lesson. Characters who resembled students' age group or demonstrated realistic emotions were particularly effective in building engagement, as learners could see themselves reflected in the animated figures. This aligns with the concept of *social presence* in multimedia learning, which argues that the perception of authenticity and emotional expression increases learner investment (Chi & Wylie, 2014). Beyond emotional engagement, character relatability also encouraged students to internalize language use; for instance, they were

more likely to remember expressions when spoken by characters they perceived as likable or trustworthy. In this way, character design not only enhanced motivation but also functioned as a vehicle for language retention.

2.4 Audio Features

The role of audio design was equally significant in shaping comprehension. Students highlighted that clear pronunciation, appropriate pacing, and well-balanced background music enhanced their ability to process spoken language. Carefully designed audio features helped students focus on the meaning of words and sentences without being overwhelmed by speed or background noise. However, when sound effects were exaggerated or speech delivered too rapidly, students found it distracting, leading to reduced comprehension and cognitive overload. This reflects Mayer's *Cognitive Load Theory*, which emphasizes the need to manage learners' limited working memory capacity during multimedia learning. Balanced audio, therefore, is not merely an aesthetic addition but a pedagogical necessity that ensures clarity and supports the integration of new linguistic input.

Taken together, these findings underscore that effective animated videos are the result of a deliberate integration of design elements rather than entertainment value alone. Visual clarity supports comprehension, narrative flow structures learning, character relatability fosters motivation, and balanced audio enhances accessibility. Each element operates at the intersection of cognitive, affective, and motivational domains, creating a learning environment that is not only engaging but also pedagogically effective. For teachers, this means selecting or designing animations with these principles in mind; for content creators, it highlights the necessity of applying research-based guidelines in multimedia design. Ultimately, the synergy of these four elements transforms animated videos into powerful tools capable of reshaping English language classrooms into more interactive, supportive, and effective learning spaces.

The findings show that effective design elements such as visuals, narrative flow, character development, and audio features are essential in maximizing the educational benefits of animated videos. For educators, this highlights the importance of integrating well-crafted animated materials into lessons, while for content creators, it underscores the need to design videos that balance entertainment with pedagogy. By optimizing these elements, animated videos can serve as powerful tools to create immersive, supportive, and effective English learning experiences.

DISCUSSION

The findings of this study reaffirm the pivotal role of animated videos in enhancing English language learning, particularly among junior high school students. Students' positive perceptions consistently highlight that animated videos are not merely supplementary tools but can serve as central instructional resources. They enhance motivation, engagement, and comprehension in ways that traditional methods often fail to achieve. This finding resonates with Mayer's Cognitive Theory of Multimedia Learning, which emphasizes the importance of dual-channel processing, whereby visual and auditory stimuli combine to strengthen understanding. In this context, colorful imagery, character gestures, and dynamic scenes function as visual reinforcements that scaffold learners' comprehension of complex or abstract linguistic concepts that are difficult to convey through text alone. Furthermore, students' reflections reveal a clear contrast between the use of animated videos and conventional classroom practices, such as textbook-based instruction or teacher-centered lectures. Traditional methods were often perceived as monotonous and cognitively demanding, whereas animated videos made the learning process more engaging, lively, and accessible. The use of storytelling, narrative flow, and relatable characters emerged as particularly influential features. These elements not only render the learning materials more memorable but also foster

personal relevance, aligning with Vygotsky's sociocultural theory that highlights the role of meaningful context in language learning (Razak, 2020).

Another important theme is the effective dimension of learning. Many students reported a significant reduction in learning-related anxiety when engaging with animated videos. The entertaining nature of animations creates a relaxed and welcoming classroom atmosphere, effectively lowering affective filters, a concept central to Krashen's Affective Filter Hypothesis. In doing so, animated videos allow students to approach language learning with greater confidence and willingness to participate. This effective shift transforms the classroom into a supportive environment where learners are encouraged to experiment with language use without fear of making mistakes. In addition to cognitive and affective benefits, the motivational aspect of animated videos was also strongly emphasized. Students consistently described animated videos as sources of enjoyment that increased their willingness to invest time and effort in learning English. Motivation is a crucial factor in sustained language acquisition, and in this case, multimedia resources not only captured students' attention but also maintained their interest over time. This finding is aligned with Keller's ARCS Model of Motivation (Attention, Relevance, Confidence, Satisfaction), as animations provide stimuli that attract attention, establish relevance through relatable content, build confidence by simplifying learning, and offer satisfaction through enjoyable experiences.

Taken together, these findings suggest that animated videos function as multidimensional learning tools, simultaneously addressing cognitive, affective, and motivational domains. Students regard them not only as educational aids but also as transformative resources capable of reshaping classroom dynamics. Well-designed multimedia materials have the potential to convert traditional, passive classrooms into interactive and supportive learning spaces. For practitioners, this underscores the importance of integrating technology-driven pedagogical innovations into English language teaching, while for researchers, the findings point to the need for further exploration into the specific design elements that maximize the educational impact of animated videos. This aligns with the principles of multimedia learning theory (Mayer, 2009), which suggests that combining visual and auditory inputs fosters deeper cognitive processing and long-term retention. By presenting language input through multiple channels, animated videos reduce cognitive overload and provide contextual clues that help learners construct meaning. (Fredricks et al., 2004). When students feel interested and emotionally involved, they tend to be more enthusiastic about participating in learning and carrying out learning activities attentively.

Furthermore, animated videos support deeper comprehension by integrating visual and auditory elements that complement verbal instruction. This multisensory approach allows students to better process and retain new information, as it accommodates different learning styles and reinforces language concepts in a more holistic manner. The interactive and immersive nature of animated videos encourages students to be active participants rather than passive recipients of knowledge, thereby promoting a more meaningful and effective learning experience. In essence, this study highlights that well-designed animated videos are not merely add-ons but are essential pedagogical tools that can transform traditional English language classrooms into dynamic environments. By engaging students cognitively and emotionally, these videos contribute to improved language acquisition outcomes and offer practical implications for educators aiming to optimize teaching strategies in contemporary, technology-enhanced education settings.

The results further highlight that specific design elements such as visuals, narrative flow, character development, and audio features directly shape students' learning experiences. Students consistently emphasized the importance of clear visuals and coherent narratives, which not only

facilitated comprehension but also enhanced their ability to retain and recall information. This finding corresponds with Mayer's (2009) *Cognitive Theory of Multimedia Learning*, which underscores the importance of integrating verbal and visual information to strengthen understanding through dual-channel processing. Similarly, the observation that relatable characters foster motivation aligns with the concept of *social presence* in multimedia learning. According to Chi & Wylie (2014), learners are more likely to engage deeply with content when characters are perceived as authentic, emotionally expressive, and contextually relevant. In this study, students described animated characters as approachable "learning companions," suggesting that character design plays a vital role in sustaining attention and emotional engagement.

Another key insight pertains to the motivational dimension of animated video integration. Students frequently reported that animations created a low-anxiety learning environment, making them more willing to participate actively in classroom interactions. This reflects Krashen's (1982) *Affective Filter Hypothesis*, which argues that emotional factors such as anxiety, stress, or low motivation act as barriers to language acquisition. Animated videos, by combining entertainment with pedagogical intent, appeared to lower these barriers, fostering a more supportive and enjoyable learning atmosphere. As a result, students expressed greater confidence in experimenting with English, even in tasks that would otherwise be perceived as intimidating, such as speaking activities. These findings illustrate how animated videos simultaneously address cognitive and affective needs in language learning. On the one hand, design elements like visuals and narrative flow facilitate comprehension and retention; on the other, motivational and affective benefits reduce barriers to participation and foster a positive classroom climate. Taken together, these outcomes provide empirical support for the integration of multimedia learning principles into English as a

Foreign Language (EFL) classrooms, highlighting the pedagogical potential of animation as more than a supplementary resource but as a transformative instructional medium.

Furthermore, the study provides practical implications for both educators and content creators. For teachers, integrating animated videos into classroom instruction can be strategically employed to stimulate class discussion, promote collaborative learning, and scaffold complex language concepts in a more accessible and engaging way. Animated videos may also be utilized as pre-teaching tools to introduce new vocabulary or grammar structures, as well as post-instructional reinforcements to consolidate students' understanding. Beyond immediate comprehension, their multimodal features foster active participation, thereby aligning with communicative language teaching approaches that emphasize interaction and meaningful use of language. For designers and developers, the findings underscore the importance of deliberate attention to design elements such as character relatability, storyline coherence, and balanced audio-visual features. Characters that are perceived as authentic and emotionally engaging foster stronger learner identification, while coherent storylines support narrative flow that sustains attention and comprehension. Equally, carefully balanced audio elements ensure clarity and prevent cognitive overload. Poorly designed animations, on the other hand, may lead to distraction, reduced concentration, and ultimately diminished learning outcomes.

This highlights the critical role of evidence-based design principles in educational content creation, ensuring that technological tools truly enhance rather than hinder learning. From a theoretical perspective, the findings contribute to the growing body of research on multimedia learning and second language acquisition. They provide empirical reinforcement for Mayer's Cognitive Theory of Multimedia Learning and Krashen's Affective Filter Hypothesis, while also extending discussions on *social presence* in digital

learning contexts. Animated videos are thus positioned not only as entertaining media but as pedagogical tools that integrate cognitive, affective, and motivational dimensions of learning. This multidimensional impact demonstrates their potential to transform traditional language classrooms into more dynamic, interactive, and learner-centered environments.

CONCLUSION

This study reveals that animated videos play an important role in enhancing English language learning for junior high school students. The use of animations not only supports comprehension and vocabulary retention but also increases motivation and engagement by creating a fun and low-anxiety classroom environment. Students valued relatable characters, clear storylines, and enjoyable presentations that made learning English more accessible and meaningful.

Furthermore, the findings show that effective design elements such as visuals, narrative flow, character development, and audio features are essential in maximizing the educational benefits of animated videos. For educators, this highlights the importance of integrating well-crafted animated materials into lessons, while for content creators, it underscores the need to design videos that balance entertainment with pedagogy. By optimizing these elements, animated videos can serve as powerful tools to create immersive, supportive, and effective English learning experiences.

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