

**EFL STUDENTS' USE OF ANIMATED VIDEOS FOR LEARNING ENGLISH:
A STUDY AT ENGLISH DEPARTMENT OF
STATE ISLAMIC INSTITUTE OF KERINCI
THE ACADEMIC YEAR 2025/2026**

A THESIS



By:

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NIM: 2110203043

**INSTITUT AGAMA ISLAM NEGERI
K E R I N C I**

**ENGLISH DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
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A THESIS

*Submitted as part of the requirements to obtain an under graduated degree in
English Department at the Faculty of Education and Teacher Training, State
Islamic Institute of Kerinci*

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Reza Azizah
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**ENGLISH DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
THE ACADEMIC YEAR 2025/2026**

Prof. Dr. Dairabi Kamil, S.Pd., M.Ed.

Sungai Penuh,Mei 2026

Dosen Institut Agama Islam Negeri
(IAIN) Kerinci

Kepada Yth,
Bapak Dekan Fakultas Tarbiyah dan
Ilmu Keguruan IAIN Kerinci
di
.....Sungai Penuh

NOTA DINAS

Assalamulaikum Wr, Wb.

Dengan hormat, setelah membaca dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa skripsi mahasiswa **Reza Azizah, NIM 2110203043** yang berjudul **EFL Students Use Of Animated Videos For Learning English : A Study At English Department Of State Islamic Institute Of Kerinci The Academic Year 2025/2026** dapat diajukan untuk dimunaqasahkan guna memperoleh Sarjana Pendidikan (S.Pd.) Jurusan Tadris Bahasa Inggris fakultas Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri Kerinci. Maka dengan ini kami ajukan skripsi tersebut, kiranya diterima dengan baik.

Demikian disampaikan, semoga bermanfaat bagi agama, bangsa dan negara.

Wassalamualaikum Wr. Wb.

Dosen Pembimbing 1



Prof. Dr. Dairabi Kamil, S.Pd., M.Ed.
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CERTIFICATE OF ORIGINALITY

The researcher hereby declares that this thesis entitled *“EFL Students’ Use of Animated Videos for Learning English: A Study at English Department of State Islamic Institute of Kerinci the Academic Year 2025/2026”* is the researcher’s own work and that, to the best of the researcher’s knowledge and belief, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the award of any other educational institution, except where due acknowledgement is made in the thesis. Any contributions made to the research by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere, are fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher’s own work, except to the extent that assistance from others in the project’s design and conception or in style, presentation, and linguistic expression is acknowledged.

Sungai Penuh, April 2026

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APPROVAL AND ACCEPTANCE

This thesis which entitled of **EFL Students' Use of Animated Videos for Learning English: A Study at English Department of State Islamic Institute of Kerinci the Academic Year 2025/2026** by Reza Azizah with students' number 2110203043 has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on 2026. This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

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ABSTRACT

Reza azizah : **EFL Students' Use of Animated Videos for Learning English: A Study at English Department of State Islamic Institute of Kerinci the Academic Year 2025/2026**

Advisors : **Prof. Dr. Dairabi Kamil, S.Pd., M.Ed.**

Key words : *EFL students, animated videos, learning English, autonomous learning..*

This study aimed to investigate EFL students' use of animated videos for learning English at the English Department of State Islamic Institute of Kerinci in the academic year 2025/2026. The study focused on students' reasons for using animated videos, the English aspects they learned, the ways they used animated videos, their perceptions of the effectiveness of the media, and the problems they faced during the learning process. This research used a qualitative method with a phenomenological approach. The informants were six students from the fourth, sixth, and eighth semesters who were selected through purposive sampling. The data were collected through semi-structured interviews, structured observation, and documentation, and were analyzed using thematic analysis. The findings showed that students used animated videos because they were interesting, enjoyable, understandable, accessible, and flexible for autonomous learning. Animated videos helped students understand English through audio, visuals, character actions, expressions, and story context. The English aspects mostly learned through animated videos were listening, pronunciation, vocabulary, speaking support, and basic expressions in daily contexts. Students used animated videos by selecting videos based on their interests, language levels, storylines, duration, topics, and learning needs. They also used strategies such as subtitles, pause, replay, playback speed adjustment, note-taking, translation, repetition, imitation, and pronunciation practice. Students generally perceived animated videos as effective because they supported motivation, confidence, language exposure, and comprehension. However, they also faced problems such as fast dialogue, unfamiliar vocabulary, unclear pronunciation, unfamiliar accents, unstable internet connection, distractions, difficulty selecting suitable videos, one-way learning, and absence of direct feedback. In conclusion, animated videos can support EFL students' autonomous English learning, especially for practical language aspects, but they should be combined with other learning resources, lecturer guidance, peer interaction, and structured learning activities.

ABSTRACT

Reza Azizah : **Penggunaan Video Animasi oleh Mahasiswa EFL dalam Pembelajaran Bahasa Inggris: Studi pada Program Studi Tadris Bahasa Inggris Institut Agama Islam Negeri Kerinci Tahun Akademik 2025/2026**

Pembimbing : **Prof. Dr. Dairabi Kamil, S.Pd., M.Ed.**

Kata kunci : mahasiswa EFL, video animasi, pembelajaran bahasa Inggris, pembelajaran mandiri...

Penelitian ini bertujuan untuk mengkaji penggunaan video animasi oleh mahasiswa EFL dalam pembelajaran bahasa Inggris pada Program Studi Tadris Bahasa Inggris Institut Agama Islam Negeri Kerinci tahun akademik 2025/2026. Fokus penelitian ini meliputi alasan mahasiswa menggunakan video animasi, aspek bahasa Inggris yang dipelajari, cara penggunaan video animasi, persepsi mahasiswa terhadap efektivitasnya, serta masalah yang dihadapi selama proses belajar. Penelitian ini menggunakan metode kualitatif dengan pendekatan fenomenologi. Informan penelitian terdiri atas enam mahasiswa dari semester empat, enam, dan delapan yang dipilih melalui teknik purposive sampling. Data dikumpulkan melalui wawancara semi-terstruktur, observasi terstruktur, dan dokumentasi, kemudian dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa mahasiswa menggunakan video animasi karena media ini menarik, menyenangkan, mudah dipahami, mudah diakses, dan fleksibel untuk pembelajaran mandiri. Video animasi membantu mahasiswa memahami bahasa Inggris melalui audio, visual, tindakan tokoh, ekspresi, dan konteks cerita. Aspek bahasa Inggris yang paling banyak dipelajari melalui video animasi adalah listening, pronunciation, vocabulary, speaking support, dan basic expressions dalam konteks sehari-hari. Mahasiswa menggunakan video animasi dengan memilih video sesuai minat, tingkat kemampuan, alur cerita, durasi, topik, dan kebutuhan belajar. Mereka juga menggunakan strategi seperti subtitle, pause, replay, pengaturan kecepatan, pencatatan, penerjemahan, pengulangan, peniruan, dan latihan pelafalan. Secara umum, mahasiswa memandang video animasi sebagai media yang efektif karena dapat meningkatkan motivasi, kepercayaan diri, paparan bahasa, dan pemahaman. Namun, mahasiswa juga menghadapi kendala seperti dialog yang terlalu cepat, kosakata yang belum dikenal, pelafalan yang kurang jelas, aksen yang belum familiar, koneksi internet yang tidak stabil, gangguan belajar, kesulitan memilih video yang sesuai, pembelajaran satu arah, dan tidak adanya umpan balik langsung. Dengan demikian, video animasi dapat mendukung pembelajaran bahasa Inggris secara mandiri, terutama pada aspek praktis, tetapi tetap perlu dikombinasikan dengan sumber belajar lain, bimbingan dosen, interaksi teman, dan kegiatan belajar terstruktur.

DEDICATION AND MOTTO

DEDICATION

First of all, I would like to express my deepest gratitude to Allah SWT, the Most Gracious and the Most Merciful, for His endless blessings, guidance, strength, and mercy throughout my life and academic journey. By His grace, I was able to complete this thesis despite the challenges and difficulties I faced. Peace and blessings may always be upon Prophet Muhammad SAW, who has brought guidance and enlightenment to all humankind. With sincere love and gratitude, I dedicate this thesis to my beloved mother, Despa Julita, whose endless prayers, sincere love, patience, and sacrifices have always strengthened me in every step of my life. I also dedicate this work to my beloved father, Tambarani, who has been a source of strength, wisdom, advice, and encouragement. Their prayers, love, and support have become one of the greatest reasons I could continue this journey and complete this thesis. May Allah SWT always grant them good health, happiness, protection, peace, and a long blessed life. Aamiin.

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MOTTO : بَلِّغُوا قَوْلًا أَنْفُسَهُمْ فِي لَهْمٍ وَقُلْ

“Good speaking is not only about words, but about delivering meaning that touches others.” **Holy QS An-Nisa: 63**

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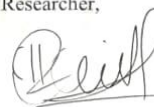
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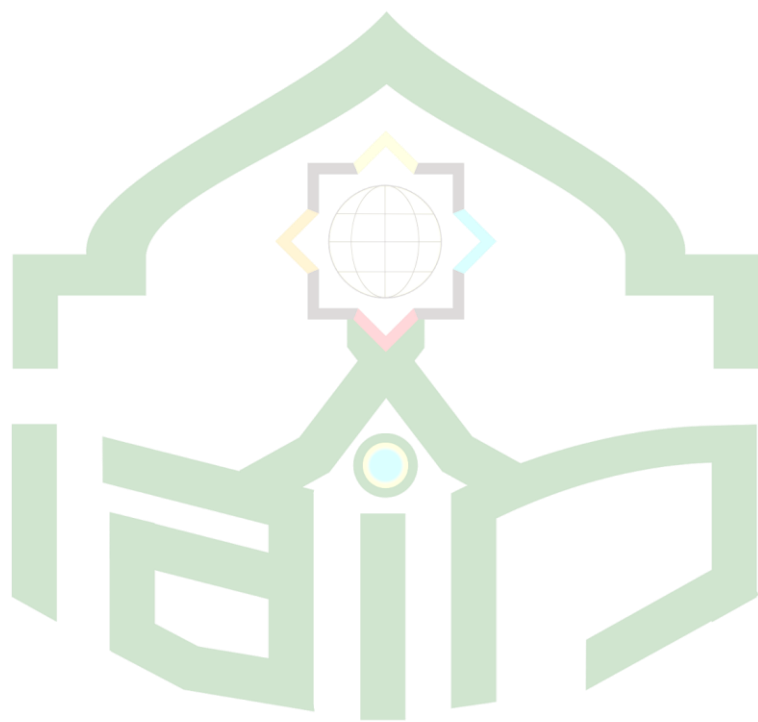


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CHAPTER I

INTRODUCTION

A. Background of the Research

English has become a global language that plays a crucial role in education, science, technology, and international communication. In the context of higher education, English is not only required for academic purposes but also for accessing global information and future professional opportunities. However, in countries where English is learned as a foreign language, such as Indonesia, students encounter many challenges due to limited exposure to authentic English use outside the classroom. This condition often results in difficulties in developing essential language skills, especially listening, pronunciation, and vocabulary mastery (Sulistiyo & Aditama, 2020; Kim & Park, 2020). Therefore, learners need additional learning resources that can provide meaningful language input beyond formal classroom instruction.

The rapid development of technology has significantly transformed the landscape of English language learning. Digital media and online learning platforms now play an increasingly important role in supporting both classroom-based and independent learning. Among various digital learning resources, animated videos have gained considerable attention due to their ability to integrate visual elements, sound, and contextualized messages in

one medium (Heriady, 2021). This combination enables students to receive language input through both visual and auditory channels simultaneously, which is proven to enhance comprehension and memory retention (Mayer, 2022; Navarrete et al., 2023). As a result, animated videos are considered an effective learning medium for EFL learners who require contextual and engaging language exposure.

From a pedagogical perspective, animated videos offer several advantages in English language learning. They present language in meaningful contexts, making it easier for students to understand how words and expressions are used in real situations. Research indicates that animated videos are effective in improving listening comprehension because learners can simultaneously observe visual cues and hear spoken language (Al Hakim, 2024). In addition, animated videos contribute to vocabulary development and pronunciation improvement since students are repeatedly exposed to target words in meaningful contexts supported by visual representations (Febriyanita & Isna, 2023). International studies also confirm that audiovisual learning materials increase student engagement and long-term retention of learning content (Johnson & Lee, 2021).

In recent years, animated videos have not only been used as instructional media in the classroom but have also become useful resources for autonomous English learning. Animated videos are considered helpful because they present language through moving images, spoken language, character expressions, actions, and storylines, which can make learning

materials more engaging and easier to understand (Andrasari et al., 2022; Sari, 2019). These features allow learners to observe how English is used in meaningful situations rather than learning words or sentences as isolated forms. Through repeated exposure to spoken English supported by visual context and engaging storytelling, animated videos can help students develop listening comprehension, vocabulary acquisition, and pronunciation, while also supporting comprehension and retention of language input (Mayer, 2022). Although animated videos are commonly accessed through digital platforms such as YouTube, their main contribution lies in providing contextual, engaging, and meaningful English learning input.

This shift reflects the growing trend of self-directed learning, where students actively seek learning resources based on their personal needs and learning preferences. Animated videos are often chosen because they are easily accessible, visually attractive, and flexible in use. Students can pause, replay, and review the content according to their learning pace, which makes animated videos highly suitable for independent practice (Rahmawati & Siswana, 2023).

Although many previous studies have confirmed the effectiveness of animated videos in improving students' English skills, most of these studies were conducted in controlled classroom environments and applied quantitative research designs. The majority of researchers focused on measuring learning outcomes such as test scores, students' achievement, or skill improvement after the implementation of animated video-based

instruction (Ratu et al., 2024; Sulistiyo & Aditama, 2020). While these findings are valuable, they do not fully explain how students naturally use animated videos in their daily learning activities, particularly outside the classroom.

Moreover, limited attention has been given to students' personal experiences, learning strategies, and perceptions regarding the use of animated videos for learning English. Students may use animated videos for different purposes, such as improving listening skills, expanding vocabulary, practicing pronunciation, or simply increasing motivation to learn. Each learner may also apply different strategies when using animated videos, such as repeating scenes, using subtitles, or imitating the characters' speech. These individual learning practices cannot be fully captured through quantitative measurements alone. Therefore, a qualitative investigation is needed to explore these phenomena in depth from the students' perspectives (Kim & Park, 2020).

Although studies show that animated videos play an important role in supporting English language learning, there is still limited qualitative research that explores how EFL students actually use animated videos in their independent learning, particularly in relation to the language skills or aspects they aim to improve, the strategies they apply, and their perceptions of the effectiveness of this medium.

Based on initial observations of students in the English Department at the State Islamic Institute (IAIN) of Kerinci in the 2025/2026 academic year,

it was found that students already utilize animated videos as a resource for autonomous English learning. However, research that specifically examines this practice within this academic context remains limited. Therefore, this study aims to investigate the use of animated videos by EFL students in learning English at the English Department. The study particularly explores students' reasons for using animated videos, the language learning aspects they focus on, the strategies they apply, their perceptions of the effectiveness of this medium, and the challenges they encounter during the learning process.

Thus, the researcher is interested in examining this phenomenon through a study entitled: **“EFL Students’ Use of Animated Videos for Learning English: A Study at the English Department of the State Islamic Institute of Kerinci in the Academic Year 2025/2026.”**

B. Identification of the Problem.

Based on observations in the 2025/2026 academic year at the English Department of the State Islamic Institute of Kerinci (IAIN Kerinci), many students use animated videos to learn English because they find them interesting, enjoyable, and easy to understand. Animated videos provide visual and auditory support, which may help students improve their language skills, particularly in listening, speaking, vocabulary, pronunciation, and grammar. However, there is still limited understanding of how students actually use animated videos, what strategies they apply, which English aspects they learn through animations, how they perceive the effectiveness of

such media in their learning process, and what problems or challenges they encounter when using animated videos for learning English.

Thus, a deeper investigation is needed to understand students' learning behaviors, strategies, preferences, and difficulties in using animated videos for autonomous English learning.

C. Limitation of the Problem.

This research is limited to English Department at IAIN Kerinci in the 2025/2026 academic year. The study focuses on their autonomous use of animated videos outside the formal classroom setting, examining their reasons for using animated videos, the English language aspects they prefer to learn, their usage strategies, their perceptions of effectiveness, and the problems they encounter. This study does not make comparisons with other learning media, instructional approaches, or specific animated video platforms, nor does it aim to generalize findings beyond the study context.

D. Research Questions

Related to the problem mentioned above, the research questions are formulated as follows:

1. Why do the students use animated videos for learning English?
2. What aspects of English language learning do the students prefer to learn through animated videos?
3. How do the students use animated videos to learn English?

4. What are students' perceptions of the effectiveness of using animated videos in learning English?
5. What problems do the students face in using animated videos For learning English?

E. Purposes of the Research

Based on the research questions above, the purposes of this research are as follows:

1. To identify the reasons why students use animated videos for learning English.
2. To identify which aspects of the English language students prefer to learn through animated videos.
3. To examine how students use animated videos to support their English learning.
4. To analyze students' perceptions of the effectiveness of animated videos in English learning.
5. To explore the problems students face when using animated videos for learning English.

F. Significance of the Research.

The benefits of this research are as follows:

1. Theoretical Benefits

- a. Contribution to Multimedia Learning Theory.

This study contributes to the understanding of how animated videos, as part of multimedia learning, can support English language learning. The findings may strengthen existing theories regarding visual and auditory input in EFL contexts.

b. Understanding Students' Learning Behavior .

The study also contributes to the theoretical understanding of how EFL students utilize animated videos in their learning practices. It offers a clearer picture of students' reasons, preferences, purposes, strategies, and problems in using animation as a learning resource.

c. Reference for Future Research.

The findings of this research can serve as a theoretical foundation for other researchers who intend to explore technology-assisted or multimedia-based learning in EFL contexts.

2. Practical Significance.

a. For Students

The study helps students understand how animated videos can be used effectively to improve their English skills in an enjoyable and flexible learning environment.

b. For Lecturers and the Institute

The findings may help lecturers and the institution understand how animated videos can be integrated into the learning process to make English learning more engaging and interactive for students.

c. For Future Researchers

The study contributes to the theoretical understanding of EFL students' use of animated videos, including their preferences, purposes, and learning strategies. In addition, this research can become a useful reference for future studies related to digital and multimedia-based English learning.

G. Definition of key Terms

1. EFL students

EFL students refer to learners who study English as a foreign language in educational settings where English is not used as the primary language of communication (Harimurti et al., 2023).

2. Animated video

Animated video refers to multimedia learning media that combine moving images and audio elements to present information in a way that helps learners understand and retain knowledge more effectively (Mayer, 2022).

3. Learning English

A process in which students develop their English proficiency including skills such as listening, speaking, reading, writing, vocabulary, and pronunciation through various instructional activities and learning materials, including animated videos (Ratu et al., 2024).

4. Perception

Perception is the process by which individuals receive, interpret, and understand information obtained through the senses, thereby forming

views, judgments, or responses toward a particular object, event, or experience. (Rahmawati, N., & Siswana. (2025).



CHAPTER II

REVIEW OF THE LITERATURE

A. Review of Related Theories

1. Animated Video

a. Definition of Animated Video

Animated video is a learning medium that uses moving images accompanied by sound, similar to a video or film. In another definition, animated video media is an audiovisual medium that combines moving animated images with audio that matches the characteristics of the animation. Animated video media is a form of development consisting of several images that tell an event or story, compiled from separate images into a moving visual representation derived from everyday life (Rahmawati, 2018).

Animated video is a video presentation resembling a film that consists of images and sound, which can be designed in such a way as to become more engaging. Animated video involves the movement of one frame to another that differs within a predetermined duration, creating the impression of motion, and is supported by audio such as conversations or dialogues (Octaviany, 2021). In addition, animated video media is a tool that can be used to support the teaching and learning process, as it can stimulate students' thoughts, feelings, and motivation through moving visual illustrations accompanied by

narration, and serves to clarify the meaning of the message conveyed so that learning objectives can be achieved more effectively and efficiently (Andrasari et al., 2022).

Based on the theories above, it can be concluded that animated video media is a learning medium in the form of video equipped with audio and moving images. Animated videos are diverse and can be created using various supporting applications. Animated video media can be used as an effective learning medium to increase students' motivation, facilitate the understanding of learning materials, and encourage students to engage more actively in the learning process.

b. Characteristics of Animated Video

The characteristics of animated video media are a combination of visual and audio elements presented in the form of moving images. According to Rahmawati (2018), the characteristics of animated video media are as follows:

- 1) Animated videos present a sequence of moving images arranged in order to create the illusion of motion that resembles real movement. These visual elements make animation appear more vivid, dynamic, and engaging, thereby increasing its attractiveness and helping maintain the audience's focus on the message being conveyed.
- 2) Animated videos typically convey a particular story, message, or concept through a sequence of scenes arranged coherently, supported by character expressions and dynamic visual movements, enabling

the message to be delivered more clearly and engagingly.

- 3) Objects in animation generally consist of images, characters, and environments that are designed either manually or using digital technology. These objects can be presented in two-dimensional (2D) or three-dimensional (3D) forms, allowing for diverse and realistic visual displays that suit the needs of the animation.
- 4) Animated videos are often combined with audio elements such as background music, sound effects, and dialogue, which serve to enhance the atmosphere, build emotional impact, and help clarify the message intended for the audience.
- 5) Animation has the ability to simplify reality by representing objects, events, or concepts that are difficult, dangerous, or even impossible to capture directly. Through creative and symbolic visuals, animation can present complex realities in a more understandable form without losing the core message being conveyed.
- 6) Animation can be produced in various visual styles, including cartoon, realistic, and abstract styles, and can address a wide range of themes such as entertainment, promotion, information delivery, and artistic expression, making it adaptable to different purposes and communication needs.
- 7) Animated videos can be distributed through various platforms, including television, social media, films, advertisements, and digital applications, providing wide reach and enabling them to engage

diverse with advances in technology and communication media.

In summary, animated videos combine visual and audio elements to convey messages effectively. They present sequential moving images that create the illusion of motion, tell coherent stories or concepts, and use characters, objects, and environments in 2D or 3D forms. Audio elements such as music, sound effects, and dialogue enhance emotion and clarity. Animation can simplify complex or impossible realities, be produced in various visual styles and themes, and distributed across multiple platforms, making it a versatile medium for communication and engagement.

c. Genres of Animated Videos

Animated videos may be classified into several genres based on their content, communicative purpose, narrative structure, and pedagogical function. In language learning, the genre of animated videos is important because each type of animation may provide different forms of language input and learning experiences. Qudratovich and Lutfullaevna (2022) state that genre plays an important role in animation, as animated works may appear in various forms, such as drama, comedy, adventure, fiction, fairy tales, and other story-based forms. Therefore, animated videos should not only be understood as audiovisual media consisting of moving images and sound, but also as learning resources with different genres, purposes, and functions.

One genre commonly used in English language learning is narrative or

story-based animated video. This type of animation presents language through characters, plot, setting, conflict, and events. Narrative animated videos are useful for helping learners understand vocabulary, expressions, and language use in context. Azhimia (2023) explains that animated stories provide auditory and visual support that can contextualize new language and facilitate students' comprehension of narrative texts. Similarly, Rahmawati and Siswana (2025) found that animated videos helped students understand narrative elements, such as plot, character, and setting, while also increasing their motivation and interest in learning English.

Another relevant genre is dialogue-based animated video. This genre focuses on conversations among characters in daily or situational contexts. Through dialogue-based animation, learners are exposed to spoken English, including pronunciation, intonation, accent, sentence patterns, and common expressions. This type of animated video is particularly useful for EFL learners because it provides examples of communicative language use that can support listening comprehension, pronunciation practice, and speaking development.

Educational or explainer animated videos are also frequently used in English learning. This genre is specifically designed to explain learning materials, such as vocabulary, grammar, pronunciation, and daily expressions. Ahmad and Afrizal (2023) argue that animation videos can be developed as supplementary teaching materials because they support students' cognitive engagement and active learning. In this context,

animated videos do not merely function as entertainment media, but also as instructional resources that present learning content in a more systematic, visual, and understandable way.

In addition, subtitled animated videos are considered useful for English learning because they combine moving images, spoken language, and written text. Subtitles help learners connect the spoken and written forms of English, recognize unfamiliar vocabulary, and follow the meaning of dialogues more easily. Oktapiani et al. (2024) found that English-subtitled videos had positive effects on speaking, listening, and vocabulary development. Therefore, subtitled animated videos can provide additional support for EFL learners who need assistance in understanding spoken English.

Entertainment-based animated videos, such as cartoons, short animated films, and animated movie clips, can also be used as English learning resources. Although these videos are not always designed for formal instructional purposes, they can provide meaningful language exposure through stories, characters, humor, and visual contexts. Al Hakim (2024) explains that animation videos combine speech, music, visuals, and moving pictures, which can support students' listening comprehension. Thus, entertainment-based animated videos may increase learners' motivation while providing contextual exposure to English.

Based on the explanation above, animated videos have various genres that can support English learning in different ways. Narrative animated

videos help learners understand stories and contextual language use. Dialogue-based animated videos support listening, pronunciation, and speaking practice. Educational animated videos provide direct explanation of English materials. Subtitled animated videos help learners connect spoken and written input, while entertainment-based animated videos provide enjoyable and meaningful language exposure. Therefore, the selection of animated video genres should be adjusted to learners' interests, language levels, and learning needs.

2. The Use of Animated Videos in English Language Learning

The use of animated videos in English language learning offers various benefits. Animated videos support independent learning because learners can access learning materials anytime and anywhere through digital devices, adjust their own learning pace, and review parts of the material that are difficult to understand (Mujahidah, 2020). Animated videos facilitate multisensory learning through a combination of audio and visual elements, enabling learners to better understand intonation, pronunciation, and the contextual use of English. In addition, animated videos can increase learners' motivation and engagement because of their attractive and enjoyable presentation (Andrasari et al., 2022).

The use of animated videos can also be applied to strengthen practical language skills. Learners can imitate conversations, practice pronunciation, create new sentences, or simulate dialogues using the material presented in the videos (Hasmira, 2017). This medium also helps

visualize abstract concepts such as grammar, idioms, or sentence structures, making them easier to understand and remember. Through the use of animated videos, learners not only gain a better understanding of the material but also practice speaking and listening in context, thereby improving their communication skills (Asmarani & Widagdo, 2025).

In conclusion, animated videos are an effective learning medium for supporting English language learning. They allow learners to study independently, understand material more clearly through audio-visual combinations, increase motivation, and practice language skills in a practical and contextual way. Thus, animated videos not only present material in an engaging manner but also enhance the effectiveness and quality of the English learning process.

a. Steps of Using Animated Videos in Learning English

The implementation of animated videos in English language learning involves several instructional steps (Andrasari et al., 2022):

- 1) The use of animated videos in English learning in an independent learning context allows learners to study independently and at their own pace. First, learners select animated videos relevant to the learning material or topic, such as vocabulary, daily conversations, or grammar. The selected videos should not be too long to ensure learners remain focused and can optimally absorb the material without feeling overwhelmed (Nurmayana & Siregar, 2025).

2) Before watching, learners can set personal learning goals, such as identifying new vocabulary, understanding conversation patterns, or learning specific grammatical structures. While watching, learners can apply active learning strategies, such as pausing the video to take notes on important words, replaying parts that are difficult to understand, or repeating the pronunciation demonstrated in the video (Fitriani, 2020).

3) After watching, learners are encouraged to engage in independent practice to reinforce their understanding, for example by imitating conversations, creating new sentences using the learned vocabulary, or conducting personal dialogue simulations. In this way, animated videos function not only as passive media but also as tools that promote independent learning, enhance listening and speaking skills, and expand vocabulary in an interactive and enjoyable way. This approach enables learners to take greater responsibility for their own learning process and adjust their learning strategies according to their individual needs and learning styles (Arianda et al., 2023).

In conclusion, the use of animated videos in English learning can be implemented through several steps, including selecting appropriate videos, setting learning goals before watching, applying active learning strategies while watching, and practicing the language after watching. Through these steps, animated videos can effectively support learners in

improving their vocabulary, listening, and speaking skills while promoting independent and meaningful learning.

b. Features of Animated Videos in English Learning

Animated videos have several features that support English language learning (Sari, 2019):

- 1) Animated videos help students remember material more easily by presenting a combination of moving images, colors, and sound. This presentation not only clarifies vocabulary and sentence structures but also helps students understand conversational contexts more vividly. With integrated visual and auditory stimulation, students can associate words or sentences with images and sounds, making the learning process more effective and enjoyable.
- 2) Animated videos allow students to adjust their own learning pace by replaying, pausing, or slowing down the video as needed. This flexibility enables repeated learning until the material is fully understood, making English learning more independent and less dependent on teacher supervision. Repeating certain parts also strengthens understanding and accelerates language mastery.
- 3) Animated videos often feature natural intonation, expressions, and accent variations commonly used in daily conversations. This provides a more authentic and practical learning experience, as students not only learn theory or vocabulary but also understand pronunciation, speech rhythm, and the nuances of real

communication. Consequently, students' listening and speaking skills can develop more naturally.

- 4) Animated videos are usually organized systematically, starting from basic vocabulary introduction, followed by simple conversations, and then applied in more complex language contexts. This systematic structure helps students follow the learning flow, understand the material gradually, and build language skills consistently. The step-by-step approach also helps students connect each new material with prior knowledge, making the learning process more meaningful and engaging for students.

Based on the explanation above,, animated videos have several features that facilitate students' comprehension through a combination of moving images, colors, and sound. These videos allow learners to study independently at their own pace, present authentic intonation and accents, and are systematically organized from basic vocabulary to complex contextual conversations, making learning more effective and enjoyable.

c. Advantages and Disadvantages of Animated Videos in English Language Learning

According to Hasmira (2017), the use of animated video media in learning has both advantages and disadvantages in improving learning effectiveness, facilitating material comprehension, and supporting a more interactive and enjoyable learning process. The advantages of animated videos in learning are as follows:

- 1) Animated videos can be easily accessed through various digital devices such as computers, laptops, tablets, or smartphones. This allows learners to study anytime and anywhere without being bound by time or place, supporting independent learning and flexibility in organizing study schedules according to each student's needs.
- 2) Animated videos provide moving images, colors, illustrations, and dynamic animations, making them more attractive compared to conventional learning media. These visual elements can enhance learners' focus, attention, and motivation, encouraging them to understand the material more deeply.
- 3) Animated videos provide learning flexibility, allowing learners to review materials repeatedly and study according to their own pace. This flexibility helps learners study more effectively, especially for those who need more time to understand certain concepts.
- 4) By combining visual, audio, and text elements, animated videos can reach different learning styles, whether visual or auditory learners. This makes the material easier to understand, as learners can utilize the sense that is most effective for absorbing information.
- 5) Animated videos usually present material in a gradual and organized manner, allowing complex concepts to be broken down into simpler parts. This systematic presentation helps learners follow the material's flow and understand the core of the lesson more clearly.

- 6) The combination of audio and visual elements helps learners retain information for a longer period. Concept visualization accompanied by audio explanations makes it easier for learners to remember and apply the material in different contexts, making learning more effective and meaningful.

According to Andrasari et al. (2022), although animated videos have advantages in learning, this media also has several disadvantages that need to be considered. These disadvantages can affect learning effectiveness if not properly addressed. The disadvantages of animated videos in learning are as follows:

- 1) The use of animated videos heavily depends on the availability of digital devices and a stable internet connection. Learners who do not have adequate access to devices or stable internet may struggle to follow the learning process optimally. This condition requires alternative learning resources to ensure all learners can access the material equally.
- 2) Animated videos are generally one-way, limiting the interaction between learners and the teacher. This can reduce opportunities for learners to ask questions, seek clarification, or receive immediate feedback. As a result, the learning process may be less responsive to individual learners' needs.
- 3) Videos that are too long, poorly focused, or overloaded with visual elements can cause learners to become bored or distracted. This can

reduce the effectiveness of learning and lower learners' attention to the material that should be studied.

- 4) Animated videos may lead learners to passively watch without actively practicing language skills. This lack of active involvement can limit the mastery of language skills such as speaking, writing, or listening interactively, making learning less effective.

In conclusion, the use of animated videos in learning offers several advantages, such as facilitating material comprehension, making the learning process more engaging, being easily accessible, and flexible in use. However, this media also has several disadvantages that should be considered, including dependence on internet connectivity, the risk of boredom or distraction, and the potential lack of active learner engagement.

3. Perception

Perception is an important concept in understanding how students evaluate and respond to a particular learning medium. In the context of education, perception refers to students' interpretation, judgment, and evaluation of their learning experiences after interacting with certain instructional materials or media. Students' perception is not merely related to whether they like or dislike a learning medium, but also concerns how they understand its usefulness, effectiveness, limitations, and contribution to their learning process. Therefore, perception becomes relevant in this

study because the research focuses on how EFL students view the use of animated videos for learning English.

In English language learning, students' perception toward learning media may be influenced by several aspects, such as ease of understanding, learning motivation, engagement, accessibility, flexibility, and perceived improvement in language skills. When students use animated videos, they receive English input through a combination of visual elements, spoken language, subtitles, character actions, facial expressions, and story context. These elements may shape students' views toward animated videos as learning media. If students feel that animated videos help them understand English more easily, increase their interest in learning, and support their language practice, they are likely to develop positive perceptions toward the medium.

Students' perception of animated videos is closely related to the audiovisual nature of the media. Animated videos combine moving images, sound, dialogue, and visual contexts that can make English input more meaningful and easier to understand. Rahmawati and Siswana (2025) found that students had positive perceptions of animated videos because the media helped them understand narrative texts, particularly in identifying plot, characters, and setting. Their study also showed that animated videos increased students' motivation and interest in learning English. This indicates that students' perception of animated videos may

be formed by the extent to which the media supports comprehension, motivation, and engagement during the learning process

Furthermore, animated videos may also create positive perceptions because they provide enjoyable and flexible learning experiences. Yasa (2023) found that animation videos were perceived positively by teachers and students because they were attractive, flexible, and useful as learning media in blended learning. Similarly, Khairuna and Ismahani (2024) reported that students showed positive perceptions toward the use of animation movies in English language learning because the media supported students' learning experience, motivation, and language skill development. These findings suggest that students' perception is not only cognitive but also affective, since students' enjoyment, interest, and motivation influence how they evaluate the usefulness of animated videos.

Students' perception of animated videos may also be associated with perceived language improvement. Lathifah and Muhammad (2022) found that video animation was perceived as useful in supporting students' vocabulary development during online learning. In addition, Oktapiani et al. (2024) showed that English-subtitled videos had positive effects on speaking, listening, and vocabulary skills. This is relevant to animated video-based learning because many animated videos used by EFL learners contain spoken input, visual support, and subtitles. Therefore, students may perceive animated videos as effective when they feel that the videos

help them improve vocabulary, listening comprehension, pronunciation, speaking confidence, and daily expressions.

However, students' perception of animated videos should not be understood only from the positive side. Students may also perceive limitations in using animated videos for learning English. These limitations may include fast dialogue, unfamiliar vocabulary, difficult accents, unclear pronunciation, unstable internet connection, distractions, limited interaction, and lack of direct feedback. Rahmawati and Siswana (2025) also found that students faced several obstacles when learning through animated videos, including fast narration, difficult accents, and technical problems. Therefore, students' perception should be understood as a balanced evaluation that includes both the strengths and weaknesses of animated videos as English learning media.

In this study, perception refers to EFL students' views, interpretations, and evaluations of animated videos as media for learning English. It includes students' perceived effectiveness, perceived usefulness, ease of understanding, motivation, language improvement, and awareness of the limitations of animated videos. Since this research uses a qualitative design, perception in this study is understood as perceived effectiveness based on students' experiences, not as effectiveness measured through statistical tests. Thus, students' perception provides important insight into how animated videos are experienced, interpreted, and evaluated by EFL students in their autonomous English learning.

B. Relevant Research

The researcher refers to several relevant studies to support the assumptions of this research:

1. Muhammad Alfian Rusni (2021), titled "*Animated Short Videos for Writing Skills of EFL Students at SMAN 1 Bulukumba*", found that teachers effectively integrated animated short videos into their lessons to illustrate key concepts of recount texts, such as structure and moral values. After the video presentation, students were assigned to write representational texts, with guidance and support from the teacher. Students' responses were generally positive, highlighting the engaging nature of the animated videos and their effectiveness in improving comprehension and writing skills. The visual and audio elements of the videos enhanced students' understanding and enjoyment of the learning process. However, some students suggested adjusting the background music to minimize distractions.

The similarity between this study and the present study by Muhammad Alfian Rusni (2021), lies in the use of animated videos as a medium for teaching English to EFL students. Both studies aim to improve English language learning. In addition, animated videos provide a more enjoyable learning experience and help students better understand English materials compared to conventional teaching methods.

2. Diana Yunita (2023), entitled “*Students’ Perception on the Use of Animated Videos with English Subtitles in a Foreign Language Listening Class*”, revealed that students believed the use of animated videos with English subtitles was very useful and necessary. The videos contributed to the improvement of students’ listening skills, vocabulary, sentence structure, and grammar through the use of subtitles. Problems faced by students included unfamiliar pronunciation, limited vocabulary, and speakers in the videos speaking too fast or unclearly, which made comprehension difficult. The researcher concluded that using animated videos with English subtitles provides advantages in learning. Although watching these videos is not always easy, students who successfully understood and learned listening skills from the media gained broader knowledge and improved their vocabulary, grammar, sentence structure, and pronunciation.

This study examine the use of animated videos in EFL learning and report positive student responses due to improved comprehension, motivation, and vocabulary through audiovisual elements. However, Diana Yunita’s study (2023) focuses specifically on students’ perceptions of animated videos with English subtitles in listening instruction and related technical challenges, while the present study at the State Islamic Institute of Kerinci explores the broader use of animated videos across multiple English skills, learning strategies, and independent learning experiences in higher education..

3. Ar Risydah (2023), entitled “*Media Ajar Berbasis Video Animasi A Day With Nika & Bima untuk Meningkatkan Keterampilan Berbicara Siswa pada Materi Greeting*”, showed that the use of animated video-based learning media was effective in improving students’ speaking skills. The videos increased students’ activeness, confidence, and ability to pronounce greeting expressions with better intonation and pronunciation. Moreover, students became more motivated and enthusiastic during the learning process due to the engaging and contextual presentation of the material, making speaking lessons more enjoyable and meaningful.

This study highlights animated videos as an effective medium for enhancing motivation and engagement in English learning. However, Ar Risydah’s study (2023) focuses on improving school students’ speaking skills in greeting materials, while the present study at the State Islamic Institute of Kerinci examines the broader use of animated videos among EFL university students across various English language skills and learning strategies.

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C. Conceptual Framework

The frame of mind is a conceptual model that explains the theory between the variables to be studied, based on theoretical foundations and empirical studies. Framework can be seen in Figure 2.1 as follows

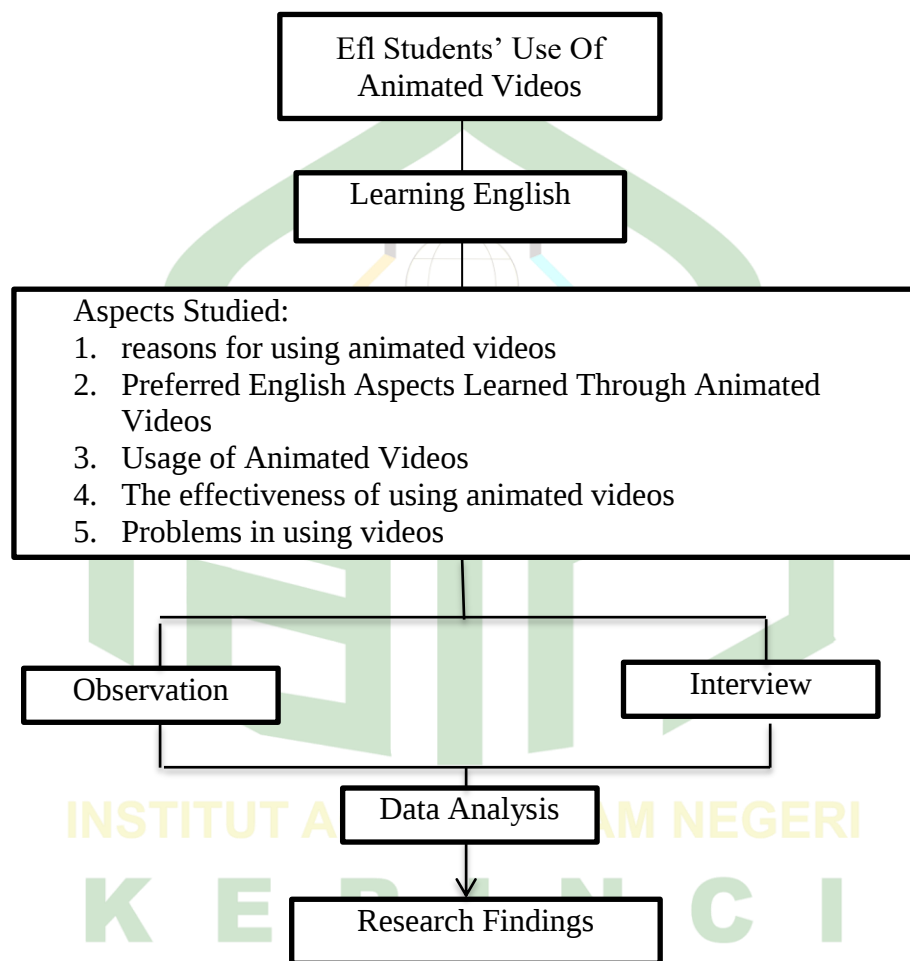


figure 2.1 Conceptual Frameworks

Based on Picture 2.1 Conceptual Frameworks, the use of animated videos by EFL students in learning English focuses on aspects such as the reasons for using animated videos, the preferred English skills to be learned through them, usage patterns, their effectiveness, and the challenges

encountered during use. Data were collected through observation and interviews, providing a comprehensive understanding of how students interact with and utilize animated videos in the English learning process. The data analysis offers insights into the role of animated videos in enhancing English language proficiency.



CHAPTER III

METHODOLOGY

A. Type and Research Design

A. Type and Research Design

This study used a qualitative research method. According to John W. Creswell (2020), a qualitative approach is an approach to building knowledge claims based on a constructivist perspective (for example, meanings derived from individual experiences as well as social and historical values, with the aim of developing certain theories or patterns of knowledge), or based on a participatory perspective (such as orientations toward politics, issues, collaboration, or change), or both.

This research employed a phenomenological approach. The author's consideration in conducting this study was to gain an in-depth understanding of social situations, to explore and provide insight into the topic or phenomenon being examined, and to follow a scientific research process that included formulating research questions, collecting data, conducting inductive data analysis, organizing partial data into themes, and interpreting the meaning of the data to understand the behavior of individuals or groups arising from social and human issues (Creswell, 2010).

B. Research Location and Time

The research was conducted in the English Department, Faculty of Education and Teacher Training, State Islamic Institute of Kerinci, during the 2025–2026 academic year.

C. Informants

According to Patton (2015), research informants are individuals who are purposively selected because they possess relevant experience, knowledge, and a deep understanding of the phenomenon under study. These individuals are considered capable of providing rich, meaningful, and in-depth information required in qualitative research. In this study, the researcher employs purposive sampling as the informant selection technique. Purposive sampling is a deliberate method of selecting participants based on specific criteria to ensure that they are able to contribute relevant and comprehensive data (Denzin & Lincoln, 2018).

To ensure the appropriateness of the selected informants, the researcher establishes several criteria related to the focus of this study, particularly the use of animated videos in learning English. The criteria for selecting the informants were as follows:

1. Students who were actively enrolled in the English Education Study Program at the State Islamic Institute of Kerinci.
2. Students who actively used animated videos as a medium for learning English.
3. Students who had direct experience and sufficient understanding of using animated videos in English learning.
4. Students who were willing to participate voluntarily and were able to provide information openly and in depth.

The informants in this study consisted of students from different academic levels within the English Department. Specifically, the researcher selected students from the fourth, sixth, and eighth semesters. These students were chosen because they were considered to have sufficient experience in learning English and were more familiar with various learning media, including animated videos.

In total, six students were involved as research informants in this study. Their diverse experiences and perspectives were expected to provide comprehensive and in-depth insights into how animated videos were used in English language learning, including the reasons for their use, learning strategies, perceived effectiveness, and challenges encountered by students.

D. Technique of Collecting Data

Data collection techniques function as a bridge between the researcher and the social phenomena being investigated. Through these techniques, the study obtains the information required to answer the research questions. In this study, the researcher employed observation and interviews as the primary methods of data collection.

1. Interview

According to Noeng (2012), interviews are one of the data collection methods conducted through oral communication. In this study, a semi-structured interview technique was used as a data collection method.

This method aimed to obtain a deeper understanding of participants' views, experiences, and attitudes toward the use of animated videos in learning English. Semi-structured interviews provided the researcher with the opportunity to explore topics in greater depth related to the research questions of this study. The researcher used the following steps or procedures to conduct the interviews:

a. Interview Preparation

Prior to conducting the interviews, the researcher prepared a list of interview questions based on the research objectives and research questions. The researcher also ensured that all necessary equipment, such as a sound recorder, was ready and functioned properly.

b. Informant Consent

Prior to conducting the interviews, the researcher ensured that all selected informants provided informed consent to participate in the study. Informant consent is essential to fulfill the ethical requirements of qualitative research and to protect the rights and well-being of the participants (Denzin & Lincoln, 2018). The informed consent process in this study included the following principles:

1. Informants had the right to voluntarily agree to participate in the research without any form of coercion or pressure.
2. Informants were protected from any physical or psychological harm that might arise from their involvement in the research.

3. Informants had the right to privacy and the confidentiality of all information shared during the research process.
4. Informants had the right to ask questions regarding their participation, the research process, or the use of the collected data.
5. The researcher respected the integrity, dignity, and personal rights of all informants throughout the research process.

c. Informant Briefing

The researcher introduced herself and explained the purpose and objectives of the interview regarding the use of animated videos in English language learning. The informants were also briefed on the interview procedures and their rights as participants in the study.

d. Interview Location

To ensure the comfort and convenience of the participants during the interview process, the researcher conducted each interview in a conducive and appropriate location. The interview settings were determined by the participants to ensure that they felt safe and at ease. The interviews were conducted either in person, such as in a quiet campus area or an empty classroom, or virtually through digital communication platforms such as WhatsApp, Zoom, or Google Meet, depending on the participants' preferences and availability.

e. Interview Duration and Frequency

Each interview session lasted for several minutes, depending on the participants' responses. Allowing flexibility in responses provided the researcher with opportunities to obtain more in-depth information. The interviews were conducted over several days rather than on a single day, considering the number of participants, which was six, and their availability.

f. Interview Process

During the interview process, the researcher asked questions based on a prepared interview guide while remaining flexible in order to further explore the participants' responses. At the same time, the researcher took field notes and audio-recorded the interviews to ensure the accuracy and completeness of the data.

g. Documentation

During the interview process, the researcher took photographic documentation as supporting evidence to strengthen the data obtained.

h. Ending the Interview

The researcher expressed appreciation to the participants for their time, contributions, and willingness to take part in the interview.

2. Observation

Observation is a data collection technique that involves systematic and careful examination of specific behaviors, events, or phenomena. This method was employed to obtain a comprehensive understanding of a

particular situation or context without intervening in or altering the observed activities. In this study, the researcher used structured observation, which involved following a predetermined checklist or guide to systematically record specific behaviors and interactions. This approach allowed the researcher to focus on particular aspects of the learning process while maintaining consistency across participants. The researcher directly observed how English Department students at the State Islamic Institute of Kerinci utilized animated videos for their independent English learning. The observation was conducted to address Research Question 3 (RQ3) and provide observational support for Research Question 2 (RQ2) and the observable aspects of Research Question 5 (RQ5). Additionally, this technique was used to enhance the trustworthiness of the data through triangulation.

Some of the processes that the researcher carried out during the observation were as follows:

a. Observation Preparation

The researcher prepared six soft copies of observation field notes.

b. Informant Consent

The researcher ensured the willingness, informed consent, and availability of each participant prior to the observation. This was essential to fulfill the ethical requirements of the study and to ensure that participation was entirely voluntary and free from any form of pressure.

c. Duration and Frequency of Observation

Each observation session lasted approximately 20–45 minutes for each participant, depending on the activities being observed. This duration was considered sufficient to provide in-depth information about the participants' interactions with animated videos. The observations were conducted over several days rather than on a single day, taking into account the number of participants (six), the relatively long duration of each observation, and the participants' availability.

d. Observation Location

The observations were conducted in the participants' natural learning environments, such as their own yards or other campus locations where they regularly engaged with animated videos for learning purposes. Conducting the observations in these settings was essential to obtain an authentic and accurate representation of the participants' learning habits.

e. Aspects Observed

Some aspects of the participants' interactions with animated videos that were observed during the observation process included:

1. The types and content of animated videos selected by participants, as well as the English language aspects they focused on, such as vocabulary, pronunciation, grammar, and conversation.

2. How participants searched for and selected animated videos, and how they utilized video features such as subtitles, pause, replay, and playback speed during the learning process.
3. The learning strategies employed by participants when learning from animated videos, such as taking notes, repeating sentences, imitating pronunciation, and practicing after watching the videos.
4. The level of participants' engagement and emotional responses during the learning process with animated videos.
5. Difficulties and challenges experienced by participants while using animated videos, including learning barriers and environmental factors that might have affected their learning process.

f. Data Recording

The researcher took field notes during the observation to systematically record the participants' behaviors, interactions, and observed situations.

g. Documentation

The researcher took photographic documentation during the observation process to support and strengthen the data obtained. This documentation was intended to provide visual evidence of the participants' activities when interacting with animated videos, as well as to assist in data analysis and the presentation of research results.

E. Instruments of the Research

Research instruments refer to the tools and methods used to collect data.

The use of appropriate instruments **is** important to ensure that the data collected **is** reliable and relevant.

1. Interviews

In this study, interviews were conducted to obtain in-depth information from the informants regarding their experiences in using animated videos for learning English. To support the interview process, the researcher used several instruments as follows:

a. Interview Guide

The researcher prepared interview questions based on the indicators of each item in the research questions. This interview guide was also validated by the lecturer prior to the data collection to ensure that the instrument was valid and that the obtained data met the research objectives (see Appendix I).

b. Notebook

The researcher used notebooks to record important information provided by each informant during the interviews.

c. Voice Recorder

To accurately document the results of the interviews and ensure that no answers were missed, the researcher used a voice recorder during the interview process

2. Observation

Observation was conducted to obtain direct information about students' activities and behaviors when using animated videos in learning English. In this stage, the researcher used the following instruments:

a. Fieldnote Observation

The field notes encompassed multiple aspects of students' engagement with animated videos for English learning, including topic selection, video selection, pausing and slow-motion features, the use of subtitles, participation in related communities, note-taking, and direct practice. This approach enabled the researcher to observe behaviors and interactions without introducing assumptions or filtering participants' responses. The purpose was to ensure objectivity in both observation and data analysis. The field note observation guide had been previously validated by the lecturer to guarantee the instrument's validity and that the obtained data met the research objectives (see Appendix III).

F. Techniques of Data Analysis

The researcher analyzed qualitative data using thematic analysis, a method for identifying patterns or themes in the collected data. According to Braun and Clarke (2006), this approach was used to break down large data sets, group similar information into themes, and produce a more accurate and comprehensive interpretation. Because this study required systematic and objective analysis to ensure the validity of the findings, thematic analysis was considered the most appropriate method.

Prior to the data analysis process, all interview data were transcribed verbatim. The researcher transcribed the audio recordings into written text to facilitate systematic data analysis using the Auris AI web platform. To ensure the accuracy of the transcriptions, each audio recording was carefully listened to and cross-checked during the transcription process.

This procedure made the data analysis process clearer, more organized, and more accurate. In qualitative research, various analytical approaches can be applied, and many of the steps used in data analysis share similar characteristics across different qualitative methods. Braun and Clarke (2006) divided the thematic analysis process into six stages: Familiarizing with the Data, Generating Initial Codes, Searching for Themes, Reviewing Themes, Defining and Naming Themes, and Producing the Report.

1. Familiarization With the Data

The first stage of thematic analysis is Familiarization with the Data, which aims to develop a thorough understanding of the collected data prior to coding. At this stage, the researcher carefully reviewed both interview transcripts and observational notes, identifying key statements, behaviors, patterns, and variations relevant to the research questions. For interview data, this included examining participants' responses, experiences, and perspectives, while for observational data, it involved analyzing participants' behaviors, interactions, and learning strategies during engagement with animated videos. Repeated review allowed the researcher

to comprehend the context, detect recurring patterns, and note essential information, providing a solid foundation for the subsequent stage.

2. Generating initial code

The second stage of the thematic analysis process, following the familiarization stage, is coding. At this stage, the researcher identified the main ideas and significant elements in the data obtained from both interviews and observations that were relevant to the research questions. For interview data, the researcher examined the participants' responses, identifying key statements, opinions, and experiences related to the use of animated videos for learning English. Each significant idea was assigned a code that captured its semantic meaning, and responses related to each research question were visually distinguished using color coding, for example, red for Research Question 1, green for Research Question 2, and blue for Research Question 3. The researcher organized the coded interview data into a table, grouped similar responses together, and identified preliminary themes from these groupings.

For observational data, the researcher coded patterns of behavior, interactions, and learning strategies demonstrated by participants during their engagement with animated videos, including how they selected videos, used features such as subtitles or pause/slow-motion, took notes, or performed practical exercises. Each observed behavior or pattern was assigned a code reflecting its meaning and relevance to the research questions. The researcher organized all coded data from interviews and

observations into tables aligned with the research questions and identified preliminary themes from the grouped responses and observed patterns. Finally, all codes were organized and categorized according to the generated thematic codes to facilitate further analysis, enabling the researcher to synthesize findings, compare patterns across data sources, and ensure that the emerging themes were grounded in the data.

3. Searching for themes

In thematic analysis, this stage involves identifying themes that align with the research objectives. The data collected from both interviews and observations, which were relevant to the research problem, were discussed within these themes. Themes describe patterns observed in the phenomenon under study, and the researcher had the flexibility to interpret the data to identify emerging themes. Consequently, the variability of research findings was influenced by the researcher's interpretative skills and analytical creativity.

At this stage, the researcher identified themes that were relevant to the research objectives by reviewing all collected data from interviews and observations. The researcher examined patterns, similarities, and recurring behaviors, and then grouped related codes or information into specific themes. Codes or data with similar meanings were categorized consistently, facilitating a structured analysis. Moreover, themes identified from interview data were compared and integrated with themes derived

from observational data to ensure that findings were triangulated and grounded in multiple sources of evidence. This integrated approach enabled the researcher to synthesize insights from both verbal reports and observed behaviors, providing a comprehensive understanding of how students used animated videos for learning English. Visual tools such as tables or thematic charts were used to organize the themes, making it easier to interpret and present the findings systematically.

4. Reviewing Themes

In the Reviewing Themes stage, the researcher re-examined the initial themes identified from both interview and observational data to ensure they were accurate, relevant, and representative of the dataset. For interview data, this involved reviewing participants' statements and codes to determine whether each code fit within its assigned theme or needed to be revised or removed, while ensuring that the themes consistently reflected participants' experiences, opinions, and perspectives. For observational data, the researcher revisited coded behaviors, interactions, and learning strategies, confirming that the themes accurately captured observed patterns and adding or adjusting codes if any important behaviors had previously been missed. Overall, this stage aimed to refine and validate the themes, aligning them with the context of the entire dataset and ensuring that both interview and observational data were represented reliably, producing a coherent and accountable thematic analysis.

5. Defining and Naming Themes

In the Defining and Naming Themes stage, the researcher determined the essence of each theme identified during the previous stages and assigned a clear, descriptive name that reflected its meaning. For interview data, this involved reviewing participants' statements and the coded segments to capture the central idea or concept represented by each theme, refining the theme to ensure it accurately reflected participants' experiences, opinions, and perspectives. For observational data, the researcher examined coded behaviors, interactions, and learning strategies, identifying the key patterns that characterized each theme and ensuring that each theme accurately represented the observed phenomena. During this stage, the researcher also refined the scope and focus of each theme, verified its alignment with the research objectives, and differentiated it from other themes, so that every theme was distinct, coherent, and easily interpretable. This process ensured that the final thematic framework provided a clear, comprehensive, and scientifically grounded representation of the data from both interviews and observations.

6. Producing the report

Producing the Report is the final stage in thematic analysis, where the researcher presents the research findings systematically. This stage involved: 2) reviewing the coding and analysis process and relating the new findings to previous research to identify similarities or differences, and 2) connecting the new research findings with references from prior studies to determine whether the findings were consistent or contradictory.

G. Trustworthiness

Every research project required rules to determine the level of confidence or truth of research results. In qualitative research, this standard was often called trustworthiness. This was done to reduce errors that occurred during the research data collection process, which in turn had an impact on the validity of the research results. If qualitative research had a level of credibility, transferability, dependability, and confirmability, then the research could be considered valid. Moleong (2014) stated that the requirements for determining the validity of data were as follows: examination techniques were needed to determine the validity and trustworthiness of the data. The examination technique was carried out based on a number of criteria. Credibility, transferability, dependability, and confirmability were the four criteria used.

1. Credibility

Credibility referred to the extent to which the findings accurately represented the participants' real experiences and the actual situation in the research setting. In this study, credibility was established through method triangulation, prolonged engagement, persistent observation, and peer debriefing. Method triangulation was conducted by comparing data obtained from semi-structured interviews and structured observations. The interview data were used to explore students' reasons for using animated videos, the English language aspects they preferred to learn through animated videos, the ways or strategies they used animated videos for

learning English, their perceptions of the effectiveness of animated videos, and the problems they encountered when using animated videos for learning English. Meanwhile, the observation data were used to examine the type and content of animated videos selected by the students, the English skills or knowledge they focused on, their video selection behavior, their use of subtitles, pause, replay, and playback speed features, their note-taking behavior, their pronunciation practice or repetition of sentences, their behavioral engagement and emotional reactions during the learning process, their post-watching activities, as well as the difficulties, learning settings, environmental conditions, and other relevant behaviors related to learning difficulties. By comparing these two sources of data, the researcher was able to check the consistency of the information and gain a more comprehensive understanding of the phenomenon under study. In addition, the researcher spent sufficient time engaging with the participants during the data collection process and carefully observed relevant behaviors in order to obtain rich and accurate data. The researcher also discussed the emerging findings with peers or individuals outside the study to reduce bias and strengthen the credibility of the interpretations.

2. Transferability

Transferability referred to the extent to which the findings might be applicable to other contexts with similar characteristics. In this study, transferability was supported by providing a thick description of the research context, participants, and research procedures. The researcher

clearly described that the study was conducted at the English Department of the State Islamic Institute of Kerinci during the 2025/2026 academic year. The participants were six students from the fourth, sixth, and eighth semesters who were selected through purposive sampling based on specific criteria, namely students who actively used animated videos for learning English, had sufficient experience related to the phenomenon, and were willing to participate openly in the study. The researcher also described the focus of the study, the data collection techniques, and the aspects observed during the research process. Through this detailed description, readers could judge whether the findings were relevant and applicable to other EFL contexts with similar student characteristics and learning situations.

3. Dependability

Dependability concerned the consistency and stability of the research process. In this study, dependability was ensured by maintaining a clear and systematic research procedure from the beginning to the end of the study. The researcher prepared interview guides and observation field notes based on the research questions and used the same instruments consistently for all participants. In addition, the researcher documented each stage of the research process, including participant selection, interview procedures, observation procedures, audio recording, note-taking, transcription, coding, theme development, theme review, and report writing. The interview recordings were transcribed verbatim and

cross-checked to ensure transcription accuracy. Furthermore, the researcher kept an audit trail of the data collection and analysis process so that the research procedures could be traced and reviewed. By documenting the research process in a logical, transparent, and consistent manner, the findings of this study were considered dependable.

4. Confirmability

Confirmability referred to the degree to which the findings were derived from the data rather than from the researcher's personal assumptions or biases. In this study, confirmability was established by ensuring that every interpretation and conclusion was based on evidence obtained from interviews and observations. The researcher compared the interview transcripts with the observation notes in order to verify the consistency of the data. During the thematic analysis process, the researcher organized the data into codes and themes based on patterns found in the participants' statements and observed behaviors. The researcher also rechecked the themes against the original data to ensure that the interpretations accurately reflected the participants' experiences. In addition, discussions with peers or individuals not directly involved in the study were conducted to review the interpretations and reduce subjective judgment. In this way, the findings of the study were supported by a clear evidence trail and remained grounded in the collected data.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study. This study aimed to identify students' reasons for using animated videos, the English aspects they preferred to learn, the ways they used animated videos, their perceptions of the effectiveness of the media, and the problems they faced in using animated videos for learning English. The informants were six students of the English Department from the fourth, sixth, and eighth semesters, consisting of four female students and two male students. To maintain confidentiality, the informants are referred to as Student 1, Student 2, Student 3, Student 4, Student 5, and Student 6.

The findings were obtained from semi-structured interviews and structured observation. The interview data were used to answer all five research questions because they provided information about students' reasons, preferred learning aspects, learning strategies, perceptions, and problems. The observation data in the form of field notes were mainly used to strengthen the findings related to the second, third, and fifth research questions because these aspects could be observed directly through students' interaction with animated videos. Visible engagement during the viewing process was discussed as contextual observation in the third research question, while students' reasons and perceptions remained primarily based on interview data. The data were analyzed using thematic analysis (Braun & Clarke, 2006), including familiarizing with the data, generating initial codes,

searching for themes, reviewing themes, defining and naming themes, and producing the report.

A. Findings

The findings are organized into five sections in accordance with the research questions. The interview excerpts are used to represent the students' voices, while the observation notes are used to compare whether the students' reported practices were consistent with their observable learning behaviors. In several parts, the observation data also show slight differences from the interview data. These differences are not treated as errors, but as additional information showing that students' learning practices may vary depending on situation, time, learning purpose, and the particular video being watched.

1. The Students' Reasons for Using Animated Videos for Learning English

The thematic analysis of the interview data showed that the students used animated videos for three interconnected reasons. First, animated videos created an Interest-Based Motivation for Learning English. Second, the students believed that animated videos made English easier to understand because the videos combined sound, image, character action, and story context. Third, animated videos were considered accessible and flexible resources for autonomous learning. These themes appeared across the six students, although the emphasis varied from one student to another.

a. Interest-Based Motivation for Learning English

The first theme shows that students used animated videos because they were interested in this medium and felt motivated to learn English through it. Animated videos made the learning process feel more enjoyable, relaxed, and less boring. The students did not feel pressured when learning English because they could learn in a more comfortable way. This motivation was also related to their personal interest in animation and the enjoyable experience they gained while watching animated videos. Student 1 explained that animated videos helped her study more enthusiastically because the videos were interesting and did not make her bored. She also stated that animated videos created a more relaxed learning atmosphere, so she did not feel pressured when learning English.

Student 1: *“When I was younger sis, I easily got bored. Using animated videos helps me study more enthusiastically because the videos are interesting and not boring. In addition, the learning atmosphere becomes more relaxed, so I do not feel pressured when learning English.”* (S1, interview appendix II, DU 2, page 125)

A similar response was given by Student 2. She stated that animated videos made English learning more enjoyable because the medium was more interesting. This shows that the visual and entertaining nature of animated videos could increase students' enjoyment during the learning process.

Student 2: *“Perhaps because it is more interesting, so it is more enjoyable when learning English using animated videos.”* (S2, interview appendix II, DU 2, page 135)

Student 3 also emphasized the low-pressure atmosphere created by animated videos. He stated that learning English through animated videos felt simpler, easier to understand, and less pressuring. This response indicates that animated videos helped students experience English learning in a more comfortable way.

Student 3: *“When we watch these animated videos it feels like learning English with no pressure, so we enjoy the learning more.”*
(S3, interview appendix II, DU 3, page 142)

Other students also supported this affective theme, although their emphasis was different. Student 6 directly stated that animated videos were interesting and not boring, while Student 5 connected animated videos with his personal interest in animated films since childhood. In Student 5’s case, animated videos were not only learning media but also a form of entertainment that indirectly supported English learning. Student 4 also showed an affective response in another part of the interview by describing animated videos as fun, interesting, and motivating.

Therefore, the findings indicate that animated videos supported students’ affective engagement in English learning. The students did not use animated videos only because they contained English input, but also because they made the learning process feel more enjoyable, relaxed, and personally meaningful. However, the source of enjoyment was not identical for all students. Some students emphasized reduced pressure, some emphasized interesting visual presentation, and others related animated videos to entertainment or personal preference for animation.

b. Easier Understanding of English Input

The second theme shows that students chose animated videos because they believed the medium helped them understand English input more easily. Student 1 stated that animated videos supported listening, provided vocabulary, and helped her understand difficult material. She emphasized that story context helped her grasp the meaning of words and sentences.

Student 1: *“Animated videos also provide story context, which makes it easier for me to understand the meaning of words and sentences compared to just reading text.”* (S1, interview appendix II, DU 3, page 126)

Student 6 expressed a similar view. She explained that animated videos used simpler language and that pictures, visuals, and stories helped her understand words or sentences. While Student 5 added that animated films helped him understand listening and pronunciation because the scenes supported the meaning of the dialogue.

Student 6: *“The language is simpler, making it easier for me to understand. Because there are pictures or visuals and stories, it helps in understanding words or sentences.”* (S6, interview appendix II, DU 3, page 159)

Student 5: *“Because it is interesting, there are funny visuals, and it helps in understanding listening and pronunciation from scenes in the video.”* (S5, interview appendix II, DU 3, page 153)

This theme was also supported by Student 3 and Student 4. Student 3 stated that animated videos made learning simpler and easier to understand. Student 4 also stated that learning through videos made speaking easier to

understand. She explained that expressions such as “wake up” became clearer because she could see the character’s movement and the situation in the video.

Overall, the students saw animated videos as helpful because English was presented in a clearer and more contextual way. The students did not only rely on written text or isolated explanation. They understood words, sentences, expressions, listening, and pronunciation through scenes, actions, and situations in the videos. Although they shared the same view that animated videos made English easier to understand, each student emphasized different aspects. Student 2 focused on listening, vocabulary, and difficult material. Student 3 emphasized simpler learning. Student 4 emphasized speaking and expressions in daily context. Student 5 emphasized listening and pronunciation through scenes. Student 6 emphasized simple language and visual context.

c. Accessibility and Flexibility in Autonomous Learning

The third theme concerns accessibility and flexibility. Several students described animated videos as easy to access and suitable for independent learning. Student 2 used animated videos during independent study at home as a supplement to lessons, while Student 4 emphasized easy access through YouTube. Student 6 used animated videos during free time, and Student 5 used them in relaxed or “me time” situations.

Student 4: *“Access on YouTube is very easy, so I feel helped by the presence of animated videos and easy access.”* (S4, interview appendix II, DU 3, page 147)

Student 5: *“In a relaxed or me time situation, not in a formal learning condition, and without realizing it we have already learned, such as idioms or sentences for example.”* (S5, interview appendix II, DU 4, page 153)

This theme shows that animated videos suited the students’ autonomous learning habits. The students could access animated videos easily, choose videos based on their needs or interests, and use them outside formal classroom situations. Student 2 used animated videos more explicitly as a supplement to learning materials at home. Student 4 emphasized easy access through YouTube. Student 5 used animated videos in relaxed situations, while Student 6 used them during free time. Therefore, animated videos were used not only as entertaining media, but also as flexible learning resources that supported independent English learning.

Based on the themes identified in the explanation above, the corresponding sub-themes are presented in Table 4.1 to provide a concise summary of the thematic findings for the first research question.

Table 4.1

Themes and Sub-themes : The Students’ Reasons for Using Animated Videos for Learning English

Themes	Sub-themes
Interest-Based Motivation for Learning English	Interest and Personal attraction to animation (students felt that animated videos were interesting and fun. than some students personally liked animated films or animation)). Relaxed learning atmosphere (animated videos made English

	learning feel more relaxed and less stressful and not boring).
Easier Understanding of English Input	Simple and understandable input (students felt that the language in animated videos was easier to understand). Visual and story-based support. (Visuals, character actions, scenes, and story context helped students understand meaning.) Contextual understanding of spoken English. (Animated videos helped students understand words, sentences, expressions, listening, and pronunciation through context.)
Accessibility and Flexibility in Autonomous Learning	Easy access and availability (students could easily access animated videos through platforms such as YouTube). Flexible independent use. (Students could use animated videos outside formal classroom situations and adjust their learning time based on their own needs.) Incidental learning during leisure time. (Students could learn English casually while watching animated videos in relaxed situations or during free time.)

Source : Researcher's Data Analysis, 2026

2. The Aspects of English Language Learning Preferred by the Students Through Animated Videos

The interview and observation data showed two main themes. The first theme was students' preference for practical language aspects, including listening, pronunciation, speaking support, vocabulary development, and basic expressions in daily contexts. The second theme was the limited suitability of animated videos for formal and complex language areas, such as academic writing, formal grammar, reading, writing, theoretical learning, and complex linguistic topics.

a. Preference for Practical Language Aspects

The interview data showed that students mainly preferred animated videos for practical language aspects. These aspects included listening, pronunciation, speaking support, and vocabulary development. The students preferred these aspects because animated videos allowed them to hear spoken English, notice pronunciation, follow conversations, and learn vocabulary from context. Therefore, animated videos were not only used for passive watching, but also for supporting practical English learning.

Student 1 focused on listening, vocabulary, and pronunciation because these aspects helped her understand and communicate in English. Student 5 also focused on listening and pronunciation because he considered these aspects difficult, especially when spoken words were connected in natural speech. Student 6 placed pronunciation as her main focus because she wanted to know how

English words were pronounced. Student 3 also mentioned speaking and vocabulary as his main focus.

Student 1: *“I usually focus on listening skills, vocabulary development, and pronunciation as these are essential for understanding and communicating in English.”* (S1, interview appendix II, DU 5, page 127)

Student 5: *“Usually listening and pronunciation, because those are the most difficult. For example, sentences that are spoken connected together change sounds, and that is where we learn. Besides that, vocabulary.”* (S5, interview appendix II, DU 5, page 154)

Student 6: *“More towards pronunciation, the way a word is pronounced.”* (S6, interview appendix II, DU 5, page 159)

Student 3: *“My skill focus is more towards speaking and vocabulary.”* (S3, interview appendix II, DU 5, page 142)

Observation data also supported the interview findings. Student 2, Student 2, Student 4, Student 5, and Student 6 were observed focusing on listening, vocabulary, and pronunciation, while Student 3 was observed using animated videos for speaking practice. The field notes also showed that Student 2 watched short animated movies containing basic sentences and vocabulary, Student 2 watched short animated series containing basic sentences and animal-based vocabulary stories, Student 3 watched story-based films with simple conversations and interaction-based phrases, Student 4 focused on simple sentences and daily activities, and Student 5 and Student 6 learned vocabulary through dialogue, action, and interesting scenes. These observation data strengthened the interview findings because the students' selected videos and learning behaviors were related to practical English learning. Thus, the interview and observation data were consistent in showing that animated videos were preferred for practical English

learning. The students used animated videos to support listening, pronunciation, speaking practice, vocabulary development, and simple expressions used in daily contexts.

b. Limited Suitability for Formal and Complex Language Areas

Although the students generally viewed animated videos positively, they also recognized the limited suitability of this medium for formal, written, and complex areas of English learning. Student 1 stated that formal grammar and academic writing were less suitable because animated videos usually used simple and informal language. Student 2 considered reading and writing less suitable because animated videos tended to support listening and speaking more strongly. Student 3 mentioned complex topics such as pragmatics and profiles, while Student 5 pointed to academic writing. Student 6 considered grammar less suitable because it was not explained directly in animated videos. Student 4 also supported this theme by stating that animated videos were less suitable for theoretical learning.

Student 1: “Yes, formal grammar and academic writing are less suitable because animated videos typically use simple and informal language. For those skills, I need more structured explanations and practice.” (S1, interview appendix II, DU 8, page 128)

Student 2: “Perhaps reading and writing, because they are not suitable to be used in learning using animated videos. There is no aspect that focuses only on writing or reading, because it leans more towards listening and speaking.” (S2, interview appendix II, DU 9, page 137)

Student 3: “Complex topics like pragmatics and profiles are less suitable because there are other more effective methods.” (S3, interview appendix II, DU 8, page 143)

Student 5: *“Yes, example is academic writing. This is because it requires a formal style, complex structure, and specific rules, which can be difficult and less relevant for everyday communication.”* (S5, interview appendix II, DU 8, page 154)

Student 6: *“I think grammar, because it is not explained directly, so it is quite difficult to learn.”* (S6, interview appendix II, DU 10, page 160)

This finding shows that the students’ preference was selective. They did not view animated videos as suitable for all English learning needs. They mostly preferred animated videos for practical aspects, such as listening, pronunciation, speaking support, vocabulary, and simple expressions in context. In contrast, they considered grammar explanation, academic writing, reading, writing, theoretical learning, and complex linguistic topics less suitable because these areas required clearer explanation, structured practice, and more formal language input.

Following the discussion above, Table 4.2 presents the related sub-themes concerning the English language learning aspects preferred by the students through animated videos.

Table 4.2
themes and sub-themes : Aspects of English Language Learning Preferred by the Students Through Animated Videos

Themes	Sub-themes
Preference for Practical Language Aspects	Listening as a preferred focus (students used animated videos to practice listening to spoken English). Pronunciation as a preferred focus (students paid attention to how words were pronounced by characters). Speaking support as an additional focus (animated videos provided examples of spoken expressions that could support speaking practice). Vocabulary development in context. (Students learned new words through conversations, scenes, actions, and story situations.) Basic expressions in daily contexts. (Students learned simple sentences and everyday expressions, such as expressions related to daily activities.)
Limited Suitability for Formal and Complex Language Areas	Formal and written language as less suitable aspects (students considered formal grammar, academic writing, reading, and writing less suitable for learning through animated videos). Complex and theoretical topics as less suitable aspects. (Students felt that complex topics, such as pragmatics, theoretical learning, and advanced

	linguistic content, required more structured explanation.)
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Source : Researcher's Data Analysis, 2026

3. How the Students Used Animated Videos to Learn English

The third research question focuses on how the students used animated videos to learn English. The analysis of interview and observation data produced three main themes. First, students selected animated videos purposefully by considering learning suitability, personal interest, video quality, storyline, and language level. Second, they used comprehension-support strategies during viewing, such as subtitles, pause, replay, playback speed adjustment, note-taking, screenshots, and translation tools. Third, they reinforced their learning after watching by reviewing and memorizing vocabulary, imitating dialogue, practicing pronunciation, making simple sentences, practicing with friends, and rewatching videos to check their understanding.

a. Purposeful Video Selection

This theme shows that students selected animated videos based on several considerations, such as learning suitability, personal interest, video quality, storyline, and language level. Student 1 selected videos based on target audience, duration, video quality, storyline, theme, and language level. Student 3 selected videos according to learning needs, realism, accuracy, and attractiveness. Student 4 selected videos based on English level, while Student 6 selected videos that were interesting and not too difficult. Student 5 was more influenced by entertainment factors such as Disney films, titles, posters, and accidental

discovery on TV or YouTube. Student 2 reported that she sometimes selected videos randomly without a specific learning target, but she still paid attention to video content while watching.

Student 1: *“I select them based on the target audience, duration, video quality, storyline, and theme. I also consider whether the language level matches my proficiency.”* (S2, interview appendix II, DU 9, page 128)

Student 3: *“According to my needs, it also has to be realistic and the knowledge conveyed must be accurate, and the animation must also be interesting.”* (S3, interview appendix II, DU 9, page 143)

Student 6: *“It must be interesting and the language should not be too difficult to understand, suitable for our level of ability.”* (S6, interview appendix II, DU 11, page 161)

Observation data confirmed this selection behavior. Student 1 was observed reading the synopsis first and choosing short videos with interesting storylines. Student 2 chose short videos with interesting storylines. Student 3 looked at the synopsis and selected story-based animated movies. Student 4 chose short videos with simple and interesting storylines. Student 5 chose movies with interesting storylines and action or fun elements. Student 6 also looked at the synopsis and chose interesting storylines. Thus, although the students did not always select videos in the same way, most of them tended to consider both interest and understandability when choosing animated videos for learning English.

b. Comprehension-Support Strategies During Viewing

This theme shows that students used several strategies during the viewing process to support their comprehension of animated videos. These strategies

included using subtitles, pausing and replaying certain parts, adjusting playback speed, taking notes, taking screenshots, and using Google Translate. However, these strategies were not used by all students in the same way. Student 2 used English subtitles to connect spelling and pronunciation, and she also used pause and replay when she found difficult dialogue or unfamiliar vocabulary. Student 2 stated that she had used subtitles before, but later tried to reduce subtitle use in order to train her listening skill. However, she still used pause, replay, and slower playback speed when she needed to understand conversations more clearly. Student 3 used subtitles only when needed and tried not to depend on them too much. Student 4 preferred watching the video from beginning to end without frequently pausing, replaying, or adjusting playback speed, and she used screenshots and Google Translate to understand unfamiliar words. Student 5 considered subtitles important for understanding the dialogue, while Student 6 used subtitles, pause, and replay, but did not usually adjust playback speed because she preferred listening to the natural speed of spoken English.

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Student 1: *“I use English subtitles while watching animated videos to connect the spelling of words with their pronunciation. This helps me understand unfamiliar vocabulary more easily and improves both my listening and reading skills.”* (S1, interview appendix II, DU 12, page 129)

Student 2: *“At first yes, but now I no longer use subtitles. If there is a foreign word I usually translate it myself.”* (S2, interview appendix II, DU 12, page 138)

Student 2: *“Usually yes, especially to replay conversations. More often slowing it down so it is clearer. Previously I also often paused to*

read subtitles in more detail.” (S2, interview appendix II, DU 13, page 138)

Student 4: *“Rarely. I prefer watching from the beginning to the end without pause, replay and playback speed.” (S4, interview appendix II, DU 14, page 149)*

Student 5: *“Yes, subtitles are a must. Without subtitles it is like walking without direction. I usually use English subtitles, even two subtitles at once.” (S5, interview appendix II, DU 11, page 155)*

Student 6: *“I actually do not use the playback speed feature that much. I prefer to watch at normal speed because I want to get used to how native speakers talk naturally. Slowing down the speed might make it sound unnatural, and speeding it up makes it too fast and hard to follow. So I just use pause and replay instead when I miss something or do not understand a part.” (S6, interview appendix II, DU 15, page 161)*

The observation data supported the interview findings, but also showed that the students' strategies were varied. Student 2 was observed using English subtitles, pause and replay features, and writing new vocabulary in a mobile note application. Student 2 did not use subtitles during observation because she wanted to train her listening skill, but she used pause, replay, and slower playback speed to catch the dialogue more clearly. Different from Student 2, Student 3 did not use pause, replay, or playback speed during observation. He only used English subtitles occasionally for unclear vocabulary or pronunciation and used screenshots instead of taking notes. Student 4 also did not use pause, replay, or playback speed because those features could distract her focus. She used subtitles only occasionally and took screenshots of unfamiliar words before checking their meaning through Google Translate. Student 5 used English or bilingual subtitles and replayed short scenes, but he did not take notes and did not adjust playback speed. Student 6 used subtitles, pause, replay, and note-taking on her phone, but

she did not usually change the playback speed. These findings show that the students did not apply one fixed strategy when watching animated videos. Instead, they adjusted their comprehension-support strategies based on their own learning habits, focus, and difficulties.

In addition to these comprehension-support strategies, the field notes recorded students' behavioral and emotional engagement as part of the viewing process. Most students were observed as focused while watching animated videos, although some were slightly distracted by phone notifications or peers in the classroom. Student 2 showed relaxed and enthusiastic behavior and laughed at humorous scenes. Student 2 appeared interested and engaged. Student 3 enjoyed the learning process, felt relaxed and motivated, and showed emotional responses to the story. Student 4, Student 5, and Student 6 also showed motivation, enjoyment, and relaxed responses. In this section, these observations are treated as contextual evidence for how students engaged with animated videos during learning, not as the main evidence for students' internal perceptions of effectiveness.

c. Post-Watching Practice and Reinforcement

The third theme shows that students often extended their learning beyond the viewing process through several follow-up activities. These activities included reviewing new language items, memorizing useful expressions, practicing pronunciation, imitating character speech, using new words in sentences, and rewatching videos to strengthen comprehension. Student 1 reviewed vocabulary, memorized it, practiced pronunciation, and tried to use it in simple sentences.

Student 3 imitated the video, recalled key points, connected them to daily activities, and practiced with friends. Student 4 repeated character speech and applied what she learned in daily life or related it to campus material. Student 5 repeated scenes and learned through songs, while Student 6 memorized new vocabulary, used it in sentences, and rewatched the same episode with and without subtitles.

Student 1: *“I review the vocabulary, memorize it, practice pronunciation, and try to use it in simple sentences.”* (S1, interview appendix II, DU 18, page 131)

Student 3: *“I recall the key points, connect them to daily activities, and practice them such as talking with friends or using new vocabulary.”* (S3, interview appendix II, DU 15, page 144)

Student 6: *“Yes! I also try to memorize new vocabulary from the dialogue and use it in my own sentences. And sometimes I rewatch the same episode, first with subtitles then without, just to check how much I already understand.”* (S6, interview appendix II, DU 28, page 164)

Observation data also supported this theme. Student 1, Student 2, Student 3, and Student 6 were observed practicing pronunciation after watching or repeating pronunciation. However, Student 4 and Student 5 showed no clear post-watching activity in the field notes, even though both reported some forms of imitation, repetition, or memorization in the interviews. This difference suggests that not all reported strategies were always visible in a single observation session. It does not necessarily mean that the students did not use these strategies at all; rather, their follow-up practices may be situational and may not occur in every learning session. Overall, the data indicate that students used animated videos

through a process of selecting videos, watching them strategically, and reinforcing their learning through practice or review after watching.

Based on the findings described above, Table 4.3 presents the related sub-themes concerning the ways in which students used animated videos to support their English learning.

Table 4.3
themes and sub-themes : How the Students Used Animated Videos to Learn English

Themes	Sub-themes
Purposeful Video Selection	Selection by level, needs, and audience (students chose videos based on language level, learning needs, and target audience). Selection by storyline, duration, and appeal (students considered storyline, duration, video quality, and attractiveness when choosing videos). Casual or incidental selection (some students selected videos casually or based on entertainment interest rather than a fixed learning target).
Comprehension-Support Strategies During Viewing	Using subtitles in different ways (some students used English or bilingual subtitles, while others reduced subtitle use to train listening). Varied Use of Pause, Replay, and Playback Speed (students varied in their use of these features; some used them to clarify difficult parts, while others avoided them to maintain focus or to get used to natural spoken English). Dealing with Difficult Words (students

	used notes, screenshots, or Google Translate to understand unfamiliar vocabulary or expressions). Focused engagement during viewing. (Students showed attention, enjoyment, relaxed behavior, and emotional responses while watching animated videos.)
Post-Watching Practice and Reinforcement	Repeating and imitating language (students repeated sentences, imitated character speech, or practiced pronunciation after watching). Vocabulary review and memorization (students reviewed and memorized new vocabulary from the videos). Post-watching practice and transfer (students used new vocabulary or expressions in simple sentences, daily life, or practice with friends). Rewatching for comprehension reinforcement. (<i>Students rewatched videos with or without subtitles to check and strengthen their understanding.</i>)

Source : Researcher's Data Analysis, 2026

4. The Students' Perceptions of the Effectiveness of Using Animated Videos in Learning English

The fourth research question concerns the students' perceptions of the effectiveness of animated videos in English learning. Because perception refers to students' internal views and evaluations, this section is mainly based on interview data. The interview data produced four main themes. First, animated videos were generally perceived as effective and understandable learning media. Second, they

supported affective engagement and learning motivation. Third, students perceived improvement in several English language skills. Fourth, animated videos were perceived positively but not as an absolutely effective medium for all English learning needs.

d. Perceived Effectiveness and Understandability

Most students directly described animated videos as effective. Student 1 considered them very effective because they combined audio and visual elements. Student 2 said that animated videos were quite effective because they were interesting and easy to absorb. Student 4 also regarded them as effective because of the combination of visuals and audio, while Student 6 considered them very effective for pronunciation and listening. Student 5 believed that animated videos were effective, although their effectiveness depended on students' interest in animation and culture.

Student 1: *"They are very effective sis...because they combine audio and visual elements, making learning more engaging and helping me understand and retain vocabulary more effectively."* (S1, interview appendix II, DU 19, page 131)

Student 2: *"Quite effective, because it is more interesting and easy to absorb. Suitable for beginners as well as those who are already intermediate"* (S2, interview appendix II, DU 17, page 139)

Student 6: *"Very effective, especially for pronunciation and listening."* (S6, interview appendix II, DU 20, page 163)

These responses show that effectiveness was understood not in terms of test scores, but in terms of ease of understanding, clarity of input, and usefulness for language exposure. The students' perceptions were also consistent with their earlier reasons for using animated videos.

e. Affective Engagement and Learning Motivation

The second theme relates to students' affective engagement and learning motivation in using animated videos for learning English. The students perceived animated videos as enjoyable and motivating learning resources because the videos presented interesting stories, appealing characters, and a relaxed learning atmosphere. Student 4 explained that animated videos made her feel more motivated and confident because they were fun and interesting. Student 5 stated that the characters in animated films encouraged students to learn the language. Meanwhile, Student 6 said that animated videos made the learning process more relaxed and less boring because the stories and characters were interesting.

Student 4: *“Very motivating because it is fun and interesting. I feel more confident and want to try a higher level.”* (S4, interview appendix II, DU 20, page 150)

Student 5: *“Animated films make us want to be like the characters in them, so we are motivated to learn the language.”* (S5, interview appendix II, DU 17, page 156)

Student 6: *“More relaxed and not boring because there is an interesting story and characters.”* (S6, interview appendix II, DU 21, page 163)

These responses show that animated videos supported students' affective engagement in several ways. First, the fun and interesting presentation of animated videos created an enjoyable learning experience. Second, the stories and characters helped reduce boredom and made students feel more relaxed during the learning process. Third, the characters in animated videos could become a source of motivation because students felt inspired to learn the language used by the characters. In addition, animated videos also encouraged confidence, as shown by

Student 4's willingness to try a higher level of learning. Therefore, animated videos were perceived not only as media for understanding English, but also as learning resources that supported students' enjoyment, motivation, comfort, and confidence

f. Perceived Improvement in English Skills

The students perceived improvement in several English skills. Student 1 reported vocabulary growth, pronunciation and accent improvement, and greater confidence in understanding conversations. Student 2 perceived improvement in listening, speaking, and vocabulary. Student 3 reported improvement in vocabulary, speaking style, and confidence. Student 4 felt that her listening and speaking improved and that she could imitate accents. Student 5 felt improvement in understanding everyday language use, and Student 6 emphasized pronunciation and listening.

Student 2: *"Yes, especially in listening because I am accustomed to hearing. Speaking has also improved because I am more confident, and vocabulary has increased."* (S2, interview appendix II, DU 18, page 136)

Student 4: *"Yes, especially in listening and speaking. I feel I have improved my understanding and can imitate accents, even the British accent which is quite difficult."* (S4, interview appendix II, DU 21, page 148)

Student 5: *"There is improvement especially in understanding the use of language in everyday life."* (S5, interview appendix II, DU 18, page 154)

These findings should be read as perceived improvements because the study did not measure skill gains through tests. Nevertheless, the students'

perceptions are important because they reveal how learners evaluate the usefulness of animated videos in their own learning experiences.

d. Positive but Not Absolutely Effective

Although students generally perceived animated videos as effective, several students also recognized that this medium was not absolutely effective for all English learning needs. Student 3 emphasized that animated videos were not enough if used as the only learning source. Student 2 suggested that animated videos were more suitable for beginners or intermediate learners, while more advanced learners might need other media such as podcasts. Student 5 also stated that the effectiveness of animated videos depended on learners' interest.

Student 3: *“Effective, but if you only focus on animated videos alone it is not enough. It must be combined with reading, writing, or direct learning with a lecturer.”* (S3, interview appendix II, DU 16, page 144)

Student 2: *“It is more suitable for beginners or intermediate, not yet for the advanced level. For advanced learners perhaps podcast is more suitable.”* (S2, interview appendix II, DU 23, page 140)

Student 5: *“Effective, but it depends on each person's interest towards the culture and type of animation.”* (S5, interview appendix II, DU 16, page 156)

This finding gives nuance to the students' positive perceptions. The students did not view animated videos as a complete solution for all English learning needs. Instead, they perceived animated videos as useful learning media when combined with other learning strategies and when matched with learners' levels, purposes, and interests.

To organize the findings discussed above, the themes and sub-themes concerning students' perceptions of the effectiveness of animated videos in learning English are presented in Table 4.4 below.

Table 4.4
Themes and Sub-themes : Students' Perceptions of the Effectiveness of Using Animated Videos in Learning English

Themes	Sub-themes
Perceived Effectiveness and Understandability	Perceived effectiveness (students viewed animated videos as useful and effective for supporting English learning). Ease of understanding (students felt that animated videos made English input easier to understand). Usefulness for language exposure (animated videos provided repeated exposure to spoken English, pronunciation, vocabulary, and everyday expressions).
Affective Engagement and Learning Motivation	Enjoyment and interest (Students felt that animated videos made English learning more enjoyable, fun, and interesting.) Relaxed learning atmosphere ((Students felt more relaxed and less bored when learning English through animated videos.) Character-based motivation (Characters and stories in animated videos motivated students to learn English.) Growing confidence (Animated videos helped some students

	feel more confident and encouraged them to try a higher learning level.)
Perceived Improvement in English Skills	Perceived improvement in listening and pronunciation (students felt that their listening and pronunciation improved through animated videos). Perceived improvement in vocabulary and speaking confidence (students felt that animated videos helped them increase vocabulary and become more confident in speaking). Perceived improvement in everyday language use (students felt that animated videos helped them understand English used in daily communication).
Positive but Not Absolutely Effective	Need to combine with other learning methods (students felt that animated videos should be combined with reading, writing, lecturer guidance, or other learning resources). Effectiveness depends on learner interest or preference (the usefulness of animated videos depended on students' interest in animation and their learning preferences). More suitable for certain levels or purposes (students viewed animated videos as more suitable for certain learners, levels, or learning goals, not for all English learning needs).

Source : Researcher's Data Analysis, 2026

5. The Problems Faced by the Students in Using Animated Videos for Learning English

The fifth research question concerns the problems students faced when using animated videos for learning English. The analysis of interview and observation data produced two main themes. The first theme was internal learning problems, which were related to students' difficulties in understanding the language, such as fast dialogue, unfamiliar accents, difficult vocabulary, and pronunciation issues. The second theme was external problems, which were related to internet connection, learning environment, video selection, and the limitations of animated videos as learning media. These findings indicate that although animated videos were useful for English learning, students still faced several problems during their use.

a. Internal Learning Problems

The first theme shows that students experienced internal learning problems when using animated videos. These problems appeared in the process of understanding English input from the videos. The sub-themes in this theme included fast dialogue, unfamiliar accents, difficult vocabulary and pronunciation issues,. These problems were closely related to students' listening comprehension, vocabulary knowledge, pronunciation awareness, and self-directed learning ability. Student 2 mentioned that fast-paced dialogue was sometimes difficult to follow. Student 4 reported unfamiliar accents as a problem. Student 6 also stated that various accents and difficult vocabulary made animated videos harder to understand. Student 5 did not report major difficulty, but he gave a critical

comment that pronunciation in animated videos could be too clear, so learners might become less familiar with real accent variation.

Student 1: “The main problems I usually face are fast-paced dialogue that is sometimes difficult to follow, as well as internet issues that can interrupt the video.” (S1, interview appendix II, DU 25, page 133)

Student 4: “There are unfamiliar accents.” (S4, interview appendix II, DU 24, page 151)

Student 6: “yes, such as various accents and vocabulary that are difficult to understand.” (S6, interview appendix II, DU 24, page 163)

Student 5: “Pronunciation is too clear, so we become less accustomed to accent variations in the real world.” (S5, interview appendix II, DU 23, page 157)

The observation data supported this theme. Student 2 and Student 3 were observed experiencing difficulty when the audio was fast. Student 2 also relied heavily on translation tools. Several students needed subtitles, replay, or translation to handle unfamiliar vocabulary or unclear pronunciation. These observations showed that students did not always understand animated videos easily, especially when the dialogue was fast, the pronunciation was unclear, the accent was unfamiliar, or the vocabulary was difficult.

Therefore, internal learning problems were mainly related to students' comprehension process. Animated videos helped students learn English, but students still needed support strategies to understand fast speech, unfamiliar accents, difficult vocabulary, pronunciation differences, and suitable learning materials.

b. External Problems

The second theme shows that students also faced external problems when using animated videos for learning English. These problems came from outside the students' comprehension process. The sub-themes in this theme included unstable internet connection, distractions from the learning environment, difficulty finding suitable videos, one-way learning, lack of direct feedback, and limited suitability of animated videos for certain English materials. Student 1 mentioned unstable internet connection as one of the difficulties. Student 4 stated that she had difficulty finding suitable videos and also felt that animated videos were less suitable for theoretical learning. In addition, Student 2 explained that animated videos were limited because they only provided one-way learning and did not offer direct feedback. Student 3 gave a similar view by stating that animated videos were not two-way like classroom or Zoom learning. Student 6 also emphasized that not all English materials could be learned from animated videos.

Student 1 : “Yes, sis. I have experienced some difficulties, such as when the audio is too fast or when the internet connection is unstable.” (S1, interview appendix II, DU 24, page 133)

Student 4: “Yes, such as difficulty finding suitable videos, and less suitable for theoretical learning.” (S4, interview appendix II, DU 27, page 152)

Student 3: “yes, because it is not two-way like in a classroom or on Zoom. I need to look for additional input from the internet or ask a lecturer.” (S3, interview appendix II, DU 22, page 145)

Student 6: “yes, Not all English material can be learned from animated videos.” (S6, interview appendix II, DU 28, page 164)

The observation notes also supported this theme. Some students were distracted by phone notifications or peers during the viewing process. Student 2 was slightly distracted by phone notifications, while Student 2, Student 4, and Student 6 were occasionally distracted by peers in the classroom. The observation data also recorded occasional internet instability for some students. These findings show that students' use of animated videos was affected not only by the content of the videos, but also by access conditions and the learning environment.

This theme also shows that animated videos had limitations as independent learning media. They could support listening, pronunciation, vocabulary, speaking support, and contextual learning, but they could not fully replace direct teaching, feedback, interaction, discussion, or structured learning activities. Therefore, external problems were related not only to technical issues, but also to the nature and limitations of animated videos as learning media. Overall, the problems faced by students can be grouped into internal and external problems. Internal learning problems were related to comprehension, vocabulary, pronunciation, accent, and learning needs. External problems were related to internet connection, distraction, video selection, one-way learning, lack of feedback, and the limited scope of animated videos. The students tried to overcome these problems by using subtitles, pause, replay, Google Translate, downloading videos, choosing level-appropriate videos, discussing with friends, asking lecturers, and using other learning resources.

In relation to the findings described above, the themes and sub-themes concerning the problems encountered by students in using animated videos for learning English are presented in Table 4.5 below.

Table 4.5
Themes and Sub-themes : Problems Faced by Students in Using Animated Videos for Learning English

Themes	Sub-themes
Internal Learning Problems	Fast dialogue and listening difficulty. (Students had difficulty following fast-paced dialogue or fast audio in animated videos.) Unfamiliar accents and pronunciation issues. (Students faced problems with unfamiliar accents, pronunciation differences, or pronunciation that was too clear compared to real communication.) Difficult vocabulary and meaning-related difficulty. (Students found some vocabulary difficult to understand and needed subtitles, replay, or translation to understand the meaning.)
External Problems	Unstable internet connection. (Students experienced internet problems that interrupted the viewing process.) Distractions during video use. (Students were distracted by phone notifications or peers during the learning process.) Difficulty finding suitable videos. (Students found it difficult to find videos that matched their level, interests, or learning needs.) One-way learning and absence of direct feedback. (Animated videos did not provide two-way interaction, direct correction, or enough opportunities for

	practice.) Limited suitability for certain materials. (Animated videos were less suitable for theoretical learning, formal English, academic writing, advanced learning, and some complex materials.)
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Source : Researcher's Data Analysis, 2026

In summary, the findings of this study show that EFL students used animated videos because of interest-based motivation, easier understanding, accessibility, and flexibility in autonomous learning. Animated videos made English learning feel more enjoyable, relaxed, and understandable because students could connect English input with visual support, audio, character actions, expressions, and story contexts. The students mainly preferred animated videos for practical language aspects, including listening, pronunciation, speaking support, vocabulary development, and basic expressions in daily contexts. These aspects were considered suitable because animated videos provided spoken language, pronunciation models, contextual vocabulary, simple expressions, and examples of everyday communication. However, animated videos were considered less suitable for formal and complex language areas, such as formal grammar, academic writing, reading, writing, theoretical learning, formal English, and advanced-level materials because these areas required more structured explanation, interaction, correction, and direct feedback.

In using animated videos, the students selected materials by considering interest, understandability, language level, duration, storyline, topic, target

audience, video quality, learning needs, realism, accuracy, entertainment value, and easy access through platforms such as YouTube. During viewing, the students used different comprehension-support strategies, such as English or bilingual subtitles, pause, replay, slower playback speed, note-taking, screenshots, and Google Translate to understand unfamiliar vocabulary, unclear pronunciation, or fast dialogue. However, the students did not use these strategies in the same way. Some students reduced subtitle use to train listening, some avoided frequent pause or replay because it could disturb their focus, and others preferred watching at normal speed to become familiar with natural spoken English. After watching, several students reinforced their learning through imitation, repetition, vocabulary review, memorization, pronunciation practice, sentence production, and rewatching videos.

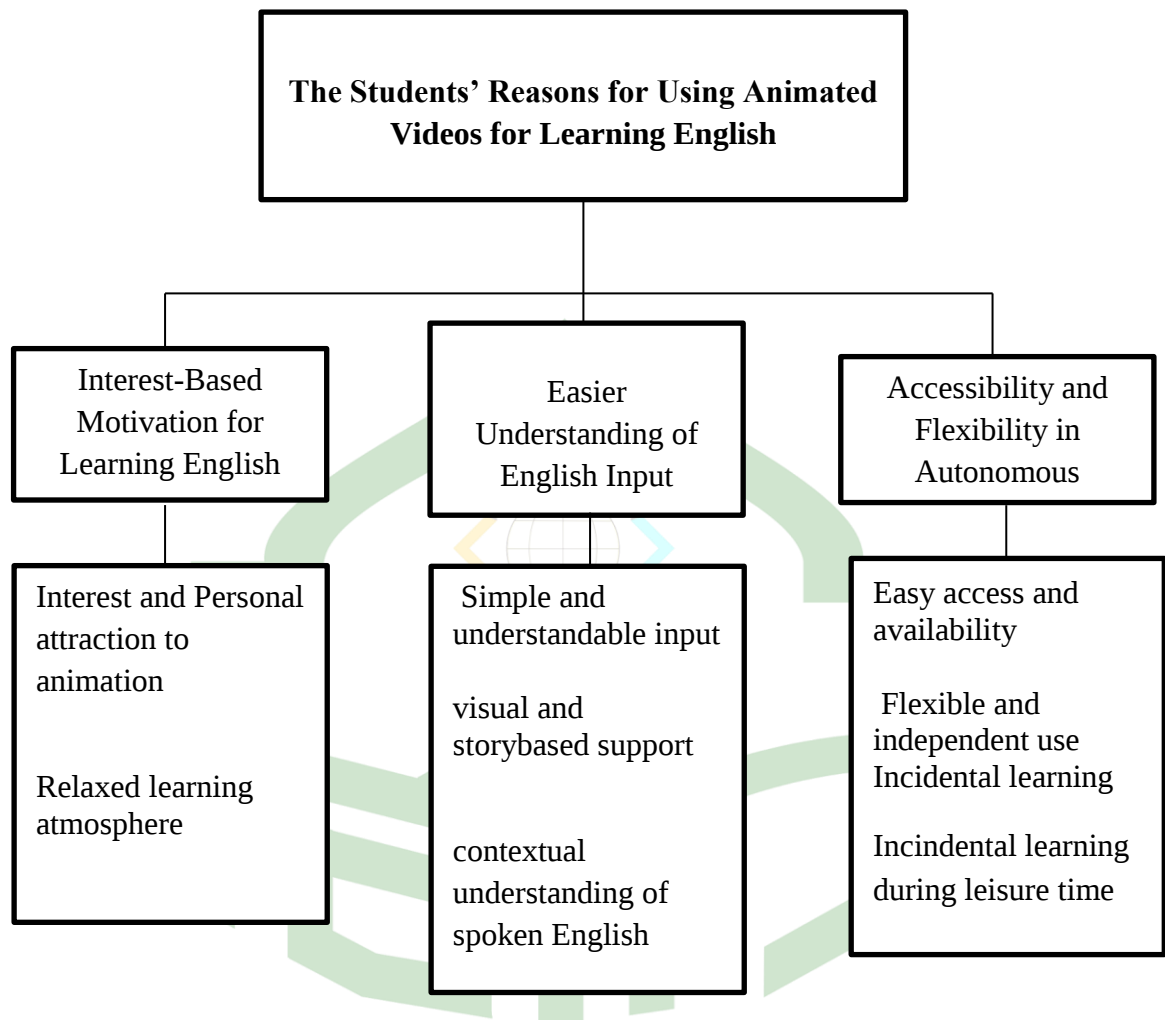
The students generally perceived animated videos as effective learning resources because they supported understandability, affective engagement, and perceived improvement in English skills. Animated videos helped students understand English input more easily through visual context, audio input, character actions, and storylines. They also made the learning process more enjoyable, motivating, relaxed, and less boring. Some students felt more confident and encouraged to learn because of the interesting stories and characters. In addition, students perceived improvement in several English aspects, especially listening, pronunciation, vocabulary growth, speaking confidence, accent imitation, and everyday language use. However, animated videos were not viewed as fully effective for all English learning needs because students still needed other

learning resources, structured explanation, interaction, correction, and direct feedback.

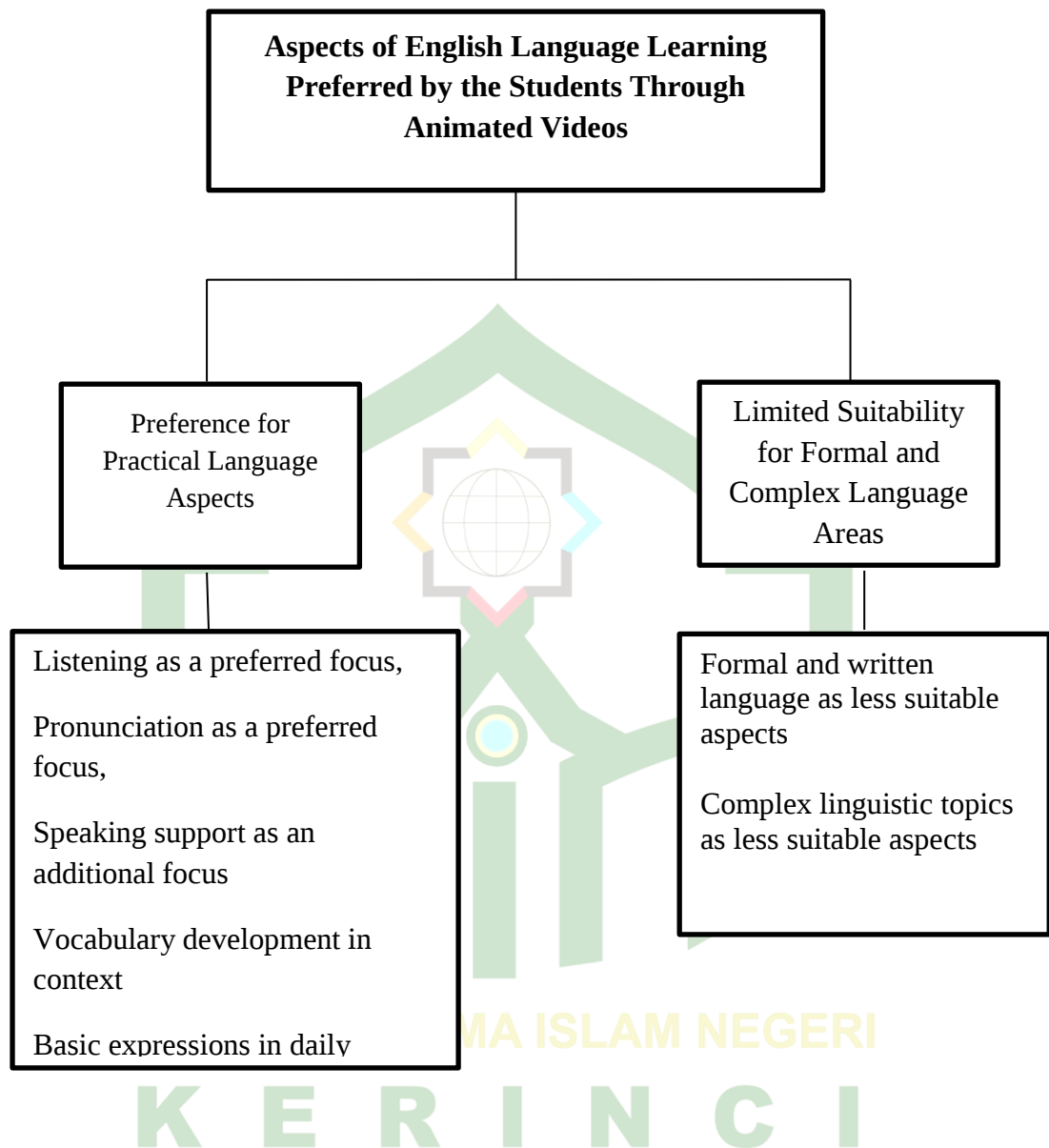
The students also faced internal learning problems and external problems when using animated videos. Internal learning problems included fast dialogue, listening difficulty, unfamiliar accents, pronunciation issues, difficult vocabulary, and meaning-related difficulty,. External problems included unstable internet connection, distractions from phone notifications or peers, difficulty finding suitable videos, one-way learning, absence of direct feedback, and limited suitability for formal, theoretical, and advanced materials. Therefore, animated videos can be understood as flexible and engaging resources that support autonomous English learning, but they still need to be combined with other strategies, interaction, and structured learning support.

To provide a clearer visual summary of the findings, the following figures present the themes and sub-themes derived from each research question. These figures show the relationship between the main findings, themes, and sub-themes in a more systematic form.

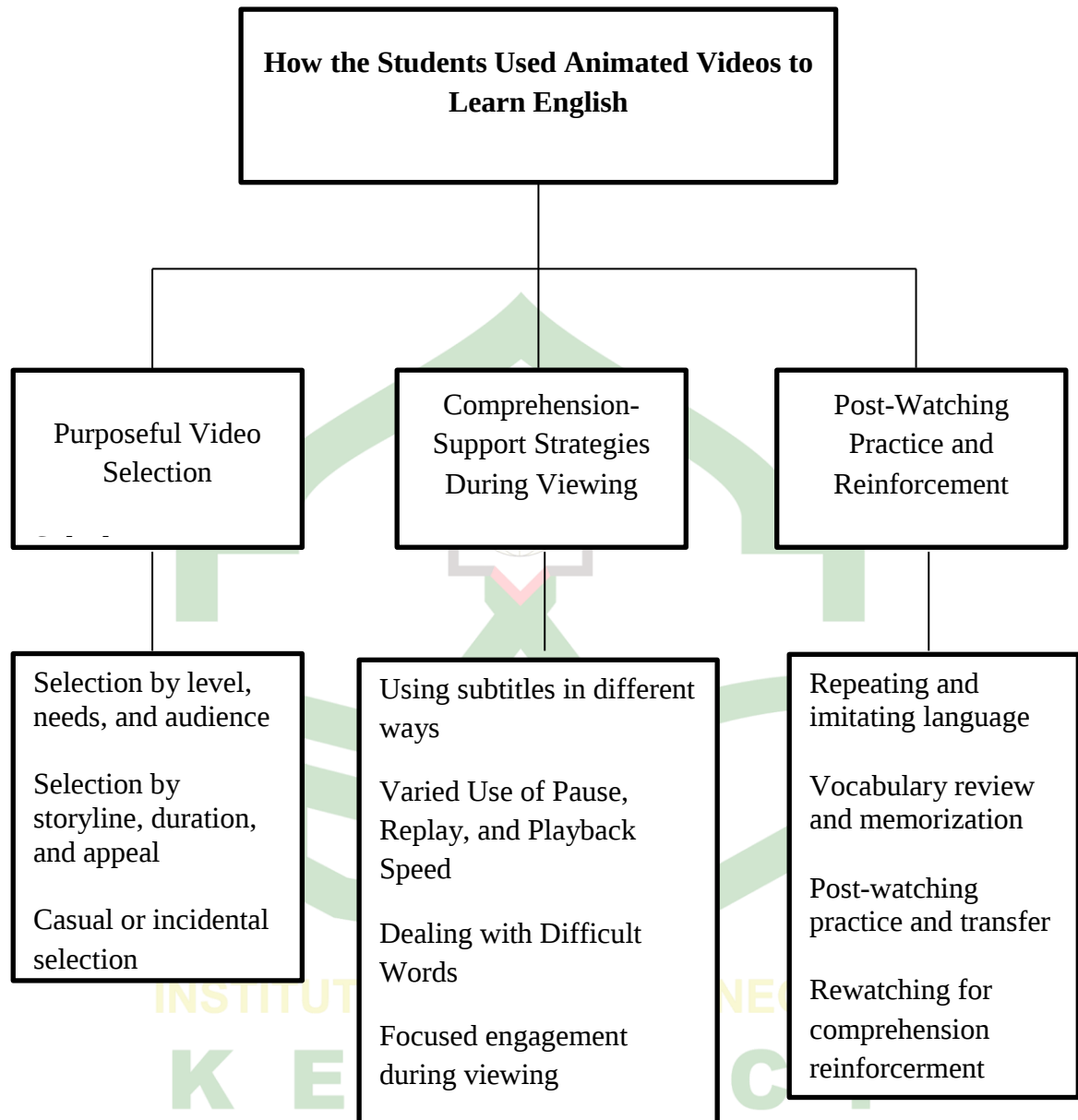
Finding 1 , Themes and Sub-themes.



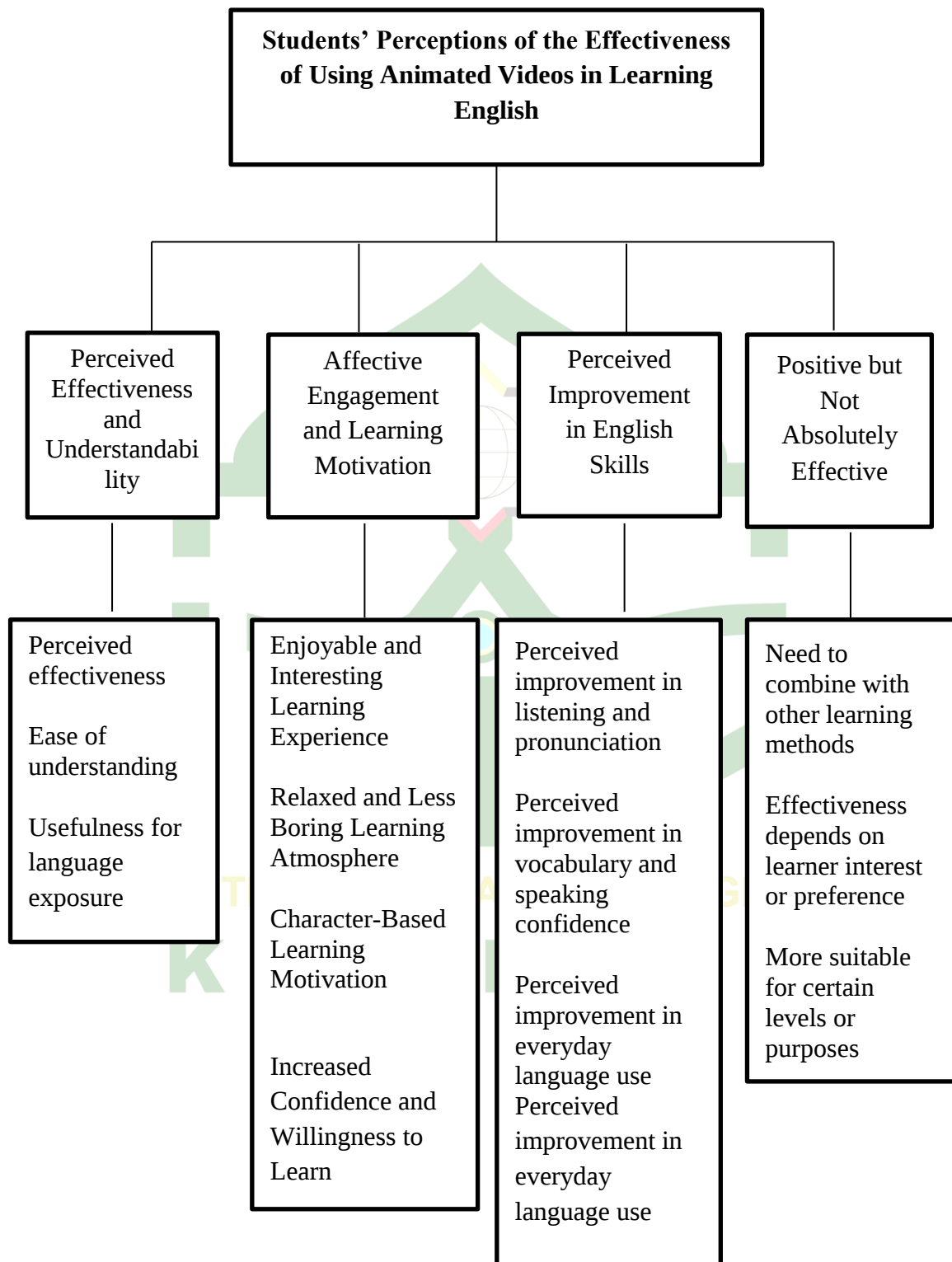
Finding 2 , Themes and Sub-themes.



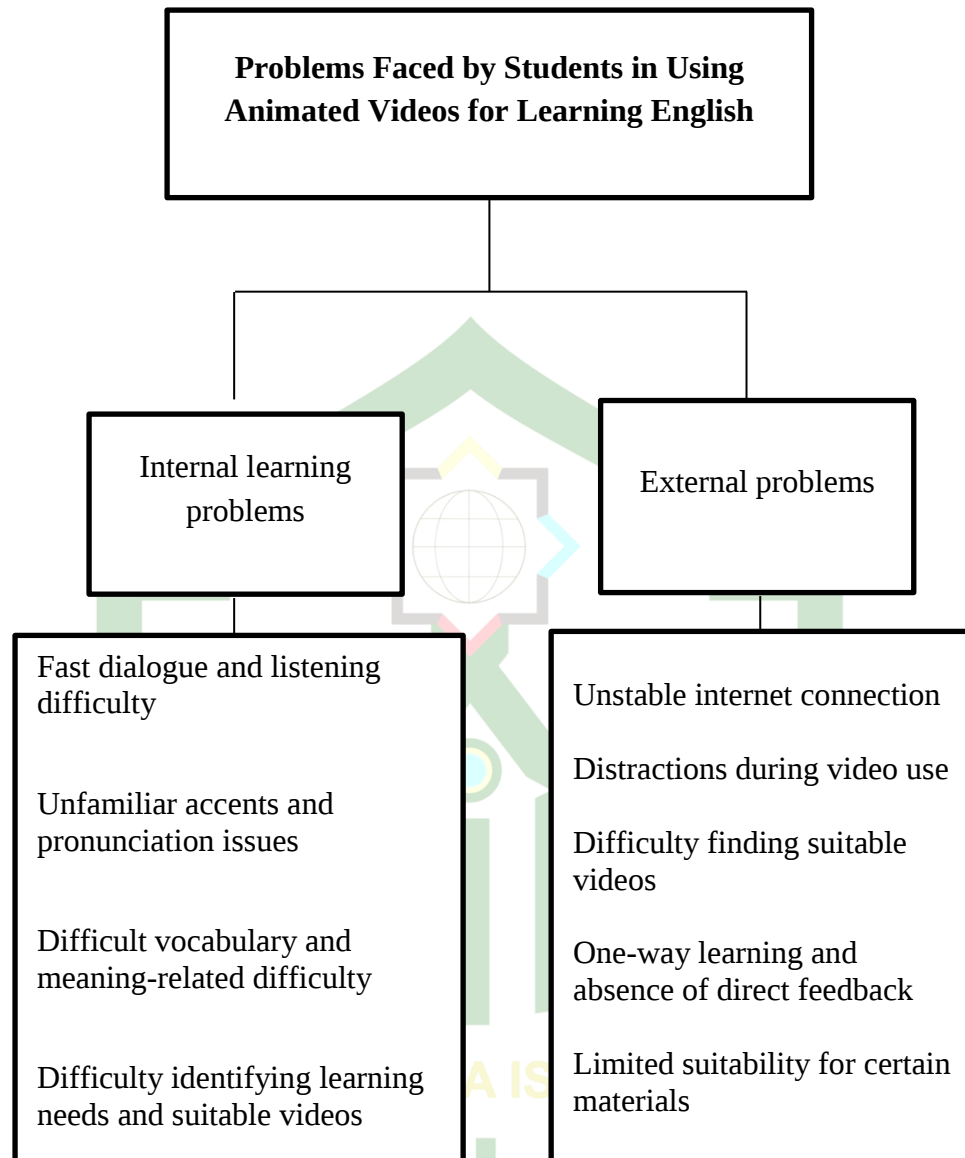
Finding 3 , Themes and Sub-themes.



Finding 4 , Themes and Sub-themes.



Finding 5 , Themes and Sub-themes.



B. Discussion

This section discusses the findings of the study in relation to the theories and previous studies presented in Chapter II. The discussion is organized based on the five research questions and is followed by the novelty and contribution of the study. This organization is used to clarify the relationship between the findings, the theories, and previous studies. In general, the findings show that animated videos were used by EFL students as enjoyable, low-pressure, understandable, accessible, and flexible learning resources. The findings also show that animated videos helped students learn English through visual support, audio input, story context, repeated exposure, and autonomous learning strategies. However, the findings also indicate that animated videos were not used in the same way by all students and were not considered suitable for all English learning needs. Therefore, this discussion not only explains how the findings support previous theories and studies, but also highlights the differences that become the contribution of the present study.

1. Students' Reasons for Using Animated Videos in English Learning

The findings show that students used animated videos for three main reasons: interest-based motivation, easier understanding of English input, and accessibility and flexibility in autonomous learning. These findings indicate that animated videos were not used merely as entertainment, but also as meaningful learning resources that helped students engage with English in a more enjoyable and less stressful way.

This finding is relevant to the theory of animated video discussed in Chapter II. Rahmawati (2018) explains that animated video is an audiovisual medium that combines moving images and sound to present messages, events, or stories. Similarly, Octaviany (2022) states that animated video consists of moving visual frames supported by audio, such as dialogue or narration. In this study, the combination of visual movement, character action, sound, and storyline made English learning more attractive for students. The students felt that animated videos were interesting and not boring because they could learn English while following stories and observing the actions of the characters.

The students' motivation was also related to the affective aspect of learning. They felt more relaxed when learning English through animated videos because the videos created a low-pressure learning atmosphere. This finding supports Andrasari et al. (2022), who state that animated videos can stimulate students' thoughts, feelings, and motivation through moving illustrations and narration. In the EFL context, this affective support is important because students often face anxiety or boredom when learning English through conventional methods. Animated videos helped them approach English more comfortably and naturally.

In addition, students used animated videos because they made English input easier to understand. The visual context, character movements, facial expressions, and story situations helped students understand words, sentences, and expressions more clearly. This finding supports Sari (2019), who states

that animated videos help students understand and remember learning materials through the combination of moving images, colors, and sound. Therefore, animated videos supported students' contextual understanding because meaning was not presented only through spoken language, but also through visual cues and story context.

The findings also show that animated videos supported autonomous learning. Students could access videos through digital platforms, especially YouTube, and use them during free time, at home, or in relaxed situations. This supports Mujahidah (2020), who explains that animated videos allow learners to access learning materials anytime and anywhere, adjust their learning pace, and review difficult parts. Thus, animated videos became flexible learning resources that matched students' independent learning habits.

2. Preferred English Language Aspects Learned Through Animated Videos

The findings show that students preferred to use animated videos for practical English language aspects, especially listening, pronunciation, vocabulary development, speaking support, and basic expressions in daily contexts. These aspects were preferred because animated videos provided spoken English, pronunciation models, visual situations, and contextual dialogues. This means that animated videos were more useful for practical and communicative English learning than for formal or theoretical learning.

This finding is consistent with the characteristics of animated videos explained in Chapter II. Animated videos combine visual and auditory

elements, allowing learners to understand language through both what they hear and what they see. In this study, students learned vocabulary through scenes, actions, and conversations. They also learned pronunciation by listening to how characters pronounced words and expressions. This supports Sari (2019), who states that animated videos present natural intonation, expressions, and accent variations commonly used in daily communication.

The students' preference for listening and pronunciation also supports the idea that animated videos facilitate multisensory learning. Through animated videos, students could listen to English dialogue while seeing the context of communication. This helped them connect spoken language with meaning. For EFL students, this is useful because listening and pronunciation are often difficult when students only depend on written materials or classroom explanation. Animated videos provided more contextual exposure to spoken English.

The finding also supports Hasmira (2017), who explains that animated videos can help learners imitate conversations, practice pronunciation, create sentences, and simulate dialogues. In this study, students used animated videos not only to understand vocabulary, but also to support speaking confidence and daily expression use. Therefore, animated videos helped students learn practical English that could be applied in everyday communication.

However, the findings also show that animated videos were considered less suitable for formal and complex English aspects, such as academic writing,

formal grammar, reading, writing, theoretical learning, pragmatics, and advanced language materials. This indicates that students had a selective view of animated videos. They did not consider animated videos effective for all English learning needs. Formal grammar and academic writing require structured explanation, direct correction, and intensive practice, while animated videos usually provide simple, informal, and contextual language. Therefore, animated videos are more appropriate as supplementary media for practical language learning rather than as the main source for formal English learning.

3. Students' Ways of Using Animated Videos for English Learning

The findings reveal that students used animated videos through three main processes: purposeful video selection, comprehension-support strategies during viewing, and post-watching practice. These findings show that students were not passive viewers. They actively selected videos, used learning strategies while watching, and reinforced their learning after watching.

Before watching, students selected animated videos based on several considerations, such as language level, storyline, duration, attractiveness, video quality, target audience, and learning needs. This finding supports Nurmayana and Siregar (2025), who explain that learners need to select animated videos relevant to their learning goals, such as vocabulary, daily conversation, or grammar. In this study, students mostly selected videos that were interesting and understandable. Some students selected videos for specific learning purposes, while others selected them because they liked the story, characters,

or animation style. This shows that autonomous learning through animated videos was influenced by both academic needs and personal interest.

During the viewing process, students used various strategies to support comprehension. These strategies included using subtitles, pausing the video, replaying difficult parts, adjusting playback speed, taking screenshots, translating unfamiliar words, and taking notes. This finding is in line with Fitriani (2020), who states that learners can use active strategies while watching videos, such as pausing, taking notes, replaying difficult parts, and repeating pronunciation. The themes in the findings also show that students used subtitles in different ways, varied their use of pause, replay, and playback speed, dealt with difficult words, and maintained focused engagement during viewing.

The use of subtitles was one of the most important strategies. Some students used English subtitles to connect spelling and pronunciation, while others reduced subtitle use to train their listening ability. This shows that students' learning strategies varied according to their proficiency level and learning goals. Students who needed more support used subtitles to understand the meaning, while students who wanted to improve listening tried to depend less on subtitles.

After watching, some students reinforced their learning by repeating sentences, imitating pronunciation, reviewing vocabulary, memorizing expressions, rewatching videos, and practicing sentences. This supports

Arianda et al. (2023), who state that learners can strengthen their understanding after watching animated videos by imitating conversations, creating new sentences, and conducting dialogue simulations. However, the observation data also showed that not all students consistently practiced after watching. This indicates that students' autonomous learning practices were flexible and situational. Their post-watching activities depended on time, motivation, learning purpose, and the video content.

4. Students' Perceptions of the Effectiveness of Animated Videos in English Learning

The findings of this study show that students generally perceived animated videos as effective media for learning English. This perception was reflected in four main themes: perceived effectiveness and understandability, affective engagement and learning motivation, perceived improvement in English skills, and positive but not absolutely effective. These themes indicate that students' perceptions were not only related to whether they liked animated videos, but also to how they evaluated the usefulness, clarity, motivational value, language benefits, and limitations of the medium in their English learning process.

The first theme, perceived effectiveness and understandability, shows that students viewed animated videos as useful and effective in supporting English learning. Students perceived animated videos as understandable because the videos combined audio, visuals, dialogue, character actions, expressions, and story contexts. These elements helped students understand

English input more easily and made the learning content clearer. This finding is consistent with Rahmawati and Siswana (2025), who found that animated videos helped students understand narrative texts, especially plot, characters, and setting. In this study, animated videos were perceived as effective because they provided contextualized language input and repeated exposure to spoken English, pronunciation, vocabulary, and everyday expressions.

The second theme, affective engagement and learning motivation, indicates that animated videos supported students' emotional involvement in the learning process. Students felt that animated videos made English learning more enjoyable, fun, interesting, relaxed, and less boring. Characters and stories in animated videos also motivated students to continue learning English and encouraged some of them to feel more confident. This finding supports Yasa (2023), who reported that animation videos were perceived positively because they were attractive, flexible, and useful as learning media. It also corresponds with Khairuna and Ismahani (2024), who found that animation movies supported students' motivation and learning experience in English language learning. Therefore, students' positive perception was influenced not only by cognitive understanding, but also by affective factors such as enjoyment, interest, comfort, motivation, and growing confidence.

The third theme, perceived improvement in English skills, shows that students believed animated videos helped them improve several practical aspects of English. Students perceived improvement in listening and

pronunciation because animated videos exposed them to spoken English, intonation, accent, and pronunciation models. They also perceived improvement in vocabulary and speaking confidence because the videos presented words and expressions in meaningful contexts. In addition, students felt that animated videos helped them understand everyday language use, especially expressions used in daily communication. This finding is in line with Lathifah and Muhammad (2022), who found that video animation was perceived as useful for vocabulary development. It is also supported by Oktapiani et al. (2024), who showed that English-subtitled videos had positive effects on speaking, listening, and vocabulary skills. However, the improvement in this study should be understood as perceived improvement because the research did not measure students' language gains through statistical tests.

The fourth theme, positive but not absolutely effective, shows that students had a balanced perception of animated videos. Although students generally perceived animated videos positively, they did not consider them sufficient for all English learning needs. Some students stated that animated videos should be combined with reading, writing, lecturer guidance, peer discussion, or other learning resources. The effectiveness of animated videos also depended on learners' interests, preferences, language levels, and learning goals. This finding indicates that animated videos were perceived as more suitable for certain learners, levels, or purposes, particularly for practical and contextual English learning. However, for more formal or advanced learning

needs, students still required structured explanation, direct correction, interaction, and feedback.

This discussion is also consistent with the concept of perception explained in Chapter II. In this study, perception refers to students' views, interpretations, and evaluations of animated videos as media for learning English. Since this research used a qualitative design, students' perception was understood as perceived effectiveness based on their learning experiences, not as effectiveness measured through experimental or statistical procedures. Therefore, the findings show that animated videos were perceived as useful because they supported understandability, language exposure, motivation, confidence, and practical English learning.

Based on the discussion above, students' perceptions of animated videos can be understood as a reflective evaluation of their autonomous English learning experiences. Animated videos were perceived as effective and understandable because they provided meaningful audiovisual input. They also supported affective engagement and learning motivation by creating enjoyable and less stressful learning experiences. In addition, students perceived improvement in English skills, especially listening, pronunciation, vocabulary, speaking confidence, and everyday language use. Nevertheless, animated videos were viewed as positive but not absolutely effective because they still needed to be combined with other learning methods, lecturer guidance, peer interaction, and structured learning activities. Thus, animated videos are best

positioned as supportive media for autonomous English learning rather than as the only source of English learning

5. Problems Faced by Students in Using Animated Videos for English Learning

The findings show that students faced two major types of problems when using animated videos for learning English: internal learning problems and external problems. Internal problems were related to students' difficulties in understanding the language used in animated videos, while external problems were related to internet connection, learning environment, video selection, and the limitations of animated videos as learning media. The findings identify specific problems such as fast dialogue, unfamiliar accents, pronunciation issues, difficult vocabulary, unstable internet connection, distractions, difficulty finding suitable videos, one-way learning, absence of direct feedback, and limited suitability for certain materials.

The internal problems show that animated videos did not always make English learning easy. Some students had difficulty understanding fast speech, connected pronunciation, unfamiliar vocabulary, and different accents. This finding is similar to Diana Yunita's (2023) study, which found that students experienced difficulties with unfamiliar pronunciation, limited vocabulary, and speakers who spoke too fast or unclearly. In the present study, students tried to overcome these problems by using subtitles, replaying the video, slowing down the playback speed, translating unfamiliar words, or watching the video repeatedly.

The external problems were related to technological and environmental factors. Some students experienced unstable internet connection, while others were distracted by notifications, friends, or surrounding noise. This supports Andrasari et al. (2022), who state that the use of animated videos depends on digital devices and stable internet access. If the internet connection is unstable, students cannot use animated videos effectively. Therefore, the effectiveness of animated videos is not only determined by the quality of the video, but also by students' access to technology and their learning environment.

Another important problem was the limited interaction and absence of direct feedback. Animated videos are generally one-way media, so students cannot ask questions, receive correction, or clarify misunderstanding immediately. This finding supports Andrasari et al. (2022), who explain that animated videos may limit interaction between learners and teachers. In this study, students recognized that animated videos were useful, but they still needed lecturer guidance, discussion, or other learning resources to complete their understanding.

Based on these findings, animated videos should be positioned as supplementary media in English learning. They are useful for motivation, listening, pronunciation, vocabulary, speaking support, and everyday expressions, but they still need to be supported by direct feedback, structured practice, reading and writing activities, and classroom interaction. Thus,

animated videos can support English learning effectively when they are used actively and combined with other learning strategies.

Novelty of the Research

The novelty of this research lies in its contextual and theoretical contribution to the study of animated videos in EFL learning. This study does not merely describe animated videos as learning media, but explains how EFL students actually use animated videos as autonomous learning resources based on their own interests, needs, strategies, perceptions, and difficulties. Previous studies commonly focused on the use of animated videos in classroom instruction or on one specific English skill. In contrast, this study explores animated videos more comprehensively by examining students' reasons for using them, the English language aspects they prefer to learn, the ways they use the videos, their perceptions of effectiveness, and the problems they encounter during the learning process.

The first theoretical novelty of this research is related to the theory of animated video as audiovisual media. In Chapter II, animated video is defined as a medium that combines moving images and sound to present information, stories, or learning messages. Rahmawati (2018) explains that animated videos consist of moving images accompanied by audio, while Octaviany (2022) states that animated videos involve moving frames supported by dialogue or narration. Andrasari et al. (2022) also explains that animated video media can stimulate students' thoughts, feelings, and motivation through moving visual illustrations

and narration. The findings of this study strengthen this theory by showing that students used animated videos not only because the videos were visually attractive, but also because the combination of audio, visual actions, character expressions, and story context helped them understand English input more easily. Therefore, this study extends the theory of animated video by showing its practical function in students' autonomous English learning.

The second novelty is connected to the theory of animated videos in English language learning. Chapter II explains that animated videos support English learning because they provide visual and auditory input, help learners understand pronunciation and intonation, increase motivation, and support practical language skills. The findings of this study confirm this theoretical view because students preferred animated videos for learning listening, pronunciation, vocabulary, speaking support, and daily expressions. Students learned English through dialogue, scenes, character actions, and repeated exposure to spoken language. This indicates that animated videos functioned as contextual language input that helped students connect sound, meaning, and visual situations. Thus, this research strengthens the theory that animated videos can support multisensory and contextual English learning.

The third novelty is related to autonomous learning theory. In Chapter II, animated videos are described as media that support independent learning because learners can access materials anytime and anywhere, adjust their learning pace, and review difficult parts. The findings of this study add a more specific

explanation to this theory by showing how students actually practiced autonomous learning through animated videos. Students selected videos based on language level, storyline, duration, attractiveness, learning needs, and personal interest. They also controlled their own learning process by using subtitles, pausing, replaying, slowing down playback speed, translating difficult words, taking screenshots, taking notes, repeating expressions, and imitating pronunciation. Therefore, this study contributes to autonomous learning theory by showing that students were not passive viewers, but active learners who adjusted animated videos according to their own learning goals and difficulties.

The fourth novelty is related to the theory of learning strategies in using animated videos. Chapter II explains that learners can set learning goals before watching, apply active strategies while watching, and practice language after watching. The findings of this study support and expand this theory because students used different strategies depending on their needs and proficiency levels. Some students used subtitles to connect spelling and pronunciation, while others reduced subtitle use to train listening skills. Some students frequently paused and replayed the videos, while others preferred watching continuously to maintain concentration. This finding shows that the use of animated videos in autonomous learning is flexible and personal. The novelty of this study is therefore found in its explanation of the varied strategies used by EFL students when learning English through animated videos.

The fifth novelty is related to perception theory. Chapter II explains that perception is a process in which individuals receive, interpret, and understand information through the senses, which later forms their views, judgments, or responses toward an object or experience. The findings of this study show that students' perceptions of animated videos were formed through their direct learning experiences. Students perceived animated videos as effective because they could see visual context, hear spoken English, observe character actions, follow storylines, and repeat the videos when needed. They also felt that animated videos made English learning more enjoyable, less boring, and easier to understand. However, their perceptions were not completely absolute because they also recognized that animated videos were not suitable for all English learning purposes. This finding extends perception theory by showing that students' positive perceptions were shaped by both the benefits and limitations they experienced while using animated videos.

The sixth novelty is related to the advantages and disadvantages of animated videos in English learning. Chapter II explains that animated videos have several advantages, such as easy access, attractive visual presentation, flexibility, multisensory support, systematic presentation, and better retention. However, animated videos also have disadvantages, including dependence on internet connection, limited interaction, possible distraction, passive learning, and lack of direct feedback. The findings of this study confirm these theoretical advantages and disadvantages in real student experiences. Students found animated videos useful for motivation, comprehension, vocabulary, listening, pronunciation, and

daily expressions. At the same time, they experienced problems such as fast dialogue, unfamiliar accents, pronunciation difficulties, difficult vocabulary, unstable internet connection, distractions, difficulty finding suitable videos, one-way learning, absence of direct feedback, and limited suitability for formal or complex materials. Therefore, this study contributes novelty by presenting a balanced understanding of animated videos as useful but limited learning media.

Another important novelty of this research is its contextual contribution. This study was conducted among EFL students of the English Department at the State Islamic Institute of Kerinci in the academic year 2025/2026. The focus of the study is not on teacher instruction, classroom treatment, or test-based improvement, but on students' autonomous use of animated videos in their own learning context. This makes the study different from previous research because it provides a more natural and contextual understanding of how students use animated videos outside formal classroom activities. The findings show that animated videos became flexible supplementary media that supported students' English learning, especially when students selected appropriate videos, used active strategies, and combined the videos with other learning resources.

Overall, the novelty of this research lies in its integration of animated video theory, English language learning theory, autonomous learning theory, learning strategy theory, perception theory, and the theory of advantages and disadvantages of animated videos. This study shows that animated videos are not only entertaining audiovisual media, but also contextual, flexible, and strategy-based

learning resources for EFL students. At the same time, this study emphasizes that animated videos cannot fully replace structured instruction, formal academic practice, direct interaction, and teacher feedback. Therefore, this research contributes to a more comprehensive understanding of animated videos as supplementary media for autonomous English learning in an EFL university context.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This study sought to explore students' reasons for using animated videos for learning English, identify the English language aspects students preferred to learn through animated videos, examine how students used animated videos to support their English learning, analyze students' perceptions of the effectiveness of animated videos in English learning, and explore the problems students faced when using animated videos for learning English. Based on the findings and discussion of this study, the following conclusions can be drawn.

1. EFL students used animated videos because they found them interesting, enjoyable, understandable, accessible, and flexible for learning English. Animated videos created a relaxed and low-pressure learning atmosphere, so students could engage with English more comfortably. The combination of visual elements, audio input, character actions, expressions, and story context helped students understand words, sentences, and spoken English input more easily. In addition, animated videos were easy to access through digital platforms and could be used independently outside the classroom. Therefore, animated videos were used not only as

entertainment, but also as autonomous learning resources that supported students' English learning process.

2. Animated videos were mainly used for practical and contextual English learning. The students preferred to learn listening, pronunciation, vocabulary development, speaking support, and basic expressions in daily contexts through animated videos. These aspects were suitable because animated videos provided spoken language, pronunciation models, dialogues, visual situations, character actions, and examples of everyday communication. Through animated videos, students learned vocabulary and expressions through scenes, actions, dialogues, and story situations rather than as isolated language items. However, animated videos were less suitable for formal and complex English learning areas, such as formal grammar, academic writing, reading, writing, theoretical learning, pragmatics, complex linguistic topics, formal English, and advanced materials because these areas required more structured explanation, direct guidance, correction, interaction, and systematic practice.
3. The students used animated videos through purposeful video selection, comprehension-support strategies during viewing, and post-watching practice and reinforcement. In selecting videos, they considered learning suitability, personal interest, understandability, language level, duration, storyline, topic, target audience, video quality, realism, accuracy, entertainment value, and accessibility. During viewing, they used English or bilingual subtitles, pause, replay, slower playback speed, note-taking,

screenshots, and Google Translate to understand unfamiliar vocabulary, unclear pronunciation, or fast dialogue. After watching, several students reinforced their learning through imitation, repetition, vocabulary review, memorization, pronunciation practice, sentence production, and rewatching. However, these strategies were not applied in the same way by all students because their autonomous learning practices depended on their learning purposes, available time, learning habits, and the particular videos being watched.

4. Students generally perceived animated videos as effective and understandable learning media. Animated videos were perceived as helpful because they combined audio and visual elements, presented English in meaningful contexts, and made English input easier to understand. The enjoyable presentation, interesting stories, and appealing characters also supported students' affective engagement and learning motivation. Students felt more motivated, relaxed, less bored, and more confident when learning English through animated videos. They also perceived that animated videos helped them improve several English aspects, especially listening, pronunciation, vocabulary, speaking confidence, accent imitation, and understanding everyday language use. Nevertheless, animated videos were not perceived as fully sufficient for all English learning needs because their effectiveness depended on students' proficiency levels, interests, learning purposes, and the English aspects being learned.

5. The students faced internal learning problems and external problems when using animated videos for learning English. Internal learning problems included fast dialogue, listening difficulty, unfamiliar accents, pronunciation issues, difficult vocabulary, meaning-related difficulty, and difficulty identifying learning needs and suitable videos. External problems included unstable internet connection, distractions from phone notifications or peers, difficulty finding suitable videos, one-way learning, absence of direct feedback, and limited suitability for certain materials. These problems show that animated videos can support autonomous English learning, but they cannot stand alone as the only learning source. Therefore, animated videos need to be combined with other learning resources, lecturer guidance, peer interaction, speaking practice, writing practice, and structured learning activities to support more complete English language development.

B. Suggestions

Based on the conclusions above, several suggestions are proposed for students, lecturers, the English Department, and future researchers.

First, students are suggested to use animated videos more actively and purposefully in learning English. Students should not only watch animated videos for entertainment, but also set specific learning goals before watching. For example, they may focus on learning new vocabulary, improving pronunciation, understanding expressions, or practicing listening comprehension. By having clear learning goals, students can use animated videos more effectively as learning media.

Second, students are encouraged to apply active learning strategies while watching animated videos. They can use English subtitles to connect pronunciation and spelling, pause and replay difficult parts, write down unfamiliar words, take screenshots of important scenes, imitate the pronunciation of characters, and practice using new expressions in their own sentences. These strategies can help students move from passive watching to active learning.

Third, students should choose animated videos that are suitable for their English level and learning needs. Videos that are too difficult, too fast, or too long may make students confused and reduce their motivation. Therefore, students need to consider the topic, language level, duration, storyline, and clarity of pronunciation before using animated videos as learning materials.

Fourth, students should not depend only on animated videos to learn English. Since animated videos are limited in explaining formal grammar, academic writing, reading, and complex language topics, students need to combine them with other learning sources, such as textbooks, dictionaries, grammar references, academic materials, classroom discussions, and lecturer feedback. This combination can help students develop their English skills more comprehensively.

Fifth, lecturers are suggested to use animated videos as supplementary media in English teaching. Lecturers can recommend appropriate animated videos that match the students' proficiency level and the learning objectives. Animated videos can be used to support listening activities, pronunciation practice, vocabulary learning, speaking exercises, and contextual expression learning. However, lecturers should still provide explanation, correction, and feedback so that students do not misunderstand the language input from the videos.

Sixth, lecturers can design follow-up activities after students watch animated videos. These activities may include vocabulary exercises, pronunciation drills, retelling the story, role-play, dialogue practice, short reflection writing, or group discussion. Through these activities, animated videos can become more interactive and meaningful for English learning.

Seventh, the English Department is suggested to support students' autonomous learning by providing guidance on the effective use of digital learning media. The department may provide a list of recommended animated

video channels or learning platforms that are suitable for English learners. This can help students select appropriate videos and avoid using materials that are not relevant to their learning needs.

Eighth, the institution may also improve digital learning support by encouraging lecturers and students to integrate multimedia resources into English learning. Since many students already use animated videos independently, institutional support can help make this practice more directed, educational, and beneficial for students' language development.

Ninth, future researchers are suggested to conduct similar studies with a larger number of participants or in different educational contexts. This is important because the present study only involved six students from the English Department of the State Islamic Institute of Kerinci. Future research with broader participants may provide more varied findings about the use of animated videos in EFL learning.

Tenth, future researchers may also use quantitative or mixed-method research designs to measure the actual effect of animated videos on students' English proficiency. Since the present study focused on students' experiences and perceptions, further research can examine whether animated videos significantly improve listening, pronunciation, vocabulary, speaking, or other English skills through tests or experimental procedures.

Eleventh, future researchers may compare animated videos with other digital learning media, such as podcasts, short films, educational YouTube videos, interactive videos, or language learning applications. Such comparison can help identify which media are more suitable for specific English learning purposes.



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APPENDICES

APPENDIX I

A. Interview Guide

Informant :		
Day/Date :		
Time :		
Location :		
	Research Questions	Interview Questions
1.	Why do the students use animated videos for learning English ?	1. Since when have you used animated videos for learning English? 2. What motivates you to use animated videos for learning English ? 3. What reasons make you choose animated videos for learning English? 4. In what situations do you usually use animated videos for learning English ?
2.	What aspects of English language learning do the students prefer to learn through animated videos?	1. What English skills or knowledge do you usually focus on when watching animated videos? 2. Why do you prefer learning those aspects through animated videos? 3. How do animated videos help you understand those particular English skills? 4. Are there any English skills that you think are less suitable to learn through animated videos? Why?
3.	How do the students use animated videos to learn English ?	1. How do you select animated videos to watch? 2. How do you use animated videos for learning English? Please provide examples 3. Do you use subtitles while watching? Please explain how and why. 4. Do you use features such as pause, replay, or playback speed? 5. Do you take notes while watching? What do you usually write down? 6. Do you imitate pronunciation or practice speaking during or after watching the video? Please describe how. 7. What do you usually do after watching the video to reinforce your learning?
4.	What are students' perceptions of the effectiveness of using animated videos in learning English ?	1. In your opinion, how effective are animated videos in helping you learn English? 2. How do animated videos influence your motivation to learn English? 3. Have you noticed any improvement in your

		English skills since using animated videos? Please explain. 4. In your experience, what advantages do animated videos provide in your English learning? 5. Would you recommend animated videos to other students? Why?
5.	What problems do the students face in using Animated Videos for learning English ?	1. Have you experienced difficulties while using animated videos? 2. What kind of problems do you usually encounter? 3. How do you deal with those problems? 4. Do you think animated videos have limitations? 5. What suggestions do you have to improve their use in learning?

Kerinci, April 2026

Validator

Prof. Dr. Daflizar, S.Pd.,MA.
Nip. 197312262003121001

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

APPENDIX II

Interview Transcript

1. Script student record during interview (student 1)

Informant : AT Day/Date : Monday, 6 April 2026 Semester : 4 Time : 13.00- 13.35 Location : Campus	
Discourse Unit	Discourse
1.	R : Since when have you used animated videos for learning English? (<i>Sejak kapan Anda menggunakan video animasi untuk belajar bahasa Inggris?</i>) S1: As far as I remember, I have been using animated videos since junior high school. At that time, I started to become familiar with digital media, so animated videos became an accessible and interesting learning resource for me. (<i>Seingat saya tu...., sejak saya SMP saya sudah menggunakan video animasi untuk belajar bahasa Inggris. Pada masa itu, saya mulai mengenal berbagai media digital, sehingga video animasi menjadi salah satu sumber belajar yang mudah diakses dan menarik.</i>)
2.	R : What motivates you to use animated videos for learning English? (<i>Apa yang memotivasi Anda untuk menggunakan video animasi dalam belajar bahasa Inggris?</i>) S1: When I was younger sis, I easily got bored. Using animated videos helps me study more enthusiastically because the videos are interesting and not boring. In addition, the learning atmosphere becomes more relaxed, so I do not feel pressured when learning English. (<i>Dikarenakan dulu saya masih kecil kak, jadi mudah bosan. Nah Menggunakan video animasi ini</i>

	<i>membantu saya untuk belajar lebih giat karena videonya menarik dan tidak membuat saya bosan. Selain itu, suasana belajar menjadi lebih santai sehingga saya tidak merasa tertekan saat belajar bahasa Inggris.)</i>
3.	R : What reasons make you choose animated videos for learning English? <i>(Alasan apa yang membuat Anda memilih video animasi untuk belajar bahasa Inggris?)</i> S1: Because they can improve my listening skills, provide a lot of vocabulary, are interesting, and help me understand difficult material more easily. Animated videos also provide story context, which makes it easier for me to understand the meaning of words and sentences compared to just reading text. <i>(Karena bisa meningkatkan listening, terdapat banyak kosakata, videonya menarik dan tidak membosankan, serta mempermudah saya memahami materi yang rumit. Video animasi juga memberikan konteks cerita sehingga saya lebih mudah memahami makna kata atau kalimat dibandingkan hanya membaca teks.)</i>
4.	R : In what situations do you usually use animated videos for learning English? <i>(Dalam situasi apa Anda biasanya menggunakan video animasi untuk belajar bahasa Inggris?)</i> S1: I usually use animated videos when I want to learn vocabulary or basic sentences, when learning through visual context, and when the material feels difficult so that it becomes easier to understand. I also use them during independent study at home as a supplement to school lessons. <i>(Saya menggunakan video animasi saat ingin mempelajari kosakata atau kalimat dasar saat belajar, melalui konteks visual dan ketika pelajaran terasa rumit agar lebih mudah dipahami. Saya juga menggunakannya saat belajar mandiri di rumah sebagai pelengkap materi dari sekolah.)</i>

5.	R : What English skills or knowledge do you usually focus on when watching animated videos? <i>(Keterampilan atau pengetahuan bahasa Inggris apa yang biasanya Anda fokuskan saat menonton video animasi?)</i> S1: I usually focus on listening skills, vocabulary development, pronunciation as these are essential for understanding and communicating in English. <i>(Saya fokus pada listening, vocabulary, pronunciation karena itu adalah dasar untuk memahami dan berkomunikasi dalam bahasa Inggris.)</i>
6.	R : Why do you prefer learning those aspects through animated videos? <i>(Mengapa Anda lebih memilih mempelajari aspek tersebut melalui video animasi?)</i> S1: I prefer this method because it is enjoyable, reduces learning pressure, and provides clear context. The combination of audio, visuals, and storytelling also increases my motivation. It feels like learning while being entertained. <i>(Karena menyenangkan, mengurangi tekanan belajar, konteksnya jelas, dan meningkatkan motivasi melalui kombinasi suara, gambar, dan cerita. Rasanya seperti belajar sambil menikmati hiburan.)</i>
7.	R : How do animated videos help you understand those particular English skills? <i>(Bagaimana video animasi membantu Anda memahami keterampilan bahasa Inggris tersebut?)</i> S1: Animated videos combine audio and visual elements, allowing me to see mouth movements while hearing pronunciation at the same time. I can also imitate the dialogue to better understand accents and pronunciation. This process helps me retain vocabulary more effectively. <i>(Karena ada suaranya dan visual, saya bisa melihat gerakan mulut dan mendengar suara sekaligus, serta meniru dialog untuk memahami aksen. Hal ini juga membantu saya mengingat kosakata dengan lebih baik.)</i>
8.	R : Are there any English skills that you think are less suitable to learn through animated videos? Why? <i>(Apakah ada</i>

	<i>keterampilan bahasa Inggris yang menurut Anda kurang cocok dipelajari melalui video animasi? Mengapa?)</i> S1: Yes, formal grammar and academic writing are less suitable because animated videos typically use simple and informal language. For those skills, I need more structured explanations and practice. <i>(Ya, seperti tata bahasa formal dan menulis akademis karena animasi menggunakan bahasa sederhana. Untuk itu, saya membutuhkan penjelasan yang lebih terstruktur.)</i>
9.	R :How do you select animated videos to watch? <i>(Bagaimana Anda memilih video animasi untuk ditonton?)</i> S1: I select them based on the target audience, duration, video quality, storyline, and theme. I also consider whether the language level matches my proficiency. <i>(Berdasarkan usia target, durasi, kualitas video, cerita, dan tema, serta kesesuaian dengan kemampuan saya.)</i>
10.	R : Why do you choose animated videos based on those factors? <i>(Kenapa kamu memilih video animasi berdasarkan hal hal tersebut ?)</i> S1: it's more enjoyable and easier to understand. If it matches the target audience, has the right duration, good quality, and an interesting story, it won't feel boring. I also match the language to my level so I can understand it better. <i>(Biar lebih enak ditonton dan gampang dipahami. Kalau sesuai usia, durasi pas, kualitas bagus, dan ceritanya menarik, jadi nggak bosan. Bahasanya juga saya sesuaikan biar lebih ngerti.</i>
11.	R : How do you use animated videos for learning English? Please provide examples. <i>(Bagaimana Anda menggunakan video animasi untuk belajar bahasa Inggris? Mohon berikan contoh.)</i> S1: I choose videos appropriate to my level, use English subtitles, imitate dialogues, take notes on new vocabulary, and rewatch

	the videos. For example, I learned from Toy Story. (<i>Saya memilih sesuai level, menggunakan subtitle bahasa Inggris, meniru dialog, mencatat kosakata, dan menonton ulang, misalnya dari Toy Story.</i>)
12.	R : You previously mentioned using subtitles. Please explain how and why. (<i>Apakah Anda menggunakan subtitle saat menonton? Jelaskan bagaimana dan mengapa.</i>) S1: I use English subtitles while watching animated videos to connect the spelling of words with their pronunciation. This helps me understand unfamiliar vocabulary more easily and improves both my listening and reading skills. (<i>Saya menggunakan subtitle bahasa Inggris saat menonton video animasi untuk menghubungkan ejaan kata dengan pengucapannya. Hal ini membantu saya memahami kosakata yang belum familiar dengan lebih mudah serta meningkatkan kemampuan listening dan reading saya.</i>)
13.	R : Do you use features such as pause, replay, or playback speed? (<i>Apakah Anda menggunakan fitur seperti jeda, putar ulang, atau kecepatan pemutaran?</i>) S1: Yes, I use pause and replay to better understand dialogues and to take notes on vocabulary. (<i>Ya, saya menggunakan jeda dan putar ulang untuk memahami dialog dan mencatat kosakata.</i>)
14.	R : Could you explain how you use the pause and replay features? (<i>Bisakah Anda menjelaskan bagaimana Anda menggunakan fitur jeda pause dan putar ulang replay?</i>) S1: I usually pause the video when I hear unfamiliar words or sentences so I can think about their meaning. Then, I replay that part several times to make sure I understand it clearly and to practice listening more carefully. (<i>Saya biasanya menjeda video ketika mendengar kata atau kalimat yang tidak familiar agar bisa memahami maknanya. Setelah itu, saya memutar ulang bagian tersebut beberapa kali untuk memastikan saya benar-benar memahaminya dan melatih kemampuan listening</i>

	<i>saya dengan lebih baik.)</i>
15.	R : Alright, how about the playback speed feature? Previously, you only mentioned taking notes and replaying the video. <i>(Baiklah, bagaimana dengan kecepatan pemutaran? Sebelumnya, Anda hanya menyebutkan mencatat dan memutar ulang video.)</i> S1: I do not use the playback speed feature because I find that using pause and replay is already sufficient for me. These features allow me to better understand the content and focus on difficult parts without missing important information. <i>(Saya tidak menggunakan fitur kecepatan pemutaran karena menurut saya penggunaan pause dan replay saja sudah cukup. Fitur tersebut membantu saya memahami materi dengan lebih baik dan fokus pada bagian yang sulit tanpa melewatkan informasi penting.)</i>
16.	R : You previously mentioned that you take notes. Could you please explain how and why you do this, and what you usually write down? <i>(Anda sebelumnya menyebutkan bahwa Anda mencatat. Bisakah Anda menjelaskan bagaimana dan mengapa Anda melakukannya, serta apa yang biasanya Anda tulis?)</i> S1: I usually take notes of new vocabulary while watching. After that, I look up the meanings using Google Translate so I can understand what the words mean. This helps me remember the vocabulary more easily and use it correctly. <i>(Saya biasanya mencatat kosakata baru saat menonton. Setelah itu, saya mencari artinya menggunakan Google Translate agar saya bisa memahami makna kata tersebut. Hal ini membantu saya mengingat kosakata dengan lebih mudah dan menggunakannya dengan benar.)</i>
17.	R : Do you imitate pronunciation or practice speaking during or after watching the video? Please describe how. <i>(Apakah Anda meniru pengucapan atau berlatih berbicara selama atau</i>

	<i>setelah menonton video? Jelaskan bagaimana caranya.)</i> S1: Yes, I listen carefully, pause the video, imitate the pronunciation, and repeat it several times to improve my fluency. <i>(Ya, saya mendengar, menjeda, meniru, dan mengulang untuk melatih kelancaran.)</i>
18.	R : What do you usually do after watching the video to reinforce your learning? <i>(Apa yang biasanya Anda lakukan setelah menonton video untuk memperkuat pembelajaran Anda?)</i> S1: I review the vocabulary, memorize it, practice pronunciation, and try to use it in simple sentences. <i>(Saya mempelajari kembali kosakata, menghafalnya, melatih pengucapan, dan mencoba menggunakannya dalam kalimat.)</i>
19.	R : Next, In your opinion, how effective are animated videos in helping you learn English? <i>(Selanjutnya, Menurut Anda, seberapa efektif video animasi dalam membantu Anda belajar bahasa Inggris?)</i> S1: They are very effective sis...because they combine audio and visual elements, making learning more engaging and helping me understand and retain vocabulary more effectively. <i>(Sangat efektif kakkarena menggabungkan audio dan visual sehingga membantu memahami dan mengingat kosakata.)</i>
20.	R : How do animated videos influence your motivation to learn English? <i>(Bagaimana video animasi memengaruhi motivasi Anda dalam belajar bahasa Inggris?)</i> S1: Animated videos have a positive influence on my motivation because they make learning more enjoyable and less stressful. The combination of visuals, sound, and storytelling keeps me interested, so I feel more enthusiastic and willing to learn English regularly. <i>(Video animasi memberikan pengaruh positif terhadap motivasi saya karena membuat proses belajar lebih menyenangkan dan tidak terlalu menekan. Kombinasi visual, suara, dan cerita membuat saya tetap tertarik,</i>

	<i>sehingga saya lebih antusias dan mau belajar bahasa Inggris secara rutin.)</i>
21.	R : Have you noticed any improvement in your English skills since using animated videos? Please explain. <i>(Apakah Anda melihat adanya peningkatan dalam keterampilan bahasa Inggris sejak menggunakan video animasi? Jelaskan.)</i> S1: Yes, my vocabulary has increased, my pronunciation and accent have improved, and I feel more confident in understanding English conversations sis.. <i>(Ya, kosakata saya bertambah, aksen membaik, dan saya lebih percaya diri kak.)</i>
22.	R : In your experience, what advantages do animated videos provide in your English learning? <i>(Dalam pengalaman Anda, apa kelebihan yang diberikan video animasi dalam pembelajaran bahasa Inggris Anda?)</i> S1: In my experience sis, animated videos make learning English easier and more enjoyable. They help me understand vocabulary better through context, improve my listening skills, and keep me motivated because the content is interesting and not boring. <i>(Menurut pengalaman saya kak, video animasi membuat belajar bahasa Inggris jadi lebih mudah dan menyenangkan. Video ini membantu saya memahami kosakata melalui konteks, meningkatkan kemampuan listening, dan membuat saya tetap termotivasi karena isinya menarik dan tidak membosankan.)</i>
23.	R : Would you recommend animated videos to other students? Why? <i>(Apakah Anda akan merekomendasikan video animasi kepada siswa lain? Mengapa?)</i> S1: Yes, because they provide positive benefits and are especially helpful for students who easily get bored with traditional learning methods. <i>(Ya, karena memberikan manfaat yang positif dan sangat membantu terutama bagi siswa yang mudah merasa bosan dengan metode pembelajaran tradisional.)</i>

24.	R : Have you experienced difficulties while using animated videos? (<i>Apakah Anda mengalami kesulitan saat menggunakan video animasi?</i>) S1: Yes, sis. I have experienced some difficulties, such as when the audio is too fast or when the internet connection is unstable. (<i>Ya, Kak. Saya pernah mengalami beberapa kesulitan, seperti ketika audionya terlalu cepat atau saat koneksi internet tidak stabil.</i>)
25.	R : What kind of problems do you usually encounter? (<i>Masalah apa yang biasanya Anda hadapi?</i>) S1: he main problems I usually face are fast-paced dialogue that is sometimes difficult to follow, as well as internet issues that can interrupt the video. (<i>Masalah utama yang biasanya saya hadapi adalah dialog yang terlalu cepat sehingga sulit diikuti, serta masalah internet yang dapat mengganggu pemutaran video.</i>)
26.	R : How do you deal with those problems? (<i>Bagaimana Anda mengatasi masalah tersebut?</i>) S1: Like I say before sis, I usually pause and replay the video when the dialogue is too fast so I can understand it better. For internet issues, I download the video first or watch it when the connection is more stable. (<i>seperti yang saya katakan tadi kak, saya biasanya menjeda dan memutar ulang video ketika dialog terlalu cepat agar lebih mudah dipahami. Sedangkan Untuk masalah internet, saya mengunduh video terlebih dahulu atau menontonnya saat koneksi lebih stabil.</i>)
27.	R : Ok, Do you think animated videos have limitations? (<i>Apakah Anda berpikir bahwa video animasi memiliki keterbatasan?</i>) S1: Yes, they are limited to one-way learning, provide less opportunity for practice, and do not offer direct feedback. (<i>Ya, mereka terbatas pada pembelajaran satu arah, memberikan lebih sedikit kesempatan untuk berlatih, dan tidak memberikan umpan balik langsung.</i>)

28.	R : Can you explain more what it means? (<i>Bisa kamu jelaskan lebih apa maksudnya?</i>) S1 :What I mean is this, sis. Animated videos are limited because they are one-way learning, so students only watch without interacting. They also give less chance to practice and no direct feedback, so learners may not know if they understand correctly. (<i>Maksud saya begini kak: video animasi memiliki keterbatasan karena hanya pembelajaran satu arah, jadi siswa hanya menonton tanpa berinteraksi. Selain itu, kesempatan latihan lebih sedikit dan tidak ada umpan balik langsung, sehingga siswa mungkin tidak tahu apakah sudah paham atau belum.</i>)
29.	R: Ok for the last question. What suggestions do you have to improve their use in learning? (<i>ok untuk pertanyaan terakhir. Saran apa yang Anda miliki untuk meningkatkan penggunaannya dalam pembelajaran?</i>) S1: I suggest choosing videos appropriate to the learner's level, using pause and replay features, enabling English subtitles, and combining them with other learning activities such as speaking and writing practice. (<i>Pilih video sesuai kemampuan, gunakan fitur pause dan ulang, gunakan subtitle Inggris, dan kombinasikan dengan latihan lain.</i>)
30.	R; OK, Thank you for your time. (<i>terima kasih atas waktu nya</i>) S1: Never mind. (<i>tidak apa apa</i>)

2. Script student record during interview (Student 2)

Informant : SR Day/Date : Monday, 7 April 2026 Semester : 4 Time : 09.20 – 09. 50 Location : Campus	
Discourse Unit	Discourse
1.	R : Since when have you used animated videos for learning English? (<i>Sejak kapan Anda menggunakan video animasi untuk belajar bahasa Inggris?</i>) S2: It seems roughly since junior high school, when English lessons had already become a subject in the school curriculum. (<i>Sepertinya kurang lebih pas masih SMP, untuk saat pelajaran mata pelajaran bahasa Inggris itu sudah masuk ke mata pelajaran di kurikulum sekolah.</i>)
2.	R : What motivates you to use animated videos for learning English? (<i>Apa yang memotivasi Anda untuk menggunakan video animasi dalam belajar bahasa Inggris?</i>) S2: Perhaps because it is more interesting, so it is more enjoyable when learning English using animated videos. (<i>Mungkin karena lebih menarik, jadi lebih enjoy ketika belajar bahasa Inggrisnya kalau menggunakan video animasi.</i>)
3.	R : What reasons make you choose animated videos for learning English? (<i>Alasan apa yang membuat Anda memilih video animasi untuk belajar bahasa Inggris?</i>) S2: Because animated videos cover listening and speaking learning, and also there is animation which makes it more interesting. So the listening learning is also easier to absorb, and for speaking it also connects with the listening learning. (<i>Karena video</i>

	animasi itu mencakup untuk pembelajaran listeningnya dan speaking, dan juga ada animasinya jadi lebih menarik. Nah jadi pembelajaran listeningnya pun lebih gampang dicerna, dan untuk speakingnya juga itu nyambung sama dari pembelajaran listeningnya tadi.)
4.	R : In what situations do you usually use animated videos for learning English? (<i>Dalam situasi apa Raina biasanya menggunakan video animasi untuk belajar bahasa Inggris?</i>) S2: Usually to learn, like to add new vocabulary, because English animated videos are also quite good for adding vocabulary. (<i>Biasanya untuk belajar seperti untuk menambah vocabulary baru, karena video animasi bahasa Inggris juga lumayan untuk menambah vocabulary.</i>)
5.	R : What English skills or knowledge do you usually focus on when watching animated videos? (<i>Keterampilan atau pengetahuan bahasa Inggris apa yang biasanya Anda fokuskan saat menonton video animasi?</i>) S2: I think for animated videos it is more towards knowledge, because as I mentioned earlier it adds vocabulary so it increases word stock. (<i>Kayaknya kalau untuk video animasi itu lebih ke knowledge, karena tadi seperti mendapat vocabulary jadi menambah perbendaharaan kata.</i>)
6.	R : What skills can we learn from animated videos? (<i>Biasanya skill apa yang bisa kita pelajari di animation video?</i>) S2: If skills, perhaps more towards comprehension skills in understanding conversations, because sometimes in animated videos we see what people's conversations are like. (<i>Kalau skill mungkin lebih ke skill comprehension dalam memahami conversation, karena kadang video animasi itu kita melihat percakapan orang-orang seperti apa.</i>)
7.	R : Why do you prefer learning aspects such as listening, speaking, and vocabulary through animated videos? (<i>Mengapa Anda lebih memilih mempelajari aspek tersebut seperti listening,</i>

	<i>speaking, vocabulary melalui video animasi?)</i> S2: Perhaps because in animated videos listening is easier to understand because there is animation compared to if we practise listening on a website specifically for lessons which is a bit difficult. Sometimes we hear the conversation vaguely. Then for vocabulary it also connects better because it is a conversation, so it quite adds to vocabulary for everyday conversation. <i>(Mungkin karena kalau di video animasi itu untuk listening lebih mudah dipahami karena ada animasinya dibanding kalau kita belajar listening di website yang khusus pelajaran itu agak susah. Kadang kita samar mendengar percakapannya. Kemudian kalau untuk vocabulary juga lebih nyambung karena itu percakapan, jadi lumayan menambah kosakata untuk percakapan sehari-hari.)</i>
8.	R : How do animated videos help you understand those English skills? <i>(Bagaimana video animasi membantu Anda memahami keterampilan bahasa Inggris tersebut?)</i> S2: Perhaps in listening, because watching often makes us more accustomed to hearing English conversations. In terms of speaking, because there are some animated characters with distinctive speaking styles, so we imitate their speaking style. For vocabulary, if there are new words it adds to word stock. <i>(Mungkin seperti di listening, karena sering menonton jadi lebih terbiasa mendengar percakapan bahasa Inggris. Dari segi speaking juga, karena ada beberapa karakter animasi yang gaya ngomongnya khas, jadi kita meniru gaya speakingnya. Untuk vocabulary, kalau ada kata-kata baru jadi menambah perbendaharaan kata.)</i>
9.	R : Are there any English skills that are less suitable to learn through animated videos? <i>(Apakah ada keterampilan bahasa Inggris yang menurut Anda kurang cocok dipelajari melalui video animasi?)</i> S2: Perhaps reading and writing, because they are not suitable to be

	used in learning using animated videos. There is no aspect that focuses only on writing or reading, because it leans more towards listening and speaking. (<i>Mungkin reading dan writing, karena tidak cocok dipakai di pembelajaran menggunakan animasi video. Tidak ada aspek yang fokus ke writing atau reading saja, karena lebih ke listening dan speaking.</i>)
10.	R : How do you select animated videos to watch? (<i>Bagaimana Anda memilih video animasi untuk ditonton?</i>) S2: Usually randomly, without a specific learning target. I just search using the keyword 'video animation', then random. (<i>Biasanya random, bukan yang ada target belajar tertentu. Paling cari pakai keyword video animation, terus random aja.</i>)
11.	R : How do you use animated videos for learning English? (<i>Bagaimana Anda menggunakan video animasi untuk belajar bahasa Inggris?</i>) S2: Usually watching while focusing on the video content, while paying attention to new words, and listening also focusing on what is being talked about. (<i>Biasanya menonton dengan fokus ke isi video, sambil memperhatikan kata-kata baru, dan listening juga fokus ke apa yang dibicarakan.</i>)
12.	R : Do you use subtitles when watching? (<i>Apakah Anda menggunakan subtitle saat menonton?</i>) S2: At first yes, because I was not fluent yet. But gradually I got used to it and now I no longer use subtitles. If there is a foreign word I usually translate it myself. (<i>Di awal-awal iya, karena belum fasih. Tapi lama kelamaan jadi terbiasa dan sekarang sudah tidak pakai subtitle. Kalau ada kata asing biasanya translate sendiri.</i>)
13.	R : Do you use the pause, replay, or video speed features? (<i>Apakah Anda menggunakan fitur pause, replay, atau kecepatan video?</i>) S2: Usually yes, especially to replay conversations. More often slowing it down so it is clearer. Previously I also often paused to read subtitles in more detail. (<i>Biasanya iya, terutama untuk</i>

	<i>mengulang percakapan. Lebih sering memperlambat supaya lebih jelas. Dulu juga sering pause untuk baca subtitle lebih detail.)</i>
14.	R : Do you take notes when watching? (<i>Apakah Anda mencatat saat menonton?</i>) S2: Sometimes yes, especially if I find a new word, it is noted down to look up the meaning in more detail later. (<i>Kadang iya, terutama kalau menemukan kata baru, nanti dicatat untuk dicari artinya lebih detail.</i>)
15.	R : Do you imitate pronunciation? (<i>Apakah Anda meniru pengucapan?</i>) S2: Yes, often. Usually if I find a new sentence or idioms, after watching they are often said out loud. (<i>Iya, sering. Biasanya kalau nemu kalimat baru atau idioms, habis nonton jadi sering diucapkan.</i>)
16.	R : What do you do after watching? (<i>Apa yang dilakukan setelah menonton?</i>) S2: New vocabulary is used so it is not forgotten and not only remembered when watching. (<i>Vocabulary baru itu dipakai biar tidak lupa dan tidak hanya diingat saat nonton saja.</i>)
17.	R : In your opinion, how effective are animated videos? (<i>Menurut Anda, seberapa efektif video animasi?</i>) S2: Quite effective, because it is more interesting and easy to absorb. Suitable for beginners as well as those who are already intermediate. (<i>Lumayan efektif, karena lebih menarik dan mudah dicerna. Cocok untuk pemula maupun yang sudah intermediate.</i>)
18.	R : Have you noticed any improvement in your skills? (<i>Apakah ada peningkatan keterampilan?</i>) S2: Yes, especially in listening because I am accustomed to hearing. Speaking has also improved because I am more confident, and vocabulary has increased. (<i>Ada, terutama di listening karena terbiasa mendengar. Speaking juga meningkat</i>

	<i>karena lebih percaya diri, dan vocabulary bertambah.)</i>
19.	R : What are the advantages of animated videos? (<i>Apa kelebihan video animasi?</i>) S2: More interesting and easy to understand, especially for beginners. (<i>Lebih menarik dan mudah dipahami, terutama untuk beginner.</i>)
20.	R : Do you recommend them? (<i>Apakah Anda merekomendasikannya?</i>) S2: Yes, especially for those who find it difficult to find learning motivation because they are easy to access and suitable for beginners. (<i>Iya, terutama untuk yang sulit menemukan motivasi belajar karena mudah diakses dan cocok untuk pemula.</i>)
21.	R : Have you experienced difficulties? (<i>Apakah Anda mengalami kesulitan?</i>) S2: So far there have been none, because it suits my learning style. (<i>Sejauh ini belum ada, karena cocok dengan gaya belajar saya.</i>)
22.	R : Are there any problems? (<i>Apakah ada masalah?</i>) S2: None either, so far it is still fine. (<i>Belum ada juga, sejauh ini masih oke.</i>)
23.	R : Are there any limitations? (<i>Apakah ada keterbatasan?</i>) S2: Perhaps there are, because it is more suitable for beginners or intermediate, not yet to the advanced level. For advanced perhaps podcast is more suitable. (<i>Mungkin ada, karena lebih cocok untuk beginner atau intermediate, belum sampai advance. Untuk advance mungkin lebih cocok podcast.</i>)
24.	R : Are there any suggestions? (<i>Apakah ada saran?</i>) S2: It can be used as a learning medium in the classroom, especially speaking class. For higher levels it can move on to translation or interpretation. (<i>Bisa digunakan sebagai media pembelajaran di kelas, terutama kelas speaking. Untuk tingkat lebih tinggi bisa ke translation atau interpretation.</i>)

3. Script student record during interview (student 3)

Informant : DA Day/Date : Tuesday, 7 April 2026 Semester : 6 Time : 19.00 – 20.00 Location : Whatsapp (voice note)	
Discourse Unit	Discourse
1.	R : Do you use animated videos for learning English? And since when have you been using animated videos? (<i>Apakah Anda menggunakan video animasi untuk belajar bahasa Inggris? Dan sejak kapan Anda menggunakan video animasi?</i>) S3: Yes, I use animated videos for learning English starting from semester 1 of college, so I started watching English-language animation at the beginning of my studies. Iya, (<i>Saya menggunakan video animasi untuk belajar bahasa Inggris itu mulai semester 1 perkuliahan, jadi saya mulai menonton animasi yang menggunakan bahasa Inggris itu awal-awal kuliah.</i>)
2.	R : What motivates you to use animated videos? (<i>Apa yang memotivasi Anda untuk menggunakan video animasi?</i>) S3: My motivation in using animated videos is that I find the learning in these videos simpler and easier to understand, and I also enjoy the creative side of the learning itself. (<i>Motivasi saya dalam menggunakan video animasi itu saya melihat di video animasi ini pembelajarannya lebih sederhana dan juga lebih mudah untuk dipahami, dan juga saya menyukai dari sisi kreatif pembelajaran itu sendiri.</i>)
3.	R : What are your reasons for choosing animated videos to learn English? (<i>Apa alasan Anda memilih video animasi untuk belajar bahasa Inggris?</i>)

	S3: As with the previous question, it is simple and also easier to understand, and when we watch these animated videos it feels like learning English with no pressure, so we enjoy the learning more. <i>(Seperti pertanyaan sebelumnya, sederhana dan juga lebih mudah untuk dipahami, dan apabila kita melihat video animasi ini seperti kita belajar bahasa Inggris itu tanpa tekanan sehingga kita belajarnya juga lebih enjoy.)</i>
4.	R : In what situations do you use animated videos? <i>(Dalam situasi apa Anda menggunakan video animasi?)</i> S3: I use animated videos in learning situations such as speaking, for situations that do not require very complex learning like syntax or morphology pragmatics. I do not use animated videos for those because I consider the impact and cause-and-effect of the learning itself. For simple learning like a little vocabulary or things we can introduce, I use animated videos. <i>(Saya menggunakan video animasi dalam situasi pembelajaran seperti speaking, untuk situasi yang tidak terlalu membutuhkan pembelajaran yang sangat rumit seperti sintetik ataupun morfologi pragmatik, itu saya tidak menggunakan video animasi karena saya memikirkan dampak dan sebab akibat dari pembelajaran itu sendiri. Kalau pembelajaran sederhana seperti vocabulary sedikit ataupun hal-hal yang bisa kita intro, itu saya menggunakan video animasi.)</i>
5.	R : What skills do you focus on? <i>(Keterampilan apa yang Anda fokuskan?)</i> S3: My skill focus in animated videos, as I mentioned, are more towards speaking and vocabulary. <i>(Fokus keterampilan saya di video animasi seperti yang saya bilang tadi, lebih ke speaking and vocabulary .)</i>
6.	R : Why do you choose that aspect? <i>(Mengapa Anda memilih aspek tersebut?)</i> S3: Animated videos are not the only method, they just serve as a support. To get away from learning that only consists of quizzes

	or reading books, I see animated videos as another good option for learning English. (<i>Video animasi ini bukan satu-satunya, cuma menjadi pendukung saja. Untuk keluar dari pembelajaran yang cuma kuis ataupun membaca buku, saya melihat video animasi ini sebagai opsi lain yang bagus untuk pembelajaran bahasa Inggris.</i>)
7.	R : How do animated videos help you? (<i>Bagaimana video animasi membantu Anda?</i>) S3: Animated videos help me in many ways such as motivation and foundational knowledge, making me more confident when speaking. We see examples in the video and get inspired to speak. (<i>Video animasi membantu saya dalam banyak hal seperti motivasi dan juga ilmu-ilmu dasar, membuat saya lebih percaya diri saat speaking. Kita melihat contoh pada video tersebut dan terinspirasi untuk berbicara.</i>)
8.	R : What is less suitable to learn? (<i>Apa yang kurang cocok dipelajari?</i>) S3: Complex topics like pragmatics and profiles are less suitable because there are other more effective methods. (<i>Yang kompleks seperti pragmatik, profil, itu kurang cocok karena ada metode lain yang lebih efektif.</i>)
9.	R : How do you choose animated videos? (<i>Bagaimana Anda memilih video animasi?</i>) S3: According to my needs, it also has to be realistic and the knowledge conveyed must be accurate, and the animation must also be interesting. (<i>Yang sesuai dengan kebutuhan saya, kemudian harus realistis dan ilmu yang disampaikan benar, dan juga animasi yang menarik.</i>)
10.	R : Can you give an example of how you use animated videos? (<i>Bisa berikan contoh penggunaan video animasi?</i>) S3: Like for speaking, a YouTube video becomes our speaking partner. We can see the videos and then practice as if having a conversation with someone. (<i>Seperti speaking, video dari</i>

	<i>YouTube itu menjadi partner bicara kita. Kita bisa melihat videos lalu mempraktikkan seolah-olah conversation dengan seseorang.)</i>
11.	R : Do you use subtitles? (Apakah Anda menggunakan subtitle?) S3: I use subtitles, but I tend to learn the language so I can focus without relying too much on them. (Saya menggunakan subtitle, tapi lebih cenderung mempelajari bahasanya sehingga bisa fokus tanpa terlalu bergantung.)
12.	R : Do you use the pause or replay feature? (Apakah menggunakan fitur pause atau replay?) S3: Rarely, because I feel it is not that necessary. (Jarang, karena saya rasa tidak terlalu dibutuhkan.)
13.	R : Do you take notes? (Apakah mencatat?) S3: No, I just capture the key points or screenshot the videos, after that I looking for in google translate. (Tidak, saya lebih menangkap poin-poin saja atau screenshot setelah itu dicari di google translate.)
14.	R : Do you imitate pronunciation? (Apakah meniru pengucapan?) S3: Yes, I imitate what is in the video, that is also a learning activity for me. (Iya, saya menirukan apa yang ada di video, itu juga aktivitas belajar bagi saya.)
15.	R : What do you do after watching? (Apa yang dilakukan setelah menonton?) S3: I recall the key points, connect them to daily activities, and practice them such as talking with friends or using new vocabulary. (Mengingat kembali poin-poin, mengaitkan dengan aktivitas sehari-hari, dan mempraktikkannya seperti berbicara dengan teman atau menggunakan vocabulary baru.)
16.	R : In your opinion, How effective are animated videos? (menurut mu, Seberapa efektif video animasi?) S3: Effective, but if you only focus on animated videos alone it is not enough. It must be combined with reading, writing, or direct learning with a lecturer. (Efektif, tapi kalau hanya fokus pada

	<i>video animasi saja tidak cukup. Harus digabung dengan membaca, menulis, atau pembelajaran langsung dengan dosen.)</i>
17.	R : Is there any improvement? (<i>Apakah ada peningkatan?</i>) S3: Yes, vocabulary has increased, speaking style has improved, and I am more confident because I am inspired by animated videos. (<i>Ada, vocabulary bertambah, gaya bicara lebih baik, dan lebih percaya diri karena terinspirasi dari video animasi.</i>)
18.	R : What are the advantages? (<i>Apa kelebihannya?</i>) S3: More relaxed, not tense, can be repeated endlessly, and easy to access. (<i>Lebih santai, tidak tegang, bisa diulang-ulang tanpa batas, dan aksesnya mudah.</i>)
19.	R : Do you recommend it? (<i>Apakah Anda merekomendasikan?</i>) S3: Yes, because it is more beneficial compared to other activities that have no impact. (<i>Iya, karena lebih bermanfaat dibanding aktivitas lain yang tidak berdampak.</i>)
20.	R : Are there any difficulties? (<i>Apakah ada kesulitan?</i>) S3: In the beginning there were, because I did not yet know my needs and which video was suitable, so I needed to do some self-evaluation first. (<i>Di awal ada, karena belum tahu kebutuhan dan video yang cocok, jadi perlu evaluasi diri dulu.</i>)
21.	R : How do you overcome those problems? (<i>Bagaimana mengatasi masalah tersebut?</i>) S3: Through self-evaluation and choosing videos that suit my needs. (<i>Dengan evaluasi diri dan memilih video yang sesuai dengan kebutuhan.</i>)
22.	R : Are there any limitations? (<i>Apakah ada keterbatasan?</i>) S3: Yes, because it is not two-way like in a classroom or on Zoom, so I need to look for additional input from the internet or ask a lecturer. (<i>Ada, karena tidak dua arah seperti di kelas atau zoom, jadi perlu mencari tambahan dari internet atau bertanya ke dosen.</i>)
23.	R : Do you have any suggestions? (<i>Apakah ada saran?</i>)

	S3: Animated videos should ideally be used as a complement, so we can learn more freely and effectively according to our needs. (<i>Sebaiknya video animasi digunakan sebagai pelengkap, agar kita bisa belajar lebih bebas dan efektif sesuai kebutuhan.</i>)
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4. Script student record during interview (student 4)

Informant : SZA Day/Date : Thursday , 09 April 2026 Semester : 6 Time : 09.20 - 09.50 Location : Campus	
Discourse Unit	Discourse
1.	R : First of all, does Saudari SZA use animated videos to learn English? (<i>Pertama-tama, apakah Saudari SZA menggunakan video animasi untuk belajar bahasa Inggris?</i>) S4: Yes, I sometimes use animated videos to learn English. (<i>Iya Kak, saya kadang-kadang menggunakan video animasi untuk belajar bahasa Inggris.</i>)
2.	R : Since when have you been using animated videos to learn English? (<i>Sejak kapan Anda menggunakan video animasi untuk belajar bahasa Inggris?</i>) S4: Since semester 1. Because I felt that when I watched animated videos, they used basic vocabulary, the pronunciation was also clear, so I decided to learn using animated videos. (<i>Sejak semester 1. Karena saya merasa kalau saya menonton video animasi, mereka menggunakan vocabulary yang mudah (basic vocabulary), pronunciation-nya juga jelas , jadi saya memutuskan untuk belajar menggunakan video animasi.</i>)
3.	R : What motivates you to use animated videos? (<i>Apa yang</i>

	<i>memotivasi Anda menggunakan video animasi?)</i> S4: Perhaps because of the access. Access on YouTube is very easy, so I feel helped by the presence of animated videos and easy access. <i>(Mungkin karena aksesnya. Akses di YouTube sangat mudah, jadi saya merasa terbantu dengan adanya video animasi dan akses yang mudah.)</i>
4.	R : What reasons make you choose animated videos? <i>(Alasan apa yang membuat Anda memilih video animasi?)</i> S4: Because animated videos are interesting for all ages, and I also like animation, so it is more fun and not boring. <i>(Karena video animasi itu menarik untuk semua umur, dan saya juga orang yang suka animasi, jadi lebih seru dan tidak membosankan.)</i>
5.	R : In what situations do you usually use animated videos? <i>(Dalam situasi apa biasanya Anda menggunakan video animasi?)</i> S4: Usually when I want learning skills. <i>(Biasanya saat belajar skill.)</i>
6.	R : What English skills or knowledge do you focus on when watching? <i>(Keterampilan atau pengetahuan bahasa Inggris apa yang Anda fokuskan saat menonton?)</i> S4: Usually more focused on skills and also knowledge such as Western culture, so I can adjust the use of language in the right context. <i>(Biasanya lebih fokus ke skill dan juga knowledge seperti budaya (culture) orang Barat (Western), supaya bisa menyesuaikan penggunaan bahasa dalam konteks yang tepat.)</i>
7.	R : Could you give an example of a skill that you have learned? <i>(Bisa berikan contoh skill yang dipelajari?)</i> S4: For example, when I watch animated videos about basic expressions and daily activities, I can learn how the characters use simple expressions in their activities, such as 'I wake up in the morning.' The situation in the video helps me understand the meaning of the expression and how it is used in daily context.. <i>(Misalnya, ketika saya menonton video animasi</i>

	tentang ungkapan dasar dan aktivitas sehari-hari, saya dapat mempelajari bagaimana karakter menggunakan ungkapan sederhana dalam aktivitas mereka, seperti 'I wake up in the morning.' Situasi dalam video tersebut membantu saya memahami makna ungkapan itu dan bagaimana ungkapan tersebut digunakan dalam konteks sehari-hari.)
8.	R : Why do you choose to learn those aspects through animated videos? (<i>Mengapa Anda memilih mempelajari aspek tersebut melalui video animasi?</i>) S4: Because I prefer learning from watching videos. It makes it easier for me to understand, especially speaking which is quite difficult. With visuals, I feel happier and find it easier to understand. (<i>Karena saya lebih suka belajar dari menonton video. Itu memudahkan saya memahami, terutama speaking yang cukup sulit. Dengan visual, saya jadi lebih senang dan mudah memahami.</i>)
9.	R : How do animated videos help you understand those skills? (<i>Bagaimana video animasi membantu memahami keterampilan tersebut?</i>) S4: Because I can see and hear at the same time. For example the phrase 'wake up', I can understand its meaning from the movement of the character waking up. (<i>Karena saya bisa melihat dan mendengar sekaligus. Misalnya kata 'wake up', saya bisa memahami artinya dari gerakan karakter yang bangun tidur.</i>)
10.	R : Are there any skills that are less suitable to learn from animated videos? (<i>Apakah ada keterampilan yang kurang cocok dipelajari dari video animasi?</i>) S4: Perhaps academic writing, because it requires more direct writing practice, so it is a bit difficult to understand just from a video. (<i>Mungkin academic writing, karena lebih membutuhkan praktik langsung menulis, jadi agak sulit dipahami hanya dari video.</i>)

11.	R : How do you choose animated videos? (<i>Bagaimana Anda memilih video animasi?</i>) S4: Based on the English level, for example if I am still a beginner, I look for a video that suits that level. (<i>Berdasarkan level bahasa Inggris, misalnya kalau saya masih beginner, saya cari video yang sesuai level tersebut.</i>)
12.	R : How do you use animated videos? (<i>Bagaimana cara Anda menggunakan video animasi?</i>) S4: I usually watch in my free time. If I already understand, I continue. If not, I replay it, although it could be at another time. (<i>Biasanya saya menonton saat waktu luang. Kalau sudah paham, saya lanjut. Kalau belum, saya ulang lagi, walaupun bisa jadi di lain waktu.</i>)
13.	R : Do you use subtitles while watching? Please explain how and why. ? (<i>Apakah Anda menggunakan subtitle ketika menonton ?tolong jelaskan dan kenapa</i>) S4: Yes I do . I want to find out which parts I do not yet understand. If there is a word I do not know, at that time I screenshot the translate, I will look it up on Google Translate after watching. (<i>iya . Saya ingin tahu bagian mana yang belum saya pahami. Kalau ada kata yang tidak tahu,pada saat itu saya acreenshoot nanti saya cari di Google Translate setelah menonton.</i>)
14.	R : Do you use the pause, replay and playback speed? (<i>Apakah menggunakan fitur jeda, putar ulang atau kecepatan pemutaran?</i>) S4: Rarely. I prefer watching from the beginning to the end without pause, replay and playback speed. (<i>Jarang. Saya lebih suka menonton dari awal sampai akhir tanpa jeda, putar ulang atau kecepatan pemutaran .</i>)
15.	R : Do you take notes? (<i>Apakah mencatat (taking notes)?</i>) S4: Rarely, almost never . (<i>Jarang, bahkan hampir tidak pernah.</i>)

16.	R : Why do you not use those features? (<i>Mengapa tidak menggunakan fitur tersebut?</i>) S4: Because I think it can distract me. So I prefer to focus on watching first, then look up things I did not understand after. (<i>Karena menurut saya bisa membuat saya terdistraksi. Jadi saya lebih fokus menonton dulu, baru setelah itu mencari hal yang belum dipahami.</i>)
17.	R : Do you imitate pronunciation? (<i>Apakah Anda meniru pengucapan?</i>) S4: Yes, every time a character speaks I repeat it, for example 'My name is SZA', and I imitate throughout the video. (<i>Iya, setiap karakter berbicara saya ulangi, misalnya 'My name is SZA', lalu saya tirukan sepanjang video.</i>)
18.	R : What do you do after watching? (<i>Apa yang dilakukan setelah menonton?</i>) S4: There is usually no special activity, but I try to apply it in daily life or connect it to material studied on campus. (<i>Biasanya tidak ada kegiatan khusus, tapi saya mencoba mengaplikasikan dalam kehidupan sehari-hari atau mengaitkannya dengan materi di kampus.</i>)
19.	R : In your opinion, how effective are animated videos? (<i>Menurut Anda, seberapa efektif video animasi?</i>) S4: Effective, because they combine visuals and audio so it is easier to understand. (<i>Efektif, karena menggabungkan visual dan audio sehingga lebih mudah dipahami.</i>)
20.	R : How do they influence your motivation? (<i>Bagaimana pengaruhnya terhadap motivasi?</i>) S4: Very motivating because it is fun and interesting. I feel more confident and want to try a higher level. (<i>Sangat memotivasi karena seru dan menarik. Saya jadi lebih percaya diri dan ingin mencoba level yang lebih tinggi.</i>)
21.	R : Is there any improvement in skills? (<i>Apakah ada peningkatan kemampuan?</i>)

	S4: Yes, especially in listening and speaking. I feel I have improved my understanding and can imitate accents, even the British accent which is quite difficult. <i>(Ada, terutama di listening dan speaking. Saya merasa sudah lebih memahami dan bisa meniru aksen, bahkan untuk British accent yang cukup sulit.)</i>
22.	R : What are the advantages? <i>(Apa kelebihanannya?)</i> S4: Not boring, even if the material is difficult it still feels enjoyable because of the interesting visuals and story. <i>(Tidak membosankan, walaupun materinya sulit tetap terasa menyenangkan karena visual dan cerita yang menarik.)</i>
23.	R : Would you recommend it to others? <i>(Apakah akan merekomendasikan ke orang lain?)</i> S4: Yes, because it can be an enjoyable learning method and help understand English better. <i>(Iya, karena bisa menjadi metode belajar yang menyenangkan dan membantu memahami bahasa Inggris lebih baik.)</i>
24.	R : Are there any difficulties? <i>(Apakah ada kesulitan?)</i> S4: Yes, like unfamiliar accents . <i>(Ada, seperti aksen yang belum familiar.)</i>
25.	R : Are there other problems you have faced? <i>(Masalah lain yang dihadapi?)</i> S4: Yes , like subtitle dependency . <i>(iya seperti ketergantungan pada subtitle)</i>
26.	R : How do you overcome them? <i>(Bagaimana mengatasinya?)</i> S4: As my English improves, I stop using subtitles. I can focus directly on how they speak and on the other skills I mentioned before <i>(Ketika kemampuan saya sudah meningkat ,saya tidak menggunakan nya lagi nah saya bisa focus langsung ke speaking mereka terus juga kemampuan lainnya yang saya sebutkan tadi .)</i>
27.	R : Do animated videos have any limitations? <i>(Apakah video animasi memiliki keterbatasan?)</i>

	S4: Yes, such as difficulty finding suitable videos, and less suitable for theoretical learning. (<i>Iya, seperti sulit menemukan video yang sesuai, dan kurang cocok untuk pembelajaran teori.</i>)
28.	R : What are your suggestions? (<i>Apa saran Anda?</i>) S4: Choose a video according to your interest and level, set a study time, replay the video, use Google Translate, imitate pronunciation, stay focused while studying, you can discuss with friends, use clear audio, and most importantly be consistent. (<i>Pilih video sesuai minat dan level, tentukan waktu belajar, ulangi video, gunakan Google Translate, tirukan pengucapan, fokus saat belajar, bisa diskusi dengan teman, gunakan audio yang jelas dan yang terpenting konsisten.</i>)

5. Script student record during interview (student 5)

Informant	: PR
Day/Date	: wednesday, 8 April 2026
Semester	: 8
Time	: 10.00 – 10.40
Location	: Campus
Discourse	Discourse
Unit	
1.	R : Since when have you used animated videos for learning English? (<i>Sejak kapan Anda menggunakan video animasi untuk belajar bahasa Inggris?</i>) S5: Actually, since I was young I liked watching animated films, especially those in English. Usually I watched on TV in Indonesian, then watched the English version on cassette or YouTube after having a mobile phone. (<i>Sebenarnya dari kecil saya suka nonton film animasi, terutama yang bahasa Inggris. Biasanya nonton di TV itu bahasa Indonesia, terus nonton versi Inggrisnya di kaset atau di YouTube setelah ada HP.</i>)

2.	R : What motivates you to use animated videos for learning English?<i>(Apa yang memotivasi Anda untuk menggunakan video animasi dalam belajar bahasa Inggris?)</i> S5: There are two things that motivate me. First, because animated films use dubbing, so the pronunciation is very clear compared to non-animated films. Even usually the dubbing is made first before the video. Second, because most animated films are made by Westerners, such as Disney or Universal, which are indeed of good quality.<i>(Ada dua hal yang memotivasi. Pertama, karena film animasi menggunakan dubbing, jadi pronunciation-nya sangat jelas dibandingkan film non-animasi. Bahkan biasanya dubbing dibuat dulu baru videonya. Kedua, karena kebanyakan film animasi dibuat oleh orang Barat, seperti Disney atau Universal, yang memang kualitasnya bagus.)</i>
3.	R : What reasons make you choose animated videos?<i>(Alasan apa yang membuat Anda memilih video animasi?)</i> S5: Because it is interesting, there are funny visuals, and it helps in understanding listening and pronunciation from scenes in the video. Actually the main purpose of watching is for entertainment, learning English is the secondary purpose, so without realizing it we have already been learning English.<i>(Karena menarik, ada visual yang lucu, dan membantu memahami listening serta pronunciation dari scene yang ada di dalam video itu. Sebenarnya tujuan utama nonton itu untuk hiburan, belajar bahasa Inggris itu tujuan kedua (secondary) jadi kita tanpa tidak sadar udah belajar bahasa Inggris.)</i>
4.	R : In what situations do you usually use animated videos?<i>(Dalam situasi apa biasanya Anda menggunakan video animasi?)</i> S5: In a relaxed or me time situation, not in a formal learning condition, and without realizing it we have already learned, such as idioms or sentences for example.<i>(Dalam situasi santai atau me time, tidak dalam kondisi belajar formal dan tanpa sadar kita sudah belajar seperti idioms atau sentence</i>

	<i>misalnya.)</i>
5.	R : What English skills do you focus on? (<i>Keterampilan bahasa Inggris apa yang Anda fokuskan?</i>) S5: Usually listening and pronunciation, because those are the most difficult. For example, sentences that are spoken connected together change sounds, and that is where we learn. Besides that, vocabulary. (<i>Biasanya listening dan pronunciation, karena itu yang paling sulit. Misalnya kalimat yang diucapkan yang disambung-sambung begitu berubah bunyi, kadang di sana lah kita belajar. Selain itu vocabulary.</i>)
6.	R : Why do you prefer learning those aspects through animated videos? (<i>Mengapa Anda memilih aspek tersebut melalui video animasi?</i>) S5: Because pronunciation in animation is very clear (crystal clear) unlike regular videos. Animated videos use dubbing which is why animated videos are clear as previously discussed, so it is also suitable for practising listening. (<i>Karena pronunciation di animasi sangat jelas (crystal clear) berbeda dengan video biasa. Video animasi itu menggunakan dubbing karena itulah video animasi jelas seperti yang sudah dibahas sebelumnya, jadi cocok untuk melatih listening juga.</i>)
7.	R : How do animated videos help you understand those skills? (<i>Bagaimana video animasi membantu Anda memahami keterampilan tersebut?</i>) S5: With English subtitles, we can match the writing with the sound. If there are no subtitles, it becomes more difficult and we can only guess from the scene. (<i>Dengan subtitle bahasa Inggris, kita bisa mencocokkan antara tulisan dan suara. Kalau tidak ada subtitle, jadi lebih sulit dan hanya bisa menebak dari adegan.</i>)
8.	R : Are there any skills that are less suitable to learn? (<i>Apakah ada keterampilan yang kurang cocok dipelajari?</i>) S5: Yes, example is academic writing. This is because it requires a

	formal style, complex structure, and specific rules, which can be difficult and less relevant for everyday communication. (Ya, salah satu contohnya adalah menulis akademik. Hal ini karena menulis akademik membutuhkan gaya bahasa yang formal, struktur yang kompleks, serta aturan khusus, sehingga bisa menjadi sulit dan kurang relevan untuk komunikasi sehari-hari.)
9.	R : How do you select animated videos to watch? <i>(Bagaimana Anda memilih video animasi untuk ditonton?)</i> S5: From broad categories like Disney, then looking at the title and poster. It can also be accidentally found on TV or YouTube. <i>(Dari kategori besar seperti Disney, lalu melihat judul dan poster. Bisa juga secara tidak sengaja menemukan di TV atau YouTube.)</i>
10.	R : How do you use animated videos for learning English?<i>(Bagaimana cara Anda menggunakan video animasi untuk belajar bahasa Inggris?)</i> S5: There are two ways: first by repeating a certain scene until it is memorized, second through songs in animated films that are often remembered and sung. <i>(Ada dua cara: pertama mengulang adegan tertentu sampai hafal, kedua melalui lagu dalam film animasi yang sering diingat dan dinyanyikan.)</i>
11.	R : Do you use subtitles while watching? Please explain how and why <i>(Apakah Anda menggunakan subtitle ketika menonton?tolong jelaskan bagaimana dan kenapa)</i> S5: Yes, subtitles are a must. Without subtitles it is like walking without direction. I usually use English subtitles, even two subtitles at once (English and Indonesian). <i>(Ya, subtitle itu wajib. Kalau tidak ada subtitle, seperti berjalan tanpa arah. Biasanya menggunakan subtitle Inggris, bahkan bisa dua subtitle (Inggris dan Indonesia).)</i>
12.	R : Do you use the pause or replay features?<i>(Apakah Anda menggunakan fitur pause atau replay?)</i>

	S5: Yes, I use pause and replay 10 seconds to repeat a certain part, for example certain words that have never been heard or are not clear. <i>(Ya, menggunakan pause dan replay 10 detik untuk mengulang bagian tertentu. Misalnya kata-kata tertentu yang tidak pernah didengar atau tidak jelas.)</i>
13.	R : Do you take notes? <i>(Apakah Anda mencatat (taking notes)?)</i> S5: No, I usually just memorize it. <i>(Tidak, biasanya diingat saja.)</i>
14.	R : Do you imitate pronunciation? <i>(Apakah Anda meniru pengucapan?)</i> S5: Usually only in my mind, imagining the pronunciation without saying it directly. <i>(Biasanya hanya di dalam hati, membayangkan cara pengucapannya tanpa diucapkan langsung.)</i>
15.	R : What do you do after watching? <i>(Apa yang dilakukan setelah menonton?)</i> S5: Usually just remembering or feeling nostalgic, such as remembering scenes or songs that I watch over and over again, so without realizing it we have already understood the pronunciation, listening, and vocabulary. <i>(Biasanya hanya mengingat atau bernostalgia, seperti mengingat adegan atau lagu yang saya tonton ulang-ulang sehingga tanpa sadar sudah kita pahami pronunciation, listening, vocabulary-nya.)</i>
16.	R : In your opinion, How effective are animated videos? <i>(menurut mu, Seberapa efektif video animasi?)</i> S5: Effective, but it depends on each person's interest towards the culture and type of animation. <i>(Efektif, tetapi tergantung minat masing-masing terhadap budaya dan jenis animasi.)</i>
17.	R : How do they influence your motivation? <i>(Bagaimana pengaruhnya terhadap motivasi Anda?)</i> S5: Animated films make us want to be like the characters in them, so we are motivated to learn the language. <i>(Film animasi membuat kita ingin seperti karakter di dalamnya, sehingga</i>

	<i>termotivasi untuk belajar bahasanya.)</i>
18.	R : Have you noticed any improvement in your skills? (<i>Apakah ada peningkatan kemampuan?</i>) S5: Yes, especially in understanding the use of language in the context of everyday life. (<i>Ada, terutama dalam memahami penggunaan bahasa dalam konteks kehidupan sehari-hari.</i>)
19.	R : In your experience, What are the advantages?(<i>pengalaman mu, Apa kelebihan?</i>) S5: Pronunciation is very clear and can be used as a standard for learning. (<i>Pronunciation sangat jelas dan bisa dijadikan standar belajar.</i>)
20.	R : Would you recommend it to others? (<i>Apakah Anda akan merekomendasikannya kepada orang lain?</i>) S5: It depends on individual preferences, because not everyone likes English-language animation. (<i>Tergantung selera masing-masing, karena tidak semua orang suka animasi berbahasa Inggris.</i>)
21.	R : Have you experienced any difficulties? (<i>Apakah Anda mengalami kesulitan?</i>) S5: There are no significant difficulties. (<i>Tidak ada kesulitan yang signifikan.</i>)
22.	R : Does video duration become a problem? (<i>Apakah durasi video menjadi masalah?</i>) S5: No, because what matters is the iconic scene, not the duration. (<i>Tidak, karena yang penting adalah adegan yang ikonik, bukan durasi.</i>)
23.	R : Are there any limitations? (<i>Apakah ada keterbatasan?</i>) S5: Yes, namely pronunciation that is too clear so we become less accustomed to accent variations in the real world. (<i>Ada, yaitu pronunciation yang terlalu jelas sehingga kurang terbiasa dengan variasi aksen di dunia nyata.</i>)
24.	R : What are your suggestions? (<i>Apa saran Anda?</i>)

	S5: It is necessary to have mastery of technology to manage subtitles. Besides that, learning with animated videos must be based on interest, it cannot be forced. <i>(Perlu penguasaan teknologi untuk mengatur subtitle. Selain itu, belajar dengan video animasi harus berdasarkan minat, tidak bisa dipaksakan.)</i>
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6. Script student record during interview (student 6)

Informant : TAP Day/Date : wednesday, 8 April 2026 Semester : 8 Time : 12.00 – 12.45 Location : Whatsapp (voice note)	
Discourse Unit	Discourse
1.	R : Since when have you used animated videos for learning English? <i>(Sejak kapan Anda menggunakan video animasi untuk belajar bahasa Inggris?)</i> S6: My initial experience using animated videos for learning English began in senior high school. <i>(Pengalaman pertama saya menggunakan video animasi untuk belajar bahasa Inggris dimulai saat SMA.)</i>
2.	R : Ok. What motivates you to use animated videos for learning English? <i>(Apa yang memotivasi Anda untuk menggunakan video animasi dalam belajar bahasa Inggris?)</i> S6: Simply because it is interesting, not boring, and we can choose the animation that we find appealing. <i>(Simpelnya karena menarik, tidak membosankan, dan kita bisa memilih animasi yang menurut kita menarik.)</i>
3.	R : What reasons make you choose animated videos for learning English? <i>(Alasan apa yang membuat Anda memilih video animasi untuk belajar bahasa Inggris?)</i>

	S6: The language is simpler, making it easier for me to understand. Because there are pictures or visuals and stories, it helps in understanding words or sentences. (<i>Bahasanya lebih sederhana membuat saya mudah memahami. Karena ada gambarnya atau visualnya dan ceritanya, jadi bisa membantu memahami kata atau kalimat.</i>)
4.	R : In what situations do you usually use animated videos? (<i>Dalam situasi apa Anda biasanya menggunakan video animasi?</i>) S6: Usually when I have free time, but more often while eating, watching animated videos at the same time. (<i>Biasanya saat ada waktu luang, tapi lebih sering saat makan, sambil nonton video animasi.</i>)
5.	R : What English skills or knowledge do you usually focus on when watching animated videos? (<i>Keterampilan atau pengetahuan bahasa Inggris apa yang biasanya Anda fokuskan saat menonton video animasi?</i>) S6: More towards pronunciation, the way a word is pronounced. (<i>Lebih ke pronunciation, cara pengucapan satu kata.</i>)
6.	R : Why do you prefer learning pronunciation through animated videos? (<i>Mengapa Anda lebih memilih mempelajari pronunciation melalui video animasi?</i>) S6: Because I can directly hear the pronunciation and see the context of its usage. (<i>Karena bisa mendengar langsung cara pengucapannya dan melihat konteks penggunaannya.</i>)
7.	R : How do animated videos help you understand those skills? (<i>Bagaimana video animasi membantu Anda memahami keterampilan tersebut?</i>) S6: Because there are visuals, sound, and an interesting story, so it is easier to help learn English. (<i>Karena ada visual, suara, dan cerita yang menarik, jadi lebih mudah (lebih easy) untuk membantu belajar bahasa Inggris.</i>)
8.	R : Can animated videos help with vocabulary or speaking? (<i>Apakah video animasi bisa membantu vocabulary atau</i>

	<i>speaking?)</i> S6: Of course they can, especially for vocabulary and pronunciation, because we can see the use of words in context. (<i>Tentu saja bisa, apalagi untuk vocabulary dan pronunciation, karena kita bisa melihat penggunaan kata dalam konteks.</i>)
9.	R : Could you explain what you mean by words in context? (<i>Bisa kamu jelaskan apa yang kamu maksud dengan kata dalam konteks?</i>) S6: Sure. What I mean is that when we watch animated videos, we do not just hear a word by itself, but we can also see the situation and the story happening at the same time. For example, when a character says "hungry" while holding their stomach and looking for food, we automatically understand what the word means without having to look it up in a dictionary. So the meaning of the word becomes clearer because we can see it being used in a real situation within the story. (<i>Maksud saya begini, ketika kita menonton video animasi, kita tidak hanya mendengar sebuah kata saja, tapi kita juga bisa melihat situasi dan cerita yang sedang terjadi secara bersamaan. Misalnya, ketika karakter berkata "hungry" sambil memegang perutnya dan mencari makanan, kita otomatis paham apa arti kata itu tanpa harus membuka kamus. Jadi makna kata menjadi lebih jelas karena kita bisa melihatnya digunakan dalam situasi nyata di dalam cerita.</i>)
10.	R : Are there any English skills that are less suitable to learn through animated videos? (<i>Apakah ada keterampilan yang kurang cocok dipelajari melalui video animasi?</i>) S6: I think grammar, because it is not explained directly, so it is quite difficult to learn. (<i>Kayaknya grammar, karena tidak dijelaskan secara langsung, jadi agak sulit dipelajari.</i>)
11.	R : How do you select animated videos to watch? (<i>Bagaimana Anda memilih video animasi untuk ditonton?</i>)

	S6: It must be interesting and the language should not be too difficult to understand, suitable for our level of ability. (<i>Harus yang menarik dan bahasanya tidak terlalu sulit dipahami sesuai dengan tingkat kemampuan kita.</i>)
12.	R : How do you use animated videos for learning English? Please provide examples. (<i>Bagaimana cara Anda menggunakan video animasi untuk belajar bahasa Inggris? Mohon berikan contoh.</i>) S6: Watching while paying attention to unfamiliar words or sentences. If I do not know the meaning, I look up that word. (<i>Menonton sambil memperhatikan kata atau kalimat yang asing. Kalau tidak tahu artinya, saya cari arti kata tersebut.</i>)
13.	R : Do you use subtitles while watching? Please explain how and why. (<i>Apakah Anda menggunakan subtitle saat menonton? Jelaskan bagaimana dan mengapa?</i>) S6: Yes, I use English subtitles so I can read and listen at the same time and know the pronunciation. (<i>Iya, menggunakan subtitle bahasa Inggris supaya bisa membaca dan mendengar sekaligus serta mengetahui pronunciation-nya.</i>)
14.	R : Do you use the pause, replay, or playback speed features? S6: Yes, sometimes it is paused and replayed on parts that were missed or not yet understood. (<i>Iya, kadang-kadang di-pause dan diputar ulang di bagian yang terlewat atau belum dipahami.</i>)
15.	R : How about the playback speed feature? (<i>bagaimana dengan playback speed?</i>) S6: I actually do not use the playback speed feature that much. I prefer to watch at normal speed because I want to get used to how native speakers talk naturally. Slowing down the speed might make it sound unnatural, and speeding it up makes it too fast and hard to follow. So I just use pause and replay instead when I miss something or do not understand a part. (<i>Sebenarnya saya tidak terlalu menggunakan fitur playback speed. Saya lebih suka menonton dengan kecepatan normal karena ingin terbiasa dengan cara native speaker berbicara secara alami.</i>)

	<i>Memperlambat kecepatannya bisa membuat suaranya terdengar tidak natural, dan mempercepatnya membuat terlalu cepat dan susah diikuti. Jadi saya hanya menggunakan pause dan replay saja ketika melewati sesuatu atau tidak memahami suatu bagian.)</i>
16.	R : Do you take notes? (<i>Apakah Anda mencatat (taking notes)?</i>) S6: Yes, I usually note down new or unfamiliar words or sentences. (<i>Iya, biasanya mencatat kata atau kalimat baru yang asing bagi saya.</i>)
17.	R : Do you imitate pronunciation? (<i>Apakah Anda meniru pengucapan?</i>) S6: Yes, sometimes I imitate how the characters pronounce. For example, a sentence is paused, then imitated, then I understand and imitate how to say the sentence. (<i>Iya, kadang menirukan cara pengucapan karakter. Misalnya satu kalimat di-pause lalu ditiru ulang kemudian dipahami dan ditiru bagaimana cara mengucapkan kalimat tersebut.</i>)
18.	R : Are there any other ways you use animated videos? (<i>Apa ada cara lain menggunakan video animasi?</i>) S6: Yes! I also try to memorize new vocabulary from the dialogue and use it in my own sentences. And sometimes I rewatch the same episode, first with subtitles then without, just to check how much I already understand. (<i>Iya! Saya juga mencoba menghafal kosakata baru dari dialog dan menggunakannya dalam kalimat sendiri. Dan kadang saya menonton ulang episode yang sama, pertama dengan subtitle lalu tanpa subtitle, untuk mengecek seberapa banyak yang sudah saya pahami.</i>)
19.	R : What do you do after watching? (<i>Apa yang dilakukan setelah menonton?</i>) S6: New words are studied again and used in everyday sentences. (<i>Kata-kata baru dipelajari lagi dan digunakan dalam kalimat sehari-hari.</i>)
20.	R : In your opinion, how effective are animated videos in helping

	you learn English? (<i>Menurut Anda, seberapa efektif video animasi dalam membantu Anda belajar bahasa Inggris?</i>) S6: Very effective, especially for pronunciation and listening. (<i>Sangat efektif, terutama untuk pronunciation dan listening.</i>)
21.	R : How do animated videos influence your motivation to learn English? (<i>Bagaimana pengaruhnya terhadap motivasi Anda dalam belajar bahasa Inggris?</i>) S6: More relaxed and not boring because there is an interesting story and characters. (<i>Lebih santai dan tidak membosankan karena ada cerita dan karakter yang menarik.</i>)
22.	R : In your experience, what advantages do animated videos provide? (<i>Dalam pengalaman Anda, apa kelebihan yang diberikan video animasi?</i>) S6: More interesting, easy to understand, and can be done anytime and anywhere. (<i>Lebih menarik, mudah dipahami, dan bisa dilakukan kapan saja dan di mana saja.</i>)
23.	R : Are they easy to access and would you recommend them? (<i>Apakah mudah diakses dan apakah Anda akan merekomendasikannya?</i>) S6: Animated videos are easy to access and of course recommended because they are fun and quite helpful for learning English. (<i>video animasi Mudah diakses dan tentu saja direkomendasikan karena menyenangkan dan cukup membantu belajar bahasa Inggris.</i>)
24.	R : Have you experienced difficulties while using animated videos? (<i>Apakah Anda mengalami kesulitan saat menggunakan video animasi?</i>) S6: Yes, such as various accents and vocabulary that are difficult to understand. (<i>Ada, seperti berbagai aksen dan vocabulary yang sulit dipahami.</i>)
25.	R : What kind of problems do you usually encounter? (<i>Masalah apa yang biasanya Anda hadapi?</i>) S6: New vocabulary and different accents making it difficult to

	understand sentences. (<i>Vocabulary baru dan aksen yang berbeda-beda sehingga sulit memahami kalimat.</i>)
26.	R : How do you deal with those problems? (<i>Bagaimana Anda mengatasinya?</i>) S6: By pausing or replaying, then looking up the meaning of words I do not understand. (<i>Dengan pause atau replay, lalu mencari arti kata yang tidak dipahami.</i>)
27.	R : Does video duration become an obstacle? (<i>Apakah durasi video menjadi kendala?</i>) S6: It depends, it can be interesting or boring depending on the content of the video. (<i>Tergantung, bisa jadi menarik atau membosankan tergantung isi videonya.</i>)
28.	R : Do you think animated videos have limitations? (<i>Apakah video animasi memiliki keterbatasan?</i>) S6: Yes, not all English material can be learned from animated videos. (<i>Iya, tidak semua materi bahasa Inggris bisa dipelajari dari video animasi.</i>)
29.	R : Can you give an example? (<i>bisakah anda memberikan contoh?</i>) S6: Yes, for example animated videos mostly use simple and casual language, so I do not get much exposure to formal English like the kind used in business meetings or academic writing. Also, the characters in animations do not always show real facial expressions or body language, so it is harder to learn non-verbal communication from them. (<i>Iya, misalnya video animasi kebanyakan menggunakan bahasa yang simpel dan kasual, jadi saya tidak banyak terpapar bahasa Inggris formal seperti yang digunakan dalam rapat bisnis atau tulisan akademik. Selain itu, karakter dalam animasi tidak selalu menunjukkan ekspresi wajah atau bahasa tubuh yang nyata, sehingga lebih sulit untuk belajar komunikasi non-verbal dari mereka.</i>)
30.	R : What are your suggestions? (<i>Saran Anda?</i>) S6: It would be better to have additional explanations for difficult words or sentences, such as notes or information about word

	usage. (Sebaiknya ada penjelasan tambahan untuk kata atau kalimat sulit, seperti catatan atau keterangan penggunaan kata.)
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APPENDIX III

B. Field Note

Informant :		
Day/Date :		
Time :		
Location :		
Research Questions	Aspects Observed	Notes
What aspects of English language learning do the students prefer to learn through animated videos ?	1. Type of animated video used	
	2. English skill or knowledge focus (vocabulary, pronunciation, grammar, conversation, etc.)	
	3. Topic or content of the video selected by students	
How Students Use Animated Videos for Learning English	4. Video selection behavior	
	5. Use of subtitles during watching	
	6. Use of pause or replay features	
	7. Adjustment of playback speed	
	8. Note-taking behavior while watching	
	9. Pronunciation practice or repetition of sentences	
	10. Students' behavioral engagement during video-based learning	
	11. Observable emotional reactions during the learning process	
Problems Faced by Students When Using Animated Videos	12. Post-watching activities (practice, repeating, discussion, etc.)	
	13. Difficulties observed while using animated videos	
	14. Learning setting and environmental conditions	
	15. Other relevant behaviors related to learning difficulties	

Kerinci, April 2026

Validator

Prof. Dr. Daflizar, S.Pd.,MA.
Nip. 197312262003121001

APPENDIX IV

Field Note

Student 1 :

Informant : AT Semester : 4 Day/Date : Wednesday, 15 april 2026 Time : 09.00 -09.30 Location : Boarding house ,Koto Lolo		
Research Questions	Aspects Observed	Notes
What aspects of English language learning do the students prefer to learn through animated videos ?	1. Type of animated video used	Short animated movies
	2. English skill or knowledge focus (vocabulary, pronunciation, grammar, conversation, etc.)	Listening: follows dialogues clearly Vocabulary: learns new words Pronunciation: imitates character speech
	3. Topic or content of the video selected by students	Basic sentences, vocabulary. some funny scenes that help understand words and story context.
How Students Use Animated Videos for Learning English	4. Video selection behavior	Read the synopsis first ,Chosen based on short duration, interesting storyline,
	5. Use of subtitles during watching	Using English subtitles
	6. Use of pause or replay features	Pauses & replays to understand conversations and unfamiliar Vocabulary
	7. Adjustment of playback speed	Does not use
	8. Note-taking behavior while watching	Writing notes in a mobile note app (Vocabulary)
	9. Pronunciation practice or repetition of sentences	Listen to the conversations carefully. Then Imitate and repeat sentence ,especially the unfamiliar or interesting sentence .

	10. Students' behavioral engagement during video-based learning	Mostly focused , slightly distracted by phone notifications.
	11. Observable emotional reactions during the learning process	Relaxed , and enthusiastic, laughing in response to humorous scenes
	12. Post-watching activities (practice, repeating, discussion, etc.)	practices pronunciation
Problems Faced by Students When Using Animated Videos	13. Difficulties observed while using animated videos	Fast audio sometimes difficult to follow. Relying heavily on translations tools
	14. Learning setting and environmental conditions	Studies independently ; minimal distractions
	15. Other relevant behaviors related to learning difficulties	-

Student 2

Informant : SR Semester : 4 Day/Date : Tuesday , 14 april 2026 Time : 12.00 – 12.35 Location : Campus , library		
Research Questions	Aspects Observed	Notes
What aspects of English language learning do the students prefer to learn through animated videos ?	1. Type of animated video used	Short animated series; mainly with conversation and fun scenes
	2. English skill or knowledge focus (vocabulary, pronunciation, grammar, conversation, etc.)	Listening: follows dialogues clearly Vocabulary: learns new words Pronunciation: imitates character speech
	3. Topic or content of the video selected by students	Basic sentences, vocabulary through animal –based animated stories
How Students Use Animated Videos for Learning English	4. Video selection behavior	Chosen based on short duration, interesting storyline.
	5. Use of subtitles during watching	Does not use subtitles to train listening

	6. Use of pause or replay features	Pauses & replays to understand conversations and unfamiliar Vocabulary
	7. Adjustment of playback speed	Sometimes slows down video to catch dialogue
	8. Note-taking behavior while watching	Does not use note taking
	9. Pronunciation practice or repetition of sentences	Listen to the conversations carefully. Then Imitate and repeat sentence ,especially the unfamiliar or interesting sentence
	10. Students' behavioral engagement during video-based learning	Mostly focused ,occasionally distracted by peers in the classrooms .
	11. Observable emotional reactions during the learning process	Interested, engaged
	12. Post-watching activities (practice, repeating, discussion, etc.)	Practice pronunciation,
Problems Faced by Students When Using Animated Videos	13. Difficulties observed while using animated videos	internet occasionally unstable
	14. Learning setting and environmental conditions	Studies independently ; Slightly distracted from peers
	15. Other relevant behaviors related to learning difficulties	-

Student 3

Informant : DA Semester : 6 Day/Date : Tuesday, 14 April 2026 Time : 11.00 – 11.40 Location : Campus		
Research Questions	Aspects Observed	Notes
What aspects of English language learning do the students prefer to learn through animated videos ?	1. Type of animated video used	Animated movies: (<i>Finding nemo</i>) story-based films with clear dialogue
	2. English skill or knowledge focus (vocabulary, pronunciation, grammar, conversation, etc.)	Listening: follows dialogues clearly Vocabulary: learns new words Pronunciation: imitates character speech Speaking : speaking practice
	3. Topic or content of the video selected by students	simple conversations between characters; dialogues include basic sentences, vocabulary in context, and interaction-based phrases; includes memorable scenes that are funny or sad scenes
How Students Use Animated Videos for Learning English	4. Video selection behavior	Chooses interesting storylines look at the synopsis ,
	5. Use of subtitles during watching	Occasionally use English subtitles for unclear vocabulary or pronunciation. But , not full translations
	6. Use of pause or replay features	Does not use pause and replay
	7. Adjustment of playback speed	Does not use playback speed
	8. Note-taking behavior while watching	Does not use Note-taking, only screenshot unknown word in sentence
	9. Pronunciation practice or repetition of sentences	Listen to the conversations carefully. Then Imitate and repeat sentence ,especially the unfamiliar or interesting sentence
	10. Students' behavioral engagement during video-based learning	Focused while watching.

Problems Faced by Students When Using Animated Videos	11. Observable emotional reactions during the learning process	Enjoys learning, feels relaxed and motivated, and also feels sad and happy because of the story.
	12. Post-watching activities (practice, repeating, discussion, etc.)	Repeats pronunciation, speaking practice
	13. Difficulties observed while using animated videos	Fast audio sometimes difficult to follow.
	14. Learning setting and environmental conditions	Studies independently ; Comfortable and conducive environment
	15. Other relevant behaviors related to learning difficulties	-

Student 4

Informant : SZA Semester : 6 Day/Date : Monday, 13 april 2026 Time : 13.00 - 13.40 Location : Campus		
Research Questions	Aspects Observed	Notes
What aspects of English language learning do the students prefer to learn through animated videos ?	1. Type of animated video used	Short animated videos
	2. English skill or knowledge focus (vocabulary, pronunciation, grammar, conversation, etc.)	Listening: follows dialogues clearly Vocabulary: learns new words and phrases Pronunciation: imitates character speech consistently
	3. Topic or content of the video selected by students	Simple sentences and daily activities; dialogues with basic vocabulary in context
How Students Use Animated Videos for Learning English	4. Video selection behavior	Chooses short videos with simple storylines and interesting story
	5. Use of subtitles during watching	Uses subtitles occasionally to check unfamiliar words
	6. Use of pause or replay features	Does not use pause and replay

	7. Adjustment of playback speed	Does not use playback speed
	8. Note-taking behavior while watching	Does not use note taking just screenshot translation
	9. Pronunciation practice or repetition of sentences	Listen to the conversations carefully. Then Imitate and repeat sentence ,especially the unfamiliar or interesting sentence
	10. Students' behavioral engagement during video-based learning	Mostly focused ,occasionally distracted by peers in the classrooms.
	11. Observable emotional reactions during the learning process	Motivated, relaxed, enjoys learning process
	12. Post-watching activities (practice, repeating, discussion, etc.)	nothing
Problems Faced by Students When Using Animated Videos	13. Difficulties observed while using animated videos	difficulty finding suitable videos
	14. Learning setting and environmental conditions	Studies independently : Slightly distracted from peers
	15. Other relevant behaviors related to learning difficulties	-

Student 5

Informant : PR Semester : 8 Day/Date : monday, 13 April 2026 Time : 12.00 – 12.40 Location : Campus		
Research Questions	Aspects Observed	Notes
What aspects of English language learning do the students prefer to learn through animated videos ?	1. Type of animated video used	Animated movies (e.g., <i>The Incredibles</i> , <i>Big Hero</i>)
	2. English skill or knowledge focus (vocabulary, pronunciation, grammar, conversation, etc.)	Listening: follows dialogues clearly Vocabulary: learns new words and idioms from context Pronunciation: imitates character speech
	3. Topic or content of the video selected by students	basic sentences, dialogue between characters and fun or action-packed scenes that keep attention
How Students Use Animated Videos for Learning English	4. Video selection behavior	Chooses movies with interesting storylines, action/fun elements
	5. Use of subtitles during watching	Sometimes uses English or bilingual subtitles to follow pronunciation
	6. Use of pause or replay features	Pauses & replays short scenes to understand dialogues
	7. Adjustment of playback speed	Does not playback speed
	8. Note-taking behavior while watching	Does not use note taking
	9. Pronunciation practice or repetition of sentences	Listen to the conversations carefully. Then Imitate and repeat sentence ,especially the unfamiliar or interesting sentence
	10. Students' behavioral engagement during video-based learning	Focused while watching,
	11. Observable emotional reactions during the learning process	Motivated, enjoys the movie, reacts to funny or exciting scenes

	12. Post-watching activities (practice, repeating, discussion, etc.)	Nothing
Problems Faced by Students When Using Animated Videos	13. Difficulties observed while using animated videos	internet occasionally unstable
	14. Learning setting and environmental conditions	Studies independently ; Comfortable and conducive environment
	15. Other relevant behaviors related to learning difficulties	-

Student 6

Informant : TAP Semester : 8 Day/Date : Wednesday , 15 april 2026 Time : 11.00 – 11.40 Location : Campus		
Research Questions	Aspects Observed	Notes
What aspects of English language learning do the students prefer to learn through animated videos ?	1. Type of animated video used	Animated movies (e.g., pets)
	2. English skill or knowledge focus (vocabulary, pronunciation, grammar, conversation, etc.)	Listening follows dialogues clearly Vocabulary: learns new words Pronunciation: imitates character speech
	3. Topic or content of the video selected by students	basic sentences, vocabulary in context, funny and interesting scenes
How Students Use Animated Videos for Learning English	4. Video selection behavior	Chooses interesting storylines, look at the synopsis
	5. Use of subtitles during watching	Using of subtitles
	6. Use of pause or replay features	Using of pause and replay
	7. Adjustment of playback speed	Does not use of playback speed
	8. Note-taking behavior while watching	Notes vocabulary or key phrases on phone

	9. Pronunciation practice or repetition of sentences	Listen to the conversations carefully. Then Imitate and repeat sentence ,especially the unfamiliar or interesting sentence
	10. Students' behavioral engagement during video-based learning	Mostly focused ,occasionally distracted by peers in the classrooms
	11. Observable emotional reactions during the learning process	Motivated, enjoys the movie, laugh with funny scenes .
	12. Post-watching activities (practice, repeating, discussion, etc.)	Repeat pronunciation
Problems Faced by Students When Using Animated Videos	13. Difficulties observed while using animated videos	
	14. Learning setting and environmental conditions	Studies independently ; Slightly distracted from peers
	15. Other relevant behaviors related to learning difficulties	-

APPENDIX V

Sample of Coding and Theme Development

Interview :

Color coding: RQ1 = Red; RQ2 = Green; RQ3 = Blue; RQ4 = Purple; RQ5 = Orange.

No.	Data Source	Findings Quote / Excerpt	Initial Code	Sub-theme	Theme	RQ
1.	Interview S1	Student 1: “When I was younger sis, I easily got bored. Using animated videos helps me study more enthusiastically because the videos are interesting and not boring . In addition, the learning atmosphere becomes more relaxed, so I do not feel pressured when learning English.”	Interesting , not boring media , less stressful	Interest and personal attraction to animation, Relaxed learning atmosphere	Interest-Based Motivation for Learning English	RQ1
2.	Interview S3	Student 3: “When we watch these animated videos it feels like learning English with no pressure , so we enjoy the learning more .”	Learning English without pressure	Relaxed learning atmosphere	Interest-Based Motivation for Learning English	RQ1
3.	Interview S5	Student 5: Since I was young I like watching animated videos	Personal interest in animated films	Personal attractions to animation	Interest-Based Motivation for Learning English	RQ1
4.	Interview S6	Student 6: “The language is simpler , making it easier for me to understand . Because there are pictures or visuals and stories , it helps in understanding words or sentences	Simple language, Visuals and stories supports meaning .	Simple and understandable input , Visual and story-based support	Easier Understanding of English Input	RQ1
5.	Interview S1	Student 1: “Animated videos also provide story context , which makes it easier for me to understand the meaning of words and sentences compared to just reading text.”	Story context supports meaning	Visual and story-based support	Easier Understanding of English Input	RQ1
6.	Interview S4	Student 4: “ Access on YouTube is very easy , so I feel helped by the presence of animated videos	Easy access	Easy access and availability	Accessibility and Flexibility in Autonomous Learning	RQ1

No.	Data Source	Findings Quote / Excerpt	Initial Code	Sub-theme	Theme	RQ
7.		The students could access animated videos easily , choose videos based on their needs or interests, and use them outside formal classroom situations .	Independent use outside formal classroom settings	Flexible independent use	Accessibility and Flexibility in Autonomous Learning	RQ1
8.	Interview S5	Student 5: "In a relaxed or me time situation , not in a formal learning condition, and without realizing it we have already learned , such as idioms or sentences for example."	Incidental learning during relaxed time	Flexible independent use , incidental learning during leisure time	Accessibility and Flexibility in Autonomous Learning	RQ1
9.	Interview S1	Student 1: "I usually focus on listening skills, vocabulary development , and pronunciation as these are essential for understanding and communicating in English	Focus on Listening, focus on vocabulary , focus on pronunciation	Listening as a preferred focus, Vocabulary development, Pronunciation as a preferred focus	Preference for Practical Language Aspects	RQ2
10.	Interview S6	Student 6: "More towards pronunciation , the way a word is pronounced ."	focus on pronunciation	Pronunciation as a preferred focus	Preference for Practical Language Aspects	RQ2
11.	Interview S3	Student 3: "My skill focus is more towards speaking and vocabulary."	Focus on speaking, focus on vocabulary	Speaking support, Vocabulary development	Preference for Practical Language Aspects	RQ2
12.	Interview S1	Student 1: "I usually focus on listening skills, vocabulary development , and pronunciation as these are essential for understanding and communicating in English."	focus on vocabulary, focus on pronunciation	Vocabulary development	Preference for Practical Language Aspects	RQ2
13.	Interview s4	Student 4 : " when I watch animated videos about basic expressions and daily activities ,I can learn how the characters use simple epresions in their activities .	Daily expressions	Basic expressions in daily contexts	Preference for Practical Language Aspects	RQ2
14.	Interview S1	Student 1: "Yes, formal grammar and academic writing are less suitable because animated videos typically use simple and informal language. For those skills, I need more structured explanations and practice ."	Less Formal grammar , less academic writing	Formal and written language as less suitable aspects	Limited Suitability for Formal and Complex Language Areas	RQ2

No.	Data Source	Findings Quote / Excerpt	Initial Code	Sub-theme	Theme	RQ
15.	Interview S2	Student 2: “Perhaps writing , because they are not suitable to be used in learning using animated videos. There is no aspect that focuses only on writing, because it leans more towards listening and speaking.”	writing are less supported	Formal and written language as less suitable aspects	Limited Suitability for Formal and Complex Language Areas	RQ2
16.	Interview S3	Student 3: “ Complex topics like pragmatics and profiles are less suitable because there are other more effective methods.”	Less Complex topics	Complex and theoretical language areas as less suitable	Limited Suitability for Formal and Complex Language Areas	RQ2
17.	Interview S6	Student 6: “I think grammar , because it is not explained directly , so it is quite difficult to learn.”	Difficulty learning Grammar	Complex and theoretical language areas as less suitable	Limited Suitability for Formal and Complex Language Areas	RQ2
18.	Interview S2	Student 2: “I select them based on the target audience , duration, video quality, storyline, and theme. I also consider whether the language level matches my proficiency ”	Target audience , language level	Selection by level, needs, and audience	Purposeful Video Selection	RQ3
19.	Interview S2	Student 2: “I select them based on the target audience, duration, video quality, storyline, and theme . I also consider whether the language level matches my proficiency.”	duration, quality, storyline, and theme	Selection by storyline, duration, and appeal	Purposeful Video Selection	RQ3
20.		Student 5: from broad categories like Disney ,then lookin at the tittle and poster , it can ce accidentally found on tv or youtube just for entertainment	Casual selection influenced by entertainment and accidental discovery	Casual or incidental selection	Purposeful Video Selection	RQ3
21.	Interview S3	Student 3: “ According to my needs , it also has to be realistic and the knowledge conveyed must be accurate, and the animation must also be interesting.”	videos based on learning needs	Selection by level, needs, and audience	Purposeful Video Selection	RQ3

No.	Data Source	Findings Quote / Excerpt	Initial Code	Sub-theme	Theme	RQ
22.	Interview S1	Student 1: "I use English subtitles while watching animated videos to connect the spelling of words with their pronunciation . This helps me understand unfamiliar vocabulary more easily and improves both my listening and reading skills."	Using subtitles	Using subtitles in different ways	Comprehension-Support Strategies During Viewing	RQ3
23.	Interview S5	Student 5: "Yes, subtitles are a must . Without subtitles it is like walking without direction. I usually use English subtitles, even two subtitles at once ."	Using Subtitles	Using subtitles in different ways	Comprehension-Support Strategies During Viewing	RQ3
24.	Interview S2	Student 2: "Usually yes, especially to replay conversations . More often slowing it down so it is clearer. Previously I also often paused to read subtitles in more detail"	Using replay, slowing down, and pause for comprehension	Varied Use of Pause, Replay, and Playback Speed	Comprehension-Support Strategies During Viewing	RQ3
25.	Interview S2	Student 2: "At first yes, but now I no longer use subtitles. If there is a foreign word I usually translate it myself ."	Translating unfamiliar vocabulary independently	Dealing with Difficult Words	Comprehension-Support Strategies During Viewing	RQ3
26.	Interview S3	Student 3: I recall the key points ,connect them to daily activities ,and practice them such as talking with friends or using new vocabulary	practicing	Post-watching practice and transfer	Post-Watching Practice and Reinforcement	RQ3
27.	Interview S2	Student 2: "I review the vocabulary , memorize it , practice pronunciation , and try to use it in simple sentences."	Reviewing and memorizing vocabulary	Vocabulary review and memorization	Post-Watching Practice and Reinforcement	RQ3
28.	Interview S6	Student 6: "Yes! I also try to memorize new vocabulary from the dialogue and use it in my own sentences. And sometimes I rewatch the same episode , first with subtitles then without, just to check how much I already understand "	Rewatching videos , memorizing vocabulary	Rewatching for comprehension reinforcement, Vocabulary review and memorization	Post-Watching Practice and Reinforcement	RQ3

No.	Data Source	Findings Quote / Excerpt	Initial Code	Sub-theme	Theme	RQ
29.	Interview S1	Student 1: “They are very effective sis...because they combine audio and visual elements , making learning more engaging and helping me understand and retain vocabulary more effectively.”	effective audiovisual learning media	Perceived effectiveness	Perceived Effectiveness and Understandability	RQ4
30.	Interview S2	Student 2: “Quite effective, because it is more interesting and easy to absorb . Suitable for beginners as well as those who are already intermediate”	easy to absorb	Ease of understanding	Perceived Effectiveness and Understandability	RQ4
31.	Finding excerpt	Effectiveness was understood not in terms of test scores, but in terms of ease of understanding, clarity of input, and usefulness for language exposure .	Usefulness for language exposure	Usefulness for language exposure	Perceived Effectiveness and Understandability	RQ4
32.	Interview S4	Student 4: “Very motivating because it is fun and interesting . I feel more confident and want to try a higher level.”	Enjoyable and interesting learning experience	Enjoyment and interest	Affective Engagement and Learning Motivation	RQ4
33.	Interview S6	Student 6: “ More relaxed and not boring because there is an interesting story and characters.”	Relaxed and less boring learning experience	Relaxed learning atmosphere	Affective Engagement and Learning Motivation	RQ4
34.	Interview S5	Student 5: “Animated films make us want to be like the characters in them , so we are motivated to learn the language ”	Motivational Characters	Character-based learning motivation	Affective Engagement and Learning Motivation	RQ4
35.	Interview S4	Student 4: “Very motivating because it is fun and interesting . I feel more confident and want to try a higher level .”	increase confidence , Enjoyable and interesting learning experience	Growing confidence	Affective Engagement and Learning Motivation	RQ4
36.	Interview S4	Student 4: “Yes, especially in listening and speaking . I feel I have improved my understanding and can imitate accents , even the British accent which is quite difficult.”	improvement listening , pronunciation/accent imitation, and speaking	Perceived improvement in listening and pronunciation, Perceived improvement in vocabulary and speaking confidence	Perceived Improvement in English Skills	RQ4

No.	Data Source	Findings Quote / Excerpt	Initial Code	Sub-theme	Theme	RQ
37.	Interview S2	Student 2: “Yes, especially in listening because I am accustomed to hearing. Speaking has also improved because I am more confident, and vocabulary has increased. ”	Perceived vocabulary growth and speaking confidence	Perceived improvement in vocabulary and speaking confidence	Perceived Improvement in English Skills	RQ4
38.	Interview S5	Student 5: “There is improvement especially in understanding the use of language in everyday life. ”	everyday language use	Perceived improvement in everyday language use	Perceived Improvement in English Skills	RQ4
39.	Interview S3	Student 3: “Effective, but if you only focus on animated videos alone it is not enough. It must be combined with reading, writing, or direct learning with a lecturer. ”	Need other methods	Need to combine with other learning methods	Positive but Not Absolutely Effective	RQ4
40.	Interview S5	Student 5: “Effective, but it depends on each person’s interest towards the culture and type of animation”	depends on learners’ interest and preference	Effectiveness depends on learner interest or preference	Positive but Not Absolutely Effective	RQ4
41.	Interview S2	Student 2: “It is more suitable for beginners or intermediate, not yet for the advanced level. For advanced learners perhaps podcast is more suitable.”	more suitable for certain proficiency levels	More suitable for certain levels or purposes	Positive but Not Absolutely Effective	RQ4
42.	Interview S2	Student 2: “The main problems I usually face are fast-paced dialogue that is sometimes difficult to follow , as well as internet issues that can interrupt the video.”	Fast-paced dialogue	Fast dialogue and listening difficulty	Internal Problems	RQ5
43.	Interview S4	Student 4: “There are unfamiliar accents. ”	Unfamiliar accents	Unfamiliar accents and pronunciation issues	Internal Problems	RQ5
44.	Interview S5	Student 5: “ Pronunciation is too clear , so we become less accustomed to accent variations in the real world.”	Clear Pronunciation , differs from real-world accents	Unfamiliar accents and pronunciation issues	Internal Problems	RQ5
45.	Interview S6	Student 6: “yes, such as various accents and vocabulary that are difficult to understand ”	Difficult vocabulary	Difficult vocabulary and meaning-related difficulty	Internal Problems	RQ5

No.	Data Source	Findings Quote / Excerpt	Initial Code	Sub-theme	Theme	RQ
46.	Interview S3	Student 3: “In the beginning there were, because I did not yet know my needs and which video was suitable , so I needed to do some self-evaluation first	Difficulty finding suitable videos	Difficulty finding suitable videos	External Problems	RQ5
47.	Interview S2	Student 2: “Yes, sis. I have experienced some difficulties, such as when the audio is too fast or when the internet connection is unstable .	Unstable internet connection, Fast-paced dialogue	Unstable internet connection, Fast dialogue and listening difficulty	External Problems, Internal problems	RQ5
48.	Interview S4	Student 4: “Yes, such as difficulty finding suitable videos , and less suitable for theoretical learning	Difficulty finding suitable videos	Difficulty finding suitable videos	External Problems	RQ5
49.	Interview S3	Student 3: “yes, because it is not two-way like in a classroom or on Zoom . I need to look for additional input from the internet or ask a lecturer .” (S3, interview appendix II, DU 22, page 236)	absence of direct feedback	One-way learning and absence of direct feedback	External Problems	RQ5
50.	Interview S6	Student 6: “yes, Not all English material can be learned from animated videos .” (S6, interview appendix II, DU 28, page 255)	Content limitations	Limited suitability for certain materials	External Problems	RQ5

Source: Researcher’s Data Analysis, 2026

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Observation :

No.	Data Source	Findings / Observation Notes	Initial Code	Sub-theme	Theme	RQ
1	Observation S1	Listening: follows dialogues clearly.	dialogue listening	Listening as a preferred focus	Preference for Practical Language Aspects	RQ2
2	Observation S1	Vocabulary: learns new words.	new vocabulary	Vocabulary development in context	Preference for Practical Language Aspects	RQ2
3	Observation S1	Pronunciation: imitates character speech.	character-speech imitation	Pronunciation as a preferred focus	Preference for Practical Language Aspects	RQ2
4	Observation S2	Basic sentences and vocabulary through animal-based animated stories.	basic vocabulary stories	Vocabulary development in context	Preference for Practical Language Aspects	RQ2

No.	Data Source	Findings / Observation Notes	Initial Code	Sub-theme	Theme	RQ
5	Observation S3	Simple conversations between characters; interaction-based phrases.	simple conversations	Speaking support as an additional focus	Preference for Practical Language Aspects	RQ2
6	Observation S3	Speaking: speaking practice.	speaking practice	Speaking support as an additional focus	Preference for Practical Language Aspects	RQ2
7	Observation S4	Simple sentences and daily activities; dialogues with basic vocabulary in context.	daily expressions	Basic expressions in daily contexts	Preference for Practical Language Aspects	RQ2
8	Observation S5	Vocabulary: learns new words and idioms from context.	contextual idioms	Vocabulary development in context	Preference for Practical Language Aspects	RQ2
9	Observation S6	Basic sentences, vocabulary in context, funny and interesting scenes.	contextual vocabulary	Vocabulary development in context	Preference for Practical Language Aspects	RQ2
10	Observation S6	Pronunciation: imitates character speech.	pronunciation imitation	Pronunciation as a preferred focus	Preference for Practical Language Aspects	RQ2
11	Observation S1	Read the synopsis first; chosen based on short duration and interesting storyline.	synopsis checking	Selection by storyline, duration, and appeal	Purposeful Video Selection	RQ3
12	Observation S2	Chosen based on short duration and interesting storyline.	short-duration selection	Selection by storyline, duration, and appeal	Purposeful Video Selection	RQ3
13	Observation S3	Chooses interesting storylines; looks at the synopsis.	storyline selection	Selection by storyline, duration, and appeal	Purposeful Video Selection	RQ3
14	Observation S4	Chooses short videos with simple storylines and interesting story.	simple-storyline selection	Selection by level, needs, and audience	Purposeful Video Selection	RQ3
15	Observation S5	Chooses movies with interesting storylines and action/fun elements.	action-fun appeal	Selection by storyline, duration, and appeal	Purposeful Video Selection	RQ3
16	Observation S6	Chooses interesting storylines; looks at the synopsis.	synopsis-based selection	Selection by storyline, duration, and appeal	Purposeful Video Selection	RQ3
17	Observation S1	Using English subtitles.	English subtitles	Using subtitles in different ways	Comprehension-Support Strategies During Viewing	RQ3
18	Observation S2	Does not use subtitles to train listening.	subtitle reduction	Using subtitles in different ways	Comprehension-Support Strategies During Viewing	RQ3
19	Observation S3	Occasionally uses English subtitles for unclear vocabulary or pronunciation.	occasional subtitles	Using subtitles in different ways	Comprehension-Support Strategies During Viewing	RQ3
20	Observation S4	Uses subtitles occasionally to check unfamiliar words.	subtitle checking	Using subtitles in different ways	Comprehension-Support Strategies During Viewing	RQ3
21	Observation S5	Sometimes uses English or bilingual subtitles to follow pronunciation.	bilingual subtitles	Using subtitles in different ways	Comprehension-Support Strategies During Viewing	RQ3
22	Observation S6	Using subtitles.	subtitle use	Using subtitles in different ways	Comprehension-Support Strategies During Viewing	RQ3
23	Observation S1	Pauses and replays to understand conversations and unfamiliar vocabulary.	pause-replay use	Varied Use of Pause, Replay, and Playback Speed	Comprehension-Support Strategies During Viewing	RQ3

No.	Data Source	Findings / Observation Notes	Initial Code	Sub-theme	Theme	RQ
24	Observation S2	Pauses and replays; sometimes slows down video to catch dialogue.	slow-playback support	Varied Use of Pause, Replay, and Playback Speed	Comprehension-Support Strategies During Viewing	RQ3
25	Observation S3	Does not use pause, replay, or playback speed.	continuous viewing	Varied Use of Pause, Replay, and Playback Speed	Comprehension-Support Strategies During Viewing	RQ3
26	Observation S4	Does not use pause, replay, or playback speed.	uninterrupted viewing	Varied Use of Pause, Replay, and Playback Speed	Comprehension-Support Strategies During Viewing	RQ3
27	Observation S5	Pauses and replays short scenes to understand dialogues.	scene replay	Varied Use of Pause, Replay, and Playback Speed	Comprehension-Support Strategies During Viewing	RQ3
28	Observation S6	Uses pause and replay; does not use playback speed.	pause-replay without speed	Varied Use of Pause, Replay, and Playback Speed	Comprehension-Support Strategies During Viewing	RQ3
29	Observation S1	Writes vocabulary notes in a mobile note application.	mobile vocabulary notes	Dealing with Difficult Words	Comprehension-Support Strategies During Viewing	RQ3
30	Observation S3	Takes screenshots of unknown words in sentences instead of note-taking.	unknown-word screenshots	Dealing with Difficult Words	Comprehension-Support Strategies During Viewing	RQ3
31	Observation S4	Does not take notes; uses screenshots and translation.	screenshot translation	Dealing with Difficult Words	Comprehension-Support Strategies During Viewing	RQ3
32	Observation S6	Notes vocabulary or key phrases on phone.	phone key-phrase notes	Dealing with Difficult Words	Comprehension-Support Strategies During Viewing	RQ3
33	Observation S1	Mostly focused; relaxed and enthusiastic; laughs at humorous scenes.	relaxed enthusiasm	Focused engagement during viewing	Comprehension-Support Strategies During Viewing	RQ3
34	Observation S2	Mostly focused; interested and engaged.	focused interest	Focused engagement during viewing	Comprehension-Support Strategies During Viewing	RQ3
35	Observation S3	Focused while watching; enjoys learning; relaxed, motivated, sad and happy because of the story.	emotional engagement	Focused engagement during viewing	Comprehension-Support Strategies During Viewing	RQ3
36	Observation S4	Mostly focused; motivated, relaxed, and enjoys learning.	motivated focus	Focused engagement during viewing	Comprehension-Support Strategies During Viewing	RQ3
37	Observation S5	Focused while watching; motivated, enjoys the movie, and reacts to funny or exciting scenes.	movie enjoyment	Focused engagement during viewing	Comprehension-Support Strategies During Viewing	RQ3
38	Observation S6	Mostly focused; motivated, enjoys the movie, and laughs at funny scenes.	fun-scene reaction	Focused engagement during viewing	Comprehension-Support Strategies During Viewing	RQ3
39	Observation S1	Practices pronunciation after watching.	pronunciation practice	Repeating and imitating language	Post-Watching Practice and Reinforcement	RQ3
40	Observation S2	Practices pronunciation after watching.	post-viewing pronunciation	Repeating and imitating language	Post-Watching Practice and Reinforcement	RQ3
41	Observation S3	Repeats pronunciation and practices speaking.	pronunciation-speaking practice	Post-watching practice and transfer	Post-Watching Practice and Reinforcement	RQ3
42	Observation S6	Repeats pronunciation after watching.	pronunciation repetition	Repeating and imitating language	Post-Watching Practice and Reinforcement	RQ3

No.	Data Source	Findings / Observation Notes	Initial Code	Sub-theme	Theme	RQ
43	Observation S1	Fast audio is sometimes difficult to follow.	fast audio	Fast dialogue and listening difficulty	Internal Learning Problems	RQ5
44	Observation S3	Fast audio is sometimes difficult to follow.	fast dialogue	Fast dialogue and listening difficulty	Internal Learning Problems	RQ5
45	Observation S1	Relies heavily on translation tools.	translation reliance	Difficult vocabulary and meaning-related difficulty	Internal Learning Problems	RQ5
46	Observation S3	Uses English subtitles for unclear vocabulary or pronunciation.	unclear vocabulary-pronunciation	Difficult vocabulary and meaning-related difficulty	Internal Learning Problems	RQ5
47	Observation S4	Difficulty finding suitable videos.	suitable-video difficulty	Difficulty finding suitable videos	External Problems	RQ5
48	Observation S2	Internet occasionally unstable.	internet instability	Unstable internet connection	External Problems	RQ5
49	Observation S5	Internet occasionally unstable.	unstable connection	Unstable internet connection	External Problems	RQ5
50	Observation S1	Slightly distracted by phone notifications.	phone-notification distraction	Distractions during video use	External Problems	RQ5
51	Observation S2	Occasionally distracted by peers in the classroom.	peer distraction	Distractions during video use	External Problems	RQ5
52	Observation S4	Slightly distracted by peers.	classroom-peer distraction	Distractions during video use	External Problems	RQ5
53	Observation S6	Occasionally distracted by peers in the classroom.	peer interruption	Distractions during video use	External Problems	RQ5

Source: Researcher's Data Analysis, 2026

APPENDIX VI

Documentation

observation:



Interview :



INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

APPENDIX VII

Curriculum Vitae



Shiwelnan

A. Personal data

Name : Reza Azizah
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Faculty : Faculty of Education and Teacher Training

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2007-2013 : SD Negeri 98 Desa Baru Lempur
 2013-2016 : MTS Lempur
 2016-2019 : SMAN 5 Kerinci
 2021-2026 : Institut Agama Islam Kerinci