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By Universitas Muhammadiyah Sidoarjo

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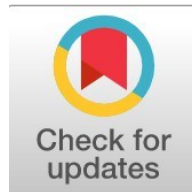

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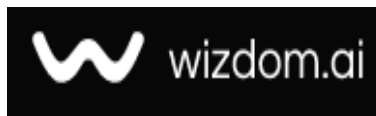
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Animated Videos in English Listening Skill Development

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Abstract

General Background: Listening is a core receptive skill in English language learning and remains challenging for EFL learners due to limited exposure, time constraints, and difficulties in processing spoken language. **Specific Background:** At SMA Negeri 1 Bangil, short instructional hours and the absence of varied digital media have constrained students' mastery of listening, particularly in understanding procedure texts. **Knowledge Gap:** Although audiovisual media are widely discussed, empirical classroom-based evidence on the use of animated videos for senior high school listening instruction in time-limited contexts remains limited. **Aims:** This study aims to examine whether the use of animated videos as learning media supports students' English listening skill development within restricted classroom time. **Results:** Using a quantitative pre-experimental one-group pre-test and post-test design with tenth-grade students, the findings show a statistically significant difference between pre-test and post-test scores, supported by normality testing and a paired sample t-test with a significance value of 0.000 (<0.05). **Novelty:** The study provides contextual evidence from a senior high school setting where animated videos had not previously been integrated into English instruction, addressing teacher concerns about practicality and classroom time limitations. **Implications:** The results suggest that animated videos can serve as a practical digital learning medium to support listening instruction, offering educators an alternative strategy for delivering procedure text material and managing limited instructional time in English language classrooms.

Highlights:

- Statistically significant score differences were identified between assessments administered before and after the learning intervention.

- Quantitative testing confirmed that the collected data met normality requirements for hypothesis analysis.

- Classroom application demonstrated the feasibility of audiovisual materials under restricted instructional time conditions.

Keywords: Animated Videos, Listening Skills, English Education, Procedure Text, Digital Learning Media

Introduction

Education is one of the most crucial pillars for the growth of people, communities, and countries. It is a powerful tool for changing lives and building a brighter future in addition to being a means of knowledge transfer. Education has an important function in society and affects the development of both individuals and nations. Education is the cornerstone for producing capable and moral individuals. Students at educational institutions not only get knowledge but also develop values, ethics, and lifelong skills [1]. Social interaction, representation, expression, and communication are language's primary functions. These enable people to represent ideas or thoughts, communicate, express emotions, and form relationships with others. Every educational establishment seeks to transform pupils in a way that is desired [2].

Listening is an essential part of learning a language. Listening is a receptive skill in English that necessitates the capacity to hear spoken words. It is the capacity to recognize and comprehend what is being spoken [3]. Effective communication, information collection, and language acquisition all depend on the capacity to listen. In order to comprehend and communicate in English-speaking situations, learners of ESL (English as a Second Language) and EFL (English as a Foreign Language) need to be proficient listeners. Despite the importance of hearing, language learners may find it especially difficult to improve their hearing. English listening is a receptive skill that requires the capacity to hear spoken language. It is the capacity to recognize and comprehend what is being said by the speaker [4]. The range of English accents, pronunciation variations, the rapid pace of spoken language, and the lack of exposure to native speakers are some of the factors contributing to these difficulties. Additionally, the absence of opportunities for extended listening practice in conventional language acquisition contexts may further hinder the development of this important skill [4]. Teaching English, particularly listening skills to students learning the language as a second language, can be challenging for teachers. In teaching this listening talent, the teacher's involvement is also very important; they need to be able to supervise and adapt their lesson plans to the students' abilities. The proper methods for teaching listening skills must also be available to teachers [5].

Procedure texts, which will thereafter be modified to meet the demands of the students, are one of the genres that must be mastered according to the curriculum [6]. The vast majority of pupils have trouble listening, especially when it comes to procedural materials. Listening to procedural literature teaches students how to do things, make things, and follow patterns. In this case, listening comprehension skills were crucial for the students [7]. A procedure text is a document that describes a course of action by offering comprehensive and intelligible instructions in compliance with the rules. A text that describes the steps or stages that must be taken to achieve the goal is called a procedure text [8]. Teachers must assist, guide, be creative, and be inventive in the teaching and learning process. Teachers should be aware of their factors, such as their teaching style and use of visual aids. The right teaching method should be chosen by the teacher. According to the aforementioned reason, the authors decided to write about the issue that the teacher faced when implementing the teaching technique [9].

It is impossible to stop the rapid advancement of technology. Building excellent character requires active participation from all instructors, including parents. An essential part of the educational process is learning media. Learning media are necessary for a teacher's instructional process. Even with a variety of instructional resources, it can help teachers explore more expansive concepts. Students are able to understand the material that is delivered by the teacher when the teaching process incorporates the usage of relevant learning materials. Using technology to teach English can boost students' critical thinking skills, foster creativity, and enhance the learning environment. While encouraging their students to embrace new innovations and use technology responsibly, English teachers must select the appropriate technology to utilize. However, there are occasions when obstacles keep technology from reaching its full potential. Teachers need to look at these issues and find solutions in order to ensure high-quality education that meets the needs of the twenty-first century. Therefore, it is essential that English teachers select and use the right technology in the classroom so that students can grow into human beings in line with the innovations of the twenty-first century [10].

The use of media learning tools for students studying at home, especially during non-class hours, has been extensively studied during the COVID-19 pandemic. A range of digital platforms and methods have been used to enhance learning experiences outside of traditional classroom settings. These resources not only compensate for fewer class hours but also offer engaging and adaptable learning opportunities. The parts that follow go into greater detail about the application and value of different media learning materials. Instructional films are a popular online learning tool that teachers can use to effectively teach remotely. They allow students to learn at their own pace and revisit challenging material as needed. However, for challenging subjects, teachers should combine direct instruction with films to prevent misconceptions [11].

One helpful kind of media is animated videos [12]. The use of suitable media, such as animated videos, is one of the secrets to effective learning in the classroom. One form of media that enhances the learning process is animation, which may be used in the classroom to provide a range of methods for enhancing students' listening comprehension [13]. The appropriate moving pictures and crisp voice in the animation film help the children understand the moral of the story. Students can learn more, understand the concepts that are stressed, and evaluate their own performance during the teaching and learning process with the help of appropriate practice. However, in addition to helping students perform well on listening activities, this content inspired them and improved their concentration in class [14]. Understanding is enhanced in the classroom when animated videos content is used, especially when talking about abstract concepts [15]. Using instructional technology, especially video, to teach listening in the classroom significantly improves students' listening abilities. According to the study's findings, students who receive education via video perform better than those who do not. Videos can be used as a teaching tool to help students become better listeners. Students will be better able to comprehend spoken language in this scenario if they listen to the auditory stimulation and concentrate on the visual cue [16]. By using audiovisual aids, EFL

students can overcome difficulties in listening instruction and learning. The researchers concluded that each cycle's results significantly improved by the time of the final review based on the study's findings. The findings demonstrated that using audiovisual aids to teach English to third-semester students at UIN Fatmawati Sukarno Bengkulu enhanced their listening abilities [17].

Animated videos material is a promising solution to these problems. Animated videos can improve traditional teaching methods by fusing sound and vision to produce an engaging and immersive learning experience. They facilitate more frequent and adaptable interactions between students and the content, which improves comprehension and memory. The teachers at the target school had never used animated videos as learning materials in the English language learning process, according to the results of a pre-observation. The teachers' belief that animated videos are less realistic in representing the kinds of communication scenarios that pupils typically encounter is one of the primary justifications they offered. Furthermore, the pre-observation data also showed that the teachers were confronted with another challenge: the short length of school lessons. The amount of time allotted for studying is frequently not enough to cover the complete course in detail. As a result, it is impossible to give many crucial learning components in the best possible way, particularly those that are connected to the improvement of English listening abilities. These challenges highlight the need for creative solutions that can assist educators in making the most of class time and presenting the content in an engaging, successful, and efficient manner while taking into account the organic components of the teaching-learning process.

Animation is the art of employing movement to create the illusion of life, according to Williams. By modifying their movements frame by frame, a sequence of drawings, models, or computer renderings can be given life in an animated video. Animation conveys weight, timing, emotion, and personality in addition to movement, which provides inanimate objects or characters a sense of life and relatability for viewers. Animated videos are unique because of their ability to tell a story or deliver a message through well planned and timed effects [18]. William also discusses the basic understanding of animation principles that give motions and characters life. Squash and stretch for weight and flexibility, time to control the tempo and realism of motions, and anticipation to prepare and highlight moves are all crucial words. While overlapping action and follow through generate fluidity by showcasing the separate movement of body components, ease in and ease out principles ensure smooth transitions. These ideas, which are shown with real-world examples and graphic breakdowns, are crucial for creating dynamic and compelling animations. [18]

The reason researcher choose SMA Negeri 1 Bangil as the place for this research is because the researcher is an alumnus of the school and have long been familiar with the English teaching methods used there. Currently, the English teacher at the school has never utilized animated videos as a learning media. Based on the results of a interview conducted as part of the pre-observation process, the teacher expressed a belief that Animated videos is such media that "unnatural" for English learning. This perception became the basis for selecting the school as a research site, as it offers an opportunity to test the use of animated videos as an innovative learning medium aimed at improving students' listening skills.

The purpose of this study is to address the difficulties teachers encounter, especially the short learning hours that prevent pupils from fully processing the material. Pre-observation revealed that time restrictions frequently cause students to struggle with learning process texts. In order to close this gap, this study examines "Is its effective teaching English using Animated videos for improving student listening skills?" so, this research aims to enhance educational outcomes in English language learning and contribute to the development of creative teaching strategies by investigating whether animated videos might help students improve their listening skills even in the face of limited class time. To know how this media effective or not, the researchers use Quantitative method especially using Pre-Experimental Design to find out whether students have improved their listening skills through the improvement of their grades that they experienced in the pre-test and post-test after the treatment using Animated videos media.

Method

This research was conducted using a Quantitative method, specifically applying a Pre-Experimental Design with a one-group pre-test and post-test format. A single group was involved, which first was given a pre-test (O1), then was provided the treatment (X), and finally was given a post-test (O2) [19]. The independent variable was identified as the pre-questioning technique, which was used as a teaching aid to improve students' listening skills. The dependent variable was the English material presented using Animated videoss. An animated videos, which was defined as a combination of moving, animated pictures with a matching soundtrack, was utilized to create an audio-visual learning medium. In this case, three-dimensional animation was employed as part of the service [20].

The population consisted of students from SMA Negeri 1 Bangil, with the sample being drawn from tenth-grade students. Data were collected and analyzed to assess the impact of animated videos usage on students' listening skills. Establishing a cause-and-effect relationship between variables was considered the primary goal of this experimental research. Therefore, the experimental design was categorized as explanatory research. Similar to survey research, experimental research was focused on the procedures used to gather data.

A pre-experimental design, where a single class or group was given both a pre- and post-test, was applied. No control or comparison group was included in this one-group pretest and post-test design. The data derived from the study's findings were analyzed using specific techniques. This process was intended to obtain accurate data aligned with the research objectives and to understand the challenges faced by students in learning procedure texts based on moral principles through the paired note-taking technique. A specific method for designing a single-group pretest and post-test was followed as outlined below.

Figure 1. Pre-experimental Formula

O1 = Pre-test score (before treatment)

X = Treatment Using Animated videos Media

O2 = Post-test score (after treatment)

The design of the study included a pretest administered before the treatment so that results could be clearly observed by comparing them to outcomes before the intervention.

1. Pre-test

At the beginning of the study, students were given a pre-test to evaluate their understanding of the material that either had not been previously taught or had not been fully grasped due to limited school hours. The aim of the pre-test was to assess the students' knowledge and competency before the treatment. To serve as an initial evaluation, the pre-test questions were tailored to the research topic. The results of this pre-test were used as the basis for measuring any changes following the treatment.

The following steps were taken by the researcher:

a. The students were given instructions to open a link that directed them to a Google Form containing 20 multiple-choice questions related to procedure text.

b. After accessing the link, the students were asked to fill in their personal data on the form.

c. Then, the teacher played an audio file that contained a procedure text along with related questions that had to be answered in the Google Form.

d. The students listened to the audio attentively and completed the test until all questions were answered.

2. Treatment

After the pre-test was completed, the material was delivered by the teacher, and students were given treatment in the form of animated videos content as a learning medium. These animated videos were aimed at helping students understand complex concepts or content that had not been fully grasped. The animated videos, which presented the content in an engaging and interactive format, was shown to the students. This treatment was expected to enhance their understanding of the school material by providing a new learning environment.

When implementing this animated video media, the researcher used the Blended Learning approach, which is the most suitable approach, where face-to-face learning in the classroom (verbal explanation) is integrated with independent online learning (watching videos). Blended learning was characterized as learning that combines traditional in-person lectures, online learning, and learning aided by other technology in a variety of ways to create the most effective learning environment. A variety of teaching and learning approaches (both online and traditional), synchronous and asynchronous interactions, online and traditional learning environments, technology and media for delivering learning content, and group and individual learning activities were also included in blended learning [21].

The following steps were taken by the researcher:

a. The researcher prepared two videos to be used as treatment media.

b. The researcher explained the material about procedure text using the first video, which was an animated whiteboard video titled "BAHASA INGGRIS Kelas 11 – Procedure Text | GIA Academ.y"This video was considered effective because it provided a complete explanation of procedure texts and was developed by the YouTube channel GIA Academy as an educational resource.

c. The students watched the video and listened carefully to the researcher's explanation about procedure texts.

d. After ensuring that the students had understood the material well, the researcher played a second animated videos as an

assessment tool to test the students' understanding.

e. The students then watched the second animated videos titled "A Procedure Text about Eating Healthy (Listening Task)", which was a manual-type procedure text presented in the form of a conversation. This video was created by Madam English YouTube Channel and was specifically designed for listening comprehension practice, making it appropriate for assessing the students' listening skills.

f. After watching the video, the students were asked to answer ten multiple-choice questions. The questions were presented in audio form and played by the researcher. The students wrote their answers on a sheet of paper.

g. Once completed, the students submitted their answer sheets to the researcher.

3. Post-Test

After the treatment stage involving the animated videos, a post-test was administered to assess the students' comprehension of the material. While similar to the pre-test in structure, the post-test questions were made slightly more challenging or were modified to reflect deeper levels of understanding. By comparing post-test and pre-test results, the improvement in students' listening skills as a result of animated videos integration was evaluated. The findings were used to assess the effectiveness of animated videos as a medium for teaching English.

The following steps were taken:

a. The students were given instructions to open a link that directed them to a Google Form containing 20 multiple-choice questions related to procedure text.

b. After accessing the link, the students were asked to fill in their personal data on the form.

c. Then, the teacher played an audio file that contained a procedure text along with related questions that had to be answered in the Google Form.

d. The students listened to the audio attentively and completed the test until all questions were answered.

This study focused on evaluating whether animated videos could be used to improve students' listening skills in understanding procedure texts. The results were expected to offer new insights for educators and ELT practitioners, contributing to the development of more effective teaching strategies. Through this research, valuable contributions were aimed at enhancing English language education, thus promoting better learning outcomes and experiences for students.

Result and Discussion

A. Result

There are two processes in processing quantitative data. Normality tests a statistical requirement for hypothesis generation, are the first step. Utilizing the t-test, specifically the Paired sample t-test, is the next step after the necessary tests are complete. This study examined the effectiveness of Animated videos in improving Student Listening Skills among 36 grade X student (14 boys 22 girls) at SMA Negeri 1 Bangil. In addition, researchers also conducted data analysis to access the impact of the intervention, which will be explained below:

1. Normality Test

To ensure that the data to be analyzed has a normal distribution, a normality test is conducted. The experimental class pretest-posttest data was tested for normality using the following procedure:

The Shapiro-Wilk test, a statistical method widely known for its versatility in examining and comparing the distribution characteristics of two distinct groups, was used to conduct a thorough and meticulous normality test as part of the extensive and detailed research study conducted at SMA Negeri 1 Bangil to explore and assess the effectiveness of incorporating Animated videos media as a pedagogical tool to improve student English listening skills among a specific group of grade X students. The reason of using Shapiro-Wilk test rather than Kolmogorov-Smirnov is because the sample of the data is below 50, that's why researchers took the Shapiro-Wilk test. The main goal of the study was to determine whether the pretest and post-test scores associated with the use of Animated videos media adhered to a normal distribution pattern, thereby establishing the crucial and foundational aspect of normality as an essential prerequisite.

In order to offer important insights into the possible influence and effectiveness of incorporating cutting-edge educational resources like animated videos media in improving the learning outcomes and writing proficiency of elementary school students in the context of English language education, the scholarly investigation and academic inquiry undertook data analysis and hypothesis testing before moving on to later stages.

Table 1. Normality Test

| | Kolmogorov-Smirnov | | | Shapiro-Wilk | | |
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.154	36	.030	.942	36	.060
PostTest	.118	36	.200	.948	36	.087

From the normality test result in table.1, it shows that Shapiro-Wilk the data obtained for the Experiment Pre-test and the Experiment Post-test is 0.087. That is, 0.060 and 0.087>0.05, so the data is declared normal or regular because the p-value of 0.060 and 0.087 exceed 0.05.

In the study conducted at SMA Negeri 1 Bangil, a normality test was performed to assess whether the scores obtained from using Animated videos media followed a typical distribution pattern. This step was crucial to ensure the validity and reliability of the data analysis process. By confirming that the test scores exhibited a normal distribution, the researchers could proceed with confidence in analysing the impact of Animated videos media on students' listening skills. The result of the normality test provided assurance that the data met the necessary criteria for statistical analysis, reinforcing the credibility of the study's findings.

2. Hypothesis Test

Following the completion of the normality tests, which guarantee that the data are normally distributed, the next step is to examine and validate the hypothesis. To ascertain if the hypothesis should be accepted or rejected, hypothesis testing is done. The paired sample t-test was utilized to assess the hypothesis and ascertain whether a significant difference in the mean scores existed. The results of the hypothesis test are as follows:

Table 2. Paired Sample T-test

		Mean	Std. Deviation	Std.Error Mean	Paired Differences 95% Confidence Interval of the Difference Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-Test - Post-Test	-12.500	6.268	1.045	-14.621	-10.379	-11.966	35	.000

According to the findings of the paired sample T-test computation, the paired sample T-test's significant value (2-tailed) is 0.000, or less than 0.05. As a result, the null hypothesis (H0) is opposed and the alternative hypothesis (H1) is accepted. Upon analysing the pretest and post-test results, it was discovered that the use of animated media greatly enhanced students' listening skills. This is demonstrated by the comparison of the pretest and post-test scores.

Following the completion of the required analytical tests, such as normality tests to make sure the data satisfied statistical standards, the hypothesis test was carried out to assess how using animated videos media affected the listening skills of the students at SMA Negeri 1 Bangil. The paired sample t-test was used to determine whether the mean scores from the pretest and post-test differed significantly. According to the findings of the hypothesis test, the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted with a significant value (2-tailed) of 0.000, which was below the 0.05 threshold. The comparison of scores before and after the intervention showed that the usage of animated videos content strongly improves students' listening skills. At SMA Negeri 1 Bangil, the results of the hypothesis test offered compelling proof of the value of using animated videos content in English language instruction.

B. Discussion

According to the results of the previous chapter, the goal of this study is to ascertain whether or not using animated videos can improve students' listening skills. In short, the study conducted at SMA Negeri 1 Bangil demonstrated that the use of animated videos content in English classes improved students' listening and learning abilities. Students' listening skills demonstrated a substantial improvement of 0.000 < 0.05 in the hypothesis test results following the use of the animated videos media, confirming the rejection of H0 and acceptance of H1. This demonstrates how using animated videos content enhances students' English language acquisition in the classroom.

This research is supported by Masfufah's research [22], This study shows that primary pupils' listening and retelling skills are much enhanced when they use Nusantara animated videos media. The findings suggest that incorporating Nusantara animated videos media into classroom instruction is an effective strategy to enhance these critical skills, particularly in the context of Indonesia language learning. This study highlights the broader educational implications, including potential applications in curriculum design, teacher training, and educational policy development. The study controlled for potential confounding factors, such as demographics and prior knowledge, ensuring valid results. These findings suggest that incorporating animated videos media into educational settings can enhance listening comprehension, especially in contexts involving abstract concepts for elementary student.

This research is supported by Yunita research [23]. Based on the results and discussions of using English short animation films to teach listening to seventh-grade students, students in the experimental group who got therapy with these films were

more successful in developing their listening skills. Here, the results show how well the experimental group was able to use English short animation films to improve students' listening abilities. Students will be engaged when teaching with animated videos, and they will be able to understand when they are doing listening exercises and learning from the film. Students can enhance their listening comprehension and get more engaged in determining the meaning of what they hear by watching short animated videos in English. Students were captivated and delighted to learn English thanks to English short animation films. Thus, it is possible to conclude that the use of English-language short animated videos significantly affects the listening abilities of first-graders at SMPN 1 Lingsar.

This research is supported by Putraidi research [24], At MTs Al-Ishlah Dasan Agung, this study was carried out to investigate the use of animated videos to enhance students' listening abilities. After completing several stages to get results, such as selecting the research design, collecting data, and analysing the data, the researcher finally concluded the study with positive findings. The experimental class's mean post-test scores are higher than the control class's (57.5>46.07), according the point research findings. Furthermore, at 0.01 <0.05, the P value and α have a smaller significance. With (Ho) being rejected and (Ha) being accepted, it can be concluded that the results of the hypothesis test demonstrate that using animated videos to improve students' listening skills has a significant influence. Therefore, it can be said that the hypothesis test findings show that there is a considerable influence of employing animation movies to increase students' listening abilities, with Ho being rejected and Ha being approved. Students in experiment classes can significantly enhance their listening abilities after viewing animated videos. This indicates that employing animated videos as a teaching tool for English is successful in helping students learn vocabulary and enhance their listening comprehension. Students in experiment classes can significantly enhance their listening abilities after viewing animated videos.

This research is supported by Uly's research [25], According to this study, the use of animated videos at SMP Negeri 37 Medan greatly enhanced the listening abilities of the students. Students were eager to learn English, but they also showed a special interest in animated film features. This study demonstrates that watching animated videos can help students become better listeners because it enhances their listening skills and motivates them to become more active listeners. Additionally, animated videos provide excitement and enjoyment to listening exercises, preventing pupils from becoming disinterested in class. Students ultimately discover new methods for improving their listening abilities. Students' listening skills at SMP Negeri 37 Medan were often greatly impacted by animated movies. It may be inferred from the three studies mentioned above that junior high school students' listening skills can be enhanced by using animated videos. After the intervention, this will enable assessment of any notable changes in the listening abilities of the pupils.

This research is supported by Hajrawati's research [26], this research findings illustrated that the use of audio-visual-based learning media (animated videos) improves student learning outcomes on folklore material in class X SMK Negeri 6 Pangkep and improves their listening skills. The usage of animated videos and other audio-visual-based learning materials is highly successful and can enhance students' listening comprehension, which in turn influences their learning results. The difference between this research and researchers research is the subject, although senior high school and vocational high school are in the same level, but they have a difference on their English language teaching. But, by using this Animated videos media shows the same result between the two types of high schools, so it can be assumed that this media can be widely used to teach English.

Based on the results above, it can be concluded that the use of this media can make it easier for teachers to carry out English learning. this media will help teachers provide more varied learning and can cover all types of student learning styles, be it audio or visual. besides that, teachers can also innovate learning activities that can facilitate students with kinaesthetic learning styles. Since the previous research supports these findings, it can be said that using animated videos content for instruction can improves students' listening skills. Therefore, the findings of this study are consistent with those of other research projects. Since the study was conducted at a high school, it may differ greatly from earlier research, which often focused on elementary, junior high, and vocational school pupils, so this research can be a foundation for other researchers who want to use this media. Additionally, only one class's sample was used in this investigation. Using the true-experimental method or implementing the media for several subjects and classes would change the situation.

Conclusion

The findings demonstrated that using animated videos content to teach English is effective for improving students' learning and listening skills. The hypothesis test results show that the usage of animated videos media in English classes at SMA Negeri 1 Bangil has an impact, as evidenced by the significant difference of 0.000 < 0.05, which supports the rejection of H0 and acceptance of H1. The results of the analysis demonstrated normalcy status, satisfying the prerequisites for statistical testing. The comparison of scores before and after the intervention showed that the usage of animated videos content strongly improves students' listening skills, these findings demonstrated how well SMA Negeri 1 Bangil children were learning English and improving their listening skills.

In conclusion, the study's findings highlight how integrating animated videos media into senior high school English language instruction can have groundbreaking effects. In addition to showing observable gains in students' listening and learning skills, the study's conclusions highlight the wider ramifications for instructional strategies. Through the use of interactive elements, engaging audiovisual content, and animated videos narration, teachers may build engaging and dynamic learning environments that accommodate a variety of learning preferences and improve students' language skills.

Additionally, by emphasizing the value of creative teaching strategies in fostering student engagement and academic achievement, the study adds to the changing field of educational practices. Teachers may create an engaging learning environment that fosters creativity, critical thinking, and a love of lifelong learning by utilizing the special qualities of animated videos media. This study demonstrates the adaptability and influence of animated videos media as a useful tool

that encourages students' curiosity and exploration in the classroom while enabling them to succeed in their English language learning journey.

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