

The Implementation of Video Animation “Best Friend in the World” in Pronunciation Learning

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Abstract

Pronunciation is the important element in English communication, but many students have difficulty in learning pronunciation, one of the reasons is due to the lack of learning media that attracts students. The objective of this research is to find the steps of the implementation of the video animation “Best Friend in the World” in learning pronunciation and challenges. This research was conducted in seventh grade at SMP Islam Al-Waroqot with 51 students. This research used a case study design. Data were collected using observation, interview and documentation. Data analysis in this research was done with descriptive. The results of this research indicated that the implementation steps include the preparation of media needed, the teacher explains about pronunciation, the teacher displays pieces of video animation in power point, the teacher applies listen and repeat technique, and gives the conclusion. The challenges faced by the students namely the technical disturbances during of learning, limited vocabulary that can be learned and the classroom becomes noisy. This finding confirms that successful implementation is strongly influenced by resource readiness and learning environment support. Thus, this research provides a new perspective on the importance of careful planning and teacher training in integrating video animation in pronunciation learning process.

Keywords: *media, pronunciation, video animation*

INTRODUCTION

In English language, pronunciation plays a crucial role in ensuring effective communication. Yates & Zielinski (2009) state that pronunciation refers to the way language produces sounds that have meaning. It includes aspects of speech that go beyond individual segments such as timing, phrasing, rhythm, and stress (suprasegmental aspects), and the way sounds are projected. Pronunciation requires an understanding and ability to produce consistent word sounds, including distinguishing between short and long sounds, voiced and unvoiced sounds, and natural intonation patterns. This process involves the coordination of speech organs such as the lips, tongue, and vocal cords to produce the correct sounds. Given this complexity, pronunciation has a very important role in supporting the ability to communicate effectively. According to Lestari et al. (2021), Pronunciation is one of the most important components in language learning and is one of the main requirements for students' competence. Pronunciation is essential for communication, especially to ensure the listener understands the message clearly. Proper pronunciation helps prevent misunderstandings due to different word sounds. In English language learning, having good pronunciation skills increases students' confidence when speaking and interacting. In addition, good pronunciation can improve overall listening and

speaking skills as these two skills are interconnected in the communication process.

However, based on preliminary observations by researcher at SMP Islam Al-Waroqot, Pamekasan, during English learning process in the classroom found that students in the seventh grade were low in pronunciation. There are still many pronunciation mistakes found during the lesson such as students often mispronouncing the word "Book" which should be pronounced /buk/, but they pronounce it as /bok/. The researcher also indicated that the students seemed less enthusiastic in learning English. In fact, there are many learners who get difficulties in pronunciation (Baihaqi et al., 2021).

Mr. Hasan as the English teacher at SMP Islam Al-Waroqot explained that the students were low in pronunciation because difficulties in distinguishing certain vowels sound and improper pronunciation of consonants. Then, the students are less enthusiasm and involved in learning because a traditional method is still being applied where the teacher pronounces words in English and students repeat them repeatedly and if there is a mistake the teacher will correct it immediately. Although this method has often been used or is considered a common method, it turns out that this method is less effective in motivating students to enthusiastically pronounce English. To increase students motivation to learn, teacher needs interactive media such as movies or video (Anggraeni et al., 2021).

As a solution, the researcher decides to use literature as a pedagogical approach in pronunciation learning. Literature has great potential as a learning tool, especially in English classes (Gabriel, 2020). Literature as part of pedagogy, improves students language skill and increase motivation to learn (Mardiani & Baharuddin, 2023). For example, students can learn unique rhythm and pronunciation patterns through poetry, and through stories or drama, students can learn pronunciation in more in-depth emotional and social context. This method can help students acquire a more natural and authentic pronunciation. In line with the literature approach, this research selects video animation as a modern literature-based learning media to be implemented in pronunciation learning.

Animation has become an important part of the world of visual arts and communication. According to Wells (2013), animation is the recording of separate phases of imaginary action designed in such a way as to produce the illusion of motion when displayed at a constant and predetermined rate, exceeding the ability of human vision to sustain it. Animation can be created in two dimensional (2D) or three dimensional (3D), depending on the method used (Siswati & Damayanti, 2020). In English learning, animation allows students to learn pronunciation visually and audibly in an interactive and enjoyable way. Moreover, animation can convey complex concepts in an engaging and dynamic visual manner, and it has continued to evolve up to the present. Thacher (2006) finds that animations can significantly improve student comprehension and motivation compared to traditional textbook learning. This media can also overcome barriers such as the influence of local accents by providing authentic pronunciation models from native speakers. With this fun approach, students are more motivated to continue practicing and improving pronunciation skills.

Previous research about the use of animation in English learning have been conducted. First, research by Olli & Nurwati (2022), conducted a research about

teacher strategy of the use video animation in English language learning. The result showed that the use of animation video as media in English learning can help students understand the material. The second, a research was also conducted by Liew & Abdul Aziz (2022), explored the impact of animated films in improving pronunciation skills. The results of this research showed that the use of animated videos significantly improved students' pronunciation skills. Then, research by Sabang et al, (2023), on the use of animated videos in improving the pronunciation of coronal obstruent sounds, this research show average scores of the experimental group were higher than those of the control group (84.77 > 55.88), that means video animation can improve pronunciation skills.

However, there is still a little of research that specifically examines the implementation of video animation in pronunciation learning in junior high school level, this research aims to fill the gap by exploring how is the implementation of video animation in pronunciation learning, and the challenges in implementing video animation in pronunciation learning in junior high school level. This research contributes to adding insight in the study about the implementation of video animation "*Best Friend in the World*" as part of digital media in pronunciation learning. Additionally, this research can be reference for further research related to animation based learning media in English language learning. For teacher, this research provide guidance and insight into the implementing video animation in teaching pronunciation. For student, this research offers an innovative and fun media for learning pronunciation through the implementation of video animations.

This objective of this research is to examine the Implementation of Video Animation "*Best Friend in the World*" in Pronunciation Learning and to identify the challenges of the implementation of video animation in pronunciation learning.

METHOD

Respondents

This research uses a case study design to explore in depth the implementation of the video animation in pronunciation learning and identify its challenges. The case study design was chosen because it allows researcher to explore complex phenomena in a specific context, namely in seventh grade of SMP Islam Al-Waroqot, Pamekasan. According to Yin (2018) case studies are effective for understanding phenomena in detail and contextually in specific situations. Then, the total students are 51 consisting of 23 male students and 28 female students. In this research, purposive sampling was utilize to choose the sample. Purposive sampling is a method for selecting sample based on particular criteria since it is employed when the sample target has particular qualities to take into account (Rohmawati, 2025). However, only take 15 students that consisting of 7 male and 8 female students, the researcher selects the students based on teacher recommendation and English academic achievement.

Instruments

In this research, the researcher use instruments such as observation, interview and sound recording devices for documentation. Observation guidelines are used to help researcher obtain data from observations, interview guidelines are

used to help researcher obtain data from interviews so that the questions used remain directed and as needed, then voice recording devices are used to help researcher store data from interviews to avoid data loss.

Procedures

In this research, the researcher was present during the lesson as a passive observer to observe how the video animation is implemented by the teacher, how the students react and the challenges during the lesson, observation is conducted until the data reached saturation. In this research, semi structured interviews were used to explore more profound data (Setiawan et al., 2025). Then, Based on Magaldi and Berler (2020) cite in Alhabsyi et al (2022) Semi structured interview as an exploratory interview, generally base on a guide and that it is typically focused on the main topic that provides a general pattern. The interview guide used is only an outline of the problems to be asked (Nasution, 2023). Then, Interviews conducted with teacher and students to explore in depth information about how the implementation of video animation in learning pronunciation. This interview will also explore the challenges faced during the implementation process. The documents can be in the form of letters, field notes, photos, audio recording etc. In this research, the researcher uses photos and recordings. Photos will support observations to provide a clear picture of the implementation process and its challenges, while recordings are used to record data collected through interviews so that it can be played back if needed.

Data analysis

Data analysis is a systematic process for organizing, interpreting, and presenting data that has been collected in research (Creswell, 2018). This research uses descriptive analysis, where data obtained from observations, interviews, and documentation are systematically analyzed to provide a comprehensive picture of the implementation of video animation in learning pronunciation and its challenges. Meanwhile, data analysis according to miles and Huberman (19992), cited in Maula et al. (2020), the analysis process begins with data reduction, data presentation and conclusion drawing. The process begins by categorizing the data based on the objective of this research. Each collect data is assigned thematic code to identification of patterns and further analysis. Data related to the implementation of video animation was coded in (IMP) and the data related to challenges was coded in (CHL).

Additionally, participant coded was used to differentiate the sources of information. The teacher participant is coded in (T), and the students participant was coded in (S) followed by sequence number such us (S1) for the first student, (S2) for the second student and so on. Then, the data of this research was presented in descriptive form to provide a clear picture of the data, the data was presented based on thematic codes. In conclusion, the data was reviewed and grouped based on themes, patterns and insight that match the focus of the research, the data was interpreted to provide meaning to gain comprehensive understanding. The conclusion drawing are support by empirical evidence, thus ensuring the reability and relevance in the context of pronunciation learning.

RESULTS AND DISCUSSION

The Implementation of Video Animation in Pronunciation Learning

Teacher Prepares the Media Needed

Researcher found that the teacher prepared media needed in learning pronunciation with video animation namely projector and laptop to display video animation in front of the class. The teacher has prepared the laptop in a ready to use such as making sure the battery is fully charged so that it can complete the learning until the end.

Extract 1

"Before starting learning, first I must prepare the projector and laptop, this is used to display the video animation." (T/IMP)

The main step, the teacher prepares the media needed, such as projector and laptop to display video animation in front of the class, the teacher prepares the media needed and ensures that everything functions optimally to support the learning process. As mentioned in the management class theory by Evertson (2016) which states that effective preparation of the learning environment is effective classroom management. In this case, ensuring that the projector and laptop are ready for use is included in the classroom management preparation carried out by the teacher before starting the lesson. Laptop and projector are used to display video animation in front of the class so that all students can see clearly and can follow the learning as a whole. Thus, the use of this supporting media can be an animated video-based learning can be implemented well.

The Teacher Explains About Pronunciation

Before showing the video animation the teacher explains about pronunciation, including its elements such as consonants, vowels, intonation and stress. The teacher explained to the students how pronunciation plays an important role in communication not just pronouncing words but also paying attention to stress, intonation and other elements. Students seem to listen carefully and understand the explanation given by the teacher.

Extract 2

"I explain first what pronunciation is, because here the term pronunciation is almost never used, but just use the term "Pelafalan" (T/IMP)

The teacher explains about pronunciation and its elements such as vowels, consonants, intonation and stress, because in that school it is very rare to use the term "Pelafalan" because there is no specific subject that studies pronunciation but in all aspects of English learning students' pronunciation skills are always trained. This finding is supported by the cognitive multimedia theory by Mayer & Moreno (2005), which in one of the principles of multimedia learning states that the importance of the principle of pretraining or the introduction of key terms first before the recitation of the main material. According to Sari (2019), providing an explanation of the material before the learning practice begins can help students easily understand the next material. And also, it can create a framework for students'

thinking and be able to improve students' critical thinking skills during learning (Susanto et al, 2023). This shows that adjusting learning to students' understanding must be done to avoid student confusion during learning. So, providing a stimulus or explanation before learning make learning easier for students to understand the practice of learning pronunciation using the video animation. Then, students indirectly think critically about what pronunciation means and the elements in it even though they have never heard an explanation about it at school. It is impossible if the teacher immediately starts learning pronunciation but students do not understand about the pronunciation itself.

The Teacher Displays Pieces of Video Animation in the Form of Power Point Slides

The teacher displays pieces of the video animation "*Best Friend in the world*" assisted by power point slides. The slides already contain the vocabulary to be learned followed by a video animation showing how to pronounce it. There are 20 slides displayed in front of the class, the vocabulary displayed is vocabulary that meets the elements of clear pronunciation. The students were very enthusiastic when the teacher started playing the video, so, the class becomes noisy there were some students who focused on commenting on video animation, paying less attention to instructions even laughing and overreacting. Therefore, the teacher explained each slide carefully and instructed the students to be quiet and follow the lesson until the end.

Extract 3

"I present it in the form of a power point slide, so the animation is in the form of pieces of video, if I show it all, I am afraid students will get bored and focus more on the story rather than the pronunciation." (T/IMP)

In the process of learning pronunciation, the teacher does not directly display the video animation "*Best Friend in the World*" as a whole or tell students to watch the video animation from beginning to end but rather the teacher presents the video animation into video slides with pieces of video that display clear pronunciation because according to the teacher displaying the video animation as a whole and only telling students to pay attention will make students bored and reduce student involvement in learning because the video played is too long and with a language they do not understand. This process is supported cognitive load theory by Sweller (1988), which states that the human brain has a limited capacity to produce new information. Previous research conducted by Galindo et al. (2021) states that video that will be used as learning media are certainly not played in their entirety from beginning to end, but must be adjusted to the ability of students and learning targets.

So it can be understood that dividing a video that lasts 1 hour 43 minutes into several video pieces can reduce bored in students, teachers must adjust the duration to the needs of students, parts of the video that do not meet the learning target can be skipped and only take parts of the video that are suitable for learning pronunciation, this will make learning more efficient and students will concentrate more on the vocabulary learned. Not only that, presenting video material in

PowerPoint slides will give a more structured impression, the teacher does not need to pause the video repeatedly, just open one slide at a time easily.

The Teacher Applies Listen and Repeat Technique

The researcher also found that the teacher asked all students to pay attention, listen carefully and always repeat the video animation until they understood. The teacher asks the students to listen carefully to the pronunciation in the video, then imitate it together. The teacher replays the same part of the video several times until all students follow along and pronounce the vocabulary correctly. After each section, the teacher makes sure all students are actively imitating, then moves on to the next section. The repetition is done consistently for each word shown, and the teacher does not move on to the next material before ensuring that all students have followed the pronunciation correctly. This activity takes place sequentially and is structured according to the order of the slides displayed.

Extract 4

"I tell them to listen, keep following, if they still get it wrong I repeat it again, but I see that they immediately understand after hear from the animation, in the second repetition they can immediately imitate." (T/IMP)

The next stage, the teacher applies the listen and repeat technique where students are asked to listen carefully and then imitate the pronunciation style of the vocabulary in the animated video piece, students are asked to be quiet and observe correctly in the first video playback students cannot imitate correctly, but in the second to third repetition students can imitate correctly. This process is in accordance with the theory behaviorism by Skinner (1957), cited in Beaudry & Dreyer (1979), which suggests that language learning can occur if through the process of repetition and reinforcement. In this case, repetition is the student's response when participating in learning. Based on Masitha et al. (2023), through the learning technique of listen and repeat, it is proven that it can improve students' understanding of pronunciation practice. The teacher's step to apply the listen and repeat technique is very appropriate in learning pronunciation, students must listen carefully to each word played in the video and be able to repeat it according to what students hear. This method is effective to make it easier for students to follow the learning easily.

Teacher Gives Conclusion

At the end of the lesson, the teacher gives a conclusion about today's vocabulary pronunciation and also explained that student can learn English pronunciation through the video animation *"Best Friend in the World"*

Extract 5

"Finally, I explain again what pronunciation is and introduce them the implication of the video animation "best friend in the world" in learning pronunciation." (T/IMP)

This final step is supported by the elaboration theory by Reigeluth (1983), which states that the conclusion in learning functions as an Epitome. In this case, Epitome can be interpreted as an effort to provide an overall explanation with a solid explanation to represent all the material that has been mentioned earlier. Thus, the implementation of video animation in English learning not only provides an interesting and fun learning experience but also helps students to understand and improve their pronunciation better.

The challenges of implementation of video animation in pronunciation learning

Although the implementation of video animation was implemented with a structured process and received positive responses by students, there were still some challenges in the implementation process during learning.

Table 1. Interview of the challenges of implementation of video animation in pronunciation learning

No	Questions	Answer
1.	What challenges do you face in the implementation of video animation “Best Friend in the World” in pronunciation learning?	<p>S1: <i>“The challenge was that the projector died earlier, even though it wasn't finished.”</i> (CHL)</p> <p>S2: <i>“I like learning with video animation, but I think the vocabulary given in this animation is too little, I need more because the pronunciation in this animation is very clear”</i> (CHL)</p>
2.	How many vocabulary words are relevant to learn?	<p>S2 : <i>“Only about 20 vocabularies”</i></p> <p>S3: <i>“The class was noisy when Mr. Hasan played the video, they shouted making it difficult for me to concentrate”</i> (CHL)</p>
3.	Did the teacher not reprimand?	S3: <i>“He has, but they repeated again”</i>

From the challenges that have been presented in table 1 above, experienced by students, it is found that the challenges are related to technical problems that are equally, students also feel that the vocabulary provided in the video animation based learning media is still limited only about 20 vocabulary available, then the challenge is also felt by some student who claim the class was noisy when the teacher played the video the students shouted making difficult to concentrate the teacher has reprimanded to be quiet but they will repeated again.

Technical Disturbances During of Learning

In the learning process, there was a technical disturbance in the implementation of the video animation “*Best Friend in the World*” in learning pronunciation where the projector used suddenly died, thus disrupting the unfinished learning process although at the beginning a technical check was carried out first but events like this usually happen at any time, so, it is very important for teacher to prepare alternative methods so that learning still occurs. Technical disruptions can hinder learning because the projector used is the main media to display animations in front of the class. In addition, technical disruptions can also break students' concentration.

This challenge is supported by Atkinson & Shiffrin (1968), in the information processing theory which states that technical interference can disrupt the flow of information from sensory memory to working memory. Likewise, according to research that has been conducted by Zainuddin et al. (2024), showed that disruptions in technology during learning make the learning process disrupted and the effectiveness of the material delivered is reduced. In this case, the teacher no longer uses a projector but only uses a laptop, the teacher also connects the laptop to the speaker that are already available in the classroom, so, that even though students can only see the animation from the laptop but students can listen to the audio on the animation with the help of speaker, so the lesson can still be continued. In this case, technical disruptions in the projector that suddenly turns off can disrupt students' learning concentration because students' focus will be diverted to something else.

Limited Vocabulary That Can Be Learned

Furthermore, the challenges faced by students in the process of learning pronunciation with the video animation “*Best Friend in the World*” are limited vocabulary that can be learned. Optimal stimulation theory by Berlyne (1964), states that one of the stimulation concepts shows that in learning students need a level of stimulation in the form of challenge, variety and novelty. One of the studies conducted by Budiman et al. (2024), also mentioned that material that is not varied causes students to get bored. In this case, the limitations in the material provided by the animated video “*Best Friend in the World*” are indeed quite limited so that students feel less satisfied.

So, students feel less satisfied in learning pronunciation, video animation that have good designs such as exciting storylines, funny characters, and interesting color combinations tend to attract students to study longer, so students feel less satisfied and interested in learning longer. In this case, the teacher increases the number of vocabularies that is considered to have similarities with the vocabulary of the video animation “*Best friend in the World*” such as the word “*Cool*” with “*Cat*”, the word “*Abuse, amuse, fuse*” The vocabulary was chosen based on sound similarities, so it can be an additional vocabulary to learn. However, the solution made by the teacher by the teacher adding vocabulary adapted to the similarities in the vocabulary in the video is an effective solution to maintain the enthusiasm of students' learning in the midst of limited vocabulary.

The Classroom Becomes Noisy

In the process of learning pronunciation focus and calmness are very important. So that, students are able to imitate pronunciation correctly. However, the classroom atmosphere that is too noisy due to enthusiasm and overreaction can actually disrupt the concentration of some students while learning. This can be explained through the emerging challenge is supported by Kaplan's (1995) Attention Restoration theory cited in Rivero et al (2023), which states that concentration requires an environment with minimal distractions. So, students have difficulty absorbing language input properly. Thus, although video animation create an enthusiastic classroom atmosphere this can disrupt students' concentration if overdone. This has also been conveyed by Izmi (2022), that teachers must be able to manage the class to create a conducive atmosphere because a crowded classroom atmosphere can interfere with learning focus. In this case, the student encountered distractions in the form of noise caused by other friends due to overreactions and comments while watching the video so that the student found it difficult to concentrate on the vocabulary being displayed.

CONCLUSION

This research reveal that the implementation of video animation “*Best Friend in the World*” in pronunciation learning goes through several steps, namely, the preparation of media needed, the teacher explained about pronunciation, playing the pieces of video animation in to slides of power point through the projector, the teacher applied listen and repeat technique, and give conclusion. Although this media get positive response from students, some challenges arose such as technical disturbances during of learning, limited vocabulary learned, and the classroom becomes noisy. This finding confirms that successful implementation is strongly influenced by resource readiness and learning environment support. Thus, this research provides a new perspective on the importance of careful planning and teacher training in integrating video animation in pronunciation learning process. This can be the basis for further research and reference for educational practitioners in implement similar media.

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