

DEVELOPING ANIMATED VIDEO-BASED ENGLISH LEARNING MEDIA FOR SENIOR HIGH SCHOOL STUDENTS' SPEAKING SKILLS: AN R&D STUDY USING A MODIFIED ADDIE MODEL WITH EXPERT VALIDATION AND SMALL-SCALE TRIAL AT SMA NEGERI 1 KABILA

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ABSTRACT

This study addresses the challenges faced by senior high school students in developing speaking skills in English as a Foreign Language (EFL), including limited vocabulary, pronunciation difficulties, low confidence, and the use of less engaging instructional media. The study aimed to develop and validate animated video-based English learning media to support students' speaking skills. It employed a Research and Development (R&D) design using a modified ADDIE model limited to the Analyze, Design, and Develop stages and was conducted at SMA Negeri 1 Kabila during the 2025/2026 academic year. The needs analysis involved interviews with an English teacher and questionnaires administered to Grade X students. The developed 2D animated videos were validated by three media experts and three language experts using structured validation instruments. Feasibility was determined using percentage-based criteria, in which scores above 61% were categorized as feasible and scores above 81% as very feasible. The results showed that the media expert validation reached an average score of 82.18% (very feasible), while language expert validation reached 90% (very feasible), indicating high validity and appropriateness. A small-scale trial involving six students produced an average response above 90%, reflecting strong attractiveness, clarity, and motivational value. These findings suggest that the developed animated video-based media are valid and feasible for supporting speaking instruction at the senior high school level. However, this study was limited to validation and small-scale testing; therefore, future research should conduct large-scale implementation and experimental studies to examine the effectiveness of the media in improving students' speaking performance.

Keywords: *animated video-based media, speaking skills, R&D, modified ADDIE, EFL learning*

INTRODUCTION

Speaking skills are one of the core competencies in learning English as a foreign language (EFL) because they reflect students' ability to use language communicatively in real-life contexts. At the high school level, speaking skills are expected to equip students to express ideas, convey opinions, and interact actively in various communication situations. (Galeano Herrera et al., 2024). However, in practice, speaking remains the most challenging skill for many students. Linguistic difficulties such as limited vocabulary, inaccurate pronunciation,

and inadequate grammar mastery, as well as psychological barriers such as low self-confidence and fear of making mistakes, often lead to students being passive in learning and lacking opportunities for meaningful speaking practice. (Azzahra et al., 2025).

The problem of speaking skills cannot be separated from the use of media and learning strategies applied in the classroom (Hadijah, 2022). In many cases, English language learning is still dominated by the use of conventional media such as textbooks and teacher-centered

lecture methods. This type of learning media is often unable to attract the attention of students and does not provide a contextual and interactive learning experience (Richards, 2022). This situation indicates a gap between the communicative goals of speaking instruction and the learning practices that occur in the classroom. Therefore, innovative, pedagogically designed learning media are needed to support more structured and engaging speaking practice (Nasution et al., 2025).

The development of digital technology opens up opportunities to present multimedia-based learning media that integrate visual, audio and text elements (Handoyo et al., 2024). One form of media that has potential is animated video (Anggraeni et al., 2025). A number of previous studies have shown that the use of animated videos can increase motivation and help improve students' speaking skills (Anbalahan & Aziz, 2024). However, there is a research gap that has not received much attention. Most previous studies have focused more on testing the effectiveness of existing media, rather than on developing animated-based media that is systematically designed, grounded in theory, and based on a comprehensive analysis of student needs (Masrurroh et al., 2024). In addition, research that integrates needs analysis, instructional design principles, and expert validation processes into a single, coherent development framework, particularly for animated media that focuses on speaking skills in the context of Indonesian high schools still limited (Santuri, 2022).

Previous studies have shown that the use of animated videos in English language learning can have a positive impact on student motivation and learning outcomes. Animated videos can increase students' interest and motivation to learn because the material is presented in an interesting and easy-to-understand manner (Mantulameten, 2025). The use of animated videos can help improve students' speaking skills (Fitri, 2022). However, most of these studies focus more on the effectiveness of media use in learning, while studies that focus on the systematic development process of media are still relatively limited.

In addition, many learning media used in schools have not been developed based on an analysis of student needs and actual learning

conditions. The available media are often general in nature and not fully suited to the characteristics of students, especially in speaking skills learning (Aini & Wahyuni, 2023). In fact, the development of effective learning media should begin with an analysis of student needs, the design of appropriate media, and a development process that involves validation by experts. Thus, the resulting media will not only be attractive, but also appropriate and relevant for use in learning (Fitriyani & Suryadi, 2022).

Based on these issues, there is a need to develop English learning media that is systematically designed and oriented towards the needs of students, especially to support speaking skills (Hutchinson & Waters, 2022). This study aims to fill this gap by developing digital-based English learning media in the form of animated videos. The novelty of this study lies in the structured media development process using a Research and Development approach with a modified ADDIE model limited to the Analyze, Design, and Develop stages. The developed media not only presents learning materials but is also designed based on the needs of learners, contextual topics, and through a validation process by media experts and language experts (Branch, 2022).

The Analyze stage in this research focuses on identifying the needs of students, learning conditions, and the characteristics of media needed in learning speaking skills. Next, the Design stage involves designing learning content, visual displays, audio narration, and animated elements that support material comprehension. The Develop stage produces a product in the form of an English learning animation video, which is then validated by experts and tested on a limited basis with students. Through these stages, it is hoped that the media developed will have a high level of validity and feasibility for use in learning.

Thus, the purpose of this study is to produce valid and feasible English animated video learning media to support the speaking skills of students at SMA Negeri 1 Kabila. Therefore, the research questions in this study are: 1). How to analyze the animated video? 2). How to design the animated video? 3). How to develop the animated video? This study is expected to contribute theoretically to the

development of English learning media and practically to teachers in providing more interesting and effective alternative learning media. The media development process, validation results, and student responses in a small-scale trial of the developed media will be discussed further in the following sections of this article.

METHOD

This study employed a Research and Development (R&D) design aimed at producing animated video-based English learning media to support students' speaking skills. The development process adopted a modified ADDIE model consisting of three stages: Analyze, Design, and Develop (Branch, 2022). The implementation and evaluation stages were not included in this study. The research was conducted at SMA Negeri 1 Kabila during the 2025/2026 academic year.

The population in this study consisted of 20 tenth-grade students at SMA Negeri 1 Kabila, spread across one class. The sampling technique used was purposive sampling to determine the needs of the media developed through a needs analysis. Class X6 was selected based on accessibility considerations and recommendations from the English teacher. A small-scale trial involved 6 students representing various levels of speaking ability, so as to provide more comprehensive feedback on the media developed. The participants were aged between 15 and 16 years old.

Data collection techniques included interviews with English teachers at SMA Negeri 1 Kabila and questionnaires to analyze the needs for the media to be developed, student response questionnaires, and questionnaires for media experts and language experts. In the expert validation process, this study involved six validators consisting of three media experts with backgrounds in learning media development and three language experts with expertise in English language education and linguistics.

This study used several instruments to collect data. The first instrument was a needs analysis questionnaire consisting of 15 statements. This questionnaire was designed to identify learning needs and target needs at the design stage (Hutchinson & Waters, 2022). The indicators of the instrument for needs analysis can be seen in Table 1.

Table 1. Needs analysis grid

Aspect	Indicator
Learning Needs	Learner Background (1&2) Learning conditions (3&4) Learning strategy (5&6) Affective factor (7)
Target Needs	(Necessities) Needs required in the target situation (8,9,10) Lacks (Gaps between current and required abilities) (12) Wants (Learner's wishes or preferences) (13,14,15).

The second instrument was a semi-structured interview guide used to obtain qualitative data from English teachers. These interviews aimed to explore information about the speaking skills problems experienced by students, the learning media that had been used, the learning conditions in the classroom, and the needs and expectations for the development of innovative learning media. The interview questions were designed to be open-ended to allow for more in-depth and contextual exploration of the answers.

The third instrument is expert validation, which consists of two types: media expert validation and language expert validation. The media expert validation aspect includes 12 assessment items (Batubara, 2022). The aspect of the instrument for media experts can be seen in Table 2.

Table 2. Learning media expert assessment lattice

No	Aspects	Item Number
1	Visual Design	1,2,3
2	Material Content	4,5,6
3	Audio	7,8,9
4	Interactivity	10,11
5	Overall	12

Meanwhile, the language validation aspect consists of 10 assessment items (Dicky et al., 2022). The aspect of the instrument for language experts can be seen in Table 3.

Table 3. Learning media expert assessment lattice

No	Aspects	Item Number
1	Language Appropriateness	1,2,3

2	Clarity of Instructions	4,5
3	Integration of Material	6,7
4	Contextual Suitability	8
5	Readability of Text	9,10

The fourth instrument was a questionnaire completed by six students after the small-scale trial. This questionnaire consisted of ten statements (Fridayanti et al., 2022). The purpose of the small-scale trial was to determine the feasibility of the developed media. Aspects of the instrument for small-scale trials can be seen in Table 4.

Table 4. Small-scale trials assessment

No	Aspects	Item Number
1	Media Attraction	1,2,3
2	Clarity of Material	4,5,6
3	Motivation to learn	7
4	Ease of Understanding Content	8,9,10

The expert validation instrument and small-scale trial above used a 4-point Likert scale. The data obtained from the Likert scale measurement results are Very Good/Strongly agree (4), Good/Agree (3), Fair/Disagree (2), and Not Good/Strongly Disagree (1). The data results were analyzed using a descriptive quantitative approach, namely calculating the percentage of media feasibility (Sudjana, 2022). The method for calculating the average based on language and media expert feasibility and student responses is as follows:

$$\text{Percentage} = \frac{\text{Total Score of Each Expert}}{\text{Maximal score (item)}} \times 100\%$$

After all the feasibility percentages are obtained, the feasibility level of the learning media is determined by referring to the feasibility criteria presented in table 5.

Table 5. Feasibility presentation

Score	Percentage	Category
37-48	76%-100%	Very Good
27-36	56%-75%	Good
19-26	40%-55%	Fair
12-25	25%-39%	Not Good

Findings and Discussion

This research procedure consists of three stages, namely the analyze stage, design stage, and develop stage, in order to produce valid and appropriate English animated video learning media to support the speaking skills of students in grade X at SMA Negeri 1 Kabila. The first stage

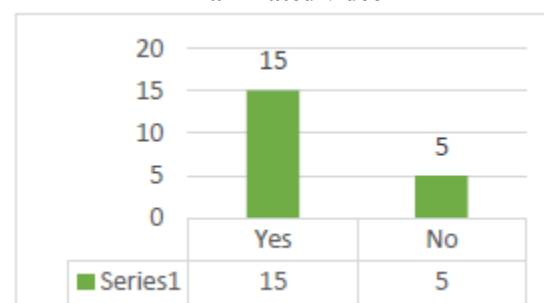
in this development model is the analysis stage, which aims to identify student needs as a basis for designing relevant and effective learning media. Theoretically, Hutchinson and Waters explain that needs analysis is a systematic process of collecting and analyzing information about the target needs and learning needs of students (Hutchinson & Waters, 2022).

Through this process, media developers can understand student characteristics, learning conditions, and appropriate learning strategies so that the resulting media can optimally support the achievement of learning objectives.

Based on this principle, in this study, the analysis stage was conducted through interviews with English teachers and the distribution of questionnaires to students. The interview results showed that students' speaking skills still needed to be improved and the use of interesting learning media was still limited in the classroom learning process.

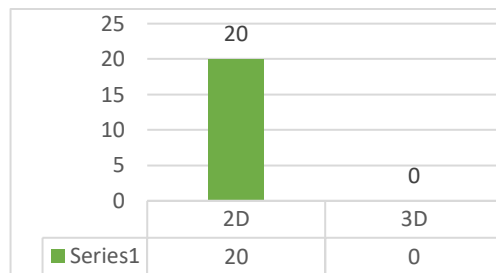
After conducting interviews with English teachers, the researcher analyzed the media needs of 10th grade students at SMA Negeri 1 Kabila.

Figure 1. Experience learning English using an animated video



The questionnaire results showed that 15 students had previous experience using animated videos in learning, while 5 students had never used them. This indicates that although most students are already familiar with animated video media, its use has not been consistently implemented in classroom instruction. Therefore, the development of systematically designed and curriculum-aligned animated video media is necessary to ensure more structured integration in supporting students' speaking skills.

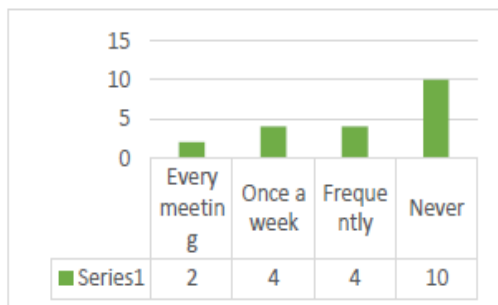
Figure 2. Use of learning animated video



The data indicate that all 20 students selected 2D animation as the type of animated media they most frequently use in the learning process. This finding suggests that 2D animation is highly familiar and preferred among students, making it an appropriate and relevant choice for the development of animated video-based learning media to support their speaking skills.

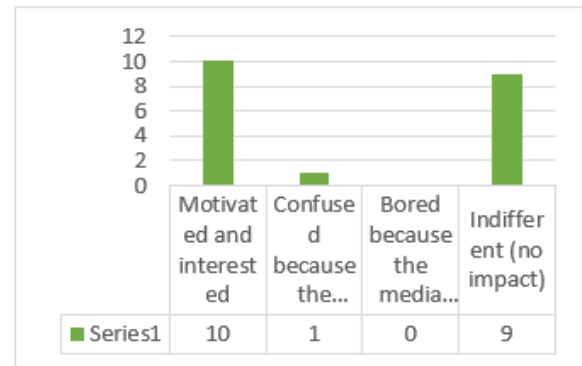
Frequency of learning animated video usage

Figure 3. Frequency of learning animated video usage



The data show that only a small number of students regularly use animated videos in English learning, with 2 students reporting use in every meeting, 4 students once a week, and 4 students frequently, while the majority, 10 students, stated that they never use animated videos. This indicates that although some students have exposure to animated media, its integration into English instruction remains limited and inconsistent.

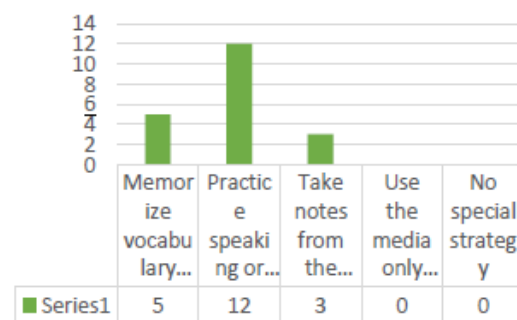
Figure 4. Students' feelings toward animated video-based learning



The data indicate that 10 students felt motivated and interested when using animated video media in English learning, 1 student reported feeling confused due to difficulty understanding the media, and 9 students stated that it had no significant impact on them. These findings suggest that while animated videos can enhance motivation for many students, their effectiveness may vary depending on clarity, design quality, and individual learning preferences.

Strategies used in animated video

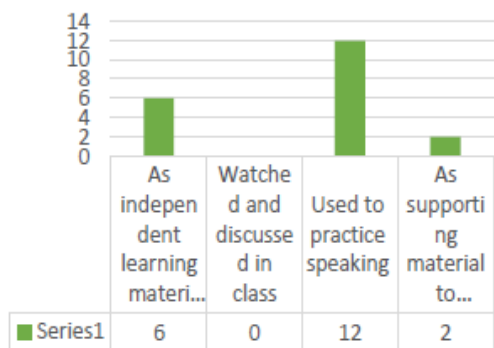
Figure 5. Strategies used in animated video



The data show that 12 students primarily used animated video media to practice speaking or repeat after the content, 5 students used it to memorize vocabulary, and 3 students took notes from the media, while none of the students used it solely for entertainment or without a specific strategy. This indicates that most students engaged with the animated videos actively and purposefully, particularly to support speaking practice, highlighting the potential of such media to facilitate interactive language learning.

Ways to utilize animated video media in English-speaking learning

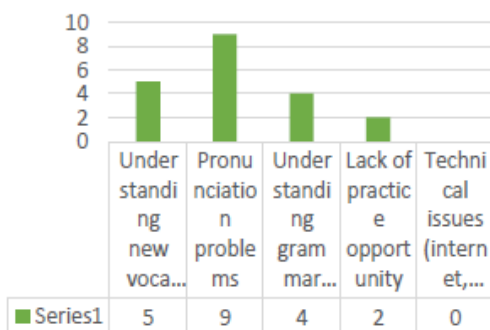
Figure 6. Ways to utilize animated video



The data indicate that 12 students used animated video media primarily to practice speaking, 6 students used it as independent learning material at home, and 2 students used it as supporting material to textbooks, while none reported watching and discussing it in class. These findings suggest that animated videos are mainly utilized for individual speaking practice rather than as an integrated classroom discussion tool.

Confidence in speaking English when using animated video

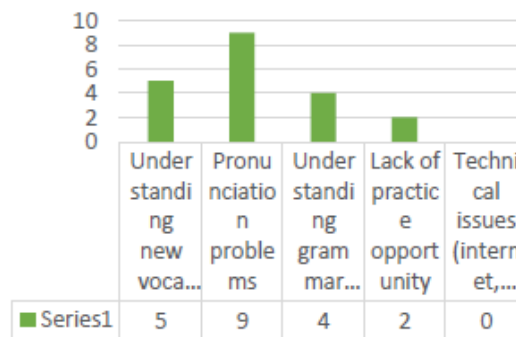
Figure 7. Confidence in speaking English when using an animated video



The data show that 14 students felt fairly confident and 4 students felt very confident when using animated video media in English speaking lessons, while 2 students reported feeling less confident and none indicated being not confident at all. This suggests that the use of animated videos generally contributes positively to students' confidence in speaking activities.

Difficulties in speaking English when using an animated video

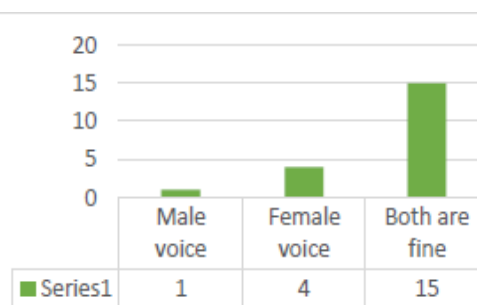
Figure 8. Difficulties in speaking English when using an animated video



The data showed that 9 students experienced pronunciation problems when using animated video media in English speaking lessons, 5 students struggled with new vocabulary, 4 students struggled with grammar explanations, and 2 students reported a lack of opportunities for practice, while none experienced technical issues. These findings suggest linguistic challenges, particularly pronunciation. However, this was the primary barrier, rather than technological factors, highlighting the need for clearer modeling and guided speaking practice in these media.

The type of voice needed to improve English speaking

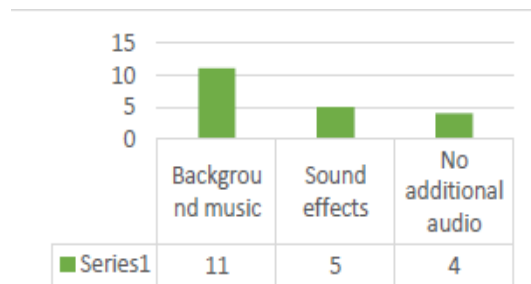
Figure 9. The type of voice needed to improve English speaking



The data show that 15 students indicated that both male and female voices are equally appropriate for use in animated video media, while 4 students preferred female voices and only 1 student preferred a male voice. This suggests that most students are flexible regarding voice type, as long as the audio is clear and supports their understanding of the material.

The type of additional audio needed to improve English speaking

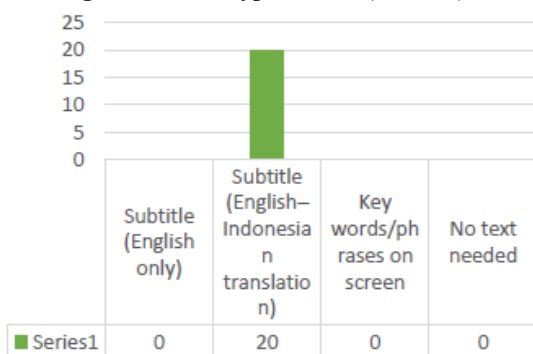
Figure 10. The type of additional audio needed to improve English speaking



The data indicate that 11 students preferred the inclusion of background music in animated video media, 5 students favored sound effects, and 4 students preferred no additional audio. This suggests that most students support the use of complementary audio elements, particularly background music, to enhance engagement and learning experience.

The type of text (subtitle)

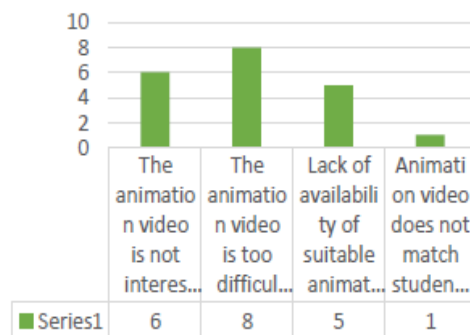
Figure 11. The type of text (subtitle)



The data show that all 20 students selected subtitles (English-Indonesian translation) as the necessary text feature in animated video media. This indicates a strong preference for bilingual subtitles to support comprehension and facilitate understanding of vocabulary and sentence meaning during speaking activities.

The challenges encountered when using animated video

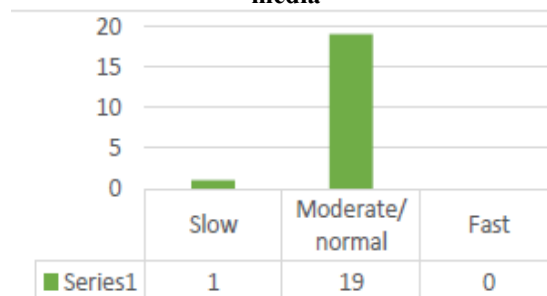
Figure 12. The challenges encountered when using animated video



The data indicate that 8 students felt that the animated videos were too difficult to understand, 6 students considered them not interesting, 5 students reported a lack of suitable animated video availability, and 1 student stated that the videos did not match their learning needs. These findings suggest that issues related to clarity, engagement, and content suitability remain significant factors influencing students' perceptions of animated video media, highlighting the importance of designing materials that are both comprehensible and aligned with learners' needs.

Types of audio speed in animated video media

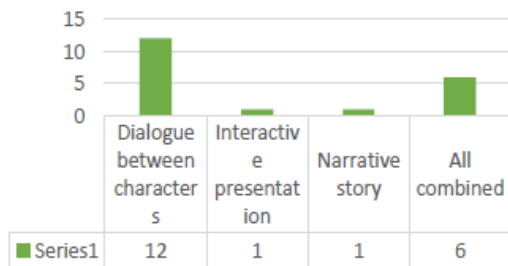
Figure 13. Types of audio speed in animated video media



The data show that 19 students preferred a moderate or normal audio speed in animated video media, while only 1 student preferred a slow speed. This indicates that most students are comfortable with a standard speaking rate, suggesting that the audio narration should maintain a clear but natural pace to effectively support comprehension and speaking practice.

Video format for animated video media

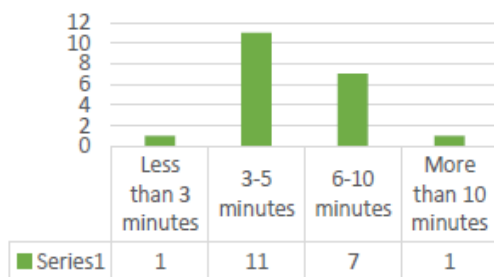
Figure 14. Video format for animated video media



The data indicate that 12 students preferred dialogue between characters as the video content format, 6 students favored a combination of all formats, while only 1 student chose an interactive presentation and 1 student selected a narrative story. These findings suggest that dialogic formats are most appealing to students, likely because they provide more direct models for speaking practice and conversational use of language.

Duration for animated video media

Figure 15. Duration for animated video media



From the data in the diagram above, it can be seen that 1 students chose Less than 3 minutes, 11 students chose 3-5 minutes, 7 students chose 6-10 minutes, and 1 students chose more than 10 minutes for the duration of the animated media video. The findings of all aspects above are in line with the theory of Hutchinson and Waters, which emphasizes that the development of learning media must consider the needs of the student learning process so that learning becomes more effective and meaningful.

The design stage is the initial phase of instructional media design, which aims to translate the results of needs analysis into a systematic product design that is appropriate for the characteristics of the learners. In the ADDIE model, the design stage serves as a process for planning the learning structure, material delivery strategies, and the form of media to be developed in order to meet the learning objectives (Branch, 2022). At this stage, the design of digital

animated video media is carried out with reference to the principles of instructional video design, which include the suitability of content to learning objectives, effective video duration, use of language appropriate to the age of the learners, good visual and audio quality, and the ability of the media to increase student motivation to learn (Batubara, 2022).

Based on the results of the needs analysis in the previous stage, the media design was developed taking into account students' difficulties in pronunciation, limited vocabulary, and the need for engaging and interactive learning media. Therefore, the learning materials were organized into four main themes that are relevant to students' lives, namely Great Athletes, Sports Events, Sports and Health, and Healthy Foods. Each theme is designed in several video scenes that contain learning objectives, sparking questions, material delivery, and speaking practice activities. This sequence is designed to create a contextual and gradual learning experience so that students can understand the material more easily while increasing their confidence in speaking.

Figure 16. Storyboard and Visual Planning



In addition, the design stage also includes the preparation of a storyboard as a visual guide in the media development process. The storyboard serves to ensure consistency between learning objectives, material, and the visual appearance of the animated video (Thiagarajan, 2024). Each scene is systematically designed, starting from the opening, delivery of material, exercises, to the closing.

In technical terms, media design includes visual and audio planning, as well as multimodal integration that supports various student learning styles (Gea et al., 2023). Visuals are designed using animated characters and graphic elements appropriate for high school students, while audio is designed through the use of narration with

clear English pronunciation and the integration of subtitles. This combination of visuals, audio, and text aims to improve students' understanding and help them develop speaking skills through proper pronunciation models, in line with the principles of multimedia learning that emphasize the effective integration of visuals and audio (Anbalahan & Aziz, 2024).

In addition, the media design also incorporates interactive elements such as quizzes, speaking exercises, problem solving, and sentence completion exercises. These elements are designed to encourage active student engagement in the learning process and provide opportunities for continuous speaking practice (Zhang, 2024). Thus, the design stage in this study not only produced an attractive media design but also reflected the application of the results of student needs analysis in the form of a structured learning design based on clear pedagogical principles and student learning needs.

Develop Stage

The development stage is a continuation of the design stage, which aims to realize the media design into a learning product that is ready for use and validation. At this stage, animated video media is developed based on the storyboard and learning structure that has been prepared previously (Annisi & Darmansyah, 2024). In the ADDIE model, the development stage focuses on the media production process, integration of learning components, and initial evaluation through expert validation before implementation to students (Branch, 2022).

The media development process in this study was carried out using several digital platforms, namely Canva for visual design and animation, Adobe Animate Your Audio for audio and character movement synchronization, and Google AI Studio as a source of voice-overs with clear and consistent pronunciation. The resulting product is an educational animated video in MP4 format consisting of several main components, such as an opening page, learning objectives, instructions for use, prompting questions, vocabulary introduction, material delivery, problem-solving exercises,

speaking practice, sentence completion exercises, and a closing page. This structure shows that media development is not only oriented towards visual appearance, but also towards a systematic pedagogical flow to support the learning of speaking skills. After the initial product was developed, it was validated by three media experts and three language experts to assess its suitability before being tested on students.

Media Expert Feasibility Results

The media expert assessment questionnaire covers visual design, content of the materials, audio, interactivity, and overall assessment. The media experts consist of three people, namely lecturers from the English Education Study Program.

Table 6 Media expert 1 assesment

Aspect	ΣScore results	ΣMax Score	Percentage
Visual design	12	12	100
Content of material	12	12	100
audio	12	12	100
Interactivity	7	8	87,5
Overall Score	4	4	100
Average Percentage			487,5
			98%

Based on the validation results from Media Expert 1, the developed animated video media obtained a very high level of feasibility. The visual design aspect received a total score of 12. Similarly, the material content and audio aspects each obtained a perfect score of 12, indicating that the visuals, material organization, and audio quality were considered very appropriate and well-developed. The interactivity aspect achieved a score of 7 indicating that although the media was very interactive, there was still some room for improvement. The overall assessment aspect received a full score of 4. Based on the cumulative scores across all aspects, the media obtained an average feasibility percentage of 98%, which is included in the "very valid" or "very feasible" category. These findings indicate that, according to Media Expert 1, the animated video media is technically well designed and suitable for use in teaching English speaking.

Table 7 Media expert 2 assesment

Aspect	ΣScore results	ΣMax Score	Percentage
Visual design	9	12	75

Content of material	10	12	83,3
audio	9	12	75
Interactivity	4	8	50
Overall	2	4	50
Score			333,3
Average Percentage			70,8%

Based on the validation results from Media Expert 2, the developed animated video media obtained an average feasibility percentage of 70.8%, indicating that the media falls into the “feasible” category but still requires some revisions. The visual design aspect received a score of 9, suggesting that the visual elements were generally adequate but could be further improved. The content of the material obtained a score of 10, indicating that the material presentation was considered good and appropriate. The audio aspect score of 9, showing that the clarity and quality of sound were acceptable, although refinement was needed. However, the interactivity aspect received score of 4, and the overall assessment also score of 2, reflecting that improvements were particularly necessary in enhancing interactive features and strengthening the overall quality of the media. These findings suggest that while the media is generally suitable for use, revisions are essential to optimize its effectiveness and instructional value.

Table 8. Media expert 3 assesment

Aspect	ΣScore results	ΣMax Score	Percentage
Visual design	10	12	83,3
Content of material	9	12	75

Table 9. Language expert 1 assessment

Aspect	ΣScore results	ΣMax Score	Percentage
Language appropriateness	11	12	91,7
Clarity of instructions	8	8	100
Integration of material	8	8	100
Contextual suitability	3	4	75
Readability of text	6	8	75
Score			441,7
Average Percentage			90%

Based on the validation results from Language Expert 1, the animated video media achieved an average percentage of 90%, which indicates that the product falls into the “very valid” category in terms of linguistic quality. The aspect of language appropriateness obtained a score of 11, showing that the grammar,

audio	11	12	91,6
Interactivity	7	8	87,5
Overall	3	4	75
Score			412,4

Average Percentage 83,3%

Based on the validation results from Media Expert 3, the animated video media obtained an average feasibility percentage of 83.3%, which falls into the “very feasible” category. The visual design aspect received a score of 10, indicating that the visual elements were well-designed and appropriate for learning purposes. The content of the material obtained score of 9, suggesting that the material presentation was generally good but still had room for refinement. The audio aspect achieved score of 11, demonstrating that the sound quality, narration clarity, and pronunciation were considered highly satisfactory. The interactivity aspect received score of 7, showing that the media effectively supported student engagement. Meanwhile, the overall assessment scored 3, indicating that the product was generally appropriate for classroom use. These findings suggest that, according to Media Expert 3, the developed animated video media is suitable for implementation, with only minor improvements needed to enhance its overall quality.

Language Expert Feasibility Results

The language expert assessment questionnaire covered language appropriateness, clarity of instructions, integration of material, contextual suitability, and readability of text. The language experts consisted of three people, namely lecturers from the English Education Study Program.

vocabulary, and language use were highly suitable for Grade X students. The clarity of instructions and integration of material each received a perfect score of 8, indicating that the instructions were clear and the learning content was well-organized and systematically connected. Meanwhile, contextual suitability

score of 3, and readability of text obtained score of 6, suggesting that although the material was generally appropriate and understandable, minor revisions were still needed to further enhance contextual alignment and text clarity. Overall, these findings demonstrate that the developed media meets strong linguistic standards and is appropriate for supporting students' speaking skills development.

Table 10: Language expert 2 assessment

Aspect	ΣScore results	ΣMax Score	Percentage
Language appropriateness	12	12	100
Clarity of instructions	8	8	100
Integration of material	8	8	100
Contextual suitability	4	4	100
Readability of text	8	8	100
Score			500
Average Percentage			100%

Based on the validation results from Language Expert 2, the animated video media obtained a perfect average percentage of 100%, indicating that it falls into the "very valid" category in terms of linguistic quality. All assessed aspects received maximum scores. Language appropriateness achieved score of 12, demonstrating that the grammar, vocabulary selection, and sentence structures were fully suitable for Grade X students. Clarity of instructions and integration of material each received score of, indicating that the instructions were clear and the learning content was systematically organized. Contextual suitability also score of 4, showing that the material was highly relevant to students' learning context. Additionally, readability of text obtained score of 8, reflecting that the subtitles and written components were clear and easy to understand. Overall, these findings suggest that the developed animated video media meets excellent linguistic standards and is fully appropriate for use in English speaking instruction.

Table 11. Language expert 3 assessment

Aspect	ΣScore results	ΣMax Score	Percentage
Language appropriateness	10	12	83,3
Clarity of instructions	7	8	87,5
Integration of material	6	8	75
Contextual suitability	3	4	75
Readability of text	7	8	87,5
Score			408,3
Average Percentage			82,5%

Based on the validation results from Language Expert 3, the developed animated video media obtained an average feasibility percentage of 82.5%, indicating that the media falls into the "very valid/feasible" category. The language appropriateness aspect received a score of 10, suggesting that the vocabulary and grammatical structures used in the video were generally suitable for Grade X students. The clarity of instructions aspect obtained a score of, indicating that the instructional language was clear, logically sequenced, and easy to follow. The integration of material aspect received a score of 6, showing that the connection between language content, visuals, and audio was adequate but could still be strengthened. Similarly, the contextual suitability aspect obtained a score of 3, reflecting that the examples were relevant but could be improved to better represent real-life communicative situations. The readability of text aspect also achieved a score of 7, indicating that the on-screen text was clear and supportive of students' comprehension. These findings suggest that the media is linguistically appropriate and ready for use, although minor refinements in contextual integration may further enhance its instructional effectiveness.

After going through a validation and improvement process, the media was then tested on a limited basis with 6 students in class X6 to determine the initial user response to the developed media.

Table 12. Student Response Result

Students	1	2	3	4	5	6
Media Attraction	12	10	12	12	11	10
Clarity of Material	12	9	12	12	11	11
Motivation to learn	4	3	3	3	4	3
Ease of Understanding Content	11	9	11	11	11	12
Score	39	31	38	38	37	36

Based on the results of the small-scale trial involving six students, the developed animated video media obtained highly positive responses, with individual average percentages ranging from 77.5% to 97.5%, and all students falling into the “very good” category overall. Student 1 and Student 3 achieved the highest percentage scores of 97.5%, followed by Student 4 with 95%, Student 5 with 92.5%, and Student 6 with 90%, indicating strong acceptance of the media. Although Student 2 obtained the lowest percentage (77.5%), the score still reflects a positive evaluation. In detail, the media attraction aspect consistently received high scores across all students, showing that the animated video was engaging and visually appealing. The clarity of material and ease of understanding content aspects also demonstrated strong results, indicating that students were able to comprehend the speaking material effectively through the combination of visuals, audio, and subtitles. The motivation to learn aspect received comparatively lower scores than other aspects, but still reflected positive responses, suggesting that the media contributed to increasing students’ enthusiasm for learning English. These findings indicate that the developed animated video media is highly acceptable, engaging, and supportive of students’ speaking comprehension in a senior high school context.

CONCLUSION

This study demonstrates that the development of animated video-based English learning media through the structured stages of Analyze, Design, and Develop resulted in a product that is valid and feasible for use in senior high school speaking instruction. The validation results from media experts indicate that aspects such as visual design, audio quality, interactivity, and material organization fall within the feasible to very feasible categories. Validation from language experts further confirms that language appropriateness, clarity of instructions, text readability, and material integration meet the expected academic and pedagogical standards. In addition, student responses in the small-scale trial revealed high levels of attractiveness, motivation, and ease of understanding toward the developed media.

However, the findings of this study are

limited to evidence of feasibility and user acceptance, as the research did not employ an experimental design to directly measure improvements in students’ speaking skills. Therefore, although the developed media show promising potential to support speaking instruction, claims regarding their impact on students’ speaking performance remain preliminary. Future research is recommended to conduct broader evaluations using experimental or quasi-experimental designs involving control groups and pre-test and post-test measurements, as well as larger sample sizes, in order to examine the effectiveness and scalability of the media across different senior high school contexts.

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