

THE EFFECTIVENESS OF USING ANIMATED VIDEOS IN ENHANCING YOUNG ESL LEARNERS' SPEAKING SKILL

Thivya a/p Anbalahan

SK Nenasi, 26680 Pekan, Pahang, Malaysia

Azlina Abdul Aziz

Faculty of Education, Universiti Kebangsaan Malaysia,
43600 Bangi, Selangor, Malaysia

email: ansi.thivya91@gmail.com

Published: 20 April 2024

To cite this article (APA): Anbalahan, T., & Abdul Aziz, A. (2024). The Effectiveness of Using Animated Videos in Enhancing Young ESL Learners' Speaking Skill. *AJELP: Asian Journal of English Language and Pedagogy*, 12(1), 54–70. <https://doi.org/10.37134/ajelp.vol12.1.5.2024>

Abstract: Learning approaches for the current generation have evolved significantly due to their constant interaction with technology, such as smartphones, tablets, and online educational platforms, which has made them media-centric learners. Realising this, teachers have to alter their teaching practices by incorporating animated video, a popular audio-visual resource among young learners to attain speaking mastery. Nevertheless, research using multimodal text to enhance speaking skills is still scarce in my teaching region. Thus, this research aimed at identifying the effectiveness and the learner's preference towards the use of animated video in speaking lesson. The method employed was mixed-method research through case study research design. The population of this research was the year 4 learners in a primary school located in Pahang, and 30 samples were selected by random sampling. Tests, questionnaire and interview were used to collect the data. Test scores were analysed statistically using t-test to identify the effectiveness of animated video for speaking skill, while data from the questionnaire and interview were analysed to identify learners' preferences to use animated videos. Overall, the result of the research shows that animated video was effective in enhancing learners speaking skill and the learners had expressed a strong preference towards the use of animated videos in the lesson.

Keywords: animated video, ESL, multimodal text, primary education, speaking skill

INTRODUCTION

The primary metric for measuring learners' success in language acquisition is their fluency in communicating with the target language efficiently (Aziz & Kashinathan, 2021). It shows that the ability of a person to strike up a conversation in the target language shows one's language mastery. Thus, speaking is the most important aspect of learning English, and effective mastery of this ability is essential as there are rising demands for fluent English speakers (Rao, 2019).

English has established its dominance throughout a wide range of fields, including commerce, international relations, and academics (Rao, 2019). On that notion, a strong command of English is no longer optional but essential to meet the demands of the modern world.

However, reality has shown that many learners face difficulties speaking English (Aziz & Kashinathan, 2021). The young learners are reluctant to talk because they are afraid of making a mistake (Mandasari & Aminatun, 2020). In class, learners also faced challenges in speaking due to anxiety, shyness, and fear of judgment. Additionally, learners experience boredom in speaking class when traditional learning materials such as textbooks and whiteboards are used (Sinaga et.al, 2020). To address these issues, the instructor must integrate multi-modal media into the teaching and learning process. It aligns with the current education system's emphasis on process orientation (Henry & Torsen, 2019). Hence, captivating learning materials play a major role in process-based learning.

Using diverse learning resources in ESL classes encourages students to learn (Salamea-Avila & Fajardo-Dack, 2023). The use of audiovisual learning resources greatly enhances the stimulation and facilitation of learning a foreign language, thereby enhancing speaking competence (Ju & Mei, 2020). One of the most popular learning materials in language learning and teaching is animated video, which can boost learners' enthusiasm to speak English and reduce barriers to speaking (Kathirvel & Hashim, 2020). Thus, this paper aimed at identifying the effectiveness of animated videos in enhancing speaking skills among ESL young learners. In other word, this research was conducted to answer the following questions:

1. Identify the effectiveness of animated videos in enhancing the speaking skill among year 4 ESL learners.
2. Analyse the learners' perception of using animated videos during speaking class.

LITERATURE REVIEW

This section will present the theories related to animated videos, speaking skill among young learners, multimodality approach and animated video as instructional medium.

Theories related to animated video in learning

Social cognitive theory by Alber Bandura connects behaviourism and cognitivism as it consists of attention, memory, and motivation (Ilmiani et. al., 2021). The main focus of this theory is the act of observing, modelling, and imitating the behaviours, attitudes, and emotional reactions of others (Alahmad, 2020). As for this study, learners observed the language structure and form of sentences based on the video shown. Then, the learners imitated their slang and way of speaking that they had observed earlier. The study implements social cognitive theory by letting learners imitate the conversations used in the cartoon and engage in practice sessions with their peers.

The Cognitive Theory of Multimedia Learning by Richard Mayer is another theory related to this study. It describes learners' learning with two modalities: a visual information processing system and a verbal information processing system (Li et al., 2019). In animated video, the auditory narration is linked to the verbal system, while the animation is linked to the visual system. According to this theory, learners can achieve deeper learning when they receive information with both text and graphics instead of text alone (Knight, 2019).

Speaking skill among young learners

The ability to express yourself fluently in oral forms of language and possess good English-speaking competence is crucial for personal growth, career, and leisure (Haidar & Fang, 2019; Rao, 2019). Although speaking is an important skill to master, learners often struggle to acquire it. Learners tend to be anxious when they are required to speak in English. This is due to the nature of their speaking skills, which are spontaneous, and they cannot plan their speech beforehand (Chahrazad & Kamel, 2022). Fear of making mistakes while conversing in English and avoiding judgement from others are some other causes that inhibit learners from speaking in front of others (Mandasari & Aminatun, 2020). In addition to that, traditional teaching results in learners losing interest, exhibiting minimal participation in the classroom, and refraining from speaking in class. Thus, it is important to have an effective instructional process.

As the education sector evolved, many creative language learning resources became available worldwide (Mandasari & Aminatun, 2020). In order to engage the learners in speaking, instructors can utilise multiple modes, such as written language, spoken language, visual, audio, gestural, and spatial meaning (Megawati, 2020). Exposing learners to authentic materials can help them to mimic the intonation, pitch, and choice of words, which will develop their confidence to speak the target language correctly (Maranzana, 2023). Multimodal text tailored to learners' tastes will boost their enthusiasm for speaking activities. In brief, ESL teachers should use multimodal teaching materials to promote oral language.

Multimodality approach in teaching

Young learners understand better when stimuli are presented in different modes (Rosen et al., 2020). Captivating learning materials are important to keep their participation high as they have a short attention span. The use of picture books for preschoolers demonstrates how peritextual features, such as covers, titles, or illustrations, piqued learners' interest (Singhet al., 2021). As for the play or drama, subconsciously, the learners get immersed in the multimodal experience, and this enables them to utilise more than one mode to interpret what is happening when they are observing it. (Kaminski, 2019 ; Harsma, et al., 2021).

Multimodal input has a significant impact because it improves the reading skills of primary-level EFL learners (Pellicer-Sánchez et al., 2020). Intriguingly, video segments help learners learn phonology. In addition, regular exposure to melodies and lyrics helps children memorise words and speech sounds. Research conducted by Huang (2021) stated that video-making projects helped learners practice the target language acquired in classroom settings in real-life settings, which improved their writing skills. Multimodal teaching facilitates the acquisition of diverse language components, including grammar, vocabulary, and language skills.

Animated video as instructional medium

Animated videos refer to videos produced using unique designs, drawings, graphics, or computer-generated effects (Van der Meij & Draijer, 2021). These videos promote the idea that learning and teaching in a fun and enjoyable environment are much more conducive. Implementing animated video in a listening lesson can help the learners make connections between words and images and eventually aid them in learning a new language (Ju & Mei, 2020; Subramanian et al., 2020). Non-verbal behaviour or paralinguistic features in the video help learners develop listening skills in a richer language context (Kaynar & Sadık, 2021). As for the reading skill, Erya and Pustika (2021) stated that Webtoons improve their reading comprehension skills and alleviate their motivation to participate in reading activities.

Animated videos are a powerful tool for teaching speaking skills to young learners, as they are capable of teaching fluency, intonation, pronunciation, grammar, and vocabulary while maintaining a lower cognitive load (Maranzana, 2023). Since the videos are appealing to learners, they can absorb the fluency of a target language by imitating the intonation and pronunciation portrayed by the characters in the animated videos (Nuansari & Sriyanto, 2021). These videos also facilitate vocabulary enhancement. By watching videos, learners can pick up the words, which can be practiced in real-life situations, which can increase their competency to be good speakers.

In addition to that, the incorporation of music, pictures, text, and audio aids in knowledge retention, which is helpful to remember the words and structure learned for real-life practice in the long run. When learners are involved in fun and enjoyable activities, their motivation will be boosted, which could minimise their passiveness in speaking lessons (Laksmi, 2021). Their active participation demonstrates their perception of the use of animated videos. Apart from that, learners will be enthusiastic to practice the accent and slang portrayed in the animated video, which allows learners to learn in a real-world setting and will provide a realistic learning model (Chen et al., 2022). Therefore, animated videos have a big impact on learners' learning of speaking skills, as they give learners a way to speak in a fun and appealing way.

METHODOLOGY

Research design

The research method used in this study is a mixed method approach. The research design employed is a case study, specifically categorised as an instrumental case study. This approach allowed for a comprehensive exploration of the use of animated videos in enhancing speaking skills.

Research instruments

The researcher used three types of instruments to collect the data. They are tests, questionnaire and semi- structured interviews.

Test

The test was conducted to get accurate results about the learner's achievement in the speaking skill. A speaking test is a process to measure learners' ability to speak, which includes responding to a question, making a comment, sharing information, and expressing their ideas and feelings (Crisanita & Mandasari, 2022). Pre-tests were conducted before the treatment, where learners engaged in conversations based on given situations. The use of language, fluency, and comprehensibility of the tasks were recorded in Microsoft Excel for analysis. The same procedure was repeated after the treatment for the post-test, allowing for a comparison of the learners' speaking skills before and after the use of animated videos.

Questionnaire

In this study, a questionnaire was utilised to collect information regarding learners' perceptions of the use of animated videos in their speaking lessons. The questionnaire was adapted from Reyna et al. (2021). It has 12 items with three sections, namely learners' motivation, learners' engagement, and learners' attitude. Data collection took place after the implementation of

animated videos in the speaking lessons for a duration of eight meetings. Learners were required to complete the questionnaire using a Google Form.

Semi-structured Interview

A semi-structured interview is a data collection method that combines predetermined survey questions with open-ended questions and interviewer-initiated follow-up questions (Rustlin et al., 2022). The respondent is given the opportunity to provide additional information based on their initial response. This type of interview was chosen as an instrument for this study as it is flexible and easier to get an in-depth answer from younger learners, who are the participants in this study. The questions for this interview have to be open-ended, neutral, clear and avoid leading language. The list of questions is shown in the table below.

Table 1. Interview questions

Num	Questions
1	When you watch animated videos during your English lessons, how does it make you feel? Do you find it enjoyable or engaging?
2	Can you share an example of something you've learned from animated videos during your speaking lessons?
3	In your opinion, do animated videos help you become a better speaker in English? How so?
4	Are there any particular challenges or difficulties you face when using animated videos as a learning tool for improving your speaking skills?
5	Looking ahead, do you think animated videos will continue to be a valuable tool for improving your speaking skills, or do you see any changes in how you plan to use them in the future?

Participants

The population consists of 70 Year 4 learners at a primary school located in Pahang. These individuals shared common characteristics such as school, age, and location. To ensure anonymity, the researchers wrote the names of all the learners in Microsoft Excel. Each learner was then assigned a number using random sampling. This process allowed for an unbiased selection of participants. Using the random number function (RAND) in Microsoft Excel, the researchers were able to generate a list of 30 samples. These samples represented a subset of the population and were used to gather data for the study.

Data collection procedure

There are three phases for the data collection process as below.

Phase 1

The data collection procedure began with a briefing for the participants about the research. Then, the learners participated in a speaking test. They communicated with their partner based on a given situation. Their performances were assessed using a speaking rubric, which was adapted from Heaton (1988). The data was recorded for analysis purposes.

Phase 2

In this phase, learners watched the animated videos, which focused on the Year 4 English syllabus. After watching the video, they practised the content and the structure of language with their friends based on the situation given. It was carried out for eight meetings.

Phase 3

As for the final phase, learners participated in the speaking test again. The scores for the performances were recorded. The learners were given a questionnaire and interviewed to gain more information about the use of animated videos.

Data analysis

In this research, tests were used to collect quantitative data. The use of language, fluency, and comprehensibility of the task given were graded based on a scoring rubric that was adapted from Heaton (1988). The standard score for each participant was calculated based on the formula proposed by Uno (2006, as cited in Akhmad & Munawir, 2022), and recorded in Microsoft Excel for further analysis. Additionally, the researcher collected qualitative data through a questionnaire and an interview. As for the data analysis, the researcher will employ thematic analysis.

FINDINGS

Pre-test and post-tests were carried out in this study to measure the learners' speaking skills before and after the use of animated videos. The learners were asked to participate in a conversation for one minute based on the topic that they have selected. Their speeches were evaluated by two raters according to criteria such as fluency, accuracy, and comprehensibility.

Pre-test

This test was carried out on November 7th with 30 learners from Year 4. Since it was their first experience, the raters explained the test by providing examples. The teacher recorded the responses, and the points were graded using the Brown Scoring System. Their ultimate score for each learner was computed and examined by categorizing them into poor, fair, good, and excellent speaking skills. The data can be seen below.

Table 1: Summary of the pre-test result

Category	Range	Frequency
Poor	0-49	23
Fair	50 – 69	7
Good	70 – 84	0
Excellent	85 – 100	0

According to the data presented in table 1 above, most of the learners fall into the poor category, with 23 out of 30 learners scoring between 0 and 49. They were anxious and merely reading the sentences that they had written during the discussion session. Some of the learners were silent after speaking two sentences, as they did not have many ideas about the topic selected. As for the fair category, there are 7 learners who had mispronunciation issues, reflecting the interference of their mother tongue. Overall, the majority of learners experienced long pauses, used unnatural fillers, and presented unorganised ideas, despite being given familiar topics for

discussion. The learners were also anxious, doubtful, and shy while speaking with their friends. The result of the pre-test is displayed in the diagram below.

Post-test

This test was carried out on December 5th with 30 learners in Year 4. Some of the learners were absent during the implementation session. The raters explained about the requirement of the test and repeated the same procedures as before. The collected data was categorised and tabulated as below.

Table 2: Summary of Post-Test result

Category	Range	Frequency
Poor	0-49	4
Fair	50 – 69	20
Good	70 – 84	6
Excellent	85 – 100	0

Based on table 2 above, the number of learners in the poor category has reduced to 4 during their post-test. These learners still took some time to speak, as they were struggling with the choice of words and sentences. The majority of the learners are in the fair category, with 20 learners scoring between 50 and 69 marks after using animated video in their speaking lesson. The increase in numbers reflects their improved speaking skills. This improvement is evident in a variety of aspects, including speaking rate, smoothness of speech, and the ability to express ideas coherently. Furthermore, the number of learners in the good category has increased to 6, indicating a positive outcome. The learners were more confident in delivering the ideas and asking questions while conversing with their pair than during the pre-test. As a way to view the post-test result clearly, a pie chart was presented below.

The data collected from tests were further analysed statistically using t-test and descriptively from three aspects such as accuracy, fluency and comprehensibility. The result for T-test is tabulated as below.

Table 3: Result of T-Test

Paired Samples T-Test								
		Mean	Std. Dev	95% confidence interval of the difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1	Pre-test Post-test	19.767	10.241	-23.591	-15.943	-10.572	29	.000

Paired sample T-test was carried out in SPSS Statistic 26 to determine the significant value of p when compared with the pre-test result. The calculated significance (2-tailed) of 0.000 is smaller than 0.05, based on the obtained result. Thus, there is a significant difference in speaking skills among Year 4 learners after the implementation of animated videos.

Accuracy

Accuracy pertains to the exactness and precision of language utilisation, comprising appropriate grammar, vocabulary, and pronunciation. (Diamond et al., 2023. Grammatical and lexical errors were also observed in their utterances. Learners' scores for their accuracy aspect are tabulated in the table below.

Table 4: Scores of accuracy component

Scores	Pre-Test			Post-Test		
	Rater 1	Rater 2	Average	Rater 1	Rater 2	Average
6	0	0	0	0	0	0
5	0	0	0	4	3	4
4	5	1	3	7	6	7
3	7	6	7	17	16	17
2	12	15	13	2	2	2
1	6	8	7	0	0	0

Table 4 above displays the score given for the accuracy component of speaking tests. In the pre-test, seven learners scored the lowest mark. As for scores 2 and 3, there were 13 and 7 learners. Three learners managed to get a score of 4, while there wasn't any learner who scored 5 or 6. The raters informed us that the learners had a poor vocabulary while performing the speaking task during the pre-test. They were unable to participate in the conversation efficiently using suitable grammatical forms; the learners could only speak the first two or three sentences. Their issues revolved around pronunciation and rate of speech. Some of the mispronounced words are /favourite/, /birthday/, /cake/, and /routines/, which indicate the interference of the native language.

However, the number of learners who scored 1 and 2 has reduced to 0 and 2, respectively, in the post-test. The number of learners who scored 3 and 4 increased to 17 and 7, while four learners scored 5 for the accuracy aspect of speaking skills. The quantitative data obtained from the tests indicates that there is the slightest improvement in learners' speaking accuracy following exposure to animated videos. The raters informed us that learners were able to state the points in an orderly manner, and there was improvement in delivering speech. Learners were also able to select better words when conveying their ideas. The data were further analysed descriptively in SPSS 7, which is tabulated below.

Table 5: Descriptive analysis of accuracy

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Pre-Test Accuracy	30	1.0	4.0	2.200	.8867	.455	.427
Post-Test Accuracy	30	2.0	5.0	3.550	.8645	.307	.427
Valid N (listwise)	30						

In the pre-test, the average score for accuracy of the speaking skill among the learners was 2.2, which increased to around 1.3 in the post-test. In the post-test, the mean score was 3.5. Not only that, the standard deviation in the pre-test was 0.89, whereas it was 0.87 in the post-test. The maximum score in the pre-test was 4, while it increased to 5 in the post-test. Apart from that, the minimum scores have increased from 1 to 2, and no one scored 1 in the post-test.

Fluency

Fluency refers to the flow and efficiency with which a person expresses ideas when speaking (Ghasemi & Mozaheb, 2021). In order to assess learners' fluency in speaking, the raters assessed their effort in providing a wide range of expressions and selecting words for their speech. The unnatural pauses were also observed during the tests. The learners' scores for their fluency aspect are tabulated as below.

Table 6: Scores for fluency component

Scores	Pre-Test			Post-Test		
	Rater 1	Rater 2	Average	Rater 1	Rater 2	Average
6	0	0	0	0	0	0
5	0	0	0	5	7	6
4	4	4	4	9	10	9
3	8	6	7	16	7	11
2	12	14	13	3	2	3
1	6	6	6	0	1	1

Based on table 6 above, there were roughly 6 learners who scored 1 and 13 learners who scored 2 in the pre-test. There were 7 and 4 learners who achieved scores of 3 and 4, respectively. None of the learners scored 5 or 6. Learners had a difficult time delivering their points while performing the speaking task during the pre-test, according to raters. The issue is primarily caused by a lack of practice. Not only that, the learners could not convey the ideas in a proper manner and were having unnatural pauses or being silent for a longer time. Furthermore, their slow speech was a result of their lack of ideas for the chosen topic.

As for the post-tests, the number of learners who scored 1 has reduced to 1. Only two learners scored 2, which showed an improvement. These learners tried to speak as much as possible. The number of learners with scores of 3 and 4 is 11 and 9, respectively. Learners who scored 5 have increased to 6. Thus, there was a good improvement in learners' fluency. Learners were able to form sentences based on the words and sentences they learned from watching animated videos. After consistent practice with their partner, they can have a smooth conversation during the implementation stage. The collected data were further analysed descriptively in SPSS 7, as shown below.

Table 7: Descriptive analysis for fluency

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Fluency	30	1.0	4.0	2.267	.9977
Post-Fluency	30	2.0	5.0	3.583	.9105
Valid N (listwise)	30				

From the analysis shown, the mean score obtained for the pre-test is 2.267 with a standard deviation of 0.9977. The mean score for the post-test has increased to 3.58 with a standard deviation of 0.91. It shows that there is an increment of about 2.3 after the use of animated videos for learners' fluency. The illustration below displays a clear difference between pre-test and post-test for learners' fluency.

Comprehensibility

Comprehensibility pertains to the degree to which a listener comprehends utterances generated by a speaker within a communication setting (Putri & Ahmad, 2020). The raters provided scores based on how easy it was for them to understand the learners' intention and general meaning. The scores for the comprehensibility aspect are tabulated in the table below.

Table 8: Scores for comprehensibility component

Scores	Pre-Test			Post-Test		
	Rater 1	Rater 2	Average	Rater 1	Rater 2	Average
6	0	0	0	0	0	0
5	0	0	0	3	4	4
4	4	4	4	7	9	8
3	8	6	7	17	15	16
2	12	14	13	2	2	2
1	6	6	6	0	0	0

As can be seen in table 5 above, the lowest score was by 6 learners, while the highest score was 2, with 13 scorers. 7 learners scored level 3, while only 4 learners scored 4. None of the learners scored 5 or 6 in the pre-tests for the comprehension component. As previously mentioned, the learners have difficulties with their pronunciation, necessitating additional effort from raters to assess them. The interference of their mother tongue while speaking with their pair made the conversation difficult to understand. The raters had to ask the learners questions to comprehend the content of the spoken messages.

In the post-test, the number of learners who scored 1 and 2 was reduced to 0 and 2. The highest score is 3, with 16 learners. As for score 4, the scorers increased to 8, and another 4 learners achieved 5 in the post-test. Learners could deliver the message in a manner that raters could understand, which explains that the learners were able to speak with better clarity. These learners demonstrated a positive improvement in providing comprehensive speech during the post-test. Learners pronounced the words better with the use of animated video due to exposure and imitation, as mentioned before. The collected data were analysed descriptively and tabulated below.

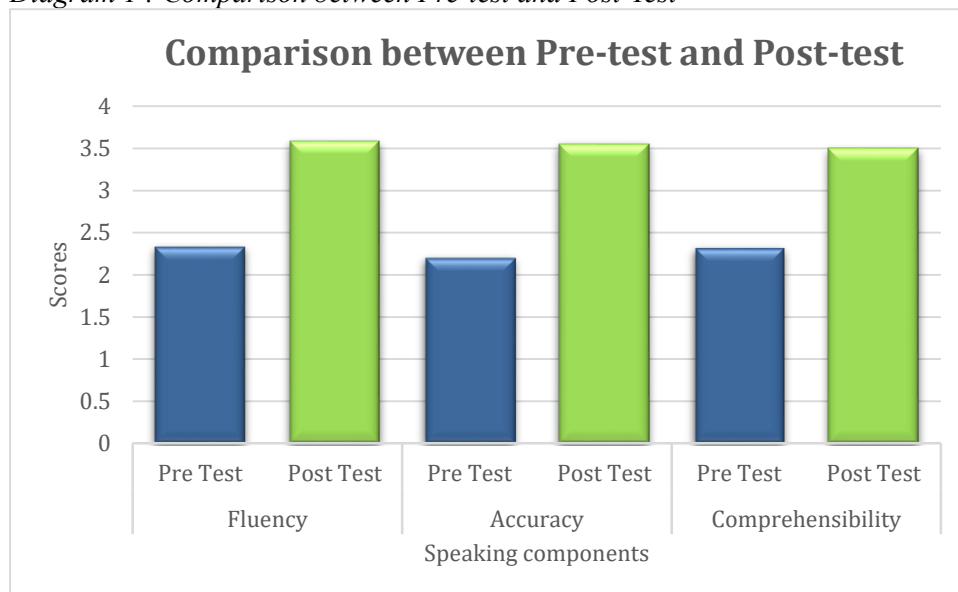
Table 9: Descriptive analysis for comprehensibility

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Comp	30	1.0	2.5	3.017	.4239
Post-Comp	30	2.0	5.0	3.500	.7428
Valid N (listwise)	30				

From the analysis shown, the mean score obtained for the pre-test is 3.0, which has increased to 3.5 in the post-test after the use of animated videos. The maximum score for the pre-test is 2.5 and 5.0 for the post-test. The lowest score in the pre-test is 1, while it is 2 for the post-test. As for the standard deviation of 0.42.

The overall improvement in each speaking component before and after intervention has been illustrated as below.

Diagram 1 : Comparison between Pre-test and Post-Test



Based on the bar chart above, the learners scores have increased for all the speaking components after the use of animated videos. The findings suggest that animated videos can serve as a valuable tool for addressing the precision and accuracy aspects of speaking skills.

DISCUSSION

Research findings indicated a notable disparity in speaking proficiency among the learners after the use of animated videos compared to before the implementation. There are myriad studies supporting the effectiveness of animated videos for young learners learning (Lestari & Mustadi, 2020 ; Ju & Mei, 2020; Subramanian et al., 2020; Erya and Pustika, 2021; Nuansari & Sriyanto, 2021). Based on the results obtained from the pre-tests and post-tests, the effectiveness of animated videos will be discussed in three aspects: comprehension and learning, thinking skills, and communication.

Animated video improve communication

Effective communication takes place when a person communicates their ideas, thoughts, or information accurately and fluently through speaking (Maranzana, 2023; Chen et al., 2022). In line with this, the pragmatic goal of communication has been achieved with the use of animated videos among fourth-year learners. The mean score obtained by the learners for the post-test was higher than the pre-test, which is evident that the learners' performance in speaking skills has improved. Learners show a notable improvement in speaking accurately, with a better sentence pattern following exposure to animated videos. Speaking accuracy focuses on the correct oral grammatical structure and pronunciation (Maranzana, 2023; Diamond et al., 2023). The high language learning prospects provided by animated videos for the learners helped them pick up the language in a fun-filled environment (Lestari, 2019; Li, 2020). Learners practice the sentences used by the main character in each of the videos shown, which has improved their accuracy in speaking. The repetition of language patterns in the videos, coupled with

visual cues, seems to have reinforced accurate language usage (Nuansari & Sriyanto, 2021). The combination of engaging content and language reinforcement contributes to an improved command of accurate language expression.

In addition to that, learners have displayed a marked improvement in fluency while speaking after using animated videos. Disfluency cues, such as unfilled and filled gaps, self-correction, and repetition, can disrupt the smoothness of a conversation (Ghasemi & Mozaheb, 2021; Rao, 2019). Most learners have a long pause while speaking or repeating the same sentences, which shows a sign of low speech fluency. However, the dynamic and contextual content from the video improved their thought process to have an organised idea while speaking. The visual stimuli and authentic scenarios depicted in the videos appear to have encouraged learners to imitate the pronunciation portrayed by the characters and repeat it with their partner during role play (Ju & Mei, 2020; Huang, 2021). It is on par with Social Cognitive Theory by Albert Bandura, as the focus of this theory is the act of observing, modelling, and imitating the behaviours, attitudes, and emotional reactions of others (Alahmad, 2020). As a result, there is an increase in learners' fluency while speaking with their partner.

Effectively communicating ideas in a manner that is readily comprehensible to others is a fundamental aspect of proficient speaking abilities. Learners had a difficult time delivering their points while performing the speaking task during the pre-test. Their issues revolved around pronunciation and rate of speech, as they were having difficulties with pronunciation correctly. This is due to the interference of their first language. However, listening and practicing the sentences based on the video shown has improved their pronunciation and consequently helped the raters or their partner understand their speech (Maranzana, 2023; Chen et al., 2022; Lengkoan & Hampp, 2022). It is on par with research conducted by Silvani (2020), who stated that observing language use helps the learners comprehend how to use the language and enrich their learning. Through exposure to diverse linguistic situations in the videos, learners seem to have developed a heightened awareness of context-dependent language use.

In summary, this interconnected development of fluency, accuracy, and comprehensibility underscores the holistic impact of animated videos on speaking skill acquisition. The findings highlight the potential of animated videos as a multifaceted tool for language educators seeking to cultivate well-rounded communicative abilities in language learners.

Animated video foster comprehension and learning

Animation helps young learners with learning by facilitating the comprehension process of the input given. It substitutes complex cognitive processes and makes it easier to create mental representations of ideas, phenomena, and processes (Rosen et al., 2020; Pellicer et al., 2020). Learners could understand the language while they were learning it because of the visual context provided by the video's graphics, which depicted the situation, environment, gestures, and other visual cues (Erya & Pustika, 2021). This is on par with Richard Mayer's Cognitive Theory of Multimedia Learning, which states that learners can undergo deeper learning when the information is provided with both text and graphics than by text alone (Knight, 2019). As for this research, learners could understand how to use words and sentences in a conversation with the help of visual cues and retain information as they can see and interpret the content, which aids in comprehension.

In addition to that, these auditory components reinforce learners' comprehension by providing context, tone, and pronunciation models. It is in parallel with the research conducted by Kaminski (2019), who stated that the auditory component in a multimodal text enables them to use more than one mode to interpret their learning. Thus, the audiovisual materials assist the teacher in overcoming the physical challenges associated with delivering the subject matter. Masinde et al. (2023) support this by stating that audiovisual materials offer a multimodal

approach, accommodating different learning styles and allowing learners to absorb information through their preferred sensory channels.

The nature of animated video as a multi-sensory resource helps young learners construct knowledge and retain information (Rosen et al., 2020; Megawati & Igalp, 2020). Exposure to a variety of languages in animated videos can expand a child's vocabulary and improve their language skills. Listening to characters' dialogues can help them learn new words, phrases, and expressions. It is consistent with some earlier studies that have demonstrated how animation videos can raise learners' motivation to learn as well as their vocabulary mastery (Laksmi et al., 2021; Pellicer-Sánchez et al., 2020; Radha et al., 2022). Additionally, the integration of text, audio, and visual aids makes it easier for learners to understand newly learned vocabulary (Kaminski, 2019; Li, 2020; Eisenmann & Summer, 2020). In parallel with that, the participants of this research admitted that they learned a number of words that helped them converse with their partner. Apart from that, the pronunciation portrayed in the animated video helps the learners increase their knowledge of sound and accent, which consequently helps them enhance their speaking skills (Lengkoan & Hampp, 2022). The combination of visuals, audio, and often text on the screen provides a richer learning experience that encourages knowledge construction.

Animated video facilitates thinking skills

Thinking skills are cognitive processes that individuals use to process information, make decisions, solve problems, and engage in various mental activities. Two important categories of thinking skills are creative thinking and critical thinking. Creative thinking refers to the cognitive capacity to provide unique and innovative ideas, solutions, and concepts (Gafour & Gafour, 2020). It provides visual context and stimulates the imagination, encouraging young learners to visualise scenarios and events that can spark learners' creativity (Rosen et al., 2020). Learners can get a better idea of the flow of conversation by watching the animated video, and they engage with language in a creative manner when creating their own animated dialogues. Exposure to visually stimulating and creative content can inspire them to think creatively and come up with their own imaginative ideas and stories (Shiu et al., 2020; Singh et al., 2021). This creative outlet contributes to a positive attitude by allowing learners to express themselves in the target language, reinforcing a sense of accomplishment in their linguistic abilities.

In addition to that, learners also have the opportunity to develop their critical thinking skills when they engage with the content. Critical thinking is the ability to analyse, evaluate, and examine information, arguments, or events in a logical and systematic way. It involves a structured approach to reasoning and decision-making (Rosen et al., 2020; Megawati & Igalp, 2020). Animated videos can indeed contribute to improving learners' critical thinking skills, which in turn can enhance their ability to speak in a conversation (Maranzana, 2023). Learners were required to interpret visual information, including character actions, facial expressions, and environmental details, before practicing them in role play. This process encourages critical thinking as learners analyse and make inferences from these visual cues.

RECOMMENDATION

Future studies could delve deeper into the specific features of animated videos that contribute to these outcomes. Researchers can also analyse the types of animated video content that are most beneficial for speaking skill enhancement by considering the role of content themes, complexity, and cultural relevance in language development. Additionally, investigating the long-term sustainability of these improvements and exploring the potential variations across

different learner profiles and proficiency levels could provide valuable insights for educators and researchers. Animated videos can be explored to see how they can be adapted for young learners with special educational needs. Hence, the recommendation for future research involves the specific features of animated videos and tailored content for learners with special needs.

CONCLUSION

In conclusion, the research has shed valuable light on the potential benefits of incorporating animated videos into language education. The findings suggest that animated videos offer a multimodal and engaging approach that can positively impact young learners' speaking abilities. They promote fluency by offering authentic pronunciation models and encouraging learners to practice articulation and intonation patterns, thereby enhancing accuracy in spoken language. The comprehensibility of learners' speech also improves as they gain exposure to different accents and linguistic contexts through the videos. Furthermore, the research highlights how animated videos facilitate smoother comprehension and learning. By providing visual context and engaging narratives, these videos help young learners grasp the meaning of words and phrases within specific contexts. This contextual learning approach fosters a deeper understanding of language, promotes critical thinking skills, and encourages creative expression.

Importantly, the positive influence of animated videos extends beyond language skills. These videos provide a dynamic and engaging learning experience that appeals to the visual and auditory senses, making language learning more immersive and enjoyable. They serve as powerful motivators, capturing learners' interest and enthusiasm for learning. Young learners who engage with animated videos tend to exhibit a more positive attitude towards language acquisition, making the learning process more enjoyable and sustainable. Animated videos effectively enhance speaking skills, making them valuable tools in the classroom. In essence, the research underscores the pivotal role of animated videos in enhancing speaking skills.

REFERENCES

- Akhmad, N. W., & Munawir, A. (2022). Improving the learners' pronunciation ability by using ELSA Speak app. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(1), 846-857.
- Alahmad, M. (2020). Strengths and weaknesses of cognitive theory. *Budapest International Research and Critics Institute-Journal*, 3(3), 1584-1593.
- Aziz, A. A., & Kashinathan, S. (2021). ESL learners' challenges in speaking English in Malaysian classroom. *Development*, 10(2), 983-991.
- Chahrazad, M. M., & Kamel, K. (2022). Dealing with foreign language speaking anxiety: What every language teacher should know. *Training, language and culture*, 6(1), 20-32.
- Chen, I. J., Cheng, K. R., & Chuang, C. H. (2022). Relationship between language anxiety and English speaking performance. *English Language Teaching*, 15(11), 78-83.
- Crisianita, S., & Mandasari, B. (2022). THE USE OF SMALL-GROUP DISCUSSION TO IMPROVE LEARNER S'SPEAKING SKILL. *Journal of English Language Teaching and Learning*, 3(1), 61-66.

- Diamond, L. C., Gregorich, S. E., Karliner, L., González, J., Pérez-Cordón, C., Iniguez, R., ... & Ortega, P. (2023). Development of a tool to assess medical oral language proficiency. *Academic Medicine*, 98(4), 480-490.
- Eisenmann, M., & Summer, T. (2020). Multimodal literature in ELT: Theory and practice.
- Erya, W. I., & Pustika, R. (2021). Students' perception Towards The Use Of Webtoon To Improve Reading Comprehension Skill. *Journal of English Language Teaching and Learning*, 2(1), 51-56.
- Gafour, O. W., & Gafour, W. A. (2020). Creative thinking skills—A review article. *Journal of Education and e-Learning*, 4(1), 44-58.
- Ghasemi, A. A., & Mozaheb, M. A. (2021). Developing EFL Learners' Speaking Fluency: Use of Practical Techniques. *MEXTESOL Journal*, 45(2), n2.
- Haidar, S., & Fang, F. (2019). English language in education and globalization: A comparative analysis of the role of English in Pakistan and China. *Asia Pacific Journal of Education*, 39(2), 165-176.
- Harsma, E., Manderfeld, M., & Miller, C. L. (2021). Multimedia Learning Theory. *Maverick Learning and Educational Applied Research Nexus*.
- Heaton, J. B. 1988. *Writing English Language Tests*. London: Longman Group
- Henry, A., & Thorsen, C. (2019). Weaving webs of connection: Empathy, perspective taking, and learner s' motivation. *Studies in Second Language Learning and Teaching*, 9(1), 31-53.
- Henry, A., & Thorsen, C. (2019). Weaving webs of connection: Empathy, perspective taking, and students' motivation. *Studies in Second Language Learning and Teaching*, 9(1), 31-53.
- Huang, H. W. (2021). Effects of smartphone-based collaborative vlog projects on EFL learners' speaking performance and learning engagement. *Australasian Journal of Educational Technology*, 37(6), 18-40.
- Ilmiani, A. M., Wahdah, N., & Mubarak, M. R. (2021). The application of Albert Bandura's Social Cognitive Theory: A Process in Learning Speaking Skill. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 5(2), 181-192.
- Ju, S. Y., & Mei, S. Y. (2020). Students Attitudes And Perceptions Of Learning Mandarin Chinese Via Animated Video. *International Journal of Academic Research in Business and Social Sciences*.
- Kathirvel, K., & Hashim, H. (2020). The use of audio-visual materials as strategies to enhance speaking skills among ESL young learners. *Creative Education*, 11(12), 2599.
- Kaynar, N., & Sadık, O. (2021). The Effects of Authentic and Interactive Video Tasks on Learner s' Extra Listening Practices. *Journal of Theoretical Educational Science*, 14(3), 291-307.
- Knight, B. (2019). Cognitive theory of multimedia learning. *Multimedia learning theory: Preparing for the new generation of students*, 11.
- Knight, B. (2019). Cognitive theory of multimedia learning. *Multimedia learning theory: Preparing for the new generation of learner s*, 11.
- Laksmi, N. K. P., Yasa, I. K. A., & Mirayani, K. A. M. (2021). The Use Of Animation Video As Learning Media For Young Learners To Improve Efl Students' motivation In Learning English. *Lingua*, 17(1), 42-52.

- Lengkoan, F., & Hampp, P. L. (2022). Imitation technique in learning English at English education department Universitas Negeri Manado. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 10(1), 48-53.
- Lestari, B., & Mustadi, A. (2020). Animated Video Media vs Comic on Storytelling Skills: Which One is More Effective?. *Journal for the Education of Gifted Young Scientists*, 8(1), 167-182.
- Lestari, N. (2019). Improving the speaking skill by vlog (video blog) as learning media: The EFL students' perspective. *BEST PRACTICES IN EDUCATION MANAGEMENT: Teaching, Learning and Research*, 89.
- Li, M. (2020). Multimodal pedagogy in TESOL teacher education: Learner s' perspectives. *System*, 94, 102337.
- Li, W., Wang, F., Mayer, R. E., & Liu, H. (2019). Getting the point: Which kinds of gestures by pedagogical agents improve multimedia learning?. *Journal of Educational Psychology*, 111(8), 1382.
- Mandasari, B., & Aminatun, D. (2020). VLOG: A Tool To Improve Students' English Speaking Ability At University Level. *Proceedings Universitas Pamulang*, 1(1).
- Maranzana, S. (2023). Animated Cartoons to Promote 'Real Language 'Learning: Attitudes of Undergraduate Students of Italian. *How to Actively Engage Our Learner s in the Language Classes*, 81.
- Masinde, R., Barasa, D., & Mandillah, L. (2023). Effectiveness of using multimodal approaches in teaching and learning listening and speaking skills. *Nairobi Journal of Humanities and Social Sciences*, 7(2).
- Megawati, N. M. S., & IGALP, U. (2020). English learning with Powtoon animation video. *Journal of Education Technology*, 4(2), 110-119.
- Nuansari, H., & Sriyanto, W. (2021). the Effectiveness of Using Animation Movie in Improving Speaking Skills of Elementary Learner s. *English Linguistics and Language Teaching Research Journal*, 2(1), 47-52.
- Pellicer-Sánchez, A., Tragant, E., Conklin, K., Rodgers, M., Serrano, R., & Llanes, A. (2020). Young Learners 'processing Of Multimodal Input And Its Impact On Reading Comprehension: An Eye-Tracking Study. *Studies in Second Language Acquisition*, 42(3), 577-598.
- Radha, S. K., Bostanci, H. B., & Kurt, M. (2022). Using animated videos to enhance vocabulary learning at the Noble Private Technical Institute (NPTI) in Northern Iraq/Erbil. *Sustainability*, 14(12), 7002.
- Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6-18.
- Reyna, J., Hanham, J., Vlachopoulos, P., & Meier, P. (2021). A systematic approach to designing, implementing, and evaluating learner-generated digital media (LGDM) assignments and its effect on self-regulation in tertiary science education. *Research in Science Education*, 51, 1501-1527.
- Rosen, M. L., Hagen, M. P., Lurie, L. A., Miles, Z. E., Sheridan, M. A., Meltzoff, A. N., & McLaughlin, K. A. (2020). Cognitive stimulation as a mechanism linking socioeconomic status with executive function: A longitudinal investigation. *Child development*, 91(4), e762-e779.
- Ruslin, R., Mashuri, S., Rasak, M. S. A., Alhabsyi, F., & Syam, H. (2022). Semi-structured Interview: A methodological reflection on the development of a qualitative research

- instrument in educational studies. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 12(1), 22-29.
- Salamea-Avila, M. J., & Fajardo-Dack, T. (2023). Developing Speaking Skills in EFL Young Learners through Visual and Audiovisual Materials. *Revista Metropolitana de Ciencias Aplicadas*, 6(S1), 338-349.
- Shiu, A., Chow, J., & Watson, J. (2020). The effectiveness of animated video and written text resources for learning microeconomics: A laboratory experiment. *Education and Information Technologies*, 25, 1999-2022.
- Silvani, D. (2020). Learning through Watching: Using Animation Movie to Improve Students' Writing Ability. *Journal of English Language Teaching and Linguistics*, 5(2), 233-247.
- Sinaga, A. G. H., Syahrial, S., & Hati, G. M. (2020). Learners' speaking anxiety in English class. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 1(1), 44-56.
- Singh, J., Steele, K., & Singh, L. (2021). Combining the best of online and face-to-face learning: Hybrid and blended learning approach for COVID-19, post vaccine, & post-pandemic world. *Journal of Educational Technology Systems*, 50(2), 140-171.
- Subramaniam, T. S., Yunus, M. M., Ayub, A. F. M., Rosli, M. S., Maaruf, S. Z., Nawi, A., & Palpanadan, S. T. (2020). Important elements for a framework in designing a mobile learning for English language listening and speaking skills. *J. Crit. Rev.*, 7(6), 312-315.
- Van der Meij, H., & Draijer, E. (2021). Design Principles for Multimedia Presentations: A Comparison between a Whiteboard Animation and a PowerPoint Slideshow Presentation. *Journal of Educational Multimedia and Hypermedia*, 30(4), 393-418.