

**IMPLEMENTATION OF ANIMATED VIDEO – BASED ENGLISH  
LEARNING FOR SEVENTH GRADERS: A CASE STUDY AT MTS.  
MAARIF NU TUBAN**

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**Abstract**

Teaching English at Islamic Junior High School in the digital era needs habit and Information-Technology knowledge, therefore English teacher must be able to keep up with the times. He must also use suitable materials, method, strategy and modern- attractive media. However, digital media like animated video is rarely used in the suburban private Secondary School like Islamic Junior High School, MTs. Maarif NU Tuban because of the limited facility the school has. Because of it, the researcher is interested to discuss it by choosing the title of research, “*Implementation of Animated Video-Based English Learning for Seventh Graders: A Case Study at MTs. Maarif NU Tuban.*” The researcher wants to know and to describe how the teacher teaches, what approach, strategy, method and how media especially animated video he uses during the process of teaching and learning. The research is qualitative research in form of case study. The approach he uses is phenomenological approach and the data is in form of information from the teacher, teaching guideline, animated video and the facts happening in the classroom during the learning of English and the source of data is taken from You tube, interview with the teacher and from the guide books. The method of research is descriptive-qualitative method and the result of the research shows that teacher has taught the students well and successfully. He uses the method of speech, Q and A /discussion and role play; he applies scientific approach, and model of discovery learning; he uses learning media of animated videos supported by Guide books or handbooks he has determined, instrument of learning LCD Projector or handphone, and manages the class and time of learning well. The students are enthusiastic to join the lesson, motivated to train, do the homeworks and can understand the lesson optimally.

**Key Words:** Implementation, Animated Video, English Learning.

## **A. INTRODUCTION**

### **1. Background**

English is an international language which is considered important language in international forum. Today, English is used in all aspects of life either spoken or written. Knowing the importance of having English skills needed in all aspects of life, so government has prepared and declared learning of English since Elementary School as a local content and Junior High School as a national content tested in national examination (Fauzi, 2020: 63). Apart from being late in implementing English lesson, with the youth pledge in 1928, the Indonesian people are proud to use their national language, namely Indonesian, so that English is less popular in society and even regional languages are more popular. In general, educated people in Indonesia prefer to use regional and Indonesian languages rather than English so that English is still become a foreign language in Indonesia.

To overcome the lack of and to improve the English skills of Indonesian children, especially Elementary School students, the government has implemented English lesson in all the corners of Indonesia even though this is not yet a subject that must be taught (EYLC Team, 2021: iv). According to the researcher's experience, if children are accustomed to receiving English learning material, they will easily understand it. Once children start entering Junior High School and beyond, they will feel that English is not difficult because they have had a strong foundation. Although the government has tried hard to make it mandatory to implement English learning in all Elementary Schools in Indonesia, the reality until now has not been optimal because many Elementary School graduates who continue their studies at Junior High School, especially unsupperior Islamic Junior High School (MTs) such as MTs Maarif NU Tuban have low skill of English. Moreover, the school does not have sufficient facility, for example projector LCD, so the teacher never teaches students using digital media. Therefore, it is sometimes better that the teacher teaches English using digital media such as animated video although students uses handphones and supported by many English books to add study material.

Based on the description above, the researcher chooses the title of research, *“Implementation of Animated Video-Based English Learning for Seventh Graders: A Case Study at MTs. Maarif NU Tuban.”* The researcher wants to know and to describe the use of digital media, in this case animated videos, in learning English at MTs Maarif NU Tuban. The reasons of choosing the media of learning–animated video and the place of research - MTs Maarif NU Tuban is that (1) it is suburban and unpopular school and people do not want their children study there, so the researcher wants to increase the quality of teaching that it may attract people, and (2) the school rarely uses digital media especially animated video in learning English because of the lack of facility, therefore the researcher wants to stimulate the English teacher and students to be used of using digital media.

Era of digital is an era which makes us easy to find information and to increase our knowledge of everything. In this era too, the media of learning English must be uptodated according to the current development because, otherwise, it will become out of date and be abandoned by the parents of prospective students. One of the media of learning English is animated video. The word Animation is taken from Latin word “anima” meaning soul, live and spirit. As a media of audio visual which has animated movement and sound, animated video can be used as a means of helping in learning English. It can explain and describe complicated material of learning through the pictures and words. It is only the process of moving pictures in an enough speed and the pictures are as if the living things which can attract students’ attention in the process of teaching and learning (Zakiaturrahmi, 2023: 9). In this case, Animated Video is used as a media of Learning English by which learning means the effort of transferring knowledge or information from a teacher to the students so that it creates interaction of both (Sari et als, 2021: 102).

## **B. METHODOLOGY**

The type of the research is qualitative research in form of a case study. Qualitative research is research that places more emphasis on the analysis of the process and its conclusions are deductive and inductive and the analysis of

the dynamics of relationships between observed phenomena using logic (Abdussamad, 2021: 29). It means that the researcher only observes and describes before, during and after English language learning process in the classroom, namely Class VII at MTs. Maarif NU Tuban, and analyzes every symptom in the classroom as well as concludes the results of the analysis both deductively and inductively. The researcher also asks information to find the detail of classroom condition and everything related to the process of teaching and learning English to the Subject of research (Sukirman, 2021: 6). The form of this research is a case study, which means that researcher analyzes the case intensively, deeply and comprehensively. A case study is a range of scientific activities done intensively and deeply about real-life event or activity happening today (Hadi, et als, 2021: 29). It means that learning English using media of animated video at Mts. Maarif NU Tuban is a rare thing because the use of this media requires students' learning habits in using digital media, sufficient learning facilities such as LCD Projector and English teacher who has IT skill although he tries hard to use this media in form of handphone.

In this research, the researcher uses a phenomenological approach where the researcher observes and interprets facts based on phenomena existing in the classroom before, during and after English teaching and learning process even though these observations are subjective (Arifin, 1994: 46-47). Phenomenological Approach tries to explain, to learn and to understand phenomena and facts and their special and unique contexts. It tries hard to find meaning psychologically from a group of individuals' experience reflected from the phenomena and facts in the context of daily life of students when they are taught English through deep research (Murdiyanto, 2020: 29). It means that researcher observes before, during and after the process of teaching and learning English and finds phenomena as well as facts that students are very enthusiastic when teacher teaches them using media of Animated videos. Meanwhile, the research method that the researcher uses is the descriptive-qualitative method, which means that the researcher only describes his data and findings so that it becomes a research work in such a way (Moleong, 2017: 3 – 10).

The researcher does the research in the Seventh class students at MTs Maarif NU Tuban in which the number of students are 8 students, 4 male and 4 female. The time of research is 2 to 7 december 2024. The researcher tries to find the data and the explanation about the objects of research in form of information and facts (Haryoko, et als, 2020: 119). He uses qualitative data in which he divides the data into primary data and secondary data. Primary data is in form of animated video from you tube, teaching guideline, all information, facts and realities related closely and directly to the research, and secondary data is the data in form of information, facts and realities indirectly related to the research like all books he uses (Haryoko, et als, 2020: 122). The instrument in the research is the researcher himself as the key instrument because he has function to decide focus of research, to choose the informan, to collect data, to analyze data, to interpret data and to conclude all he thinks needed (Nasution, 2023: 90). As the key instrument, the researcher collects the data by relying purely on observation techniques or direct observation as stated by Arikunto that observation is a research technique by observing facts, evidence and process directly (Arikunto, 1998: 23).

The purpose of the research is to find out and describe all events and activities carried out by both the teacher and the students. After the data are collected, the researcher then analyzes the data starting from teaching preparation, pre-teaching activities, ongoing teaching activities and post-teaching activities. In collecting data, the researcher uses technique of observation and interview. Observation is the technique used by researcher in natural setting with the hope to explore the meaning of phenomena from the subject of research and interview is kind of question and answer with the hope to find important information related to the research (Haryoko and et als, 2020: 151 - 164). He observes the situation in the classroom during the process of teaching and learning English using animated video. He interviews the English teacher about the material and guideline he uses in teaching English. After he collects data, he then analyzes them to which it is a vital process in research so that it needs good planning (Haryoko and et als, 2020: 294). Researcher analyzes data through several stages - collecting data, reducing data,

displaying data and concluding data. In order to have valid data and research finding, the researcher validates all data and research finding by doing triangulation meaning he crosschecks data to the subject he researches, to theory he uses, and to the English teacher he interviews.

### C. RESULT AND DISCUSSION

#### 1. Implementation of Animated Video-Based English Learning for Seventh Graders at MTs Maarif NU Tuban.

##### Data of Learning English Activity in the Classroom

##### 1) Data of Learning Preparation

Before teaching, English teacher prepares everything needed optimally. He prepares main media like animated videos as media of learning and Learning Guideline which can be used more than one meeting in accordance with he needs. As supporting of learning, teacher may use main books of class VII of Islamic Junior High School and related books as they are states in the Learning Guideline. The Learning Guideline containing the topics of hobby or likeness, occupations or professions and asking and giving personal information can be seen below:

Name of Institution	: Islamic Junior High School (MTs. Maarif NU Tuban.
Address of Institution	: Manunggal Street 10 – 12 Sukolilo Tuban – East Java.
Class/ Semester	: VII / 3
Subject	: English
Topic of Discussion	: Hobbies (Likeness), Occupations (Professions) and Asking and Giving Personal Information
Time Allocation	: 1 Meeting x 2 hours of Lesson x @35 minutes (The topics can be used for 3, 4 or 5 meetings)
<b>Basic Competence</b>	
<ol style="list-style-type: none"> <li>1. To describe hobby, occupations and Personal Information.</li> <li>2. To identify hobby, occupations, and Personal Information.</li> <li>3. To respond instruction of watching animated videos, then answering Questions about hobby, occupations and Personal Information.</li> </ol>	
<b>Indicator</b>	

- To mention hobbies, likeness, detail of occupations or professions, name and spelling of name accurately.
- To match the pictures with the right statements.
- To mention and guess description of hobbies, professions and personal information.
- To demonstrate the instruction of simple questions and answers regarding hobbies or likeness, occupations or professions and mention and ask names.
- To fill in gaps or blank in sentences or paragraphs.
- To read descriptions of hobby or likeness, occupation or profession and asking and giving personal information.

### Learning Method

- Learning Approach: *Scientific Approach*.
- Learning Model : *Discovery learning*.
- Learning Method : Lecturing, Question and Answer, Discussion and Role Play.

### Learning Media

### Tools

Below is the Link of Animated Videos:

- <https://youtu.be/wLUHhFsiX7o?si=x3NqO5j8xchspzun>
- <https://youtu.be/iHBnbAJUOyE?si=HwGTp8X4z9JrEOHA>
- <https://youtu.be/ovf9rPIIj4Q?si=7vQ1blszTqoJ1ZX6>
- <https://youtu.be/oFjA8OzcBTU?si=ykSYg0vmkT6yUb1h>
- [https://youtu.be/owLynL\\_IgF8?si=hDu6RSa4UL6QdFho](https://youtu.be/owLynL_IgF8?si=hDu6RSa4UL6QdFho)

- Main and Supporting Books:
  - Bahasa Inggris Pegangan Guru untuk SMP/MTs Kelas VII Semester 1 dan 2.
  - Bahasa Inggris 3a dan 3b untuk SMP/MTs Kelas VII Semester 1 dan 2.
  - English in Focus: for Grade VII of Junior High School (SMP/MTs).
  - Student's Book: My Next Words.
  - Grow with English :. A Thematic English Course for Elementary Students

- A marker and a Whiteboard
- Handphone
- Laptop and Projector LCD
- Speaker

### Learning Procedure

#### Opening (10 Minutes) for 1 x Meeting

#### 🚩 Orientation

- The teacher and students open the lesson by saying greeting and saying prayers to begin lesson.
- The teacher prepares students physically and psychologically by asking about their news and readiness to learn.

**Apperception**

- The teacher asks questions related to the lesson to be taught.

 **Motivation**

- The teacher starts the learning activity by providing an opening songs or game so that students are enthusiastic in receiving the lesson.

 **Referral**

- The teacher conveys the mechanisms and Learning objectives for the subject matter that will be discussed at the meeting.

**Main Activity (50 Minutes) for 1 X Meeting**

<b>Learning Procedur</b>	<b>Activity</b>
<i>Stimulation</i>	<ul style="list-style-type: none"> <li>▪ The teacher motivates and stimulates students to focus on the topic of learning by:               <ol style="list-style-type: none"> <li><b>Observing</b> The students observe pictures and animated videos in the topics of Hobby or Likeness, Occupations or Professions and Asking and Giving Personal Information from projector LCD or handphone.</li> <li><b>Reading</b> The students read materials entitled Hobby or Likeness, Occupations or Professions and Asking and Giving Personal Information.</li> <li><b>Writing</b> The students write and summarize on blank paper the results of observations and readings related to the materials entitled Hobby or Likeness, Occupations or Professions and Asking and Giving Personal Information.</li> <li><b>Listening</b> The students listen carefully the explanation from teacher when he tells about the material of learning and from narrator of animated videos entitled Hobby or Likeness, Occupations or Professions and Asking and Giving Personal Information.</li> <li><b>Speaking</b> The students ask and answer the questions and explain related to the topics of Hobby or</li> </ol> </li> </ul>

	Likeness, Occupations or Professions and Asking and Giving Personal Information.
<i>Problem statement</i>	<ul style="list-style-type: none"> <li>▪ The teacher gives opportunity to the students to ask a lot the questions related to the topics of discussed.</li> </ul>
<i>Data collection</i>	<ul style="list-style-type: none"> <li>▪ The teacher teaches the material of English and students record all explanation and information from the teacher.</li> <li>▪ The teacher gives an assigment, for example asking and answering questions related to the topics being discussed.</li> </ul>
<i>Data processing</i>	<ul style="list-style-type: none"> <li>▪ The students and their groups discuss and analyze information of the assigment for example to describe the topics.</li> </ul>
<i>Verification</i>	<ul style="list-style-type: none"> <li>▪ The students discuss and verify the result of their observations.</li> <li>▪ The students convey and communicate the result of assignments in front of the classroom.</li> <li>▪ The students and teacher discuss questions, answers and explanation students have done.</li> </ul>
<i>Generalization</i>	<ul style="list-style-type: none"> <li>▪ The students conclude the important points in the activity of learning.</li> <li>▪ The students ask questions things they do not understand, or teacher ask many questions to the students related to the topics discussed.</li> </ul>
<b>Closing (10 Minutes) for 1 x Meeting</b>	
<ul style="list-style-type: none"> <li>▪ The students summarize important points of the topics discussed.</li> <li>▪ The teacher gives appreciation to the groups which have good performance and cooperation.</li> </ul>	
<b>Evaluation/Assessment</b>	
<ul style="list-style-type: none"> <li>▪ Cognitive: Written Test (taken from the result of doing assignment of filling the blanks from video and also if possible the assigment from main books and Homework book).</li> <li>▪ Affective: Journal (taken from the result of direct observation on students behavior in the classroom).</li> <li>▪ Psychomotor/Skills: Project or Performance Assessment (taken from the evaluation of <i>speaking, listening, reading and writing</i>).</li> </ul>	

## 2). **Data of Learning Activity**

### a. **Phase of Pre-Activity**

Based on the observation, the English teacher uses English and Indonesian as a means of communication in the classroom. In the phase of pre-activity, teacher opens the class and allocates the time 10 minutes in which he does:

#### - **Orientations.**

The teacher usually opens the class and begins the lesson by giving greeting and asking students to say prayers together. The teacher says “Assalamu’alaikum Warahmatullahi Wabarakatuh” “Good morning Class. How are you today?”. The students answer, “We are fine and you?”. The teacher answers “I am fine too and we are fine. Thank Allah.” Then the teacher asks students to say prayers together and saying, “Let’s say Prayers to Allah by reciting Surotul Fatihah, Al Faatihah.” After saying prayers, the teacher prepares students physically and psychologically by asking their readiness to begin learning. The teacher may call students based on the present list. The students answer, “Present, Sir,” and if their friends do not come into the class, they answer, “Absent, Sir,” and then the teacher asks their readiness of beginning the class for example, “Class, are you ready to begin the lesson?” and the students answer, “Yes, Sir.”

#### - **Apperception**

The teacher asks students related to the topics of learning, for example “Class, our topic of discussion today is about Hobby (Likeness).” ” Do you know hobby?”. Do you have hobby?. If students do not know, the teacher must explain, for example “hobby is kind of likeness someone has.” The teacher must explain hobby clearly.

#### - **Motivation**

The teacher motivates the students by providing songs and games taken from You Tube in order that students will be motivated to study. After the students feel fresh again, the teacher may continue the lesson. The teacher may also function as a motivator who helps students to solve the problem so that students may memorize the subject the teacher will teach.

- **Referral**

The teacher explains the mechanism and the objective of learning on the material they will discuss. The teacher, for example, says “Class, today, we will discuss about hobby,”. Hobby in Indonesian is sesuatu yang di sukai dan sering di lakukan, and I am sure that you all must have hobby.” Our intention to discuss this topic is to know your hobby respectively.” Objective of learning by choosing the topic of hobby is to make us know the English of our hobby or likeness we do.”

- b. Phase of Activity**

Time allocated in this phase is 50 minutes. While the procedure in this phase is arranged as follows:

- a). Simulation**

The teacher motivates and gives simulation to the students to focus on the topic of learning by doing as follows:

- **Observing**

The teacher gives pictures or animated video about hobby or likeness, occupation or profession or Question and Answer about personal information from projector LCD and students are asked to observe the pictures or video. The teacher, for example, says, “Class, I shall show you the picture and video containing about hobby from the projector, and please examine closely.”

- **Reading**

The teacher then asks students to read text on the screen. Reading is the main key in learning and to be able to read, the teacher must show letter to the students and train them to read (Novitasari, 2021: 35). Because, it is English subject, so the teacher must show letter and English text. The teacher says “After you have known hobby from the video, now, please read the text on the screen or read together after the narrator”.

- **Writing**

Writing is also the key in learning English and teacher must train students to write sentences (Novitasari, 2021: 35). The teacher asks students to write summary based on the observation and text related to the topics of hobby,

for example. The teacher says, “Class, you have watched the video and read the text on the screen, now please write in the blank and summarize what you have seen and what you have read in one paragraph.

- **Listening**

The teacher asks students to listen explanation and video about hobby or Occupations or Asking and Giving Personal Information accurately. The teacher explains the topics descriptively. After the teacher explains to the students about the topics, he then asks students to listen the content of animated video related to the topics. For example, the teacher says “Class, you know that everyone must have hobby. Hobby is something to which someone likes and does”. “Now, please listen to the video to know more about hobby.” When students are listening to the video, the teacher asks students to record things important to know which may be able to add the knowledge of discussion. Then, teacher asks students to listen to the topics he decides.

- **Speaking**

Having students done all the process, the teacher asks students to make questions and answers related to the hobby. “Class, you have listened to the video, please make questions and answerorally related to the topic of hobby; it is about your hobby respectively.”

**b). Problem statement**

The teacher gives opportunity to the students to asks questions related to the topics. The teacher says, “OK, I have explained everything about the topic and you have also listened the discussion about the topic. Do you understand?”, or do you have any question? OK, If you have questions, please fire away?”.

**c). Data Collection**

Remember that students of the seventh grade of Islamic Junior High School are still children who are easy to forget and difficult to focus on the subjects, therefore, in this case, the teacher must repeat the explanation and ask students to pay much attention and record all the information from the teacher and play back the animated video used. At the time, the teacher also gives the students the task of summarizing the lesson material he has taught.

**d). Data Processing**

The teacher groups students into two groups. They and their groups discuss and analyze the recorded task. They write back the result of the group discussion in form of a summary by the group.

**e). Verification**

The teacher asks students to discuss their observation in form of summary and verify them in order to be valid. After that, the teacher asks the group representatives to present the summary their groups have made in front of the classroom. Other group can debate or give input. After the two groups have finished their presentations, the students and the teacher discuss together again and if during the presentation, there are questions that have not been answered, the teacher helps answer the questions and improves the summary of what the students have worked on.

**f). Generalization**

After the process is complete, the teacher asks students to summarize the important points that emerged in the learning activity. The teacher asks students to ask again about things they do not understand or the teacher asks students several questions related to the topics being discussed. It is done to know how significant the students understand the topic of discussion and done as the basic of pre-evaluation on each topic and on each meeting.

**c. Phase of Post -Activity**

This phase belongs to the phase of closing in which the teacher allocates 10 minutes. The teacher confirms the learning result at the meeting and asks the students to summarize the important points of the topics that have been discussed. The teacher asks students to collect summary result, both summary of group and of individual assignments. This is done so that the teacher can find out the students' holistic level of understanding, both individual and group work level. The teacher uses a little time to read and check the group's resumes randomly. The teacher can take home individual resumes to read and to correct. Then the teacher gives appreciation to groups that have good performance and collaboration. The teacher then asks students to close the subject by saying "Class, I think that is all. Let's close the meeting by reciting Hamdalah. The teacher and

students say “hamdalah” together, “Alhamdulillahirobbil ‘alamin”. The teacher then says Goodbye, “Wassalamu’alaikum Warahmatullahi wabarakatuh. See you next. Good bye” and students respond by saying “see you, good bye, Sir.”

#### **d. Evaluation**

At this assessment stage, the teacher categorizes the assessment into 3 elements namely:

- **Cognitive**

This cognitive assessment is in the form of a written test the teacher takes from the result of completing the task of filling in the blanks on the material and the topics using animated video.

- **Affective**

The teacher takes the result of his direct observations of students behavior in the classroom during the lesson as an affective assessment.

- **Psychomotor**

The teacher takes psychomotor assessment from students’ performance in speaking and writing skills eventhough these skills are still very basic.

From the assessment the English teacher has done, it can be concluded that the teaching and learning English to the seventh class students of MTs. Maarif NU Tuban is successful. In general, students can understand the lesson material with the decided topics optimally. This can be proved by the good result of their summary of the animated video. During English learning, discussions and questions and answers, the class atmosphere is lively and dynamic. On the other hand, when they are working on the task of filling in the blank on the sheets of paper, the class is quiet and only whispers can be heard asking each other questions. It is positive that students have begun to be able to focus on the lessons and are serious of doing assignments in classroom. It is useful that students have easily understood English which has been taught since they were at Elementary school sistematically. The students’ appearance during discussions or presentations is very confident and impressive with their speaking and writing skills. They are also very good in filling the blanks and making resumes for the level of students at schools in the suburbs.

## D. CONCLUSION

The research results show that teacher teaches English well. The teacher uses lecture methods, question and answer (discussion) and role playing. He applies Scientific Approach and model of discovery Learning. He uses learning media of animated video and good planning of teaching guideline supported by the main book like “*Bahasa Inggris Pegangan Guru untuk SMP/MTs Kelas VII Semester 1 dan 2*”, “*Bahasa Inggris 3a dan 3b untuk SMP/MTs Kelas VII Semester 1 dan 2*” and “*English in Focus: for Grade VII of Junior High School (SMP/MTs)*”. To add knowledge, teacher may use the books like “*Student’s Book: My Next Words*”, “*Buku Pintar Bahasa Inggris*” and “*Grow with English: A Thematic English Course for Elementary Students*”. He can manage the class and time well. Students take part in the lesson enthusiastically. They are able to present presentations and discussions with good speaking and writing skill and confidence. During the lesson, they behave very well. They look serious to find knowledge. In general, they can understand the lessons well and intend to increase their English knowledge.

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