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Developing Animated Video Learning Media Based on the Demonstration Method for Fourth-Grade Elementary School English

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Abstract

Vocabulary acquisition in elementary English education remains challenging when instruction relies predominantly on textbooks and verbal explanations with limited visual support. At SDN 20 Pahambatan, 70% of fourth-grade students had not achieved the required mastery criterion. This study developed and evaluated the validity, practicality, and effectiveness of an animated instructional video incorporating the demonstration method for teaching classroom objects and daily activities. The research and development process followed the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), involving two media experts, one subject-matter expert, and 20 fourth-grade students. Data were collected through interviews, expert validation questionnaires, student response questionnaires, and learning achievement pretests and posttests. The instructional video was developed using Animaker in MP4 format, with an approximate duration of 10 minutes. Media and content validation scores reached 97.86% and 98.67%, respectively, both classified as highly valid. The mean practicality score was 4.65 (93.00%), indicating high practicality. Mean learning achievement scores increased from 45.67 on the pretest to 94.00 on the posttest, with a normalized gain of 0.90, classified as high, and a gain percentage of 89.81%, classified as effective. The expert ratings, practicality assessment, and observed learning gains suggest that the animated instructional video is a promising supplementary resource for elementary English education. It offers teachers an alternative means of presenting vocabulary in concrete, engaging, and contextualized ways while enabling students to review learning materials independently.

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Keywords: Animated Instructional Videos; Demonstration Method; Vocabulary Acquisition; Elementary English Education; ADDIE Model

INTRODUCTION

English language learning at the elementary school level plays a strategic role in establishing the foundation of students' language competence from an early age. English proficiency involves not only the ability to memorize vocabulary but also the ability to understand meanings, recognize pronunciation, and use language in simple communicative contexts. At the elementary education level, English instruction should be introduced gradually, taking into account students' developmental characteristics, particularly their need for concrete, contextual, and engaging learning experiences. One fundamental aspect of English language learning that requires particular attention is vocabulary acquisition, as vocabulary constitutes an essential component supporting the development of listening, speaking, reading, and writing skills. Permana (2020) explains that vocabulary instruction for elementary school students should be supported by interactive strategies and media, such as pictures, games, and songs, to make the learning process more engaging and encourage student participation.

English learning in elementary schools should extend beyond verbal explanations by providing opportunities for students to observe, listen, imitate, and practice language. Visual and audiovisual media can connect linguistic symbols with familiar objects, activities, and real-life situations, making unfamiliar vocabulary easier to understand. In this regard, animated videos offer an alternative by combining images, motion, sound, narration, and text, allowing students to process verbal and visual information simultaneously and supporting meaningful learning (Mayer, 2020). Recent studies support this approach. Gulikhandan and Ekkayokkaya (2025) found that multimedia instruction improved elementary students' vocabulary knowledge and engagement. Riyanto et al. (2025) reported that animated videos, songs, and audiovisual games supported vocabulary acquisition and active participation. Similarly, Avello and Muñoz (2025) highlighted the benefits of captioned animated videos for recognizing and recalling written vocabulary, while Kwon (2026) emphasized the contribution of multimodal resources to young learners' attention and language comprehension. Overall, these findings underscore the value of integrating visual,

auditory, and textual elements to create more accessible, engaging, and meaningful English learning experiences.

Recent studies highlight the importance of multimodal and interactive media in elementary English learning. Noviana et al. (2026) demonstrated that narrated animation videos could support elementary school students' English vocabulary mastery by combining animated visual representations with spoken narration. Similarly, Sallata et al. (2026) found that locally relevant pictures improve vocabulary mastery and motivation, while Fa'uni et al. (2026) emphasized the contribution of digital and game-based media to vocabulary development and student engagement. These findings suggest that instructional media should not merely integrate technology but also address students' developmental characteristics and learning needs. Effective media should simplify information, clarify meaning, and connect new knowledge with familiar objects, activities, and real-life contexts.

However, these ideal conditions have not been fully reflected in the implementation of English language learning at SDN 20 Pahambatan, particularly among fourth-grade students. Based on preliminary observations and interviews with the fourth-grade teacher, several challenges were identified in the delivery and comprehension of instructional materials. Students experienced difficulties in understanding new vocabulary presented through written texts or oral explanations. Some students were unable to associate English words with their corresponding objects or meanings, resulting in confusion when they were asked to answer questions and explain previously learned materials. These conditions indicate that the learning process has not fully facilitated students in developing concrete and contextual vocabulary comprehension.

These problems became more evident during English lessons covering the topics of *Things in the Classroom* and *Daily Activities*. Classroom instruction was still predominantly characterized by the use of textbooks and teachers' verbal explanations. Students were primarily instructed to read the materials, write down unfamiliar vocabulary, and subsequently look up the meanings of words without adequate visual support or demonstrations. The limited variety of instructional media made the learning process relatively monotonous and insufficiently effective in maintaining the engagement of all students. Consequently, students experienced difficulties in connecting the vocabulary they learned with objects and activities encountered in everyday life. In fact, vocabulary acquisition can become more meaningful when students are provided with opportunities to

observe visual representations of objects, listen to their pronunciation, and understand how the vocabulary is used in specific contexts.

These conditions were also reflected in the results of the fourth-grade English daily assessments. Of the 20 students, only 6 students (30%) demonstrated a satisfactory understanding of the learning materials, whereas the remaining 14 students (70%) continued to experience difficulties in acquiring vocabulary, identifying word meanings, and constructing simple sentences relevant to the learning context. These data indicate that the majority of students had not yet achieved the expected level of understanding. This low level of achievement suggests that the learning process requires instructional media that are more appropriate to the characteristics of the subject matter and students' learning needs. Therefore, the identified problems are not solely related to individual students' abilities to understand English but also need to be examined in terms of the suitability of the instructional strategies and media employed by teachers.

In addition to the daily assessment results, the fourth-grade English Final Semester Examination (UAS) results for the 2025/2026 academic year also indicated challenges in students' learning achievement. These data provide further empirical evidence that English language instruction requires improvement, particularly in presenting materials related to vocabulary recognition and the comprehension of simple sentences. When instructional materials are delivered exclusively through written texts and oral explanations, students with limited vocabulary knowledge may encounter difficulties in understanding the information presented. Therefore, it is necessary to develop instructional media capable of presenting learning materials in a clearer, more engaging, and more accessible manner for students.

When considered in relation to the characteristics of elementary school students, the use of media that provide visual and auditory experiences is highly relevant to their learning needs at this educational level. Fourth-grade students generally still require concrete representations to facilitate their understanding of new information, including foreign language vocabulary. Words such as *pencil*, *ruler*, *blackboard*, *wake up*, and *go to school* can be more easily associated with their meanings when accompanied by visual representations of objects and appropriate demonstrations of activities. Conversely, presenting vocabulary solely through written texts and translations may limit students' opportunities to understand the relationships between word forms, pronunciation, and meaning. Therefore, English

language instruction needs to integrate media that present objects and activities as representations of the vocabulary being learned.

One theoretical approach relevant to explaining this need is the *Cognitive Theory of Multimedia Learning*, developed by Mayer (2020). This theory explains that humans process information through two primary channels, namely the visual/pictorial channel and the auditory/verbal channel, each of which has limited processing capacity. Multimedia learning is designed by integrating words and images to help students construct mental representations and connect the information they receive to develop meaningful understanding. In its implementation, animated video materials should consider the principles of coherence, signaling, spatial contiguity, temporal contiguity, and segmentation. This means that images, text, narration, and animation should be presented systematically, without unnecessary elements, and with direct relevance to the learning materials. This theory provides a foundation for understanding that animated videos are not merely entertainment media but also serve as information-delivery tools that can be designed in accordance with cognitive principles of learning.

In addition to the use of audiovisual media, instructional methods also constitute an important element in addressing these problems. One relevant approach is the demonstration method. The demonstration method refers to an instructional approach in which learning materials are presented through demonstrations or direct examples of particular processes, actions, or the use of specific objects. In English language instruction, this method can be implemented by demonstrating objects found in the classroom environment, illustrating everyday activities, and providing examples of pronunciation and vocabulary usage in simple sentences. Through these activities, students not only receive information about the meanings of words but also have opportunities to observe how the words are represented and used in specific learning contexts.

The relevance of applying the demonstration method in the development of instructional media is supported by the study conducted by Widiastuti and Semara Putra (2022). Their study developed demonstration-based instructional videos for fourth-grade elementary school students in science education using the ADDIE development model. The results indicated that the developed media received very good evaluations from subject matter experts and instructional design experts, as well as positive responses during student trials. These findings suggest that the demonstration method can be integrated into

instructional video media to present learning materials in a more structured and concrete manner. Nevertheless, since the study focused on science education, applying a similar approach to English language instruction, particularly to support vocabulary comprehension and the use of simple sentences, remains a relevant area for further development.

Based on these problems, one potential solution is the development of animated video learning media based on the demonstration method. This media is designed by integrating visual, audio, textual, and animated elements with systematic demonstration stages. The animation component serves to visualize objects, situations, and activities related to English language learning materials, while the demonstration method is employed to illustrate contextual examples of vocabulary and simple sentence usage. For example, in the topic of *Things in the Classroom*, the video can present objects such as tables, chairs, books, pencils, and blackboards, accompanied by their English names, pronunciation, and examples of their use in sentences. Meanwhile, in the topic of *Daily Activities*, the video can illustrate a sequence of everyday activities, such as waking up, taking a bath, having breakfast, studying, and going to school, accompanied by relevant vocabulary and examples of simple expressions.

The use of demonstration-based animated video media is also relevant to the study conducted by Agustin et al. (2022), which examined the effectiveness of short animated videos in improving English vocabulary mastery. The study employed a pre-experimental approach involving 26 seventh-grade students. The results revealed a difference in students' vocabulary mastery before and after the use of animated videos. These findings provide empirical support for the use of animated videos as an alternative medium for English vocabulary instruction. Furthermore, Febriyanita and Isna (2025) also demonstrated that the use of animated videos in English language learning among elementary school students was associated with improvements in vocabulary and pronunciation skills. Their study involved 36 fifth-grade students and employed a pre-test and post-test design. Both studies demonstrate the relevance of animated media in English language learning, particularly in terms of vocabulary mastery and pronunciation.

Nevertheless, previous studies indicate several opportunities for further development. Agustin et al. (2022) focused on the use of short animated videos to improve vocabulary mastery among junior high school students, whereas Febriyanita and Isna (2025) examined the use of animated videos to support vocabulary and pronunciation learning

among fifth-grade elementary school students. Meanwhile, Widiastuti and Semara Putra (2022) developed demonstration-based instructional videos, but their application was limited to science education. Thus, these studies have provided an empirical foundation for the potential of animated videos in language learning and the application of demonstrations in instructional videos. However, they have not specifically integrated animation features and the demonstration method into a single English instructional media product for fourth-grade elementary school students, particularly in the context of the topics *Things in the Classroom* and *Daily Activities* at SDN 20 Pahambatan.

Based on this review, the research gap lies in the need to develop instructional media that not only presents vocabulary through animation but also incorporates demonstration stages to illustrate the relationships among vocabulary, objects, pronunciation, and their use in simple sentences. This development is important because students need media that not only provides visual information but also presents concrete and systematic examples of how the learning materials can be applied. Furthermore, the characteristics of fourth-grade students, the learning materials, and the instructional problems identified at SDN 20 Pahambatan provide a specific context that distinguishes this study from previous research.

The novelty of this study lies in the integration of animated video media and the demonstration method in the development of English instructional media for fourth-grade elementary school students. This integration is implemented through animated representations of objects and activities, audio narration demonstrating vocabulary pronunciation, examples of word usage in simple sentences, and demonstrations of activities relevant to students' everyday lives. Accordingly, the developed product is not merely intended to deliver information but is also designed to facilitate observation, recognition, imitation, and understanding of vocabulary use. Another aspect of its novelty lies in adapting the content, visual presentation, language, and instructional sequence to the needs of fourth-grade students and the learning materials used at SDN 20 Pahambatan.

The development of this media is based on Mayer's (2020) *Cognitive Theory of Multimedia Learning*, which provides a theoretical foundation for the structured integration of verbal and visual elements. The principles of this theory are applied through the presentation of animated images relevant to the vocabulary being taught, pronunciation narration synchronized with the visual representation of objects, and the division of learning materials into short segments to make the information easier to follow. Meanwhile, the demonstration

method serves as the pedagogical foundation for presenting examples and demonstrations of how vocabulary and simple expressions are used. The combination of these two foundations is expected to produce instructional media that address the needs of English language learning in elementary schools, both in terms of material presentation and student characteristics.

Accordingly, this study focuses on developing animated video learning media based on the demonstration method for fourth-grade English language instruction at SDN 20 Pahambatan, particularly covering the topics *Things in the Classroom* and *Daily Activities*. The study aims to produce an instructional media product that meets the feasibility criteria based on evaluations by subject matter experts, media experts, and/or learning experts, and receives positive responses from students and teachers in accordance with the development stages implemented. This study is also expected to provide teachers with an alternative instructional medium for presenting English learning materials in a more visual, contextual, and engaging manner.

This study aims to develop animated video learning media based on the demonstration method for fourth-grade English language instruction in elementary school, particularly covering the topics of *Things in the Classroom* and *Daily Activities*. Furthermore, this study seeks to determine the validity of the developed media based on evaluations by subject matter experts, media experts, and learning experts, as well as to assess its practicality based on teachers' and students' responses.

METHODS

English language learning in elementary schools continues to face challenges in vocabulary mastery due to the use of textbooks and verbal explanations that are not adequately supported by visual media. This situation was identified among fourth-grade students at SDN 20 Pahambatan, where 70% of the students had not achieved the minimum learning mastery criteria. This study aims to develop animated video learning media based on the demonstration method and to examine its validity, practicality, and effectiveness in teaching the topics *Things in the Classroom* and *Daily Activities*. This study employed a *Research and Development* (R&D) approach using the ADDIE development model, which consists of five stages: *Analysis, Design, Development, Implementation,* and *Evaluation*.

The research subjects comprised two media expert validators, one subject matter expert validator, and 20 fourth-grade students at SDN 20 Pahambatan. Data were collected through interviews, expert validation questionnaires, student response questionnaires, and learning outcome tests in the form of pre-tests and post-tests. The product was developed using the Animaker platform in MP4 format, with an approximate duration of 10 minutes. The results showed that the media expert validation yielded an average percentage of 97.86%, while the subject matter expert validation reached 98.67%; both were classified as highly valid. The practicality test obtained an average score of 4.65, equivalent to 93.00%, indicating a highly practical category. Meanwhile, the students' average learning outcomes increased from 45.67 on the pre-test to 94.00 on the post-test, with an N-Gain score of 0.90 (high category) and an effectiveness percentage of 89.81% (effective category).

Therefore, the developed media was considered valid, practical, and effective for use in fourth-grade elementary school English instruction. This study has implications for providing an alternative digital instructional medium that can help teachers present vocabulary in a more concrete, engaging, and contextual manner while supporting students in reviewing learning materials independently.

RESULTS

1. Results of Animated Video Media Development

This study produced an animated video learning medium based on the demonstration method for Grade IV elementary school English instruction. The media was developed using the ADDIE model, which consists of five stages: *Analysis, Design, Development, Implementation,* and *Evaluation*. The product was developed using the Animaker platform in MP4 format, with an approximate duration of 10 minutes. The learning materials cover two topics: *Things in the Classroom* and *Daily Activities*.

At the *Analysis* stage, it was found that English language instruction in Grade IV at SDN 20 Pahambatan was still predominantly delivered through textbooks and verbal explanations. This situation indicated that students needed instructional media capable of presenting vocabulary through visual representations and concrete examples of its use. The analysis also covered student characteristics, learning materials, and the curriculum implemented at the school, namely the Merdeka Curriculum.



Figure 1. The Analysis Stage

At the *Design* stage, a video script and storyboard were prepared, incorporating narration, pronunciation, simple dialogues, animated characters, and demonstration instructions. Subsequently, at the *Development* stage, the design was transformed into an animated video using the Animaker platform by integrating moving images, vocabulary text, narrator audio, background music, and demonstrations of activities.

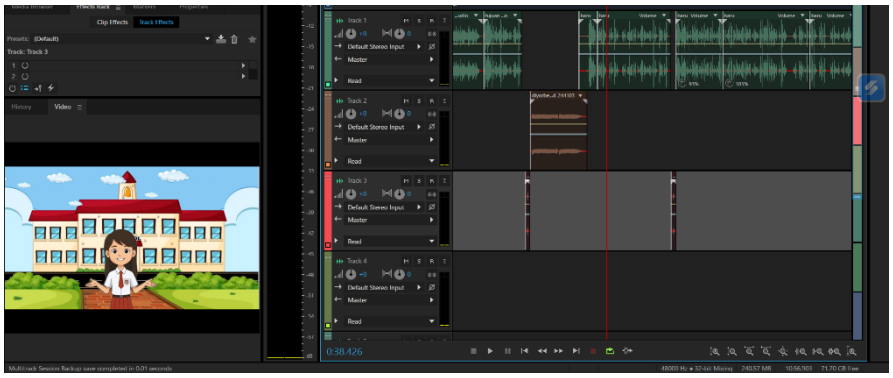


Figure 2. The Design stage

The *Implementation* stage was conducted on November 12, 2026, involving 20 fourth-grade students at SDN 20 Pahambatan. The activities included an introduction to the media, administration of the pre-test, group-based use of the media, administration of the post-test, and completion of the practicality questionnaire. The final stage, *Evaluation*, was carried out by analyzing the validation results, student responses, and improvements in learning outcomes based on the N-Gain calculation.

2. Media Validation Results

Validation was conducted to determine the feasibility of the product before its implementation with students. The assessment involved two media experts and one subject

matter expert. Media expert validation was conducted in two stages, while subject matter expert validation covered five assessment aspects.

Table 1. Media Expert Validation Results

Validator	Stage I	Stage II
Validator 1	97.14%	100.00%
Validator 2	70.00%	95.71%
Average	83.57%	97.86%

Based on Table 1, the first stage of media expert validation yielded an average score of 83.57%. Following revisions based on the validators' feedback, the validation result increased to 97.86% in the second stage, which was classified as highly valid. The revisions included adjusting the animated characters to suit the characteristics of elementary school students, adding narrator text and learning objectives, and improving the arrangement of the background music and narrator's voice.

Furthermore, the subject matter expert validation results are presented in Table 2.

Table 2. Subject Matter Expert Validation Results

Assessment Aspect	Percentage	Category
Material relevance	100.00%	Highly valid
Content accuracy	100.00%	Highly valid
Language	93.33%	Highly valid
Material presentation	100.00%	Highly valid
Demonstration method	100.00%	Highly valid
Average	98.67%	Highly valid

Based on table 2, the results indicate that the subject matter expert validation obtained a score of 74 out of a maximum score of 75, equivalent to 98.67%. The language aspect received the lowest percentage, at 93.33%, while the other four aspects each obtained a score of 100%. Overall, the expert assessments indicate that the developed animated video media met the feasibility criteria for implementation in Grade IV elementary school English instruction.

3. Media Practicality Test Results

The practicality test was conducted on November 12, 2026, involving 20 fourth-grade students at SDN 20 Pahambatan after they had participated in a learning session using

animated video media based on the demonstration method. The assessment was conducted using a questionnaire covering five assessment aspects and a five-point Likert scale.

Table 3. Media Practicality Test Results

No.	Assessment Aspect	Average Score	Percentage
1	Ease of use	4.75	95.00%
2	Media appearance	4.60	92.00%
3	Clarity of learning materials	4.55	91.00%
4	Support for the demonstration method	4.65	93.00%
5	Learning benefits	4.70	94.00%
Average		4.65	93.00%

Based on Table 3, the total score was 465 out of a maximum score of 500, resulting in an empirical mean score of 4.65 and a practicality percentage of 93.00%. The ease-of-use aspect obtained the highest score, at 95.00%, followed by learning benefits at 94.00%. Meanwhile, the clarity-of-learning-materials aspect received the lowest score, at 91.00%. Nevertheless, all aspects fell within the 81%–100% range, indicating that the developed media was classified as highly practical for use in Grade IV elementary school English instruction.

1. Media Effectiveness Test Results

The effectiveness test employed a *One-Group Pretest-Posttest* design involving 20 fourth-grade students at SDN 20 Pahambatan. The research instrument consisted of a learning achievement test comprising 15 multiple-choice questions, with an ideal score of 100. The test was administered to determine improvements in students' English vocabulary mastery before and after using animated video media based on the demonstration method.

Table 4. Comparison of Pre-test and Post-test Results

Indicator	Pre-test	Post-test
Number of students	20	20
Highest score	60.00	100.00
Lowest score	33.33	86.67
Mean score	45.67	94.00
Students achieving learning mastery	0 (0%)	20 (100%)
Students not achieving learning mastery	20 (100%)	0 (0%)

Based on Table 4, the students' average learning outcomes increased from 45.67 in the pre-test to 94.00 in the post-test, representing an improvement of 48.33 points. The highest score increased from 60.00 to 100.00, while the lowest score increased from 33.33 to 86.67. Before the media was used, none of the students had achieved learning mastery. Following the use of the media, all students (100%) achieved learning mastery.



Figure 3. Comparison of Mean Learning Outcomes

Table 5. N-Gain Calculation Results

Indicators	Result
Number of students	20
Mean pre-test score	45.67
Mean post-test score	94.00
Difference in mean scores	48.33
Average N-Gain score	0.90
N-Gain percentage	89.81%
N-Gain category	High
Effectiveness category	Effective

Based on tabe 5, the analysis results showed that the average N-Gain score reached 0.90, which was classified as high, while the N-Gain percentage of 89.81% fell into the effective category. These findings indicate an improvement in students' English vocabulary mastery following instruction using animated video media based on the demonstration method.

Based on the test results, several findings warrant attention as part of the research reporting.

First, in the first stage of media expert validation, there was a considerable difference between the assessments provided by the two validators. The first validator assigned a percentage of 97.14%, whereas the second validator assigned 70.00%. This discrepancy indicated that the product still required refinement, particularly in terms of animated character design, narrator voice settings, background music, the addition of text, and the inclusion of learning objectives. Following the revisions, the validation result increased to 97.86% in the second stage.

Second, in the practicality test, the clarity-of-materials aspect obtained the lowest score compared with the other aspects, namely 4.55 or 91.00%. Although it received the lowest score, this result was still classified as highly practical. This finding indicates that material clarity remains a relatively important aspect to consider in future media development.

Third, based on the individual test results, all students demonstrated improvements in their scores. The lowest N-Gain value was 0.78, equivalent to 77.78%, while the highest reached 1.00, or 100%. Thus, no negative N-Gain values were identified in the data presented in this study. However, variations were observed in the extent of learning outcome improvements among individual students.

In addition, an inconsistency was identified in the combined validity summary presented in the thesis. The document reports a final average validity score of 98.26%, but also states a figure of 98.13% based on the average of the three validators. Both figures need to be recalculated and verified before being included in a journal article. Therefore, the media expert and subject matter expert validation results should preferably be reported separately, as presented in Tables 1 and 2.

Table 6. Summary of Media Testing Results

Testing Aspect	Result	Category
Media expert validity	97.86%	Highly valid
Subject matter expert validity	98.67%	Highly valid
Practicality	93.00%	Highly practical
Effectiveness (N-Gain)	0.90	High
Effectiveness (N-Gain percentage)	89.81%	Effective

Based on the overall testing results, the animated video learning media based on the demonstration method, developed using Animaker, met the criteria for validity, practicality,

and effectiveness. The expert validation results indicated that the product had a very high level of feasibility, while the student questionnaire results showed that the media was easy to use and supported the learning process. Furthermore, the improvement in pre-test and post-test scores, along with the N-Gain results, indicated an improvement in students' English vocabulary mastery after using the media.

DISCUSSION

The research findings indicate that the development of animated video learning media based on the demonstration method using the Animaker platform produced instructional media that met the criteria of validity, practicality, and effectiveness for fourth-grade elementary school English instruction. These findings address the initial problem identified at SDN 20 Pahambatan, where instruction was still predominantly delivered through textbooks and verbal explanations, resulting in students' difficulties in understanding English vocabulary. Based on the needs analysis, 70% of the students experienced difficulties in acquiring new vocabulary. Therefore, the media development was directed toward providing a learning experience that integrates visual, audio, textual, and contextual activity-demonstration elements.

In terms of validity, the media obtained final validation percentages of 97.86% from media experts and 98.67% from the subject matter expert, both of which were classified as highly valid. The increase in media expert validation from 83.57% in the first stage to 97.86% in the second stage indicates that product revisions improved the quality of the media. These improvements included adjusting the animated characters to suit the age of elementary school students, adding learning objectives and supporting text, and improving audio quality by adjusting the background music volume and the clarity of the narrator's articulation. These results indicate that the quality of instructional media is determined not only by the relevance of the learning materials but also by the integration of visual presentation, audio, language, and information delivery. Thus, the validation and revision processes play an important role in producing instructional media that align with students' characteristics.

These validity findings are consistent with instructional design principles that emphasize the importance of alignment among learning objectives, user characteristics, and material presentation (Cahyadi, 2019; Hidayat & Nizar, 2021). Furthermore, Fauziyah and Sabtiawan (2025) and Sihotang et al. (2025) emphasize the importance of content and

construct validity in determining the feasibility of educational instruments and products. Therefore, the high validation results in this study indicate that the media received positive assessments in terms of material feasibility and presentation quality.

Regarding practicality, the media obtained an average score of 4.65, equivalent to 93.00%, and was therefore classified as highly practical. The ease-of-use aspect received the highest score of 4.75 (95.00%), whereas the clarity-of-materials aspect obtained the lowest score of 4.55 (91.00%). These results indicate that students responded positively to the use of the media, particularly in terms of ease of operation, visual appearance, and learning benefits. The MP4 video format also allows the media to be played using video playback devices and presented to the entire class through a projector. In addition, the presentation of learning materials through animated characters demonstrating various activities helps students connect vocabulary with the objects and activities being displayed. Although the clarity-of-materials aspect received the lowest score, its percentage remained within the highly practical category. This indicates that the media has met the practical requirements for instructional use, although clarity in material presentation remains an important consideration for future development.

Furthermore, the effectiveness test results revealed improvements in students' learning outcomes following the use of the media. The mean score increased from 45.67 on the pre-test to 94.00 on the post-test, representing a difference of 48.33 points. Before the media was used, none of the students had achieved learning mastery, whereas after participating in instruction using the media, all students achieved learning mastery. The N-Gain score of 0.90, with a percentage of 89.81%, indicated a high level of improvement and an effective level of effectiveness, respectively. These findings suggest that presenting vocabulary through a combination of animation, text, narration, and demonstrations can help students understand the topics *Things in the Classroom* and *Daily Activities* in a more concrete manner.

This improvement can be explained through Mayer's (2020) theory of multimedia learning, which emphasizes the integration of verbal and visual information to support learning. In this study, students read vocabulary, listened to its pronunciation, and observed animated demonstrations of activities. These complementary representations helped students connect word forms with their meanings. This approach is also consistent with cognitive development theory, which suggests that elementary school students benefit from

concrete examples when learning unfamiliar concepts. Thus, animated demonstrations can connect English vocabulary with objects and activities in everyday life.

These findings are also supported by Dale's (1969) *Cone of Experience*, which highlights the importance of concrete learning experiences through observation and demonstration. Animated characters illustrated vocabulary in specific contexts, providing clearer representations than verbal explanations alone. Therefore, integrating animated videos with the demonstration method offers a more contextualized approach to English instruction for elementary school students.

The findings are consistent with previous research on animated instructional media. Ariandhini and Anugraheni (2022) demonstrated the potential of Animaker-based videos to support elementary school learning, while Ponza et al. (2018) highlighted the importance of appropriate illustrations and visual characteristics in developing animated media. Similarly, Sidabutar and Reflina (2022) demonstrated Animaker's potential to present learning materials through integrated visual and audio elements. The present study extends these findings by applying Animaker to English vocabulary instruction and integrating the demonstration method.

Regarding vocabulary mastery, Agustin et al. (2022) found that short animated videos could improve elementary students' vocabulary mastery. Dewi et al. (2022) reported that English animation applications supported vocabulary learning and student engagement, while Febriyanita and Isna (2022) demonstrated their potential to improve vocabulary mastery and pronunciation. These findings support the use of animation and audio to help students associate words with meanings and recognize correct pronunciation. Furthermore, Rashid et al. (2024) highlighted animation's role in supporting information processing and memory, while Pranata et al. (2022) and Rahmayanti and Istianah (2018) demonstrated its potential to support elementary students' learning outcomes.

Regarding the demonstration method, Widiastuti and Semara Putra (2022) showed its relevance through the development of demonstration-based instructional videos for Grade IV students. Similarly, Sagemba and Muksin (2021) and Salsabila and Dewi (2021) emphasized that demonstrations help students understand learning materials through observable examples. The present study extends these approaches by integrating demonstrations into animated videos, enabling learning activities to be illustrated through digital characters without always requiring physical objects.

Based on these comparisons, the novelty of this study lies in integrating Animaker-based animated video media with the demonstration method in fourth-grade elementary school English instruction, particularly for the topics *Things in the Classroom* and *Daily Activities*. Previous studies have examined animated videos, Animaker, vocabulary mastery, and the demonstration method separately across various learning contexts. In contrast, the present study combines these elements into a single instructional product designed to present vocabulary through visualization, pronunciation, text, and activity demonstrations. Accordingly, the contribution of this study lies in developing instructional media that integrates animation technology and demonstrations to support English vocabulary learning in elementary schools.

The findings have theoretical and practical implications for English instruction in elementary schools. Theoretically, they reinforce Mayer's (2020) multimedia learning theory and Dale's (1969) *Cone of Experience* through the integration of visual, audio, textual, and demonstration-based information to connect vocabulary with everyday contexts. Practically, the media provides teachers with an alternative resource for classroom and independent learning, which can be combined with discussions, pronunciation practice, and vocabulary exercises. For students, it facilitates vocabulary recognition, pronunciation, and contextual understanding, particularly in *Things in the Classroom* and *Daily Activities*. For media developers, the findings offer a reference for developing animated instructional videos for other subjects and educational levels while considering character suitability, audio clarity, material accuracy, and students' needs.

Despite meeting validity, practicality, and effectiveness criteria, this study has several limitations. First, testing involved only 20 fourth-grade students at SDN 20 Pahambatan, limiting generalizability. Second, the *One-Group Pretest-Posttest* design without a control group limits causal attribution, suggesting the need for comparison groups in future studies. Third, the media covered only two topics, *Things in the Classroom* and *Daily Activities*, in an approximately 10-minute video, requiring broader material coverage aligned with the curriculum. Fourth, effectiveness was measured through 15 multiple-choice vocabulary questions without assessing speaking, pronunciation, listening, or long-term retention. Future research should employ broader assessment instruments, including oral tests, performance observations, and delayed retention tests.

Considering these limitations, the development of animated video learning media based on the demonstration method still offers opportunities for further improvement in terms of material coverage, interactive activity variations, and effectiveness testing involving larger groups of students.

CONCLUSION

This study developed Animaker-based animated video learning media integrated with the demonstration method for Grade IV English instruction, covering *Things in the Classroom* and *Daily Activities*, using the ADDIE model. The results demonstrated that the media was highly valid (97.86% for media experts and 98.67% for material experts), highly practical (93.00%), and effective, with learning outcomes increasing from a mean pre-test score of 45.67 to 94.00, an N-Gain of 0.90 (high category), and an effectiveness percentage of 89.81%. These findings indicate that the media is suitable as an alternative resource for elementary English vocabulary instruction.

The study contributes by integrating animation technology and the demonstration method through visual, textual, audio, and activity-based representations, providing more concrete and contextualized vocabulary learning. The media also supports classroom instruction and independent learning through repeated viewing. Thus, it extends the application of Animaker in elementary English education. Future research should involve larger and more diverse samples, use experimental designs with control groups, expand learning materials and interactive activities to address listening, speaking, reading, and writing skills, and assess students' long-term vocabulary retention.

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