

Assistance in English Language Learning through the Communicative Language Teaching (CLT) Method Using Animated Video Media at Madrasah Ibtidaiyah

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ABSTRACT

This community service article aimed to describe the implementation of the Communicative Language Teaching (CLT) method assisted by animated video media in English learning activities for fifth-grade students at MI Islamiyah Palangka Raya and to identify its contribution to students' listening and speaking skills. The activity was conducted on April 21, 2026, at MI Islamiyah Palangka Raya, Central Kalimantan. The participants were fifth-grade students, while the implementation team consisted of Rani, Rica Amalia Putri, Siti Rahmawati, Zaitun Qamariah, and Hesty Widiastuty from the English Language Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Palangka Raya. This study employed a qualitative descriptive approach. Data were collected through classroom observation, interviews, and documentation during English learning activities using YouTube animated videos. The learning process integrated communicative activities such as repetition practice, question-and-answer sessions, role-play, and group interaction to encourage students' active participation in meaningful communication contexts. The collected data were analyzed through data reduction, data display, and conclusion drawing. The findings showed that the implementation of animated video media through the CLT approach created a more interactive, enjoyable, and student-centered learning environment. Students became more enthusiastic, motivated, and confident during English learning activities. The use of YouTube animated videos improved students' vocabulary mastery, pronunciation, listening comprehension, and speaking ability through contextual audiovisual learning experiences. In addition, the implementation reflected the principles of Technology-Enhanced Language Learning (TELL) and Technology Pedagogical Content Knowledge (TPACK) by integrating technology, pedagogy, and language content effectively. However, several challenges were identified, including limited technological facilities and differences in students' learning abilities. In conclusion, the implementation of the CLT method assisted by animated video media was effective in supporting English learning for young learners and creating meaningful learning experiences in Madrasah Ibtidaiyah classrooms.

Keywords: Communicative Language Teaching, Animation video media, English learning, Young learners, YouTube-based learning

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INTRODUCTION

English has become an international language that plays an important role in communication, education, science, and technology. Therefore, English learning should be introduced from an early age, especially in elementary schools and madrasah ibtidaiyah, to help students develop communicative competence and prepare them for global interaction. In the context of primary education, English learning is expected not only to focus on grammar mastery but also to encourage students to communicate actively and meaningfully in daily situations. The communicative approach emphasizes students' ability to use language in authentic contexts through interactive learning activities (Istiantika et al., 2023). In addition, syllabus development in English learning is considered

important because it functions as a guideline for teachers in determining learning objectives, teaching materials, methods, and assessments that are suitable for students' needs (Astawa et al., 2022; German et al., 2019).

However, many madrasah ibtidaiyah students still face difficulties in learning English, particularly in listening and speaking skills. Conventional teaching methods that rely heavily on textbooks and teacher-centered instruction often make students less motivated and passive during classroom activities. The lack of interactive learning media also affects students' engagement and comprehension. In this situation, teachers are required to integrate innovative and technology-based media into the learning process in order to create meaningful and enjoyable learning experiences.

One of the learning media that has gained significant attention in recent years is YouTube. YouTube provides various educational videos that can support English learning, especially in listening and speaking practice. Previous studies revealed that YouTube videos help students improve listening comprehension because they provide authentic language input, visual support, and contextualized communication (Andriani, 2023; Rahmawati, 2023; Chien et al., 2020; Karim et al., 2023). In addition, YouTube videos can increase students' speaking ability by exposing them to pronunciation, vocabulary usage, and conversational expressions used by native speakers (Astuti & Sari, 2022; Pratama, 2022; Ilyas & Putri, 2020; Muer et al., 2024). Watkins and Wilkins (2011) also stated that YouTube can create more engaging and authentic EFL classroom environments because students can learn language from real-life communication contexts.

The use of YouTube in English learning is also closely related to the implementation of digital literacy in education. Kurnia et al. (2024) explained that YouTube learning videos support classroom instruction by providing flexible and accessible learning resources for students. Similarly, Miftah (2022) emphasized that YouTube tutorial videos can become effective teaching aids for teachers in delivering instructional materials. Purandina and Juliar (2021) further argued that YouTube-based English storytelling activities can support character education and digital literacy development among elementary school students.

Besides YouTube, animation videos are increasingly used as instructional media in language learning because they present visual and audio elements simultaneously. Animation videos are considered attractive for young learners because they stimulate students' attention, imagination, and motivation. Several studies showed that animation videos effectively improve students' listening skills and language understanding (Fauziah, 2023; Saputra, 2022). Sulistyowati and Wijayatiningsih (2020) also found that animation videos can create enjoyable learning environments and increase students' participation in English learning activities.

In madrasah ibtidaiyah contexts, animation media are also widely used to improve students' creativity, vocabulary mastery, and language comprehension. Nugraha and Putri (2023) revealed that animation video media help students develop creative thinking skills. Rahmawati and Anwar (2021) found that animation learning media effectively improve vocabulary mastery among madrasah ibtidaiyah students. Furthermore, Fauzi and Kurniawan (2019) explained that interactive multimedia learning supports English teaching effectiveness in Islamic elementary schools because students become more active and interested during lessons.

Research related to animation-based learning media in primary education has also shown positive impacts on students' learning achievement and motivation. Hidayah (2022) stated that animation videos improve students' writing skills because the visual presentation helps students organize ideas more easily. Suryani and Pratama (2022) further highlighted that animation learning media support more effective and interactive classroom instruction. Islam et al. (2014) also emphasized that animation-based learning creates better student engagement and comprehension in educational activities.

Although many previous studies have discussed YouTube and animation videos separately, limited studies specifically focus on the implementation of communicative English syllabus development through animation video media in madrasah ibtidaiyah settings. Most previous research only examined the effectiveness of YouTube or animation media on a single language skill such as listening or speaking. Therefore, this study attempts to fill the gap by investigating how

communicative English syllabus development can be implemented through animation video media in madrasah ibtidaiyah learning contexts.

This study is important because communicative syllabus development integrated with animation videos can support students' active participation, improve communicative competence, and create more meaningful English learning experiences. Through this approach, students are expected to develop listening, speaking, vocabulary, and interaction skills simultaneously in enjoyable learning situations. Therefore, the present study aims to analyze the implementation of communicative English syllabus development through animation video media at madrasah ibtidaiyah and to identify its contribution to students' English learning process.

METHOD

This community service activity implemented the Communicative Language Teaching (CLT) method assisted by animated video media in English learning activities at MI Islamiyah Palangka Raya. The activity was conducted on April 21, 2026, and targeted fifth-grade students of MI Islamiyah Palangka Raya as the main participants. The program was carried out by lecturers and students from the English Language Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Palangka Raya. The activity aimed to improve students' listening and speaking skills through communicative and interactive English learning assisted by YouTube animated videos.

The implementation of this activity adopted the principles of Communicative Language Teaching (CLT), which emphasizes students' ability to communicate actively and meaningfully in real communication contexts. According to Istiantika, Jatuporn, and Setiawan (2023), CLT encourages student-centered learning through communicative interaction, collaborative activities, games, and question-answer sessions that improve students' speaking confidence and classroom participation. Therefore, this method was considered appropriate for elementary school students because it provides opportunities for learners to practice English naturally through interaction and enjoyable classroom activities.

The activity was conducted through several stages, namely preparation, implementation, observation, evaluation, and reflection. During the preparation stage, the service team prepared learning materials, lesson scenarios, animated videos from YouTube, teaching media, and classroom activities adjusted to students' characteristics and English proficiency levels. The materials focused on simple daily expressions, vocabulary, greetings, self-introduction, and classroom instructions suitable for fifth-grade students. The animated videos were selected because audiovisual learning media are considered effective for young learners since they combine visual and auditory elements that attract students' attention and motivation. Sulistyowati and Wijayatiningsih (2020) explained that animated videos create enjoyable learning environments and increase students' participation in English learning activities. Similarly, Islam et al. (2014) stated that animation-based learning can improve students' understanding, memory retention, and engagement during classroom learning.

During the implementation stage, students participated in English learning activities using the CLT approach assisted by animated videos. The learning process began with warming-up activities and simple greetings to create an interactive classroom atmosphere. After that, students watched YouTube animated videos containing English conversations, vocabulary, and simple expressions related to daily communication. The facilitators guided students to identify important vocabulary, imitate pronunciation, and understand the meaning of expressions presented in the videos.

Several communicative activities were implemented during the learning process, including repetition practice, pair conversations, role-play, games, question-answer sessions, and group discussions. These activities aimed to encourage students to use English actively in meaningful communication contexts. According to German, Evawanilestari, and Fitria (2019), elementary students learn English more effectively through enjoyable and communicative activities supported by audiovisual media and interactive participation. In addition, Yuliasari, Dariyadi, and Maziyah (2024) emphasized that communicative learning approaches can improve students' confidence, participation, and speaking ability because students are directly involved in classroom interaction.

The facilitators also provided direct assistance and guidance during speaking practice activities. Students were encouraged to imitate the pronunciation from the animated videos and practice simple

conversations with their classmates. The use of animated videos helped students understand vocabulary and pronunciation more easily because the materials were presented visually and contextually. Fauzi (2024) explained that animated video media can motivate elementary students to participate actively in English learning and create more engaging classroom situations. Furthermore, Listia et al. (2025) highlighted that bilingual animated videos can improve students' motivation, engagement, and language comprehension because audiovisual materials provide enjoyable and meaningful learning experiences.

Observation activities were conducted during the implementation process to identify students' participation, enthusiasm, confidence, and interaction during English learning activities. The service team observed how students responded to communicative activities, practiced vocabulary, answered questions, and interacted with peers during speaking practice sessions. Documentation in the form of photographs, field notes, and learning activity records was also collected to support the implementation results.

The evaluation stage focused on identifying students' responses and improvements after participating in communicative English learning activities assisted by animated videos. The facilitators evaluated students' ability to recognize vocabulary, imitate pronunciation, respond to simple instructions, and participate actively during classroom interaction. Reflection activities were also conducted by the service team to identify supporting factors, obstacles, and possible improvements for future community service programs.

Overall, the implementation of the Communicative Language Teaching (CLT) method assisted by animated video media created a more interactive, enjoyable, and student-centered English learning environment for fifth-grade students at MI Islamiyah Palangka Raya. The integration of communicative activities and audiovisual media helped students become more active, motivated, and confident in practicing English during classroom learning activities.

FINDING AND DISCUSSION

The implementation of YouTube animated video-based English language learning at MI Islamiyah Palangka Raya showed positive results in improving students' English abilities, especially listening and speaking skills. Based on the classroom observation and assessment results, students demonstrated better understanding of vocabulary, pronunciation, and simple daily expressions after participating in learning activities using animated videos. Of the 16 students involved, 8 students (50%) were able to achieve or approach the expected learning criteria. Most students showed improvement in identifying vocabulary, understanding simple instructions, and responding to basic expressions in English.

The findings also revealed that students were more enthusiastic and actively involved during the learning process. Animated videos attracted students' attention because they combined colorful visuals, sound, music, and contextual conversations. This finding is in line with Islam et al. (2014), who explained that animation-based learning creates interactive and enjoyable learning environments that improve students' understanding and memory retention. The study also emphasized that visual and audio integration can significantly enhance students' learning acquisition, especially for young learners. In addition, Azzahra Hita, Alka Febby Alya Shifa, and Muhammad Raffy Maulana Gumelar (2021) explained that animated video learning media can increase students' motivation, attract attention, improve understanding, and enhance learning outcomes in elementary school learning contexts.

The implementation also supports the concept of Technology Pedagogical Content Knowledge (TPACK), which emphasizes the integration of technology, pedagogy, and content knowledge in classroom learning. Titis Sulistyowati and Testiana Deni Wijayatiningsih (2019) explained that technology has become an important aspect of education because it can create engaging and meaningful learning environments. They further stated that animated videos combine visual, audio, and contextual learning elements that help teachers deliver learning materials more effectively while increasing students' motivation and participation. The use of animated videos in English learning also reflects teachers' ability to integrate technology with appropriate pedagogical strategies to support students' language development.

In addition, the use of animated videos supported vocabulary mastery and pronunciation practice. Students tended to imitate expressions and pronunciations presented in the videos repeatedly, which helped them gain confidence in speaking English. Fauzi (2024) found that animated videos motivate elementary students to practice English actively and help teachers create more engaging learning situations, even in schools with limited facilities. The study further explained that students became more enthusiastic, motivated, and able to understand lessons better when animated videos were integrated into classroom learning. Similarly, M. Romadlon Habibullah, Nurul Mahruzah Yulia, and Wilda Nailatin Fitriyana (2024) stated that animated video media can improve students' creative thinking, increase learning effectiveness, and help students understand abstract material more concretely through audiovisual presentations.

The students' positive responses toward video-based learning also support the concept of Technology-Enhanced Language Learning (TELL), which emphasizes the integration of technology to improve language learning experiences. Through YouTube animated videos, students received authentic audiovisual input that made English learning more interactive and meaningful. Listia et al. (2025) stated that bilingual animated video media can increase students' motivation, engagement, and understanding because the materials are presented visually and auditorily in an enjoyable way. Furthermore, the study highlighted that animated videos help students strengthen vocabulary acquisition and language comprehension through contextual and attractive learning experiences.

Another important finding is that students showed better participation when the teacher combined video activities with repetition, question-answer sessions, and speaking practice. This supports the communicative approach in language teaching, where students actively use language in meaningful contexts. Yuliasari et al. (2025) explained that communicative and project-based learning approaches encourage active participation, collaboration, and speaking confidence among elementary students. This is also supported by Intan Istiantika, Jade Jatuporn, and Anjar Setiawan (2023), who stated that Communicative Language Teaching (CLT) encourages student-centered learning, active participation, and communicative activities such as games, question-answer sessions, and collaborative interaction that make students more confident and engaged during English learning.

Furthermore, the findings are also relevant to the theory of communicative learning for young learners. Emilius German, Disa Evawanilestari, and Risa Fitria (2020) explained that elementary students learn English more effectively through enjoyable and communicative activities such as songs, games, audiovisual media, and interactive classroom participation. They emphasized that children learn better when language learning is connected to concrete experiences through visual and auditory stimulation. The study also highlighted that communicative learning approaches encourage students to participate actively and practice English naturally in classroom interaction.

Moreover, the implementation of audiovisual media in elementary classrooms aligns with the characteristics of young learners who learn more effectively through visual and auditory stimulation. Muhammad Abdul Halim Sidiq, Siti Rosidah, and Moch. Shohib (2021) explained that audio-visual learning media such as animated videos can increase students' interest, attention, and participation because they combine sound, moving images, and contextual material presentation. The study also emphasized that teachers need to create creative and innovative learning situations to prevent students from feeling bored during classroom activities.

The effectiveness of technology-based media was also supported by Intan Deliar and Moh. Muhyidin Nurzaelani (2019), who explained that interactive multimedia and audiovisual learning media can motivate students, facilitate English learning, and improve learning effectiveness in Madrasah Ibtidaiyah classrooms. The use of interactive media helps students learn more independently while creating enjoyable learning environments.

However, several challenges were still found during the implementation. Some students had limited vocabulary mastery and needed more guidance in producing spoken English independently. Differences in students' learning pace also affected classroom participation. In addition, technological limitations such as internet access, classroom equipment, and students' unfamiliarity with English pronunciation became obstacles during several learning sessions. Similar findings were identified by Fauzi (2024), who explained that English teaching in elementary schools still depends heavily on teacher creativity, learning strategies, and available facilities. Titis Sulistyowati and Testiana Deni

Wijayatiningsih (2019) also explained that the successful implementation of technology-based learning depends on teachers' technological literacy, creativity, and ability to adapt learning media to students' needs and classroom conditions.

Overall, the findings indicate that YouTube animated videos can effectively support English learning for elementary madrasah students, particularly in listening comprehension, vocabulary acquisition, and speaking confidence. The integration of audiovisual technology creates a more enjoyable classroom atmosphere and increases students' motivation to learn English. Nevertheless, the effectiveness of this media still depends on appropriate teacher guidance, interactive classroom activities, and continuous practice opportunities for students.

CONCLUSIONS

Based on the findings and discussion, the implementation of YouTube animated video-based English language learning for fifth-grade students at MI Islamiyah Palangka Raya showed meaningful improvement in students' listening and speaking skills. Students became more active, motivated, and confident in participating during English learning activities. The use of animated videos helped students understand vocabulary, pronunciation, and simple English expressions more easily through attractive visual and audio presentations.

The findings confirmed that animated video media is effective in supporting Technology-Enhanced Language Learning (TELL) and Technology Pedagogical Content Knowledge (TPACK). The integration of audiovisual elements created interactive and contextual learning experiences that improved students' comprehension and participation. Students also responded positively to the learning activities because the videos made English lessons more enjoyable and less monotonous. In addition, repeated exposure to authentic language input through YouTube videos contributed to gradual improvement in students' vocabulary mastery and speaking confidence.

The study also supports previous research stating that animated videos can improve students' engagement, motivation, and language acquisition, especially for young learners in elementary education settings. Islam et al. (2014) and Fauzi (2024) explained that animated videos encourage students to learn English more actively because audiovisual presentations create enjoyable learning environments. Titis Sulistyowati and Testiana Deni Wijayatiningsih (2019) further emphasized that animated video media represents the implementation of technology-based pedagogy that can improve classroom interaction, student motivation, and learning effectiveness in English language teaching.

Azzahra Hita, Alka Febby Alya Shifa, and Muhammad Raffy Maulana Gumelar (2021) further explained that animated video learning media can significantly improve students' motivation, understanding, and learning achievement in elementary school classrooms. M. Romadlon Habibullah, Nurul Mahruzah Yulia, and Wilda Nailatin Fitriyana (2024) also emphasized that animated videos provide effective and attractive learning experiences that improve students' thinking abilities and classroom participation.

Furthermore, communicative learning activities combined with video-based instruction encouraged students to practice language more actively and meaningfully. This finding is supported by Intan Istiantika, Jade Jatuporn, and Anjar Setiawan (2023), who explained that communicative learning approaches create student-centered learning environments that encourage active interaction, speaking practice, and collaborative learning activities in English classrooms. Similarly, Emilius German, Disa Evawanilestari, and Risa Fitria (2020) highlighted that enjoyable and communicative English learning activities are highly important for elementary students because children learn languages more effectively through active participation, interaction, and contextual experiences.

The study additionally confirms that audiovisual media are highly suitable for elementary and madrasah students because they combine visual and auditory learning styles that help students understand lessons more concretely. Muhammad Abdul Halim Sidiq, Siti Rosidah, and Moch. Shohib (2021) explained that animated videos can increase students' attention, motivation, and participation during classroom learning activities. Meanwhile, Intan Deliar and Moh. Muhyidin Nurzaelani (2019) highlighted that interactive multimedia media can create more effective, enjoyable, and motivating English learning experiences for students in Madrasah Ibtidaiyah.

However, several challenges remained during the implementation, including differences in students' abilities, limited technological facilities, and the need for more intensive speaking practice. Therefore, teachers should not rely only on videos but also combine them with guided activities such as repetition, discussion, role-play, and question-answer sessions to maximize learning outcomes.

In conclusion, YouTube animated videos are an effective and relevant learning medium for English language teaching in elementary madrasah classrooms. The use of technology-based media can create a more interactive, engaging, and meaningful learning environment while improving students' listening and speaking skills. Future learning implementations are expected to provide more structured practice and better technological support in order to optimize students' English language development.

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ATTACHMENT

