EL-MAQALAH: Journal of Arabic Language Teaching and Linguistics
Vol. 7. No. 1, 31-44, 2026

Development of Animated Videos Based on the CapCut application to Improve Mastery of Vocabulary in Maharah Istima' at SDN 7 Banda Aceh

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ABSTRACT

This study aims to improve the abilities of 6th grade students at SDN 7 Banda Aceh in mastering Arabic vocabulary through Maharah Istima' (listening skills) by developing animated video media using the CapCut application, because CapCut is an application that is easy to operate and produces good animated videos. The research method used is R&D research, with the ADDIE model, which has 5 stages, namely analysis, design, development, implementation, and evaluation. The results of this study are that animated videos can improve students' Maharah Istima' in mastering vocabulary. This can be seen from the ease with which students understand the material. Initially, 80% of students were unable to understand the vocabulary they heard correctly and had difficulty remembering the vocabulary; however, after the researchers used this media, students were able to easily remember and understand it. This was evident from the post-test results, which showed that 80% of students were able to answer the questions correctly, while the pre-test showed that 20% of students were unable to understand or remember the questions. In addition, in applying the media, the researcher provided sufficient opportunities for each student to actively participate in pronouncing vocabulary and listening to the correct sounds of the vocabulary. As a result, students experience significant progress, from difficulty understanding vocabulary to ease of understanding, and from difficulty remembering meaning to ease of remembering. Furthermore, students become very enthusiastic about learning.

Keywords: Animated Video Media, Vocabulary Learning, Listening Skills

Citation: Falah, M. F., Salmiyanti, & Adzhim, S. K. (2026). Development of Animated Videos Based on the CapCut application to Improve Mastery of Vocabulary in Maharah Istima' at SDN 7 Banda Aceh. *EL-MAQALAH: Journal of Arabic Language Teaching and Linguistics, 7*(1), 31-44.

DOI: https://doi.org/10.22373/maqalah.v7i1.9906

INTRODUCTION

Recent developments in technology-enhanced language learning have emphasized the integration of multimodal input to facilitate second language acquisition, particularly in young learners. Studies indexed in Scopus highlight that audio-visual integration significantly enhances comprehension, retention, and engagement in language learning contexts (Mayer, 2021; Plass & Kaplan, 2016). In the context of Arabic language learning, which is often perceived as cognitively demanding due to its phonological and morphological complexity, the role of listening (maharah istima') becomes foundational for subsequent language skills (Al-Shehri, 2017; Vandergrift & Goh, 2012). However, despite the recognized importance of listening skills, instructional practices in many primary school contexts remain dominated by traditional and text-based approaches.

One of the materials studied by students in Islamic elementary schools is Arabic language learning.(Firda et al., 2023) And among the Arabic language skills or abilities that must be mastered by students is the ability of *istima'*, because this is the initial skill that must be mastered from the four skill areas, namely, listening skills (*maharah istima'*), speaking skills (*maharah kalam*), reading skills (*maharah qiroah*), and writing skills (*maharah kitabah*).(Rizka Sari & Anwar Sidik, 2025) Based on observations made by researchers at 6th grade students at school SDN 7 Banda Aceh, As many as 80% of students have difficulty remembering vocabulary and do not know the meaning of the vocabulary, because when the teacher teaches, the vocabulary is not pronounced or practiced repeatedly by the students; the teacher only writes on the board without reading to the students how to express it correctly, so many vocabulary words are mispronounced because of the students' lack of listening. Therefore, this requires alternatives that can improve students' "*istima'*" abilities.

Listening skills play a crucial role in learning and teaching Arabic. The first skill introduced and learned in class is the *Maharah Istima'*.(Afifah, 2021) Listening (*istima'*) is a crucial skill that must be mastered to learn any language. Listening is the activity of giving meaning to what one hears. Listening is the process of attentively paying attention, understanding, interpreting, and listening to spoken language, as well as recognizing and comprehending the meaning of communication that cannot be conveyed verbally.(Handayani & Syafi'i, 2022)

Despite the acknowledged importance of listening skills, empirical studies have shown that students often struggle with vocabulary acquisition due to insufficient auditory exposure and lack of repetition (Nation, 2013; Schmitt, 2010). In Indonesian elementary school contexts, this issue is further exacerbated by limited use of interactive and technology-based media (Siregar et al., 2024). Consequently, students fail to develop phonological awareness and semantic mapping, which are essential for vocabulary mastery through listening.

To develop listening skills, teachers are required to be creative and innovative in using learning strategies and media to achieve learning objectives.(Siregar et al., 2024) Teachers who are able to integrate technology effectively into their teaching can create more engaging and effective learning experiences for students.(Course et al., n.d.) One such approach is animated video-based learning media. Animated video-based learning utilizes animated character visualizations that combine sound and image elements to create a positive and memorable experience. Animated videos combine moving audio-visual media. Audio-visual media relies on the senses of hearing and sight. Elementary school children generally learn 50% from what they hear and see. Therefore, students understand learning better from what they see and hear.(Hapsari & Zulherman, 2021) This learning media allows students to utilize both senses simultaneously: hearing and sight. Therefore, this media will help students remember easily and create an effective and efficient learning environment.(Muhammad et al., 2023)

With the development of technology, animated videos are highly suitable for use because they offer several benefits, including making the learning process clearer and more engaging;

making the learning process more interactive; improving the quality of learning outcomes; shifting the teacher's role to a more positive and productive direction; and making learning methods more varied and enjoyable.(Andrasari et al., 2022) here fore, it can be concluded that animated video media can be used to improve students' listening skills. This aligns with the results of research conducted by Maryam Nur Annisa et al., which found that through this learning medium, teachers can present learning materials in a more engaging and interactive manner, directly capturing students' interest and attention. Furthermore, the use of animated video-based learning media also increases students' motivation to learn and speak Arabic.(Muhammad et al., 2023)

Although previous studies have explored the use of animated video in Arabic learning (e.g., Muhammad et al., 2023), most of them focus on speaking skills rather than listening comprehension. Moreover, limited studies specifically investigate the integration of easily accessible mobile-based applications such as CapCut in developing listening-oriented vocabulary acquisition. Therefore, this study addresses this gap by developing animated video media using the CapCut application to enhance students' vocabulary mastery through maharah istima'.

The difference between this study and the one above lies only in the skills to be achieved. This study focuses on speaking skills, while the study above focuses on listening skills. The similarity lies in the fact that both focus on animated video-based learning media. Based on the above problems, the researcher will develop media to improve students' listening skills. The researcher believes that animated videos are very appropriate for improving their listening skills. Therefore, to determine the development of animated video media in this study, the researcher will develop media in the form of animated videos to improve the listening skills of students at 6th grade students at SDN 7 Banda Aceh. This study contributes to the growing body of technology-enhanced language learning by providing empirical evidence on the effectiveness of low-cost, accessible digital tools in improving listening-based vocabulary acquisition among elementary school learners.

Literature Review

Listening Skills in Second Language Acquisition

Listening is widely recognized as a fundamental skill in second language acquisition, serving as the primary channel through which learners receive linguistic input (Vandergrift & Goh, 2012). According to Krashen's Input Hypothesis, comprehensible input plays a critical role in language acquisition, particularly in early stages (Krashen, 1985). In the context of Arabic language learning, listening facilitates phonological decoding and lexical access, which are essential for vocabulary development (Al-Shehri, 2017). Learners rely on auditory input to internalize sound patterns, distinguish phonemes, and connect spoken forms with meaning.

Listening should not be viewed as a passive activity but as an active cognitive process involving bottom-up and top-down processing mechanisms. Bottom-up processing focuses on decoding sounds, words, and grammatical structures, while top-down processing involves the use of prior knowledge and contextual clues to construct meaning (Field, 2008). Elementary learners require structured exposure and guided listening activities to develop these processes effectively. Without proper scaffolding, learners often fail to connect phonological input with semantic interpretation.

The role of metacognitive strategies has also been emphasized in listening comprehension. Learners who can plan, monitor, and evaluate their listening processes tend to achieve better outcomes (Vandergrift & Tafaghodtari, 2010). Classroom practices, however, often emphasize teacher-centered instruction, limiting opportunities for students to engage actively with listening tasks. This condition highlights the importance of instructional media that can support active cognitive engagement during listening activities.

Vocabulary Acquisition through Listening

Vocabulary acquisition is closely linked to the quality and frequency of listening input. Repeated exposure to spoken vocabulary strengthens retention and facilitates recall (Nation, 2013). Learners develop lexical knowledge more effectively when they encounter words in meaningful and contextualized situations. Listening activities that integrate context allow learners to infer meaning and build associations between words and their usage.

The effectiveness of vocabulary learning is also influenced by factors such as salience and contextual richness. Words presented in engaging and meaningful contexts are more likely to be retained in long-term memory (Webb, 2007). Audio-visual media can enhance this process by providing simultaneous auditory and visual input, enabling learners to process information through multiple sensory channels.

Dual coding theory explains that information presented in both verbal and visual formats creates two cognitive representations, increasing the probability of recall (Paivio, 2006). This approach is particularly relevant for elementary learners who depend on concrete visual support to understand abstract linguistic elements. The integration of sound and imagery supports deeper cognitive processing and strengthens memory retention in foreign language learning contexts such as Arabic.

Multimedia Learning Theory and Animated Video

The use of animated video in education is grounded in Multimedia Learning Theory, which suggests that learning becomes more effective when information is delivered through both visual and auditory channels (Mayer, 2021). Animated videos allow learners to process information in a more integrated manner, reducing cognitive load and enhancing comprehension. Visual elements help clarify meaning, while audio components reinforce pronunciation and listening accuracy.

Effective multimedia design requires attention to principles such as coherence and redundancy. Learning outcomes improve when irrelevant information is minimized and essential content is presented clearly. Poorly designed media may overload learners' cognitive capacity, reducing comprehension. For this reason, animated video development must ensure alignment between visual and auditory elements to support learning objectives.

Emotional engagement also plays a critical role in learning effectiveness. Animated content can increase learners' attention and motivation, particularly among young students. The use of characters, movement, and storytelling elements creates a more engaging learning environment, encouraging active participation. Increased motivation often leads to deeper cognitive processing and improved learning outcomes (Dörnyei, 2001).

Technology Integration in Language Learning

The integration of technology in language learning has transformed instructional practices by creating more interactive and flexible learning environments (Chapelle, 2020). Digital tools allow learners to access materials beyond the classroom, enabling repeated exposure and self-paced learning. This flexibility is particularly important for developing listening skills, which require continuous practice.

Mobile-assisted language learning (MALL) provides opportunities for learners to engage with language materials through portable devices. Mobile applications support personalized learning experiences and increase accessibility (Kukulska-Hulme & Shield, 2008). Learners can revisit instructional content, repeat listening exercises, and practice independently, which contributes to improved language proficiency.

Applications such as CapCut offer practical solutions for developing instructional media. These tools enable educators to create customized animated videos with relative ease. Despite the growing use of digital tools in education, research on their application in Arabic language

learning remains limited, particularly at the elementary level. This condition indicates the need for further exploration of accessible technologies in language instruction.

METHOD

The research method used in this study is the research and development (R&D) method. The development model used is the ADDIE model. The ADDIE model (Analysis, Design, Development, Implementation, Evaluation) is a model with five stages of development procedures: analysis, design, development, implementation, and evaluation.

This study adopts a systematic instructional design approach to ensure that the developed media aligns with learners' needs and learning objectives. The R&D approach is particularly suitable for this study because it not only produces a learning product but also evaluates its effectiveness in real classroom settings. The ADDIE model was selected due to its structured and iterative nature, allowing continuous refinement at each stage of development.

The population and sample were students at 6th grade students at SDN 7 Banda Aceh. The research instruments used were field observation sheets, product assessment sheets by experts, and a final test after the product was implemented on students.

In more detail, the participants consisted of one class of sixth-grade students, selected through purposive sampling based on their identified difficulties in vocabulary mastery through listening. This sampling technique ensures that the developed media directly addresses the actual learning problems observed in the classroom.

The data collection instruments were designed to capture both qualitative and quantitative aspects of the study. Observation sheets were used to document students' engagement and participation during the learning process. Expert validation sheets were employed to assess the feasibility and quality of the developed media in terms of content accuracy, language appropriateness, and media design. The pre-test and post-test instruments were used to measure students' improvement in vocabulary mastery through listening activities.

To ensure the validity of the instruments, expert judgment was conducted involving both media and material experts. Their feedback was used to revise and refine the product before implementation. In addition, reliability was supported through consistent administration of the test instruments under similar conditions.

The data analysis technique used in this study includes descriptive quantitative analysis and qualitative interpretation. Quantitative data from pre-test and post-test results were analyzed using percentage-based comparisons to determine the level of improvement in students' performance. Qualitative data from observations were analyzed through thematic interpretation to identify patterns of student engagement, motivation, and participation during the learning process.

RESULTS AND DISCUSSION

Animated Videos

Understanding Animated Videos

In learning activities, a supporter is needed to carry out a learning process, one of which is digital-based learning media, namely animated video media whose appearance consists of images and sounds combined so that it can attract students' attention. Video media is a medium that presents information in the form of sound and visuals.(Chakra Setiawan et al., 2022) Video is an electronic media that is able to combine audio-visual technology together to produce a dynamic and interesting display. So, videos can attract students' attention, especially if the video can be made as creative as possible by educators, such as adding an animation for learning in elementary schools.(Caella & Yulianto, 2024) Animated videos are the movement of one frame with another frame that is different in a predetermined time duration so as to

create the impression of movement and there is also sound that supports the movement of the image, for example the sound of conversation or dialogues. In addition, animated video media is a tool that can be used as an aid in the teaching and learning process, can stimulate the thoughts, feelings, motivation of students through moving image illustrations accompanied by narrative sound and serves to clarify the meaning of the message to be conveyed so that it can achieve learning objectives better and more perfectly.(Andrasari et al., 2022)

Animated videos are a combination of moving audio-visual media. Audio-visual media relies on the senses of hearing and sight. Elementary school children generally learn 50% from what they hear and see. Therefore, students understand a lesson better from what they see and hear.(Hapsari & Zulherman, 2021) Therefore, it can be concluded that animated video media is a combination of audio and visual media, making it easier for students to understand the lesson.

In the context of this study, animated videos function not only as a medium for delivering information but also as a cognitive support tool that facilitates dual-channel processing. Students receive input simultaneously through auditory and visual pathways, which strengthens comprehension and retention. This characteristic is particularly relevant for elementary school learners, who rely heavily on concrete representations to interpret abstract linguistic input such as foreign vocabulary.

Advantages and Disadvantages of Animated Videos

Some of the advantages of animated videos are:(Kholikhin et al., 2020)

- Children's memory of learning materials can significantly improve due to their initial information acquisition process through hearing and sight.
- Repetition of specific topics can be done/repeated.
- Videos can explain processes and events in a realistic manner.
- Durable and low-risk of damage.
- Attractive displays can increase student enthusiasm. (Fadhilah et al., 2025)
- Uses language that is easy for students to understand.
- Motivates students to be more enthusiastic about learning.(Irmayu et al., 2024)
- Makes it easier for students to remember material because of animated audio.

Some of the disadvantages of animated videos are:(Dewayanti et al., 2021)

- Requires a large amount of storage space and a stable internet connection to download animated videos.
- Lack of knowledge in creating animated videos.
- Takes a long time to create.

Stages in Making Animated Videos with CapCut Application

- Download the CapCut app
- Download the desired animation/image
- Download blinking eyes and moving mouths from YouTube.

Then, open the CapCut app, click the + button, and you'll be presented with a selection of images to use as backgrounds or covers (select the downloaded image), then select "add." After that, you'll be presented with the CapCut menus. Then, select "ratio" to adjust the image size.

- To write words, click on the text section and type the desired text.
- To add an image, select the "overlay" menu, then select the downloaded image.
- If you want to remove color from an image, select the "Crop" menu. This will bring up several menus. Then, select "Chroma Key," center the color you want to remove.

Then, select "Intensity" and adjust the brightness to remove the unwanted color. Then, click the "□" icon.

- If you want to add audio, click the "Audio" menu, then select "Sound" or "Record." If you select "Sound," make sure the sound you want to select has been recorded first.
- If you want to add music, click the "Audio" menu, which will bring up the "Extracted" and "From Device" options. Then, select "From Device," and select the desired music. To adjust the volume, click the "Volume" menu.

These advantages indicate that animated video media has strong potential to support listening-based vocabulary learning, particularly through repetition and multimodal input. The limitations identified do not directly affect the learning outcomes but relate more to technical and production aspects. In this study, the use of CapCut helps minimize these limitations by providing an accessible and user-friendly platform for creating animated content.

Listening Skills

Understanding of Listening Skills

Listening can be defined as an activity that includes hearing the sounds of language, identifying, observing, and reacting to the meaning contained in the listening material.(’Amaliah & Baroroh, 2025; Tyagi, 2013) The listening process requires serious attention from students. It is different from hearing or listening. According to Tarigan (Tarigan, 1994) in the listening activity, the listener may not understand what is heard. In the listening activity, there is an element of intention, but it is not followed by an element of understanding because it is not yet the goal. Listening activities include hearing, listening, and accompanied by an effort to understand the listening material.(Nemtchinova, 2013) Therefore, in the listening activity there are elements of intention, attention, and understanding, which are the main elements in every listening event. Assessment is always present in the listening event, even more than the element of attention.

Listening Skills Objectives

The main aim of listening is for the listener to gain perfect and in-depth knowledge, but there are other aims in *istima’*, namely:(Fathoni, 2018)

- Developing good listening skills
- Learning how to listen
- Cultivating critical thinking skills for what you hear
- Cultivating differentiating between different utterances
- Cultivating the ability to follow texts and understand what is being said
- Recognizing the importance of words and their role in different meanings
- Acquiring the ability to understand speakers and the meaning of their words
- Developing the ability to ask questions and discuss what you hear
- Developing detailed listening skills
- Developing quick thinking skills
- Developing the ability to distinguish between main ideas and supporting ideas
- Developing the ability to recognize the place, time, and environment for good listening

Development of animated video media

The research findings discuss the development of animated video media to improve *istima'* skills, using the topic "العطلة" and the ADDIE model. The development phase involved several processes, starting with problem and needs analysis and ending with evaluation. The explanations are as follows:

Analysis Stage

In this analysis stage, the researcher analyzed the problems and needs of students. Based on observations conducted by researchers at 6th grade students at SDN 7 Banda Aceh, it was found that as many as 80% of students have difficulty remembering vocabulary and do not know the meaning of the vocabulary. This was because the teacher did not listen to the vocabulary and practice it repeatedly with the students; the teacher only wrote it on the blackboard without teaching the students how to express it correctly. Many students don't understand the meaning of vocabulary when they hear it because they haven't been trained to listen. Therefore, alternative media are needed to help students improve their listening skills. Therefore, the researcher offers one solution that can be used, namely animated video media; thus, the researcher developed media that can help students in the form of animated videos to improve their listening skills.

Design Stage

The second stage of this research is the design stage, which involves designing a product that meets the students' needs, in accordance with the problem analysis above. Therefore, in this study, the media designed is an animated video. There are several steps to consider in designing a product, namely:

Determine the material

Before designing a product, the first thing to consider is determining the material the students will learn. In this study, the researchers chose the topic "العطلة."

Determine the name of the media being designed

After determining the material, the next step is to design media that meets the students' needs. Animated video is a suitable medium to address the aforementioned issues. By using animated videos in learning, students not only hear text but also see images, making it easier for them to remember the material. The steps for designing an animated video using the CapCut application are the following:

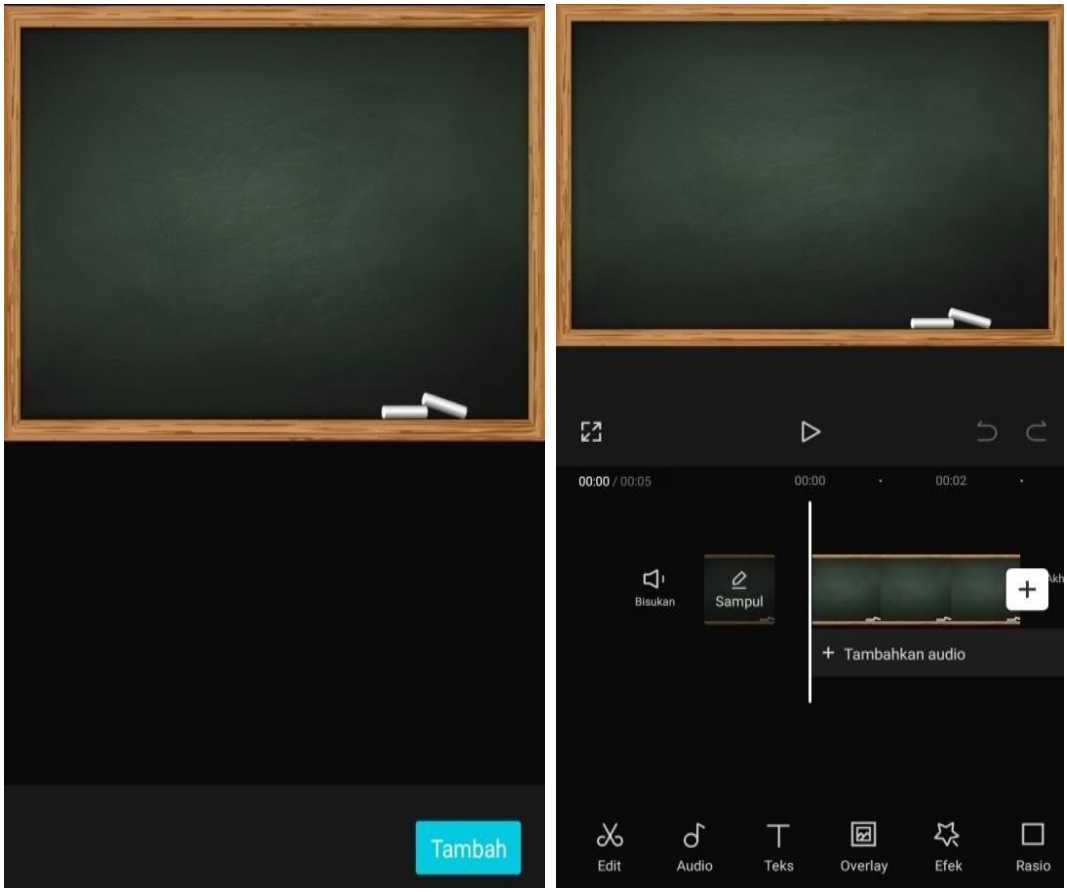
- Download the CapCut application, as well as the animation you want to edit, then open the application and click the + sign.

Figure 1

Open The CapCut Application

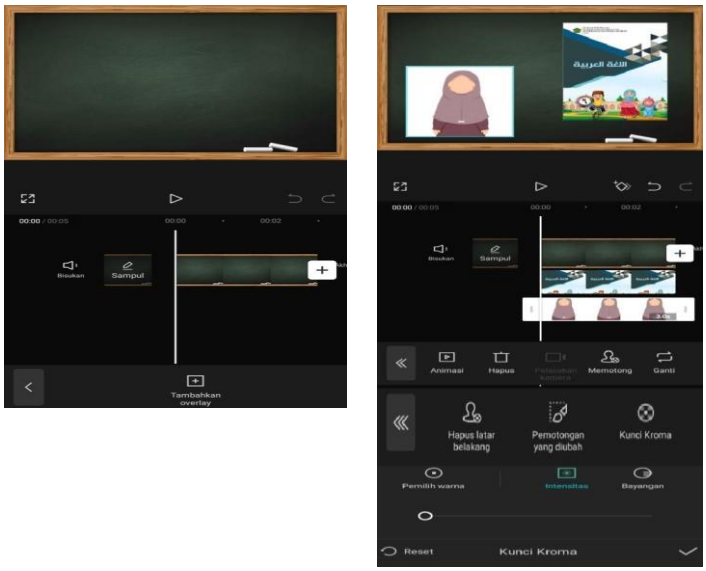
- Select the downloaded image and click "add," then set the desired size in the “ratio” menu and click on the “text” display that you want to write.

Figure 2
Input Images for Processing



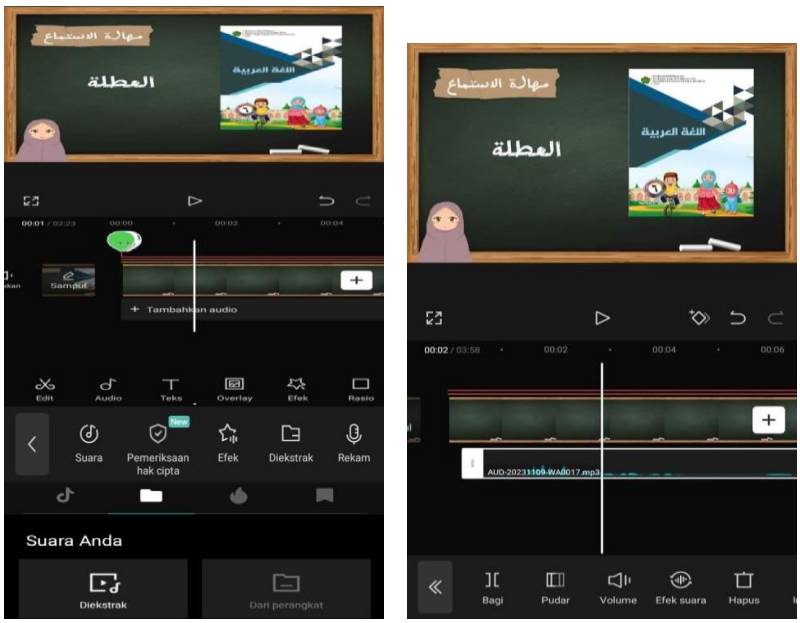
- Click the “overlay” view if you want to add an image, and click the “crop” menu, then “chroma key” and “intensity” to remove unwanted background colors.

Figure 3
Edit images and remove unwanted backgrounds



- To add sound or music, click the "audio" menu, then "sound," then select "extracted" or "device." Select "from device" and add your previously recorded audio text. Then, adjust the settings as desired. To trim the sound, hold the white border and drag to trim. To increase the volume, click "volume."

Figure 4
inserting sound or songs and editing



- Once everything is finished, click download in the top right corner.

Figure 5
finished and downloaded

Development Stage

The processes at this development stage are:

Validation of Media and Material Products

The designed learning materials and media are preliminary designs, which will then be reviewed by expert validators. The validator team consists of a media validator and a material validator. After the media and materials have been reviewed by the two validators, the next step is to revise the product and materials. The videos can then be piloted on students to determine whether they are effective.

Product Revision

The results of the media expert validator that must be revised are:

- The sound used in the video is better to use the voice of a native speaker than to use your own voice.

The results of the expert validator's material that must be revised are:

- Arabic text must be marked with harakat
- Not translating the meaning of the *mufradat* because there is already a picture
- Direct explanation of the material
- Reading of text and vocabulary should be slowed down.

Figure 6

Before and after revision

Before

After

Before

After

Implementation Stage

At this stage, the animated video was tested with students. Initially, the researcher explained the benefits of this media, then showed the video, and the students listened to it. The students were then asked to repeat the vocabulary they heard. Afterward, the researcher asked each student to repeat what was read, ensuring they could truly read and understand the

vocabulary. To determine whether students truly understood the *istima'* material, the researcher provided an evaluation in the form of two exercises. In the first exercise, students had to choose the correct image according to the instructions in the video. In the second exercise, students had to choose one correct spelling of a word (*mufradat*) from three words.

Based on the results of this product trial, students' listening skills improved. This was evident in the ease with which students understood and remembered the material. The pre-test results showed that only 20% of students were able to answer questions correctly, while the post-test results showed that 80% of students were able to answer questions correctly. Because the researcher not only listened to the video but also had students pronounce the vocabulary one by one, the researcher observed significant progress. Furthermore, students were very enthusiastic about the learning process.

Evaluation stage

After the implementation or product testing phase, the evaluation phase is the final stage of the ADDIE development model. At this stage, researchers must revise the product based on suggestions and feedback to improve and perfect the results. Despite the positive findings, this study has several limitations that need to be acknowledged. First, the study was conducted in a single class with a relatively small sample size, which may limit the generalizability of the findings to broader educational contexts. Second, the analysis relied primarily on descriptive statistics without employing inferential statistical tests, such as t-tests or effect size calculations, to measure the significance of the improvement. Third, the duration of the implementation was relatively short, which may not fully capture long-term retention of vocabulary through listening. Future research is recommended to involve larger and more diverse samples, apply more rigorous statistical analyses, and examine the long-term impact of animated video media on listening skills and vocabulary acquisition. In addition, further studies may explore the integration of other digital tools and compare different types of multimedia interventions in Arabic language learning.

CONCLUSION

This study concludes that the development of animated video media using the CapCut application is effective in improving students' vocabulary mastery through *maharah istima'*. The findings demonstrate a substantial improvement in students' listening-based vocabulary comprehension, as indicated by the increase in post-test results compared to the pre-test. The integration of audio-visual elements enables students to process linguistic input through dual channels, which facilitates better comprehension, retention, and pronunciation accuracy.

The use of animated videos not only enhances students' ability to recognize and understand vocabulary but also increases their engagement and motivation in the learning process. The structured implementation based on the ADDIE model ensures that the developed media is pedagogically appropriate, systematically designed, and responsive to learners' needs. In particular, repeated exposure to vocabulary through synchronized sound and visual representation plays a significant role in strengthening students' listening skills and memory retention.

These findings reinforce the importance of technology-enhanced language learning, especially in primary education contexts where students require concrete and engaging instructional support. The study contributes to the field by providing empirical evidence that low-cost and accessible digital tools such as CapCut can be effectively utilized to support listening-oriented vocabulary acquisition in Arabic language learning.

However, further research is recommended to expand the scope of implementation across different educational settings, apply more rigorous statistical analyses, and examine long-term

learning outcomes. Future studies may also explore the comparative effectiveness of various multimedia tools to optimize listening skill development in foreign language education.

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