

Investigating the Use of Project-Based Learning Using Animated Video Media in English Learning, Writing Descriptive Text at Vocational High School Students

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ABSTRACT

This study examines the implementation of Project-Based Learning using animated videos in teaching descriptive writing to vocational high school students and explores students' experiences with this integrated approach. Using a case study design, data were collected through observations and interviews with teachers and students. The results of the study indicate that teachers successfully implemented a structured project-based learning approach, beginning with an explanation of the material, followed by the screening of animated videos, group discussions for text writing (planning, drafting, editing, and final presentation), and reflection. The animated video "Get to know more about Borobudur Temple" served as an engaging and educational tool. Students' overall responses were positive across all cognitive, affective, and conative domains. Cognitively, students demonstrated better understanding of descriptive text structure and vocabulary, as well as improved critical thinking skills. Affectively, they reported increased enjoyment, motivation, and preference for this interactive learning method. In terms of conative skills, students actively participated in group work, showed improved writing skills, and, despite minor initial confusion, completed the project creation process. This study concludes that integrating project-based learning with animated videos is a highly effective and engaging pedagogical strategy for increasing descriptive writing skills in English and creating positive learning experiences in a vocational high school environment.

Key words: Project-Based Learning; Animated Video; Descriptive Text Writing

INTRODUCTION

Writing is a central language skill that contributes not only to communication but also to the development of reading, speaking, and listening. All of these are important for producing clear and meaningful sentences (Fareh, Jarad, & Yago, 2020). Writing helps students express ideas clearly while also supporting the growth of other key language skills. Writing well in a foreign language, for instance, can enhance students' ability to understand and interpret information from reading texts. As students become proficient writers, they are also able to access more knowledge and expand their worldview (Reid, 2020). Writing further assists learners in organizing their thoughts, which makes communication more effective both in writing and speaking. Moreover, writing regularly builds students' confidence in

expressing their ideas and opinions, ultimately strengthening their overall English skills and encouraging greater interest in learning the language (Caleb, 2023).

On the other hand, learning English, especially writing, requires careful planning to achieve meaningful results. Writing is considered one of the most challenging language skills to acquire because it demands vocabulary mastery as well as grammatical competence (Hughey, 2019). In the classroom, students are often instructed to read books as references to support their writing, which helps them gain knowledge of structure and content (Reid, 2020). However, such approaches can become monotonous, and many students lose motivation. For this reason, writing instruction needs to incorporate more engaging materials that sustain students' interest and motivate them to write.

In recent years, education has seen rapid technological advancement that has also influenced classroom practices. Teachers are increasingly encouraged to integrate technology into teaching, although some still treat it as a supplementary tool rather than a central strategy (Pattu, 2021). In reality, using appropriate media can make lessons more engaging and effective. For example, Simamora and Oktaviani (2020) found that animated videos help improve English learning by combining visual and auditory input, which supports deeper understanding. Animated videos are particularly useful in writing instruction, as they present moving images and sounds that make abstract ideas more concrete, thereby capturing students' attention and interest. Furthermore, animated videos can be integrated with project-based learning (PBL), which connects classroom activities to real-life situations and allows students to solve authentic problems (Marza et al., 2019). Such integration can make learning more meaningful and motivate students to participate actively in the process.

Based on these considerations, there is a need for innovative strategies that combine engaging media with effective teaching methods to motivate students in learning to write. Animated videos, for instance, provide rich visual and auditory support that can stimulate learners' imagination and help them understand content more easily (Utami, 2020). They also allow students to visualize events directly, which fosters better comprehension and stronger motivation (Djamdjuri & Hadi, 2020). Thus, animated videos have the potential to be used not only as teaching aids but also as tools that bring writing instruction closer to students' lived experiences.

Several researchers have investigated the role of animated videos and project-based learning in writing instruction. Previous studies have explored the use of animated videos to improve descriptive writing (Harahap, 2023), the application of project-based learning combined with animated videos (Yuliansyah & Rahmawati, 2023), project-based learning in group discussion contexts (Almulla, 2020), the creation of animated videos to support English writing learning (Irawan, 2023), and the role of animated videos in enhancing students' writing skills, critical thinking, and motivation (Fauzaturrahmi, 2024). While these studies show the promise of animated videos and PBL, most of them focus either on general writing skills or on

students at the junior high school level. Very few have examined how animated videos can be integrated with project-based learning specifically to teach descriptive text writing at the vocational high school level.

This study addresses that gap by focusing on how teachers implement project-based learning with animated videos to assist vocational high school students in writing descriptive text and by exploring students' direct responses to this integration. The novelty of the research lies in combining animated video media with PBL in a way that has not been widely investigated, while also shifting attention to vocational high school students, who have unique learning needs compared to other levels. In doing so, this study not only contributes to improving students' descriptive writing skills but also offers insights into their experiences and motivation in a vocational education context.

LITERATURE REVIEW

Previous Related Study

Some researchers have conducted previous research on the application of integration project-based learning using video animation in writing descriptive text, such as Rusli Irawan (2023), who found that the use of animated videos in improving students' skills in writing descriptive text is very influential on writing ability. In line with Tinur Rahmawati Harahap (2023). Revealed that the use of animated videos is effective in improving students' writing skills. Supported to Shoufi Nisma Dewi (2023), states that the application of animated videos is effective in improving students' writing comprehension of descriptive text. In addition, according to Rahmawani (2023), the use of video animation in project-based learning is one of the interesting strategies developed to find out the extent of students' abilities and how they can do it themselves, because it is combined with project-based learning that can be used. As reported by Fauzaturrahmi (2024), research on the effect of using animated video strategies on student writing in writing comprehension received a positive response. Based on the following statement, the use of project-based learning with animated videos is able to support students in helping with writing comprehension.

Furthermore, in the context of implementing project-based learning using animated videos in senior high schools, Gita Nurwahyuni et.al. (2022) found that the use of project-based learning using animated videos succeeded in improving the ability to write descriptive text. In the activities using project-based learning assisted by animated videos, all students were enthusiastic and participated. In cycle 1, there were 20 students involved after being given the application of project-based learning, and the test resulted in 85.0% successfully exceeding 75, and 9% getting a score of 75; thus, there was no need for cycle 2. In addition, research conducted by Nurul Ihsani (2022) found that the application of project-based learning using animated videos on students succeeded in improving writing skills and could provide positive responses for upper secondary students. 95% of students get results

that the application of project-based learning can bring students into learning, which makes animated videos a good suggestion, and students can get good results. In the last assessment conducted by Syamsul Bahri et.al (2023) showed that students behaved positively during the learning process, in the research conducted, a sample of 87% of students in the first cycle was given the application of project-based learning and animated videos and the test results resulted in 52.6%, then in the second cycle of all existing students got results that increased to 82.1% with these results it can be said that the use of project-based learning using animated videos applied in high schools can be used because students really understand how project-based learning and animated videos as an interesting learning tool.

On the other hand, a variety of different research focuses and research designs have also been presented. In line with Kemalolu-Er et.al. (2022) found that the use of project-based learning using animated videos is an interesting and effective way to improve students' writing experience in English as a foreign language in Turkey. This study was conducted in secondary schools in Turkey. Further research conducted by Baines et.al. (2021) explains that after direct implementation using project-based learning combined with animated videos, there are differences in student achievement in students' critical writing comprehension. In this study, students were invited directly to see an interesting video, and then students were asked to create a project with paper-like work that made children interested. Baines and other researchers conducted a live example that happened to children to monitor whether they understood or experienced problems. This research was conducted in a middle school in America. In addition, research conducted by Qiaohua Lu (2021) found that using project-based learning can make an effective application for teachers and students if they want to achieve writing comprehension. Qiaohua Lu also said that the use of engaging media, such as animated videos, is also effective for providing information to teachers and students on how students can achieve writing activities. This is a form of feedback for teachers. In addition, project-based learning and animated videos can also be used as interactive learning materials. This research was conducted at Guangxi Normal University, Guilin, China.

Project-Based Learning in Teaching Writing

Project-based learning has now become a learning method that can facilitate students in developing certain skills, such as writing. It can provide a learning process that can significantly benefit students, increase creativity and motivation, and increase student discipline and cooperation (Syahmadi, 2014). Project-based learning is a learning method that encourages students to face real issues and problems that are useful to them (Fragoulis, 2009). Bell (2010) revealed that project-based learning can help students in evaluating, interpreting, synthesizing, and conveying information about the project. Project-based learning is an activity that is long-term, student-centered, and integrates real problems and practices. Project-based learning in the application of writing can also make students understand the training profession in writing, especially in learning vocabulary, grammar, and interesting in writing (Fragoulis, 2009).

The Using of Animated Video in Teaching Writing

Animated video can attract students' attention and improve learning outcomes by stimulating their thoughts, emotions, and skills (Widjayanti, 2018). This is consistent with what Johari (2019) emphasized, that animated video offers clear advantages in teaching writing, such as simplifying complex objects into smaller and more understandable representations and presenting lessons in step-by-step sequences that support process-based learning. Animated video learning can also be more interesting and motivating because of its unique features. The animated graphic element can present information more vividly, while the motion aspect draws students' attention and sustains their engagement in writing. These features not only increase emotional involvement but also enhance specific aspects of writing, including grammar and vocabulary (Sari & Wahyuni, 2020).

Project-Based Learning Using Animated Video in Teaching Writing Descriptive Text

In the learning process, projects or activities within project-based learning can be effectively combined with animated videos. Recent studies have shown that project-based learning in the teaching of writing helps students develop essential skills such as vocabulary, grammar, and overall interest in writing when supported by engaging media (Sari & Puspitasari, 2019). In writing tasks, particularly descriptive text, the interactive features of animated videos can stimulate students' creativity and motivation. When paired with project-based learning, these features provide opportunities for direct engagement, allowing students to connect visual input with the linguistic demands of descriptive writing (Wijayanti & Utami, 2021).

Descriptive text is designed to portray people, places, or things, and its generic structure offers a clear framework for students to practice writing. In this context, project-based learning supported by animated video creates an engaging environment for students to improve vocabulary, grammar, and writing fluency. Mateer et al. (2018) also highlight that multimedia resources enhance classroom interaction and support the learning process, especially when combined with student-centered approaches such as project-based learning. Similarly, Nurhajati (2016) found positive results from applying project-based learning in teaching writing skills, emphasizing its effectiveness in improving descriptive text writing. These findings are reinforced by Ekawati (2019), who revealed that descriptive text writing can be more effective and enjoyable when integrated with project-based learning activities.

More recently, Irawan (2023) demonstrated that combining project-based learning with animated videos significantly enhances students' descriptive writing ability. His study shows that the integration of these two approaches not only motivates learners but also builds both visual and linguistic competence, helping students gain practical writing experience. This combination encourages curiosity, engagement,

and creativity, making writing descriptive texts more meaningful and effective for students. Therefore, integrating project-based learning with animated video provides strong potential for motivating students and improving their descriptive writing performance.

METHOD

Design and Samples

The research design used in this study is a case study to obtain information to answer research problems. According to Yin (2003), case studies are empirical investigations that investigate phenomena in depth and are adapted to these phenomena. The boundaries of the phenomenon and context are still unclear, especially if boundaries of the phenomenon and context are still unclear. A case study is used in this research to find out whether project-based learning using animated video can be a suitable medium to help students in writing descriptive text. In addition, the use of a case study is considered suitable to answer the research problems raised by the researcher, namely, to find out how project-based learning using animated videos can assist senior high school students in writing descriptive text and how vocational high school students respond to the use of project-based learning using animated videos in writing descriptive text.

This study was conducted in one of the vocational high schools in Karawang, West Java, Indonesia. The school was chosen for its commitment to English language teaching, despite initial challenges in understanding the curriculum. The researcher's previous experience in teaching at the school provided a basis for understanding their unique environment. The school uses visual aids as a medium for teaching English. Participation was conducted in a class consisting of tenth-grade students. The researcher aimed to interview five students to be interviewed with representatives of each group about their experience of learning with animated videos, which is a learning project in learning descriptive text. The criteria chosen were one student with good knowledge of English, two students with average ability, and two students with sufficient English ability.

Instrument and Procedure

This study was conducted at a vocational school in Karawang to observe the implementation of project-based learning using animated videos by teachers in English classes for writing descriptive texts. The researcher directly observed the learning process, focusing on how project-based learning using animated videos was used to influence and enhance students' writing comprehension. Data was collected through observation checklists following Creswell's (2014) guidelines on unstructured or semi-structured observation. These notes helped document the creative methods used by teachers during the process. Additionally, interviews were conducted to gather additional insights. The tools used included observation checklists and interview guidelines, adapted from Nurfadillah Thomas (2000) and

Rahmawati & Prasetyo (2020), as well as Nasta'inul Kharim (2023) and Anggun Purnomo Arbi (2023), to ensure systematic data collection.

Data Analysis

In this study, thematic analysis was used to analyze the data. Unlike other methods that only describe general patterns in qualitative data, thematic analysis facilitates the extraction of data from an essentialist or realist perspective. This approach can produce a comprehensive explanation of the participants' experiences, meanings, and realities. Therefore, thematic analysis proved to be very useful for gathering in-depth information from participants about their experiences in learning English using project-based learning using animated videos. This study used thematic analysis to generate several findings. The first stage involved familiarizing researchers with the data through complete transcription of oral diaries and interviews to understand participants' responses, with transcripts being read repeatedly to ensure depth. In the second phase, initial codes were generated through careful rereading and coding of transcripts. The third phase focused on identifying themes by analyzing patterns and relationships between data sets. In the fourth phase, the researcher reviewed and refined the themes to ensure internal coherence and external differentiation. In the fifth phase, the themes were clearly defined to ensure they captured significant phenomena related to the implementation of project-based learning using animated videos, culminating in a comprehensive mind map. Finally, the analysis is written in a report, aiming to provide a concise and coherent explanation supported by evidence and illustrative quotations, following Braun and Clarke's guidelines.

RESULT AND DISCUSSION

The result of this study aimed to investigate how teachers implement the integration of Project-Based Learning (PJBL) using animated video media in teaching descriptive text writing, as well as how vocational high school students experience this integration. However, this study provides new insights by highlighting how project-based learning using animated videos can overcome limitations in students' writing and increase their confidence in understanding English texts. This study also enriches the discussion on how this method can be applied more effectively in the context of English language learning to overcome challenges in writing descriptive texts.

Integrating Project-Based Learning with Animated Videos in Teaching Descriptive Writing

The first objective of this study was to investigate teachers' implementation of teaching descriptive writing. Therefore, two important things were found related to the teaching process and the challenges faced by teachers. The teaching procedure using project-based learning and animated videos as media was well implemented in four steps, starting with the design of descriptive text writing through group

discussions, implementation after watching animated videos, building writing through feedback, revising writing and presentations, and evaluation after learning, as shown in Figure 1.

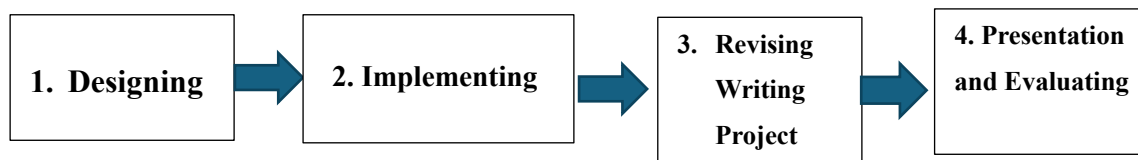


Figure 1. Procedure of Teaching Implementing

The second step is for the teacher to provide instructions related to the project and for students to write descriptive texts with their groups after watching the animated video. After watching the animated video together, the teacher asks students about important things in the animated video and about describing the place to the students. In addition, the teacher opens a question-and-answer session for students about the descriptive text material. The opening of the question-and-answer session aims to

determine whether the knowledge conveyed has been understood. Next, the teacher assigns students to identify the generic structure of descriptive texts as shown in Figure 2.



Figure 2. Modeling Text After Watching an Animated Video

The third step was for the teacher to instruct each group to write a project after watching the animated video with the students, along with an explanation of the project instructions. In addition, the teacher also instructed the students to identify important words in the animated video with their groupmates. The first instruction was that after the teacher explained the descriptive text material, the teacher instructed the students to start writing a rough draft of the project to determine the extent to which much of the material had been understood by the students. After that, the teacher also instructs the students to include the words found in the animated video in their writing as a reference for writing. Based on observations,

most of the students already understood what the teacher had instructed them to do for their project. After that, they grouped the important words and the generic structure of the descriptive text. As shown in Figure 3, this is an example of a student's project table.

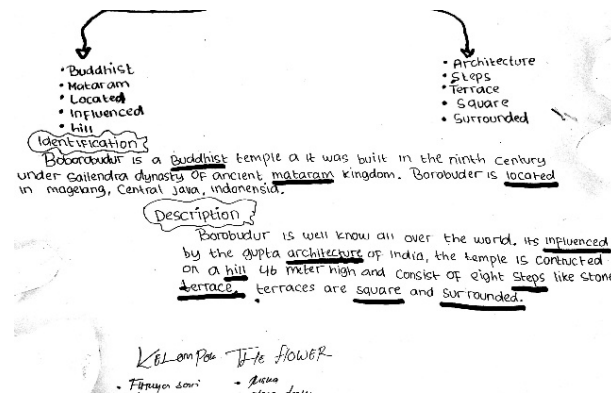


Figure 3. Sample 1 Table Student Writing Descriptive Text Project

The same thing can also be noticed from other examples related to students' needs in understanding descriptive texts, as shown in Figure 3. However, being more knowledgeable about the use of generic structures in descriptive texts.

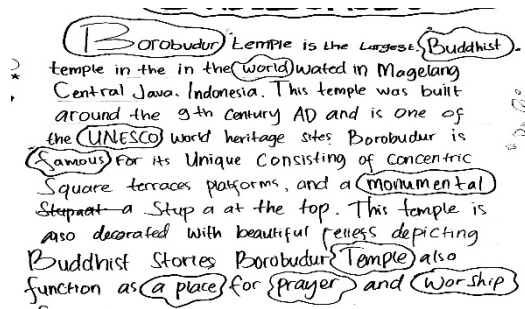


Figure 4. Sample 1 Table Student Writing Descriptive Text Project

After that, group representatives presented the project. During the presentation stage, the teacher appreciated each group's work, and each group presented its work and identified the sentences and words it had created. After that, the teacher instructed the other groups to ask questions, as shown in Figure 5.

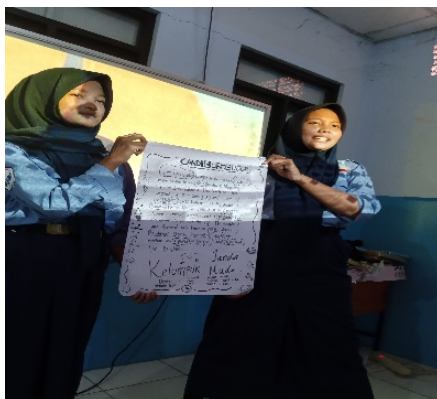


Figure 5. Student Presentation Group Project

After that, the teacher collected each group's work to analyze the students' understanding of descriptive texts. At the evaluation stage, the teacher explained the descriptive text material further according to the students' needs, such as text types, language features, and others. After that, the teacher provided explanations related to the projects made by each group by asking several questions and discussing the understanding gained from the lesson. This is to demonstrate that the students have understood the descriptive text well. Throughout the process, all students understood the content of the learning, especially in writing descriptive texts, meaning that project-based learning assisted by animated videos is quite effective in helping teachers analyze students' needs in understanding how to write descriptive texts.

Based on the result at the implementation stage is the stage of teachers to use project-based learning and video animation. Based on the findings obtained, there are several stages in the implementation of video animation and project-based learning. This aligns with Rusli Irawan's (2023) research, which examined the use of video animation in group projects within the context of descriptive text writing classes. Implementation involves planning to provide students with an understanding of the text material, using video animation as teaching material, group discussion activities, and reflection on the learning process. On the other hand, Rahmawani (2023) also recommends the application of video animation and project-based learning, adopted from Fragoulis (2009), through several stages: creating a project plan, composing descriptive texts after watching animated videos in project-based learning activities, editing descriptive texts after watching animated videos, and creating a final product to be presented. Some stages of implementing project-based learning using animated videos in writing descriptive texts are described in this study.

The first stage is an activity in which the teacher explains material about descriptive texts that are often encountered and found in a text. According to Greenier (2020), the teacher's task at this stage is to deliver material, provide guidance, and build student motivation in learning.

The next stage is watching animated videos and integrating them into the learning process. At this stage, teachers provide guidance and instructions on how to learn using animated videos, including analyzing videos, learning vocabulary, and searching for content in animated videos. This is in line with Gita Nurwahyuni et al. (2022), who state that teachers act as facilitators who help students understand the material and use the media in learning. The teacher also instructs students to take notes and look up the meanings of words they do not know in an animated video. Gita Nurwahyuni et al. (2022) also state that teachers are responsible for teaching the points and meanings of video content, helping students evaluate and analyze the language encountered in the media used, especially in animated videos.

Next, the teacher instructed the students to form group discussions. This is in line with Rahmawani's (2023) view that group formation can help students understand the content in animated videos more deeply and strengthen their critical thinking skills. Westwood (2006) also states that project-based learning is a good way to understand learning in depth and argues that teachers also play an important role in controlling group dynamics at this stage. The findings also show that teachers guide and direct students by visiting each group discussion to monitor progress and assist students who are experiencing difficulties during the learning process. The teacher also provides clear instructions for group learning, making this activity a project-based learning activity for writing descriptive texts with animated videos as the teaching medium.

After forming groups, the teacher instructed each group to write a piece using their own creativity. The teacher provided several stages in the learning process in accordance with Fragoulis (2009), which included several stages such as planning, writing, revision, and the final stage. The teacher also gave instructions by writing ten keywords as a basis for writing descriptive paragraphs. After that, the teacher instructed each group to present their writing. The final stage was when the teacher reflected on the learning session that had taken place. At this stage, the teacher provided feedback on today's learning, and this was an important key because students could feel proud of their work, and researchers observed an interesting atmosphere during the learning process at that time.

Vocational Students' Experience with Project-Based Learning and Animated Videos in Descriptive Writing

The second finding relates to the responses and experiences of students when learning to write descriptive texts using animated videos and project-based learning. These responses were grouped into three categories: cognitive responses, affective responses, and conative responses.

Cognitive Responses

The study found that students showed positive cognitive responses. They felt happier, more engaged, interested, and enthusiastic when learning with animated

videos. This aligns with Dewi (2023), who found that video animation increases students' enjoyment and engagement during lessons. The interactive features of animated videos, such as visuals, sound, and storylines, help prevent boredom and raise motivation. Johari (2014) also emphasized that animated videos are especially effective for writing instruction since their visual and narrative elements attract attention and inspire students to write more.

In addition, students preferred group-based project learning, which encouraged collaboration and teamwork in writing. Observations revealed that students understood texts and vocabulary better through the integration of animated videos in project-based learning. They could follow instructions clearly, grasp storylines more easily through visuals, and develop habits in descriptive writing. These results confirm Bell's (2010) view that project-based learning supports evaluation, synthesis, and interpretation of information, particularly when supported by visual media like animated videos.

Behavioral Responses

Students also exhibited positive behavioral responses. They became more active in group discussions, contributing ideas and participating in answering questions. They were also quick to seek help from peers and teachers when facing difficulties. This reflects the findings of Arbi (2023), who reported that project-based learning with interactive media encourages student participation by providing feedback-rich environments. Similarly, Kharim (2023) found that using animated videos in project-based learning fostered positive student attitudes during lessons. Overall, behavioral engagement was strengthened by the combination of interactive animated features and collaborative project tasks, making students more willing to participate in discussions and group writing activities.

Affective Responses

Students' affective responses were equally positive. The visual elements of animated videos prevented boredom, captured attention, and created an enjoyable atmosphere for learning. This was particularly important in project-based tasks that required extended focus on descriptive writing. According to Fauzaturrahmi (2024), animated video-based learning enhances motivation and interest, which improves concentration and engagement in writing activities. Students also reported that the learning environment felt more attractive and interactive compared to traditional methods. As a result, they were more confident, motivated, and willing to share ideas during group discussions and writing projects.

Conative Responses

The study also identified conative responses, which relate to the challenges students faced and the actions they took to address them. While difficulties were present, such as unfamiliar vocabulary or writing tasks, students responded positively by

seeking support and collaborating actively. This shows that conative responses were not major obstacles but rather opportunities for growth. Thomas (2000) emphasized that positive affective and cognitive aspects naturally lead to constructive conative responses in learning. The data indicate that both teachers and students viewed these challenges as manageable and even motivating. Teachers' support and the engaging media further reduced barriers, turning potential difficulties into learning opportunities.

The implementation of project-based learning using animated videos in teaching descriptive writing revealed four important stages, namely teacher implementation activities, the application of animated videos, group project activities, and reflection. Throughout these stages, students demonstrated positive cognitive, affective, and behavioral responses, which further shaped constructive conative responses. The integration of animated videos within project-based learning not only motivated students but also enhanced their vocabulary understanding, text comprehension, collaboration, and overall attitudes toward writing. This combination fostered an engaging and supportive learning environment that significantly improved both students' performance and their overall experiences in learning descriptive writing.

CONCLUSION

This study analyzed teacher implementation of project-based learning with animated videos in teaching descriptive writing and explored students' learning experiences. The findings show that this integration influenced students' cognitive, affective, and conative responses, with animated videos proving to be a suitable medium for enhancing vocabulary, text comprehension, and motivation. Students responded positively, feeling more enthusiastic, engaged, and motivated, while teachers also recognized the potential of animated videos as effective learning media. The interactive elements of videos, such as visuals, sound, and content flow, helped students stay focused, encouraged collaboration, and supported critical thinking and revision skills. Despite these benefits, the study was limited to one school with a small number of participants and some technological challenges. Therefore, further research is recommended with broader contexts, diverse media, and larger samples to deepen understanding of how project-based learning and animated videos impact descriptive writing instruction. This study provides useful insights and can serve as a reference for future research and classroom practice.

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