

The development of animated videos for teaching refusal speech act

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ABSTRACT

This study explores the development of animated videos for teaching refusal speech acts. It employs a Research and Development (R&D) design using the ADDIE model, limited to the Analysis, Design, and Development stages (Sugiyono, 2016). The research was carried out at the English Study Program of Universitas Riau during the 2023/2024 academic year. The participants included 39 students as research subjects and three expert validators representing media, material, and teaching expertise. Data were gathered through need analysis interview and questionnaires. The results revealed that students exhibited a strong preference for animated videos (84.6%) compared to conventional media. Lecturer's interview showed that animated videos were needed to increase engagement and support students' understanding of refusal expressions in diverse contexts. Validation results from experts indicated that the developed videos were rated as "very valid", with average scores of 4.31 out of 4 for media design, 4.56 out of 4 for pedagogical aspects, and 4.95 out of 4 for material quality. Students' responses further supported the feasibility of the videos, with average score of 80.19% for video 1, 80.06% for video 2, categorized as "feasible", and 81.48% for video 3, categorized as "very feasible". Overall, the findings suggest that animated videos serve as a very valid and feasible instructional medium for enhancing students' pragmatic competence, particularly in refusal speech acts. These results also underscore the potential of animated videos media as valuable educational resources for teaching refusal speech act.

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INTRODUCTION

Instructional media play a crucial role in facilitating effective English as a Foreign Language (EFL) learning, particularly in supporting students' engagement and comprehension. In the digital era, the integration of technology-enhanced instructional media has become increasingly important to create meaningful, interactive, and learner-centered learning environments (Bates, 2015; Hasan et al., 2021). Previous studies have emphasized that the use of multimedia resources, especially audiovisual media, can improve learners' motivation, attention, and understanding by presenting language input in a more contextualized and engaging manner (Hasan et al. 2021; Madhuri, 2013; Raiyn, 2016). In the Indonesian EFL context, the use of technological tools has also been reported to support more effective language instruction when aligned with pedagogical objectives (Cahyono, 2024).

One persistent challenge in EFL instruction is the development of learners' pragmatic competence, particularly in mastering speech acts. Pragmatic competence refers to the ability to use language appropriately according to social context, cultural norms, and communicative intentions (Dwiana & Syahri, 2024). According to speech act theory, utterances function not only as linguistic expressions but also as actions that perform specific social functions (Searle, 1976; Wijana, 2021). Inappropriate use of speech acts may lead to pragmatic failure and miscommunication, especially in intercultural interactions. Therefore, explicit and contextualized instruction of speech acts is considered essential in EFL classrooms (Ridha, 2016; Beebe et al., 1990).

Among various speech acts, refusals are widely recognized as one of the most complex and face-threatening acts, as they involve rejecting requests, invitations, or offers that may threaten the interlocutor's positive face (El-Dakhs, 2020). The realization of refusal strategies varies across cultures and social contexts, requiring speakers to carefully select linguistically and pragmatically appropriate expressions (Boonsuk & Ambele, 2019; Sulaymonbekovna & Sharofovna, 2022). For EFL learners, mastering refusal strategies is particularly challenging due to limited exposure to authentic pragmatic input and sociocultural norms, which often results in overly direct or inappropriate refusals (Rahayu, 2019; Kathir, 2015).

Previous research has demonstrated that animated and audiovisual media can effectively support language learning by enhancing students' motivation, engagement, and comprehension (Gurvitch & Lund, 2014; Liu & Elms, 2019; Kleftodimos, 2024). From a multimedia learning perspective, combining visual and verbal information helps learners process information more efficiently and reduces cognitive load (Eady & Lockyer, 2013; Mayer & Moreno, 2002; Widiastuti, 2025). In pragmatic instruction, animated videos are particularly beneficial because they provide contextualized representations of real-life communication, allowing learners

to observe how language functions in social interactions (Firmadani, 2020; Ambarwati & Herawati, 2020; Nurseto, 2011). However, most existing studies focus on the use of ready-made audiovisual materials, such as films or YouTube videos, rather than on the systematic development of instructional animated media specifically designed for teaching refusal speech acts (Usó-Juan & Martínez-Flor, 2022; Gamal, 2023).

This gap indicates the need for research that focuses on developing and validating animated instructional videos tailored to the teaching of refusal speech acts in EFL contexts. Therefore, this study aims to develop animated videos for teaching refusal speech acts and to examine their validity and feasibility as instructional media. By employing a Research and Development (R&D) approach using the ADDIE model (Sugiyono, 2016; Branch, 2009), this study contributes to EFL pedagogy by providing a systematically designed multimedia resource that supports pragmatic instruction and addresses the challenges of teaching refusals in higher education contexts.

Based on these considerations, the researcher became interested in developing animated videos as a means of supporting the teaching of refusal speech acts. The proposed media are expected to improve the classroom atmosphere, enhance students' pragmatic competence, and address one of the most challenging aspects of language learning—using refusals appropriately in social interaction. Therefore, the research questions formulated in this study is (1) How do animated videos developed and used to teach refusal speech acts?

RESEARCH METHODOLOGY

This study employed a Research and Development (R&D) design using the ADDIE model, focusing on the Analysis, Design, and Development stages. Sugiyono (2016) stated that the Research and Development (R&D) method was used to create a specific product and assess its efficacy. ADDIE is one of the approach models in the Research and Development (R&D) method. It illustrates the instructional design's conceptual aspects. The implementation and evaluation stages were excluded, as the primary objective was product development and validation. The participants consisted of 39 students from the English Study Program at Universitas Riau selected through cluster random sampling. Additionally, three experts—a media expert, a material expert, and a teaching expert—were involved in validating the developed product.

Data were collected using three main instruments: (1) students' needs analysis questionnaires, (2) expert validation sheets, and (3) students' response questionnaires. The needs analysis identified students' preferences and learning requirements, while expert validation assessed media quality, material accuracy, and pedagogical suitability. Students' responses measured feasibility and effectiveness. Quantitative data were analyzed using Likert-scale scoring and percentage calculations. Qualitative

data from expert feedback were analyzed descriptively and used to revise the animated videos.

RESULTS

Analysis

The need analysis was conducted to identify students' learning preferences, comprehension, and design expectations regarding animated videos for teaching refusal speech acts. The questionnaire included eight key aspects, and the findings are summarized in Table 1.

Table 1. Students' Need Analysis

No	Aspect	Key Finding	Data (%)	Implication for Video Design
1	Student Preference	Students preferred animated videos to other formats.	84.6	Animated video chosen as main medium.
2	Content Comprehension	Students preferred animated videos to understand the material.	89.7	Strengthen visuals and narration.
3	Interest in Animation	Students highly interested in animated learning.	100	Confirms animation's relevance and appeal.
4	Necessity of Animated Videos	Students considered animated videos essential for learning refusals.	94.9	Supports the need for video development.
5	Video Duration	Preferred short videos (5–10 minutes).	76.9	Set concise duration for optimal focus.
6	Contextual Settings	Favored varied and realistic settings.	64.1	Use multiple everyday contexts.
7	Background Music	Approved music if not distracting.	53.8	Add soft, balanced background music.
8	Type of Music	Preferred calm instrumental music.	69.2	Use ambient/classical tones.

As shown in Table 1, students demonstrated a high preference for animated videos (84.6%) and prefer to understand the material with animated videos (89.7%) compared to traditional text materials. All respondents expressed interest (100%) and acknowledged the necessity (94.9%) of animated videos for learning refusal speech acts, confirming the relevance of using visual and narrative support in pragmatic instruction.

Regarding design preferences, students favored short videos of 5–10 minutes, realistic contextual settings, and calm instrumental background music. These findings

indicate that the development of animated instructional media should emphasize concise duration, authentic scenarios, and supportive audio-visual elements to optimize students' engagement and comprehension. Figure 1 presents the duration of the developed animated video.



Figure 1. Duration of Developed Animated Video

Figure 2 shows a screenshot of the developed animated video, which has a total duration of 9 minutes and 29 seconds. The duration was intentionally set within the range preferred by students (5–10 minutes) as identified in the need analysis. This length was considered sufficient to present the key components of refusal speech acts—such as expressions, strategies, and contextual variations—without causing cognitive overload. The video's pacing was also designed to allow students adequate time to process the dialogues and observe refusal expressions.

In addition to the questionnaire data, insights from the teacher interview reinforced the need for developing animated videos for teaching refusal speech acts. The teacher observed that students' low engagement was partly due to the limited use of up-to-date technology and reliance on conventional teaching materials. She believed that animated videos could attract students' attention, increase motivation, and make learning more enjoyable. Moreover, she emphasized that the animation should clearly present the features of English refusals and include examples in various contexts, such as academic, social, and family interactions, to help students better understand and apply appropriate refusal expressions in real-life communication.

Based on the results of the need analysis, the animated videos were developed according to students' preferences and learning needs. Figure 3 shows that the animated videos presented different contexts for each example of refusal strategies.



Figure 2. Contextual Scenes of Refusal Examples

The video contexts depicted conversations taking place in an office, a school, and a café, indicating that the settings used align with the students' needs analysis, which showed a preference for varied backgrounds.

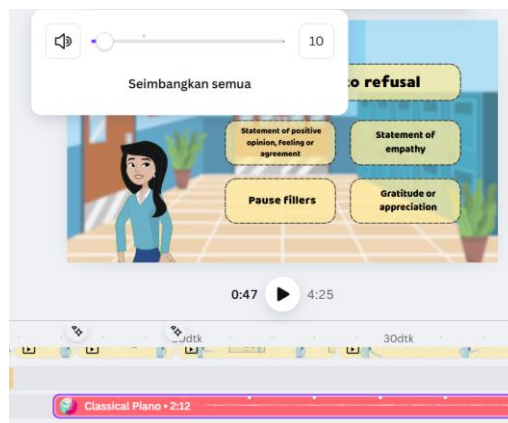


Figure 3. Audio Background

The screenshot in Figure 4 shows that the background music used in the animated video aligned with the students' needs analysis, which indicated a preference for calm instrumental music. The volume was also adjusted appropriately, ensuring that the audio did not interfere with the clarity of the narrator and conversation or the overall viewing experience.

Design

After developed the animated videos, to ensure the quality and appropriateness, expert validation was then conducted involving three experts representing media, material, and teaching aspects. The media expert assessed aspects such as visual quality, narration clarity, and overall design; the material expert evaluated the appropriateness, accuracy, and relevance of the content to learning objectives; and the teaching expert focused on the pedagogical suitability of the videos in supporting student learning. Each expert provided scores and comments based on established criteria using a Likert scale. The validation results are summarized in the following tables.

Table 2. Validation Result from Media Expert

Media Expert	Score			Average score	Category
	Video 1	Video 2	Video 3		
Letter, number, and symbol acceleration.	4	4	5	4.33	Very Valid
The resolution or visual quality of graphics or images.	4	4	4	4.00	Valid
Screen resolution and color composition.	4	4	4	4.00	Valid
Text color matched background color.	4	4	4	4.00	Valid
Acceleration of text, visual, audio, and animation.	5	5	5	5.00	Very Valid
Clarity of the narrator's speech.	5	4	4	4.33	Very Valid
The narrative's language is easily understood.	4	5	5	4.67	Very Valid
Communicative narration.	4	4	4	4.00	Valid
The background's compatibility for the presented content.	4	4	4	4.00	Valid
Narration without background noise.	5	4	4	4.33	Very Valid
Utilization of resolution in video/animation.	4	4	4	4.00	Valid
The appropriateness of the object/video/animation to the material.	5	5	5	5.00	Very Valid
Object visualization on the conceptual material.	4	5	5	4.67	Very Valid
Capacity to minimize object misinterpretation.	4	4	4	4.00	Valid
Validity Score	4.29	4.29	4.36	4.31	Very Valid

The media expert gave an average score of 4.31, which falls under the "Very Valid" category. This shows that the animated videos met high standards in visual design and technical quality. The validator suggested that "the quality of images and videos can be further improved. The image design can also be made more modern and attractive," indicating the need for minor visual refinements to enhance aesthetic appeal and engagement.

Table 3. Validation Result from Material Expert

Material Expert	Score			Average score	Category
	Video 1	Video 2	Video 3		
The refusal speech act material delivered is in line with the learning objective.	5	5	5	5.00	Very Valid
Appropriateness of the material to the advancement of the times.	5	5	5	5.00	Very Valid
Content/material is effectively delivered and easy to understand.	5	5	5	5.00	Very Valid
The material reflects real-life communication scenarios.	5	5	5	5.00	Very Valid
The contents encourage seeking more insight for students.	5	5	5	5.00	Very Valid
The animations presented are relevant and support the learning content.	5	5	5	5.00	Very Valid
The appeal of the materials is well presented through animated videos.	4	5	5	4.67	Very Valid
Validity Score	4.86	5.00	5.00	4.95	Very Valid

The material expert gave an average score of 4.95, categorized as "Very Valid." This indicates that the animated videos were highly accurate, clear, and relevant to the learning objectives. The validator suggested that *"the volume should be averagely standard for the speaker (dealing with video),"* referring to minor audio adjustments to ensure consistent sound quality and better listening comfort.

Table 4. Validation Result from Teaching Expert

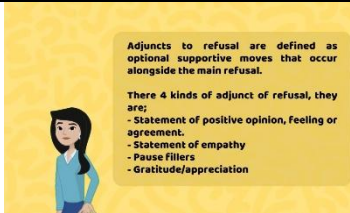
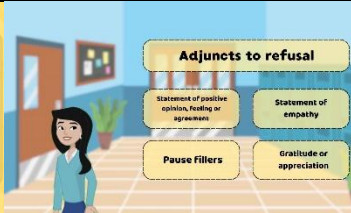


Teaching Expert	Score			Average score	Category
	Video 1	Video 2	Video 3		
The content of the videos is appropriate for a methodical explanation that is relevant to the refusal speech act material.	5	5	5	5.00	Very Valid
The primary goal is shown in the video, which is suitable for students' learning preferences.	4	5	5	4.67	Very Valid
The materials are necessary and offer relevant discussion.	5	5	5	5.00	Very Valid
The video offers a thorough and precise explanation.	4	5	4	4.33	Very Valid
The content helps student remember the important topics	4	4	4	4.00	Valid



The video is regarded as efficient, relevant, and helpful overall.	5	4	4	4.33	Very Valid
Validity Score	4.5	4.67	4.5	4.56	Very Valid

The teaching expert provided an average score of 4.56, categorized as “Very Valid.” This result indicates that the animated videos were pedagogically appropriate and aligned with instructional objectives. The validator suggested adding more real-life and culturally contextual refusal examples to broaden students’ understanding, as well as incorporating visuals, subtitles, or animated flowcharts to support comprehension, particularly for non-native English speakers. It was also recommended to include end-of-video questions or reflection prompts to encourage students to think critically about the material.

The results of the expert validation demonstrate that all three validators rated the developed animated videos as very valid across the assessed aspects, indicating that the animated videos were feasible and suitable to be implemented as instructional media for teaching refusal speech acts. Although the overall validity level was categorized as very valid, several specific suggestions for improvement were provided to enhance the technical and visual quality of the videos. These suggestions were incorporated into the revision process to ensure that the final product met the expected standards of clarity, accuracy, and usability. The detailed comments and corresponding revisions made to the animated videos are presented in the following table.

Table 5. Animated Videos Revision

Revision	Before	After	Aspect Revised
The image design can also be made more modern and attractive.			Visual design
Add end-of-video questions or prompts for reflection to help learners apply what they've seen.			Learning engagement

Revision	Before	After	Aspect Revised
<p>Consider adding examples of refusal acts from real conversations (e.g., in workplace, academic, or family contexts). you may put video link resources on caption</p>		 <p>A short video clip from the film "Fresh Off the Boat" was added as an example of a real-life conversation in the material about pause fillers in adjunct to refusal. The video features a dialogue that provides an example of refusal using pause fillers: "<u>Oh, Uh, well...</u> there are <u>no openings</u> in our <u>administration</u> right now."</p>	<p>Contextual relevance</p>
<p>Make sure the volume is averagely standard for the speaker (dealing with video).</p>	<p>The volume of the narrator's voice and the displayed dialogue is inconsistent, with some parts being too loud and others too soft.</p>	<p>All audio volumes have been stabilized.</p>	<p>Audio</p>

Development

After the animated videos had been validated by the expert validators and have been revised accordingly, the animated videos were presented to students to gather their opinions and impressions regarding the use of the videos in learning. This stage aimed to obtain students' perspectives on the visual aspect, attractiveness, audio aspect, typography, and usefulness of the animated videos in understanding refusal speech acts. The students' responses were collected from a class of 39 participants enrolled in the English Language Study Program, Faculty of Teacher Training and Education, Universitas Riau.

Table 6. Students' Responses

Animated videos	Feasibility Percentage (%)					Average Score (%)	Category
	Visual aspect	Attractiveness	Audio aspect	Typography	Usefulness		
Video 1	80.97	79.68	80	83.23	77.10	80.19	Feasible
Video 2	80.65	78.39	80	80.32	80.97	80.06	Feasible
Video 3	81.61	79.03	84.19	81.61	80.97	81.48	Very feasible

The results of the students' response analysis indicate that all three animated videos achieved a high level of feasibility across the evaluated aspects, including visual design, attractiveness, audio quality, typography, and usefulness. Video 1 obtained an overall feasibility percentage of 80.19%, categorized as *feasible*; Video 2 received 80.06%, also in the *feasible* category; while Video 3 achieved the highest overall score of 81.48%, classified as *very feasible*. Among the evaluated indicators, the *typography* and *visual aspects* consistently received the highest scores, suggesting that the videos were visually appealing and easy to read. Meanwhile, the *usefulness* aspect scored slightly lower but still remained within the feasible range, reflecting that students perceived the videos as beneficial learning tools. Overall, the results confirm that the developed animated videos were both visually and pedagogically appropriate, meeting the criteria for feasibility as instructional media for teaching refusal speech acts.

DISCUSSION

The findings of this study demonstrate that the developed animated videos constitute a valid and feasible instructional medium for teaching refusal speech acts in EFL contexts. Students' strong preference for animated videos indicates that multimedia-based instruction plays a significant role in facilitating the comprehension of pragmatic features, which are often abstract and highly context-dependent. This finding supports Mayer & Moreno (2002) Cognitive Theory of Multimedia Learning, which suggests that learners process information more effectively when verbal explanations are integrated with relevant visual representations, thereby reducing cognitive load and enhancing meaning construction.

The results of the needs analysis revealed that students preferred short-duration videos, realistic contexts, and supportive background music. These preferences align with multimedia learning principles such as coherence, signalling, and segmenting, which emphasize the importance of concise and well-structured instructional materials to maintain learners' attention and comprehension (Kleftodimos, 2024). By designing

animated videos with a duration of 5–10 minutes and embedding refusal expressions within authentic social situations, the developed media addressed both cognitive and affective learning needs. Similar findings have been reported by Liu & Elms (2019), who found that animated instructional videos enhance learners' engagement by activating both visual and auditory channels.

Expert validation results further confirmed the pedagogical and technical quality of the developed animated videos. The high validity scores obtained from media, material, and teaching experts indicate that the videos successfully integrated visual clarity, linguistic accuracy, and instructional relevance. This aligns with previous research emphasizing that systematically developed instructional media, particularly those following structured design models such as ADDIE, tend to achieve higher levels of effectiveness and usability (Branch, 2009; Sugihartini & Yudiana, 2018; Ediyani et al., 2020). From a pragmatic perspective, the use of contextualized dialogues and varied situational settings supports the development of pragmatic competence by helping learners recognize social roles, levels of formality, and communicative intentions (Dwiana & Syahri, 2024).

The findings are also consistent with previous studies highlighting the effectiveness of animated media in pragmatic instruction. Ambarwati and Herawati (2020) reported that animated videos facilitate pragmatic learning by providing contextual exposure that mirrors real-life communication. Similarly, Usó-Juan and Martínez-Flor (2022) emphasized that audiovisual materials are particularly effective for teaching refusals because they expose learners to culturally nuanced and contextually appropriate input. Unlike prior studies that focused primarily on pedagogical application, the present study contributes to the field by systematically developing and validating animated videos specifically designed for refusal speech act instruction.

From an instructional standpoint, the animated videos developed in this study offer important pedagogical implications. By presenting refusals across varied social contexts—such as academic, professional, and informal interactions—the videos help learners understand not only the linguistic forms of refusals but also the pragmatic strategies required to maintain politeness and minimize face-threatening effects. This supports El-Dakhs (2020) assertion that explicit and contextualized instruction is essential for mastering refusal speech acts. Despite these positive outcomes, this study is limited to the development and validation stages and did not include experimental implementation to measure learning outcomes. Future research should examine the effectiveness of the developed videos in improving learners' pragmatic performance through classroom implementation and experimental designs, as well as extend animated media development to other speech acts in EFL instruction.

Despite these positive outcomes, this study has several limitations. The research focused solely on the development and validation stages and did not include

classroom implementation or experimental testing of learning outcomes. As a result, the impact of the animated videos on students' actual pragmatic performance was not measured. Future research should implement the developed videos in instructional settings and examine their effectiveness in improving learners' pragmatic competence through experimental or longitudinal designs. Additionally, further studies may explore the development of animated media for other speech acts to expand the scope of pragmatic instruction in EFL contexts.

CONCLUSION

The findings of this study indicated that the animated video developed for teaching refusal speech acts fulfilled the criteria of validity as an instructional medium. Validation from media, material, and teaching experts consistently showed that the product met the expected standards of design quality, content relevance, and pedagogical appropriateness. The inclusion of varied situational settings, engaging animated characters, and carefully selected background music contributed to these high scores, demonstrating that the product was not only visually appealing but also aligned with the learning objectives of refusal speech act instruction. The positive assessments from all three expert validators confirmed that the videos were suitable to be used as valid supporting material in English language teaching, particularly in the area of pragmatics.

In addition to expert judgments, the development process was strengthened by direct input from students through needs analysis and response questionnaires. Their feedback guided the selection of scenarios, dialogue styles, and visual elements, ensuring that the final product reflected actual students' preferences.

These findings also show that animated videos can bridge the gap between students' knowledge of language forms and their ability to use them appropriately in real situations. The videos help students see how language functions in context and encourage them to reflect on how refusals should be expressed politely and naturally. In addition, the use of multimedia-based learning supports current classroom practices that promote student engagement and independent learning in EFL settings. By integrating authentic refusal situations and culturally appropriate expressions into the media, the animated video provided a valid representation of real communication patterns that EFL students need to master. Based on these results, the animated video can be recognized as a valid and well-designed instructional resource for teaching refusal speech acts, and it provides a strong foundation for future studies to develop or adapt similar multimedia materials for other pragmatic features or speech acts in English language learning.

CONFLICT OF INTEREST

The authors declare no financial or non-financial conflicts of interest related to the content of this manuscript.

AUTHOR (S) CONTRIBUTION

Rika, R.: Conceptualization (lead), methodology (lead), data collection (lead), data analysis (lead), writing – original draft (lead). **Purwanti, I.T.:** Methodology (supporting), supervision (lead), review (lead), editing (lead). **Daud, A.:** Methodology (supporting), supervision (supporting), review (supporting), editing (supporting).

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