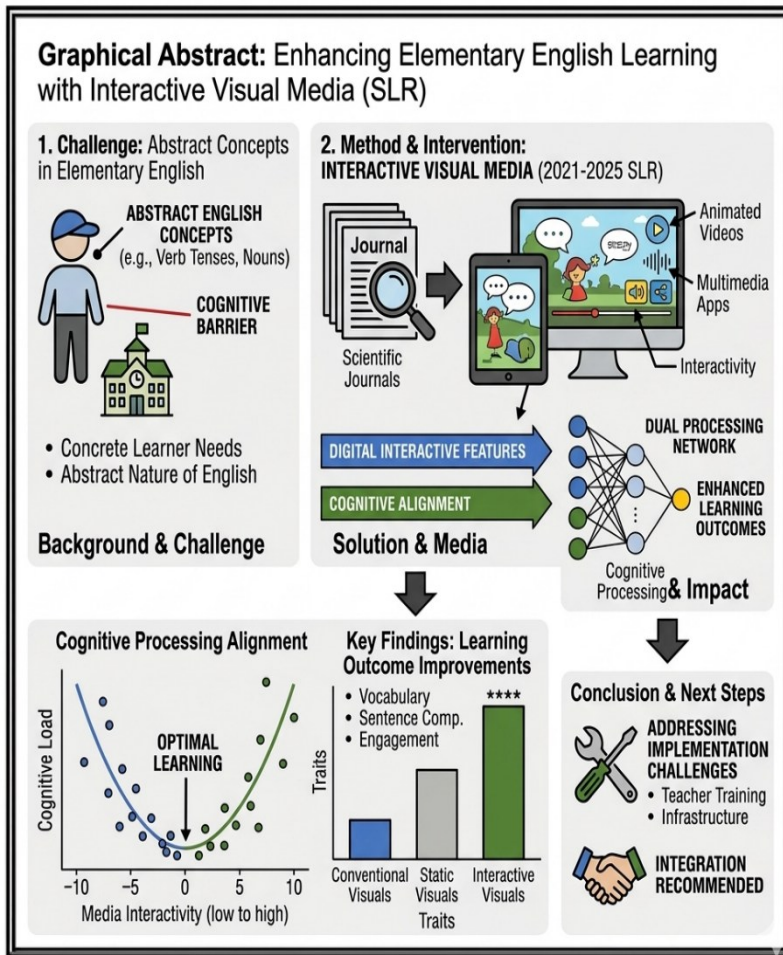


The Role of Interactive Visual Media in Improving English Language Understanding in Elementary School Students

Graphical Abstract



Authors

Tiarnita Maria Sarjani Br. Siregar, Nadya Tesalonika Simbolon, Rahmayani, Ernita Pasaribu.

Correspondence

lian.nita2010@gmail.com

This manuscript is categorized as a Review Article using a Systematic Literature Review (SLR) approach.

To cite this article:

The Role of Interactive Visual Media in Improving English Language Understanding in Elementary School Students (T. M. S. B. Siregar, N. T. Simbolon, R. Rahmayani, & E. Pasaribu, Trans.). (2026). *Universal Humanities Journal (UHUM)*, 1(2), 35-43. <https://ejournal.yayasanummahaminahlibdhamaal.org/index.php/uhum/article/view/42>

The Role of Interactive Visual Media in Improving English Language Understanding in Elementary School Students

Tiarnita Maria Sarjani Br. Siregar ¹, Nadya Tesalonika Simbolon ², Rahmayani ³, ...
Ernita Pasaribu ⁴

¹ Faculty of Education, State University of Medan, Medan State University, Indonesia, Email, lian.nita2010@gmail.com

² Faculty of Education, State University of Medan, Medan State University, Indonesia, Email, nadyasimbolon021@gmail.com

³ Faculty of Education, State University of Medan, Medan State University, Indonesia, Email, rahmayani123@mhs.unimed.ac.id

⁴ Faculty of Education, State University of Medan, Medan State University, Indonesia, Email, pasaribuernita516@gmail.com

ABSTRACT

ARTICLE INFO

Received: 04-07-2026
Accepted: 04-10-2026
Published Online: 04-10-2026

Correspondent:
lian.nita2010@gmail.com

Available online at:
<https://ejournal.yayasanumamahaminahalibdhamaal.org/index.php/>

Keywords

1. Interactive visual media
2. English learning
3. Elementary school
4. Student engagement
5. Systematic literature review

Copyright (c) 2026
Tiarnita Maria Sarjani Br. Siregar, Nadya Tesalonika Simbolon, Rahmayani Rahmayani, Ernita Pasaribu (Author)



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

Background: English plays a crucial role as a global language and is introduced at the elementary school level to build foundational language skills. However, young learners often face difficulties in understanding English due to its abstract nature and their cognitive characteristics, which favor concrete and visual learning. In response, interactive visual media has emerged as an innovative approach that integrates images, animation, audio, and interactivity to enhance students' comprehension and engagement. Despite numerous studies on this topic, a comprehensive synthesis is needed to understand the overall role and effectiveness of such media in elementary English learning.

Method: This study employed a Systematic Literature Review (SLR) with a descriptive qualitative approach. Relevant articles published within the last five years (2021–2025) were systematically collected from scientific journals using specific inclusion criteria. The selected studies were analyzed to identify patterns, trends, and key findings related to the use of interactive visual media in elementary school English learning.

Results: The findings indicate a significant shift from conventional visual media to digital interactive media, such as animated videos and multimedia applications. Interactive visual media has been consistently shown to improve students' vocabulary acquisition, comprehension of simple sentences, and understanding of English instructions. Additionally, the use of such media enhances student engagement, including attention, enthusiasm, and active participation. The combination of visual and auditory elements supports dual processing, making learning more effective and meaningful. However, challenges such as limited technological facilities, insufficient teacher competence, and time constraints remain barriers to optimal implementation.

Conclusion: Interactive visual media plays a vital role in improving English language understanding among elementary school students by bridging abstract language concepts with concrete representations. It not only enhances cognitive learning outcomes but also increases student engagement. Therefore, integrating interactive visual media into English instruction is highly recommended, supported by adequate infrastructure, teacher training, and effective instructional planning.

Introduction

English functions as a global means of communication and has a significant role in the field of education (Richards, 2017). At the elementary school level, early introduction to English is expected to establish a strong foundation of language skills, enabling students to more easily adapt to global developments. This is in line with research published in the *Journal of Education and Instruction (JOEAI)*, which confirms that the use of interactive learning media in English lessons in elementary schools contributes to improving the quality of learning and active student engagement. In the digital era, teachers are required not only to deliver material but also to utilize technology as a means of supporting innovative and engaging learning.

The advancement of information technology has transformed traditional learning approaches into more interactive and multimedia-oriented practices (Mayer, 2021). Research published in the *Journal of Informatics Engineering* shows that developing Android-based interactive multimedia using the Multimedia Development Life Cycle (MDLC) approach can create a more enjoyable and understandable learning experience for elementary school students. Interactive media that integrates text, visuals, animation, audio, and digital evaluation features has been shown to enhance students' interest and support their understanding of English material.

Based on various previous studies, the use of interactive media in English learning in elementary schools encompasses various forms, including fully digital forms such as interactive PowerPoint, Articulate Storyline, Android applications, and educational games like Snakes and Ladders and vocabulary cards. These results demonstrate a consistent trend of improvement in students' motivation, vocabulary acquisition, and overall learning outcomes. Furthermore, the integration of learning methods such as Total Physical Response (TPR) also strengthens learning effectiveness because it involves physical activity and direct student response in the learning process. Although various studies have examined the effectiveness of interactive media in English learning, a comprehensive synthesis is needed to identify patterns, trends, and the most relevant forms of media used in elementary schools. Therefore, this study aims to systematically review various studies related to the use of interactive learning media in English subjects in elementary schools, thereby providing a comprehensive overview of their role, effectiveness, and development in the context of elementary education.

Literature Review

The concept of interactive visual media in elementary school english learning

Learning media can be described as various tools used to deliver instructional messages and information that can stimulate students' attention, interest, thinking processes, and emotions. In the context of English learning in elementary schools, media plays a crucial role because foreign languages are abstract for children who lack prior linguistic experience. Therefore, the use of visual media is a relevant approach to bridging student understanding.

Visual media are generally defined as instructional tools that primarily involve the sense of sight, such as images, illustrations, graphs, diagrams, and other visual symbols. With the development of educational technology, visual media is no longer limited to static (conventional) forms, but has evolved into interactive visual media. Interactive visual media refers to instructional media that integrate visual components with supporting elements such as audio, animation, text, and interactive features, so students can interact directly with the material presented. The interactive aspect may appear in features such as navigation menus, automated quizzes, instant feedback, or simple simulations.

In English learning in elementary schools, interactive visual media generally takes the form of animated learning videos, application-based multimedia, interactive PowerPoint presentations, and digital platforms that combine images and sound. Theoretically, interactive visual media aligns with the principles of multimedia learning, where presenting material through a combination of visual and verbal cues helps students understand information more effectively. When students view images or animations while simultaneously hearing English pronunciations, meaning is reinforced through dual processing, facilitating comprehension and memory retention.

Furthermore, English learning at the elementary school level emphasizes mastery of basic vocabulary, comprehension of simple sentences, and the ability to comprehend spoken instructions. Interactive visual media provides concrete situational context through dynamic visual representations. Thus, students not only memorize words or sentence structures but also understand their use in specific situations. This aligns with the communicative approach to language learning, which emphasizes the meaning and context of language use.

Cognitive characteristics of elementary school students and learning engagement in english language learning

English learning in elementary school is inseparable from the characteristics of students' cognitive development. Elementary school students tend to understand learning material more easily when presented in concrete or visual forms that they can see and observe directly. Abstract concepts, such as foreign language vocabulary, are often difficult for students to understand without visual support.

In this context, the relationship between visuals and concrete thinking becomes an important theoretical foundation. Visualization helps students establish direct connections between linguistic symbols (English words or sentences) and real objects or events. For example, when students learn the word "apple" accompanied by a picture or animation of an apple, they form stronger associations with meaning than when simply reading the word in text. Visual representations function as a link between students' concrete experiences and language symbols.

In addition to cognitive aspects, student engagement is also a crucial factor in English learning. Student engagement encompasses three main dimensions: attention (focus on learning), enthusiasm (interest and motivation), and activeness (participation in learning activities). Various studies have shown that learning involving visual and interactive stimuli tends to enhance all three aspects.

Student attention increases when learning presents engaging and dynamic visual elements. Enthusiasm grows when students find learning enjoyable and stress-free. This engagement emerges when students are given the opportunity to interact directly through quizzes, language games, or picture-to-word matching activities. Theoretically, high engagement contributes to deeper information processing, thus positively impacting comprehension and learning outcomes.

In English learning, student engagement is closely linked to language comprehension. When students actively respond to instructions, answer questions, or imitate dialogue in interactive media, they simultaneously practice their listening and speaking skills. This process strengthens vocabulary and sentence structure naturally without the pressure of excessive memorization.

Method

This research applied a Systematic Literature Review (SLR) method using a descriptive qualitative approach to identify, examine, and synthesize various studies related to the use of interactive visual media in English learning in

elementary schools. The review process was carried out systematically through the stages of determining the focus and inclusion criteria for articles, searching for literature using relevant keywords in scientific journals over the past five years, selecting articles based on topic suitability and research quality, and analyzing content to group findings into main themes. The collected data were analyzed qualitatively by identifying patterns, trends, and similarities across the selected studies.

Results and Discussion

The development of interactive visual media in english learning in elementary schools

Over the past five years (2021–2025), the development of English language learning media in elementary schools has shown significant changes, particularly in the use of visual media. While previously learning relied primarily on conventional visual media such as printed images, posters, flashcards, and illustrations in textbooks, there has now been a shift toward digital-based interactive visual media. Conventional media tends to be static and one-directional, where students only observe images or read text without engaging in direct interaction. At this stage, visuals function more as a tool to aid teacher explanations, rather than as a means of active learning exploration for students. Meanwhile, over the past five years, various studies have shown that visual media no longer simply displays images but has evolved into media that integrates elements of animation, sound, interactive navigation, and automated feedback.

This change did not occur suddenly but was influenced by several factors, including the increased integration of technology in schools, the need for more engaging learning post-pandemic, and curriculum demands that encourage competency-based learning and 21st century skills. Currently, interactive visual media is developed to actively involve students in the learning process. Visuals no longer stand alone, but are combined with audio (pronunciation and dialogue), moving animations, navigation buttons, and interactive quizzes that provide immediate feedback. Thus, English learning is no longer passive but encourages students' cognitive and emotional engagement.

Two types of interactive visual media most frequently featured in research journals on English learning in elementary schools are interactive animated videos and digital multimedia (apps and interactive PPTs). Interactive animated videos are widely used because they can present a more realistic language context. Through animation, students can see conversational situations, character expressions, and vocabulary usage in everyday contexts. These types of videos are usually

complemented by subtitles, native speaker or teacher voices, and interactive questions that appear during the presentation. Recent studies have shown that interactive animated videos effectively improve listening skills, pronunciation, and enrich students' vocabulary. This occurs because students receive stimuli through both visual and auditory channels, making information easier to understand and remember.

In addition to animated videos, interactive digital multimedia such as learning apps and interactive PPTs are also being widely developed and researched. This multimedia typically combines text, images, animation, audio, and click-through features that allow students to interact directly. In one medium, students can learn new vocabulary, listen to pronunciation, complete image-to-word matching exercises, and even answer quizzes with automated feedback. The advantage of digital multimedia lies in its flexibility; it can be used in class via projector or independently on students' personal devices. Numerous studies have shown that interactive multimedia increases learning motivation, extends students' attention span, and helps them understand material more systematically and enjoyably.

The dominant use of interactive animated videos and digital multimedia in the past five years is inseparable from the characteristics of English learning in elementary schools. Language as a subject requires not only conceptual understanding but also integrated listening, speaking, reading, and writing skills. Interactive visual media can support all four skills simultaneously. For example, when students watch animated videos, they practice listening and pronunciation; when reading subtitles, they develop reading; when answering questions or imitating dialogue, they practice speaking. Thus, interactive visual media provides a more comprehensive learning experience than conventional media that focus solely on vocabulary memorization.

Another reason why this media is widely used is its suitability to the developmental characteristics of elementary school students. At this age, children are in the concrete operational stage, so they understand things they can see and hear directly more easily than abstract text. Elementary school students tend to prefer color, movement, sound, and exploratory activities. Interactive visual media can meet these needs by presenting learning in a dynamic and engaging way. Furthermore, the use of animation and interactive games can also reduce student anxiety in learning English, which is often perceived as difficult and boring.

It would be impossible if it were taught solely through lectures or memorization. From a

theoretical perspective, this development strengthens the application of multimodal learning theory and multimedia cognitive theory, which emphasize that information is more effectively processed when presented through a combination of visual and verbal methods. In the context of English learning, the integration of images, sound, and text helps build stronger associations of meaning. This forms the theoretical basis for explaining why interactive visual media is more effective than conventional visual media. However, most research still focuses on product development and media feasibility testing. Therefore, there are opportunities for new research, for example, by examining the long-term effectiveness of using interactive visual media, comparing the effectiveness of different media types, or integrating them with specific learning models to examine their impact on language skills in greater depth.

Thus, the development of interactive visual media in English learning in elementary schools demonstrates a clear transformation from static media to dynamic, interactive, and technology-based media. Interactive animated videos and digital multimedia have become the most dominant forms in various studies because they are relevant to student characteristics, support multimodal learning, and have been shown to improve motivation and learning outcomes. This development not only reflects technological progress, but also shows a change in the paradigm of English language learning which is increasingly oriented towards active, contextual, and meaningful learning experiences.

The role of interactive visual media in helping elementary school students' english comprehension

Various studies have shown that interactive visual media plays a significant role in aiding elementary school students' English comprehension. This media not only serves as a tool for delivering material but also as a cognitive tool that bridges the gap between the abstract nature of a foreign language and the concrete thinking of elementary school-aged children. Based on a synthesis of several national journals, interactive visual media has been proven to help students understand vocabulary, the meaning of simple sentences, and instructions in English more effectively than conventional text-based and lecture-based methods.

One of the main functions of interactive visual media is to support students in acquiring vocabulary. Vocabulary is the foundation of English learning in elementary school. However, for students aged 7-12, foreign language words often feel abstract because they lack direct references in their daily experiences. Through interactive visual media such as animated videos, moving images, and

digital multimedia, new words are presented not only in text but also with concrete illustrations, pronunciation sounds, and contextualized usage. Several journals have shown that when students see a picture of a "doctor" accompanied by an animation of someone examining a patient and hear the pronunciation, they understand and remember the meaning of the word more quickly than simply reading a vocabulary list. These visual elements help students create direct connections between words and real-life objects, thus strengthening their long-term memory retention.

In addition to vocabulary, interactive visual media also helps students understand the meaning of simple sentences. In elementary school English lessons, students are introduced to basic sentence structures such as "This is a cat," "She is my mother," or "I go to school every day." For students who are still in the early stages of language learning, the different word order in English from Indonesian can cause confusion. Interactive visual media plays a role by presenting these sentences in a situational context through animation or moving images. For example, when the sentence "She is reading a book" is shown alongside an animation of a girl reading, students can immediately connect the sentence structure with the action they see. Several studies have concluded that the use of contextual animation helps students understand the relationship between subjects, verbs, and objects more intuitively, without the need for complex grammatical explanations.

Another important role is helping students understand instructions in English. Instructions such as "Open your book," "Listen carefully," "Repeat after me," or "Circle the correct answer" are often used in learning. Without visual support, students with limited vocabulary may struggle to understand these instructions. Interactive visual media can display instructions accompanied by visual demonstrations or specific icons. For example, when the command "Listen and repeat" appears, the screen displays an ear icon and an animated speaking character, which the student then follows. Several journals report that students who learn with interactive visual aids demonstrate faster and more accurate responses to English instructions than those who receive only verbal instructions.

Cognitively, the effectiveness of interactive visual media in aiding English comprehension is closely related to elementary school children's concrete thinking. At this stage of development, children more easily understand something they can see, hear, and observe directly. Abstract concepts tend to be difficult to process without the aid of concrete representations. Interactive visual media provides this representation through a combination of images, color, movement,

and sound. When verbal information (English words or sentences) is combined with relevant visual information, the process of strengthening meaning occurs through two processing pathways simultaneously. This allows students not only to memorize word forms but also to truly understand their meaning in context.

Several consistent patterns of results emerged from the various journals analyzed. First, the use of interactive visual media significantly improved students' vocabulary comprehension scores compared to learning without digital media. Second, students demonstrate a better understanding of simple sentences when the material is presented in the form of animation or contextual multimedia. Third, students respond more quickly and accurately to English instruction when the instruction is accompanied by visual support. In addition to cognitive improvements, most studies also note increased student motivation and engagement during the learning process.

Thus, interactive visual media plays a strategic role in bridging the language gap. abstract foreign language and the concrete thinking skills of elementary school students. Through contextual and interactive visualizations, students not only passively receive information but are actively involved in the process of understanding the meaning of words, sentences, and instructions. Findings from various journals indicate that interactive visual media is not merely a learning supplement but a crucial component in creating a more effective, meaningful, and developmentally appropriate understanding of English for elementary school students.

Elementary school students' responses and involvement to the use of interactive visual media

Various studies have shown that the use of interactive visual media in English learning in elementary schools not only improves learning outcomes but also influences student response and engagement throughout the learning process. Student responses can be seen in increased attention, enthusiasm, and active participation in learning activities. Based on a synthesis of several research articles, interactive visual media consistently creates a more lively and participatory classroom atmosphere than conventional lecture- and textbook-based learning.

One of the most prominent responses is increased student attention. Elementary school children have relatively short attention spans and are easily distracted, especially when lessons are monotonous. Interactive visual media, which combine color, animation, sound, and movement, can capture students' attention for longer periods. Several studies have reported that when teachers use

animated videos or interactive multimedia, students tend to focus their eyes on the screen, follow the material more intently, and reduce chatting or playing alone. Moving visuals and dynamic sound provide stimuli that are suited to children's learning characteristics, maintaining their attention throughout the learning process.

In addition to increased attention, students' enthusiasm also shows a significant increase. This enthusiasm is evident in students' more enthusiastic expressions, more active verbal responses, and a willingness to try answering questions or following instructions in English. Several research articles have shown that students demonstrate greater curiosity when material is presented through animations or interactive quizzes compared to when teachers only explain verbally. Interactive visual media creates a fun and less stressful learning experience, so students are more confident in trying to pronounce vocabulary or answer questions in English. This is important because self-confidence is a key factor in learning a foreign language.

Student engagement is also an important indicator of engagement in learning. Interactive visual media typically provides features that encourage direct participation, such as multiple-choice quizzes, matching images to words, filling in the blanks, or imitating dialogue from videos. Various studies have found that students raise their hands more often, answer questions, and engage in group discussions when learning uses interactive media. These activities demonstrate that students are not merely recipients of information but also active participants in the learning process. This engagement contributes to a more meaningful learning experience.

The relationship between student engagement and English comprehension has also been consistently demonstrated in several articles. These studies show that when students' attention, enthusiasm, and activeness increase, their comprehension of vocabulary, simple sentences, and English instructions also improves. High engagement allows students to process information more deeply, rather than simply passively listening or viewing. For example, when students actively answer interactive quizzes or imitate animated dialogue, they indirectly practice their listening and speaking skills while strengthening their memory of the vocabulary learned. In other words, engagement acts as a bridge between media use and improved learning outcomes.

Similar patterns of findings from various articles point to several general conclusions. First, interactive visual media consistently increases student attention during learning. Second, students demonstrate greater enthusiasm, and the classroom

atmosphere becomes more conducive and enjoyable. Third, student activeness in answering, asking questions, and following instructions increases significantly compared to conventional methods. Fourth, this increased engagement is positively correlated with improved comprehension of English material. Although the research contexts and types of media used vary, the results show similar trends.

Overall, elementary school students' responses and engagement with the use of interactive visual media indicate that these media serve not only as visual aids but also as triggers for motivation and active participation in English learning. When students feel engaged and engaged, the learning process becomes more effective and meaningful. Therefore, the use of interactive visual media can be viewed as a pedagogical strategy capable of integrating cognitive and affective aspects in English learning in elementary schools.

Challenges of using interactive visual media in english learning in elementary schools

Although numerous studies over the past five years have shown that interactive visual media effectively increases student comprehension and engagement in English learning, its implementation in elementary schools is not without challenges. Literature reviews from several articles indicate that the successful use of interactive visual media is heavily influenced by supporting factors within the school environment. Some of the most frequently encountered obstacles include limited facilities, teacher preparedness in managing digital media, and limited classroom time. These challenges need to be comprehensively understood so that the use of interactive visual media is not only innovative, but also sustainable and effective.

One major obstacle frequently encountered is limited facilities and infrastructure. Not all elementary schools have adequate access to technological devices such as projectors, laptops, speakers, or a stable internet connection. In some schools, the use of interactive visual media still relies on a single device for continuous use, reducing learning flexibility. Furthermore, technical obstacles such as power outages, network disruptions, or incompatible devices often hinder the smooth learning process. Several articles report that when technical problems occur, teachers tend to revert to conventional methods because they are more practical and do not require complex technological preparation. This indicates that the availability of facilities is a fundamental factor determining the success of interactive visual media implementation.

The second obstacle relates to teacher readiness and competence. The use of interactive visual media requires not only the ability to operate

the device but also the ability to design and integrate it pedagogically into learning. Several studies have shown that some teachers still lack confidence in using digital technology, especially those unfamiliar with interactive learning applications or platforms. Lack of training and mentoring also impacts teacher readiness. In some cases, the media used merely functions as a video player without any follow-up interactive activities that actively engage students. This suggests that teachers' digital and pedagogical competence plays a significant role in determining the quality of interactive visual media use in the classroom.

In addition to facilities and teacher readiness, limited learning time also poses a challenge. In elementary schools, time allocated for English lessons is often limited, requiring teachers to strategize to ensure that the use of interactive visual media does not consume too much time. Several articles have noted that the process of preparing devices, setting up technical settings, and transitioning between digital activities can be quite time-consuming. If not managed properly, this can reduce the time available for discussion or student practice. Furthermore, the use of overly complex media can also lead students to focus more on technical aspects than on the language learning objectives themselves. Although these obstacles are frequently encountered, a number of studies offer solutions or strategies to overcome them.

Regarding limited facilities, some researchers suggest using simple yet interactive media, such as offline interactive PowerPoint presentations that do not require an internet connection. Teachers can also maximize available devices through group work, allowing multiple students to use one device simultaneously. Furthermore, collaboration between teachers in sharing digital learning media is considered effective in reducing the burden of individual media development.

Regarding teacher preparedness, many studies emphasize the importance of ongoing training and professional development. Workshops, training on the use of learning applications, and mentoring in designing curriculum-based interactive media are frequently recommended. Researchers also recommend that teachers focus not only on technical aspects but also on understanding pedagogical principles in media use, such as suitability to learning objectives, student characteristics, and evaluation of learning outcomes. This way, interactive visual media becomes more than just a means of entertainment but truly supports the achievement of language competencies.

To address time constraints, several articles recommend more thorough planning before the

lesson begins. Teachers are encouraged to prepare devices and media in advance to avoid wasting time during class. Furthermore, media use should be focused on sections of the material that require visualization or interaction. High-quality materials should not be used excessively throughout the entire learning session. This approach allows for efficient time management without compromising the quality of the student learning experience.

Overall, the challenges of using interactive visual media in English learning in elementary schools demonstrate that the success of technological innovation depends not only on the sophistication of the media but also on the readiness of the supporting system. Findings from various articles generally indicate that the main obstacles lie in facilities, teacher competence, and time management. However, with appropriate strategies such as media simplification, teacher training, and thorough lesson planning, the use of interactive visual media can still be optimized. Thus, existing challenges are not obstacles but rather the basis for improvement for more effective and sustainable implementation.

Conclusion

Based on the results of the literature review, it can be concluded that over the past five years, there has been significant development in the use of interactive visual media in English learning in elementary schools. This development is marked by a shift from conventional visual media such as printed images and vocabulary cards to more interactive digital-based media, such as animated learning videos, interactive PowerPoint presentations, and multimedia applications. This change demonstrates an adaptation to technological developments as well as the need for more engaging and contextual learning for elementary school students.

In terms of its role, interactive visual media has been proven to help students understand vocabulary, simple sentences, and instructions in English. The combination of visual and audio elements makes it easier for students to connect the meaning of words with concrete objects or situations, making abstract material easier to understand. The suitability of visual media to the concrete thinking characteristics of elementary school-aged children is a crucial factor supporting the effectiveness of English learning.

Furthermore, various studies have shown consistent findings regarding student response and engagement. The use of interactive visual media increases students' attention, enthusiasm, and activeness during the learning process. This high level of engagement positively contributes to

material comprehension and English learning outcomes, as students not only passively receive information but also directly interact with the learning materials.

However, the implementation of interactive visual media still faces several challenges, such as limited technological facilities in schools, teacher readiness and competence in managing digital media, and limited learning time. Therefore, it is necessary to provide sufficient facilities, continuous teacher training, and well-planned learning strategies.

References

- Abshari, I. N., Yurisma, D. Y., & Karsam. (2023). Media Pembelajaran Interaktif Bahasa Inggris bagi Siswa Kelas III dan IV SD. *Jurnal Desain Komunikasi Kreatif*, 59-73.
- Agustina, M., Pramono, S. E., Yulianto, A., Sumartiningsih, S., & Yuwono, A. (2025). Penggunaan Media Pembelajaran Interaktif Dalam Mata Pelajaran Bahasa Inggris Di Sekolah Dasar. *JOEAI (Journal of Education and Instruction)*, 126-136.
- Aurellia, C., & Saputra, E. R. (2025). Media Pembelajaran ICT Berbasis Video Animasi Interaktif Bahasa Inggris di Kelas III SD. *Jurnal Pendidikan dan Pembelajaran Dasar*, 71-86.
- Bulu, M. M., Dewi, N. P., & Fatmawan, A. R. (2025). Integrating Learning Media to English Vocabulary Acquisition in Elementary School. *Original Article*, 4113-4127.
- Gayatri, N. N., Suarjana, I. M., & Antara, P. A. (2025). Interactive Learning Media Based on Educational Games to Improve the Reading Skills of First-Grade Elementary School Students. *Jurnal Pedagogi dan Pembelajaran*, 334-344.
- Harahap, M. K., & Harahap, D. K. (2024). Media Pembelajaran Interaktif Bahasa Inggris Untuk Siswa Sekolah Dasar. *JKIP: Jurnal Keguruan Dan Ilmu Pendidikan*, 54-60.
- Hidayat, T. &. (2021). Digital Learning Media and Student Engagement in Primary School English Classrooms. *International Journal of Instruction*, 657–672.
- Kholisoh, N., Rahmawati, E., Al-Aidrus, F. M., & Fauziah, G. E. (2024). Pengembangan Media Audio Visual Berbasis Powerpoint untuk Meningkatkan Kemampuan Menghafal Kosakata Bahasa Inggris di Sekolah Dasar. *SITTAH: Journal of Primary Education*, 87-102.
- Lestari, M. &. (2023). Interactive Video-Based Learning to Improve Listening Skills of Young Learners. *Journal of Primary Education Research*, 45-56.
- Nur, K. K., & Ratri, D. (2025). Comparative Study of Two English Storytelling Learning Media for 4 to 5 Grader Primary School Students with Eric Hill's Picture Book 'Spot Goes to the Beach'. *J. Vis. Art & Des*, 175-187.
- Palupi, L., Simanjuntak, E. B., Batubara, M. A., Situmorang, D. G., Ginting, P. R., Turnip, T. T., & Lubis, A. P. (2025). Efektivitas Penggunaan Media Visual dalam Pembelajaran Kosakata Jobs Pada Siswa Sekolah Dasar. *Jurnal Pendidikan Tambusai*, 9685-9688.
- Putra, I. G. (2022). Multimedia-Based Learning in Elementary English Education: A Systematic Review. *Journal of Educational Technology*, 305-318.
- Putri, Z. E., Cahyanti, D. N., Aida, N., & Hidayani, S. (2025). Listening Made Fun: How Short English Cartoons Enhance Young Learners'

Comprehension. *ELEMENTARY: Jurnal Inovasi Pendidikan Dasar*, 346-353.

Rahmawati, F. &. (2024). The Use of Animated Media in Enhancing English Learning Motivation for Elementary Students. *Jurnal Pendidikan Bahasa*, 210-220.

Sabrina, S., Herlina, H., & Hasanah, U. (2025). Pengembangan Multimedia Interaktif Genially Berbasis Guided Reading Pada Pembelajaran Bahasa Inggris Kelas V Sekolah Dasar. *Jurnal Pendidikan Sekolah Dasar*, 205-221.

Sangian, F. M., Kaunang, S. T., & Rumagit, A. M. (2024). Development of Interactive Multimedia Learning English for Primary School Grade 6. *Jurnal Teknik Informatika*, 239-250.

Sari, N. P. (2022). The Effect of Interactive Multimedia on Elementary Students' English Vocabulary Mastery. *Journal of English Language Teaching and Learning*, 101-110.