

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Airport

Airport is a crucial concept in the air transportation sector, particularly in the context of English vocabulary learning related to aviation. According to the Regulation of the Minister of Transportation of the Republic of Indonesia Number PM 39 of 2019, airport is defined as everything related to the administration of airports and other activities in performing the functions of safety, security, smoothness, and order of air traffic flow, passengers, cargo and/or mail, inter- and/or intra-modal transfer points, and enhancing national and regional economic growth (*Peraturan Menteri Perhubungan Republik Indonesia*, 2019, Article 1 Paragraph 1). Within the national airport system, airports serve a wide range of roles, including as nodes in the transportation network, gateways for economic activity, intermodal transfer points, drivers of industry, and tools to connect isolated regions and reinforce national sovereignty (Article 5). Additionally, an airport is defined as a specific area of land or water (including buildings, installations, and equipment) intended wholly or in part for the arrival, departure, and surface movement of aircraft (International Civil Aviation Organization).

The function of airports is divided into two main aspects: as locations for governmental activities and for commercial operations, which involve both state institutions and business entities (*Peraturan Menteri Perhubungan Republik Indonesia*, 2019, Articles 12–14). The function of airports in the national airport system is not limited to aviation activities but also includes a strategic role in facilitating administrative and economic functions. As a site for governmental operations, an airport supports the duties of immigration, customs, and quarantine offices, which serve the public directly (Article 13). Meanwhile, as a business location, an airport provides opportunities for enterprises to operate in various sectors such as air transportation, facility commercialization, and supporting services (Article 14). This shows that

airports are not merely transportation facilities but are integrated centers for economic and governmental activity.

In the context of contextual English learning, these airport functions serve as an essential background for developing airport vocabularies materials. By presenting the real-world context of vocabulary such as immigration or boarding gate in relation to the actual functions of an airport, learners can better understand and connect the language to real-life usage.

2.2 Vocabulary Comprehension

Vocabulary is a fundamental component in second language acquisition, and an important prerequisite in speaking, reading, writing, and listening skills. According to Schmitt (2000), to truly understand a word, learners need to know not only its meaning, but also the meaning of the word, the written form of the word, the spoken form of the word, the grammatical behaviour of the word, the collocations of the word, the register of the word, the associations of the word, and the frequency of the word (Schmitt, 2000).

Sekhar and Rao (2021) stated that vocabulary not only includes aspects of form and meaning, but also how it is used in real communication situations. Research by Armelia et al. (2024) showed that the use of interactive methods, such as card games, can significantly improve students' vocabulary retention ability. This finding is reinforced by the research of Nata et al (2024) who highlighted the importance of integrating visual media, music, and play activities in creating a fun learning atmosphere, thus increasing students' motivation and active engagement. Vocabulary itself is a crucial element in the language learning process, because mastering a language means understanding and using terms and words related to the context in which they are used.

Vocabulary comprehension is a fundamental aspect of language acquisition, especially in the context of learning English as a foreign language. This understanding does not only include knowledge of words, but also involves strategies in recognising, remembering, and using vocabulary effectively. Alahmadi and Foltz (2020) explain that it includes knowledge of

the processes and strategies used in vocabulary learning, as well as the actions taken by learners to:

- (a) know the meaning of unfamiliar words,
- (b) store the words in long-term memory,
- (c) recall them when needed, and
- (d) use them in both oral and written forms.

Schmitt (2000) explains that understanding a word not only includes its single meaning, but also various other complex aspects, such as form, usage, collocation, and frequency. The potential knowledge that can be known about a word is rich and complex (Schmitt, 2000). Nation (1990) as quoted by Schmitt (2000) divides vocabulary comprehension into two main categories: receptive knowledge and productive knowledge. Receptive knowledge includes the ability to recognise and understand a word when reading or listening, while productive knowledge includes the ability to use the word actively in speaking or writing.

Vocabulary comprehension is also incremental, where students do not immediately master all aspects of a word at one time (Schmitt, 2000). Therefore, vocabulary learning should provide contextualised exposure and repeated use so that aspects of word knowledge develop gradually. Vocabulary understanding, in this context, includes the ability to recognise (receptive) and produce (productive) words in various forms and contexts. Words like airport, check-in, and boarding pass need not only to be recognised visually and audibly, but also understood functionally in real interactions.

The implementation of vocabulary comprehension development in English language learning can be done through various strategies. One effective method is the use of interactive media such as pictures, music, songs, and picture books, which are proven to increase student motivation and engagement (Nata et al., 2024). In the context of producing a learning video series themed Airport Vocabularies, the application of these strategies allows learners to not only recognise terms such as check-in counter or boarding gate, but also understand and use these terms appropriately in the context of real communication in the

airport environment. Therefore, learners are expected to be able to develop their English competence in a more comprehensive.

2.3 Learning Video

Video is defined as an audiovisual medium that combines visual (moving images) and audio (narration, music, sound effects) elements to dynamically convey information (Montero & Rodgers, 2019). In an educational context, video acts as a means of delivering learning content that utilises multimodality the interaction between text, images and sound to enhance cognitive processing (Mayer, 2002). The uniqueness of video lies in its ability to represent authentic situations, such as real-life conversations or cultural contexts, making it suitable for language learning (Montero & Rodgers, 2019).

Learning videos are a combination of these two elements, specifically designed to support learning objectives. Mayer (2002) explains that learning videos work effectively because they combine verbal (words) and visual (images or animations) elements in one structured presentation. Ronald (2009) adds that the use of video in teaching is very effective because it is able to attract attention, stimulate various types of intelligence, and strengthen retention and understanding of learners. Videos are able to bridge different learning styles and create a more lively and interactive learning experience. By combining narration, visualisation, and sometimes accompanied by music or sound effects, learning videos can facilitate a more enjoyable and meaningful learning process for learners. According to Varchenko., et al. (2019), learning videos have an advantage because conveying information through audio and visual simultaneously is more effective than regular lectures or reading textbooks.

The implementation of English language learning videos involves strategies such as material selection, content enrichment, and evaluation. Firstly, video materials should be tailored to learners' proficiency levels-for example, animations with subtitles for beginners or documentaries without captions for advanced levels (Montero & Rodgers, 2019). Second, content

enrichment can be done by adding features such as enhanced captions to highlight key vocabulary or grammatical structures (Mayer, 2001). Thirdly, evaluation includes post-viewing activities, such as group discussions or conversation simulations, to apply the learned vocabulary.

In the context of higher education and professional training, it is important to consider the length of the learning video to suit the attention span of the adult audience. Anderson (2022) emphasizes that “motion media is most effective when it is short, to the point, and allows for interaction or reflection.” He suggests that short video lengths are much more effective in triggering active learning (Anderson, p. 284, 2022). Meanwhile, according to Guo et al. (2014), short learning videos, especially those under 6 minutes, are more effective in maintaining student engagement. Their research shows that student attention tends to decrease significantly when videos are too long, so concise duration is an important factor in video-based learning. This length is sufficient to convey the material in its entirety without decreasing the learner's attention, compared to longer videos that tend to make participants passive or lose focus (Manasrah et al., 2021). Therefore, the videos developed in this project were designed to be short in duration to maintain learners' attention and avoid cognitive overload. By keeping the videos short and focused, they align with the learning characteristics of adult and professional audiences, as suggested by Anderson (2022), Guo et al. (2014), and Manasrah et al. (2021).

2.4 Animation Video

Animation is a method in which an image or object is manipulated to create a moving form. Animation itself is a collection of images (text, objects, colors, and special effects) arranged sequentially. When the series of images is displayed at a sufficient speed, the series of images will appear to move (Hidayatullah et al., 2011, in Hanif et al., 2021). Animated video is a media consisting of a series of images or objects processed in such a way as to create the illusion of movement. Elements such as visual effects, transitions, and sound are added synchronously to support the movement, thus conveying information in an engaging manner. In the context of learning, animated videos

serve as a means of communication between the presenter and students, which aims to increase attention and encourage active involvement in learning activities (Ramadhani, 2023). Furthermore, according to Cholifah and Saputro (2022), animated video is a visual and audio-based learning media that presents moving images, text, narration, music, and visual effects in one interactive unit.

In the context of learning videos, animated videos function as visual aids that present learning materials in an engaging, interactive, and easy-to-understand manner. Animations in videos can take the form of characters, illustrations, scrolling text, or simulations of specific processes tailored to learning objectives. This medium is capable of illustrating abstract concepts more concretely and helping students grasp the material comprehensively. Several studies have also demonstrated the effectiveness of using animation in learning. Research by Rashid et.al (2024) showed that using animated videos in the learning process can significantly improve students' focus, memory retention, and comprehension of the material. Animated videos have also been shown to motivate students to learn more actively and enjoyably compared to conventional methods. Furthermore, a comprehensive review by Kleftodimos (2024) concluded that animated videos not only increase student learning interest and engagement but also develop the creativity and communication skills of teachers who develop their own animations.

In line with the Multimedia Learning theory proposed by Mayer (2009), learning will be more effective when delivered through a combination of visual and verbal elements simultaneously. Animation helps clarify abstract concepts and provides a visual representation of material that is difficult to explain with text or verbal explanations alone. This is especially important in vocational or technical learning, where learners need a concrete picture of the work processes or situations they encounter in the field. In addition to improving understanding, animation can also stimulate interest and motivation to learn. Arsyad (2011) states that the use of animation media can stimulate learners' attention, clarify messages, and improve time efficiency and learning outcomes. With attractive visuals and appropriate narration, animated videos can create a learning

atmosphere that is not boring and more easily remembered by learners. The importance of animated videos in learning also lies in their ability to simulate situations that cannot be directly realized in the real world. For example, in technical training such as airport services, animation can be used to visualize the check-in process, boarding, or interactions between staff and passengers. This supports a contextual learning approach that is more applicable to learners. Thus, animated videos not only improve understanding and retention of the material, but also provide an engaging learning experience that suits the needs of learners in today's digital era.

2.5 Glossary

Glossary is a form of dictionary used in certain scientific fields. A glossary is an alphabetical list of terms in a particular domain of knowledge, equipped with definitions for these terms. Usually, a glossary is at the end of a book and includes terms in the book that are newly introduced or at least not commonly found. In a more general sense, a glossary contains explanations of concepts relevant to a particular field of study or activity. A glossary can also be said to be an alphabetical list of terms summarised in a book, paper, etc. that have meaning. Sometimes the list is in alphabetical order, usually found at the end of the page. Glossaries are very helpful for finding the meaning of difficult words (Susanti, 2016).

One of the main purposes of a glossary is to support learners' understanding of new or complex terminology that appears in teaching materials. By providing concise and accurate definitions, a glossary allows learners to understand terms more quickly without having to look for additional references outside the material (Merwe, 2024). In addition, a glossary also functions as a visual and linguistic aid in digital learning because it can be equipped with interactive features such as audio pronunciation, illustrations, or links to additional sources.

Glossaries are divided into two types, namely printed glossaries and electronic glossaries. In the realm of e-learning, digital glossaries have proven to provide many benefits. Anggraeni and Nuraini (2022) emphasized that the

presence of a glossary in digital modules plays an important role in supporting independent learning because it helps students understand new terms more accurately and confidently. This is especially important in the context of distance learning or blended learning, where there is not always a direct facilitator available. Glossaries can help learners avoid misinterpreting terms and increase their confidence in using the technical language they have just learned. Overall, glossaries not only provide definition references, but also support vocabulary development, accelerate content understanding, increase accessibility to complex materials, and become an important tool in teaching terms in the context of English for Specific Purposes (ESP) or a second language. Its existence, both in print and digital form, provides added value in presenting teaching materials systematically and inclusively.

2.6 YouTube

YouTube is an online video and the main use of this site is as a medium to search, view and share original videos from all corners of the world through the web (Budiargo, 2015, in Surya Perdana, et.al., 2018). YouTube is defined as a video-sharing platform that allows users to upload, watch, and share various types of content, including movie clips, music videos, blogs, and educational content. According to Snelson (2011), YouTube provides an open environment for students to access and distribute educational video content that can strengthen media literacy and visual-based learning. The platform displays videos using HTML5 technology, which allows wide access from various digital devices, and most of the content is uploaded by individual users, although many educational institutions and media companies also participate.

Burke and Snyder (2008) stated that YouTube has become an interesting and easily accessible learning resource, especially because of its ability to present materials in audio-visual form, which can improve students' understanding and creativity in learning. In the context of education, this platform is very useful in delivering materials through visual demonstrations and video-based explanations that help students' cognitive processes. Furthermore, Rahmasari, et.al (2022) explained that the use of YouTube in

project-based learning activities can increase students' learning motivation, engagement, and academic achievement. YouTube not only acts as a multimedia learning medium that displays audio-visual content, but also as a social platform that allows students to interact through commenting and video sharing features. This creates a dialogue space that supports collaborative learning, although there are concerns about the uneven quality of content and the potential for information that is less relevant or even inappropriate for the educational context. In its application to formal and informal learning, YouTube also faces challenges such as curriculum suitability, time management, and dependence on a stable internet network. However, if teachers are able to select or even produce their own content that is in accordance with learning objectives, this platform can still be an effective tool to encourage independent learning, deeper understanding of concepts, and strengthening students' soft skills in communicating and creating digitally. Not only that, YouTube also opens up great opportunities for students and the general public who are interested in video production, whether short films, documentaries, or vlogs, to showcase their work widely without having to go through conventional media. With easy access and low cost, YouTube allows anyone to publish educational content independently using available digital devices, thus supporting the strengthening of digital literacy and active participation in the learning ecosystem (Rahmasari et al., 2022).

2.7 Video Making Process

According to Lahdji (2024), the process of making audio-visual-based educational videos consists of three stages, namely pre-production, production, and post-production. The pre-production stage involves initial planning such as scripting and visual concepts. The production stage includes shooting activities according to the designed scenario. Furthermore, the post-production stage focuses on the video editing process, adding background sound, and visual packaging so that the material presented is more interesting and easy to understand. In this study, the entire process was designed to produce an

interesting animation-based learning video that is in accordance with learning needs.

2.6.1 Pre-Production

The pre-production stage is the initial phase in the video-making process, which is very important because it is the foundation of the entire production series. In this stage, various important activities are carried out, such as concept development, script writing, and storyboard creation, which functions as a visual guide for the production process. Careful planning at this stage includes material identification, scenario development, location arrangement, filming time scheduling, and coordination of human resources and production tools. For example, a storyboard is used to organize the visual flow from scene to scene systematically and help the production team understand and agree on the vision that will be implemented during filming (Rahman & Ali, 2024). In addition, choosing the right location and efficient scheduling are also part of the strategy to avoid technical obstacles and ensure the efficiency of the production process (Hokkanen, 2015). In the context of learning, the pre-production process is also very important to align video content with instructional objectives, as well as ensuring that the material presented is well structured according to the needs of students (Ziemsens, 2017). Therefore, the success of a video is not only determined at the production stage, but is largely determined by the quality of planning in pre-production. In this study, the pre-production stage plays an important role in the process of developing educational videos. This stage begins with an analysis of the needs of teaching materials, in this case the terminology and vocabulary in the world of aviation that will be the core of the video content. After that, the purpose of making an educational video is determined so that the expected results can be achieved and the content developed is in accordance with the needs of the learners. One of the main activities in pre-production is scriptwriting, which functions as a narrative and technical reference for the entire video flow. The script includes dialogue, explanations, and a logical sequence of material delivery. The next stage is compiling a storyboard, which is a visual

representation of the video scenario. The storyboard presents a sequence of scenes in the form of images or sketches that show the position of objects, dialogue, visual elements such as text and illustrations, and the transition flow between parts. According to Hokkanen (2015), a detailed storyboard is very helpful in planning shooting and reducing inefficiencies during the production process. The use of a storyboard also allows coordination between production teams to run more effectively because each member can understand the desired visual direction from the start (Ziemsens, 2017). In addition, at this stage the editing style to be used is also determined, including color selection, character design, animation style, and other audio and graphic elements that support the delivery of the material. These decisions aim to make the production process more structured and the final video results are not only visually appealing but also effective as a learning media (Rahman & Ali, 2024).

2.6.2 Production

The production stage is the core of the video-making process, where all elements that have been planned in the pre-production stage begin to be implemented. This process includes shooting and audio recording according to the scenario and storyboard that have been prepared. Shooting is done by considering various aspects such as visual composition (framing), lighting quality, and sound clarity to ensure optimal recording results. In the context of education, visual and audio quality are very important because they affect the understanding and comfort of students in absorbing the material (Costello, 2023). The application of camera techniques such as medium shots for introductions and eye level up to clarify expressions or details of the material is also done to enrich the visual dimension of the video. Lighting that focuses on the talent is used to avoid shadowing that can interfere with the editing process. Coordination of the production team and time management are crucial aspects so that all scenes can be recorded on schedule, including adjustments or retakes if technical inconsistencies are found during filming (Castillo et al., 2021). In the context of educational videos, attention to sound quality, lighting, and framing is essential to improve understanding. As noted by Castillo et al.

(2021), “production must focus on light, sound, and framing to ensure that the educational message is captured effectively, even in a non-studio setting” (p. 2). Therefore, in the creation of an English language learning video, such as one designed to teach Airport Vocabularies, the production stage is crucial to ensure that pronunciation, expression, and context are communicated clearly.

At this stage, various visual and audio elements are recorded to serve as raw video material. The use of a green screen in this study is one of the main visual strategies because it allows the background to be replaced with graphic elements or digital illustrations that support the content of the material. The green screen also makes it easier to align the visuals and content that have been designed since the storyboard stage (Arsyad, 2011). To support visual quality, a professional camera is used with certain angle settings, such as medium shots and eye level up that help capture the talent's facial expressions clearly, thereby increasing audience engagement. This angle also allows focus on the text or animation that appears on the screen. In addition, lighting that is focused on the talent is used to ensure even lighting and avoid shadows that can interfere with the editing process. The talent in the video appears live delivering the material to the audience using a teleprompter to maintain eye contact with the camera and smooth delivery of the content. This adds a professional impression and increases the credibility of the material being delivered. Production is done in a recording studio that is controlled from external interference, so that the sound and picture quality remain optimal throughout the process (Clark & Mayer, 2016).

2.6.3 Post-Production

The final stage in making a video is post-production, which is the process of editing and perfecting the recording into a final product that is ready to be published. Post-production is a creative process that includes selecting the best material, arranging the visual and audio flow, and adding various supporting elements so that the message conveyed can be received effectively by the audience. This stage begins by reviewing the recording results and selecting the best parts that match the scenario and storyboard. After that, the

duration of the clip, the rhythm of the storyline, and the arrangement of the narrative structure are arranged. The addition of visual and audio elements such as background music, sound effects, informative text, animation, and transitions between scenes are also done to increase visual appeal and help clarify the material (Caranay, 2016). This process also includes color grading, which is perfecting the color to maintain visual consistency and aesthetic quality throughout the video. The goal is for the video to look professional and visually unified, and to support the emotional nuances of each video segment (Vuong, 2014).

After the shooting process is complete, the video enters the post-production stage, where all visual and audio footage from the production stage is compiled and processed into a final video. At this stage, the editing process is carried out using software such as Adobe Premiere Pro and CapCut. The editor selects the best footage from the shooting and arranges it according to the storyboard sequence. This process involves cutting clips, adjusting the duration between scenes, and setting the visual rhythm so that the storyline flows well. In addition to compiling footage, the addition of sound effects and background music is used to build emotion and maintain the audience's attention. Animated graphics, text titles, and transitions between segments are included to clarify the content of the material. Color grading is done to ensure color consistency between scenes and improve the overall visual aesthetics (Bordwell & Thompson, 2010). All visual, audio, and animation elements are combined into one complete video unit, which is then evaluated to ensure that the message and material are conveyed to the audience. In the context of educational videos, synchronization between sound, text, and animation is very important so that the material can be conveyed clearly and not confuse the audience. Video distribution as the final stage plays an important role in bridging learning content with the audience. By utilizing digital platforms such as YouTube, learning videos can be disseminated widely and effectively to students, and allow for interaction and feedback that are useful for the development of subsequent media. According to Arsyad (2011), the post-

production stage is very important to integrate all components, visuals, audio, narrative, and text into a cohesive and interesting product so that the learning message is conveyed clearly.

2.8 Previous Works

The first previous work that was used as a reference for this project is a YouTube video by KOCO Indonesia entitled “*Buku Fiksi dan Nonfiksi Bahasa Indonesia*” released in 2023. This video explains the difference between fiction and nonfiction books for junior high school students, especially grade 8. The video is aimed at readers and book lovers, as well as those who want to broaden their horizons about various genres of literature. In this video, Koco Indonesia explains the difference between fiction and non-fiction books, gives examples of each genre, and discusses the benefits of reading both types of books. The approach used in this video is informative and educational, with visual images and text to attract viewers' attention and facilitate understanding. The difference between the product created by the researcher and the previous work is that the researcher created a product that focuses on teaching Airport Vocabularies to new employees, interns, and on-the-job training who need a specific understanding of terms and situations in the airport environment. Meanwhile, the previous work emphasised more on the introduction and understanding of fiction and non-fiction books in the context of literature. On the other hand, the similarity between the researcher's product and the previous work's product is that both aim to provide useful information to viewers and use video media with the narrator appearing on the screen using a green screen to convey the material easy-to-understand way. Based on recent research, animation-based learning methods have been shown to improve students' memory of information. This is possible through a combination of visual narratives, simplified images, and interactive visual elements that improve students' understanding, long-term memory retention, and motivation compared to traditional methods (Chattopadhyay, 2025). Other studies have also shown that animation is effective across age groups and educational backgrounds. In junior high school students, animation increases learning

interest and understanding of abstract concepts (Sahasrabudhe, 2012), while in adult workers, animation helps simplify complex information and maintain trainee engagement. Therefore, animation can be considered a flexible and effective learning tool in various educational and training contexts.

The second related work is a YouTube video entitled “20 Essential English Terms for Banking” which was released in 2020. This learning video was created to help English learners understand basic vocabulary that is often used in banking. The video introduces important terms such as savings account, interest rate, withdrawal, deposit, balance, and other terms related to financial services and customer transactions in banks. The material is delivered verbally by a narrator, complemented by animations, text, and simple example sentences that help clarify the meaning of each term. In the video, the audience is invited to recognise the terms through the context of common usage, so that learning is not only rote but also contextual. The purpose of this video is to expand the mastery of functional English vocabulary used in the banking work environment or daily transactions. The difference between the video and the product developed in this study is the focus of the field and the learning target. The 20 Essential English Terms for Banking video focuses on vocabulary in the context of finance and general banking services, while the product in this study is designed to introduce English vocabulary in the airport work environment, especially for new employees, interns, and on-the-job training. Meanwhile, the similarity between the two products lies in the use of video media as a language learning tool, with a delivery structure that relies on narration and visual illustrations, both of which are designed to improve participants' understanding in a practical and contextualised manner.

The last related work is a YouTube video titled "Learn English with Kevin: A Train Journey" which was released in 2020. This animation-based learning video is aimed at beginners and learners of English, particularly those interested in travel and transport. In this video, Kevin explains vocabulary and phrases related to train travel, including terms used at stations, ticket types, and interactions with other passengers. The video adopts an interactive approach by

presenting real-life train journey scenarios, allowing viewers to understand the vocabulary in a relevant context. The result of this learning video is expected to help viewers improve their understanding of vocabulary used in the context of train travelling. The difference between the product created by the researcher and the previous works is that the researcher created a product that discusses Airport Vocabularies and situations faced by new employees, interns, and on-the-job training in the airport environment. Meanwhile, the previous works discuss vocabulary related to train travelling. Meanwhile, the similarity between the researcher's product and the previous work's product is that both are video products that use animation as a medium to convey material, and both use voice actors to fill in the voice in the animation.

Based on an analysis of several previous learning works, it was found that the majority of English language learning videos focus on general domains such as basic literacy (KOCO Indonesia, 2023), banking services (LearningEnglishPRO, 2020), and public transportation (Learn English with Kevin, 2020). Although these videos have effectively implemented animation and audiovisual approaches to convey contextual vocabulary, there have been no videos specifically discussing technical vocabulary in the context of airport work. This is despite the airport environment having distinctive and professional language characteristics, which require an understanding of procedural terms frequently used in check-in, boarding, security, and customer service processes.

On the other hand, several studies have shown that the use of animated videos in learning has proven effective in increasing student comprehension, engagement, and retention, both at the elementary and training levels. Chattopadhyay (2025) asserts that animated videos can simplify complex information and improve long-term retention, while Sahasrabudhe (2012) found that animation can bridge students' understanding of abstract concepts through concrete visual simulations. Furthermore, Lowe and Schnotz (2007) demonstrated that in the context of technical training, animation helps participants understand workflows or procedures that are difficult to explain

through text alone. Considering the lack of animated learning videos specifically designed to teach airport vocabulary to new employees, on-the-job training, and interns, it can be concluded that there is a relevant and significant research gap. This research aims to fill this gap by developing an animated learning video entitled “English Learning Video Series: Airport Vocabularies”.