

ANALYSIS OF THE USE OF ANIMATED VIDEOS ON YOUTUBE IN ASKING AND GIVING OPINION AT UPTD SMP NEGERI 2 GUNUNGSITOLI UTARA IN 2024/2025

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CHAPTER I INTRODUCTION

1.1 Background of the Problem

Teaching is the collaborative learning that takes place between the teacher and the students. This exercise aims to meet the learning objectives that have been set forth in the Alur Tujuan Pembelajaran (ATP). In order to meet the desired learning objectives, teachers must provide a variety of challenging learning materials. A crucial aspect of this research is the utilization of effective and relevant learning material. The educational media has a crucial role in helping students understand the material more thoroughly and reach the predetermined competency. Among the various types of educational media available, YouTube videos are one option that teachers can utilize. Using this animated video not only helps students pay attention, but it also helps explain difficult concepts in a way that is easier to understand. So that, the teacher may be more effective in achieving the learning objectives while also ensuring that students remain motivated and actively participate in the learning process.

According to Putra (2019), YouTube.com is a website that uses the internet to launch features, where users can upload or display videos or animated graphics that can be seen and enjoyed by many people. On YouTube, there are various animated learning videos, which can be used by teachers as learning media. Animated video is a collection of various objects that have been digitally altered so that they move according to a predetermined scale (Farida et al., 2022). So, YouTube is an effective platform for disseminating and accessing animated videos designed to support the teaching and learning process, with animations that move according to the desired learning scenario, to help students understand the material better and interestingly.

In Merdeka Belajar Curriculum, teachers are expected to be able to utilize technology-based learning media to ensure the teaching and learning process takes place effectively and optimally. This curriculum covers a wider range

of materials than the previous curriculum, including natural, social and technological sciences (Mujab & Mugelar, 2023). The inclusion of a wide variety of subjects reflects the holistic approach of the Merdeka Belajar Curriculum, which aims to develop students' intellectual, emotional, and social skills. The use of technology in teaching these subjects not only enhances students' understanding of the material but also prepares them for future careers in an increasingly digital world. The use of educational technology plays an important role in improving the effectiveness and efficiency of learning, so teachers need to be able to integrate technology as a tool in conveying knowledge to students (Agustian & Salsabila, 2021). Thus, the application of technology in education not only supports mastery of material, but also enriches students' learning experience, in accordance with the objectives of the Merdeka Belajar Curriculum.

Moreover, the integration of technology in education fosters a more interactive and dynamic learning environment that can accommodate various learning styles and needs. It encourages students to engage more actively in the learning process, promoting critical thinking and problem-solving skills. Additionally, by leveraging technology, teachers can provide personalized learning experiences that cater to the unique pace and abilities of each student, ensuring that no learner is left behind. This alignment with the Merdeka Belajar Curriculum helps prepare students for the demands of the modern world, equipping them with the necessary skills and knowledge to succeed in a rapidly evolving technological landscape.

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world, equipping them with the necessary skills and knowledge to succeed in a rapidly evolving technological landscape.

Merdeka Belajar Curriculum consists of several learning tools, one of which is the flow of learning objectives (ATP). Based on the ATP, there are several learning objectives that students must achieve in Asking and Giving Opinion. The following learning objectives that students must achieve are being able to communicate asking and giving opinions to each other and being able to respond to the expression of asking and giving opinions properly and correctly.

Based on the preliminary study conducted by the researcher, the researcher found a gap that students in class 8-b have challenges in communicating asking and giving opinions and practicing them in everyday life. They also often face challenges in language learning, especially when it comes to understanding key concepts, making effective questions and statements of opinion, and using proper sentence structures. These difficulties can significantly hinder their ability to express themselves clearly and confidently in English, leading to frustration and lack of participation in the learning process.

Based on the current learning curriculum, the use of multimedia such as animated videos is highly recommended. This media will help students face the challenges they face in language learning. In this study, the researcher used a qualitative approach with a descriptive analysis method. Taherdoost (2022) these methods utilize various empirical materials such as case studies, life experiences, and stories that show the routines and problems that individuals are struggling with in their lives. Based on the use of the current Merdeka Belajar Curriculum, the purpose of this study is to “**Analysis of the Use of Animated Videos on YouTube in Asking and Giving Opinion at UPTD SMP Negeri 2 Gunungsitoli Utara in 2024/2025**”.

1.2 Focus of the Research

Based on the background of the research above, there are several focuses of research as follows:

1. Analysis the student's response in using Animated Videos on YouTube in Learning
2. Analysis the student's response in using Animated Videos on YouTube in Learning Asking and Giving Opinion at UPTD SMP Negeri 2 Gunungsitoli Utara

1.3 The Formulation of the Problem

From the focus of the research above, there are formulation of the problem, namely:

1. What is the description of student's response in using Animated Videos on YouTube in learning?
2. What is the description of student's response in using Animated Videos on YouTube in learning Asking and Giving Opinion at UPTD SMP N 2 Gunungsitoli Utara?

1.4 The Objective of the Problem

This study aims to obtain two purposes as follows:

1. To describe the student's response in using Animated Videos on YouTube in learning.
2. To describe the student's response in using Animated Videos on YouTube in learning Asking and Giving Opinion at UPTD SMP N 2 Gunungsitoli Utara.

1.5 The Significance of the Problem

The significance of this research divided into two parts:

1. Theoretically

Theoretically, this research can be used as a reference for future researchers especially in analyzing the use of animated videos on YouTube in learning Asking and Giving Opinion.

2. Practically

Researchers conducted this research to make a good contribution as follows:

- a. For researcher, it is hoped that the results of this research can help the researcher to become prospective educators who can increase students' enthusiasm in learning Asking and Giving Opinions by using animated videos on YouTube.
- b. For teacher, it is hoped that this research can be a reference in teaching, so that the students do not get a bored in during teaching learning process.
- c. For future researcher, it is hoped that this research can be a source of evaluation for conducting follow-up research, besides that this research can be used as a reference source for future research.
- d. For Nias University, it is hoped that this research will have an impact on producing teaching staff who aware of importance of using learning media for students' and influence on the university's rating.

CHAPTER II LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Animated Videos

2.1.1.1 Definition Animated Videos

Animation video is an example of audio-visual learning media characterized by the combination of sound and moving images. Animation is a moving image, which can make an image or text look alive because it has movement (Putra, 2019). With moving images and text that looks alive, animation is a very effective medium and does not make students easily bored with learning. Then, Faris in Tullah et al

(2022) state that 'Animation is a medium. A medium to change something, from an imagination, idea, concept, visual, to finally affect the world, not just a barrier in the world of animation'. For this reason, animation can visually convey ideas that can be widely and effectively received by students. Again, there is a similar opinion from Satria in Novelia & Hazizah (2020) explain that animation comes from the Latin 'anima' which means life, soul or spirit. From this and the previous theory, it can be concluded that animation is a medium containing moving images or text that can attract students' attention.

Meanwhile, animated video is a collection of a set of still images that are displayed one by one quickly so that it looks as if the collection of images is moving (Kurniawan in Novelia & Hazizah (2020)). Thus, videos containing animation are a very perfect combination, when used as learning media. Through animated videos, learning material will be conveyed in a complex, organized manner, and make the learning process more enjoyable. Moreover Farida et al. (2022) defined that animated video is a moving image that comes from a collection of various objects that have been specially arranged so that they move according to a predetermined flow. This theory also confirms that animated videos is an organized medium, so that learning material is conveyed in an organized manner.

Based on the theory from Putra (2019), it can be concluded that animated videos can be found on YouTube Platform and can be accessed globally. The researcher concluded that animated videos, originating from the concept of "anima" meaning life, soul, or spirit, are dynamic visuals that bring images or text to life through rapid sequential display of still images, creating the illusion of motion, and can be found on various platforms like YouTube.

2.1.1.2 Benefits of Animated Videos as Learning Media

Learning media is a technology that helps students learn by delivering information to them. Learning media can take the shape of images, audios,

videos, models, and many sorts of technology used to aid learning. The goal of employing learning media is to help students understand, motivate, and participate ² in the teaching and learning process. Learning media can contribute to a more interactive, engaging, and successful learning experience. As for the use of media according to Lomeeti, Reeves, and Bybee in Baihaqi et al., (2020), it must be seen from three things, first how long it takes to access the internet site, secondly the content of the media, the teacher should pay attention and choose the media in the right way so that the message conveyed can be communicated properly, thirdly how students can receive the media.

In addition, there are several benefits that must be known when using learning media based on the opinion of Nurrita (2018), as follows:

- Provide guidance to teachers, where in this case the teacher is the family and the environment around the child, to achieve learning goals, namely the acquisition of the second language of early childhood, so that the results to be achieved increase.
- Provide motivation and interest in learning from children's curiosity so that children can increase their thinking and imagination in an object so that the process of acquiring a second language becomes fun, interesting and the efficiency of children's learning increases because children are unconsciously motivated to understand objects in real terms. Children's creativity also increases and can develop the potential of children.

The use of animated videos on YouTube is believed to be effective as a learning medium (Shiu et al., in Lestari & Apoko 2022). Animated videos on YouTube are highly recommended for supporting the learning process because they facilitate the delivery of material in a more interactive and engaging way. Moreover, Luhulima et al. in Sae & Radia (2023) explain that animation provides added value in learning because it can explain complex concepts in a clearer and easier-to-understand manner compared to other media. This is due to the structured presentation of information in animations, allowing students to receive the material systematically.

Additionally, animations are designed to be as interesting as possible, both in terms of color and visual interaction, making learning materials clearer and simplifying concepts that are difficult to grasp.

Another theory comes from Ariani & Ujianti describe that animated video media equipped with dialogue between characters can enliven the learning atmosphere by creating more real and relevant interactions. In the context of *asking* and giving opinions, animated videos featuring dialogue are particularly effective because they reflect real-life situations where students can learn how to ask for and give opinions in various contexts.

Furthermore, Aqib in Farida et al. (2022) highlights the benefits of using videos as a learning medium, such as making learning clearer and more interesting, creating a more interactive learning process, saving time and energy, and improving the quality of learning. Additionally, videos allow for learning to take place anytime and anywhere and can foster positive attitudes toward the learning process and materials. The use of animated videos also supports learning *to express wishes* since the dialogues help students understand these expressions. Viani, in her research, also used video conversations in teaching *expressing wishes*. Moreover, animated videos can enhance students' motivation, making them more enthusiastic and less easily bored, resulting in a more comfortable and enjoyable learning experience. It means that animated videos can be used in any relevant subject not only in asking and giving opinion learning.

2.1.2 The Steps of Using Animated Videos in Learning Asking and Giving Opinion on YouTube

In learning with the topic of Asking and Giving Opinion, there are several steps that teachers can take when they want to use animated videos on YouTube. The animated video in question contains dialog or conversation. As for the steps according to Ningsih (2018):

- 3
- ✦ The teacher explains about Asking and Giving Opinion and responding.
 - ✦ The teacher shows students an English conversation video about Asking and Giving Opinion and responding.

- ✦ After watching the video, the teacher gives the students the opportunity to respond when the students play the role of the second speaker in the video.
- ✦ The teacher repeats some sentences based on the video and the students try to imitate. Through drilling (repeatedly), this can make students become fluent in speaking.
- ✦ The video is played twice, the video can help students how to say some statements and the purpose is to make students more active.
- ✦ In pairs, students create a conversation about Asking and Giving Opinion and perform in front of the class. Each student will have 3-4 minutes to perform.
- ✦ The teacher informs the students of the aspects that will be assessed and considers the time in performing the conversation.

In addition, Olli and Nirwati (2022) found some steps in use animated videos learning, as follows:

- ✦ The Teacher allows students to watch videos in short segments
- ✦ Teacher develops student's skills for taking notes
- ✦ Teacher used the "pause" feature to pause the video temporarily to allow students to predict or recall the video
- ✦ The teacher mutes the sound of the video in learning
- ✦ The teacher used audio prompts to explain what was on the screen □ The teacher and students looked at the video carefully.
- ✦ The teacher relates the material to the student's experience as an introduction or motivator for learning activities
- ✦ The Teacher used online video editors to capture the concepts most relevant to your lesson topic.
- ✦ The teacher gives students special responsibilities when viewing or watching videos
- ✦ When the students finished watching the video, the teacher gave the students a question

Based on the aforementioned two hypotheses, the researcher can draw the conclusion that using animated movies to teach students about asking

and giving opinions is a highly successful way to help them become better speakers. Students can participate more actively in the learning process by following simple instructions like watching the video, practicing dialog imitation, and working together to have a conversation. Teachers can also use voice control, rewind, and specific tasks with videos to help students learn concepts more deeply. Furthermore, making the information relevant to students' experiences helps boost their motivation and sense of purpose in learning. All things considered, animated videos end up being a helpful resource for engaging and enjoyable learning.

2.1.3 Advantages and Disadvantages of using Animated Video as Learning Media on YouTube

□ Advantages

There are some advantages of the animated video as learning media according to Mashuri & Budiyono; Munir in (Mashuri & Budiyono, 202: 3; and Johari et al. as follows:

Firstly, Mashuri & Budiyono in Lestari (2022) found several advantages of the use of animated video as learning media:

- An attractive display can increase student learning pleasure,
- Can change students' attitudes towards learning,
- Helps convey the concept of the material under study, - As an alternative for teachers to provide learning materials, - Efficient and ready to use in all situations.

Next, some of the advantages of using animated videos as media are described by Munir in (Mashuri & Budiyo, 202: 3), namely

- Increase efficiency and speed in providing material,
- Can repeat a certain amount of discussion,
- Can explain processes and events in detail and realistically in video,
- Can be applied repeatedly because it is durable and has a low damage rate,
- Requires the teacher's ability to manipulate the technology,
- It improves basic skills and teaches students to make new experiences.
- This animation media is related to the learning objectives and curriculum which focuses on student learning activities. Then, according to Johari et al., (2016: 11) the advantages of animation media are:
 - Reduce the size of an object that is physically large enough.
 - Facilitate the teacher in providing information about a complex process.
 - Provide some convergent media, such as combining audio and visual elements.
 - Attracts students' attention and motivates students to learn.
 - Interactive because it can receive feedback from users.
 - It is independent and users can use it without the guidance of others in the sense that it provides convenience and completeness of content.

Based on the advantages above, the researcher can conclude that learning using animated videos improves learning enjoyment, efficiency, longevity, and the ability to recall material. This media also facilitates the explanation of complex processes, motivates students to learn, is interactive, and can be used independently.

□ Weaknesses

There are some Weaknesses of the animated video as learning media according to Johari et al.; Daryanto; and Permatasari in Lestari (2022):

According to Johari et al., the shortcomings of animated learning media are:

- Requires quite a lot of money.
- Special software is needed to create animated learning media
- Skills and creativity are needed to design effective animations to be used as learning media.
- The absence of images such as photography and video. Meanwhile, according to Daryanto, animated video media has several weaknesses, including:
 - Details and objects cannot be revealed at all.
 - Size information, it is not possible to display objects to their actual size.
 - 3D, images displayed with video are usually 2D.
 - Opposition, or inappropriate choice, means that viewers may be skeptical of the interpretation of the images they see.
 - Projection devices are required to view video support material.
 - It costs a lot of money to make a video show.

The weaknesses according to Permatasari, the use of video media include:

- Getting animated movies and videos usually takes a lot of time,
- Not all students can understand the information conveyed through the video because the image changes when the movie is played,
- unless the film or video is designed and produced specifically for personal use, the available films or videos do not necessarily meet the needs, learning needs, or desired goals.

⁸ Based on the weaknesses above, the researcher can conclude that the weaknesses of animated video learning medium include costly costs, specialist software needs, creative skills, and extended

production times. Images are typically less realistic, twodimensional, and need projection technologies. Not all pupils understand the information well, and the films supplied may not always meet the learning objectives.

2.1.4 Government Regulations on the Use of Animated Videos on YouTube

The selection of learning media that is suitable for the Merdeka Belajar Curriculum is animation or digital video, podcast or audio media, augmented reality, virtual reality, educational games, interactive e-modules, and powerpoint and focusky (Napitupulu et al.,2023). The curriculum has an important role in achieving educational goals, so it needs to be adjusted based on the needs and development of science and technology (Julaeha in Sulistyosari et al., 2022).

In line with Julaeha's opinion, in the research of Napitupulu et al, there are government regulations to improve the quality of education which in 2005 the government issued RI Regulation number 19 of 2005 concerning National Education Standards, this regulation is a government effort to improve the quality of education in Indonesia. These regulations include: 1) Curriculum content standards, 2) Process Standards, 3) Graduate Competency Standards, 4) Educator and Education Personnel Standards, 5) Facilities and Infrastructure Standards, 6) Management Standards, 7) Financing Standards, and 8) Educational Assessment Standards (Lubis, 2023).

So, it can be concluded that this government regulation refers to the standards that exist in each curriculum. Thus, based on the opinions of experts related to the Merdeka Belajar Curriculum, learning is required to be technology-based, where educators must be able to use technology to help students face challenges in the learning process. the development of science and technology will determine the direction of curriculum development policies.

In today's digital era, animated videos can be accessed easily through the YouTube platform. YouTube.com, is a website that uses the internet to run its features, where with YouTube, a user can post or display videos or animations for many people to see and enjoy. Then, Harahap et al., (2022) state that in the learning context, YouTube can be used as a teaching and learning medium. Through this platform, educators will easily search for various relevant animated videos used in learning. This is in line with the opinion of Shiu et al., in Lestari & Apoko (2022) that the use of animated videos through YouTube is believed to be effective as a learning medium.

2.1.5 The Indicators of Using Animated Videos on YouTube in Asking and Giving Opinion

2.1.5.1 Indicators of Using Animated Videos on YouTube

To determine the usefulness of using animated videos media on YouTube in learning, the following indicators of the use of video media on YouTube according to Lijana et al (2020), are divided into two aspects, namely *responses* and *reactions*. In the *response* aspect, it is divided into three (2) indicators, namely:

- a. Format,
This indicator refers to the clarity of the sound, images, and language used.
- b. Relevance
This indicator refers to the usefulness and suitability to the needs of students.

While in the *reaction* aspect, divided into three (3) indicators:

- a. Interest
This indicator it refers to curiosity and student participation.
- b. Satisfaction
This indicator refers to positive feelings towards the learning experience.
- c. Confidence
This indicator refers positive expectations after using the media.

In addition, Dini (2023) has a theory related to the above theory. According to Dini, there are four indicators to describe students' response to the use of animated videos in learning, namely:

- a. Media Use,
- b. This indicator aims to determine the extent to which animated videos are used in learning. The focus is on the availability and utilization of animated videos as teaching aids.
- c. Time

This indicator aims to determine the time allocation given for the use of animated videos in learning. Well-managed time ensures that animated videos become an integral part of the learning process without interrupting the learning flow.

- d. Media Display

This indicator aims to determine the visual and audio quality of the animation video.

- e. Understanding of Material Concepts

This indicator aims to determine the extent to which the animation video helps students in understanding and applying the concepts taught.

Based on the two theories above, the researcher can conclude that the theory expressed by Dini is already listed in the theory expressed by Lijana et al. The indicator 'time' is not used by the researcher, because the object of this research is students not teachers. For 'time', according to the researcher, it is set by the teacher because the learning process is carried out in the classroom. So that researchers will use indicators from Lijana et al. to find out how students respond after using animated videos in learning.

2.1.5.2 Indicators of Asking and Giving Opinion

Based on the Flow of Learning Objectives (ATP) in the Merdeka Belajar Curriculum used, students are expected to be able to understand and classify expressions Asking and Giving Opinions. There are two

- learning indicators for Asking and Giving Opinions, namely:
- a. Identifying Asking Opinion.
 - b. Identifying Giving Opinion.

2.2 Relevant Research

There are some related studies that have been carried by researcher. First, it come from Nurdiawati (2019), entitle: *YouTube Animated Movies as an Alternative Media to Enhance Students' listening skills*. This study aims to investigate whether using YouTube animated movies as an alternative media enhances students' listening skills and to find out what attitudes the students have towards learning through YouTube animated movies as an alternative media. To obtain data, Nurdiawati used a qualitative approach by using research instruments in the form of questionnaires, observations and interviews. This study found that using YouTube animated movies as learning medium can increase students' listening abilities and elicit favorable emotions from them. The findings support the use of appealing alternative media to pique students' interest and passion for learning in English classes.

Second, J Juma (2022), entitled: *Developing English Pronunciation Through Animation and YouTube Videos*. This study aims to investigates the appropriateness and practicality of using some animated or dynamic graphs and YouTube movies in teaching the pronunciation of English to Iraqi-Arabic

learners of English as a foreign language. This research shows that multimedia, such as animations and YouTube videos, can improve English comprehension among foreign language learners. Interactive animations help students understand and apply contextual differences, making them more effective in phonology education. Animations make learning pronunciation more interactive and engaging, and clarify the movement of speech organs, which supports comprehension and production of good pronunciation.

Third, Toleuzhan, (2023), entitled: *The Educational Use of YouTube Videos in Communication Fluency Development in English: Digital Learning and Oral Skills in Secondary Education*. This study investigates the usage of YouTube videos to improve English speaking skills among secondary school students in Kazakhstan. Using a mixed approach that included quantitative and qualitative data from 288 students aged 12-13 years, the findings revealed that students have a positive attitude toward the use of YouTube videos. The most popular videos were English movies, songs, and vlogs. YouTube videos were effective in increasing student enthusiasm and confidence. The survey discovered that, while interest in academic documentaries was low, English movies and songs were in high demand, as were instructive and motivating videos. The questionnaire had a high reliability value of .87, demonstrating that YouTube videos are an effective aid for English language learning.

10
Based on the relevant research above, the researcher can conclude that, all three-research found that animation and YouTube videos improve English proficiency while also increasing motivation and self-esteem in students. The first study investigated the effectiveness of animation in phonology education, whereas the second and third studies focused on YouTube videos, with a strong emphasis on films, music, and vlogs. The third study found that animation and YouTube videos improve English proficiency while also increasing motivation and self-esteem in students. The first study investigated the effectiveness of animation in phonology education, whereas the second and third studies focused on YouTube videos, with a strong emphasis on films, music, and vlogs. Based on the conclusions above, it can be ascertained that the use of animated

videos in learning has a positive impact on students and can increase student motivation in learning English. For that reason, of course this research is very relevant to the three studies above, because both use animated videos on YouTube as a learning medium in English. However, the difference is that this research focuses on Asking and Giving Opinion in the eighth grade at UPTD SMP Negeri 2 Gunungsitoli Utara.

2.3 Conceptual Framework

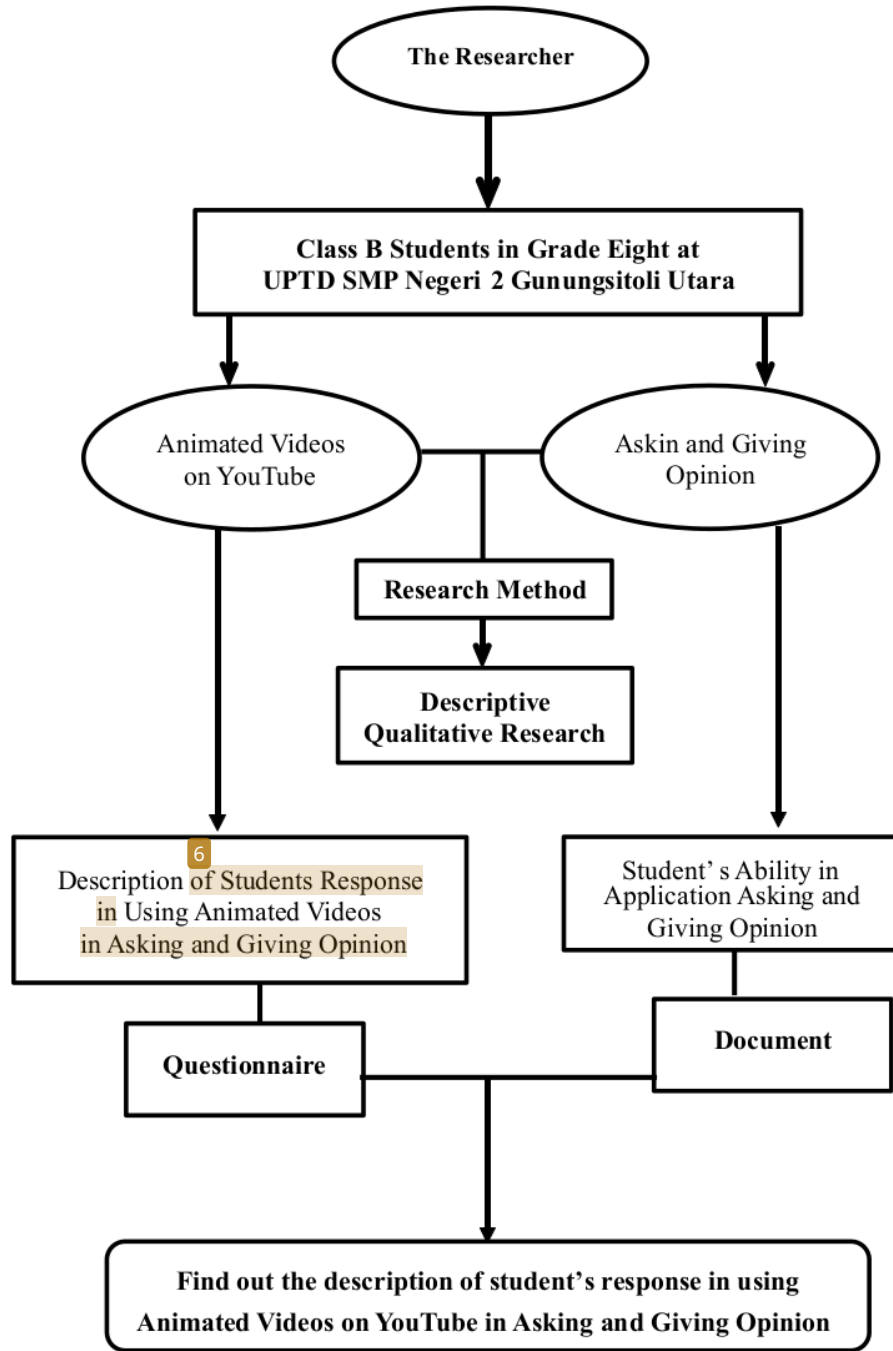


Figure 2.1 Conceptual Framework
CHAPTER III RESEARCH METHODS

3.1 Approach and Type of the Research

Research approach is a comprehensive plan that outlines the strategies and methods researchers use to conduct a study, influenced by the philosophical assumptions, research design, methods of data collection and analysis, and the overall purpose of the research. There are three types of research approach, according to Taherdoost, (2022): a. Qualitative Approach

⁵ In general, these methods aim to address societies' scientific and practical issues and involve naturalistic and interpretative approaches to different subject matters. These methods utilize various empirical materials such as case studies, life experiences, and stories that show the routines and problems that individuals are struggling with in their lives through focusing on their in-depth meaning and motivations which cannot be defined by numbers.

b. Quantitative Approach

Quantitative research is the method of employing numerical values derived from observations to explain and describe the phenomena that the observations can reflect on them. This method employs both empirical statements, as descriptive statements about the meaning of the cases in real words not about the ought of the cases, and methods. In this approach, the collected numerical data is analyzed using mathematical methods.

c. Mixed-Method Approach

Mixed-method approach simply employ a combination of both qualitative and quantitative approaches based on the purpose of the study and the nature of the research question aiming to provide a better understanding of the subject.

In this study, researchers used a qualitative approach. Based on the object of this research which will find out about students' responses in using animated videos in learning, especially in the topic Asking and Giving Opinion, this data will be analyzed using descriptive explanation. The qualitative descriptive research design (positivism) with a quasiquantitative format (Hasnah, 2024). Hasnah said that the use of a

quasiqualitative format for research carried out in a relatively short time, so that the data collected is simple qualitative data which is then analyzed descriptively to obtain answers to research questions. So, in this research, the data obtained through questionnaires and documents of student learning outcomes in previous learning will be processed to be described.

Based on some of the opinions of these experts, researchers can conclude that qualitative research is an approach that allows for in-depth study of human experience using methods such as in-depth interviews, focus group discussions, observation, content analysis, visual methods, and life which in the data collection process can use questionnaires. For this reason, in this research process, researchers will use a questionnaire to collect data.

3.2 Variables of the Research

Prof. Syahza (2021) in his book explains the meaning of variables and types of research variables: variables are defined as everything that will be the object of research observation. Research variables are often stated as factors that play a role in the events or symptoms that will be studied. Based on their function in research, people often distinguish between dependent variables from one party and independent variables. This difference is based on the pattern of thinking about cause-and-effect relationships. The dependent variable is thought of consequently, the situation of which will depend on the independent variable. The relationship between the two groups of variables exists within the research subjects, often as a process.

For this reason, in this research there are two variables, namely the independent variable and the dependent variable. The independent variable (variable X) is the variable that is seen as the cause of the appearance of the dependent variable which is thought to be the result. While the dependent variable (variable Y) (effect) is predicted, which varies following changes in the independent variables.

- Independent Variable: Animated Videos on YouTube (X)
- Dependent Variable: Asking and Giving Opinion (Y)

3.3 Setting and Schedule of The Research

Based on research from Sa'diyah & Prabaningrum (2023), the research location is the place where the research is carried out. Researchers must determine where the location will be studied, so that the research process can run smoothly. A schedule is a list of activities that will be carried out along with the time sequence in a certain period (Nadhirin & Surur (2020)). With this schedule, the research and data collection process can be carried out in an organized manner. It can be concluded that the research setting and schedule is an important part that researchers must plan before conducting research.

The location of this research is UPTD SMP Negeri 2 Gunungsitoli Utara, that located in Tetelesi Afia, Gunungsitoli Utara, especially students class B in the Class 8th. This research will be conducted in September-October 2024.

3.4 Source of Data

The research data is separated into two categories: primary and secondary data. Primary data is data gathered directly by researchers (from firsthand experience), whereas secondary data is data obtained from existing sources.

3.4.1 Primary Data

Primary data refers to information gathered firsthand by the researcher on the variable of interest for the specific aim of the study. Primary data in this study comes from respondents' responses to the questionnaire that has been given to them.

3.4.2 Secondary Data

Secondary data sources included documentation and literature gathered through print and internet media, as well as field notes. Secondary data sources are indirect data sources that might provide additional data and support for the investigation. In this study, the researcher will use previous student assignments, particularly in Asking and Giving Opinion by using animated videos as learning media.

3.5 Instruments of the Research

According to Risnawati and Pasaribu (2024) instrument means a tool or set of tests for assessing skills. In this study, the researcher will use a questionnaire and document as the research instrument to determine students' responses to the use of animated videos in learning, especially on the topic of Asking and Giving Opinion.

Questionnaire instruments are not only used in ⁷ research with a quantitative approach but can be used in a qualitative approach. According to Jailani (2023) qualitative research has similarities with quantitative research. Some of the instruments used in both types of research include (a) Questionnaires are used in both qualitative and quantitative research to collect data through pre-composed questions, (b) Observation Checklists: Structured observation checklists are used in both qualitative and quantitative research as a tool to record and measure observed variables.

3.6 Data Collecting Technique

Data collection method is defined as the process of gathering, evaluating and analyzing precise understandings for research using typical authenticated methods (Kumar in Mazhar et al., 2021). With data collection techniques, researchers can complete the research correctly. Mazhar et al., in their research said that in almost all cases, data collection is the most significant step for research, regardless of the field of research. Then, the method of data collection varies as per the different fields of study, depending on the essential information. So, without data collection, a study cannot be conducted.

In collecting this data, researchers can use primary data and secondary data (Kothari; Kumar in Mazhar et al., 2021). Therefore, when viewed in terms of data collection methods or techniques, ⁶ data collection techniques can be carried out by observation, interviews, questionnaires, documentation and a combination of the four.

The data collection methods in this research are as follows:

3.6.1 Questionnaire

A Questionnaire is a data collection technique by sending a list of questions to respondents to fill in, (Priadana & Sunarsi 2021). This research used a closed questionnaire technique. Priadana and Sunarsi added that closed questionnaire is a questionnaire in which the questions written have been provided with optional answers, so that the respondent only needs to choose one of the answers provided.

This study used a Likert scale to measure the statements listed in the questionnaire. This scale is used by researchers to assess students' attitudes after using animated videos in learning. The scale that can be used to measure attitude assessment instruments is the Gutman Scale, Likert Scale, and Thurstone Scale (Wardani in Pradana & Mawardi, 2012).

Before students answer the questions, the researcher will ensure students to fill in their personal data first. The personal data can be in the form of name, age, class, and gender. After that, the researcher will give students the opportunity to answer questions. If there are questions that are not understood by the respondent, the researcher will provide an explanation that is easy to understand.

In this research, the researcher will provide 20 questions about student responses in use animated videos on YouTube on Asking and Giving Opinion learning. Since this research uses Likert scale, each question listed in this questionnaire will have 5 alternative answers (Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree). The answer score starts from a score of 5 to 1. For positive statements the answer (SA) Score 5, (A) Score 4, (N) Score 3, (D) Score 2, and (SD) Score 1.

Response Option	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2

Strongly Disagree (SD)	1
------------------------	---

Table 3.1 Respondent's alternative answer (Likert Scale)

Furthermore, there are several indicators that will be used by researchers to determine students' response to the use of animated videos on the topic of Asking and Giving Opinion. Here are some indicators used by researchers:

Variable	Aspect	Indicator	Questionnaire Item Number
Animated videos on YouTube	Response	Format	12,13,14
		Relevance	9,10,11
	Reaction	Interest	1,2
		Satisfaction	3,4,5
		Confidence	6,7,8
Asking and Giving Opinion	Classification	Identifying Asking Opinion	15,16,17
		Identifying Giving Opinion	18,19,20
The total of the questions			20 items

Table 3.2 Questionnaire Grid

3.6.2 Documentation

Documentation is one of the data collection techniques through existing documents or written records (Tanjung, 2023). In carrying out the documentation method, researchers investigate written objects, such as the value of eighth grade students' assignments in learning Asking and Giving opinions that have been assessed by the teacher. This assignment value will be used by researchers as supporting data for research.

In addition, according to Rohimah (2024) that the documentation method is a way of collecting information or data through reviewing archives and documents. So, it can be concluded that this documentation method is a technique of collecting data or information by investigating written objects including student assignment scores.

3.7 Data Analysis Technique

According to Miles and Huberman (1992) in the book Hardani et al (2020) there are three data analysis techniques. The three techniques are (1) data reduction; (2) data display; and (3) drawing conclusions.

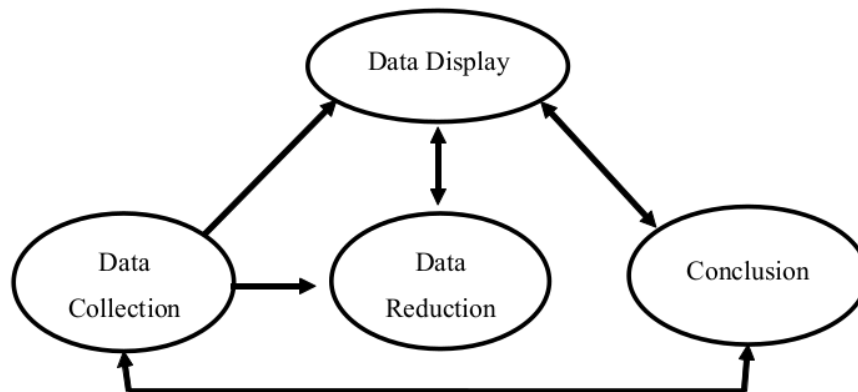


Figure 3.1 Components of Analysis Data

1. Data Reduction

Data reduction is part of the analysis that sharpens, classifies, directs, discards unnecessary, and organizes data in such a way that conclusions can be drawn and verified. With data reduction, qualitative data can be simplified and transformed in various ways through rigorous selection (based on the explanations in the book).

2. Data Display

The presentation referred to by Miles and Huberman, a set of organized information that gives the possibility of drawing conclusions. According to Inafah et al., (2024) in qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. For this reason, in this study, researchers will present data in the form of charts, brief descriptions, and tables.

Data analysis obtained from closed questions will be carried out by calculating the average value (mean) for each category of student

responses to the use of animated videos in the lesson of asking and giving opinions. The following formula is used by researchers to perform the calculation that adopted from Arikanto in Saputra et al., (2022):

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

P = Percentage of eligibility

$\sum x$ = The number of scores obtained

$\sum xi$ = Ideal score amount

A Likert scale with five points is used to measure student responses in using animated videos. This scale is used to measure the degree of achievement or lack thereof among students based on the Likert criteria listed below that adopted from Kartini et al., in Saputra et al., (2022):

Percentage of Skor	Criteria
81% - 100%	Very Good
61% - 80%	Good
41% - 60%	Good Enough
21% - 40%	Bellow Enough
0% - 20%	Very Bad

Table 3.3 Student response interpretation criteria

3. Drawing Conclusion

The third step of qualitative data analysis according to Miles and Huberman is conclusion drawing and verification. The initial conclusions put forward are still temporary and will change if no strong supporting evidence is found at the next data collection stage. But if the conclusions put forward at an early stage are supported by valid and consistent evidence when researchers return to the field to collect data, then the conclusions put forward are credible conclusions, (based on the explanations in the book)

CHAPTER IV RESEARCH RESULT AND DISCUSSION

4.1 Research Result

SMP Negeri 2 Gunungsitoli Utara, located in Tetehosi Afia village, was the site of this study. The junior high school is known for the quality of its English language teaching and the diversity of its students' backgrounds. The study involved 25 students from class VIII B, ranging in age from 13 to 14 years old. The composition of the participants consisted of 11 girls (44%) and 14 boys (56%). Most of the participants were 13 years old, with more boys than girls.

4.1.1 Questionnaire Result

To find out the students' response to the use of YouTube animated videos in learning Asking and Giving Opinion, a questionnaire was distributed to the students. This questionnaire was designed to answer the first research question and consisted of 20 positive closed-ended questions. It covered indicators related to the use of YouTube animations and asking and giving opinions. Adopting a Likert scale of 1-5, the questionnaire provided five response options: 'Strongly Agree' (worth 5), "Agree" (worth 4), "Neutral" (worth 3), "Disagree" (worth 2), and "Strongly Disagree" (worth 1). Students' responses to this questionnaire can be seen in the table presented below.

No	List of Questionnaire	Students Response					Number of Students	Total Scores
		SA	A	N	D	SD		
1	<i>I was interested in learning after watching an animation video on YouTube.</i> (Saya tertarik untuk belajar setelah menonton video animasi di YouTube).	19	5	1	0	0	25	118

2	<p><i>The animated video on YouTube made me more excited to learn "Asking and Giving Opinion".</i> (Video animasi di YouTube membuat saya lebih bersemangat untuk mempelajari "Asking and Giving Opinion").</p>	12	9	4	0	0	25	108
3	<p><i>I am satisfied with the use of animated videos on YouTube in learning "Asking and Giving Opinion".</i> (Saya merasa puas dengan penggunaan video animasi di YouTube dalam pembelajaran "Asking and Giving Opinion").</p>	7	18	0	0	0	25	107
4	<p><i>I enjoyed the animated video on YouTube in presenting the material "Asking and Giving Opinion".</i> (Saya senang dengan video animasi di YouTube dalam menyajikan materi "Asking and Giving Opinion").</p>	11	10	4	0	0	25	107

5	<i>I understand the material 'Asking and Giving Opinion' better</i>	8	8	9	0	0	25	99
---	--	---	---	---	---	---	----	----

	<p><i>after watching the animated video on YouTube.</i></p> <p>(Saya lebih memahami materi "Asking and Giving Opinion" setelah menonton video animasi pada YouTube).</p>							
6	<p><i>After watching the animated video on YouTube, I feel more confident in using the expression "Asking and Giving Opinion".</i></p> <p>(Setelah menonton video animasi di YouTube, saya merasa lebih percaya diri dalam menggunakan ekspresi "Asking and Giving Opinion").</p>	8	10	7	0	0	25	101

7	<i>Animated videos on YouTube increase my confidence in understanding the material being taught.</i>	11	7	7	0	0	25	104
	(Video animasi di YouTube meningkat-							

	kan kepercayaan diri saya dalam memahami materi yang diajarkan)							
8	<i>I feel more confident in using English after learning from animated videos on YouTube.</i>	12	9	4	0	0	25	108
	(Saya merasa lebih yakin dalam menggunakan bahasa Inggris setelah belajar dari video animasi di YouTube).							

9	<i>The material presented in the animated video on YouTube is relevant to the topic "Asking and Giving Opinion".</i> (Materi yang disajikan dalam video animasi di YouTube relevan dengan topik "Asking and Giving Opinion").	21	3	1	0	0	25	120
10	<i>Animated videos on YouTube always suit my learning needs.</i> (Video animasi di YouTube selalu sesuai dengan kebutuhan	19	2	4	0	0	25	115

	pembelajaran saya).							
11	<i>I feel that animated videos on YouTube are very supportive of learning the material being learnt.</i> (Saya merasa video animasi di YouTube sangat mendukung pembelajaran materi yang sedang dipelajari)	17	6	2	0	0	25	115

12	<i>I find the format of animated videos on YouTube used in learning very easy to understand.</i> (Saya merasa format video animasi di YouTube yang digunakan dalam pembelajaran sangat mudah dipahami).	6	12	7	0	0	25	99
13	<i>Animated videos on YouTube have an interesting format, making learning fun.</i> (Video animasi di YouTube memiliki format yang menarik, sehingga	17	7	3	0	0	25	116
	pembelajaran terasa menyenangkan).							

14	<p><i>The animated video format on YouTube helps me to follow along more easily with the learning.</i></p> <p>(Format video animasi di YouTube membantu saya lebih mudah mengikuti pembelajaran).</p>	9	13	3	0	0	25	106
15	<p><i>I can identify the expression "Asking and Giving Opinion" after watching an animated video on YouTube.</i></p> <p>(Saya dapat mengidentifikasi ekspresi "Asking and Giving Opinion" setelah menonton video animasi di YouTube).</p>	4	12	9	0	0	25	95
16	<p><i>Animated videos on YouTube helped me recognize different ways to ask for and give opinions in English.</i></p> <p>(Video animasi di YouTube</p>	14	8	3	0	0	25	111

	membantu saya mengenali berbagai cara untuk meminta dan memberikan pendapat dalam bahasa Inggris).							
17	<p><i>I was able to remember the 'Asking and Giving Opinion' expression taught after watching an animated video on YouTube.</i></p> <p>(Saya dapat mengingat ekspresi "Asking and Giving Opinion" yang diajarkan setelah menonton video animasi di YouTube).</p>	7	14	4	0	0	25	103
18	<p><i>I can distinguish various expressions of 'Asking and Giving Opinion' after watching an animated video on YouTube.</i></p> <p>(Saya dapat membedakan berbagai ekspresi "Asking and Giving Opinion" setelah menonton video animasi di YouTube).</p>	5	11	9	0	0	20	96

*The table above shows each student's score on each
questionnaire item*

The following is a description of students' answers to each questionnaire item from number 1-20. First statement "I was interested in learning after watching an animation video on YouTube", in this statement there are 19 strongly agreed, 5 agreed, and 1 neutral. No one student choose disagreed or strongly disagreed. The total score of this statement is 118 score. Second statement "The animated video on YouTube made me more excited to learn "Asking and Giving Opinion", in this statement there are 12 strongly agreed, 9 agreed, and 4 neutral. No one student choose disagreed or strongly disagreed. The total score of this statement is 108 score. Third statement "I am satisfied with the use of animated videos on YouTube in learning "Asking and Giving Opinion", in this statement there are 7 strongly agreed and 18 agreed. No one student choose neutral, disagreed or strongly disagreed. The total score of this statement is 107 score. Forth statement "I enjoyed the animated video on YouTube in presenting the material "Asking and Giving Opinion", in this statement there are 11 strongly agreed and 10 and 4 neutral. No one student choose disagreed or strongly disagreed. The total score of this statement is 107 score. Fifth statement "I understand the material "Asking and Giving Opinion" better after watching the animated video on YouTube", in this statement there are 8 strongly agreed and 8 and 9 neutral. No one student choose disagreed or strongly disagreed. The total score of this statement is 99 score. Sixth statement "After watching the animated video on YouTube, I feel more confident in using the expression "Asking and Giving Opinion", in this statement there are 8 strongly agreed and 10 and 7 neutral. No one student choose disagreed or strongly disagreed. The total score of this statement is 101 score. Seventh statement "Animated videos on YouTube increase my confidence in understanding the material being taught", in this statement there are 11 strongly agreed and 7 and 7 neutral. No one student choose disagreed or strongly disagreed. The total score of this statement is 104 score. Eighth statement "I feel more confident in using English after learning from animated videos on YouTube", in this statement there are 12

strongly agreed and 9 and 4 neutral. No one student choose disagreed or strongly disagreed. The total score of this statement is 108 score. Ninth statement “The material presented in the animated video on YouTube is relevant to the topic “Asking and Giving Opinion”, in this statement there are 23 strongly agreed and 3 and 1 neutral. No one student choose disagreed or strongly disagreed. The total score of this statement is 120 score. Tenth statement “Animated videos on YouTube always suit my learning needs”, in this statement there are 19 strongly agreed and 2 and 4 neutral. No one student choose disagreed or strongly disagreed. The total score of this statement is 95 score.

Eleventh statement “I feel that animated videos on YouTube are very supportive of learning the material being learnt”, in this statement there are 17 strongly agreed and 6 and 2 neutral. No one student choose disagreed or strongly disagreed. The total score of this statement is 115 score. Twelfth statement “I find the format of animated videos on YouTube used in learning very easy to understand”, in this statement there are 6 strongly agreed and 17 and 7 neutral. No one student choose disagreed or strongly disagreed. The total score of this statement is 99 score. Thirteenth statement “Animated videos on YouTube have an interesting format, making learning fun”, in this statement there are 17 strongly agreed and 7 and 3 neutral. No one student choose disagreed or strongly disagreed. The total score of this statement is 116 score. Fourteenth statement “The animated video format on YouTube helps me to follow along more easily with the learning”, in this statement there are 9 strongly agreed and 13 and 3 neutral. No one student choose disagreed or strongly disagreed. The total score of this statement is 106 score. Fifteenth statement “I can identify the expression “Asking and Giving Opinion” after watching an animated video on YouTube”, in this statement there are 4 strongly agreed and 12 and 9 neutral. No one student choose disagreed or strongly disagreed. The total score of this statement is 95 score.

Sixteenth statement “Animated videos on YouTube helped me recognize different ways to ask for and give opinions in English”, in this statement there are 14 strongly agreed and 8 and 3 neutral. No one student choose disagreed or strongly disagreed. The total score of this statement is 111 score. Seventeenth

statement “I was able to remember the ‘Asking and Giving Opinion’ expression taught after watching an animated video on

YouTube”, in this statement there are 7 strongly agreed and 14 and 4 neutral. No one student choose disagreed or strongly disagreed. The total score of this statement is 103 score. Eighteenth statement “I can distinguish various expressions of ‘Asking and Giving Opinion’ after watching an animated video on YouTube”, in this statement there are 5 strongly agreed and 11 and 9 neutral. No one student choose disagreed or strongly disagreed. The total score of this statement is 96 score.

Nineteenth statement “The animated videos on YouTube made it easier for me to understand the differences between various expressions of ‘Asking and Giving Opinion”, in this statement there are 14 strongly agreed and 10 and 1 neutral. No one student choose disagreed or strongly disagreed. The total score of this statement is 113 score. The last statement “I can recognize the different contexts in using the expression ‘Asking and Giving Opinion’ after learning through animated videos on YouTube”, in this statement there are 13 strongly agreed and 8 and 4 neutral. No one student choose disagreed or strongly disagreed. The total score of this statement is 109 score.

4.1.2 Document Result

The second research question was answered by collecting grade documents on students' writing ability in communicating asking and giving opinions after watching animated videos from YouTube. This average score assessment, consists of four categories: very good, good, good enough and bad. Each student's score can be seen in the Table below.

No	Respondents	Score
1	AILEEN E. MENDROFA	Good Enough
2	ALBERTIANUS DAWOLO	Good
3	ALFREDO R. HULU	Good Enough
4	CALVIN I. S ZALUKHU	Good Enough
5	DARWIMAN ZEGA	Enough
6	DIAN FEBRIANG ZEGA	Very Good
7	EIREN ENJELITA ZEGA	Very Good
8	ELBIN S. ZENDRATO	Good
9	FAJARMAN TELAUMBANUA	Good
10	FIRMAN J. ZEGA	Good
11	HARKA E. GEA	Good
12	HOTMAN R.T ZEGA	Good Enough
13	JULFAN TELAUMBANUA	Very Good
14	KRISTIANI ZILIWU	Very Good
15	LENTA A. DAWOLO	Good
16	MARKUS H. MENDROFA	Good
17	MASTIWI B. ZEGA	Very Good
18	NIRA N. GIAWA	Good
19	NOFITA S. DAWOLO	Very Good
20	BIAN B. DAWOLO	Good
21	SEIMAN HAREFA	Enough
22	SELFIN N. S. DAWOLO	Good
23	VALERIUS ZEGA	Very Good
24	WERNITA ZILIWU	Very Good
25	YANUARI ZEGA	Very Good

Table 4.3 Students' score in communicated asking and giving opinion after watching YouTube Videos

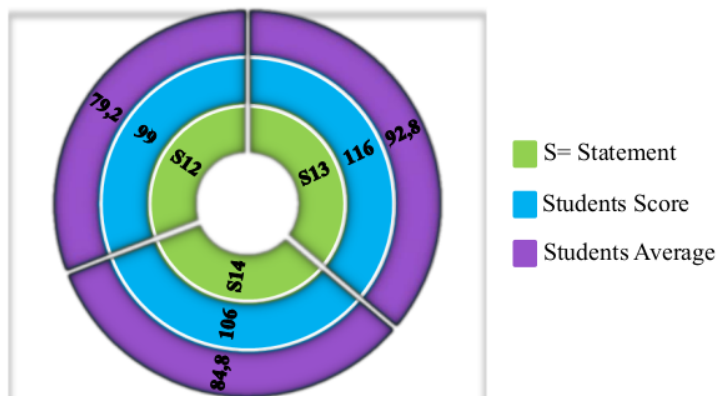
Based on the table above, of the 25 students or respondents, the most numerous categories are the good category, namely 10 students, the next largest category is the very good category with a total of 9 students. While the good enough category consists of 4 students and the enough category is 2 students. No one student is in the bad category.

4.2 Discussion

4.2.1 Questionnaire Data Analysis

Questionnaires that have been distributed and answered by students will be described by researchers using a sunburst chart. The researcher will analyze students' answers based on each indicator sequentially. The researcher will use a predetermined formula to determine the average value of each score contained in each statement. After that, the researcher will determine the average value on each questionnaire based on the previously obtained values.

The first indicator is the format indicator. In the format indicator there are 3 positive statements addressed to students. The statements on the format indicator start from statement numbers 12-14. The average value of student scores from each statement in the 'format' indicator can be seen in the sunburst chart below:



Sunburst Chart 4.1 Indicator Format

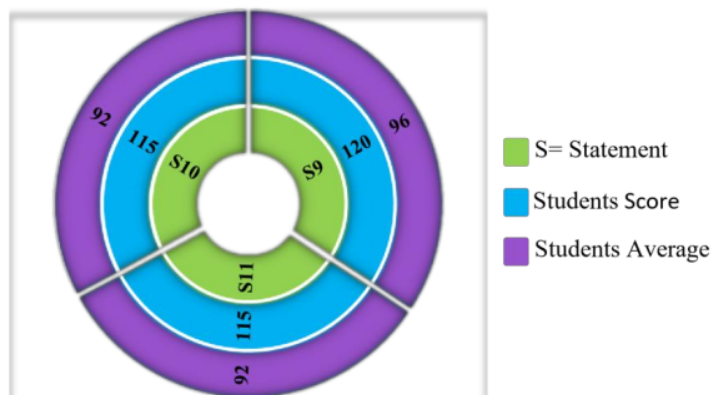
In the sunburst chart above, each statement filled in by students has a different score. Statement 12 has a score of 99 with an average value of 79.2%, then statement 13 has a score of 116 with an average value of 92.8% and statement 14 has a score of 106 with an average value of 84.8%. The statements contained in this format indicator aim to determine the quality of the video display that can affect learning. The influence in question can be a positive influence or a negative influence. With the

average value of each statement above, the overall average value of the format indicator is

85.6%. Based on the Likert criteria from Kartini et al., in Saputra et al., (2022), the average value on the format indicator is classified as Very Good. These criteria indicate that the format indicator has a good influence on learning. Sukiyasa & Sukoco in Wijaya et al., (2021) say that material that is presented clearly in terms of sound or content and is more real will make it easier for students to understand and understand the material presented so that it can have an impact on student learning outcomes. The criteria obtained previously, namely Very Good proving that the format of animated video learning video that has been watched before is very feasible and supports the learning process.

The second indicator is the relevance indicator. In the relevance indicator there are 3 positive statements addressed to students. The statements on the relevance indicator start from statement numbers 9-11.

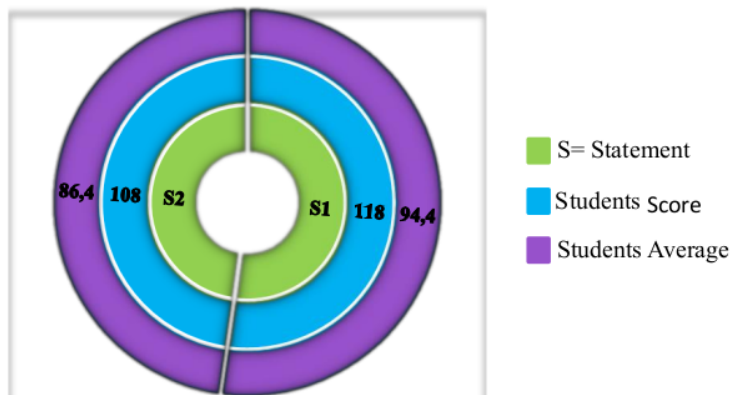
The average value of student scores from each statement in the “relevance” indicator can be seen in the sunburst diagram below:



Sunburst Chart 4.2 Indicator Relevance

In the sunburst chart above, each statement filled in by students has a different score. Statement 9 has a score of 120 with an average value of 96%, then statement 10 has a score of 115 with an average value of 92% and statement 11 has a score of 115 with an average value of 92%. The

statements contained in this relevance indicator aim to determine the relationship between video content and learning materials. With the average value of each statement above, the overall average value of the relevance indicator is 93.3%. Based on the Likert criteria from Kartini et al., in Saputra et al., (2022), the average value on the relevance indicator is classified as Very Good. These criteria indicate that the content contained in the animated videos displayed is related to the learning material being studied, namely Asking and Giving Opinion. Wuryanti and B.K in Susilo & Widiya (2021) also said that good animation media will be able to overcome problems in the subject matter being studied. With the criteria obtained previously, this shows that the animated videos that have been watched by students are related to the learning material being studied. The third indicator is the interest indicator. In the interest indicator there are 2 positive statements addressed to students. Statements on the interest indicator start from statements number 1 and 2. The average value of student scores from each statement in the “interest” indicator can be seen in the sunburst diagram below.

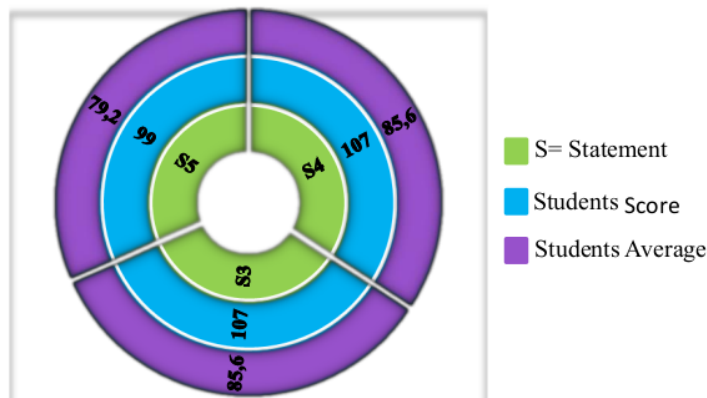


Sunburst Chart 4.3 Indicator Interest

In the sunburst chart above, each statement filled in by students has a different score. Statement 1 has a score of 118 with an average value of 94.4% and statement 2 has a score of 108 with an average value of 86.4%. The statement contained in this interest indicator aims to determine the

reaction of students when watching animated videos on YouTube. With the average value of each statement above, the overall average value of the interest indicator is 90.4%. Based on the Likert criteria from Kartini et al., in Saputra et al., (2022), the average value on the interest indicator is classified as Very Good. These criteria indicate that the content contained in the animated videos displayed increases students' curiosity in learning. Susilo & Widya (2021) also said that basically interesting animation media will make it easier for students to understand learning material and have a positive impact on learning outcomes. This means that the animated video content contained on YouTube provides a variety of benefits such as supporting the learning process, making the learning process more interesting, making learning more effective and increasing student enthusiasm in participating in learning.

The fourth indicator is the satisfaction indicator. In the satisfaction indicator there are 3 positive statements addressed to students. Statements on the satisfaction indicator start from statement numbers 9-11. The average value of student scores from each statement in the “satisfaction” indicator can be seen in the sunburst chart below:

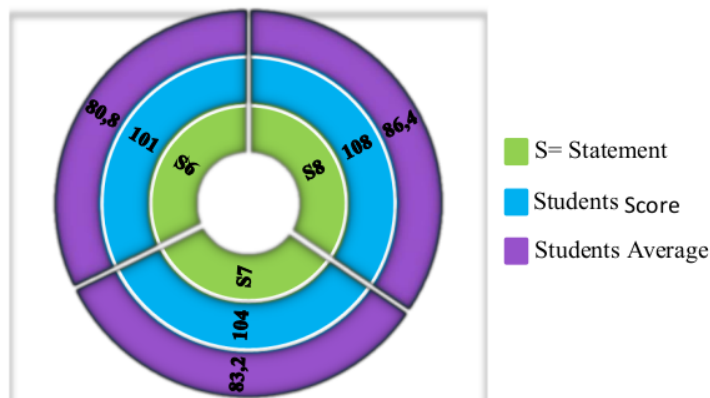


Sunburst Chart 4.4 Indicator Satisfaction

In the sunburst chart above, each statement filled in by students has a different score. Statements 3 and 4 have the same score of 107 with an average value of 85.6%, and statement 5 has a score of 99 with an average

value of 79.2%. The statement contained in the satisfaction indicator aims to find out how students feel when watching learning videos in the form of animated videos on YouTube on learning asking and giving opinions. With the average value of each statement above, the overall average value of the satisfaction indicator is 83.4%. Based on the Likert criteria from Kartini et al., in Saputra et al., (2022), the average value on the satisfaction indicator is classified as Very Good. These criteria indicate that the content contained in the animated videos display provides its own satisfaction for students in understanding the material of asking and giving opinion. The satisfaction in question is that students feel happy to take part in learning and increase their curiosity in learning. This is supported by the opinion of Wahyuningsih in Lijana et al., (2020) that enjoyable learning causes the growth of positive responses from students which directly has an impact on increasing interest in learning, activity in participating in learning activities, which ultimately has an impact on improving learning outcomes. Thus, animated videos contained on YouTube can be used as learning media in learning.

The fifth indicator is the confidence indicator. In the confidence indicator there are 3 positive statements addressed to students. The statements on the confidence indicator start from statement number 6-8. The average value of student scores from each statement in the “confidence” indicator can be seen in the sunburst chart below.



Sunburst Chart 4.5 Indicator Confidence

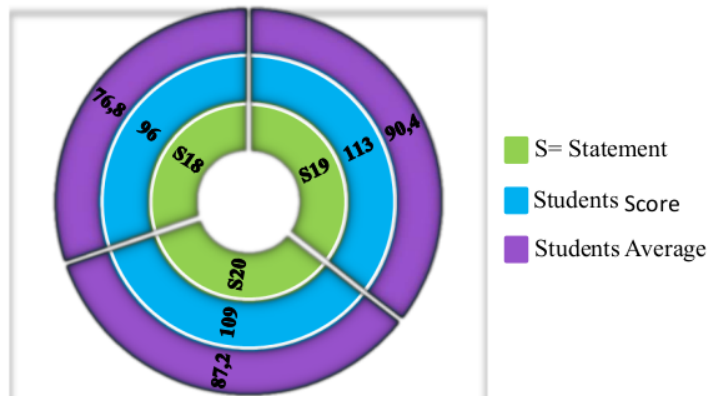
In the sunburst chart above, each statement filled in by students has a different score. Statement 6 has a score of 101 with an average value of 80.8%, statement 7 has a score of 104 with an average value of 83.2%, and statement 8 has a score of 108 with an average value of 86.4%. The statements contained in this confidence indicator aim to find out the level of student confidence after watching learning videos in the form of animated videos on YouTube on learning asking and giving opinions. With the average value of each statement above, the overall average value of the confidence indicator is 83.4%. Based on Likert criteria from Kartini et al., in Saputra et al., (2022), the average value on the confidence indicator is classified as Very Good. This criterion indicates that the content contained in the animated videos displayed provides hope for students to succeed in asking and giving opinions. The satisfaction in question is that students feel confident that with learning media in the form of animated videos on YouTube can make them successfully communicate asking and giving opinions and can apply them in everyday life. Based on the thoughts of Annisa et al., (2023) it can be concluded that the animated video contained on YouTube can be played repeatedly, so that students can better understand the material contained therein. Thus, animated videos can provide experiences that can increase students' self-confidence. The sixth indicator is the Identifying Asking Opinion indicator. In the Identifying Asking Opinion indicator there are 3 positive statements addressed to students. The statements on the confidence indicator start from statement number 15-17. The average value of student scores from each statement in the "Identifying Asking Opinion" indicator can be seen in the sunburst chart below.



Sunburst Chart 4.6 Indicator Identifying Asking Opinion

In the sunburst chart above, each statement filled in by students has a different score. Statement 15 has a score of 95 with an average value of 76%, statement 16 has a score of 111 with an average value of 88.8%, and statement 17 has a score of 103 with an average value of 82.4%. The statements contained in identifying asking opinion indicator aim to find out how the students' level of understanding in asking other people's opinions. With the average value of each statement above, the overall average value of the identifying asking opinion indicator is 82.4%. Based on Likert criteria from Kartini et al., in Saputra et al., (2022), the average value on the identifying asking opinion indicator is classified as Very Good. These criteria indicate that the content contained in the animated videos displayed provides an understanding for students to be able to identify how to ask other people's opinions. Caella (2024) also said that the learning interest of students who apply animated video learning media is very high, so the learning process is more effective. By using animated videos on YouTube, students can easily ask opinions of others in English properly without causing misunderstanding.

The last or seventh indicator is the Identifying Giving Opinion indicator. In the Identifying Giving Opinion indicator there are 3 positive statements addressed to students. The statements on the Identifying Giving Opinion indicator start from statement number 18-20. The average value of student scores from each statement in the "Identifying Giving Opinion" indicator can be seen in the sunburst chart below:



Sunburst Chart 4.7 Indicator Identifying Giving Opinion

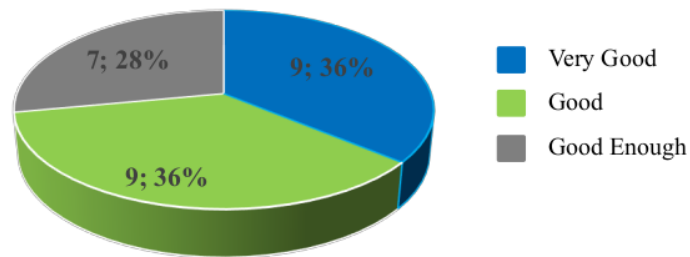
In the sunburst chart above, each statement filled in by students has a different score. Statement 17 has a score of 96 with an average value of 76.8%, statement 18 has a score of 113 with an average value of 90.4%, and statement 20 has a score of 109 with an average value of 87.2%. The statement contained in the indicator identifying Giving opinion aims to find out how the level of understanding of students in asking other people's opinions. With the average value of each statement above, the overall average value of the identifying Giving opinion indicator is 84.8%. Based on Likert criteria from Kartini et al., in Saputra et al., (2022), the average value on the indicator identifying asking opinion is classified as Very Good. These criteria indicate that the content contained in the animated videos display provides an understanding for students to be able to identify how to give other people's opinions. With this ability, students can easily give opinions to others in English properly without causing misunderstanding. Caella (2024) also said that the learning interest of students who apply animated video learning media is very high, so the learning process is more effective. By using animated videos on YouTube, students can easily express opinions of others in English properly without causing misunderstanding. Caella (2024) also said that the learning interest of students who apply animated video learning media is very high, so the learning process is more effective. By using animated videos on YouTube,

students can easily ask opinions of others in English properly without causing misunderstanding.

9
Based on the description of the questionnaire above, it shows that the response of class VIII B students of UPTD SMP Negeri 2 Gunungsitoli Utara to the use of animated videos on Youtube is Very Good. Overall, the average score of students after filling out the questionnaire was 86, the average score obtained was classified as Very Good based on the Likert category adopted from Kartini et al., in Saputra et al., (2022). From the results of the analysis of student scores on each statement, the lowest score found by the researcher was 76. This lowest score was classified as Good. This means that the use of animated videos in learning to ask questions and give opinions is useful. Most students strongly agree with the positive statements in each questionnaire statement. The use of animated videos in learning will support the learning process. In addition, the learning process will feel fun and increase students' enthusiasm in learning. With high student enthusiasm, students become more involved in learning, such as actively conveying ideas or questions. So that it produces students who are successful in learning.

4.2.2 Document Analysis

Document analysis is used to answer the second research question using documents. The documents are in the form of student ability scores in communicating asking and giving opinions. The assessment of students' speaking abilities in this case is divided into four categories: very good, good, sufficient and less. Based on the accumulation of the teacher, out of 25 students, they are classified into different categories. In the Very Good category, there are 9 students, then in the Good category there are 9 students and in the Sufficient category there are 7 students. There are no students in the less category.



Based on the diagram, students' speaking ability in asking and giving opinions is mostly in the excellent and good categories. With these categories, students can overcome the challenges they experienced before, namely challenges in communicating unfamiliar and giving opinions. Of the 25 students, 9 students (36%) were in the Very Good category, 9 students (36%) in the Good category and 7 people in the Good Enough category (28%), none of whom were in the bad category.

Based on this assessment, animated videos on YouTube have a positive impact on teachers and students. The benefit that can be obtained by the teacher is that the learning process becomes more effective because it is easily understood by students. The benefit obtained by students is that students become capable and more confident in asking and giving opinions. For this reason, the researcher can conclude that overall, the animated video on YouTube supports the learning process.

4.2.3 The Research Findings Versus the Latest Related Research

Based on the research findings previously described, researchers will compare them with related previous research.

First, it comes from Nurdiawati (2019), with the ⁴title: YouTube Animated Movies as an Alternative Media to Enhance Students' listening skills. This study investigates ⁴whether using YouTube animated films as an alternative media can improve student's ⁴listening skills and to find out students' attitudes towards learning through YouTube animated films as an alternative media. The ¹study found that the use of YouTube animated films

as learning media can improve students' listening skills and elicit good emotions from them. The conclusion of this study is in favor of using YouTube animation media to increase students' interest and enthusiasm for learning in English classes.

Second, J Juma (2022), entitled: Developing English Pronunciation Through Animation and YouTube Videos. This study investigates whether using YouTube animated films as an alternative media can improve student's listening skills and to find out students' attitudes towards learning through YouTube animated films as an alternative media. The study found that the use of YouTube animated films as learning media can improve students' listening skills and elicit good emotions from them. The conclusion of this study is in favor of using YouTube animation media to increase students' interest and enthusiasm for learning in English classes.

Third, Toleuzhan, (2023), entitled: The Educational Use of YouTube Videos in Communication Fluency Development in English: Digital Learning and Oral Skills in Secondary Education. This study investigated the use of YouTube videos to improve English speaking among secondary school students in Kazakhstan. Using a mixed approach that included both quantitative and qualitative data from 288 students aged 12-13 years, the findings showed that students had positive attitudes towards the use of YouTube videos. YouTube videos are effective in boosting students' enthusiasm and confidence. The survey found that, while interest in academic documentaries was low, English language films and songs were in high demand, as were instructive and motivational videos. The questionnaire had a high reliability value of 0.87, indicating that YouTube videos are an effective tool for English language learning.

From the three studies above, each of these studies has different objectives towards the use of video animation on YouTube. When compared with these previous studies with this study there are differences. In the research conducted by Nurdiawati investigated the use of movie animation on YouTube in improving students listening skills. Furthermore, research conducted by J Juma investigates the use of

animation and YouTube videos in developing student's pronunciation in English, and research conducted by Toleuzhan is investigating the use of videos on YouTube in improving students' fluency in speaking English. While this study aims to investigate the use of animated YouTube videos in asking and giving opinions of students. However, the results of the three previous studies and this study on the use of video animations on YouTube have a positive impact. This study shows that video animations on YouTube are positive and beneficial for educators and students when used in English language learning. This is because the results of all previous studies and research conducted by researchers show that the use of video animations on YouTube is the right solution as a medium for learning English.

With the results of these studies, it can be concluded that the use of video animation not only has a positive impact on learning asking and giving opinions but can also be used to improve student's ability in listening skills, can be used to develop students' pronunciation in English language learning, and develop students' fluency in communicating English. Animated Video on YouTube will be a very important learning medium for students' success in learning and educators.

4.2.4 The Findings versus Theories

Based on the research instruments used by the researcher, the researcher found that in the first instrument of the questionnaire sheet, the analysis results showed that students gave a very positive response to the use of animated videos on YouTube in asking and giving opinions. This response illustrates that students' enthusiasm in learning after using video animation media on YouTube is very high. This is in line with the theory proposed by Shiu et al. in Lestari & Apoko (2022), which states that animated videos as learning media can increase student attention and understanding. Not only does it make learning fun, but it also makes students become more participatory in learning. besides, it stimulates

students' curiosity towards learning, so they can easily understand learning.

In addition, the theory from Luhulima et al. in Sae & Radia (2023) explains that animation provides added value in learning because it can explain complex concepts in a clearer and easier-to-understand way than other media. These two theories are interconnected and complementary, where Shiu et al. emphasize the positive influence of animation media on students' attention in learning, while Luhulima et al. focus on the ability of animation to simplify the understanding of learning concepts, so that students more easily understand learning concepts that were previously difficult to understand to be more easily understood.

The documentation of student scores in asking and giving opinion learning showed a significant increase. Students' scores in asking and giving opinion after using animated videos support these two theories. This finding shows that animated videos not only attract students' attention but are also effective in helping them understand the concept of communication better. In other words, animated media serves as a useful medium in strengthening students' skills in asking and giving opinions.

From these results, it can be concluded that the use of animated videos on YouTube is an effective learning strategy to improve students' communication skills in English. This strategy certainly benefits both educators and learners. It creates a learning environment that is easy to understand and fun. Thus, this research provides empirical evidence that the integration of animated videos on YouTube in the learning process can produce a real positive impact and is also in line with the theory of the effectiveness of visual learning media.

4.2.5 The Research Result Implication

Based on the results that researchers have obtained from questionnaires and student documents, the results of the analysis of these two instruments are very good. For this reason, there are some significant

implications for the use of video animation on YouTube on students' asking and giving opinion skills.

1. Improvement of Teaching Methods: With the results of the study showing that animated videos on YouTube contribute positively to students in asking and giving opinion. So, it is expected that educators can integrate this medium in learning, to create an interactive and interesting classroom environment. With this kind of learning environment, students will become more motivated in discussions and confident in expressing opinions.
2. Curriculum Design: The findings also refer to the curriculum design that needs more attention. The curriculum design in question is to include animated videos as part of the teaching materials, so that the learning curriculum becomes more relevant and interesting for students. This will create a more interactive learning situation, so that students can understand learning concepts that are difficult to understand. In developing this curriculum design, it is necessary to pay attention to multimedia elements to improve the quality of learning outcomes of students.
3. Resource Development: The resources in question are resources that support the use of animated video in learning. Such as providing guidelines that can be used by teachers in selecting and using animated videos on YouTube that are in accordance with learning objectives and how to evaluate student learning outcomes after using the media. There is also a need for training for teachers in using technology to implement animated media on YouTube.
4. Further Researchers: With the findings of researchers on ⁷ the use of animated videos on YouTube specifically in learning asking and giving opinions, further researchers can explore the usefulness of animated videos on YouTube in other learning. For example, in listening learning, reading comprehension and even in other subjects. With this, it will add a broad understanding of the effectiveness of audio-visual media in all subjects.

4.2.6 The Research Result Implication

1. Number of Respondents: This study may involve a small number of respondents, which may affect the generalizability of the findings to this study.
2. Data Collection Method: This study used questionnaires and documentation of students' scores. The questionnaire may result in subjective bias which refers to the mood of the students when filling out the questionnaire sheet so that the answers given may be less accurate.
3. Assessment of Students' Skills: the scores obtained by students after using animated videos may not be fully measured based on the aspects of asking and giving opinion skills so that it does not provide a complete picture of students' abilities in learning.

CHAPTER V CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the results of data analysis obtained from questionnaires and documentation of students' scores on the use of animated videos on YouTube both show satisfactory results, which are classified as Very Good category. The use of video animation in learning that has been used, especially in asking and giving opinions, has a positive impact on students. The results obtained certainly make animated videos on YouTube as a medium that greatly supports learning. Learning becomes more interesting and interactive. This situation stimulates students in contributing to learning discussions and can even be more confident in expressing an idea. In addition, being able to simplify learning concepts that are difficult to understand to be easier to understand, so that learning becomes more qualified and creates quality student learning outcomes as well.

5.2 Recommendation

Based on the above results, there are several suggestions submitted by the researcher. First, students are expected not only to watch or use video animations to learn in class. However, it is better if students also look for related references individually, for example at home that are relevant to the learning that will be learned at school. So, students will get learning experience for the next material in the classroom. Second, for educators, it is recommended to apply the use of learning strategies that use animated videos in learning, so that learning is not monotonous or boring. In addition, educators are expected to be able to filter video animations found on YouTube according to student learning needs or learning materials. This is recommended so that there is no gap between the video displayed and the material being taught. Finally, future researchers are expected to be able to explore what learning is supported by video animations on YouTube so that the learning conditions for other learning experiences are the same as those experienced by respondents in this study.

ANALYSIS OF THE USE OF ANIMATED VIDEOS ON YOUTUBE IN ASKING AND GIVING OPINION AT UPTD SMP NEGERI 2 GUNUNGSITOLI UTARA IN 2024/2025

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