

## Analysis of the Use of Animated Videos on YouTube in Asking and Giving Opinion at UPTD SMP Negeri 2 Gunungsitoli Utara

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### Abstract

*This study aims to describe the use of Animated Videos on YouTube in learning Asking and Giving Opinion and its benefits for class VIII B students at UPTD SMP Negeri 2 Gunungsitoli Utara in the 2024/2025 school year. In the context of Merdeka Belajar Curriculum, learning media such as Animated Videos has an important role in increasing student engagement and facilitating interactive learning. Based on previous research, Animated Videos are effective in helping students understand complex concepts and improve communication skills. This research uses a qualitative approach with descriptive method to analyze data obtained through interviews, questionnaires, and documentation. Based on the results of the interview, the teacher used an Animated Video video posted by Betterfly English entitled Expressions of Asking for and Giving Opinions which can be accessed for free on YouTube (link: <https://www.youtube.com/watch?v=LYXUC2K2bQk>) Overall, the results of the study show that the use of YouTube Video Animation supports students' understanding of Asking and Giving Opinion material significantly, as well as making learning more interesting and fun.*

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## INTRODUCTION

Teaching is fundamentally a collaborative process that involves the active participation of both teachers and students. This process is not merely about the transfer of knowledge but about fostering an environment where students are encouraged to explore, question, and engage with the material. Within the framework of the Merdeka Belajar Curriculum, these interactions are meticulously structured through the learning objectives (ATP), which set out

clear learning objectives to guide the educational journey. To properly accomplish these aims, teachers need to present a diverse set of challenging and relevant learning resources. Furthermore, Saleh et al. (2023) stated that learning media is an important part of determining learning success. This means that learning media has a crucial role in helping students understand the material presented by educators better and achieve the expected competencies.

In the digital era, there are many types of learning media that teachers can use to support learning. Based on the thoughts of Ocepek et al. in Kohler & Dietrich (2021), it can be concluded that one of the most effective learning media is animated videos that can be accessed via the YouTube Platform. This means that animated videos have a good impact on the development of students' knowledge. In addition, Putra (2019) explains that YouTube is a website that uses the internet to run its features, where with YouTube, a user can post or display videos or animations so that many people can see and enjoy them. Based on this theory, it can be ascertained that animated videos can be accessed via the YouTube Platform globally by teachers to find content that is relevant to learning.

Regarding the use of Animated Videos on YouTube, Shiu et al., in Lestari & Apoko (2022), state that the use of Animated Videos through YouTube is believed to be effective as a learning medium. The collaborative nature of YouTube, where users can comment on and share videos, also encourages peer learning and the exchange of ideas among students. This can lead to deeper engagement with the material and a more interactive learning experience.

Particularly, Farida et al. (2022) explained that Animated Videos consisted of digitally altered objects that moved according to a predetermined scale, effectively conveying educational content in an engaging and understandable manner. The use of animation in education was supported by numerous studies, which showed that Animated Videos improved students' retention of information and their ability to apply what they had learned in different contexts. In addition to the use of animated videos in learning, Ardian & Munadi in Melati et al., (2023) said that Animated Videos helped students understand complex concepts better. This meant that Animated Videos could help students understand learning materials easily. With this capability, YouTube was an effective platform for distributing and accessing Animated Videos tailored to support specific learning scenarios, thereby helping students comprehend material more thoroughly and in a more engaging way.

In the specific context of the Merdeka Belajar Curriculum, teachers were expected to utilize technology-based learning media to ensure that the teaching and learning process was both effective and optimal. This curriculum covered a broader range of subjects, including natural, social, and technological sciences (Mujab & Mugelar, 2023). Technology-based learning media, based on previous theories, was animated videos; in this case, teachers were expected to be able to utilize animated videos properly and correctly in learning. Thus, the application

of technology in education not only aided in mastering material but also enriched students' learning experiences, aligning with the specific objectives of the Merdeka Belajar Curriculum.

Overcoming this challenge requires innovative pedagogical approaches that not only integrate technology, but also change the way students interact with learning. Even though multimedia technologies like animated video are commonly used in education, their usage to foster "Asking and Giving Opinion" skills in the English curriculum is still relatively unexplored. By using video animation to create an interactive, student-focused learning environment that promotes cooperation and communication, this study offers a creative approach. With its focus on multimedia, the Merdeka Belajar curriculum offers the perfect foundation for using video animation as a technique to boost student engagement and get over current obstacles like low motivation and involvement. This approach goes beyond simply using technology for content delivery; it facilitates a shift in pedagogy that supports the development of communication skills in ways that traditional learning methods cannot achieve. By focusing on the practical application of these communication skills, this research introduces a new and relevant method to promote more effective language learning outcomes.

This research aimed to analyze the use of Animated Videos on YouTube in asking and giving opinions at UPTD SMP Negeri 2 Gunungsitoli Utara. By focusing on this skill, this research highlighted the importance of effective communication, which was an essential competency in academic contexts and everyday life. The use of Animated Videos was expected to bridge the gap between students' current abilities and desired learning outcomes. This research provided practical insights into how technology-based media, particularly Animated Videos, could be effectively integrated into the curriculum to support the achievement of broader learning objectives within the Merdeka Belajar Curriculum.

## RESEARCH METHODOLOGY

This study used descriptive approaches in a qualitative manner. By utilizing this method, the study sought to demonstrate the value of animated videos in language acquisition and offer useful suggestions for teachers on how to incorporate technology into the classroom in accordance with the Merdeka Belajar Curriculum. From August to October 2024, the study was carried out with eighth-grade class B students at UPTD SMP Negeri 2 Gunungsitoli Utara, which is situated in Tetehosi Afia, Gunungsitoli Utara. Data for the study was gathered using a combination of questionnaires, interviews, and documentation methods.

The interview process involved one English teacher, questionnaires involved 25 students (eighth-grade class B students) and documentation of student grades that had been obtained after the teacher used video animation as

a learning medium. These processes aimed to gain in-depth insights into their experiences with the use of Video Animation in language learning. The following describes the list of questions to the teacher during the interview process, the positive statements distributed to the respondents in the form of questionnaires, and the documentation of students' previous learning outcomes.

•For Teacher:

- First session: In this session, the researcher used theory from Olli and Nirwati (2022).

Table 1. First Interview

No	Indicator (s)	Day 1		Day 2		Day 3	
		Done	Un-done	Done	Un-done	Done	Un-done
1	The teacher allowed students to watch videos in short segments.	✓		✓		✓	
2	The teacher developed students' skills for taking notes.		✓	✓		✓	
3	The teacher used the "pause" feature to pause the video temporarily to allow students to predict or recall the video.	✓		✓		✓	
4	The teacher muted the sound of the video in learning.		✓		✓		✓
5	The teacher used audio prompts to explain what		✓		✓		✓

	was on the screen.						
6	The teacher and students looked at the video carefully.	✓		✓		✓	
7	The teacher related the material to the students' experience as an introduction or motivator for learning activities.	✓		✓		✓	
8	The teacher used online video editors to capture the concepts most relevant to the lesson topic		✓		✓		✓
9	The teacher gave students special responsibilities when viewing or watching videos.	✓		✓		✓	
10	When the students finished watching the video, the teacher gave the students a question.	✓			✓	✓	

- Second Session: In this session, the researcher used theory of Lijana et al (2020). There were some questions from researchers to teacher based on the theory:

Table 2. Second Interview

No	Indicator (s)	Question (s)
1.	<b>Format</b>	Do you think the sounds, images and language used in animated videos on YouTube are clear enough?
2		What do you think about the use of language in the video? Is it appropriate for the students' level of understanding?
3	<b>Relevant</b>	To what extent do the animated videos on YouTube suit the needs and learning objectives of asking and giving opinions?
4		Does the video content support the competencies that students want to achieve?
5	<b>Interest</b>	What do you think about the attractiveness of animated videos? Do students look interested and enthusiastic?
6		Is the animated video able to provoke students' curiosity in learning?
7	<b>Satisfaction</b>	How did the students react after using the animated video? Do they look satisfied or find learning more enjoyable?
8		Do you think the use of animated videos makes learning more interesting than other methods?
9	<b>Confidence</b>	Do students seem more confident in giving opinions after using the animation video?
10		How do students respond to their expectations of learning after using this media?

#### •For Students

For students, researchers used a questionnaire containing 20 positive statements. The positive statements are based on the theory of Lijalan et al (2020) and the indicators contained in the ATP (flow of learning system) used in the school, especially for grade eight class B students. The following is a list of positive statements that have been used by researchers:

1. I am interested in learning after watching animated videos on YouTube.

2. The animated video on YouTube made me more excited to learn "Asking and Giving Opinion".
3. I am satisfied with the use of Animated Video on YouTube in learning "Asking and Giving Opinion".
4. I enjoyed the animated video on YouTube in presenting the material "Asking and Giving Opinion".
5. I understand the material 'Asking and Giving Opinion' better after watching the animated video on YouTube.
6. After watching the animated video on YouTube, I feel more confident in using the expression "Asking and Giving Opinion".
7. Animated Video on YouTube increase my confidence in understanding the material being taught.
8. I feel more confident in using English after learning from Animated Video on YouTube.
9. The material presented in the animated video on YouTube is relevant to the topic "Asking and Giving Opinion".
10. Animated Videos on YouTube always suit my learning needs.
11. I feel that Animated Video on YouTube are very supportive of learning the material being learnt.
12. I feel that the format of animated videos on YouTube used in learning is very easy to understand.
13. Animated Video on YouTube have an interesting format, making learning fun.
14. The animated video format on YouTube helps me to follow along more easily with the learning.
15. I can identify the expression "Asking and Giving Opinion" after watching an animated video on YouTube.
16. The YouTube animated video helps me recognise different ways of 'Asking Opinion' in English.
17. I can remember the Asking Opinion phrases taught after watching the animated video on YouTube.
18. I can identify the expression 'Giving Opinion' after watching the YouTube animation video.
19. The animated video on YouTube helps me recognise the different ways of 'Giving Opinion' in English.
20. I can remember the Giving Opinion phrases taught after watching the animated video on YouTube.

## RESULT AND DISCUSSION

In this study, the data collection techniques used by researchers were interviews, questionnaires and documentation. With these techniques, researchers will describe the use of animated videos on YouTube in learning asking and giving opinions. The subjects of this research are teachers and students. 1 teacher and 25 students. The researcher will interview the teacher regarding the steps in using animated videos on YouTube for three days as a learning media and also the benefits of using the animated videos in learning. Furthermore, the eighth grade B students will distribute questionnaires to find out the benefits that will be the advantages of using the animated videos in learning.

### Interview:

#### First Interview

The researcher will interview the teacher regarding the steps used by the teacher in learning Asking and Giving Opinion. The questions asked by the researcher are based on the theory of Olli and Nirwati (2022) related to the use of Animated videos in learning. The researcher will dig up information from the teacher from day-1 of using animated videos in learning asking and giving opinion until day-3.

#### Day-1

- The teacher allowed students to watch videos in short segments.
- The teacher used the "pause" feature to pause the video temporarily to allow students to predict or recall the video.
- The teacher and students looked at the video carefully.
- The teacher related the material to the students' experience as an introduction or motivator for learning activities.
- The teacher gave students special responsibilities when viewing or watching videos.
- When the students finished watching the video, the teacher gave the students a question.

#### Day-2

- The teacher allowed students to watch videos in short segments.
- The teacher developed students' skills for taking notes.
- The teacher used the "pause" feature to pause the video temporarily to allow students to predict or recall the video.
- The teacher and students looked at the video carefully.
- The teacher related the material to the students' experience as an introduction or motivator for learning activities.



- The teacher gave students special responsibilities when viewing or watching videos.

#### Day-3

- The teacher allowed students to watch videos in short segments.
- The teacher developed students' skills for taking notes.
- The teacher used the "pause" feature to pause the video temporarily to allow students to predict or recall the video.
- The teacher and students looked at the video carefully.
- The teacher related the material to the students' experience as an introduction or motivator for learning activities.
- The teacher gave students special responsibilities when viewing or watching videos.
- When the students finished watching the video, the teacher gave the students a question.

From Day 1 to Day 3 above, the researcher can conclude that:

#### 1. Use of Video in Short Segments:

On each day, the teacher divided the animated video into short segments. This strategy allowed students to focus on specific parts of the video, process information in more detail, and prevent fatigue or boredom from watching the video for too long.

**Showed:** In the context of learning asking and giving opinions, animated videos played in short segments allow students to focus more on the sentences and expressions used. Students can more easily understand the context of the conversation, and this can help them in practicing similar expressions.

#### 2. Use of the "Pause" Feature to Increase Student Engagement:

The teacher used the "pause" feature on the animated video to give students a chance to predict or recall the content of the video before continuing. It is also used to invite students to discuss the content of the video and facilitate connecting the material to their experiences.

**Showed:** This technique not only encourages student engagement, but also helps them connect the material to personal experiences. This is in line with constructivist learning theory which emphasizes learning through experience and reflection.

#### 3. Presenting Materials Relevant to Students' Experiences:

Teachers relate the material to students' real-life experiences to introduce and motivate them in learning. This aims to make the material taught more relevant and interesting to students.

**Showed:** Contextual learning: This approach is in line with the theory of contextual learning, which prioritizes the relevance of the material to students' real world. When learning is perceived as relevant and useful, students are more likely to absorb information better.

#### 4. Students' Responsibility in Watching the Video:

Teachers give students specific responsibilities while watching the video. This may be the task of noting important points, highlighting certain expressions or sentences, or noticing visual elements in the video that support their understanding.

Shown: The responsibilities given to students also serve to build independence in learning. By having a clear goal when watching the video, students are expected to be more focused and purposeful in obtaining the information they need.

#### 5. Giving Questions after Watching the Video:

After students watch the video, the teacher asks questions to ensure their understanding. These questions allow students to connect the content of the video with the concept of asking and giving opinions, as well as evaluating how well they understand the material.

**Shown:** Relevant questions help students in connecting theory with practice. This is a very important step in language teaching, as students should be able to practice expressions and sentence structures in more free and open situations.

Overall, from the first interview, it is apparent that the use of animated videos in the classroom has enormous potential in improving student engagement and comprehension. The steps implemented by the teacher, such as the use of short segments, the pause feature, connecting the material to students' experiences, giving responsibility to students, and evaluation after watching the video, are very effective in supporting the learning of asking and giving opinions.

### Second Interview

In this interview, the researcher will interview the teacher regarding the quality of the learning animated videos used as learning media. This interview is based on the theory of Lijana et al (2020) regarding the use of animated videos on YouTube.

Table 3. Teacher's Response

No	Indicator (s)	Question (s)	Teacher's Response (s)
1.	Format	Do you think the sounds, images and language used in animated videos on YouTube are clear enough?	<i>"Yes, the sound and images are clear enough, but there are some terms in the language that need to be further explained to students, the video has sound quality that is clear enough."</i>
2		What do you think about the use of language in the video? Is it appropriate for the students' level of understanding?	<i>"The language is simple and easy for students to understand, sometimes it is too formal, so I have to give additional explanations."</i>

3	Relevant	To what extent do the animated videos on YouTube suit the needs and learning objectives of asking and giving opinions?	<i>"The animated video is quite relevant as it provides real-life examples of asking and giving opinions."</i>
4		Does the video content support the competencies that students want to achieve?	<i>"Yes, the video really helps students understand the sentence structure in asking and giving opinions."</i>
5	Interest	What do you think about the attractiveness of the animation video? Do students look interested and enthusiastic?	<i>"Students were very enthusiastic, especially when the characters in the video had interesting expressions."</i>
6		Is the animated video able to provoke students' curiosity in learning?	<i>"Yes, students often ask about the new vocabulary they hear in the videos."</i>
7	Satisfaction	How did the students react after using the animated video? Do they look satisfied or find the learning more enjoyable?	<i>"Students feel fun and learning becomes more interactive because it is not boring."</i>
8		Do you think the use of animated videos makes learning more interesting than other methods?	<i>"Of course, students are more motivated than when only using textbooks."</i>
9	Confidence	Do students seem more confident in giving opinions after using the animation video?	<i>"They are more confident because they understand the correct language structure."</i>
10		How do students respond to their expectations of learning after using this media?	<i>"Students expect more material to be delivered through animated videos as they find it easier to understand concepts with interesting and interactive visualizations."</i>

From this second interview, the researcher can conclude that the use of animated videos as learning media for asking and giving opinions has many advantages, including:

1. The relevance of the video to the learning objectives is clear and provides real-life examples.
2. Increased student motivation and engagement thanks to the use of interesting characters and fun expressions.
3. Higher student satisfaction in the learning process, which is considered more interactive and fun than other methods such as textbooks.
4. Increased students' confidence in expressing opinions after watching an animated video that provides an understanding of proper language structure.

### Questionnaire

The researcher distributed questionnaires to the eighth-grade class B students about the benefits of the animated videos after they were used as learning media for learning Asking and Giving Opinion. The results of students' responses will be the strengths or weaknesses of the animated videos on YouTube. This questionnaire contains 20 positive statements with indicators of each statement based on the theory of Lijana et al (2020) about the use of animated videos on YouTube which consists of 5 indicators (Format, Relevance, Interest, Satisfaction and Independence). Furthermore, the researcher also added 2 more indicators about asking and giving opinions based on the ATP or the flow of learning procedures used in the eighth-grade class B at UPTD SMP Negeri 2 Gunungsitoli Utara. The two indicators are Identify the expressions and Differentiate the expressions. 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

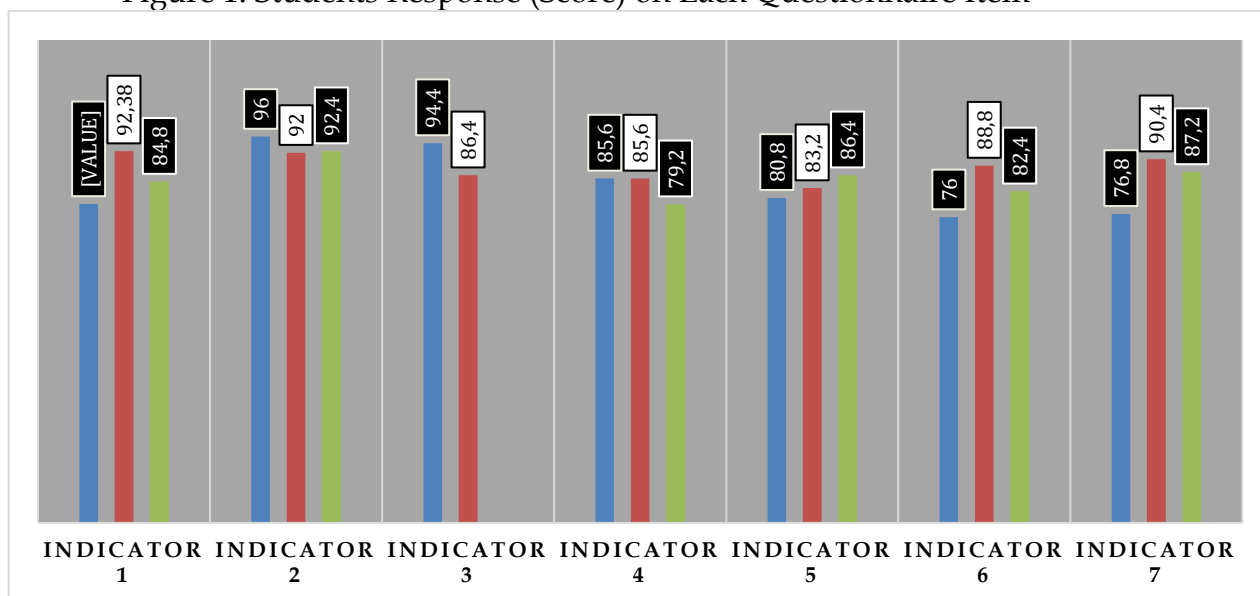
$\sum xi$  = Ideal score amount

**Table 2.** Questionnaire Grid

Variable	Aspect	Indicator	Questionnaire Item Number
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Animated Video 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	Understanding	Identify the expressions	15,16,17
	Classification	Differentiate the expressions	18,19,20
The total of the questions			20 items

Figure 1. Students Response (Score) on Each Questionnaire Item



### Documentation

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

**Table 3.** Students' score in communicated asking and giving opinion after watching YouTube Videos

No	Respondents	Score	Category
1	AILEEN E. MENDROFA	75	Good Enough
2	ALBERTIANUS DAWOLO	80	Good
3	ALFREDO R. HULU	75	Good Enough
4	CALVIN I. S ZALUKHU	75	Good Enough
5	DARWIMAN ZEGA	55	Enough
6	DIAN FEBRIANG ZEGA	95	Very Good
7	EIREN ENJELITA ZEGA	90	Very Good
8	ELBIN S. ZENDRATO	85	Good
9	FAJARMAN TELAUMBANUA	85	Good
10	FIRMAN J. ZEGA	80	Good
11	HARKA E. GEA	80	Good
12	HOTMAN R.T ZEGA	75	Good Enough
13	JULFAN TELAUMBANUA	90	Very Good
14	KRISTIANI ZILIWU	95	Very Good
15	LENTA A. DAWOLO	85	Good
16	MARKUS H. MENDROFA	85	Good
17	MASTIWI B. ZEGA	95	Very Good
18	NIRA N. GIAWA	85	Good
19	NOFITA S. DAWOLO	95	Very Good
20	RIAN B. DAWOLO	80	Good
21	SEIMAN HAREFA	50	Enough
22	SELFIN N. S. DAWOLO	80	Good
23	VALERIUS ZEGA	85	Very Good
24	WERNITA ZILIWU	90	Very Good
25	YANUARI ZEGA	85	Very Good

From the category score students above, those in the "Very Good" category consist of 9 people, "Good" consists of 10 people, "Good Enough" consists of 4 people, and "Enough" 2 consists of people. None of the students were in the bad category. These results show that YouTube animation videos effectively support the learning process and help students understand the material well. The animated video had a positive impact on students' ability in asking and giving opinions, with most students reaching the good to excellent category. This indicates that using animated videos as learning media can improve students' understanding, make learning more interesting, and help them master the topics taught more easily.

## CONCLUSION

The use of animated videos in teaching *Asking and Giving Opinion* at UPTD SMP Negeri 2 Gunungsitoli Utara has proven to be effective and well-structured in enhancing students' learning experiences. Through a phased approach over three days, the teacher successfully integrated animated videos as an engaging and practical learning medium. The first interview showed that on Day 1, short video segments with the 'pause' feature encouraged students to focus on understanding the storyline and key messages without feeling overwhelmed. On Day 2, students were guided to take notes on key expressions, especially those related to giving opinions, while the 'pause' feature helped foster reflection and critical thinking. By Day 3, students were tasked with analyzing expressions and applying them to real-life situations, further enhanced by group discussions that improved their confidence in expressing and defending opinions.

The second interview and the questionnaire distributed to the students both focus on evaluating the effectiveness of using animated videos in teaching *Asking and Giving Opinion*. Interestingly, both instruments (the second interview and the questionnaire) draw upon the same indicators based on research by Lijana et al. (2020), which focuses on the key aspects of Format, Relevance, Interest, Satisfaction, and Confidence in multimedia learning.

The results of the questionnaire further confirm the positive impact of animated videos on students' learning. The overall average student response was classified as Very Good (86 on a Likert scale), indicating strong enthusiasm and engagement. Students found the learning process enjoyable, motivating them to actively participate in class discussions. This enthusiasm translated into improved speaking abilities, with most students categorized as Very Good or Good in their ability to ask and give opinions. The animated videos helped students overcome challenges in understanding and using unfamiliar expressions, while simultaneously building their confidence.

The use of animated videos also benefited the teacher by making the learning process more effective and aligned with curriculum goals. Moreover, the videos supported students in developing their ability to critically analyze and communicate opinions. With language adaptability, varied content, and active teacher facilitation, animated videos not only made learning more enjoyable but also fostered deeper comprehension and higher engagement among students.

However, there are some limitations to this study. Firstly, the sample size was relatively small (one teacher and 25 students), which may limit the generalizability of the findings. Additionally, the study was conducted over a short period (three days), which may not fully capture the long-term effects of using animated videos in learning. Another limitation is the reliance on self-reported data from students, which can be subjective and influenced by personal biases. Future research could address these limitations by involving a larger and more diverse group of students, extending the duration of the study,

and incorporating additional data collection methods, such as observations or interviews with a wider range of teachers.

The findings of this study have several important implications for future research and practice. For educators, the study demonstrates that animated videos can significantly enhance student engagement, improve comprehension, and foster better speaking skills, particularly in language learning. Future research could explore how animated videos could be used in other areas of language learning or even other subjects to assess their broader applicability. Additionally, future studies could investigate the long-term impact of animated videos on student learning outcomes and their role in supporting diverse learning styles. For practice, educators could consider incorporating animated videos into their teaching strategies, utilizing them as a dynamic tool for both motivation and content delivery.

In conclusion, the integration of animated videos into learning *Asking and Giving Opinion* at UPTD SMP Negeri 2 Gunungsitoli Utara has successfully achieved its objectives. It has enhanced students' understanding, speaking abilities, and confidence, while also supporting teachers in delivering effective and interactive learning experiences. With further exploration, animated videos could become an even more valuable resource for improving language education.

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