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PERCEPTION AND MOTIVATION OF STUDENTS ON EFL LEARNING THROUGH YOUTUBE

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ABSTRACT

This study is grounded in the fast advancement of digital technology, which has influenced English as a Foreign Language (EFL) learning, with YouTube becoming a popular platform due to its accessibility and audiovisual features. This study aims to investigate students' perceptions and motivations toward EFL learning through YouTube. A quantitative descriptive method was employed, involving 150 students from the English Education Department. The data were collected using a structured questionnaire distributed through Google Form and analyzed using descriptive statistics, including mean, median, mode, and standard deviation. The findings reveal that students have positive perceptions of YouTube as a learning medium, with mean scores ranging from 3.85 to 4.21, indicating that YouTube is engaging, accessible, and helpful in understanding learning materials. In addition, YouTube significantly enhances students' motivation, encouraging them to practice English skills and engage in autonomous learning outside the classroom. These results indicate that YouTube is an effective medium for supporting EFL learning. The study implies that integrating YouTube into teaching practices can create more engaging, flexible, and student-centered learning environments while supporting students' independent learning.

Keywords: *EFL Learning, YouTube, students' perception, Motivation*

INTRODUCTION

The rapid development of digital technology has significantly influenced the field of education, including the teaching and learning of English as a Foreign Language (EFL). Various online platforms are currently used as learning media, allowing students to access learning resources anytime, anywhere. Among these platforms, YouTube has become one of the most popular tools for language learning due to its audiovisual features, ease of access, and the wide variety of educational content available (Salsabila et al., 2025).

YouTube provides a range of authentic learning materials that can support language acquisition. Through videos, students can observe pronunciation, vocabulary usage, and communication contexts in real-life situations. Therefore, YouTube has

been widely integrated into EFL learning environments, both in and outside the classroom. Previous studies have shown that digital platforms such as YouTube can provide engaging, contextually relevant learning experiences that enhance students' independence and participation in language-learning activities (Chabibah & Ardianti, 2025).

In addition, students' perceptions of learning media play an important role in determining the effectiveness of language learning. Positive perceptions of a learning tool can increase students' willingness to engage with learning materials and improve their learning outcomes. A study investigating EFL students' perceptions of YouTube found that most students considered the platform to be accessible, practical, and beneficial for improving their English language skills, particularly for enhancing speaking confidence and vocabulary development.

Furthermore, motivation is also an essential factor that influences students' success in language learning. Students with high motivation tend to demonstrate greater persistence and interest in learning activities. Several studies indicate that YouTube can increase learning motivation by providing engaging, interactive content that supports independent learning. For example, research shows that students are more motivated to learn English through YouTube videos because the platform offers authentic audiovisual materials and real-life contexts that make learning more engaging (Use et al., 2025).

Moreover, YouTube also encourages self-regulated learning among EFL students. By watching English learning videos outside the classroom, students can control their own learning pace and select materials that match their needs and interests. A recent study found that most EFL students have positive perceptions of using YouTube as a learning resource, as it helps them achieve learning goals and supports independent learning strategies (Widyaningrum, 2025).

Based on these considerations, examining students' perceptions and motivations for using YouTube in EFL learning is essential. Understanding how students perceive this platform and how it influences their learning motivation can provide educators with valuable insights for designing more effective and engaging language-learning environments. Therefore, this study aims to examine students' perceptions and motivations for learning English as a Foreign Language through YouTube. Therefore, the research questions in this study are: 1) What are students' perceptions toward the use of YouTube in learning English as a Foreign Language (EFL)?; 2) How does YouTube influence students' motivation in learning English as a Foreign Language (EFL)?

RESEARCH METHODOLOGY

This study employed a quantitative, descriptive research method to investigate students' perceptions and motivations for learning English as a Foreign Language (EFL) through YouTube. The quantitative method was chosen because it enables the researcher to collect numerical data and analyze it systematically and objectively using statistical techniques. Meanwhile, the descriptive approach was used to describe and interpret the data obtained from respondents without manipulating any variables.

The participants in this study were university students learning English as a Foreign Language. The sample was selected using an appropriate sampling technique, such as purposive sampling or random sampling, depending on the research context. The main instrument used in this study was a structured questionnaire comprising several statements on students' perceptions and motivations for using YouTube as a learning medium. The questionnaire was designed using a Likert scale to measure respondents' level of agreement or disagreement.

To ensure the instrument's validity and reliability, a pilot test was conducted before distributing the questionnaire to the actual participants. The data collection process involved distributing the questionnaire online via Google Forms. The researcher asked the students to complete the provided questionnaire. The use of Google Forms was chosen because it facilitates the distribution of the questionnaire and allows respondents to complete it more flexibly, anytime, anywhere.

The collected data were then analyzed using descriptive statistical techniques, including calculating means, percentages, and frequencies. These analyses aimed to identify general trends in students' perceptions of YouTube as a learning tool and to measure their motivation to learn English. The findings of this study are expected to provide insights into the effectiveness of YouTube as a supportive medium in EFL learning.

RESULT AND DISCUSSION

Research Findings: Perception and Motivation of Students on EFL Learning Through YouTube

The questionnaire results were analyzed by calculating percentages to illustrate students' perceptions of YouTube use and their motivation for learning EFL, which were subsequently presented in a table.

Table 1. Result Of Questionnaire

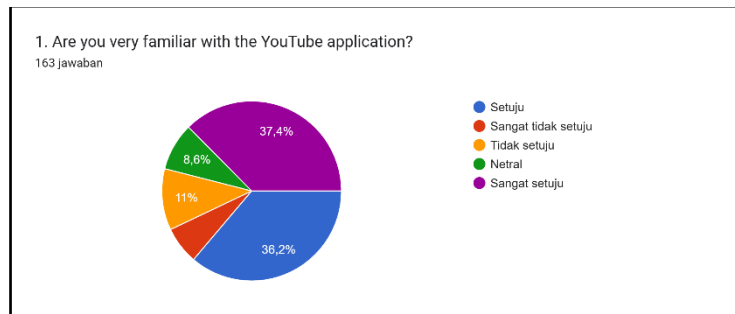
No	Statement	Scale					Total
		SD:1	D:2	N:3	A:4	SA:5	
1	Are you very familiar with the YouTube application?	9	15	12	56	58	150

2	YouTube is a platform that helps in learning English.	8	8	31	55	48	150
3	Learning English through YouTube helps me understand the material more easily.	6	7	26	61	50	150
4	Videos on YouTube make learning English more engaging.	3	1	20	63	63	150
5	The explanations in English language learning videos on YouTube are easy to follow, and YouTube provides a variety of useful materials for learning English.	2	5	20	73	50	150
6	Watching English learning videos on YouTube increase my motivation to learn English.	1	3	38	52	56	150
7	I feel more excited about learning English when using YouTube.	3	5	34	57	51	150
8	YouTube encourages me to practice my English skills, especially listening and speaking.	2	1	28	65	54	150
9	I often watch English learning videos on YouTube outside the classroom	4	7	38	49	52	150
10	I am interested in continuing to use YouTube as a medium for learning English in the future.	1	9	36	51	53	150

Note:

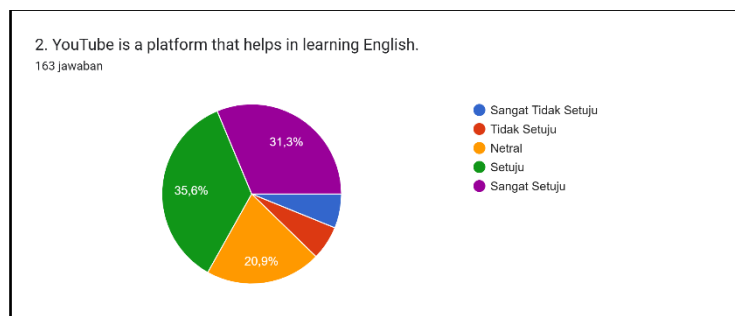
SD : Strongly Disagree

MN : Mean



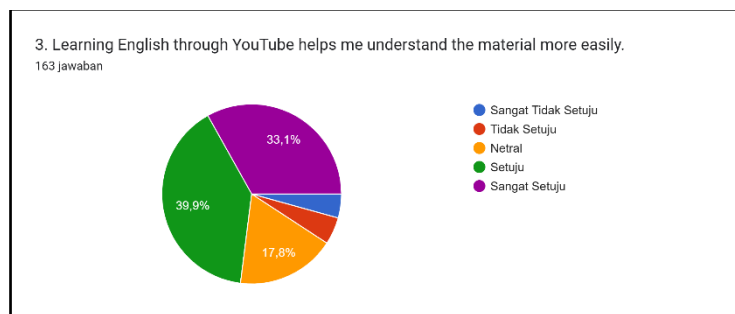
A total of 6.5% of students selected the strongly disagree option. Meanwhile, 11% of students chose disagree, and 8.6% selected neutral. Furthermore, 36.2% of students chose agree, and 37.4% selected strongly agree. Based on these results, it can be concluded that most students agree.

Figure 2. Result Of Analysis Item 2



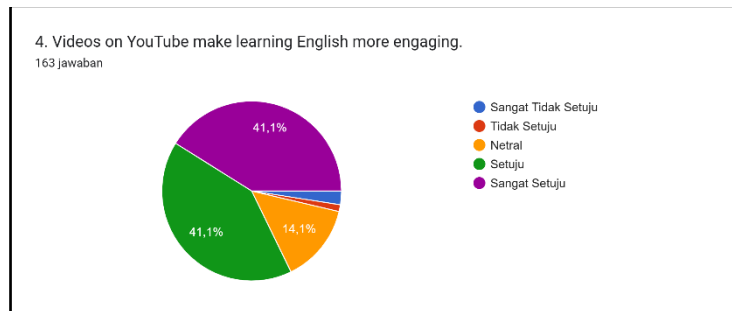
A total of 6.1% of students selected the strongly disagree option. Meanwhile, 6.1% of students chose disagree, and 2.9% selected neutral. Furthermore, 35.6% of students chose agree, and 31.3% selected strongly agree. Based on these results, it can be concluded that the majority of students tend to agree.

Figure 3. Result Of Analysis Item 3



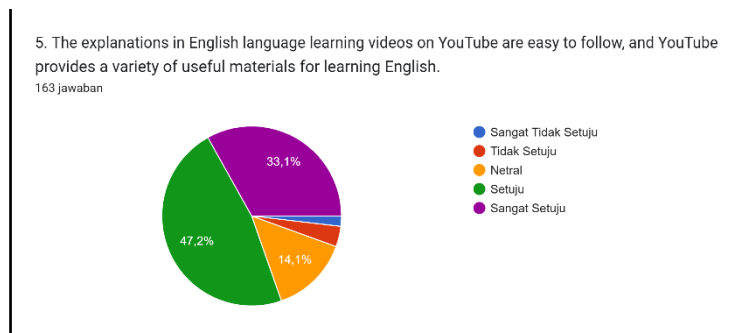
A total of 4.3% of students selected the strongly disagree option. Meanwhile, 4.9% of students chose disagree, and 17.8% selected neutral. Furthermore, 39.9% of students chose agree, and 33.1% selected strongly agree. Based on these results, it can be concluded that the majority of students tend to agree.

Figure 4. Result Of Analysis Item 4



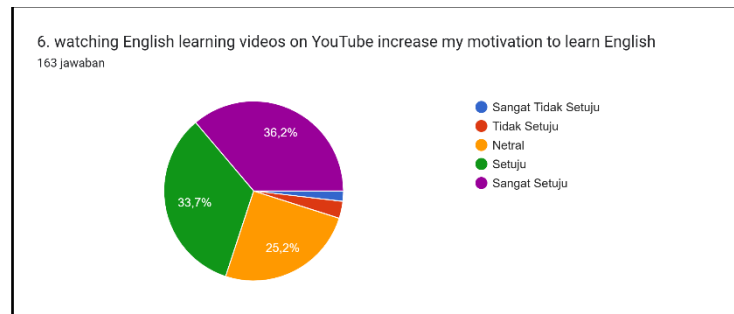
A total of 2.5% of students selected the strongly disagree option. Meanwhile, 2.5% of students chose disagree, and 14.1% selected neutral. Furthermore, 41.1% of students chose agree, and 41.1% selected strongly agree. Based on these results, it can be concluded that the majority of students tend to agree.

Figure 5. Result Of Analysis Item 5



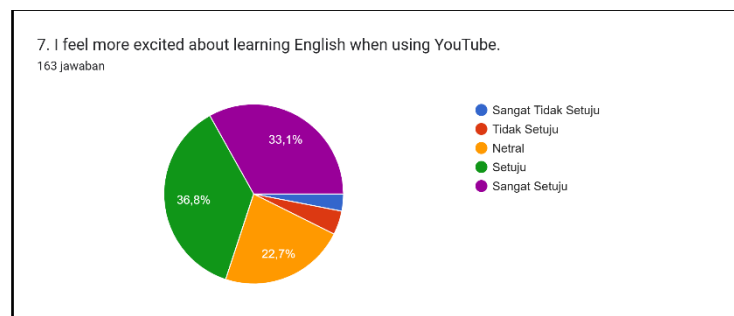
A total of 1.8% of students selected the strongly disagree option. Meanwhile, 3.7% of students chose disagree, and 14.1% selected neutral. Furthermore, 47.2% of students chose agree, and 33.1% selected strongly agree. Based on these results, it can be concluded that the majority of students tend to agree.

Figure 6. Result Of Analysis Item 6



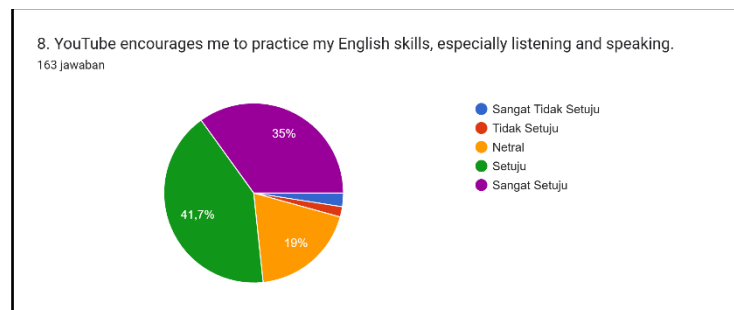
A total of 1.8% of students selected the strongly disagree option. Meanwhile, 3.1% of students chose disagree, and 25.2% selected neutral. Furthermore, 33.7% of students chose agree, and 36.2% selected strongly agree. Based on these results, it can be concluded that the majority of students tend to agree.

Figure 7. Result Of Analysis Item 7



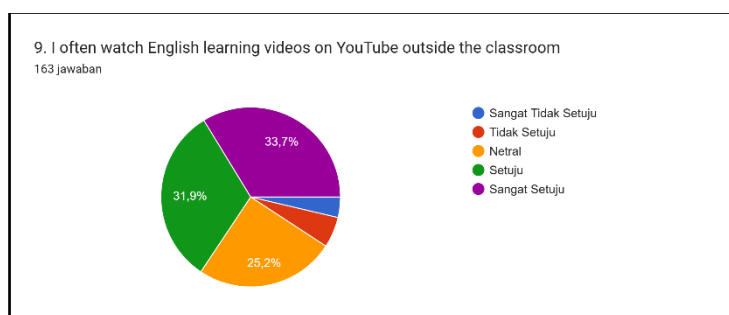
A total of 3.1% of students selected the strongly disagree option. Meanwhile, 4.3% of students chose disagree, and 22.7% selected neutral. Furthermore, 36.8% of students chose agree, and 33.1% selected strongly agree. Based on these results, it can be concluded that the majority of students tend to agree.

Figure 8. Result Of Analysis Item 8



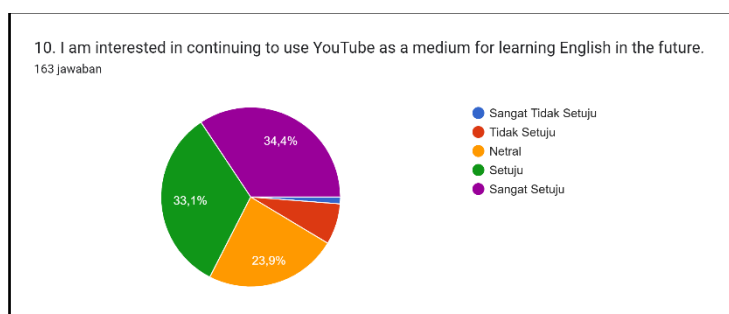
A total of 2.5% of students selected the strongly disagree option. Meanwhile, 1.8% of students chose disagree, and 29% selected neutral. Furthermore, 41.7% of students chose agree, and 35% selected strongly agree. Based on these results, it can be concluded that the majority of students tend to agree.

Figure 9. Result Of Analysis Item 9



A total of 3.7% of students selected the strongly disagree option. Meanwhile, 5.5% of students chose disagree, and 25.2% selected neutral. Furthermore, 31.9% of students chose agree, and 33.7% selected strongly agree. Based on these results, it can be concluded that the majority of students tend to agree.

Figure 10. Result Of Analysis Item 10



A total of 1.2% of students selected the strongly disagree option. Meanwhile, 7.4% of students chose disagree, and 23.9% selected neutral. Furthermore, 33.1% of students chose agree, and 34.4% selected strongly agree. Based on these results, it can be concluded that the majority of students tend to agree.

Discussion: Perception and Motivation of Students on EFL Learning Through YouTube

This study aims to explore students' perceptions and motivations toward EFL learning through YouTube. The findings reveal that students generally demonstrate positive perceptions of YouTube as a learning medium, as indicated by the mean scores

ranging from 3.85 to 4.21. The consistency of the median value at 4 across all questionnaire items further strengthens the interpretation that the majority of respondents agree with the positive statements. These results suggest that YouTube is perceived as a relevant and supportive tool for English language learning.

From a perception perspective, the highest mean score ($M = 4.21$) was observed for the statement that YouTube makes learning English more engaging. This finding highlights the significant role of audiovisual media in enhancing students' learning experiences. The integration of visual and auditory elements enables learners to process information more effectively, aligning with the principles of multimedia learning theory (Nugroho & Prasetyo, 2021). Compared to traditional learning methods, YouTube offers a more dynamic and interactive environment that can capture students' attention and sustain their interest. This indicates that engagement is a key factor influencing students' positive perceptions of digital learning platforms.

Furthermore, the findings show that students perceive YouTube as helpful in understanding learning materials ($M = 3.95$) and as a platform that provides a wide variety of useful content ($M = 4.09$). These results suggest that YouTube not only functions as an engaging medium but also as an effective instructional resource. The availability of authentic materials enables students to be exposed to real-life language use, which is essential in EFL contexts where direct interaction with native speakers is limited (Salsabila et al., 2025). In addition, the ability to pause, replay, and review videos allows learners to control their comprehension process, thereby enhancing learning effectiveness (Rahmatika et al., 2023).

In terms of motivation, the findings indicate that YouTube plays a significant role in boosting students' motivation to learn English. High mean scores were observed in items related to increased motivation ($M = 4.06$), enthusiasm ($M = 3.99$), and encouragement to practice English skills ($M = 4.12$). These results demonstrate that YouTube not only serves as a passive learning tool but also actively promotes learners' engagement and participation. The interactive and entertaining nature of YouTube content appears to foster intrinsic motivation, a crucial factor in successful language learning (Hidayat & Utami, 2024). Students are more likely to engage in learning activities when they find the content enjoyable and relevant to their interests.

Moreover, the findings are consistent with previous research emphasizing that digital platforms can enhance learners' confidence and communicative competence. Hasyim and Tarihoran (2024) argue that exposure to authentic audiovisual input can improve students' speaking ability and self-confidence, thereby strengthening their motivation. This suggests that motivation in EFL learning is not only influenced by internal factors but also by the quality and characteristics of the learning media used.

Another important finding of this study is that students frequently use YouTube outside the classroom ($M = 3.92$). This indicates that YouTube supports the development of autonomous learning behaviors. Students are not solely dependent on formal instruction but actively seek additional learning opportunities through digital platforms. This aligns with the concept of self-regulated learning, in which learners take control of their learning process, including setting goals, selecting materials, and evaluating their progress (Widyaningrum, 2025). The flexibility of YouTube, which allows access anytime and anywhere, further supports this independent learning practice (Santosa & Kurniawan, 2022).

However, despite the overall positive findings, the standard deviation values (0.86–1.05) indicate moderate variability in students' responses. This suggests that not all students share the same level of perception and motivation. Individual differences, such as digital literacy, prior learning experience, personal interests, and learning preferences, may influence how students interact with YouTube as a learning tool. Additionally, psychological factors such as self-efficacy and emotional engagement also play an important role in shaping students' motivation (Dong et al., 2022; Liu & Zhou, 2024).

It is also important to consider potential challenges associated with using YouTube in EFL learning. Although YouTube provides abundant learning resources, it also contains non-educational content that may distract students and reduce learning effectiveness. Without proper guidance, students may struggle to select appropriate materials that align with their learning objectives. This highlights the important role of teachers in facilitating and guiding students in the effective use of YouTube as a learning medium (Putri et al., 2023). Teachers need to curate relevant content and integrate it into structured learning activities to maximize its educational value.

Furthermore, while YouTube enhances motivation and engagement, it may not fully replace traditional instructional methods. Face-to-face interaction, teacher feedback, and collaborative learning activities remain essential components of effective language learning. Therefore, YouTube should be viewed as a complementary tool rather than a substitute for formal instruction. The integration of YouTube into a blended learning approach may provide a more balanced and effective learning experience.

Overall, this study's findings highlight a strong relationship between students' perceptions and their motivation in EFL learning through YouTube. Positive perceptions of the platform contribute to increased motivation, which in turn leads to greater engagement and participation in learning activities. This indicates that the successful integration of digital media into language learning depends not only on the availability of technology but also on how learners perceive and use it. Therefore, educators are encouraged to incorporate YouTube strategically into their teaching

practices to create more engaging, flexible, and student-centered learning environments.

CONCLUSION

This study examined students' perceptions and motivations toward EFL learning through YouTube. The findings indicate that students show positive perceptions of YouTube as a learning medium, supported by high mean scores across all questionnaire items. YouTube is perceived as an engaging, accessible, and effective platform that helps students understand English learning materials and provides a wide range of authentic resources.

The findings also show that YouTube contributes to increased motivation among students to learn English. Students show greater interest and enthusiasm when using YouTube, and they are encouraged to practice their language skills, especially listening and speaking. The frequent use of YouTube outside the classroom reflects the development of autonomous learning, in which students take the initiative to access additional learning resources independently.

The data also reveal variations in students' responses, indicating differences in perceptions and motivation levels. These differences may be influenced by factors such as learning preferences, digital literacy, and individual learning experiences. The effectiveness of YouTube as a learning medium depends on how it is used in the learning process.

YouTube can be used as a supportive medium in EFL learning to enhance students' perceptions and motivation. The integration of YouTube into language-learning activities can create more engaging, flexible, and student-centered learning environments.

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