
THE RELATIONSHIP BETWEEN WATCHING ENGLISH YOUTUBE CONTENT AND THE MOTIVATION LEARN ENGLISH OF STUDENTS AT AL- BURHANIYAH JUNIOR HIGH SCHOOL

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Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara menonton konten YouTube berbahasa Inggris dengan motivasi belajar bahasa Inggris siswa di SMP Al-Burhaniyah. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian korelasional. Populasi penelitian adalah siswa kelas VII dan VIII, dengan teknik total sampling sehingga diperoleh 62 siswa sebagai sampel penelitian. Data dikumpulkan menggunakan dua kuesioner yang masing-masing terdiri atas 12 butir pernyataan. Instrumen telah divalidasi melalui expert judgment dan uji coba. Hasil uji reliabilitas menunjukkan nilai Cronbach's Alpha sebesar 0,770 yang menunjukkan bahwa instrumen penelitian reliabel. Data dianalisis menggunakan statistik deskriptif dan inferensial. Hasil uji normalitas Shapiro-Wilk menunjukkan bahwa data tidak berdistribusi normal (Sig. < 0,05), sehingga pengujian hipotesis dilakukan menggunakan uji Korelasi Spearman Rank. Hasil penelitian menunjukkan koefisien korelasi sebesar 0,586 dengan nilai signifikansi $p < 0,001$, yang menunjukkan adanya hubungan positif sedang dan signifikan antara menonton konten YouTube berbahasa Inggris dengan motivasi belajar bahasa Inggris siswa. Dengan demikian, hipotesis alternatif diterima. Berdasarkan hasil penelitian, dapat disimpulkan bahwa semakin sering siswa menonton konten YouTube berbahasa Inggris, semakin tinggi motivasi mereka dalam belajar bahasa Inggris. Oleh karena itu, konten YouTube berbahasa Inggris dapat dimanfaatkan sebagai media pembelajaran alternatif yang efektif untuk mendukung dan meningkatkan motivasi belajar siswa.

Kata Kunci: Menonton Konten YouTube Berbahasa Inggris, Motivasi Belajar, Pembelajaran Bahasa Inggris, YouTube, Studi Korelasional

Abstract

This study aimed to examine the relationship between watching English YouTube content and students' motivation to learn English at Al-Burhaniyah Junior High School. This research employed a quantitative approach with a correlational research design. The population consisted of seventh- and eighth-grade students, and total sampling was applied, resulting in 62 students as the research sample. Data were collected using two questionnaires, each consisting of 12 items. The instruments were validated through expert judgment and pilot testing. The reliability test showed a Cronbach's Alpha coefficient of 0.770, indicating that the instruments were reliable. The data were analyzed using descriptive and inferential statistics. The Shapiro-Wilk test indicated that the data were not normally distributed (Sig. < 0.05); therefore, the Spearman Rank Correlation test was used to test the hypothesis. The results showed a correlation coefficient of 0.586 with a significance value of $p < 0.001$, indicating a moderate positive and statistically significant relationship between watching English YouTube

content and students' motivation to learn English. Thus, the alternative hypothesis was accepted. It can be concluded that students who watch English YouTube content more frequently tend to have higher motivation to learn English. Therefore, English YouTube content can be utilized as an effective alternative learning medium to support and improve students' motivation in learning English.

Keywords: *Watching English YouTube Content, Learning Motivation, English Learning, YouTube, Correlational Study*

INTRODUCTION

English plays a vital role as a global medium of communication in international education, technology, and economic sectors. In the Indonesian context, English is taught as a compulsory foreign language to prepare students to face global competition. Despite its recognized importance, foreign language acquisition at the secondary school level often faces significant obstacles. Students frequently struggle with vocabulary acquisition, pronunciation, and complex grammatical structures due to fundamental differences between English and their native language. Consequently, many students demonstrate low participation, a lack of confidence, and limited interest during classroom activities. This issue underscores the importance of identifying driving factors that can sustain students' learning engagement and foster language competence in foreign language contexts.

Among various factors influencing foreign language learning, motivation serves as a crucial internal and external drive that determines students' persistence, effort, and goal achievement. As highlighted by Self-Determination Theory (Deci & Ryan, 2020) and language learning frameworks (Dörnyei, 2020), highly motivated learners are more likely to dedicate extra time to practice, search for supplementary resources, and overcome linguistic anxieties. However, maintaining learning motivation through traditional, textbook-centric methods remains a persistent challenge in secondary education. In traditional classrooms, students often experience passive learning environments that lack authentic language input. Therefore, exploring alternative, interactive learning tools capable of stimulating both intrinsic and extrinsic motivation is essential for modern English Language Teaching (ELT).

The rapid development of modern technology has transformed how students access learning resources outside formal classroom boundaries. Digital platforms, particularly video-sharing sites like YouTube, have emerged as prominent informal learning media. YouTube offers access to a vast array of authentic English content, including educational tutorials, vlogs, podcasts, music videos, and interviews. Exposure to such multimodal content provides students with rich visual and audio cues, introducing authentic pronunciation, natural intonation, and contextual vocabulary used in daily interactions. Engagement with authentic audiovisual media helps lower affective filters, making language learning more enjoyable, relatable, and accessible for young learners.

A growing body of literature has explored the integration of digital media and YouTube in foreign language instruction. Previous studies have established that YouTube content can enhance listening comprehension (Dersa, 2023; Sartafifa, 2023) and facilitate vocabulary acquisition (Asyifa, 2025; Masduqi & Azizah, 2024). Additionally, research by Balqis (2021) and Wahyuni et al. (2023) confirmed positive student perceptions regarding YouTube's capacity to spark interest and support

independent learning. However, while existing studies predominantly concentrate on receptive language skills, vocabulary mastery, or general perceptions, empirical research specifically examining the intensity of autonomous YouTube consumption and its direct statistical relationship with learning motivation among junior high school students remains relatively scarce, particularly within the Indonesian suburban school context.

To bridge this empirical gap, the present study investigates the relationship between the intensity of watching English YouTube content and students' motivation to learn English at Al-Burhaniyah Junior High School. Preliminary observations at the school revealed that students actively use smartphones and frequently access YouTube for entertainment and informal learning, exposing them to English content outside the formal curriculum. Grounded in the theoretical framework of learning motivation (Uno, 2021; Sardiman, 2022) and digital media engagement (Ajzen, 2020; Dersa, 2023), this study aims to examine whether students' informal viewing habits (measured through frequency, duration, attention, and interest) correlate significantly with their motivation to master English. The findings are expected to contribute theoretically to technology-assisted language learning (TALL) literature and practically provide EFL teachers, school administrators, and parents with insights on leveraging popular digital platforms to foster positive learning attitudes

RESEARCH METHODOLOGY

This study employed a quantitative research approach with a correlational design to empirically investigate the relationship between the intensity of watching English YouTube content (X) and students' motivation to learn English (Y). A correlational research design was selected as it allows the researcher to measure the degree of association between two variables without manipulating any experimental conditions. The study was conducted at Al-Burhaniyah Junior High School, where students are exposed to technology-based foreign language learning environments and actively utilize digital media outside standard school hours.

The target population of this study comprised all active junior high school students at Al-Burhaniyah Junior High School, totaling 129 students distributed across grades VII, VIII, and IX. To determine an adequate and representative sample size from this population, the Isaac and Michael formula (or Slovin's formula with a 5% to 10% margin of error threshold) was applied, yielding a required sample size of 62 students. A simple random sampling technique was utilized to ensure that every individual within the population had an equal and independent chance of being selected, thereby minimizing sampling bias and enhancing the external validity of the research findings.

Primary data were gathered through a closed-ended questionnaire administered to the 62 sampled respondents. The instrument consisted of two main sections measuring the operational indicators of both variables using a 5-point Likert scale, ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree"). The intensity of watching English YouTube content was measured through indicators including viewing frequency, duration, attention level, and interest in authentic content. Meanwhile, student learning motivation was evaluated based on intrinsic aspects (such as desire for mastery, persistence, and interest) and extrinsic aspects (such as

rewards, social encouragement, and learning environment). Prior to full deployment, the research instrument underwent rigorous validity testing using Pearson's Product-Moment correlation and reliability testing using Cronbach's Alpha coefficient to ensure internal consistency and instrument quality.

The collected data were subjected to systematically structured statistical analyses using SPSS software. Before conducting hypothesis testing, prerequisite tests were performed, including normality testing via the Kolmogorov-Smirnov test to confirm a normal data distribution, and a linearity test to verify a linear relationship between the independent and dependent variables. Subsequently, hypothesis testing was carried out using Pearson's Product-Moment Correlation Analysis to determine the correlation coefficient (r) and the direction of the relationship between viewing intensity and learning motivation. Furthermore, the coefficient of determination (R^2) was calculated to evaluate the proportion of variance in learning motivation accounted for by the intensity of watching English YouTube content

RESEARCH FINDINGS

A. Description of Data

This section presents the descriptive statistics of the research variables, namely the independent variable (Watching English YouTube Content) and the dependent variable (Motivation to Learn English). The descriptive analysis includes descriptive statistics, frequency distribution tables, and histograms to describe the characteristics of the data collected from 62 students of Al-Burhaniyah Junior High School.

1. Descriptive Data of Watching English YouTube Content (Variable X)

The descriptive statistics of the Watching English YouTube Content variable are presented in Table 4.1.

Table 4. 1 Descriptive Statistics of Variable X

Statistics	Value
Number of Respondents	62
Minimum Score	28
Maximum Score	54
Mean	45.24
Standard Deviation	6.437

Source: SPSS Output

Based on Table 4.1, the minimum score obtained by the respondents was **28**, while the maximum score was **54**. The average (mean) score was **45.24**, with a standard deviation of **6.437**. These results indicate that the respondents generally had a relatively high level of watching English YouTube content.

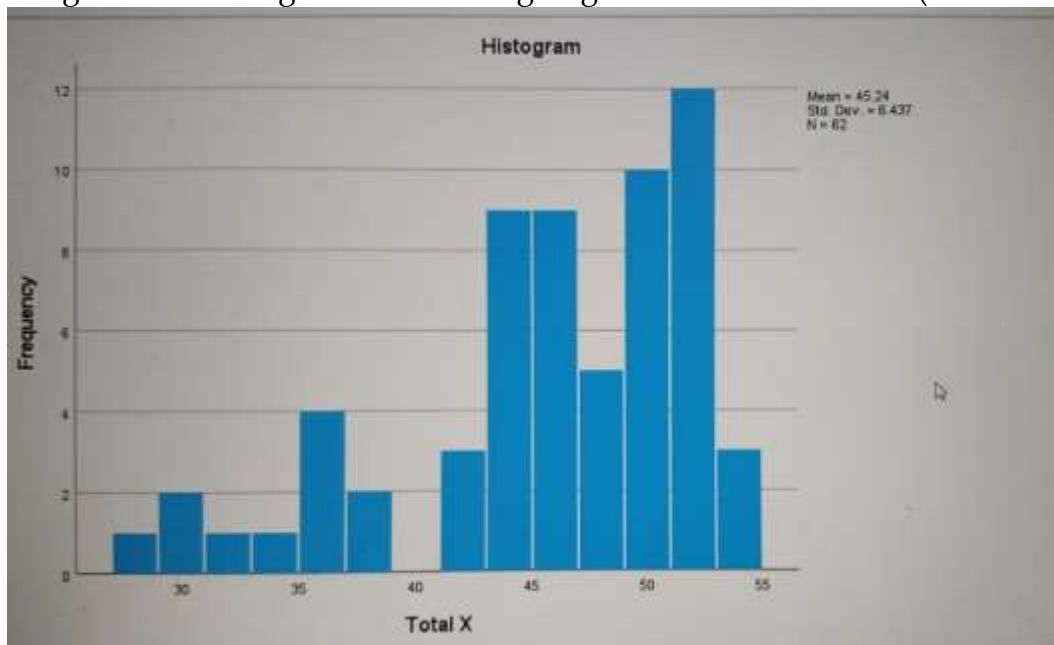
Table 4. 2 Frequency Distribution of Variable X

Frequency Table

		Total X			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28	1	1.6	1.6	1.6
	30	2	3.2	3.2	4.8
	32	1	1.6	1.6	6.5
	34	1	1.6	1.6	8.1
	35	3	4.8	4.8	12.9
	36	1	1.6	1.6	14.5
	37	1	1.6	1.6	16.1
	38	1	1.6	1.6	17.7
	41	1	1.6	1.6	19.4
	42	2	3.2	3.2	22.6
	43	4	6.5	6.5	29.0
	44	5	8.1	8.1	37.1
	45	4	6.5	6.5	43.5
	46	5	8.1	8.1	51.6
	47	5	8.1	8.1	59.7
	49	5	8.1	8.1	67.7
	50	5	8.1	8.1	75.8
	51	7	11.3	11.3	87.1
	52	5	8.1	8.1	95.2
	53	1	1.6	1.6	96.8
	54	2	3.2	3.2	100.0
	Total	62	100.0	100.0	

TOTAL Y

Histogram 4. 1 Histogram of Watching English YouTube Content (Variable X)



Based on the frequency table and histogram, most respondents obtained scores ranging from **44 to 52**, indicating that the majority of students frequently watch English YouTube content. The histogram also shows that the data are concentrated around the mean score.

2. Descriptive Data of Motivation to Learn English (Variable Y)

Table 4. 3 Descriptive Statistics of Variable Y

Statistics	Value
Number of Respondents	62
Minimum Score	26
Maximum Score	60

Mean	49.52
Standard Deviation	7.281

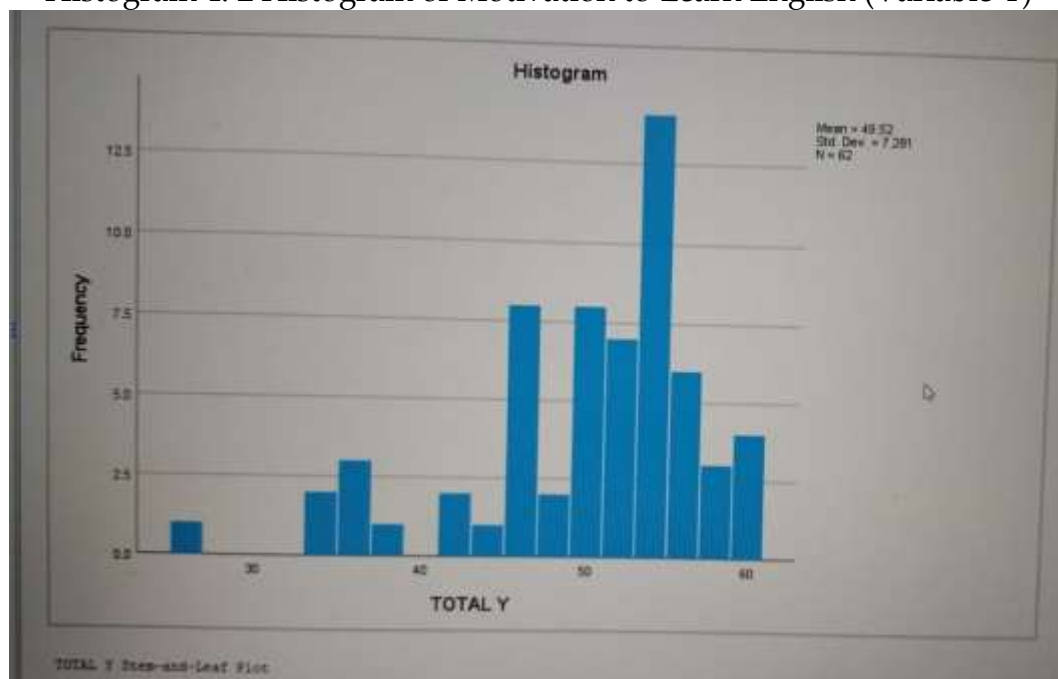
Source: SPSS Output

Based on Table 4.3, the minimum score obtained by the respondents was **26**, while the maximum score was **60**. The average (mean) score was **49.52**, with a standard deviation of **7.281**. These findings indicate that the respondents generally had a relatively high level of motivation to learn English.

Table 4. 4 Frequency Distribution of Variable Y

TOTAL Y					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26	1	1.6	1.6	1.6
	33	2	3.2	3.2	4.8
	35	1	1.6	1.6	6.5
	36	2	3.2	3.2	9.7
	38	1	1.6	1.6	11.3
	41	1	1.6	1.6	12.9
	42	1	1.6	1.6	14.5
	43	1	1.6	1.6	16.1
	45	4	6.5	6.5	22.6
	46	4	6.5	6.5	29.0
	47	2	3.2	3.2	32.3
	49	4	6.5	6.5	38.7
	50	4	6.5	6.5	45.2
	51	6	9.7	9.7	54.8
	52	1	1.6	1.6	56.5
	53	8	12.9	12.9	69.4
	54	6	9.7	9.7	79.0
	55	3	4.8	4.8	83.9
	56	3	4.8	4.8	88.7
	58	3	4.8	4.8	93.5
	60	4	6.5	6.5	100.0
Total		62	100.0	100.0	

Histogram 4. 2 Histogram of Motivation to Learn English (Variable Y)



Based on the frequency table and histogram, most respondents obtained scores ranging from **49 to 54**, indicating that the respondents generally had a high level of

motivation to learn English. The histogram also shows that the data are concentrated around the mean score.

B. Testing the Assumptions of Data Analysis

Before testing the research hypothesis, the assumptions of the data analysis were examined. The normality test was conducted to determine whether the data were normally distributed. Since this study intended to examine the relationship between two variables, the normality test was performed before selecting the appropriate correlation analysis.

1. Normality Test

The normality test was conducted using the **Shapiro-Wilk test** because the number of respondents was less than 100 ($N = 62$). The data are considered normally distributed if the significance value (Sig.) is greater than 0.05.

Table 4. 5 Results of the Normality Test

Variable	Shapiro-wilk statistic	df	Sig.	Interpretation
Watching English YouTube Content (X)	0.904	62	<0.001	Not Normal
Motivation to learn english (Y)	0.917	62	<0.001	Not Normal

Source: SPSS Output

Based on Table 4.5, the significance value of Variable X is **< 0.001**, while the significance value of Variable Y is also **< 0.001**. Since both significance values are lower than **0.05**, it can be concluded that the data of both variables are **not normally distributed**.

Because the assumption of normality was not fulfilled, the Pearson Product Moment correlation could not be applied. Therefore, the hypothesis testing in this study was conducted using the **Spearman Rank Correlation**, which is a non-parametric statistical test and does not require normally distributed data.

2. Linearity Test

A linearity test is generally conducted as an assumption for **parametric correlation analysis**, such as the Pearson Product Moment correlation. However, since the data in this study were not normally distributed, the hypothesis testing employed the **Spearman Rank Correlation**, which is a non-parametric statistical method.

Therefore, a linearity test was **not performed**, as it is not a prerequisite for the Spearman Rank Correlation analysis. The hypothesis testing was carried out directly using the Spearman Rank Correlation.

C. Hypothesis Testing

The hypothesis testing was conducted to determine whether there is a significant relationship between watching English YouTube content and students' motivation to learn English at Al-Burhaniyah Junior High School. Since the data were not normally distributed, the hypothesis was tested using the **Spearman Rank Correlation**.

The hypotheses of this study are as follows:

H0 : There is no significant relationship between watching English YouTube content and students' motivation to learn English at Al-Burhanayah Junior High School.

H1 : There is a significant relationship between watching English YouTube content and students' motivation to learn English at Al-Burhanayah Junior High School.

Table 4. 6 Results of Spearman Rank Correlation Analysis

Variable	Correlation Coefficient	Sig. (2-tailed)	N
Watching English YouTube Content (X) and Motivation to Learn English (Y)	0.586	< 0.001	62

Source: SPSS Output

Based on Table 4.6, the Spearman Rank Correlation coefficient (ρ) is **0.586**, indicating a **moderate positive correlation** between watching English YouTube content and students' motivation to learn English. This means that students who watch English YouTube content more frequently tend to have higher motivation to learn English.

Furthermore, the significance value (Sig. 2-tailed) is **< 0.001**, which is lower than the significance level of **0.05**. Therefore, **H₀ is rejected and H₁ is accepted**. It can be concluded that there is a **positive and statistically significant relationship** between watching English YouTube content and students' motivation to learn English at Al-Burhanayah Junior High School.

The correlation coefficient of **0.586** falls within the range of **0.40–0.599**, indicating a **moderate** level of relationship. Thus, the findings suggest that watching English YouTube content is associated with an increase in students' motivation to learn English, although other factors outside this study may also influence students' learning motivation.

DISCUSSION OF RESEARCH FINDINGS

This study's objective was to investigate the connection between watching English YouTube content and students' motivation to learn English at Al-Burhanayah junior high school. Considering the outcomes of the Spearman Rank Correlation analysis, the correlation coefficient was 0.586 with a significance value of **< 0.001**. Given that the relevance value is less than 0.05, the alternative theory (H₁) is approved. This finding indicates that there is a **positive and statistically significant relationship** between watching English YouTube content and students' motivation to learn English. In other words, students who watch English YouTube content more frequently tend to have higher motivation to learn English.

The findings of this study support the theory proposed by **Uno (2021)**, who states that learning motivation is an internal drive that encourages students to participate actively in learning activities and to achieve learning goals. Learning motivation can be strengthened by interesting learning media and enjoyable learning experiences. In this study, English YouTube content appears to provide students with authentic and

engaging learning experiences that encourage them to become more motivated to learn English.

The results are also consistent with **Balqis (2021)**, who found that students generally have positive perceptions of YouTube as a learning medium. According to the study, YouTube provides various English learning materials that are interesting, easy to access, and helpful in improving students' understanding of English. As a result, students become more interested and enthusiastic about learning English through YouTube.

Furthermore, the findings support the study conducted by **Dersa (2023)**, which reported that students who frequently watch English YouTube videos tend to achieve better English learning outcomes. Although Dersa's research focused on listening achievement, both studies indicate that frequent exposure to English YouTube content contributes positively to students' English learning.

Similarly, **Shifa Sartafifa (2023)** concluded that the use of YouTube as a learning medium has a positive effect on students' English learning. The audiovisual features of YouTube help students understand learning materials more easily, maintain their attention, and increase their participation during the learning process.

The present findings are also in line with **Mujianto (2019)** and **Andika (2022)**, who emphasized that YouTube is an effective learning medium for increasing students' interest and motivation. They explained that videos combining visual and audio elements make learning more enjoyable, interactive, and meaningful. Consequently, students are more willing to participate in learning activities and practice their English skills independently.

Although the relationship between watching English YouTube content and motivation to learn English is statistically significant, the correlation coefficient ($\rho = 0.586$) indicates a **moderate** level of correlation. This suggests that watching English YouTube content is not the only factor influencing students' motivation. Other factors, such as teacher support, parental encouragement, learning environment, learning strategies, and students' personal interests, may also contribute to their motivation to learn English.

This study has several limitations. First, the research was conducted only at **Al-Burhaniyah Junior High School** with a total of **62 respondents**, so the findings cannot be generalized to all junior high school students. Second, the data were collected using self-report questionnaires, meaning that the responses depended on the honesty and perceptions of the participants. Third, this study examined only one independent variable, namely **watching English YouTube content**, whereas students' motivation to learn English may also be influenced by many other internal and external factors that were not investigated in this study.

Overall, the findings indicate that watching English YouTube content is positively associated with students' motivation to learn English. Therefore, English YouTube content can be considered an alternative learning medium that supports English learning and helps increase students' motivation.

CONCLUSION

Considering the results of the study and data analysis, thus it may be said that there is a notable improvement relationship within watching English YouTube

content and the drive to acquire knowledge English among pupils at Al-Burhaniyah Junior High School. The result of the Spearman Rank Correlation analysis showed a correlation coefficient of 0.586 with a significance value of < 0.001 , signifying a moderate positive correlation among the two variables.

These results indicate that students who watch English YouTube content more frequently tend to have higher motivation to learn English. Consequently, the research hypothesis asserting that "There is a substantial correlation between watching English YouTube content and the drive to acquire knowledge English of pupils at Al-Burhaniyah Junior High School" is supported by the empirical data, while the null hypothesis is rejected.

In conclusion, watching YouTube videos in English can be considered one in the factors associated with increasing students' motivation to learn English. Although the partnership is statistically important, the moderate coefficient of correlation suggests that students' motivation is also influenced by other internal and external elements that were not investigated in this research.

Implications

The findings of this study indicate that there is a significant positive relationship between watching English YouTube content and students' motivation to learn English. This implies that increasing students' exposure to English YouTube content may contribute to improving their motivation to learn English. Therefore, YouTube can be utilized as one of the learning media to support English language learning both inside and outside the classroom.

Based on these findings, several efforts can be made to improve students' motivation to learn English. First, English teachers are encouraged to integrate appropriate English YouTube videos into classroom instruction. Authentic videos can provide students with engaging learning experiences, increase their interest in learning, and expose them to real-life English language use.

Second, students are encouraged to watch educational English YouTube content regularly as an additional learning resource outside the classroom. Watching videos related to vocabulary, pronunciation, grammar, listening, and daily conversations may help students improve their English skills while maintaining their motivation to learn.

Third, schools are expected to support the use of technology-based learning by providing adequate internet access, multimedia facilities, and opportunities for teachers to utilize digital learning resources effectively. Such support may create a more interactive and motivating learning environment.

Finally, parents are encouraged to guide and monitor their children's use of YouTube by recommending educational English channels. With appropriate supervision, YouTube can become a productive learning medium that supports students' English learning and motivation.

Based on the findings and conclusions of this study, the researcher proposes the following suggestions:

1. For English Teachers

English teachers are encouraged to incorporate English YouTube content into classroom activities as a complementary learning medium. Selecting videos that are

appropriate for students' proficiency levels and learning objectives may increase students' engagement and motivation during English lessons.

2. For Students

Students are encouraged to make English YouTube content part of their independent learning activities. Watching educational videos regularly may help improve their English knowledge, language skills, and motivation to learn English.

3. For Schools

Schools are expected to facilitate the implementation of technology-assisted learning by providing adequate learning facilities and encouraging teachers to integrate digital media into the teaching and learning process.

4. For Future Researchers

Future researchers are recommended to investigate other factors that may influence students' motivation to learn English, such as learning strategies, self-efficacy, parental support, classroom environment, or teaching methods. Future studies may also involve larger samples from different schools or educational levels to obtain more comprehensive findings.

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