

LEARNING ENGLISH TROUGH “KAMPUNG INGGRIS” YOUTUBE

CHANNEL : A STUDY OF MOTIVATION

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Degree (S1)

Study Program : English Education Department

Tarbiyah and Teacher



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STATEMENT OF APPROVAL
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Of Motivation
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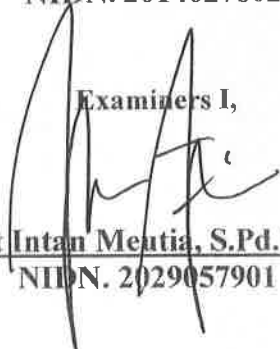
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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul **“Learning English Trough “Kampung Inggris” Youtube Channel : A Study of Motivation”** Merupakan hasil karya sendiri, Apabila di kemudian hari terbukti bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut. Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

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Assalamualaikum Warahmatullahi Wabarakatuh

By expressing our praise and gratitude to the presence of Allah SWT for His grace and grace, so that the author can complete this thesis.

The author's hope in making this is to be able to fulfill the final project or thesis entitled “Learning English Trough ‘Kampung Inggris’ Youtube Channel: A Study of Motivation”.

The author fully realizes that there are still many shortcomings in the preparation of this case study, due to the limited knowledge and abilities of the author. For that, we expect constructive criticism and suggestions from readers for the sake of the perfection of this Case Study.

Thus we make this preface, hopefully it will be useful for the author and also for the readers.

Wassalamualaikum Warahmatullahi Wabarakatuh Wassalamualaikum Warahmatullahi Wabarakatuh

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ABSTRACT

Cut Ria Alqifti. 2024. Learning English Trough “Kampung Inggris” Youtube Channel : A Study of Motivation

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This study aims to explore students' perceptions and motivation levels in learning English using the YouTube channel “Kampung Inggris”. The method used in this research is qualitative phenomenology, with data collection through questionnaires to 15 students, and in-depth interviews with 2 female students at MAN 1 Langsa. The results showed that the majority of students had a positive perception of the use of the “Kampung Inggris” channel as a learning medium. The majority of students strongly agree that they know and are interested in using this channel to learn English. In addition, the material presented is considered relevant and in accordance with the needs and English language skills of students. The level of student satisfaction was also very high, with the majority of students feeling that the material presented was easy to understand and helped increase their confidence in using English. This finding is in line with previous research which shows that the use of digital media and visual-interactive approaches can increase motivation and learning effectiveness.

Keywords: *English Language Learning, YouTube, Student Perception, Student Motivation*

TABLE OF CONTENTS

STATEMENT OF APPROVAL	i
STATEMENT OF CERTIFICATION	ii
ORIGINAL LITERACY	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
CHAPTER I	1
A. Background of Study.....	1
B. Research Question	4
C. Purpose of Study.....	4
D. Significance of Study.....	4
E. Scope of Study.....	6
CHAPTER II	7
A. Theoretical Frameworks	7
1. Students Motivation.....	7
2. Learning English Through Media social.....	17
3. Learning English Through YouTube	18
4. “Kampung Inggris” YouTube channel	19
B. Previous of Study	21
CHAPTER III	24
A. Research Design.....	24
B. Subject of Research.....	25
C. Technique of Collecting Data	26
E. Technique of Analysis Data	29
CHAPTER IV	32
A. Research Findings	32
B. Discussion	50
CHAPTER V	62
A. Conclusion.....	62
B. Suggestion.....	63

REFERENCES.....	64
APPENDICES.....	72
Appendix 2. List Interview.....	72
Appendix 2 Questionnaire	76
Appendix 3 The Results Of Questionnaire	78
Appendix 4 Documentation	79
Appendix 5 Interview Answer	80

CHAPTER I

INTRODUCTION

A. Background of Study

English language learning in Indonesia has developed significantly in the last few decades. English language learning has become one of the main focuses in the national education system, given the importance of English as an international language used in various aspects of life, including education, business and technology.¹ In Indonesia, learning English is one of the main focuses in the education curriculum, starting from elementary to university level. Although English has been taught in schools for many years, there are still many students who have difficulty in mastering the language. Students' motivation in learning English is one of the key factors that affect their success. In Indonesia, motivation to learn English is often influenced by external factors, such as academic demands and parental expectations, as well as internal factors, such as personal interests and students' perceptions of the usefulness of English.²

Similar conditions are seen in Aceh Province, where students' motivation to learn English is influenced by cultural factors and a unique educational environment. Aceh, with its rich historical and cultural background, faces its own challenges in integrating English language learning into the local education

¹ Alfarisy, F. (2021). Kebijakan pembelajaran bahasa Inggris di Indonesia dalam perspektif pembentukan warga dunia dengan kompetensi antarbudaya. *Jurnal Ilmiah Profesi Pendidikan*, 6(3), 303-313.

² Lamb, Martin. "Integrative motivation in a globalizing world." *System* 32.1 (2004):3-19.

system.³ The motivation and quality of people learning English is a key factor affecting the success of learning this language in Aceh. Despite an awareness of the importance of English, student motivation in Aceh is often hampered by limited resources and support. This is reinforced by research conducted by Ema dauyah, extrinsic motivation being the main motivational factor in learning English when compared to intrinsic motivation. Of the five motivational factors, it was found that the quality of teachers and teaching and learning support facilities had a major impact on the high motivation to learn English for Abulyatama school students in Aceh Besar.⁴

MAN 1 Langsa, as an upper secondary education institution that focuses on scientific and religious development, has a significant role in shaping the English language competence of its students. The quality of English language learning at MAN 1 Langsa is a crucial aspect in determining the level of student success in achieving the desired English language competence. Factors such as teacher qualifications and competencies, a well-organized curriculum, and the availability of relevant and up-to-date learning resources are the main determinants in determining the quality of English learning at MAN 1 Langsa.

Students' motivation in learning English at MAN 1 Langsa can be influenced by various things, ranging from personal interests to the demands of the

³ Ulfa, M., & Bania, A. S. (2019). EFL student's motivation in learning English in Langsa, Aceh. *Studies in English Language and Education*, 6(1), 163-170.

⁴ Ema Dauyah, "Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Bahasa Inggris Mahasiswanon-Pendidikan Bahasa Inggris," *Journal of Scientific Information and Educational Creativity Jurnal Serambi Ilmu* 19, no. 2 (2018).

school curriculum. In addition, the characteristics of the school environment, family support, and teaching methods applied by teachers also play an important role in shaping student motivation. But unfortunately, some of the students still consider English a difficult lesson to learn and some are even reluctant and not interested in learning English. The presence of social media, especially the YouTube platform, is expected to provide more flexible access according to Rakan, the advantages of YouTube videos in improving the listening and speaking skills of English students, as well as providing a more interesting and interactive learning experience⁵. In addition, according to Morat, the use of YouTube in assisting language teaching and learning is able to increase and maintain the motivation of ESL learners. From learners' statements of being 'interested', 'more interested' and 'always interested' in learning English compared to other usual subjects, this implies the ability to use YouTube as a medium to reach learners of different levels of motivation.⁶

Kampung Inggris is a YouTube channel that offers a variety of English learning content, ranging from grammar tutorials, daily conversations, to interactive English classes. The channel offers a creative and engaging approach to learning, using various methods such as games, songs, and sketches to help students understand the material better. According to Melati, YouTube Kampung Inggris is also very interesting so that they can increase students' learning motivation

⁵ Rakan Alhrahshah et al., "YouTube's Impact on Students' Learning Motivation: Assessing Ease of Use and Usefulness," *International Journal of Instruction* 17, no. 2 (April 1, 2024): 105–22, <https://doi.org/10.29333/iji.2024.1727a>.

⁶ Morat, Berlian Nur, Anis Shaari, and Mohamad Jafre Zainol Abidin. "Facilitating ESL learning using Youtube: Learners' motivational experiences." *Organized by: Association of Malaysian Researchers and Social Services Faculty of Teacher Training and Education, Universitas Syiah Kuala, Darussalam, Banda Aceh* 23 (2016): 137.

with attractive visuals.⁷ Based on the previous phenomenon, the researcher is interested in investigating entitled “ **Learning English Trough “Kampung Inggris” Youtube Channel : A Study of Motivation**”.

B. Research Question

1. How is students' perceptions in learning English by using “kampung Inggris” Youtube channel?
2. How is students motivation level in learning English using “Kampung Inggris” Youtube channel?

C. Purpose of Study

1. To find out students' perceptions in learning English by using “kampung Inggris” Youtube channel.
2. To find out students motivation level in learning English using “Kampung Inggris” Youtube channel.

D. Significance of Study

This study investigates Learning English Trough “Kampung Inggris” Youtube Channel : A Study of Motivation at MAN 1 Langsa. The result of this study contributes some benefits to students as described below :

⁷ Zalzabilah, Melati Nur Qurataini. "Learning English Vocabulary Using Kampung Inggris Social Media Account." *Dialectical Literature and Educational Journal* 7.1 (2022): 35-45.

1. Theoretical Benefit

- a) This research will provide a deeper insight into how motivation plays a role in the context of language learning, particularly English. It can contribute to the development of language learning motivation theories.
- b) This research will be a significant contribution to the literature related to language learning through social media platforms like YouTube. It can help expand the understanding of evolving language education trends.
- c) This research can aid in understanding how educational content on platforms like "Kampung Inggris" can motivate language learners. This can provide guidance to educational content providers on similar platforms.

2. Practically Benefit

- a) The findings of your research can assist educators and curriculum developers in designing more effective motivation-based learning strategies. This can help improve the quality of English language education.
- b) Your research can provide insights to teachers and learners on how to optimize the use of the "Kampung Inggris" YouTube channel as a resource for learning English.

E. Scope of Study

Based on the problem identification above, this study aims to determine the level of student motivation by using the IMMS method in learning English by using the YouTube channel “kampung Inggris”. This survey conducted on students at MAN 1 Langsa.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This chapter presents the findings that are intended to answer the research questions. Researcher conducted research on June 3 to June 13, 2024 at MAN 1 Langsa. Researcher explained the calculation process and presented the data results. While in the discussion section the researcher analyzes the findings. Researcher conducted research and obtained complete data from all research instruments including questionnaires and interviews to obtain research objectives, researchers analyzed the data systematically and accurately. Data systematically and accurately. The data was analyzed to draw conclusions related to the research objectives. researchers show the findings in this chapter in the points below.

1. Questionnaire

In this study researcher used a questionnaire. Researcher distributed questionnaire on Wednesday, June 5, 2024. Researchers used questionnaire motivation to answer and analyze the motivation to learn English using the YouTube channel “Kampung Inggris” at MAN 1 Langsa. Researcher distributed 15 questionnaire questions to students in class. Students answered questions from the research as many as 15 questions with a Likert scale of 1 to 5 consisting of strongly disagree, disagree, neutral, agree, strongly agree.

Table the result of students questionnaire

Respondets	Statement											
	1	2	3	4	5	6	7	8	9	10	11	12
1	5	5	4	5	4	5	4	5	5	5	4	5
2	5	5	4	5	4	5	4	4	5	5	4	5
3	4	4	4	4	4	5	5	4	5	4	5	4
4	5	5	5	5	5	5	4	5	5	5	5	5
5	5	5	5	5	5	5	5	5	5	5	5	5
6	5	5	5	5	5	5	5	5	5	5	5	5
7	5	5	3	5	4	5	4	3	4	5	5	5
8	5	5	5	5	5	5	4	5	5	5	5	5
9	5	5	5	5	5	5	4	5	5	5	5	5
10	5	4	5	4	4	5	4	5	5	5	5	5
11	5	5	5	5	5	5	5	5	5	5	5	5
12	4	4	4	4	4	4	4	4	4	4	4	5
13	3	4	3	4	3	4	3	3	4	4	3	4
14	4	5	4	5	4	5	4	5	5	5	5	5
15	5	5	5	5	5	5	5	5	5	5	5	5
Mean	4,67	4,73	4,40	4,73	4,40	4,87	4,20	4,53	4,80	4,80	4,53	4,80
Overall Average	4.22											

Presentation table of the results of the student questionnaire

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I know the YouTube channel “Kampung Inggris”			6.3%	18.8%	75%
2	I am interested in using the YouTube channel “Kampung Inggris” to learn English.				25%	75%
3	During the week, I spend a lot of time studying on the “Kampung Inggris” channel.			12.5%	31.3%	56.3%
4	The material on the “Kampung Inggris” channel suits my learning needs.				25%	75%
5	The material on the “Kampung Inggris” channel is suitable for my English skills.			6.3%	43.8%	50%
6	The materials available on the “Kampung Inggris” channel are very useful for me.				12.5%	87.5%
7	I feel more confident in speaking or writing in English after using this channel.			6.3%	62.5%	31.3%
8	The videos on the “Kampung Inggris” channel helped me to increase my confidence in speaking English.			12.55	18.8%	68.85

9	I can understand and apply the material from the videos on the “Kampung Inggris” channel.				18.8%	81.3%
10	I am satisfied with the way the learning materials are presented on the “Kampung Inggris” channel.				18.8%	81.3%
11	The materials available on the “Kampung Inggris” channel are suitable for my daily learning.			6.3%	18.8%	75%
12	I will recommend the “Kampung Inggris” channel to my friends who want to learn English.				12.5%	87.5%

a. Attention

In the first statement, “I know the YouTube channel Kampung English” there are 11 strongly agree, 3 agree and 1 neutral. The researcher concluded there are 75% of students strongly agree that they know the YouTube channel “Kampung Inggris”, with an average score of 4.67 this shows that the level of motivation is high. This channel is quite popular and well known among students. High recognition of this channel is very important as the first step in using the platform for learning. platform for learning. The high recognition and popularity shows that “Kampung Inggris” has successfully captured students' attention and built a strong user

base. This also reflects the effectiveness of the marketing and information dissemination strategies employed by the channel. Good recognition of the channel may facilitate the implementation of YouTube-based learning methods, as students are familiar with and may already have a YouTube-based learning methods, as students are familiar and may already have positive expectations of the content presented, which in turn can encourage new students to try and utilize the content available encourage new students to try out and utilize the available content to improve their English language skills.

In the second statement, “I am interested in using the YouTube channel Kampung Inggris to learn English” there are 12 strongly agree and 3 agree. The researcher concluded that there were 75% of students interested in using the YouTube channel “Kampung Inggris” for learning, with an average score of 4.73 this shows that the level of motivation is high towards their interest in using the YouTube channel “Kampung Inggris”. This shows that the materials and approaches used in the channel successfully attract students' interest. This high interest also shows that the channel has succeeded in presenting content that is relevant and interesting to students.

In the third statement “During the week, I spend a lot of time studying on the Kampung Inggris channel” there are 9 strongly agree, 5 agree, and 2 neutral. The researcher concluded that 56.3% strongly agreed that students spend a long time studying on the Kampung Inggris channel

during the week” with a score of 4.40 indicating a high level of motivation. This high average score reflects that students consistently spend time accessing and utilizing the materials provided by the “Kampung Inggris” channel. This significant engagement is a strong indication of the effectiveness of the applied learning method. Students' commitment to spend a significant amount of time learning through this channel indicates that they find real value and benefit in the content presented.

b. Relevance

In the fourth statement, “The material on the Kampung Inggris channel suits my learning needs” there were 12 students strongly agreed, and 3 students agreed. The researcher concluded that 75% of students strongly agreed that the material on “Kampung Inggris” suits their learning needs, with a score of 4.73 indicating a high level of motivation. With a very high average score, the majority of students feel that the material on this channel is very suitable for their learning needs. This shows that the “Kampung Inggris” channel has successfully identified and presented materials that are relevant and useful to students. Material relevance is a key aspect in learning, because when the material presented is in line with students' learning needs and goals, they will be more motivated and eager to learn.

In the fifth statement, “The material on the Kampung Inggris channel is suitable for my English skills” there were 8 people strongly

agreeing, 6 agreeing, and 1 neutral. The researcher concluded that there were 50% strongly agreed, and 43.8 agreed with the suitability of the material in “Kampung Inggris” with their English skills, with a score of 4.40 indicating a high level of motivation. This high average score indicates the alignment of the level of difficulty of the materials with the students' abilities. This alignment is very important in an educational context as it helps to create an optimal learning environment. When learning materials are matched to students' abilities, they can understand and absorb information better, without feeling overburdened or frustrated.

In the sixth statement, “The materials available on the Kampung Inggris channel are very useful for me” there were 13 strongly agree, and 2 agree. The researchers concluded that 87.5% of students strongly agree that the materials available on “Kampung Inggris” are very useful, with an average score of 4.87 indicating a high level of motivation. This high percentage of agreement reflects that students feel the direct benefits of the content presented, both in improving language comprehension, communication skills, and confidence in using English.

c. Confidence

In the seventh statement, “I feel more confident in speaking or writing in English after using this channel” there were 5 students strongly agreed, 9 students agreed, and 1 neutral. The researcher concluded that 62.5% of students agreed and 31.3% of students strongly agreed with

confidence in speaking or writing in English after using this channel, with an average score of 4.20 indicating a high level of motivation. With a high average score, students feel more confident in speaking or writing English after using this channel. This shows that the “Kampung Inggris” channel not only provides theoretical knowledge, but also effectively increases students' confidence in using English in various contexts. Confidence is a key component in language acquisition, as the ability to speak and write confidently shows that students are comfortable and confident in their skills.

The eighth statement, “The videos on the Kampung Inggris channel helped me to increase my confidence in speaking English” there were 10 strongly agree, 3 agree, and 1 neutral. The researcher concluded that 68.8% of students strongly agreed with the “Kampung Inggris” YouTube channel videos in increasing confidence in speaking English, with an average score of 4.53 indicating a high level of motivation. This confirms the effectiveness of the visual and interactive approach in improving students' ability and confidence. The use of video as a learning tool offers various advantages that directly impact positively on students' confidence in using English.

The ninth statement, “I can understand and apply the material from the videos on the Kampung Inggris channel” there were 12 students strongly agreed, and 3 students agreed. The researcher concluded that 81.3% of students strongly agreed that they understood and applied the material in the YouTube video channel “Kampung Inggris” with an average score of 4.80 indicating a high level of motivation. Students feel able to understand and

apply the material presented in the video, indicating that the teaching methods used in this channel are effective and easy for students to understand. This indicates that the pedagogical strategies implemented by the “Kampung Inggris” channel have successfully created a structured and in-depth learning experience, which facilitates the understanding and practical application of English concepts.

d. Satisfaction

The tenth statement, “I am satisfied with the way the learning materials are presented on the Kampung Inggris channel” had 12 strongly agree and 3 agree. The researcher concluded that 81.3% of students strongly agreed with the satisfaction of the learning materials presented on the “Kampung Inggris” channel with an average score of 4.80 indicating a high level of motivation. Students' satisfaction with the presentation of material on this channel is very high, which indicates that the method and style of presentation of the material is in accordance with the expectations and needs of students. This high level of satisfaction reflects the success of the “Kampung Inggris” channel in meeting student expectations in terms of how the material is delivered and presented.

The eleventh statement, “The materials available on the Kampung Inggris channel are suitable for my daily learning” had 11 strongly agree, 3 agree, and 1 neutral. The researcher concluded that 75% of students strongly agree that the materials available on the “Kampung Inggris” YouTube

channel are suitable for daily learning, with an average score of 4.53 indicating a very high level of motivation. Students feel that the materials available are suitable for their daily learning, which indicates that the “Kampung Inggris” channel provides content that is not only relevant but can also be used regularly in their learning activities. Consistency and relevance of materials are important factors in creating an effective and sustainable learning experience.

The twelfth statement, “I will recommend the Kampung Inggris channel to my friends who want to learn English” there are 13 strongly agree, 2 agree. The researcher concluded that 87.5% of students strongly agreed to recommend the “Kampung Inggris” channel to their friends who want to learn English, with an average score of 4.80 indicating a high level of motivation. The majority of students stated that they would recommend this channel to their friends, indicating a high level of satisfaction and trust in the benefits of this channel in learning English. Students' willingness to recommend the “Kampung Inggris” channel to others is a strong indicator of the quality of their learning experience and the effectiveness of the materials presented.

2. Interview

Researchers conducted interviews on Monday, June 10, 2024. Researchers used interviews to dig deeper into students' perceptions of learning using the Youtube channel “Kampung Inggris” at MAN 1 Langsa. Researchers

asked two students with 16 questions to find out students' perceptions and the reasons they were motivated to use the YouTube channel “Kampung Inggris”. The following are the results of interviews from students.

a. Attention

Researcher : *“How did you first learn about the “English Village” YouTube channel?”*

Respondent 1 : *“from mr. Cut.”*

Respondent 2 : *“At the time of MTS I got an English assignment, so I tried to find help from YouTube, and that's where I found the English village channel.”*

From the above statement, both respondents discovered the "English Village" YouTube channel through different sources one through a teacher, and the other through self-directed learning for an assignment. This indicates that the channel reaches students both through formal educational recommendations and personal exploration.

Researcher : *“What makes you interested in learning English through the “Kampung Inggris” YouTube channel?”*

Respondent 1 : *“Because the native speaker explained easily.”*

Respondent 2 : *“Because the explanation from the teachers in English Village is very simple and easy to understand.”*

From the above statement, The simplicity and clarity of the explanations provided by native speakers or teachers on the channel are significant factors in attracting students' interest. This suggests that effective communication and understandable content are crucial for engaging students.

Researcher : *“Is there any part of the videos on the “Kampung Inggris” channel that really caught your attention? Can you tell more about it?”*

Respondent 1 : *“Yes, learning through the English village channel helps you understand the material better than reading the text.”*

Respondent 2 : *“There is. That is the amount of material discussed there, so that I can learn more about English.”*

From the above statement, Visual and auditory learning through videos helps students grasp material more effectively compared to traditional text-based learning. The breadth of material covered also engages students by offering comprehensive content that meets their diverse learning needs.

Researcher : *“How often do you watch videos from the “Kampung Inggris” channel in one week?”*

Respondent 1 : *“Frequently, in one week 5 times with a duration of 20 minutes”*

Respondent 2 : *“Frequently enough”*

From the above statement, both respondents frequently watch videos from the channel, indicating high engagement and a regular pattern of utilizing the resource for their learning.

Researcher : *“How long do you study on the “Kampung Inggris” channel in a day?”*

Respondent 1 : *“4. Implementation of 20-minute viewing”*

Respondent 2 : *“It could be 20-30 minutes.”*

From the above statement, respondents typically spend 20-30 minutes per session studying on the channel, showing that the content is concise enough to fit into their daily routines while still providing substantial learning opportunities.

b. Relevance

Researcher : *“In your opinion, how suitable is the material on the “Kampung Inggris” channel with what you need to learn English. Especially at school?”*

Respondent 1 : *“It can be, for example about the use of “do” does” “did” and “don’t”.”*

Respondent 2 : *“Materials on grammar, such as various tenses and so on.”*

From the above statement, the channel's content aligns well with school curricula, particularly in areas like grammar and tenses. This relevance enhances its utility as a supplementary learning tool for students.

Researcher : *“Does the material on the “Kampung Inggris” channel match your current English skills? Can you explain?”*

Respondent 1 : *“Yes, during the exam, for example, the material I learned came out during the exam and it made it easier for me to answer the questions because I had learned the material.”*

Respondent 2 : *“Yes. Like I got to know the difference between “no” and “any”.”*

From the above statement, the material is appropriately leveled for the respondents' current skills, aiding their performance in exams and helping them understand specific language distinctions. This alignment boosts their confidence and effectiveness in using the channel.

Researcher : *“How does the material from the “Kampung Inggris” channel help you in your daily life?”*

Respondent 1 : *“The benefit is that access to learning is free the material is diverse interesting videos make the learning process more fun.”*

Respondent 2 : *“The benefit is to increase my knowledge of English.”*

From the above statement, free access and diverse, engaging content make the channel a valuable resource for continuous learning and knowledge enhancement in daily life.

Researcher : *“Do you feel that the material in the video helps you in real-life situations, such as talking to strangers or during exams? Can you give an example?”*

Respondent 1 : *“no”*

Respondent 2 : *“No, I don't. Because if there is something I don't understand then I will watch another video that explains more about what I don't understand.”*

From the above statement, while the channel is helpful for academic purposes, respondents may still struggle with applying the material in real-life conversational contexts. This indicates a potential area for improvement in making the content more practical for everyday use.

c. Confidence

Researcher : *“How do the videos from “Kampung Inggris” channel affect your confidence when learning English?”*

Respondent 1 : *“yess”*

Respondent 2 : *“Because in the English village video a lot of material is given that is suitable for beginners to learn, so that it increases my confidence to continue learning.”*

From the above statement, the channel effectively boosts students' confidence by providing material that is well-suited for beginners. This foundational support encourages continued learning and confidence in their language abilities.

Researcher : *“Do you feel more confident in speaking or writing in English after watching the videos on this channel? Can you tell us why?”*

Respondent 1 : *“Yes, because the material has been studied”*

Respondent 2 : *“Yes. By learning from the videos in English Village, I have gained more knowledge.”*

From the above statement, both respondents report increased confidence in their speaking and writing abilities due to the knowledge gained from the videos. This demonstrates the channel's effectiveness in enhancing students' practical language skills.

Researcher : *“How much do the videos on the “Kampung Inggris” channel help boost your confidence when using English?”*

Respondent 1 : *“Yes, for example, the material about the use of “was” and “were”.”*

Respondent 2 : *“Yes. For example, about the material “Future Perfect Tense Function and Formula.”*

From the above statement, specific lessons on grammar and tenses significantly contribute to boosting students' confidence. This targeted approach helps students feel more competent in using English accurately.

Researcher : *“Do you feel you can understand and use the material taught in the videos?”*

Respondent 1 : *“There are many materials that are suitable for learning purposes at school such as the difference between “don't” “didn't” “not” and “no”.”*

Respondent 2 : *“The application is that if we want to talk about past events, then we already know that it uses the “Simple Past Tense”.”*

From the above statement, respondents feel confident in understanding and applying the material from the videos in their academic work, demonstrating the practical utility of the lessons for school-related tasks.

d. Satisfaction

Researcher : *“How satisfied are you with the way the material is presented on the “English Village” channel?”*

Respondent 1 : *“Satisfied that the video is very interesting”*

Respondent 2 : *“Very satisfied. Because the explanation from the teacher is very detailed and straight to the topic of discussion.”*

From the above statement, high levels of satisfaction with the presentation style and the detailed, focused explanations provided by the teachers indicate that the channel meets students' expectations for engaging and comprehensible content.

Researcher : *“How do you feel after learning English using this channel? Do you feel satisfied? Can you explain further?”*

Respondent 1 : *“Suitable because it's easy to understand”*

Respondent 2 : *“Yes. Like the material on various tenses that teaches us about the use of sentences.”*

From the above statement, respondents express satisfaction with the ease of understanding the material and its practical applications, particularly in learning tenses, highlighting the channel's effectiveness in delivering clear and useful content.

Researcher : *“What do you think about the quality and quantity of materials available on the “Kampung Inggris” channel?”*

Respondent 1 : *“Yes, because the video is very interesting to learn and easy to understand.”*

Respondent 2 : *“Of course. So that they can also learn and understand English more easily.”*

From the above statement, Both the quality and quantity of materials are highly rated by the respondents, who find the content engaging and easy to comprehend. This positive feedback underscores the channel's role as a valuable educational resource.

B. Discussion

This section discusses the findings from the survey and interviews conducted with students regarding their perceptions and motivation levels when using the YouTube channel “Kampung Inggris” to learn English. The discussion will interpret the data, compare it with existing literature, and provide insights into the effectiveness of using YouTube as an additional educational tool.

1. Students' perceptions in learning English by using “kampung Inggris” Youtube channel

Based on the results of the study, the majority of students have a positive perception of English learning through the YouTube channel

“Kampung Inggris”. From the questionnaire results, 75% of students strongly agree that they are aware of this channel. This shows that “Kampung Inggris” is a platform is quite popular among students. High recognition of this channel is an important first step in using it as a learning tool. 75% of students strongly agree that they are interested in using this channel to learn English. This shows that the materials and approaches used on the channel are able to attract students' interest, which is an important factor in maintaining their learning motivation. This is supported by interviews, where students said they were interested in learning through this channel because of the easy to understand explanations from native speakers and the amount of material covered. One student stated, “Learning through the “Kampung Inggris” channel helps understand the material better than reading the text”. This statement shows that the visual and interactive approach used by this channel is effective in attracting students' attention. According to research by Afify , the use of learning videos can improve students' understanding and retention through a combination of visual and auditory elements.⁵³ Afify explains that multimedia learning theory underlines the importance of using visual and auditory elements together to facilitate better cognitive processes. By combining images, animation, and sound, learning videos can help students organize information more effectively, improve concept understanding, and long-term memory.

⁵³ Afify, M. K. (2020). Effect of interactive video length within e-learning environments on cognitive load, cognitive achievement and retention of learning. *Turkish Online Journal of Distance Education*, 21(4), 68-89.

This is in line with the findings of Ryan and Deci , who emphasize that interest and enjoyment are important dimensions of intrinsic motivation.⁵⁴ These factors are crucial in fostering a sense of autonomy and engagement in learning activities. When students find material enjoyable and interesting, they are more likely to be intrinsically motivated, leading to deeper engagement and sustained effort in their learning endeavors. This is in line with the positive feedback from students regarding the “Kampung Inggris” YouTube channel, where the clear and engaging content not only piques their interest, but also enhances their overall learning experience.

However, a study by Kurniawati shows that while learning videos on YouTube interest students, they often lack depth compared to traditional academic sources such as textbooks and journals.⁵⁵ This leads to a superficial understanding of the topic being taught. In addition, the absence of direct teacher-student interaction on YouTube means that students cannot ask questions in real-time or get immediate clarification on difficult material. Furthermore, not all students have adequate access to the internet or the necessary devices to watch YouTube videos, which creates a digital divide and inequality in learning opportunities. This is especially an issue

⁵⁴ Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum Press.

⁵⁵ Kurniawati, L. (2022). Dampak Penggunaan Media Sosial YouTube Terhadap Perilaku Negatif Anak (Studi Kasus pada SDN 2 SUMBAWA). *JISIP (Jurnal Ilmu Sosial dan Pendidikan)*, 6(2).

in remote areas or for students from families with low economic backgrounds.

furthermore, students spend more time studying on the “English village” channel during the week. From the questionnaire results 56% strongly agreed that they spend a lot of time a week studying on the “Kampung Inggris” channel. This is supported by interviews which reveal that students often spend a lot of time studying on this channel. One student said that she watches videos from this channel five times a week with a duration of 20 minutes per session. This indicates that the channel is successful in creating an engaging and sustainable learning environment for students. Students also mentioned that there were certain parts of the videos on this channel that really caught their attention. For example, one student said that she was very interested in how much material is covered in this channel, so that she learn more about English. This shows that the variety and comprehensiveness of the material provided by the channel is able to meet the diverse learning needs of students. Research by Zainuddin states that learning videos can increase student motivation as they provide a more interactive and engaging learning experience.⁵⁶ Zainuddin highlights that videos can provide variety in teaching methods, which is helpful in maintaining students' attention and interest. The use of videos allows teachers to present material in a more dynamic and contextualized way, so

⁵⁶ Zainuddin, Z. (2018). Students' learning performance and perceived motivation in gamified flipped-class instruction. *Computers & education*, 126, 75-88.

students can more easily understand and engage with the material being taught. Zainuddin also mentions that learning videos can provide real and relevant examples, which motivate students to study harder and feel more connected to the subject matter.

As many as 75% of students strongly agree that the materials in the “Kampung Inggris” channel are in line with their learning needs at school. This is important because materials that are relevant to the school curriculum help students more easily understand and apply what they learn. In the interview, one of the students mentioned that the materials he learned from this channel often appeared during exams, making it easier for him to answer questions. In addition, students also felt that the material on this channel was appropriate for their English skills. All students agreed that the material on this channel was appropriate for their ability level, which shows that this channel is able to adjust the difficulty level of the material to the students' ability. This is very important to help students learn more effectively without feeling overwhelmed. According to Ayu, the relevance of the material to students' learning needs is key to ensuring that students remain motivated⁵⁷. When the material presented matches students' needs and abilities, they tend to feel more interested and engaged in the learning process. Relevant material helps students to see a direct connection between what they are learning and the practical application in their daily lives or in

⁵⁷ Ayu, C. (2017). The Effect of School Environment, the Role of Teachers in Learning Process to Student Learning Motivation. *Journal of English Language and Education*, 2(2).

their academic context. This supports the results of research conducted by Susanti, who found that material relevance is a key factor in the success of digital learning. By presenting materials that match students' needs and interests, learning becomes more meaningful and students are more motivated to continue learning and developing their abilities.

In terms of usability, 87.5% of students strongly agreed that the materials in this channel are very useful to them. This shows that the channel adds significant value to the students' English learning process. This benefit is not only seen from the increase in knowledge, but also from the increase in students' confidence in using English. A total of 68.8% of students strongly agreed that the videos on this channel helped them to increase their confidence in speaking English. From the interview, one student mentioned that the videos on this channel helped him understand the use of tenses in English, which in turn increased his confidence in speaking and writing in English. This shows that the visual and interactive approach used by this channel is effective in improving students' ability and confidence. Research by Hung shows that video learning increases students' confidence in using a foreign language⁵⁸. When students see and hear examples of correct language use in real situations, they are more likely to feel confident to try and use the language themselves. Thus, the use of visual and interactive approaches in English language learning through YouTube channels such

⁵⁸ Hung, H. T. (2009). Learners' perceived value of video as mediation in foreign language learning. *Journal of Educational Multimedia and Hypermedia*, 18(2), 171-190.

as “Kampung Inggris” is proven to be effective in improving students' skills and confidence.

Students' perceptions of the use of the “Kampung Inggris” YouTube channel for English language learning are very positive. The channel succeeds in attracting interest, providing relevant and useful material, and increasing students' confidence in speaking English. This shows that the use of video-based learning media such as YouTube can be an effective tool in improving students' motivation and learning outcomes.

2. Students motivation level in learning English using “Kampung Inggris” Youtube channel

The results of the questionnaire show that the average level of student motivation is in the high category with an overall mean score of 4.22. This indicates that students are highly motivated in using the YouTube channel “Kampung Inggris” to learn English. Students spend a lot of time learning on this channel, with the average score indicating their commitment to the use of the platform. from the interview, a student mentioned that he watches videos from this channel 5 times a week with a duration of 20 minutes per session. This reflects students' effectiveness and engagement in learning through the YouTube channel. This is in line with the findings of Cakrawati, who stated that the use of digital media, such as videos and

online platforms, can significantly increase students' interest in learning.⁵⁹ According to Cakrawati, digital media provides a variety of delivery methods that are more interactive and engaging than traditional methods. The interactivity and visualization provided by digital media make the learning process more enjoyable and motivate students to be more engaged in the material being studied. This research also shows that students who use digital media in the learning process tend to be more excited and enthusiastic, which ultimately has a positive impact on their learning outcomes.

But in another study, one of the main problems with using YouTube as a learning medium is the high potential for distraction. Students may be tempted to watch videos that are irrelevant to the subject matter, such as entertainment videos or viral content, which disrupts their focus. This kind of distraction can severely damage a structured learning flow, making it harder for students to refocus on their academic tasks. As a result, time that should be spent studying is instead wasted on less productive activities, such as watching videos that are entertaining but unrelated to their learning goals. Not only does this distraction reduce effective study time, but it can also lead to a decrease in learning motivation. Students who are frequently distracted may feel frustrated by the lack of progress in their learning, which can ultimately make them lose interest and motivation to learn further. A

⁵⁹ Cakrawati, L. M. (2017). Students' perceptions on the use of online learning platforms in EFL classroom. *English Language Teaching and Technology Journal*, 1(1), 22-30.

study by Putra and Patmaningrum showed that multitasking with digital media, including watching irrelevant videos, significantly reduced students' academic performance and learning satisfaction. Therefore, while YouTube offers a wealth of useful educational content, its high potential for distraction remains a major challenge that needs to be addressed to ensure the effectiveness of this medium in an educational context.⁶⁰

The majority of students felt that the material in this channel was very suitable for their learning needs, with a very high average score. It is important to ensure that the material is relevant and beneficial to the students' learning process. One student stated that the material learned from this channel appeared during exams, making it easier for him to answer questions. All students agreed that the materials on this channel were appropriate for their English proficiency, demonstrating the appropriateness of the level of difficulty of the materials to the students' abilities. This helps students to learn more effectively without feeling overburdened. This result supports research conducted by Wani, who found that material relevance is a key factor in successful digital learning.⁶¹ According to Wani, materials that are tailored to students' learning needs and contexts can significantly improve learning effectiveness. In the study, it was found that students more easily understand and remember materials that are relevant to their real experiences and situations. When students feel that the material being

⁶⁰ Putra, A., & Patmaningrum, D. A. (2018). Pengaruh youtube di smartphone terhadap perkembangan kemampuan komunikasi interpersonal anak. *Jurnal Penelitian Komunikasi*, 21(2).

⁶¹ Wani, H. A. (2013). The relevance of e-learning in higher education. *ATIKAN*, 3(2).

studied is directly related to their academic needs and daily lives, their learning motivation increases. This suggests that relevance not only facilitates understanding, but also strengthens students' engagement and commitment in the learning process. Wani findings confirm the importance of developing relevant and contextual digital content to maximize learning outcomes.

A total of 87.5% of students strongly agreed that the materials in this channel are very useful, which shows the added value provided by this channel in students' English learning process. This is supported by the interview results, where most students feel more confident in speaking or writing English after using this channel. This shows that this channel not only provides knowledge but also increases students' confidence in using English. Research by Budiman also shows that video learning can increase students' confidence in using a foreign language.⁶² Budiman argues that the use of videos in the language learning process allows students to see and hear how the language is used in a real context, which in turn helps them feel more comfortable and confident when communicating in a foreign language. Videos also provide visual and auditory examples that help students develop a better understanding of intonation, pronunciation and everyday language use. In addition, videos often include a variety of realistic communication situations, so students can learn and practice the

⁶² Budiman, A. (2020). ICT and foreign language learning: An overview. *Tarling: Journal of Language Education*, 3(2), 245-267.

language in contexts similar to their own experiences. Budiman research reinforces the view that visual media not only improve linguistic abilities, but also psychological aspects such as self confidence, which are very important in language learning.

A total of 68.8% of students strongly agreed that the videos on this channel helped them improve their confidence in speaking English. This confirms the effectiveness of the visual and interactive approach in improving students' skills and confidence. Students felt able to understand and apply the material presented in the videos, which shows that the teaching methods used in this channel are effective and easily understood by students. This is supported by the interview results, the majority of students stated that they would recommend this channel to their friends, indicating a high level of satisfaction and trust in the usefulness of this channel in learning English. Students' satisfaction with the presentation of the materials in this channel is very high, indicating that the method and style of presentation of the materials match students' expectations and needs. All students strongly agreed that the materials available are relevant to their daily learning, indicating that this channel provides relevant content that can be used regularly by students. This is supported by Huang research, Huang said Students' satisfaction reflects that the material is presented in an interesting and easy to understand way, which suits their learning

preferences. In addition, the interactive and to-the-point delivery helps students feel more engaged and motivated in the learning process.⁶³

Based on the above analysis, it can be concluded that the level of students' motivation in learning English using the YouTube channel “Kampung Inggris” is very high. The channel succeeds in creating an engaging learning environment and supports students' motivation in learning English, by paying attention to important factors such as attention, relevance, confidence and satisfaction.

⁶³ Huang, C. H. (2021). Using PLS-SEM model to explore the influencing factors of learning satisfaction in blended learning. *Education Sciences*, 11(5), 249.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aims to explore students' perceptions and motivation levels in learning English using the YouTube channel “Kampung Inggris”. Based on data obtained from questionnaires and interviews, it can be concluded that the use of this YouTube channel has a positive impact on students' English learning. The results show that the majority of students have a positive perception of the “Kampung Inggris” YouTube channel. Students feel that the material presented on the channel is very interesting and easy to understand. Most students know this channel from their teachers or seek additional help through YouTube for their English assignments. They are interested in using this channel because of the easy-to-understand explanations from native speakers and the simple yet effective teaching methods.

In terms of motivation, this study found that students were highly motivated to learn English through the “Kampung Inggris” YouTube channel. The majority of students felt that the material presented suited their learning needs and their level of English. The materials not only help them in exams but also in daily life. Students feel more confident in speaking and writing English after using this channel. The videos on the channel are considered to help boost students' confidence as many of the materials are suitable for beginners and delivered in an easy-to-understand manner. In addition, students were very

satisfied with the way the materials were presented. They feel that the quality and quantity of the materials available are very adequate and appropriate for daily learning. The majority of students also stated that they would recommend this channel to their friends, which shows a high level of satisfaction and trust in the benefits of this channel in learning English.

B. Suggestion

This study has several limitations, including a sample limited to one school and research subjects limited to students who are familiar with the YouTube channel “Kampung Inggris”. Therefore, it is recommended for future research to involve a wider and more diverse sample to obtain more generalizable results. In addition, further research can explore other factors that influence the effectiveness of learning through digital media, such as learning environment and support from parents. The researcher's suggestion to teachers is to consider integrating the use of YouTube channel “Kampung Inggris” into English learning. This channel can be used as an additional learning resource that can help students understand the material in a more interesting and understandable way.

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