

THE EFFECTIVENESS OF LANGUAGE-RELATED YOUTUBE VIDEOS ON EFL LEARNING MOTIVATION: A SURVEY OF YOUNG ADULT INDONESIAN LEARNERS' PERCEPTIONS

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Abstract: YouTube is a widely popular platform that offers a vast array of video content. This study aimed to explore the elements of YouTube videos that contribute to sustaining learners' motivation. A survey was conducted among 349 young adult Indonesian learners. Statistical data analysis revealed that three types of language-related YouTube videos—language lessons, language tips, and language immersions—significantly influenced learners' motivation to study English. However, language immersion videos exhibited a modestly lower level of effectiveness compared to the other video types. Additionally, it was observed that non-native English-speaker (NNES) videos were more effective in maintaining motivation across all proficiency levels, except for advanced learners, who responded better to native English speaker (NES) videos. Furthermore, the study concluded that videos ranging from 5 to 15 minutes were more effective in sustaining learners' motivation, as opposed to shorter or longer videos. These findings explain that teachers consider incorporating explicit instruction or tips in their content to enhance learners' motivation. The findings also indicate that teachers and designers should utilize NNES videos for beginners and intermediate learners, while NES videos may be more effective for advanced learners. Lastly, when choosing instructional videos, the video length should be considered to ensure that learners remain motivated.

Keywords: YouTube, EFL learning motivation, language-related videos, young adult learners, Indonesian context

1 Introduction

Student learning is not entirely dependent on their own motivation as teachers play a vital role in increasing students' motivation and engagement in the classroom. Teachers who can create a positive and supportive learning environment can significantly impact their students' motivation levels and academic progress (Schuitema et al., 2016). Recognizing this, innovative approaches that harness technology have emerged as powerful tools to enhance the teaching-learning experience. One such technological avenue is YouTube, a widely embraced platform offering a vast repository of video content that supplements traditional teaching materials. However, it is essential to recognize that the integration of technology into education is not a panacea for motivation. Instead, it should be thoughtfully aligned with pedagogical goals to be effective (Mayer, 2001). The application of multimedia sources, including YouTube videos, should be purposeful, considering how they contribute to instructional objectives and engage learners effectively (Mayer, 2001).

Furthermore, the judicious integration of YouTube into educational practices not only aligns with pedagogical goals but also leverages the platform's diverse multimedia sources to enhance language instruction. As demonstrated by previous research (Cahyana, 2020; Rodríguez-Peñarroja, 2022), incorporating YouTube videos purposefully into language learning positively influences students' motivation and engagement. Employing audio-visual aids during English language instruction can enhance students' involvement and enthusiasm in educational activities, which ultimately results in increased motivation (Bajramia & Ismailia, 2016). Additionally, YouTube provides a variety of authentic materials, such as videos created by native speakers (Tahmina, 2023), that can expose students to real-world language use and culture.

While previous studies have confirmed the positive impact of incorporating YouTube into language instruction, a critical gap exists in understanding the specific factors that render YouTube videos effective in sustaining learners' motivation. This research paper addresses this gap by exploring the relationship between language-related YouTube videos and motivation maintenance among young adult Indonesian learners. By employing a survey methodology, the researcher intends to gather comprehensive data and insights from the participants, shedding light on the nuanced dynamics that contribute to the motivational efficacy of YouTube in language learning.

2 Literature review

2.1 Concept of motivation in language learning

The concept of motivation in language learning is a multifaceted construct that significantly influences a learner's engagement, effort, and persistence in acquiring a new language (Gardner, 1985; Gredler et al., 2004). Motivation, rooted in the Latin verb "movere" meaning 'to move,' is pivotal in language learning, where learners are moved to expend effort and persist in their language-learning endeavors (Dörnyei & Ushioda, 2011). Dörnyei and Ushioda (2011) define motivation as a component of enjoyment, emphasizing its role in driving individuals to make choices, engage in actions, and persist in efforts related to language acquisition. The idea that motivation is a component of enjoyment suggests that when learners are motivated, they are more likely to find the learning process enjoyable. First, motivation functions as a driving force propelling individuals to initiate and sustain behaviors, particularly evident in language learning where motivated learners actively engage with materials, seek opportunities to practice, and persist in overcoming challenges. Second, the experience of enjoyment is a direct outcome of motivation, rooted in factors like a sense of accomplishment, the satisfaction of overcoming challenges, and an intrinsic interest in the subject matter. This relationship establishes a positive feedback loop, where motivation leads to engagement, fostering a positive and enjoyable learning experience. This positive experience, in turn, reinforces motivation, creating a cyclical dynamic that encourages sustained effort and participation. Dörnyei and Ushioda's perspective aligns with the notion of intrinsic motivation, emphasizing engagement in an activity for its inherent value rather than external rewards. Intrinsic motivation is closely tied to enjoyment, as individuals find personal satisfaction and pleasure in the learning process itself (Dörnyei & Ushioda, 2011).

Deci and Ryan's Self-Determination Theory (SDT) categorizes motivation into intrinsic and extrinsic types (Ryan & Deci, 2000). Intrinsically motivated language learners engage in the process for the inherent enjoyment and personal interest, without external incentives or rewards

(Wu, 2003). Conversely, extrinsic motivation is driven by external factors like rewards, grades, or social approval and/or threat of punishment (Tohidi & Jabbari, 2012). While extrinsic motivation can provide short-term benefits (Liu et al., 2022), it may not sustain learners' engagement and long-term commitment to language learning. SDT emphasizes that learners' autonomy, competence, and relatedness also influence their motivation to learn a language. Autonomy refers to the extent to which learners have control over their learning process, while competence relates to learners' perception of their ability to achieve their language goals.

Research on motivation and language learning has increasingly recognized the pivotal connection between motivation and learner autonomy. MacIntyre and Mercer's (2014) study explores the dynamics of motivation in informal language learning settings, shedding light on the critical role of learner autonomy and intrinsic interest in driving motivation. In a similar vein, Ushioda's work (2017) delves into the intersection of autonomy and motivation, underscoring the significance of self-regulation and self-determination in fostering motivation, particularly outside the confines of formal classroom structures. The intricate relationship between motivation and learner autonomy merits further exploration. Studies by Little (2009) and Everhard et al. (2011) delve into this relationship, highlighting how learner autonomy serves as a catalyst for intrinsic motivation and a sense of ownership in the language learning process. Specifically, when learners are granted the autonomy to make choices, such as selecting learning materials or defining their learning goals, it positively influences their motivation (Benson, 2001).

These studies collectively emphasize that learner autonomy is not merely a complementary aspect but an integral component that significantly contributes to sustained motivation in language learning. The ability of learners to exercise control over their learning process, make meaningful decisions, and take ownership of their language learning journey aligns with the principles of autonomy-supportive environments outlined in Self-Determination Theory (Deci & Ryan, 2000). Therefore, the recognition of this symbiotic relationship underscores a pivotal guideline for educators and curriculum designers. To foster motivation effectively in language learning, it is imperative for them to cultivate a learning environment that not only acknowledges but actively encourages learner autonomy. By providing opportunities for students to exercise autonomy, build competence, and form positive relationships, educators can establish a foundation that propels learners toward sustained engagement and enthusiasm in the language learning process. This nuanced understanding of the interplay between autonomy and motivation serves as a guiding principle in the development of effective language education strategies.

2.2 YouTube as a source for language learners

YouTube is a popular video-sharing platform that allows users to upload, share, and view videos. Since then, YouTube has grown to become the largest video-sharing platform in the world (Hosch, 2023). As of April 2021, YouTube has had approximately 1.86 billion users worldwide, and two billion people logged into the platform daily, collectively watching one billion hours of video per day, according to SEMRush statistics (Pavlovskaya, 2021). The platform is available in over 100 countries and is accessible in over 80 languages. One of the key strengths of YouTube is its vast array of content. It offers a diverse range of content, including educational videos, music videos, vlogs, and comedy skits (GMI Blogger, 2023). YouTube also encompasses a wide range of genres, including educational videos, music videos, vlogs or films, and comedy skits. This

diversity allows users to explore various interests with content that aligns with their preferences. In line with this approach, the integration of visual aids and multimedia has been acknowledged as a valuable asset in language learning, as it provides contextual information to learners. Building on this, educational videos that focus on essential language components such as grammar rules, vocabulary building, and pronunciation have proven to be effective tools in facilitating language acquisition (Tahmina, 2023). These videos offer a structured and informative approach to learning, enhancing the understanding of fundamental language elements. (Bsharat, Barahmeh, & Turkman, 2021) In addition to visual and educational content, music has been identified as a significant aid in language acquisition. Bsharat et al. (2021) suggests that music contributes to improved pronunciation and rhythm in language learning. This notion is further supported by research indicating that songs with clear lyrics and repetitive patterns can be particularly effective for language learners (Lestary & Seriadi, 2019). The rhythmic and melodic elements of music provide a multisensory experience that engages learners and enhances their linguistic skills. Moving beyond traditional educational content, vlogs or films have emerged as a source for learners seeking authentic, real-life language usage. Wahyudi & Erlangga (2023) emphasizes that vlogs or films play a crucial role in helping learners grasp colloquial expressions and cultural nuances, providing a dynamic and context-rich learning experience. Furthermore, the incorporation of humor into language learning has been recognized as a powerful tool for enhancing memorization and engagement (Banas, Dunbar, Rodriguez, & Liu, 2011). The incorporation of humor in language learning materials serves to create a positive and engaging learning environment, fostering a connection between learners and the language content. In essence, YouTube's multifaceted offerings not only make it a global entertainment hub but also a valuable asset for language learners seeking immersive and diverse educational content.

2.3 Opportunities and challenges of English language learning content on YouTube

YouTube has become a popular platform for English language learning content videos, offering a variety of videos that cover different aspects of language learning, such as grammar, vocabulary, pronunciation, listening, and speaking (Saed et al., 2021). One of the advantages of videos of English learning content on YouTube is their accessibility. Videos can be accessed from anywhere with an internet connection, and most videos are free to watch. This makes it possible for learners with limited sources to access high-quality content for English language learning. Another advantage is the flexibility of the platform. Individual learners can choose to watch videos at their own pace and can replay videos as many times as they need to fully understand the content (Robinson, 2021). Additionally, the interactive nature of YouTube allows learners to leave comments and ask questions, which can be a useful way to clarify any misunderstandings. Moreover, videos featured on YouTube with English learning content offer a wide range of topics and formats, catering to learners with different learning styles and preferences (Toleuzhan et al., 2023). For example, some videos are designed to be engaging and entertaining, while others focus on providing structured and detailed explanations of grammar and vocabulary.

However, one of the challenges of using English learning content videos on YouTube is determining the quality of the content. While there are many high-quality videos available, there is also a significant number with low-quality or misleading content that may confuse or misinform learners (Kuru & Erken, 2020), in other words, learners may face challenges in acquiring accurate

information, gaining a proper understanding of language concepts, or developing the intended language skills. The potential for confusion or misinformation could arise from inaccuracies, unclear explanations, or content that deviates from reliable language learning principles. Therefore, it is important for learners to be discerning when selecting videos and to seek out reputable sources. Another challenge is the lack of personalized feedback that learners may receive when using English learning content videos on YouTube. Unlike traditional language classes, videos do not allow learners access to a teacher or tutor who can provide individualized feedback and guidance (Baumann et al, 2008). Moreover, the use of automatic captioning on YouTube introduces another layer of complexity. While captions can aid comprehension, they come with their own set of challenges. The automatic captions feature on YouTube may present a considerable challenge. These captions have the potential to create inaccurate transcriptions (Haryadi & Rangkuti, 2022), which can result in misunderstandings related to vocabulary and grammar. Relying solely on these automatic captions might inadvertently reinforce the use of incorrect words and sentence structures, making it more difficult for learners to grasp the nuances of the language accurately.

In the face of these challenges, English teachers have many factors to consider when selecting YouTube videos as teaching materials. Choosing the right video can have a significant impact on student engagement and learning outcomes (Lackmann et al., 2021). Therefore, English teachers must consider several criteria before selecting a video. When selecting language-related videos on YouTube as teaching materials, teachers are often faced with the decision of whether to choose videos featuring non-native English speakers or native English speakers. This choice can have implications for language learning outcomes and student engagement. On the one hand, videos featuring non-native English speakers can offer learners a variety of accents and cultural perspectives, which can be beneficial in preparing them for real-world interactions with English speakers from diverse backgrounds (Llurda, 2004). Non-native speakers may also provide relatable learning experiences for learners who are themselves non-native speakers, as they can understand and address common challenges and misconceptions faced by learners of English as a second language (Matsuda, 2017). On the other hand, videos featuring native English speakers can provide learners with exposure to authentic pronunciation, intonation, and natural language use (Kozhevnikova, 2014). Native speakers are often seen as the standard or ideal model of English language proficiency (Walkinshaw & Oanh, 2014), and exposure to their speech patterns can help learners develop accurate pronunciation and fluency. Additionally, native speakers may offer insights into cultural nuances and idiomatic expressions that can enhance learners' understanding of the language (Kramsch, 1998). Teachers should consider factors such as the learners' proficiency level, cultural diversity in the classroom, and the specific language skills being targeted when making this decision. The length of the video is another critical consideration. Teachers should select videos of an appropriate length to maintain students' attention and support learning objectives. The pacing of the video, the presence of breaks or pauses, and the use of subtitles or captions should also be taken into account. Finally, student preferences should also be considered. Teachers may consider their students' interests, backgrounds, and learning styles when selecting videos. They should also consider their students' preferences for certain topics, genres, or types of videos.

This study aims to investigate the relationship between language-related YouTube videos and the maintenance of motivation among young adult Indonesian learners. The research will explore the effectiveness of different types of language-related videos in sustaining learners'

motivation. Furthermore, it will examine whether videos featuring native speakers or non-native speakers have a more significant impact on maintaining motivation among Indonesian learners. Additionally, the study will explore students' preferences regarding the ideal video length that effectively sustains their motivation while engaging with language-related content on YouTube. By addressing these sub-questions, the research aims to provide valuable insights into the role of language-related YouTube videos in supporting and enhancing the motivation of young adult Indonesian learners. The following research questions are formulated:

RQ1: How do language-related YouTube videos relate to maintaining young adult Indonesian learners' motivation?

RQ1.1 What types of language-related videos are considered effective by the learners in maintaining their motivation?

RQ1.2 Are videos of native or non-native speakers considered to be more effective in maintaining learner motivation?

RQ1.3 What do learners generally consider to be the ideal video length for keeping their motivation?

3 Research design and methods

The research design for this study involves using a questionnaire to gather data from participants. A questionnaire is a standard tool used in quantitative research to gather data from a large number of people in a standardized way (Dörnyei, 2007). This design is particularly suitable for studying the relationship between two or more variables, as it allows statistical techniques to determine the strength and direction of the relationship. This approach is considered appropriate when investigating phenomena that can be measured numerically (Field, 2013). This study aims to investigate the relationship between language-related YouTube videos and the motivation levels of young adult Indonesian learners.

3.1 Participants

In this study, a total of 349 participants, consisting of 124 males and 225 females aged between 15 and 50 ($M = 22.45$, $SD = 5.69$), were recruited using convenience sampling. The sampling method was chosen for its time and cost-effectiveness, as it allowed for a large number of participants to be quickly and easily recruited (Dörnyei, 2007). The participants were selected based on their experience using YouTube as a learning platform, whether through self-learning or being assigned by their teachers. These participants comprise students associated with various schools and universities, including those whose teachers I am personally acquainted with. I have reached out to these teachers, requesting their assistance in distributing the questionnaires to their respective students. Additionally, some participants are dedicated subscribers to my YouTube channel who reached out to me through other social media channels such as Instagram and WhatsApp to express their connection with my content. The study targeted young adults from different areas of Indonesia, not limited by the formal context of education, which allowed a selection of a diverse group of participants, as shown in Tables 1 and 2 (see next page). An online questionnaire (see Appendix) was designed and distributed through various online communication

channels, such as email, WhatsApp, and Telegram, to accommodate the varied preferences and accessibility of the participants across different regions of Indonesia. By utilizing these widely-used platforms, the researcher aims to provide participants with convenient and familiar mediums for accessing and completing the questionnaire.

Age	Number	Percent
15 – 18	73	20.9 %
19 – 22	150	43 %
23 – 50	126	36.1 %

Table 1. Participants' Age (N=349)

In Indonesia, age categorization is often associated with educational and professional milestones. Specifically, individuals between the ages of 15 to 18 are commonly associated with high school students, typically encompassing the later years of secondary education, while those between the ages of 19 to 22 often correspond to individuals pursuing higher education, such as attending college or university. In contrast, individuals aged 23 and above are commonly perceived as professionals. This age-based classification system aligns with the typical educational trajectory in Indonesia, where high school education typically lasts three years, followed by four years of college education for most fields. The age categorization also reflects the expectation that individuals who have completed their education and reached a certain level of maturity and experience would be more likely to enter the workforce and establish themselves as professionals.

Participants' background	Distribution (%)
<i>gender</i>	
<i>male</i>	124 (35.5%)
<i>female</i>	225 (64.5%)
<i>learning experience with YouTube</i>	
<i>less than 1 year</i>	222 (63.6%)
<i>1 to 2 years</i>	66 (18.9%)
<i>3 to 5 years</i>	30 (8.6 %)
<i>over 5 years</i>	31 (8.9 %)
<i>English proficiency</i>	
<i>beginner</i>	251 (71.9 %)
<i>intermediate</i>	92 (26.4 %)
<i>advance</i>	6 (1.7 %)

Table 2. Descriptive Statistics with Frequency Distribution on Participants' Biographical Background (N=349)

The participants' English proficiency level in the final category was self-determined, with individuals categorizing themselves based on their own assessment of their language skills. It is important to note that self-reported proficiency levels may be subjective, as participants might evaluate their language abilities differently. This categorization method relies on participants' own perceptions of their English proficiency, providing insights into their self-perceived language

competence. While this approach allows for a direct reflection of participants' confidence in using English, it is essential to acknowledge potential variations in self-assessment and consider the influence of factors such as cultural background, educational experiences, and personal perceptions of language proficiency.

3.2 Instrument

In this study, the questionnaire was employed to collect data on the participants of language-related YouTube videos, focusing on maintaining young adult Indonesian learners' motivation. The questionnaire was designed based on the literature review to ensure that it would provide answers to the research questions. To ensure the validity of the questionnaire, a thorough validation process was conducted by an esteemed expert in motivation from Eötvös Loránd University. Prior to the pilot phase of the questionnaire, the professor meticulously reviewed and assessed each item. Subsequently, during the data collection phase, Cronbach's Alpha Coefficients were analyzed using statistical software, specifically SPSS, to ensure the robustness and reliability of the collected data. This comprehensive approach, overseen by an expert in the field, enhances the credibility and quality of the questionnaire's design and outcomes.

Validation of the questionnaire was necessary to ensure it accurately measured the construct of interest. According to Dörnyei (2007), validation involves assessing whether the instrument measures what it is intended to measure. The validation process involves several steps, including content, construct, and criterion-related validation. Content validation ensures that the items in the questionnaire are relevant and representative of the construct of interest (Lynn, 1986). Construct validation, conversely, assesses the extent to which the questionnaire measures the intended construct (Cronbach & Meehl, 1955).

The questionnaire used in this study was composed of two parts. The first part comprised five questions to collect the participants' biographical data and their preferences concerning video length. The second part contained 24 items designed to assess the participants' agreement or disagreement on factors related to maintaining young adult Indonesian learners' motivation. The items were rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire items were carefully designed based on the literature review to ensure they accurately measured the intended constructs. To ensure that the participants understood the questionnaire items and provided accurate responses, the items were translated into Indonesian, the mother tongue of all participants. The translation process was critical to ensure that the questionnaire items maintained their intended meaning and were culturally appropriate for the target population (Brislin, 1980). An Indonesian speaker who is an expert in the Indonesian language validated the items after the translation. The validation process was necessary to ensure that the items accurately measured the constructs of interest and were appropriate for the target population (Brislin, 1980).

The questionnaire utilized in this study consisted of 24 items divided into five scales, each consisting of four items, and additionally, four items measuring video length preference. These scales aimed to measure the participants' motivation to learn English through various types of language-related content on YouTube. The items were randomized in order to mitigate order bias. In addition to the five scales measuring motivation toward different types of language-related

content on YouTube, the questionnaire included four additional items to assess the participants' motivational behavior toward the length of YouTube videos. These items were designed to investigate how participants' motivation to learn English was affected by the duration of YouTube videos. The questionnaire consisted of the following scales:

1. Language lessons: to gauge the participants' motivation towards language lessons on YouTube to learn English. Example: "YouTube videos that provide English lessons encourage me to learn English."
2. Language tips: to measure the participants' motivation towards language tips on YouTube to learn English. Examples: "Tips for mastering English on YouTube motivate me to keep learning and improving my English skills."
3. Language immersion: to assess the participants' belief in the motivational role of language immersion videos on YouTube towards learning English. Example: "Watching films on YouTube encourages me to learn English."
4. Videos of native English speakers (NES): to explore the motivational role of native speakers' YouTube videos on learning English. Example: "I find it easy to learn English from native YouTubers."
5. Videos of non-native English speakers (NNES): to investigate the participants' motivation towards non-native speakers' YouTube videos to learn English. Example: "Non-native YouTubers can be motivating because they are successful learners themselves."

After the questionnaire was designed, it was piloted to assess the internal consistency of its constructs. Internal consistency measures the degree to which the items in a construct are related to each other (Cronbach, 1951). Cronbach's alpha is a commonly used coefficient of internal consistency, and it ranges from 0 to 1, with values closer to 1 indicating a higher internal consistency (Dörnyei, 2007). In this study, Cronbach's alpha values were computed to assess the internal consistency of the scales, and the results are presented in Table 3.

Scales	Number of items	Cronbach's alpha
<i>Language lessons</i>	4	.880
<i>Language tips</i>	4	.817
<i>Language immersion</i>	4	.829
<i>Videos of NES</i>	4	.904
<i>Videos of NNES</i>	4	.855

Table 3. Reliability Statistics of the Questionnaire's Cronbach's Alpha Coefficients (N=50)

4 Results and discussion

Descriptive statistics were calculated using IBM SPSS version 25 to conduct statistical analyses. The outcomes depicted in Table 4 (see next page) provide a basis for subsequent analysis and discussion.

Scales	Mean	Std. Deviation
<i>Language lessons</i>	4.45	.579
<i>Language tips</i>	4.42	.592
<i>Language immersion</i>	4.21	.691
<i>Videos of NES</i>	3.55	.901
<i>Videos of NNES</i>	4.36	.664

Table 4. Descriptive Statistics of the Scales (N=349)

In response to the first inquiry regarding the types of language-related videos in maintaining learner motivation, the results obtained from Table 4 indicated that language lessons, language tips, and language immersion videos were perceived to be effective in maintaining learners’ motivation to learn English. The means obtained for the three dimensions fall between 4 and 5, suggesting that the participants were highly motivated by all three types of YouTube videos. To explore the differences between the three dimensions, paired-sample t-tests were conducted.

Pairs	t	p
<i>Language lessons - Language immersion</i>	8.656	< .001*
<i>Language tips - Language immersion</i>	7.445	< .001*
<i>Language lessons - Language tips</i>	1.710	.088

* (p < 0.05)

Table 5. Paired Samples Test Between Language Lessons, Language Tips, and Language Immersion

The results indicate that language lessons and tips were equally motivating, as no significant difference existed between them. However, language immersion is significantly less motivating than the other two dimensions, as shown in Table 5. The significance values of < .001 indicate that the differences in mean scores between the two pairs were statistically significant. These findings suggest that while language immersion videos appear to promote language learning, they may not be as motivating as language lessons or tips. One possible explanation could be that language immersion videos may be more challenging for learners as they require a higher level of language proficiency to fully understand and engage with. Additionally, learners may feel overwhelmed by the amount of language input in immersion videos and prefer more structured and focused language lessons or tips.

The finding that language lessons and language tips are both motivating to learners is in line with previous research, which suggests that instructional videos that provide explicit language

instruction can be effective in enhancing learners' motivation (Lee & Oxford, 2008). Similarly, the finding that the lower levels of motivation associated with language immersion videos can be attributed to learners encountering difficulties in understanding genuine language input within immersive environments (Tai & Chen, 2021), resulting in feelings of frustration and diminished motivation.

These findings have important practical implications for language teachers and instructional designers. Language teachers could consider incorporating instructional videos that provide explicit language instruction or tips into their lessons to enhance learner motivation. Additionally, language immersion videos could be used as supplementary materials to provide exposure to authentic language input, but with appropriate scaffolding to support learners' comprehension and maintain their motivation.

Turning to the second inquiry, which explores the comparative effectiveness of videos featuring either NES or NNES in maintaining learners' motivation to learn English, the findings provide valuable insights. According to the results, videos featuring NNES are notably more effective in this regard compared to videos featuring NES. This conclusion is substantiated by the mean of *Videos of NNES*, $M = 4.36$, falling between agree and strongly agree in Table 4. This implies that learners generally agreed that NNES videos successfully maintain their motivation to learn English. In contrast, videos featuring NES seem to have a less significant impact on maintaining learners' motivation, as indicated by the lower mean, $M = 3.55$. To further validate these findings, a paired samples t-test was conducted (see Table 6), revealing a significant difference between videos featuring NES and NNES ($p < .05$).

Pairs	t	p
<i>Videos of NES – Videos of NNES</i>	-14.494	< .001*

* ($p < 0.05$)

Table 6. Paired Samples Test Between Videos of NES and Videos of NNES

One explanation for this finding is that NNES may serve as more relevant role models for EFL learners because the speakers in the videos have overcome similar language learning challenges as the learners themselves. This finding is consistent with previous studies that have suggested that NNES teachers can serve as a good model of English language use for language learners (Moussu & Llurda, 2008). The current study extends these findings by demonstrating that videos featuring NNES can also be more motivating for language learners than videos featuring NES.

While, statistically, the videos featuring NES proved less significant in maintaining learners' motivation, a comparative analysis across proficiency groups was conducted to delve into this aspect. To explore this aspect further, a comparative analysis across proficiency groups was undertaken. The test was conducted out of the author's curiosity to determine if differences existed among proficiency groups. The results of a one-way ANOVA, examining proficiency groups, revealed a surprising finding. Table 7 displays a significant difference ($p < .005$) between the

proficiency groups regarding videos featuring NES. Further analysis of the between-group differences is presented in the table below using the post hoc Tukey B test.

Dimension	<i>F</i>	<i>p</i>	Post-hoc analysis		
			B	I	A
Videos of NES	6.200	.002	3.488	3.671	4.667

* ($p < 0.05$) *B* = Beginner ($N=251$) *I* = Intermediate ($N=92$) *A* = Advanced ($N=6$)

Table 7. One-Way ANOVA test of Videos Featuring NES in English Proficiency Group ($p < 0.05$)

The post hoc Tukey B test results revealed that the respondents differed significantly depending on their proficiency in their perceptions of videos featuring NES ($p < .05$). Specifically, beginner and intermediate English participants did not perceive videos featuring NES significantly maintained their motivation to learn English; instead, they found these videos to be somewhat motivating. In contrast, participants at the advanced level strongly agreed that videos featuring NES significantly contributed to maintaining their motivation to learn English. It is important to note, however, the sample size of 6 participants at the advanced level may be insufficient for conducting meaningful statistical tests. While the qualitative insights from this subgroup are valuable, cautious interpretation is warranted due to the limited number of observations available for rigorous statistical analysis. Despite the small participant number, the trend suggests that the more advanced the learners are, the more motivated they are with videos from native speakers. The possible reason for more advanced learners to be more motivated by videos from native speakers could be their higher language proficiency. Studies have shown that learners with higher proficiency levels are more likely to have greater exposure to native speakers and their language use (Gass, 2013), contributing to a higher preference for and motivation toward native-like language input (Kormos & Csizér, 2008). Additionally, the cultural familiarity and authenticity conveyed through the language use of native speakers in videos may also contribute to the heightened motivation of advanced learners (Dörnyei, 2001).

The above findings have implications for English language teaching and learning. Teachers and curriculum designers should consider using videos featuring NES as an effective and motivating tool for language learners. Additionally, teachers should be aware that language learners' motivation can be influenced by their level of English proficiency, with more advanced learners being more motivated by videos featuring NES. However, it is crucial to acknowledge that the limited number of participants in the advanced group constitutes a significant study limitation. Further research with a larger sample size is needed to confirm this finding.

Turning to the last inquiry, the findings from the statistical distribution of the level of participants' agreement on the impact of different lengths of YouTube videos on their language learning motivation reveal interesting patterns. According to the mean values ($M = 4.33$ and $M = 4.15$), participants demonstrate a general consensus that videos within the 5 to 10 minutes and 10 to 15 minutes duration range are effective in maintaining their motivation to learn English, as

detailed in Table 8. However, participants expressed more uncertainty regarding their impact on language learning motivation for videos shorter than 5 minutes or longer than 15 minutes.

Scales	Mean	Std. Deviation
<i>video length preferences</i>		
<i>max 5'</i>	3.43	1.236
<i>5-10'</i>	4.33	.853
<i>11-15'</i>	4.15	.918
<i>above 15'</i>	3.68	1.165

' duration of YouTube videos in minutes

Table 8. Descriptive Statistics of Video Length Preferences (N=349)

These findings align with previous research suggesting video length's importance in educational contexts. For instance, multimedia learning research has shown that video duration can impact learners' engagement and motivation (Mayer, 2014). Additionally, videos of moderate lengths, such as 5 to 10 minutes, are considered optimal for instructional purposes as they provide enough content to convey meaningful information without overwhelming learners (Kay, 2012). This study's findings also highlight participant preferences' role in shaping their motivation to learn English through YouTube videos. Prior research has emphasized the significance of learner preferences and interests in influencing motivation and engagement in educational settings (Ryan & Deci, 2000). Therefore, the consideration of learner preferences for video length can be crucial in designing effective instructional materials that enhance motivation and engagement.

5 Conclusion

The present study aimed to identify the effective aspects of YouTube videos in maintaining learners' motivation to learn English with three inquiries. The first involved three types of language-related videos: lessons, tips, and immersions. All three categories proved statistically significant in maintaining learners' motivation, although it is noteworthy that immersion videos exhibited a comparatively lower level of effectiveness. Implications for instructional design include incorporating explicit instruction or tips in videos to enhance motivation and using immersion videos as supplementary materials with appropriate support. This study's novelty lies in its focus on YouTube videos and their significance in language learning motivation, providing insights into the most effective types to inform instructional practices.

This second examined the importance of videos featuring native and non-native English speakers (NES and NNES) on learners' motivation to learn English. The findings suggest that NNES videos are more effective in maintaining motivation for learners of all proficiency levels, except for advanced learners, for whom NES videos were found to be more effective. Language teachers and designers should consider using NNES videos for beginners and intermediate learners, but NES videos could be more effective for advanced learners. This study contributes to the existing research on the role of NES and NNES in language learning. The study also examined

the ideal length of YouTube videos that can maintain learners' motivation. The results showed that YouTube videos ranging from 5 to 15 minutes were most effective in maintaining learners' motivation, compared to shorter or longer videos. Language teachers and instructional designers need to consider the ideal video length to ensure learners remain motivated. Videos that are too short or too long may not be as effective in keeping learners engaged in learning English.

Nevertheless, this study has limitations, such as a small sample size for advanced English learners. Future research could address these limitations by using more extensive and diverse samples, objective measures of motivation, and exploring various YouTube video categories. The study focused only on Indonesian young adult learners, so the generalizability of the results to other populations and linguistic backgrounds is uncertain. Further research is needed to investigate the impact of NES and NNES videos on learners' motivation in various cultural and linguistic contexts and learners' preferences and perceptions of different types of NES and NNES videos.

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Appendix

Motivation Survey for Learning English on YouTube

Dear Participants,

Thank you for your voluntary participation in this questionnaire study. Ritueli Daeli, a Ph.D. student under the supervision of Dr. Szabó Éva from the Doctoral School of Linguistics, Eötvös Loránd University, is conducting this research. Time to complete the questionnaire is estimated between 10-15 minutes.

Your responses will be used only for research purposes and remain confidential and anonymous. The questionnaire is not a test; there are no right or wrong answers. Therefore, your sincere and honest responses are crucial in ensuring the success of the investigation. I greatly appreciate your willingness to participate in this study and your contribution to the field of research. If you have any questions or concerns, please do not hesitate to contact me.

Thank you again for your time and participation.

Sincerely,
Ritueli Daeli
rituelidaeli@gmail.com

Section I

In the questions prepared below to obtain your demographic information, please tick the option that suits you or write the answer in the blanks.

1. How do you identify your gender? (please choose)
 - a. male
 - b. female
2. How old are you? ...
3. How long have you been using YouTube to learn English?
 - a. less than 1 year
 - b. 1 year to 2 years
 - c. 3 years to 5 years
 - d. over 5 years
 - e. I have never used YouTube to learn English
4. What is your English proficiency level?
 - a. beginner
 - b. intermediate
 - c. advanced

Section II

Please indicate your answer from 1 to 5 in each row, depending on how true the following statements are for you.

- 1 - Strongly Disagree (*sangat tidak setuju*)
- 2 - Disagree (*tidak setuju*)
- 3 - Neutral (*netral*)
- 4 - Agree (*setuju*)
- 5 - Strongly Agree (*sangat setuju*)

No.	Statements	1	2	3	4	5
1.	YouTube videos that provide English lessons are an encouraging way for me to learn English.					
2.	I find watching English learning tips on YouTube exciting and informative.					

3.	Listening to music on YouTube is enjoyable for me, and it also helps improve my English skills.					
4.	YouTube videos containing English lessons are stimulating tools for me to learn English.					
5.	I find watching vlogs on YouTube to be helpful in learning English.					
6.	My favorite YouTube channel for learning English is the one that shares practical tips and strategies.					
7.	Watching films on YouTube encourages me to learn English.					
8.	When I watch YouTubers teaching on YouTube, it motivates me to keep learning the language.					
9.	When someone shares their learning experiences, it inspires me to become passionate about learning English.					
10.	Watching English lessons on YouTube helps me learn the language.					
11.	Tips for mastering English on YouTube motivate me to keep learning and improving my English skills.					
12.	News broadcasts on YouTube provide me with an opportunity to learn authentic English.					
13.	I enjoy learning English from non-native YouTubers.					
14.	I feel that videos under 5 minutes are too short, and I'm more motivated to study from videos between 5 to 10 minutes.					
15.	I find it easy to learn English from native YouTubers.					
16.	I find videos that are up to 5 minutes long to be the most interesting, while those that are longer are usually boring.					
17.	I find it easy to learn English from Indonesian YouTubers.					
18.	I prefer 10-15 minute videos, which provide more detailed information.					
19.	I prefer to learn English from YouTubers who are native speakers.					
20.	Longer videos are more engaging, and I particularly enjoy watching videos longer than 15 minutes.					
21.	Native YouTubers can be motivating because they speak English fluently.					
22.	I particularly enjoy learning English from YouTubers in my country as they use both English and my mother tongue in their videos.					
23.	I like learning English from native YouTubers because their videos are entirely in English.					
24.	Non-native YouTubers can be motivating because they are successful learners themselves.					