



## Investigating The Impacts of Youtube Educational Vlogs on EFL Students' Speaking Motivation

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**Abstract:** This study investigates the impact of YouTube educational vlogs on the English-speaking motivation of students at UIN Ar-Raniry. Recognizing that many students struggle with speaking fluency and confidence due to limited practice and high anxiety, this research aims to explore whether digital tools, particularly educational vlogs, can serve as effective supplementary learning resources. The study applied a qualitative method, involving a questionnaire distributed to all 187 students of the batch of 2022 in the English Education Department to identify vlog users. From the respondents, five participants who regularly engaged with English educational vlogs and expressed motivation to improve their speaking skills were selected for in-depth interviews through purposive sampling. The findings reveal that educational vlogs significantly enhance students' speaking motivation by providing consistent exposure to natural language, reducing speaking anxiety, and presenting language in a more engaging and relatable manner. Key features such as clear pronunciation, grammar explanations, real-life examples, and engaging visuals contribute to improved confidence and willingness to speak. The study concludes that YouTube educational vlogs are a valuable tool to support English-speaking development among students and recommends their integration into both independent learning and classroom.

**Keywords:** Investigating, youtube, vlogs, students' speaking, EFL, speaking motivation.

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### INTRODUCTION

Speaking is considered one of the most important skills in learning a language, especially for students learning English as a foreign language (EFL). It helps them open opportunities for further education and future careers. However, many students find it difficult to speak English fluently and confidently. This is often due to their limited opportunities for practice or their anxiety about making errors, particularly in environments where English is not commonly spoken outside of the classroom. (Normawati et al., 2023).

Oktari (2024) identifies various barriers EFL students face in improving their speaking skills within the English club. These barriers can be classified into three categories: linguistic barriers, psychological barriers, and environmental barriers. Linguistic barriers encompass limitations in vocabulary, pronunciation issues, and grammatical difficulties. Meanwhile, psychological barriers include a lack of self-

confidence, anxiety, peer judgment, and a lack of motivation, all of which were identified as significant impediments. Furthermore, environmental barriers, specifically the absence of peer feedback and peers' lack of English proficiency, were acknowledged as influential factors shaping the language learning environment.

To address these issues, digital tools like YouTube educational vlogs have shown promise to significantly enhance EFL learners' speaking skills and motivation. For instance, Susanti et al. (2021) revealed that YouTube videos effectively improve students' speaking fluency, enhance their learning outcomes, and increase motivation to practice. Similarly, research by Saed et al. (2021) showed that utilizing YouTube videos in teaching speaking skills resulted in significant improvements in students' pronunciation and overall speaking performance. This study is of importance as it seeks to address these challenges using a modern solution: YouTube vlogs. Vlogs provide real-life examples of people speaking English in different settings, which can expose learners to natural English, diverse accents, and cultural contexts (Saed et al., 2021). By watching and engaging with vlogs, students might feel more motivated to practice speaking English and learn in a way that feels enjoyable and relevant to their daily lives.

The main goal of this study is to investigate the extent to which educational YouTube vlogs can enhance the English-speaking proficiency and motivation of PBI students at UIN Ar-Raniry. Specifically, it examines how such vlogs may encourage students to engage in more consistent speaking practice and overcome common challenges. Additionally, this research seeks to offer practical recommendations for educators regarding the integration of digital media to support students' speaking skill development.

## **METHODS**

### **Research Design**

This research employed a qualitative method design. Qualitative research is a research method that usually emphasizes words rather than quantification in the collection and analysis of data (Bryman, 2008), as cited by Antigoni (2024). Furthermore, based on Bogdan (1982), as cited by Rahmania and Mandasari (2021), qualitative research is descriptive, in which the data is collected in the form of words or pictures rather than numbers. Regarding this study, this research applied a qualitative method since it is concerned with investigating the effectiveness of YouTube vlogs in enhancing students' English-speaking motivation. To gather data, semi-structured interviews and a questionnaire were utilized to explore participants' perceptions.

This study employed a qualitative research design. The research was carried out in the English Language Department of Ar-Raniry State Islamic University, with students from the 2022 batch as the focus of investigation. The study took place in 2024, when the participants were in their sixth semester and had already gained substantial academic experience and digital exposure. The main purpose of this study was to explore how YouTube vlogs affect students' motivation to speak English. I chose the qualitative approach because it allowed me to obtain detailed and personal insights from the participants. Rather than focusing on numbers, this method made it possible to understand the participants' perceptions, experiences, and reasons in their own words.

The research was conducted through two stages. First, we distributed questionnaires to all students in the batch of 2022 (a total of 187) to identify those who actively use educational vlogs. Second, we selected five students from this group for in-depth semi-structured interviews. By focusing on this small group, we were able to collect meaningful and nuanced data that reflected how vlogs supported their English-speaking motivation. This design was relevant to the study because the issue of language motivation is strongly connected with personal experiences and perceptions, which cannot be fully

captured through quantitative surveys. Qualitative research was therefore the most suitable approach to answer the research questions.

### **Research Participants**

The participants of this study were students from the English Language Department at Ar-Raniry State Islamic University, specifically those in the batch of 2022. These students were chosen because they are in their 6th semester, nearing the completion of their studies, and likely to have gained considerable academic experience and media exposure, including digital platforms such as vlogs. This study involved students from the batch of 2022 of the English Education Department at UIN Ar-Raniry, totaling 187 students. A questionnaire was distributed to the entire population to identify those who actively use educational vlogs as part of their English learning process.

Based on the survey results, several students were identified as active users of English-related educational vlogs. From this group, five participants were selected for in-depth interviews using purposive sampling. This technique was chosen to ensure that participants met specific criteria relevant to the study, particularly consistent engagement with vlogs and motivation to improve their speaking skills (David, 2019). The criteria for selection included:

1. The participants are students from batch 2022 in the English Language Department (currently in their sixth semester);
2. The participants watch or engage with educational English vlogs;
3. The participants were primarily motivated to watch vlogs as a way to improve their English skills, particularly speaking.

The sample size of five participants was selected to allow for detailed qualitative analysis, ensuring that each participant could contribute meaningful insights. By focusing on students from the 6th semester, the study targets individuals who are expected to have developed a more nuanced understanding of the role of digital media in their academic and personal lives.

### **Research Instruments**

Two instruments were used in this research: a questionnaire and a semi-structured interview. First, the questionnaire was distributed to all 187 students from the batch of 2022. Its purpose was to filter and identify students who regularly watched English-related educational vlogs. The questionnaire helped me select participants who fit the study's focus. Secondly, we conducted semi-structured interviews with five participants chosen from the questionnaire results. The interviews were carried out face-to-face on campus. We used a smartphone to record the conversations, and all questions were delivered in English. The interviews began with general questions about their experiences of watching English vlogs and gradually moved to more specific questions about how vlogs influenced their motivation to speak English. During the process, we adjusted and added some questions based on the participants' responses to capture richer insights.

Using these instruments allowed us to gain both broad information (from the questionnaire) and deep, detailed perspectives (from the interviews). The combination of both ensured that the data collected were comprehensive and directly relevant to the research focus. The questionnaire was designed by the researcher to explore students' engagement with YouTube educational vlogs and their motivation to speak English. The construction of the questionnaire followed the principles of instrument development suggested by Creswell (2012) and Sugiyono (2017), who emphasize clarity, relevance, and alignment with research objectives.

In addition, several items in the questionnaire were adapted from previous studies on EFL speaking motivation and the use of digital media in language learning (Muluk et al., 2025; Saed et al., 2021). These adaptations ensured that the questionnaire items remained valid and relevant to the context of the present study. The questionnaire consisted of five

main sections: (1) General information, (2) English vlog consumption, (3) Impact on motivation, (4) Perceived benefits, and (5) Challenges and preferences. Close-ended and open-ended questions were included to obtain both quantifiable patterns and in-depth responses.

### **Methods of Data Analysis**

After collecting the data, the data were then analyzed in order to gain the findings for the research questions of this study. Data analysis is a systematic process to analyze data that have been collected. According to Sugiyono (2008), as cited in Indrisari and Krisnandi (2023), there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and verification/conclusion drawing (Sugiyono, 2008). Thus, those steps of data analysis proposed by Sugiyono (2008) were used in analyzing the data of this study.

#### **Data Reduction**

Data reduction is the first step that was done in the data analysis of this study. Reduction refers to the data resume, selecting the main points, focusing on the important things, looking for a theme. Therefore, the reduced data provided a clearer picture and make it easier for researchers to collect further data. In this process, the data obtained from the interview were selected according to the theme of the questions that have been previously set, and data that did not match the theme reduced, then from the results of selecting the data, the data were divided into important points and converted into good language.

#### **Data Display**

After the data were reduced, the next step was to display the data. Data display means the process of processing data simply in the form of sentences, narratives, or tables. From the data display, the researcher can draw conclusions to answer all research questions in this study. This is useful to help the researcher understand the data. This makes it easier for readers to understand the information contained in the data.

#### **Verification or Conclusion drawing**

The last step, after displaying the data, is verification or conclusion drawing. Verification refers to the process that enables the researcher to answer this study's research questions and objectives. In this process, the researcher attempted to conclude the reduced and displayed data derived from the previous steps by theming them in accordance with the research questions of this study; therefore, the conclusions cover the impact of watching English vlogs on students' speaking motivation and which aspects of speaking skills are perceived to be improved. Having done all the steps mentioned above, the findings of this study were concluded and are presented in the next chapter.

## **RESULTS**

The aim of this study is to explore how YouTube vlogs from various educational channels influence the English-Speaking motivation of PBI students at UIN Ar-Raniry and to identify the specific elements of these vlogs that cater to the linguistic and motivational needs of the students. The findings are structured around two primary research questions.

### **Questionnaire**

To support the data collection, a questionnaire was distributed to 187 students of the English Language Education Department at UIN Ar-Raniry. The primary objective of this questionnaire was to explore how frequently students engage with YouTube vlogs, their motivation for watching them, and whether they engage

specifically with educational English-language content, such as Educational Vlog or other similar channels.

Among the questionnaire respondents, students were asked to indicate their semester level, vlog-watching frequency, purpose for watching (e.g., learning English, entertainment), and their experience with educational vlogs. From the results, five participants were selected through purposive sampling for follow-up interviews. These five were chosen because they met the following criteria: (1) currently in the sixth semester, (2) primarily motivated to watch vlogs to improve their English, and (3) regularly watch or engage with educational English vlogs. The table 4.1 below lists the five selected participants:

**Table 1.** Five selected participants

| Respondent | Semester | Vlog Frequency | Motivation       | Watched Edu Vlog |
|------------|----------|----------------|------------------|------------------|
| R03        | 6        | Occasionally   | Learning English | Occasionally     |
| R12        | 6        | Occasionally   | Learning English | Yes              |
| R28        | 6        | Rarely         | Learning English | Yes              |
| R37        | 6        | Rarely         | Learning English | Occasionally     |
| R40        | 6        | Rarely         | Learning English | Occasionally     |

After reviewing the questionnaire data, five participants were purposively selected for interviews. These participants were considered suitable for providing deeper insights into how such content influences speaking skills. And the interviews were structured around the two research questions, allowing for a comprehensive exploration of the participants' experiences and insights regarding the influence of educational vlogs on their motivation to speak English.

### **Influence of YouTube Vlogs on Speaking Motivation**

**Vlog Frequency Patterns** Before presenting specific results about viewing habits, it's important to understand that frequency of engagement emerged as a foundational factor in how vlogs influence learning. Regular exposure appeared to create continuous learning opportunities and reinforce language exposure. Our participants revealed: *"Watching these vlogs makes learning English enjoyable and practical. I feel much more motivated to speak after seeing how fluent the presenters are"*. (R1).

This response highlights the motivational impact of seeing fluent speakers, which aligns with Gardner's theory of integrative motivation, where learners are inspired by the desire to connect with the language community. The visual representation of fluency serves as a benchmark for students, motivating them to improve their own speaking skills.

*"I used to be shy when speaking English, but after regularly watching these vlogs, I feel more confident. They show that making mistakes is part of learning"*. (R2).

This reflects the role of vlogs in reducing anxiety and building confidence, which is crucial for language learners. The normalization of mistakes encourages a growth mindset, essential for language acquisition. This aligns with Dweck's (2006)

concept of a growth mindset, where students learn to view challenges as opportunities for growth rather than obstacles.

*"I find myself practicing speaking more often after watching the vlogs. They motivate me to try out new phrases and expressions". (R3).*

This indicates that the vlogs not only motivate but also encourage active practice, which is vital for improving speaking skills. The engagement with the content leads to practical application in real-life situations. This aligns with the Communicative Language Teaching (CLT) approach, which emphasizes the importance of interaction in language learning.

*"The vlogs inspire me to participate more in class discussions. I feel like I have more to contribute". (R4).*

This shows that the vlogs enhance not only motivation but also the willingness to engage in speaking activities. The exposure to diverse speaking styles and topics equips students with the confidence to express their thoughts in class.

### **Watching Frequency**

*"I love the clear explanations of grammar and vocabulary. It helps me understand better and apply what I learn". (R5).*

The clarity of explanations is a significant factor that meets the linguistic needs of students. This aligns with research indicating that clear instructional content enhances comprehension and retention. The structured format of the vlogs allows students to follow along easily, reinforcing their learning.

*"The engaging visuals and subtitles are very helpful. They keep me focused and make it easier to follow along". I (R5)*

Visual aids and subtitles cater to different learning styles, making the content more accessible. This supports the idea that multimedia elements can enhance motivation and understanding in language learning. The use of visuals also aids in memory retention, as students can associate words with images.

### **Watched Educational Vlogs**

*"The presenters' friendly tone and humor make the learning process enjoyable. It feels less like studying and more like having fun". (R6).*

The presenters' engaging delivery is crucial for maintaining interest and motivation. This aligns with findings that suggest a positive emotional connection to the content can enhance learning outcomes. The informal and entertaining style of the vlogs helps to create a relaxed learning environment.

*"I appreciate the real-life examples and scenarios they present. It makes the language feel relevant to my daily life". (R6).*

The relevance of content to students' lives is essential for motivation. This aligns with the concept of contextualized learning, where students are more likely to engage with material that they find applicable to their own experiences.

The findings from the interviews indicate that YouTube vlogs significantly influence the English-speaking motivation of PBI students at UIN Ar-Raniry. The vlogs provide a supportive environment that encourages practice, reduces anxiety, and fosters confidence. Specific elements such as clear explanations, engaging visuals, and a friendly presentation style effectively cater to the linguistic and motivational needs of the students. The combination of these factors creates a holistic learning experience that enhances both motivation and language acquisition.

## **DISCUSSION**

The findings revealed that YouTube vlogs significantly influence the English-speaking motivation of PBI students at UIN Ar-Raniry. Many participants reported that watching these vlogs made them more enthusiastic and eager to practice speaking English. They felt inspired when they saw vloggers communicate fluently and naturally, motivating them to

imitate and improve their own speaking abilities. This is in line with Gardner's (2001) theory of integrative motivation, which emphasizes the desire of learners to integrate themselves into the target language community and adopt its cultural traits.

Students also mentioned that they started participating more actively in class discussions after watching vlogs, as they felt more confident and had more ideas to share. This shows that vlogs do not only increase motivation but also create opportunities for practical application. As one participant shared, "I find myself practicing speaking more often after watching the vlogs. They motivate me to try out new phrases and expressions."

Furthermore, vlogs reduce speaking anxiety by creating a non-threatening learning environment. Students see that even native speakers or fluent presenters make mistakes, which normalizes errors and encourages a growth mindset (Dweck, 2006). One student stated, "I used to be shy when speaking English, but after regularly watching these vlogs, I feel more confident. They show that making mistakes is part of learning." This mindset shift is crucial for EFL learners, as it empowers them to focus on communication rather than perfection.

The findings of the present study are also consistent with previous research concerning the role of instructional media in supporting speaking motivation. Muluk et al. (2025) reported that the use of a synchronous virtual flipped classroom enhanced students' speaking skills while simultaneously alleviating their anxiety. In contrast to traditional learning, students perceived the digital model as more engaging and motivating. This resonates with the participants in the current study, who expressed that YouTube educational vlogs encouraged them to speak more confidently and reduced their fear of making mistakes. Furthermore, Muluk et al. (2021) highlighted that lack of self-confidence and vocabulary were among the main challenges in speaking classes. The present findings, however, demonstrate that integrating authentic and enjoyable media, such as vlogs, can effectively address these issues by increasing motivation and decreasing anxiety in practice.

The findings of the present study are also consistent with previous research concerning the role of instructional media in supporting speaking motivation. Muluk et al. (2025) reported that the use of a synchronous virtual flipped classroom enhanced students' speaking skills while simultaneously alleviating their anxiety. They emphasized that "the implementation of a virtual synchronous flipped classroom had a dual effect, positively influencing both the advancement of students' speaking abilities and the alleviation of their anxiety in speaking English" (p. 362).

This resonates with the participants in the current study, who expressed that YouTube educational vlogs encouraged them to speak more confidently and reduced their fear of making mistakes. Similarly, Habiburrahim et al. (2020) confirmed that speaking anxiety negatively influenced students' performance in constructing sentences and expressing ideas, with low self-confidence and fear of mistakes being the main inhibiting factors. These local findings highlight that digital media such as YouTube vlogs can function as motivational tools that counteract anxiety and improve speaking confidence. The consistent exposure to spoken English through vlogs also aligns with Reliska's Input Hypothesis (2021), which suggests that regular comprehensible input is essential for developing fluency. The more students listen to authentic spoken language, the more natural their own speaking becomes.

From the interviews, several linguistic elements of YouTube vlogs were highlighted as effective in supporting language learning. Participants mentioned that clear explanations of grammar and vocabulary helped them understand language structures better and apply them accurately when speaking. As one student shared, "I love the clear explanations of grammar and vocabulary. It helps me understand better and apply what I learn." Additionally, the use of engaging visuals, subtitles, and real-life examples make vlogs accessible and relatable. This supports the Cognitive Theory of Multimedia Learning (Mayer, 2005), which posits that individuals learn more effectively when they receive both visual and auditory input. Subtitles help bridge the gap between listening and reading,

allowing students to connect spoken forms with their written equivalents, thus reinforcing vocabulary and pronunciation.

Participants also emphasized the importance of real-life scenarios and contextualized language in vlogs. One student said, "I appreciate the real-life examples and scenarios they present. It makes the language feel relevant to my daily life." This supports the concept of contextualized learning, which suggests that language becomes more meaningful and easier to internalize when learners see it used in familiar contexts. Moreover, the friendly tone and humor used by vlog presenters make the learning experience enjoyable, reducing the feeling of pressure and making learning feel more like entertainment than formal study. This emotional engagement is vital for sustaining long-term motivation and supports Deci's model of intrinsic motivation, where learners are driven by internal satisfaction rather than external rewards.

These findings reinforce and expand upon earlier research indicating that vlogs can effectively support vocabulary development, refine pronunciation skills, and build students' confidence in speaking. Beyond simply delivering content, YouTube functions as a powerful educational medium that emotionally engages learners and stimulates their motivation, making the learning process both informative and inspiring.

The data from this study reinforce the idea that vlogs offer consistent, authentic exposure to natural English use, which is key in developing speaking skills. Students showed strong motivation to improve their speaking abilities, inspired by seeing vloggers communicate confidently and expressively. They also appreciated the use of visuals, subtitles, and clear explanations, which made it easier for them to understand and remember new expressions.

Moreover, the frequency of watching vlogs proved to be an important factor. Students who engaged more regularly reported greater improvements in fluency, vocabulary use, and overall confidence. This suggests that consistent exposure helps learners become more comfortable and spontaneous when speaking, as they gradually internalize commonly used structures and expressions.

In general, YouTube vlogs play a significant role in boosting students' speaking motivation by providing engaging and relatable content. They create a safe and enjoyable environment that encourages students to practice without fear of making mistakes. The combination of practical language input and motivating delivery helps students develop both their speaking skills and their self-confidence. By incorporating educational vlogs into language learning activities, teachers can offer a more varied and dynamic learning experience. This approach not only supports students' language development but also encourages them to maintain long-term interest and motivation in learning English.

## CONCLUSION

This study set out to investigate the impacts of YouTube educational vlogs on the English-speaking motivation of PBI students at UIN Ar-Raniry. The findings from both the questionnaire and semi-structured interviews highlight that educational vlog play a significant role in enhancing students' motivation, confidence, and engagement with English speaking.

First, the study revealed that regular engagement with educational vlogs encourages students to practice speaking English more frequently. Exposure to fluent speakers and authentic language usage in the vlogs created a sense of inspiration among participants. As a result, students became more confident in speaking, more active in classroom discussions, and more willing to try new expressions. This supports Gardner's (1985) integrative motivation theory, where learners are driven by the desire to identify with the target language community.

Second, the vlogs contributed to reducing speaking anxiety. By observing vloggers making natural speech errors and maintaining fluency, students realized that mistakes are a normal part of learning. This realization encouraged them to speak without fear,

supporting Dweck's (2006) growth mindset theory, which emphasizes learning through challenge and persistence.

Third, the linguistic aspects of the vlogs such as clear pronunciation, grammar explanations, visual aids, and real-life examples were especially appreciated by the students. These features made the content accessible and engaging, aligning with Mayer's Cognitive Theory of Multimedia Learning, which argues that individuals learn better when presented with both visual and auditory information.

Moreover, the findings showed that motivation was not only triggered by content but also sustained by emotional connection. The friendly tone, humor, and relatable topics made the vlogs feel less like traditional lessons and more like enjoyable personal learning experiences. This supports Deci and Ryan's Self-Determination Theory, which highlights the role of intrinsic motivation in long-term learning success.

Finally, the frequency of vlog consumption also influenced the perceived impact. Students who engaged more consistently with educational vlogs reported stronger improvements in their speaking fluency, vocabulary, and self-confidence. This suggests that consistent, comprehensible input, as emphasized by Krashen's Input Hypothesis, is key to language development.

In conclusion, this research demonstrates that YouTube educational vlogs are not only a valuable supplementary tool for English language learning but also an effective motivational driver for EFL students. These vlogs offer authentic language exposure, reduce psychological barriers, and foster a more dynamic and self-directed learning environment. When integrated thoughtfully into learning practices, they can significantly contribute to improving students' speaking proficiency and motivation.

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