

**EXPLORING THE IMPACTS OF USING YOUTUBE
EDUCATIONAL VLOGS ON EFL STUDENTS' SPEAKING
MOTIVATION**

THESIS

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**EXPLORING THE IMPACTS OF USING YOUTUBE EDUCATIONAL VLOGS ON
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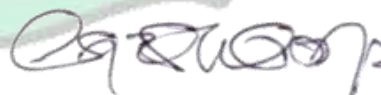
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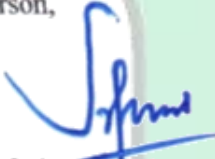
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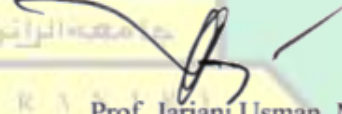
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STATEMENT OF ACADEMIC INTEGRITY OF SCIENTIFIC THESIS

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Thesis Title : Exploring The Impacts Of Using YouTube Educational Vlogs On EFL
Students' Speaking Motivation

Hereby declare that in writing this thesis, I:

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3. Did not use others' works without proper citation or permission;
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This statement is made truthfully and without coercion from any party.

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Declarant,


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Alhamdulillahirabil'alamin, all praise be to Allah, the Most Gracious and Merciful, for His endless blessings, strength, and guidance that enabled me to complete this thesis. Peace and blessings be upon the Prophet Muhammad ﷺ, the best role model for humanity.

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Finally, I humbly acknowledge that this thesis is far from perfect. Nevertheless, I hope it can be useful for readers, particularly for future researchers who are interested in this field of study.

Banda Aceh, August 7th 2025

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ABSTRACT

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Thesis Title : Exploring the Impacts of Using YouTube Educational Vlogs on EFL Students' Speaking Motivation
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This study explores the impacts of using YouTube educational vlogs on students' motivation to speak English. Specifically, it aims to examine how educational vlogs can serve as an effective supplementary learning resource. The study applied a qualitative method, involving a questionnaire distributed to all 187 students of the batch 2022 in the English Education Department at UIN Ar-Raniry to identify vlogs 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 practice.

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CHAPTER I

INTRODUCTION

The first chapter of the thesis introduces the background of study, which sets the context and importance of the research topic. It then presents the research question, clarifying the main focus of the study, followed by the aims, which detail the objectives and goals. The chapter also highlights the significance of the research, illustrating its potential impact, and concludes with a section on terminologies, defining key terms to ensure reader clarity. This chapter effectively sets the foundation and direction for the research.

A. Background of Study

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).

At UIN Ar-Raniry, many PBI students face similar challenges. Despite learning English as their major, they often struggle to meet the expected level of fluency and clarity in speaking. The lack of practice, combined with traditional teaching methods, may not provide them with sufficient

opportunities to develop their confidence and speaking skills. This situation makes it harder for students to achieve their academic and professional goals.

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, enhanced their learning outcomes, and increased 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 explore 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.

In conclusion, this study expects to show that YouTube vlogs can be a helpful and creative tool for improving students' motivation and confidence in speaking English. It hopes to contribute ideas to make English learning more effective, enjoyable, and connected to real-life communication.

B. Research Question

1. How do YouTube educational vlogs influence the English-speaking motivation of PBI students at UIN Ar-Raniry?
2. What are the specific elements of the YouTube vlogs that effectively cater to the linguistic and motivational needs of PBI students at UIN Ar-Raniry?

C. Aims of the Research

1. To evaluate the impact of YouTube vlogs on the motivation of PBI students at UIN Ar-Raniry to improve their English-speaking skills.
2. To identify and analyze the specific aspects of YouTube vlogs that are most beneficial in addressing the unique linguistic and motivational requirements of PBI students at UIN Ar-Raniry

D. Significance of the Research

1. For Students

This research will be significant for students, particularly those in the PBI program at UIN Ar-Raniry, as it aims to explore the effectiveness of YouTube vlogs in enhancing their motivation to speak English. The findings are expected to provide students with innovative and engaging tools to improve their language skills. Anticipated outcomes include a more enjoyable and effective learning experience, helping students to overcome barriers to speaking English, and potentially increasing their confidence and proficiency in the language.

2. For Teachers

The research holds considerable future significance for teachers, especially those involved in English language education. It is expected to offer insights into contemporary teaching tools and methods, suggesting ways to incorporate YouTube vlogs into teaching practices. The study's findings could assist teachers in understanding

how digital media influences student motivation and learning outcomes, thus guiding them to create more dynamic, relevant, and effective lesson plans.

3. For Other Researchers

For other researchers in the field of language education and technology in learning, this research promises to contribute valuable empirical data on the use of digital platforms in language learning. It will add to the academic discourse about integrating technology in educational settings and may inspire further research in this domain. The study is poised to serve as a reference for future investigations into the impact of various digital tools on language learning and motivation.

E. Terminologies

To ensure clarity in this thesis on "The Effectiveness of YouTube Vlogs in Enhancing Students' English-Speaking Motivation," it is essential to define and elaborate on key terms that are crucial to the study. Here are four significant terminologies:

1. Exploring

“Exploring” refers to the process of systematically examining a phenomenon to gain deeper understanding and insights (Patel & Patel, 2019, p. 49). It involves identifying a problem, collecting data, and analyzing patterns to uncover new perspectives. In the context of research, exploring is not limited to confirming hypotheses but also

discovering emerging themes and relationships within the data. In this study, exploring means identifying and analyzing how YouTube educational vlogs influence students' motivation to speak English, through a qualitative investigation that emphasizes participants lived experiences and perspectives.

2. YouTube educational Vlogs

YouTube educational vlogs are considered supplementary media that expose students to authentic English input and encourage them to practice speaking. YouTube educational vlogs are video blogs on the YouTube platform that provide learning and teaching content, particularly in the field of language education. According to Burgess and Green (2018), YouTube has become a space where authentic conversations, cultural insights, and language practices are shared in accessible formats. Similarly,

Hassan (2023) emphasized that educational vlogs serve as interactive resources that integrate real-life examples, grammar explanations, pronunciation practice, and engaging visuals to support learning outcomes. In this study, YouTube educational vlogs are considered supplementary media that expose students to authentic English input and encourage them to practice speaking in a more engaging and relatable way.

3. Students

Students in this context refer to learners enrolled in the PBI (English Education) program at UIN Ar-Raniry. Specifically, this study focuses on students from the 5th semester of Batch 2022. These students are studying English as their major and represent the target group for the research on how YouTube vlogs influence their motivation to improve their English-speaking skills.

4. Speaking Motivation

Speaking motivation refers to the psychological drive or willingness of students to practice and improve their English-speaking skills. Motivation in language learning is a combination of intrinsic and extrinsic factors that influence learners' enthusiasm, persistence, and confidence to use the target language (Pranawengtias, 2022). In this study, speaking motivation is examined in relation to students' exposure to YouTube educational vlogs, which are assumed to provide engaging input and encourage more active speaking practice.

This study specifically focuses on English with *Educational Vlogs*, a popular YouTube vlog, due to its clear and structured content designed for English learners. The channel provides high-quality explanations on pronunciation, fluency, and practical communication skills, making it a suitable resource for students seeking to improve their speaking abilities. Additionally, the engaging teaching style and clear pronunciation featured in educational vlogs provide a valuable

model for students aiming to develop their speaking confidence and accuracy.

These terminologies are integral to understanding the focus and scope of this research, providing a framework to explore how YouTube vlogs can be a motivational tool in enhancing English speaking proficiency among students.

