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The Impact of Youtube on Indonesian EFL Senior High School Student's Motivation

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Abstract

This research investigates the impact of YouTube through the motivation of Indonesian senior high school students learning English as a Foreign Language (EFL). This research aims to offer insights for educators and students as a guide to develop educational content so that it can increase the motivation to learn. The methodology used was a quantitative approach, which involves 90 ten grade students from a senior high school in Indonesia. Data were collected through questionnaires that measure students' views on using YouTube for learning English and its effects on their motivation. The finding is to show that YouTube is an effective platform for increasing students' motivation to learn English by making the learning process more enjoyable and encouraging independent study. However, issues like unreliable content and distractions need to be addressed. By curating trustworthy materials and integrating YouTube into structured lessons, educators can enhance its effectiveness as a motivational learning resource. The author hopes to hear constructive feedback from the audience to enhance the quality of this research proposal.

Keywords: Motivation; YouTube; EFL Students

INTRODUCTION

In this era of technology, many learning media can be used. One of those is YouTube. YouTube has emerged as a tool to help humans improve their English language skills and motivate children to learn more. Rahmatika and Agung (2021) said YouTube is the most popular online video-sharing media website in the internet world. It is also practical and easily accessible with a popular video-sharing service where users can load, watch, and share video clips for free. The reseacher's opinion reating a conducive learning situation and arousing students' interest in learning is important. This opinion is also supported by researcher Nasution (2019), who said The nature of the video, which provides pictures and audio at the same time, can help the students train their pronunciation, enrich their vocabulary, and make them find ideas in producing sentences while speaking. Additionally, Meinawati et al. (2020) said that by using YouTube, students have a chance to observe how native speakers talk from the video and can also practice mimicry, expression, intonation, and vocabulary accurately with enjoyment and feeling confident in performing. YouTube is a social media that contains videos that can be used as a medium for learning English. As many of these videos interest students, YouTube videos can also increase motivation. Motivation plays a very important role in influencing the level of student success. According to Fiddiyasari and Pustika (2021), motivation is one of the important things affecting students' attitudes and achievement. When students feel motivated, they tend to be more eager, focused, and diligent in learning, which can improve their academic achievement. Lennartsson (2009) stated that the more motivated students are, the easier it is for them to learn a new language. Another Researcher, Irkinovich (2021), said motivation refers to the combination of attempt plus desire to obtain the objective of learning the language plus desirable attitudes towards learning the language. With strong motivation, students become

more adept at completing tasks, have a positive attitude toward learning, and can deal with challenges more skillfully. Therefore, motivation is very important in education to improve the skills and knowledge that will be obtained. However, some issues are happening, one of which is the lack of motivation from students. This decreases students' active participation in learning English in class. Students feel that they lack motivation even though they have tried learning with various methods. Lack of motivation is a condition in which no meaning is attributed to actions Nayır (2017). According to Setiyadi et al., (2019) the existence of slack motivation from students is caused by uninteresting learning media. Purnama et al., (2017) added that learning that is not innovative and interactive is also a factor in the fading of motivation. This is an opportunity for YouTube to emerge as a learning media that follows updates in education. Sakkir et al. (1970) state that YouTube is a media that allows users to learn more innovatively using visual aids. Most previous studies highlight that learning media is digital media that can help students increase students' motivation to learn English. However, there are still few studies that explore the success of YouTube in increasing learning motivation for Senior high school students. The use of YouTube as a multimedia tool in the classroom has been introduced previously. Rapp et al. (2016) said studies have shown the benefits of multimedia in the learning process, specifically in converting cognitive input into long-term memory, indicative of learning. Sakkir et al. (1970) said, In particular, this is an additional mode through which students could be exposed to the language-based material that they are learning. YouTube may make the experience more meaningful for them because this allows their interests to be captured. The other study, based on Chtouki et al. (2012), stated that YouTube can be a valuable source of information from which we can extract useful learning content. Previous research by Çoklar & Cihangir (2021) said there are many educational videos that people find as a result of their searches on the subject to learn (search for information) how to act. Therefore, this situation creates content and wealth for YouTube. Nacak et al. (2020) mentioned that using videos in the learning process leads students to constitute and interpret meaningful mental activities, critical thinking, and problem-solving. YouTube as multimedia has many benefits, such as converting cognitive input into long-term memory, providing additional learning modes that make the material more interesting and meaningful, and providing valuable information sources for learning content.

Although it has many advantages, YouTube still has weaknesses. According to Researchers Damayanti & Marufah (2022), YouTube has disadvantages: they are Not every video on YouTube is reliable, it Can build individualism, Some content in videos may not be suitable for the age group, Need an internet connection to access YouTube, and Videos often have advertisements. Another reason YouTube is a poor learning medium is that many videos are not validated or relevant to current learning. Researcher Pratama et al. (2021) stated some authors have to worry about the security and validity of online videos. These negative impacts can create concerns about the safety and validity of online videos, making YouTube a less-than-optimal learning medium.

Lin et al. (2017) stated that learning motivation is defined as guiding students' continued learning and efforts toward the learning goal set by teachers in the learning process. Another researcher said motivation causes a person to want to know, act, understand, believe, or gain particular skills. Filgona et al. (2020) So, it can be concluded that motivation is an impetus that encourages a person to achieve an achievement or a goal and can come from various factors, such as the desire to know, act, understand, believe, or acquire specific skills. It can be concluded that motivation is the drive or encouragement that pushes a person to achieve specific goals or achievements in the learning process. The definition of motivation includes various factors, such as the desire to know, act, understand, believe, or acquire specific skills. This suggests that motivation is a key factor in directing and sustaining students' learning efforts and in shaping their behavior and achievements in the learning process. Motivation is divided into

two, namely intrinsic motivation and extrinsic motivation. Puspitarini & Hanif (2019) said Intrinsic motivation is the motivation derived from the student self, such as the desire to acquire knowledge, achieve learning goals, meet learning needs, and so forth. While extrinsic motivation is a motivation that comes from outside the student self, such as parents' demands, a comfortable learning environment, fun learning partners, interesting and unpleasant learning activities. Adamma et al. (2018) said Extrinsic motivators include parental expectations, expectations of other trusted role models, earning potential to enroll in a course later, and good grades. In the context of utilizing YouTube to increase motivation to learn English, intrinsic motivation is reflected in individuals' pleasure and satisfaction during the learning process. Rheinberg & Engeser (1970), stated the term "intrinsic" is sometimes applied to motivation deriving from the needs for self-determination and competence and is sometimes equated with interest and involvedness. A learner may feel intrinsically compelled by the interesting and useful content on YouTube. They can enjoy watching tutorial videos and English stories and expanding their understanding of grammar, vocabulary, and pronunciation. In addition, intrinsic motivation is also included when learners start to feel the development of their language skills and can apply the new knowledge they gain. YouTube also provides opportunities for learners to engage in active learning communities and collaboration. Extrinsic motivation can arise from the urge to gain appreciation from fellow YouTube users. For example, a student active in an English learning community on YouTube can get support and praise from fellow students or even from the content creators they follow. Serin (2018) However, it is possible to say that extrinsic motivators can provide people pleasure and satisfaction from completing a task. However, some studies claim that using YouTube is an effective way to improve the quality of learning and will increase students' learning motivation in learning (Puspita & Hanif, 2019; Nalendra, Wiyokusumo, & Leksono, 2020). They explained that using YouTube has a good impact on student motivation. With motivated students, learning will be effective. In addition, YouTube learning videos often provide interesting visualizations and more in-depth explanations, helping students understand the material better. Based on the description above, this research question is "What are the students' motivational orientations when using YouTube in their learning?"Apart from that, this research can also be used by educators and students as a guide to develop educational content so that it can increase the motivation to learn.

METHOD

Research design

This study uses quantitative. Researcher Ahmad et al., (2019) stated that Quantitative is a form of research that relies on the methods of natural sciences to produce numerical data and hard facts and also known as empirical research as it can be accurately and precisely measured. It aims to establish a cause-and-effect relationship between two variables by using mathematical, computational, and statistical methods. Therefore, the researcher chose to conduct a quantitative study to get a clear objective result. Using quantitative methods, the goal is to gather numerical data that can be analyzed statistically to see if there are any significant patterns or relationships between different variables.

Participants

This research was conducted at a senior high school in Indonesia. for one week, involving 90 students from grade 10. The researcher conducted it at Senior High School in Ambarawa which integrates YouTube into their learning process

Instruments:

The instrument used was questionnaires. The questionnaire was used to determine students' views on using YouTube in learning English and its effect on their learning motivation.

According to Guay et al. (2000) A questionnaire is an instrument used to collect data or information.

Research Procedure

The researcher will distribute questionnaires in a week. After that the researcher will start to analyzing the questionnaire (data collection)

RESULTS AND DISCUSSION

Results

The This study found that the motivational orientations of EFL learners were predominantly inclined toward self-determined types, namely intrinsic motivation and identified regulation. These results underscore the students' tendency to engage with YouTube for learning due to personal interest and perceived value rather than external pressures or lack of motivation.

Table 1. Students' Motivation

Ss	IM	IR	ER	AM
I-01	20	20	9	9
I-02	16	16	11	10
I-03	16	20	14	9
I-04	15	14	16	18
I-05	15	16	14	14
I-06	11	8	6	11
I-07	17	15	11	10
I-08	19	18	16	4
I-09	12	12	6	7
I-10	12	14	10	11
I-11	12	12	9	12
I-12	14	13	7	7
I-13	12	13	12	11
I-14	16	18	6	6
I-15	12	12	8	10
I-16	15	16	14	11
I-17	19	16	12	10
I-18	17	16	10	9
I-19	19	17	14	12
I-20	16	16	12	8

I-21	15	15	10	9
I-22	14	14	12	11
I-23	16	12	17	16
I-24	12	14	13	15
I-25	16	15	13	11
I-26	12	12	12	12
I-27	8	10	11	8
I-28	13	13	9	12
I-29	11	12	11	11
I-30	12	14	7	10
I-31	13	11	10	14
I-32	13	16	12	11
I-33	11	14	11	10
I-34	14	14	16	15
I-35	13	14	6	11
I-36	12	13	10	12
I-37	12	15	9	9
I-38	16	14	8	9
I-39	15	13	9	11
I-40	16	16	16	16
I-41	12	12	12	12
I-42	12	12	11	11
I-43	11	10	8	9
I-44	12	12	12	12
I-45	12	12	11	12
I-46	15	14	9	8
I-47	18	15	10	13
I-48	15	15	9	9
I-49	16	20	12	9
I-50	15	15	10	10
I-51	15	14	12	12

I-52	13	12	12	12
I-53	11	10	12	11
I-54	14	16	10	7
I-55	15	12	8	9
I-56	17	15	13	9
I-57	12	12	8	11
I-58	10	11	11	11
I-59	12	12	12	12
I-60	11	11	6	10
I-61	8	8	12	14
I-62	12	12	12	14
I-63	18	20	14	10
I-64	16	16	14	11
I-65	15	13	12	12
I-66	13	10	7	11
I-67	14	12	10	14
I-68	15	13	14	12
I-69	20	20	13	8
I-70	14	14	11	5
I-71	16	15	10	12
I-72	12	11	7	9
I-73	14	16	16	8
I-74	14	12	8	11
I-75	12	12	15	12
I-76	17	16	10	6
I-77	15	17	16	16
I-78	15	15	11	10
I-79	14	12	12	14
I-80	17	17	9	9
I-81	12	12	12	12
I-82	11	9	11	13

I-83	18	18	13	9
I-84	13	13	11	15
I-85	19	20	17	8
I-86	9	6	15	13
I-87	15	17	12	8
I-88	16	16	9	8
I-89	20	19	7	6
I-90	16	17	13	13

Table 1. The Data of Students Motivation.

The first table presents a detailed summary of students' scores across four motivational orientations: intrinsic motivation (IM), identified regulation (IR), external regulation (ER), and amotivation (AM). Among these, intrinsic motivation consistently emerged as the highest-scoring orientation, with a range of 8 to 20. This finding highlights that a significant portion of students genuinely enjoy and feel rewarded by using YouTube as a learning resource. The high intrinsic motivation scores indicate that students find YouTube content engaging, stimulating their curiosity and passion for learning English. This enjoyment-driven motivation underscores the platform's ability to make the learning experience both meaningful and personally satisfying, which is critical for sustaining long-term academic engagement. Identified regulation ranked second, with scores also ranging from 8 to 20. This motivational orientation reflects students' recognition of the value and utility of YouTube for their educational pursuits. Unlike intrinsic motivation, which stems from personal enjoyment, identified regulation is driven by an understanding of how YouTube can help achieve academic goals. Students in this category likely appreciate YouTube's role as a resource for improving their vocabulary, grammar, and pronunciation. These findings suggest that, in addition to enjoying the platform, students actively recognize its potential to support their language development and future achievements, further enhancing their motivation to use it for learning purposes. In contrast, external regulation and amotivation exhibited lower scores, reflecting their comparatively minor influence on students' engagement with YouTube. External regulation scores ranged from 6 to 17, indicating that while some students are motivated by external factors such as teacher expectations, peer influence, or societal obligations, these pressures are less significant than internal drivers. This suggests that although external factors may occasionally guide students to use YouTube, they are not the primary motivators for most learners. Finally, amotivation, with the lowest range of scores between 5 and 16, represents the minority of students who are disengaged or uncertain about the platform's educational value. These students may perceive YouTube as irrelevant or ineffective for their learning needs. This low level of amotivation is encouraging, as it indicates that doubts or lack of interest in YouTube as a learning tool are relatively rare among the participants. However, for those who scored higher in amotivation, this might point to challenges such as difficulty finding reliable content or being distracted by non-educational material on the platform. Overall, the data from the first table underscores a clear trend: intrinsic and identified regulation, both forms of self-determined motivation, dominate as the primary drivers for students' use of YouTube in learning English, while external influences and disengagement play a much smaller role. These findings emphasize YouTube's capacity to engage students in a meaningful and self-directed learning process.

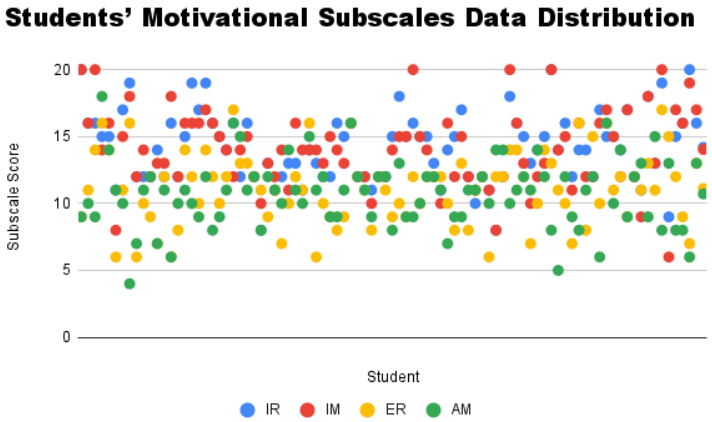

Figure 1. The Graphic of Student Motivational Subscales Data Distribution.

The graphic illustrating the Student Motivational Subscales Data Distribution highlights clear patterns across the four orientations: intrinsic motivation (IM), identified regulation (IR), external regulation (ER), and amotivation (AM). Intrinsic motivation consistently dominates, with most scores clustering in the upper range of 16 to 20, indicating that students find YouTube enjoyable and personally rewarding for learning. Identified regulation follows closely, with scores also concentrated in the higher ranges (14 to 20), reflecting students' recognition of YouTube's value in achieving academic goals. External regulation, on the other hand, shows a broader distribution with peaks in the mid-range (8 to 14), suggesting that while some students are influenced by external factors like teacher expectations, these are less impactful overall. Amotivation has the lowest scores, predominantly in the range of 5 to 10, indicating minimal disengagement or doubt regarding YouTube's educational relevance. The overall distribution underscores that students are predominantly driven by self-determined motivations (IM and IR), with external regulation and amotivation playing comparatively minor roles.

Table 2. Data Relative Autonomous Index (RAI) of Students

Ss	RAI
I-01	33
I-02	17
I-03	20
I-04	-8
I-05	4
I-06	2
I-07	18
I-08	32
I-09	16
I-10	6
I-11	3

I-12	20
I-13	3
I-14	32
I-15	8
I-16	10
I-17	22
I-18	22
I-19	17
I-20	20
I-21	17
I-22	8
I-23	-5
I-24	-5
I-25	12
I-26	0
I-27	-1
I-28	6
I-29	1
I-30	11
I-31	-1
I-32	8
I-33	5
I-34	-4
I-35	12
I-36	3
I-37	12
I-38	20
I-39	12
I-40	0
I-41	0
I-42	3

I-43	6
I-44	0
I-45	1
I-46	19
I-47	15
I-48	18
I-49	22
I-50	15
I-51	8
I-52	2
I-53	-2
I-54	20
I-55	16
I-56	18
I-57	6
I-58	-2
I-59	0
I-60	7
I-61	-16
I-62	-4
I-63	22
I-64	12
I-65	7
I-66	7
I-67	2
I-68	5
I-69	31
I-70	21
I-71	13
I-72	10
I-73	12

I-74	10
I-75	-3
I-76	28
I-77	-1
I-78	14
I-79	0
I-80	24
I-81	0
I-82	-6
I-83	23
I-84	-2
I-85	25
I-86	-17
I-87	19
I-88	23
I-89	40
I-90	10

The Relative Autonomous Index (RAI) scores varied, ranging from 33 (positive) to -17 (negative), reflecting differences in students' motivational levels when using YouTube. High scores indicated more autonomous and self-directed motivation driven by students' own interest and perceived learning benefits. This aligns with Puspitarini and Hanif's (2019) assertion that intrinsic motivation is essential for effective learning. Conversely, negative scores pointed to external influences or uncertainty, emphasizing the need for better content curation to enhance student confidence in using YouTube as a learning tool. The RAI calculation used for this study was sourced from research ...) provides the formula to calculate RAI, as follows: RAI = (-2 ∗ External) + (-1 ∗ identified) + (1 ∗ Identified) + (2 ∗ Intrinsic). This formula shows that the four variables used in this formula represent four subscales or types of motivation. The two subscales on the left side of the formula reflect forms of motivation with lower levels of independence, while the two subscales on the right side represent forms of motivation with higher levels of independence. Since external motivation is leftmost among the other subscales, its weight is -2. Meanwhile, intrinsic motivation, located at the far right end of the continuum, is given a weight of 2. Thus, introduced rules have a weight of -1, while identified rules have a weight of 1. In this study, the formula for calculating the RAI was adjusted due to the instrument used to collect data, the SIMS questionnaire (Guay et al., 2000). As explained earlier, the SIMS questionnaire measures four subscales of motivation forms, namely intrinsic motivation, identified regulation, external regulation, and amotivation. Intrinsic motivation and identified regulation are considered as more self-determined forms of motivation, whereas external regulation and amotivation belong to less self-determined forms of motivation. Therefore, the

formula used for calculating RAI is **RAI = (-2*AM) + (-1*ER) + (1*IR) + (2*IM). RAI = (-2*AM) + (-1*ER) + (1*IR) + (2*IM)**

The table displays the RAI (Relative Autonomy Index) scores of 90 students, ranging from -17 to 40, showcasing diverse levels of motivational autonomy in using YouTube for learning. High scores, such as 33 (I-01) and 40 (I-89), indicate strong self-determined motivation, while other scores above 20, like 31 (I-69) and 28 (I-76), also reflect highly autonomous learners. Moderate scores, including 10 (I-16, I-20), 12 (I-35, I-39), and 15 (I-47, I-50), suggest a balanced motivation level with some degree of self-direction. Lower positive scores, like 1 (I-29, I-45) and 2 (I-06, I-52), hint at minimal autonomy, where external factors play a larger role. Negative scores, such as -17 (I-86) and -16 (I-61), reveal low autonomy and possible disengagement, while zero scores (e.g., I-26, I-40) suggest an equilibrium between self-determined and external motivations. Overall, the table highlights a dominant trend toward positive RAI values, indicating that most students are motivated by self-determined factors when using YouTube for learning.

Table 3. The Means of RAI

The Number of Students	Means
90	9,87

The RAI table offers a comprehensive view of students' motivational autonomy, with scores ranging from -17 to 33 and a mean of 9.87. The positive mean score indicates that the majority of students are motivated by self-determined factors, such as intrinsic motivation and identified regulation, which drive autonomous and self-directed learning. High RAI scores suggest that these students find YouTube engaging and recognize its value in supporting their educational goals, leading to motivation rooted in personal interest and the perceived benefits of learning. On the other hand, negative scores, while less common, highlight instances where external pressures, such as obligations from teachers or peers, or a lack of confidence in YouTube's effectiveness, diminish motivation. These cases may reflect challenges like distractions or concerns over content reliability, which can detract from a fully autonomous learning experience. Overall, the RAI distribution emphasizes that most students rely on internal drivers for their engagement with YouTube, reinforcing its role as a tool for fostering meaningful and independent learning.

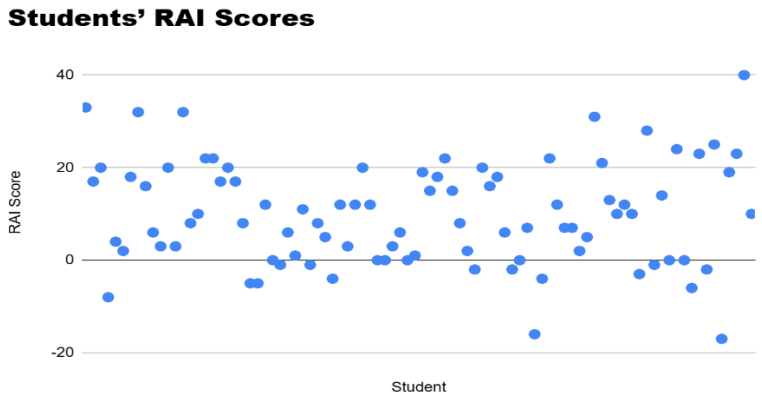

Figure 2. The Graphic of students RAI Scores

The students' RAI scores, ranging from -17 to 40, reflect varying levels of motivational autonomy in using YouTube for learning. The majority of students scored in the positive range, with higher scores such as 33 (I-01), 31 (I-69), and 40 (I-89) indicating strong self-determined motivation, where students are highly motivated by personal interest and the perceived benefits of using YouTube for learning. Moderate scores like 12 (I-35, I-39) and 10 (I-16, I-20) suggest a balanced level of motivation, where students are somewhat motivated by external factors but still maintain a degree of self-direction. Lower positive scores, such as 1 (I-29, I-45) and 2 (I-06), suggest that external pressures play a more significant role in driving motivation. Negative scores, including -17 (I-86) and -16 (I-61), indicate students who are less autonomously motivated, possibly feeling disengaged or uncertain about the value of YouTube as a learning tool. Overall, the data shows that most students exhibit self-determined motivation, but there is a notable range in the levels of autonomy, with a few students exhibiting lower or even negative motivation. In summary, this study confirms that the motivational orientations of Indonesian EFL learners are predominantly self-determined, with intrinsic motivation and identified regulation playing central roles. The findings underscore YouTube's potential as an effective educational tool when content is engaging and relevant. By addressing challenges like content validation and minimizing distractions, educators can further enhance YouTube's ability to foster autonomous motivation, leading to improved learning outcomes.

Discussion

This study utilized a quantitative approach to explore high school students' motivation in using YouTube for learning, focusing on motivational orientations such as intrinsic motivation, identified regulation and external regulation, (items 4, 8, 12, 16). Scores for each orientation ranged from 4 to 20, providing detailed insights into the factors influencing students' use of YouTube for learning. This study aimed to answer the research question: *What are students' motivational orientations when using YouTube for learning?* and amotivation. The Situational Motivation Scale (SIMS) questionnaire (Guay et al., 2000) was employed to measure these orientations, using a 16-item Likert scale (1–5). Each motivational orientation was assessed through four specific items: intrinsic motivation (items 1, 5, 9, 13),identified regulation (items 2, 6, 10, 14), external regulation (items 3, 7, 11, 15), and amotivation.

The results revealed that intrinsic motivation had the highest scores, ranging from 8 to 20, indicating that the majority of students find YouTube inherently enjoyable and engaging for learning. identified regulation regulation ranked second, also with a range of 8 to 20, suggesting that some students are motivated by internal pressures such as a sense of duty or personal expectations. External regulation followed, with scores ranging from 6 to 17, reflecting the role of external influences like teacher expectations or social norms. Amotivation had the lowest scores, ranging from 5 to 16, indicating that only a minority of students questioned the benefits of using YouTube for learning.

The Relative Autonomous Index (RAI), which measures the degree of autonomous motivation, ranged from 33 to -17. This suggests that, overall, students are primarily autonomously motivated to use YouTube for English language learning.

These findings align with prior research on the motivational impact of YouTube as a learning tool. High intrinsic motivation among Indonesian high school students using YouTube for learning English supports the conclusions of Rapp et al. (2016), who highlighted that multimedia platforms like YouTube can transform cognitive input into long-term memory. Students' intrinsic motivation stemmed from their enjoyment of learning, their interest in the content, and the engaging nature of YouTube's educational materials.

This study also corroborates Chtouki et al. (2012), who identified YouTube as a valuable and engaging source of diverse educational content. Students appreciated the platform's accessibility and variety, which made learning more enjoyable and interactive. The high intrinsic motivation observed aligns with Rheinberg and Engeser's (1970) findings that intrinsic motivation is linked to self-determination and competence. These qualities were evident in students' positive responses to video tutorials and English stories that enhanced their vocabulary, grammar, and pronunciation skills.

Identified regulation, the second-highest motivational orientation, indicates that students are also driven by internalized pressures, such as a sense of responsibility or meeting expectations. This finding is consistent with Serin (2018), who noted that extrinsic motivators, although originating outside the individual, can still provide a sense of fulfillment when tasks are completed successfully. For example, students may feel motivated by positive reinforcement or recognition from teachers and peers in YouTube-based learning environments.

Lower scores for external regulation and amotivation highlight areas where YouTube's learning potential might face challenges. External regulation, driven by external pressures, and amotivation, reflecting doubt about the platform's value, point to possible limitations. Damayanti and Marufah (2022) noted that unreliable content and distracting advertisements on YouTube could undermine its effectiveness as a learning tool. Similarly, Pratama et al. (2021) emphasized that concerns about content validity and safety might contribute to moderate levels of amotivation.

The findings confirm YouTube's significant potential as a learning medium, particularly for fostering intrinsic motivation and autonomous engagement. However, challenges such as unvalidated content and external distractions must be addressed to optimize its educational impact. By implementing strategies like curating reliable content, minimizing distractions, and integrating YouTube into structured learning frameworks, educators can enhance its utility as a motivational tool and foster independent, effective learning among students.

CONCLUSION

In conclusion, this study explores the impact of YouTube on the motivation of Indonesian senior high school students learning English as a Foreign Language (EFL). The findings reveal that most students are primarily motivated by self-determined factors, with intrinsic motivation and identified regulation being the dominant drivers behind their use of YouTube for learning. This suggests that students find YouTube enjoyable and perceive its educational value, leading to a more autonomous and self-directed learning experience. While external regulation and amotivation were present, their influence was relatively minimal, highlighting the effectiveness of YouTube as a motivational tool when students are personally engaged. The Relative Autonomy Index (RAI) scores further confirmed this trend, with the majority of students demonstrating a high degree of autonomy in their motivation, although a small number showed lower or negative motivation levels, possibly due to external pressures or doubts about YouTube's effectiveness. Overall, the study underscores YouTube's potential as a powerful and engaging learning resource, with its ability to foster intrinsic motivation and support students' educational goals. However, to maximize its impact, educators should address challenges such as content reliability and distractions, ensuring that YouTube remains a valuable and motivating tool in the learning process.

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