



Students' learning motivation in reading narrative text through YouTube animated videos

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ARTICLE INFO	ABSTRACT
Article history: Received: 3 Jun 2026 Revised: 27 Jun 2026 Accepted: 16 Sep 2026	
Keywords: YouTube Animated Videos Students' Motivation Narrative Text Reading Skill	
Conflict of interest: None	
Funding information: Type here	This study investigated the types of motivation identified among eighth-grade students in learning narrative texts through YouTube animated videos and explored how YouTube animated videos support students' motivation in reading activities. The study was conducted at SMPS Muhammadiyah 1 Medan and involved 30 eighth-grade students as the research participants. This study employed a mixed-methods research design. Quantitative data were collected through a questionnaire based on Self-Determination Theory (SDT), while qualitative data were obtained through semi-structured interviews based on Keller's ARCS Model of Motivation. The data were analyzed using mean scores, percentages, and qualitative analysis procedures. The findings revealed that two types of motivation were identified among the students, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation was more dominant, with 20 students (66.67%) categorized as intrinsically motivated and 10 students (33.33%) categorized as extrinsically motivated. The findings also revealed that YouTube animated videos supported students' motivation through attention, relevance, confidence, and satisfaction. The videos attracted students' attention, helped them understand narrative texts and vocabulary more easily, increased their confidence during classroom activities, and created enjoyable learning experiences. Therefore, YouTube animated videos can be considered effective learning media for supporting students' motivation in learning narrative texts.

INTRODUCTION

Motivation plays an important role in students' learning process because it influences their participation, effort, and academic achievement (Urhahne & Wijnia, 2023). Students who are motivated tend to be more active in classroom activities, pay attention to lessons, and work harder to achieve their learning goals. They are also more willing to use learning strategies and overcome difficulties during the learning process. As a result, motivation contributes significantly to students' success in learning (Schunk et al., 2014). Therefore, maintaining students' motivation is an important responsibility for teachers, especially in English language learning.

Reading is one of the essential skills that students need to develop in learning English. Through reading, students can gain information, improve vocabulary, and enhance their understanding of language. However, many students still experience difficulties when reading narrative texts. They often struggle to understand unfamiliar vocabulary, follow the storyline, and answer comprehension questions (Anggraini, 2021). In addition, learning activities that depend mainly on textbooks may reduce students' interest and make reading lessons feel monotonous (Rahmawati, 2025). As a result, students may lose focus and become less motivated to participate in reading activities.

To address this problem, teachers need to use learning media that can make lessons more engaging and meaningful. One learning medium that has become increasingly popular among students is YouTube. Through animated videos, YouTube provides visual and audio support that can make learning more interesting and easier to understand. Connolly (2025) states that animation can increase students' interest and help them understand learning materials more effectively. Similarly, Liu and Elms (2019) explain that elements such as character design, voice acting, and dialogue make animated videos more engaging and help students connect with the content. These features suggest that YouTube animated videos have the potential to support students' motivation and learning experiences.

Several previous studies have reported positive effects of animated videos in English language learning. Rahmawati (2025) found that animated videos increased students' motivation and interest in learning narrative texts. Likewise, Kartadiwangsa et al. (2024) reported that animated videos created a more interactive learning environment and encouraged students to participate actively in classroom activities. In addition, animated videos were found to help

students understand story elements, vocabulary, and moral values more effectively. These findings indicate that animated videos can be useful learning media for supporting students' engagement and comprehension.

Despite these positive findings, most previous studies focused on learning achievement, reading comprehension, or motivation in general. Limited attention has been given to identifying the types of motivation experienced by students and exploring how YouTube animated videos support their motivation in learning narrative texts. This issue was also observed during teaching practice at SMPS Muhammadiyah 1 Medan, where students often appeared bored, lost focus, and experienced difficulties when learning narrative texts through textbook-based instruction.

Therefore, this study aimed to identify the types of motivation experienced by eighth-grade students in learning narrative texts through YouTube animated videos and to explore how YouTube animated videos support students' motivation in reading activities. The findings of this study are expected to provide useful insights into students' motivation and the use of YouTube animated videos in English reading classrooms.

METHOD (LEVEL 1)

Participants / subject / population and sample (Level 2)

This study employed a mixed-methods research design to investigate students' motivation in learning narrative texts through YouTube animated videos. The study was conducted at SMPS Muhammadiyah 1 Medan. The participants of this study were 30 eighth-grade students selected through total sampling because the population consisted of only one class. The participants had experienced learning narrative texts through YouTube animated videos during English lessons. The quantitative data were collected through a questionnaire, while qualitative data were obtained through semi-structured interviews to gain a deeper understanding of students' motivation and learning experiences.

Instruments (Level 2)

Two instruments were used to collect the data: a questionnaire and a semi-structured interview. The questionnaire was adapted from Ryan and Deci's (2000) Self-Determination Theory (SDT) and was used to identify students' motivation types. It consisted of 18 statements measured using a five-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (5). The statements were grouped into two categories: intrinsic motivation and extrinsic motivation.

In addition, semi-structured interviews were conducted to explore how YouTube animated videos supported students' motivation in learning narrative texts. The interview questions were developed based on Keller's ARCS Model (2010), which focuses on four aspects of motivation: attention, relevance, confidence, and satisfaction. Six students were selected for the interviews based

on the questionnaire results to represent different motivational characteristics. The interviews were conducted in Indonesian so that the students could express their thoughts and experiences more clearly and comfortably.

Data analysis procedures (Level 2)

The quantitative and qualitative data were analyzed separately. The questionnaire data were analyzed using descriptive statistics, including mean scores and percentages. The mean scores were used to determine the level of students' responses, while the percentages were used to identify the proportion of students with intrinsic and extrinsic motivation.

The interview data were analyzed using the qualitative data analysis procedures proposed by Ary, Jacobs, and Sorensen (2010). First, the interview recordings were transcribed and organized for analysis. Next, relevant information was identified, coded, and grouped according to the research objectives. The data were then categorized based on the four components of Keller's ARCS Model: attention, relevance, confidence, and satisfaction. Finally, the data were interpreted to identify patterns and themes that explained how YouTube animated videos supported students' motivation in learning narrative texts.

FINDINGS (LEVEL 1)

Types of Motivation Identified Among Students

The first research question aimed to identify the types of motivation experienced by eighth-grade students when learning narrative texts through YouTube animated videos. The questionnaire results showed that the students demonstrated two types of motivation: intrinsic motivation and extrinsic motivation. The distribution of these motivation types is presented in Figure 1.

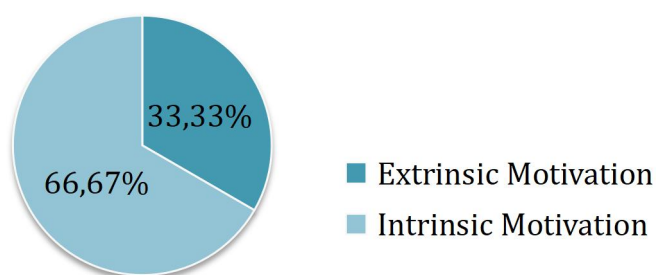


Figure 1: Percentage of Student Motivation types

Figure 1 shows that both intrinsic and extrinsic motivation were identified among the students. However, intrinsic motivation was more dominant, representing 66.67% of the participants, while extrinsic motivation accounted for 33.33%. These findings indicate that most students learned narrative texts through YouTube animated videos because of internal factors such as enjoyment, interest, satisfaction, and personal learning goals.

Table 1: Mean Scores of Extrinsic Motivation Items

Category	Statement	Mean	Interpretation
Reward and Punishment	<i>Karena saya akan mendapat hukuman jika saya tidak menontonnya</i> (Because I will get in trouble if I don't watch that video)	2.67	Moderate
	<i>Karena saya ingin mendapat nilai yang bagus</i> (Because I want to get good grades)	4.27	Very High
Feel guilty and avoid failure	<i>Karena saya ingin mendapat pujian</i> (Because I want to receive praise)	2.97	Moderate
	<i>Karena saya ingin guru berpikir jika saya adalah murid yang baik</i> (Because I want the teacher to think I'm a good student)	3.87	High
	<i>Karena saya akan merasa malu jika saya tidak memahaminya</i> (Because I will feel embarrassed if I do not understand it)	3.80	High
	<i>Karena saya merasa bersalah jika saya tidak melakukan yang terbaik untuk belajar teks naratif menggunakan video animasi YouTube</i> (Because I feel guilty if I do not do my best in learning narrative texts using YouTube animated videos)	3.67	High
Helpful and useful	<i>Karena saya ingin memahami teks naratif lebih baik dengan menonton video animasi YouTube</i> (Because I want to understand narrative text better through watching YouTube animated videos)	4.80	Very High
	<i>Karena memahami cerita teks naratif melalui video animasi YouTube berguna untuk pembelajaran saya</i> (Because understanding narrative texts through YouTube animated videos is useful for my learning)	4.10	High
	<i>Karena belajar membaca teks naratif menggunakan video animasi YouTube sesuai dengan tujuan belajar saya</i> (Because learning to read narrative texts using YouTube animated videos aligns with my learning goals)	3.84	High

Table 1 presents the mean scores of students' extrinsic motivation in learning narrative texts through YouTube animated videos. The highest mean score was found in the helpful and useful category, particularly the statement

related to understanding narrative texts better through YouTube animated videos ($M = 4.80$). In contrast, the statements related to punishment ($M = 2.67$) and praise ($M = 2.97$) received the lowest mean scores. These findings indicate that students' extrinsic motivation was influenced more by the learning benefits of YouTube animated videos, such as improving understanding and achieving good academic outcomes, than by external pressure or rewards.

Table 2: Mean Scores of Intrinsic Motivation Items

Category	Statement	Mean	Interpretation
Enjoyment	<i>Karena saya senang belajar teks naratif menggunakan video animasi YouTube</i> (Because I enjoy learning narrative text through YouTube animated videos)	4.10	High
	<i>Karena saya senang memahami pesan moral dari cerita naratif pada video animasi YouTube</i> (Because I enjoy understanding the moral messages of narrative stories in YouTube animated videos)	3.90	High
	<i>Karena saya senang belajar membaca teks naratif menggunakan video animasi YouTube</i> (Because I enjoy learning to read narrative texts using YouTube animated videos)	3.90	High
Interest and satisfaction	<i>Karena saya merasa tertarik jika belajar menggunakan video animasi YouTube</i> (Because I feel interested when learning through YouTube animated videos)	4,13	High
	<i>Karena saya merasa puas jika saya dapat memahami teks naratif menggunakan video animasi Youtube</i> (Because I feel satisfied when I can understand narrative texts using YouTube animated videos)	4.00	High
	<i>Karena saya merasa tertarik dengan cerita naratif pada video animasi YouTube</i> (Because I am interested in the narrative stories in YouTube animated videos)	3.93	High
Personal learning goals	<i>Karena ini adalah cara saya untuk meningkatkan kemampuan saya dalam membaca teks naratif</i> (Because this is my way to improve my skill in reading narrative text)	4.33	Very High
	<i>Karena saya sadar belajar membaca teks naratif menggunakan video animasi YouTube bisa meningkatkan kemampuan</i>	4.13	High

<i>saya</i> (Because I realize that learning to read narrative text using YouTube animated videos can improve my skills) <i>Karena saya menikmati belajar membaca teks naratif menggunakan video animasi YouTube</i> (Because I enjoy learning to read narrative texts using YouTube animated videos)	3.94	High
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Table 2 presents the mean scores of students' intrinsic motivation in learning narrative texts through YouTube animated videos. All intrinsic motivation items obtained high to very high mean scores, ranging from 3.90 to 4.33, indicating that intrinsic motivation was strongly present among the students. The highest mean score was obtained by the statement related to improving reading skills through YouTube animated videos ($M = 4.33$). This was followed by students' interest in learning through YouTube animated videos and their belief that the videos could improve their reading skills ($M = 4.13$). Overall, the findings suggest that students were motivated by internal factors such as personal learning goals, interest, enjoyment, and satisfaction when learning narrative texts through YouTube animated videos.

How YouTube Animated Videos Support Students' Motivation

The second research question explored how YouTube animated videos supported students' motivation in learning narrative texts. The interview findings were analyzed based on Keller's ARCS Model, which includes attention, relevance, confidence, and satisfaction. The summary of the interview findings is presented in Table 3.

Table 2: Summary of Interview Findings Based on the ARCS Model

ARCS Model	Students' Responses
Attention	Students reported that YouTube animated videos attracted their attention through colorful visuals, sounds, moving animations, and interesting story presentations. Most students stated that the videos helped them focus better and reduced boredom during learning activities. One student reported that he sometimes gets distracted during group viewing sessions.
Relevance	Students perceived the videos as relevant to their learning needs because the video helped them understand narrative texts, vocabulary, storylines, and moral values. The videos also helped students answer comprehension questions more easily.

Confidence	Students reported feeling more confident when answering questions and completing assignments because they understood the stories better after watching the videos. Several students also stated that they were less afraid of making mistakes in class.
Satisfaction	Students expressed satisfaction with the use of YouTube animated videos because learning became more enjoyable, interesting, and less monotonous. All students indicated that they would like to use animated videos again in future lessons.

Table 2 shows that YouTube animated videos supported students' motivation through attention, relevance, confidence, and satisfaction. Most students reported that the videos attracted their attention through visual and audio elements, making learning activities more engaging. The students also perceived the videos as relevant to their learning needs because the videos facilitated their understanding of narrative texts, vocabulary, and moral values.

In addition, the videos supported students' confidence during classroom activities. Several students stated that they felt more confident in answering questions because they understood the stories better after watching the videos. Furthermore, students expressed satisfaction with the use of YouTube animated videos because the learning process became more enjoyable and less monotonous compared to textbook-based learning. However, one student reported experiencing distraction during group viewing activities, indicating that classroom conditions may influence students' concentration while watching animated videos.

Overall, the findings indicate that YouTube animated videos positively supported students' motivation in learning narrative texts by attracting attention, increasing relevance, building confidence, and creating satisfying learning experiences.

DISCUSSION

Students' Motivation Types in Learning Narrative Texts Through YouTube Animated Videos

The findings revealed that both intrinsic motivation and extrinsic motivation were identified among the students. However, intrinsic motivation was more dominant than extrinsic motivation. This result suggests that students primarily engaged in learning narrative texts through YouTube animated videos because they found the learning process enjoyable, interesting, and personally meaningful. Rather than relying mainly on external rewards or pressures, most students appeared to be motivated by internal factors that encouraged them to participate actively in reading activities.

The dominance of intrinsic motivation is significant because it indicates that students were not merely completing learning tasks to meet external expectations but were genuinely interested in the learning experience itself. Students who are intrinsically motivated tend to demonstrate greater engagement, persistence, and willingness to participate in learning activities. Therefore, the findings suggest that YouTube animated videos may create learning environments that encourage students to develop a more positive attitude toward reading narrative texts. This interpretation is consistent with previous studies reporting that animated videos increased students' interest and engagement in English learning activities (Rahmawati, 2025; Azizah, 2025; Mahendra et al., 2025).

Another important finding is the presence of extrinsic motivation among several students. Although intrinsic motivation was more dominant, some students were motivated by factors such as obtaining good grades, meeting teacher expectations, and achieving positive academic outcomes. This finding indicates that students' motivation is multifaceted and cannot be explained by a single motivational source. In classroom contexts, internal and external factors may work together to influence students' learning behavior. Therefore, while YouTube animated videos appear to promote intrinsic motivation, external academic expectations still play an important role in shaping students' participation during learning activities.

The findings also contribute to a broader understanding of students' motivation in technology-assisted learning environments. The results suggest that digital learning media do not merely function as instructional tools but can also influence the reasons why students engage in learning activities. Consequently, teachers should not only consider whether a learning medium improves academic performance but also whether it encourages students to develop positive and meaningful learning experiences.

How YouTube Animated Videos Support Students' Motivation

The findings demonstrated that YouTube animated videos supported students' motivation through attention, relevance, confidence, and satisfaction. These results indicate that students' motivation was influenced not only by personal factors but also by the characteristics of the learning media used during classroom instruction. The visual and auditory features of YouTube animated videos appeared to create learning experiences that were more engaging and meaningful than conventional textbook-based learning.

In terms of attention, the findings suggest that colorful visuals, sounds, animations, and story presentations helped students maintain their focus during reading activities. This result is important because maintaining students' attention is often one of the main challenges in reading instruction. When students are able to remain focused on learning activities, they are more likely to process information effectively and participate actively in classroom

discussions. This interpretation supports previous studies that reported positive effects of animated videos on students' attention and engagement during learning activities (Millah, 2022; Kartadiwangsa, 2024).

The findings also indicate that students perceived YouTube animated videos as relevant to their learning needs. The videos helped students understand narrative texts, vocabulary, and moral values more easily, suggesting that the learning materials became more accessible and meaningful. This result implies that learning media can support motivation when students perceive a clear connection between instructional materials and their learning goals. The findings therefore highlight the importance of selecting instructional media that can help students understand learning materials more effectively rather than simply providing entertaining content.

Another significant finding is the improvement in students' confidence during reading activities. Students reported feeling more confident when answering questions and participating in classroom discussions after watching the videos. This suggests that confidence may increase when students feel that they understand the learning materials better. As a result, students become more willing to express their ideas and participate in classroom interactions. This finding has practical implications for English teachers because increasing students' confidence may contribute to more active and productive classroom participation.

In addition, students expressed satisfaction with learning through YouTube animated videos because the learning process became more enjoyable and less monotonous. Positive learning experiences are important because they may encourage students to maintain their motivation over time. When students enjoy learning activities, they are more likely to remain engaged and develop positive attitudes toward learning English. Therefore, the findings suggest that YouTube animated videos can contribute not only to students' understanding but also to the overall quality of their learning experiences.

However, the findings also revealed that the use of YouTube animated videos may not benefit all students equally. One student reported experiencing distraction during group viewing activities, while another student stated that rereading printed texts was still necessary to achieve deeper comprehension. These findings indicate that animated videos should not be viewed as a complete replacement for traditional reading materials. Instead, they may function most effectively as complementary learning media that support reading instruction. This finding highlights the importance of considering individual learning preferences and classroom conditions when integrating digital media into English language teaching.

Overall, the findings suggest that YouTube animated videos can support students' motivation by creating engaging, meaningful, and enjoyable learning experiences. The results demonstrate that effective learning media can

influence not only students' understanding of learning materials but also the quality of their motivation and participation during classroom activities. Therefore, the integration of YouTube animated videos into reading instruction may provide valuable opportunities for teachers to create more motivating and student-centered learning environments.

CONCLUSION

This study highlights the potential of YouTube animated videos as learning media that support students' motivation in reading narrative texts. The findings indicate that students were motivated by both intrinsic and extrinsic factors, although intrinsic motivation appeared to play a greater role in their learning experiences. In addition, YouTube animated videos contributed to more engaging, meaningful, and enjoyable reading activities, which supported students' attention, understanding, confidence, and satisfaction. Therefore, integrating YouTube animated videos into reading instruction may help create more motivating learning environments for English language learners.

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