



The Influence of Johnny’s Communication Center YouTube Vlogs on English Learning Interest Among NCTzen in Indonesia

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ABSTRACT

This study aims to determine whether Johnny's Communication Center YouTube vlogs have an influence on English learning interest among NCTzen in Indonesia. This article uses a quantitative approach and survey research method. The data collection technique used a questionnaire distributed through social media X (Twitter) to approximately 100 NCTzen community who are still in high school and watch Johnny's Communication Center vlogs on YouTube. This study found that Johnny's Communication Center YouTube vlogs significantly enhance interest in learning English among NCTzens in Indonesia, with a positive regression coefficient of 1.391. The results highlight the potential of leveraging social media and K-pop idols to develop effective educational strategies for young learners.

INTRODUCTION

Over the past decade, Korean Pop (K-Pop) has become a global cultural phenomenon due to its widespread popularity in various countries (Kusumawati & Widita, 2021), including Indonesia. Many people, especially young people in Indonesia, make Korean artists their idols. One of the Korean Idols that is favored by young people in Indonesia today is Johnny Suh. Johnny Suh, also known as Johnny NCT, is a famous K-pop idol of the South Korean boy group NCT (Neo Culture Technology). Although he is a Korean idol, Johnny is an American citizen because he was born and raised in the United States.

Johnny has contributed significantly to communicating with fans through Johnny's Communication Center (JCC), uploaded to NCT's YouTube channel. Launched in 2018, JCC has covered many topics, including personal vlogs, travel vlogs, challenges, interviews, and tutorial videos. JCC also occasionally invites other NCT members as guests or guests outside the NCT group. In JCC vlogs, Johnny predominantly speaks English because it is his primary language and enables him to connect with his international fans. However, JCC still provides subtitles in various languages, including English, Indonesian, Chinese, Korean, Arabic, Japanese, Russian, Spanish, and Thai.

When learning English, we are usually taught formal language, which is different from daily use. Therefore, an engaging learning media, such as YouTube content like JCC, is needed to increase interest in learning English. Johnny demonstrated to the JCC audience how to utilize English in daily life with his casual use of English. This might motivate NCTzen, who may not be confident in using English to communicate. Because of these factors, NCTzen is interested in learning English and makes JCC one of the media to learn English.

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JCC is popular among NCT fans and is known as NCTzen. NCTzen in Indonesia is dominated by young people who are mostly students. Many NCTzen students who watched JCC idolized Johnny and were inspired by his fluency in English. Nowadays, many people are inspired by their idols, including learning English. Through social media such as YouTube, they see and are inspired by their idols' English skills, which motivates them to be interested in learning it, this aligns with research conducted by Nurrahmawati (2023), which found that idolizing a celebrity figure can also ignite hope in a person's life, motivate them to set goals, and find ways to achieve them.

Finding the right learning medium is so important that students are interested in learning English. Many students in Indonesia still consider learning English challenging. According to Herawati et al. (2021), learning English is challenging since we must learn grammar and vocabulary. Learning goals can be achieved when supported by the right learning media (Saifudin, 2017).

Various media can stimulate interest in learning English, but nowadays, social media platforms like YouTube that can share information, entertainment, and education have become attractive and effective tools for learning media. We can easily find important information through YouTube (Rozal et al., 2021). YouTube, a social media platform, can evolve into a learning medium because of the many innovative and creative learning videos that attract many people to learn about it. Sari (2020) showed that using YouTube-based audiovisual media increased interest in online learning. Juitania and Indrawan (2020) also showed that using YouTube content increases interest in learning. Snelson (2011) identifies YouTube as an effective, efficient, and practical medium for education, making it well-suited for student use. According to this theory, the platform's diverse range of educational content makes it a valuable learning media for students.

Many factors influence learning English, and one factor that influences it is interest. A strong interest in learning greatly influences the acquisition of the English language. Pratiwi (2017) asserts that a critical element of effective learning is a student's enthusiasm for the subject matter. Shanty (2019) defines interest as a relationship between an individual and an activity outside themselves marked by a persistent feeling of pleasure and interest. The interest level increases with proximity to the activity and strength of the link. According to Slameto (2019), interest is described as a long-term desire to focus on and recall specific activities. High-interest levels can increase learners' motivation to learn while studying English as a second language.

Previous studies conducted by Mohamad et al. (2020) stated that English vlogs on YouTube positively impact students' speaking skills by enhancing their language learning and motivation. Lestari (2019) stated that using YouTube vlogs significantly improves the listening skills of students in the eighth grade at MTs DDI Tani Aman, with more than 75% of students passing the minimum competency criteria. Furthermore, a study by Juitania and Indrawan (2020) found that utilizing YouTube content as a learning medium positively impacts the interest of undergraduate Accounting students at Pamulang University in learning English.

This study aims to investigate the influence of Johnny's Communication Center (JCC) YouTube vlogs on English learning interest among high school students within the NCTzen community in Indonesia. Specifically, the study seeks to determine whether watching these

vlogs significantly affects their interest and motivation for learning English. This research aims to fill existing gaps by focusing on a specific type of YouTube content (Johnny’s Communication Center Youtube vlogs) and examining its impact on a particular population (NCTzen in Indonesia), using a quantitative research approach. This approach will allow for precise measurement and analysis of the relationship between the JCC vlogs and the students’ interest in learning English. The Alternative Hypothesis (H_a): Johnny's Communication Center YouTube vlogs have a significant influence on English Learning Interest. The Null Hypothesis (H_0): Johnny's Communication Center YouTube vlogs do not have a significant influence on English Learning Interest.

METHOD

This study employs a quantitative approach with survey methods to understand the characteristics of the population. The goal is to examine the influence of Johnny's Communication Center YouTube vlogs as the independent variable (X) on the interest in learning English as the dependent variable (Y).

High school students of the NCTzen community in Indonesia who watched the JCC Youtube Vlogs were the population of this study. Sugiyono (2018) stated that the concept of population refers to a defined group of objects, subjects characterized by numbers, or subjects possessing specific attributes, essential for drawing conclusions in research.

The data from the questionnaire is the instrument in this study. A questionnaire is a data collection method that gives respondents a combination of written statements to answer (Sugiyono, 2021:259). The aim is to obtain information about several respondents representing a specific population.

Data collection for this study involved utilizing a questionnaire constructed using a 4-point Likert scale. A Likert scale can examine an individual's opinion, attitude, or perception. Based on Puspitasari and Puspita (2022), research variables can be derived from social phenomena that are the research focus. This approach allows using Likert scales to measure more in-depth issues of societal problems. The questionnaire was presented in Google Forms and distributed to approximately 100 participants through social media platform X (Twitter). It includes a total of 21 statements, both negative and positive. Respondents are given four response choices: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

The researchers tested the validity and reliability of this questionnaire before distributing it to the participants. The instrument reliability was assessed using SPSS 27.0. Table 1 shows the results of the reliability test analysis with SPSS 27.0.

Table 1
Result of Reliability Test

Variable	Cronbach’s Alpha	Description
Johnny’s Communication Center Youtube vlogs (X)	0,619	Reliable
English learning interest (Y)	0,846	Reliable

Source: Result of data processing (2024)

RESULT

Descriptive Analysis

The main data source for this research consists of questionnaire results collected to assess the influence of Johnny's Communication Center on English learning interest among NCTzen in Indonesia. The descriptive method will be employed to analyze these data. The descriptive method is utilized to describe and analyze research findings without making broader generalizations (Sugiyono, 2017).

Table 2
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Johnny's Communication Center YouTube vlogs	123	6	12	9.76	1.224	1.497
English learning interest	123	49	72	62.74	4.860	23.620
Valid N (listwise)	123					

According to the table above, the minimum and maximum scores for the Johnny's Communication Center YouTube vlogs variable are 6 and 12. Meanwhile, for the English Learning Interest variable, the minimum and maximum scores are 49 and 72.

Classical Assumptions

The classical assumption test assesses data alignment between independent and dependent variables, ensuring more precise and efficient interpretation of analysis results and mitigating risks associated with classical assumption violations.

Normality Test

The normality test assesses whether the dependent variable is normally distributed for each value of an independent variable. To allow statistical testing, a suitable regression model needs a normal or near-normal distribution, which is confirmed through residual calculation measurement tools.

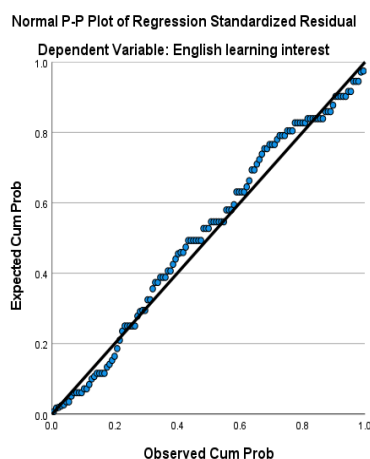


Figure 1
Results of Probability Plot Normality Test

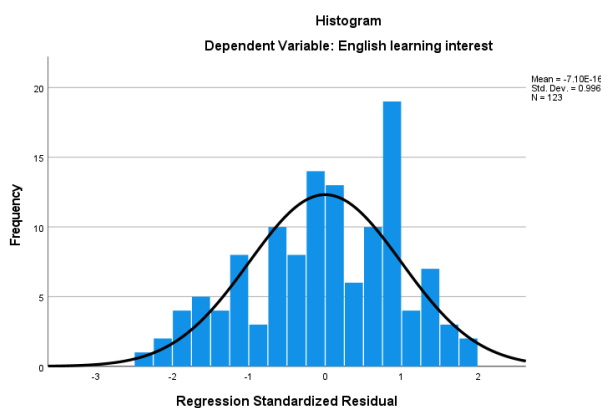


Figure 2
Results of the Histogram Graph Normality Test

Based on the SPSS output, The data residuals histogram has a normal distribution and forms a perfect bell shape. Similarly, the normal P-P Plot graph displays the residuals aligning along a straight line. To further confirm the normality of the residual data, the Kolmogorov-Smirnov Test was conducted, validating that the residuals meet the normality assumption.

According to Gozali (2018), The Kolmogorov-Smirnov Test normality test decision is based on the following:

1. If the value of Asymp Sig. (2-tailed) > 0.05 , and then the data is usually distributed.
2. If the Asymp Sig (2-tailed) value < 0.05 , then the data is not normally distributed.

Table 3
Result of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandar dized Residual	
N		123	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	4.5520430	
Most Extreme Differences	Absolute	.080	
	Positive	.056	
	Negative	-.080	
Test Statistic		.080	
Asymp. Sig. (2-tailed) ^c		.052	
Monte Carlo Sig. (2- tailed) ^d	Sig.	.052	
	99% Confidence Interval	Lower Bound	.046
		Upper Bound	.058

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method is based on 10000 Monte Carlo samples with starting seed 1241531719.

Referring to the table above, the Asymp. Sig. (2-tailed) value is 0.052. As this value exceeds 0.05, it implies that the data is normally distributed.

Linearity Test

The linearity test evaluates if there is a linear relationship between the research variables. In this study, SPSS 27.0 for Windows was used to perform this test. A Sig. value (deviation from linearity) larger than 0.05 indicates a linear relationship between variables, while a value less than 0.05 signifies a non-linear relationship.

Table 4
Result of Linearity Test Results

ANOVA Table

			Sig.
English learning interest * Johnny's Communication Center YouTube vlogs	Between Groups	(Combined)	.003
		Linearity	.000
		Deviation from Linearity	.488
Within Groups			
Total			

According to the fundings in the table above, with the Sig. value of 0.488 is greater than 0.05, indicating a linear relationship between Johnny's Communication Center YouTube vlogs and English learning interest.

Data Analysis

Simple Linear Regression Analysis

Researchers use simple linear regression analysis to assess the relationship between the variables Johnny’s Communication Center YouTube vlogs (X) and Interest in Learning English (Y). SPSS 27.0 for Windows is used to analyze the equation $Y = \alpha + \beta X$. The findings of the simple linear regression analysis are as follows:

Table 5
Result of Simple Linear Regression Analysis

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta		
1	(Constant)	49.165	3.325		14.787	.000
	Johnny's Communication Center YouTube vlogs	1.391	.338	.350	4.115	.000

a. Dependent Variable: English learning interest

In general, the simple linear regression equation is $Y = \alpha + \beta X$. Therefore, referring to the output above, it can be determined that:

1. α represents the constant value from the Unstandardized Coefficients. Its value is 49.165, which means that if the variable Johnny’s Communication Center YouTube vlogs is not conducted or is valued at 0, then the level of the variable English learning interest is 49.165.
2. β represents the regression coefficient (slope coefficient). Its value is 1.391. This suggests that for each 1-unit increase in the Johnny’s Communication Center YouTube vlogs variable, the interest in learning English rises by 1.391 units. Given the positive regression coefficient, it can be concluded that Johnny’s Communication Center YouTube vlogs positively influence the level of interest in learning English. Therefore, the regression equation becomes $Y = 49,165 + 1,391X$.

Hypothesis Testing (t-Test)

This study uses the t-test for hypothesis testing to ascertain whether the research hypothesis will be accepted or rejected. The t-test will reveal whether the variable Johnny’s Communication Center YouTube vlogs (X) significantly affect the variable English learning interest (Y). According to the regression analysis results table, the t_{value} is 4.115. The t-test results will then be linked to the initial research hypothesis, which is:

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- The $H_0: \beta = 0 \rightarrow$ Johnny's Communication Center YouTube vlogs do not have a significant effect on Interest in Learning English.
- $H_a: \beta \neq 0 \rightarrow$ Johnny's Communication Center YouTube vlogs have a significant influence on English Learning Interest.

Basis for decision making:

- If the calculated $t_{\text{value}} > t_{\text{table}}$, then H_0 is rejected and H_a is accepted, meaning Johnny's Communication Center YouTube vlogs have a significant influence on English Learning Interest.
- If the calculated $t_{\text{value}} < t_{\text{table}}$, then H_0 is accepted and H_a is rejected, meaning Johnny's Communication Center YouTube vlogs do not have a significant influence on English Learning Interest.
- The significance level α used is 5% with degrees of freedom $df = n - 2$, hence the value of df is 58. Based on this information, t_{table} obtained is 2.002.

Based on the table of simple linear regression analysis, a calculated t_{value} of 4.115 was obtained. At a significance level of 5% and with degrees of freedom calculated as $df = 123 - 2 = 121$, the t_{table} obtained is 1.979. Based on these results because $t_{\text{value}} > t_{\text{table}}$ ($4.115 > 1.979$), H_0 is refused, while H_a is accepted, which indicates that Johnny's Communication Center YouTube vlogs have a significant influence on English Learning Interest.

Coefficient of Determination

Table 6
Result of Coefficient of Determination
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.350 ^a	.123	.115	4.571

a. Predictors: (Constant), Johnny's Communication Center YouTube vlogs

b. Dependent Variable: English learning interest

Referring to the table above, the R Square value is observed to be 0.123. The coefficient of determination (CD) = $R^2 \times 100\%$ Therefore, with an R Square value of 0.123, the coefficient of determination is calculated as 12.3%. This result indicates that the influence of the independent variable, Johnny's Communication Center YouTube vlogs, on English Learning Interest is 0.123 or 12.3%. The remaining 87.7% not explained by this study is attributed to other factors that were not examined.

DISCUSSION

In the results of statistical analysis using simple linear regression tests, the Johnny's Communication Center YouTube vlogs variable on the English Learning Interest variable has a positive effect because the regression coefficient value is positive, this is shown by its value of 1.391. The t-test results show that the t_{value} of 4.115 is larger than the t_{table} of 1.979 at the 5%

significance level, so the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted, demonstrating a significant influence of Johnny's Communication Center YouTube vlogs on English learning interest. The coefficient of determination (R^2) of 0.123 shows that 12.3% of the variability in English learning interest is explained by the Johnny's Communication Center YouTube vlogs variable. The remaining 87.7% is attributed to other factors not considered in this study. So, it can be concluded that Johnny's Communication Center YouTube vlogs have an influence on English learning interest.

These findings align with Snelson's (2011) theory that YouTube is a valuable learning media. The positive impact of Johnny's Communication Center YouTube vlogs on English learning interest supports this view, demonstrating that engaging content on social media can enhance students' motivation. This is in line with Pratiwi's (2017) emphasis on student enthusiasm as crucial for effective learning and Shanty's (2019) definition of interest as a sustained engagement with an activity. Previous research, including Mohamad et al. (2020), Lestari (2019), and Juitania and Indrawan (2020), confirms that YouTube vlogs positively affect language skills and learning interest, reinforcing the findings of this study. However, it is important to consider that other factors not addressed in this study also play crucial roles in influencing learning interest. Overall, this study makes a significant contribution to understanding the role of social media in education and offers practical insights for educators aiming to utilize technology effectively to enhance learning outcomes.

CONCLUSION

The results from the simple linear regression analysis show that Johnny's Communication Center YouTube vlogs have a significant positive effect the interest in learning English among NCTzen in Indonesia. With a positive regression coefficient of 1.391 and a t_{value} exceeding the critical t_{table} value at the 5% significance level, the null hypothesis is rejected, confirming that these vlogs significantly enhance English learning interest. Consequently, Johnny's Communication Center YouTube vlogs are proven to be effective as learning media for fostering English learning interest among NCTzen students. This research highlights the strong correlation between Johnny's Communication Center YouTube vlogs and English learning interest among NCTzen, demonstrating the potential of social media and K-pop idols in shaping educational interests. The results underscore the potential of leveraging social media and K-pop idols to develop effective educational strategies for young learners. It effectively conveys that the findings offer useful information for educators and content creators looking to create engaging and trend-aligned strategies for young learners.

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