

Voices of Ahmad Dahlan University English Literature Students Regarding the Use of YouTube in Teaching English

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Abstract. This qualitative study investigates the perspectives of English literature students at Ahmad Dahlan University regarding using YouTube as a teaching medium for English. This research aims to understand the strengths and weaknesses of YouTube as a platform for teaching English through the voices of the students. Through semi-structured interviews, the study explores the students' perceptions of the benefits and drawbacks of using YouTube for English language instruction. The findings reveal that while most students support YouTube for English teaching due to its accessibility and visual/auditory learning, some express concerns about distractions and a lack of real-time feedback. Students suggest strategies like incorporating animations, selecting high-quality content, and utilizing interactive features. Previous research supports the positive perception of using YouTube for English language instruction, with references provided.

Keywords: English Teaching, Students, Voices, YouTube

1. INTRODUCTION

Online learning is an educational alternative that is very relevant and effective in the modern era, filled with rapid technological and communication developments. In the current era of advanced technology and communication, online learning emerges as a viable alternative (Fahruddin et al., 2022). Within a learning process that incorporates communication, elements such as communicators, messages, communicants, medium, and feedback are integral and interrelated, according to Haddar & Azmi (2020). In this situation, online learning methods utilize advances in information and communication technology to provide access to education without having to be in the exact physical location. According to Kamhar & Lestari (2019), using social media as educational material positively impacts the teaching and

learning process within and beyond the traditional classroom setting. The advantages of online learning include flexibility of time and place, allowing students to access learning materials anytime and anywhere according to their needs (Baharun et al., 2021).

Different educational tools can significantly enrich online learning when they are used in a pedagogically meaningful way. Platforms such as WhatsApp, Google Classroom, Quizizz, and YouTube (Rahmatika et al., 2021) offer complementary functions that support various dimensions of the learning process. For instance, messaging applications enable immediate communication and quick feedback, learning management systems facilitate structured content delivery and assignment submission, interactive quiz platforms promote formative assessment and engagement, and video-sharing platforms provide multimodal explanations that enhance conceptual understanding. The integration of these platforms allows teachers to combine textual, visual, and interactive elements, thereby accommodating diverse learning preferences. Moreover, the use of digital platforms and learning videos fosters more dynamic interaction between teachers and students, while also encouraging peer collaboration through discussion forums, shared tasks, and collaborative projects (Ramdhany, 2023). This development is reinforced by the fact that both teachers and students are active users of digital media in the millennial era (Firmansyah et al., 2022), making technology-mediated learning a natural extension of their daily communication practices. Consequently, online learning not only reflects technological advancement but also represents an adaptive and inclusive approach that aligns educational practices with contemporary digital culture.

In this context, educators are required to develop adequate competence in utilizing the internet as a digital learning medium. The implementation of e-learning demands not only familiarity with online platforms but also the ability to design meaningful learning experiences within digital environments (Hasyim & Hayati, 2023). Teachers' competence includes knowledge of various applications available on the internet, as well as technical skills in operating digital devices and troubleshooting basic technical issues. Beyond operational skills, educators must also demonstrate pedagogical judgment in selecting appropriate tools that align with learning objectives and students' needs. This broader capacity is closely related to digital literacy, defined as the ability to access, evaluate, understand, and apply digital information from multiple sources (Naufal, 2021). Digital literacy enables teachers to critically assess the reliability of online resources, integrate credible materials into instruction, and guide students in navigating digital content responsibly. Therefore, strengthening teachers' digital competence is not merely a technical necessity but a fundamental requirement for ensuring that online learning is effective, reflective, and responsive to the demands of the digital era.

In the current era, technological developments progress rapidly in various fields. One of the technological developments in using YouTube as a learning medium is the application of online learning. (Setiadi et al., 2019) Stated that based on a survey conducted on YouTube, the platform has surpassed 1 billion users. According to Jalaluddin (2016), YouTube has great potential to develop speaking skills, listening skills, and pronunciation inside and outside the classroom (Abidin & Ngadiman, 2021). The research results on using YouTube as an educational medium indicate the potential for enhancing students' language proficiency (Kristiani & Pradnyadewi, 2021). With various languages that can be taught, YouTube is a

valuable tool for improving communication skills (Tomar et al., 2024). YouTube videos can provide students with an understanding of the diversity of English uses worldwide, while delivering authentic material to improve their speaking skills. According to Haryadi (2019), in particular, students discover that grasping information, particularly knowledge presented through information technology media like YouTube, is more accessible than the traditional classroom delivery. YouTube channels are effective media for learning English materials, especially the Structure and Written Expression Section in the TOEFL Preparation Class (Solihah, 2023). YouTube has become a very popular application among lecturers and students. Its use is increasing because many people use YouTube as social media, especially to create vlogs with engaging content.

YouTube is a free video library service, accessible to teachers and students, fostering the development of independent and creative learning traits (Rahmatika et al., 2021). YouTube is not only a popular entertainment platform, but also serves as a video library service that is freely available to teachers and students. The uniqueness of this service lies in its ability to shape the character of students who are independent and creative. In an educational context, YouTube provides access to various educational video content that teachers can use as a dynamic learning resource (Abdullah et al., 2023). Teachers can create channels that suit their learning plans, presenting lesson material in interesting and innovative formats. By providing access to a rich video library, YouTube allows students to learn more visually and interactively. They can explore lesson concepts by watching videos, listening to explanations, and actively involving themselves in the learning process (Tahmina, 2023).

Furthermore, learning through YouTube is easier for students to understand, more engaging to prevent boredom, and allows access to teaching materials anytime. These advantages increase students' interest in learning and significantly influence their learning outcomes (Hidayatullah, 2021). Apart from that, the presence of YouTube in education positively contributes to shaping students' character, encouraging creativity, and opening the door to independent learning (Arham, 2020). This is also explained by (Rosiana et al., 2023) that the YouTube platform is chosen as a suitable literacy medium because of its extensive information dissemination process. It has been proven to impact the development of children's interpersonal communication, such as openness, empathy, supportive attitudes, positive attitudes, and equality, with the assistance of supervision (Hasibuan et al., 2022). In the literature, Beautemps & Bresges (2020) have uncovered factors contributing to the success and popularity of instructional YouTube videos on scientific subjects, explicitly focusing on the video's structure. While the aspiration is to engage a broad audience, the primary objective in creating explanatory videos is undoubtedly to enhance student learning. In addition to achieving the video's success, creators must focus on improving the quality of the explanations provided in their explanatory videos. Thus, YouTube becomes a valuable tool in supporting the modern learning process.

Ahmad Dahlan University is one of the universities that uses the YouTube platform as its learning media, especially in the English literature study program, where several lecturers have used YouTube to teach English to their students. Academics concur that assessment and learning have an inherent connection, with assessments being a significant aspect that can profoundly impact the teaching

process (DeWaard & Roberts, 2021). Research conducted by Putri et al. (2020) revealed that Indonesian university students learning English as a foreign language exhibited favorable perspectives on incorporating YouTube in the cognitive, affective, and conative dimensions. Additionally, they demonstrated the ability to self-regulate their learning. This was the reason for making him a student of the English literature study program at Ahmad Dahlan University, as the subject of this research. Conducting this research is crucial as it assesses students' perception levels when engaging in online learning, and knowing students' perspectives regarding using YouTube as a learning medium is necessary. Through the perspective obtained from students, it can be seen how much the influence of YouTube can have as a learning medium. From this perspective, we will also assess the suitability of YouTube as an online learning medium and whether this platform has a positive or negative impact. Student perspectives can also be used as evaluation material that can provide new ideas or ideas from using YouTube as an English language learning medium, so that it can inspire teachers to use this platform as a better learning medium. Therefore, this research aims to understand the strengths and weaknesses of YouTube as a platform for teaching English through the students' voices.

According to prior research by (Wang & W.-y, 2019), students exhibit a preference for platforms that offer recording features, enabling them to save and revisit the content. Recording features are deemed more effective in enhancing the learning process, as indicated by (Fahruddin et al., 2022). Therefore, this research focuses on using YouTube as a social media platform that can be used as an English language learning medium. Previous research conducted in this context found that students had a positive perspective on using the YouTube platform and explained the benefits of this platform (Mahmud et al., 2022). However, the research only includes the positive side, while the negative side of using the YouTube platform should also be a target to identify shortcomings and serve as evaluation material. Therefore, researchers want to identify all voices regarding using YouTube to teach English from the voices of English literature students at Ahmad Dahlan University.

2. METHOD

This research employs a qualitative design. According to (Na & Hipertensiva, n.d.), qualitative methods involve comprehensive, narrative, and visual data collection, analysis, and interpretation to gain insights into specific phenomena of interest (Rizqi, 2017). The study utilizes a qualitative research design with a phenomenological approach. This design is chosen to gain a deep understanding of students' perceptions regarding using YouTube as a medium for teaching English and to explore the meanings students attribute to their learning experiences using YouTube.

This study involves active students from Ahmad Dahlan University's English Literature program who have previously participated in English language learning through YouTube. The sample is selected using a purposive sampling technique, with inclusion criteria based on semester level and experience participating in English language learning through YouTube. Data collection for this study was conducted through semi-structured interviews. Interviews were carried out with 7-10 representative students of various criteria. Initially, students who agreed to participate were provided information about the research. Individual interviews were conducted

either online or at convenient locations by the respondents. Subsequently, students were asked questions to explore their perspectives on the strengths, weaknesses, challenges, and strategies they employ in using YouTube for English language instruction.

The interview sessions were recorded for subsequent data analysis. The collected data was then transcribed into text format to facilitate the researcher's analysis. The transcribed data was analyzed using a qualitative analysis approach. The interview transcripts were scrutinized to identify the emerging meanings from students' perspectives on the use of YouTube as a medium for English language instruction.

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During this research, we followed the rules of proper research. We respected students' rights to keep their information private and confidential. Everyone who took part did so because they wanted to, and any information we got was kept safe and only used for the research.

3. FINDING AND DISCUSSION

For the interviews that researchers conducted, we did not exclusively use English because Ahmad Dahlan University is located in Indonesia, and we also used the Indonesian language. The researchers did this because some students may not speak English fluently. The primary reason for this approach was to ensure that the interviewed students could provide natural, genuine, and sincere responses based on their feelings. It also aimed to avoid confusion among the students, making it easier to obtain answers to the questions we posed. The researchers made every effort to keep the interview process as comfortable as possible so that the respondents did not feel pressured or rushed. This approach aimed to elicit satisfying responses that address my research questions.

To gain insight into how students view YouTube as an instructional tool for English, we used three questions derived from previous research (Febriani et al., 2023). These three questions were employed in interviews with English literature students at Ahmad Dahlan University. The students' responses were then transcribed to facilitate data analysis. Data analysis involves examining information and organizing it based on the questions posed.

3.1. Agree and Disagree

To determine the effectiveness of YouTube as a platform for teaching English, the students' opinions on whether they agree or disagree with its use need to be highlighted. This can provide insights into YouTube's potential to enhance the quality of English language instruction. In this context, the researcher asked, *"Do you agree with the use of YouTube in teaching at the English Literature Program? If yes, give reasons. If no, give reasons!"*

The question was posed to determine whether students agree or disagree with

using YouTube as a teaching medium, along with their reasons. Most interviewees responded that they agreed with using YouTube as a teaching medium for English. Below, I present some transcripts of answers that I believe fairly represent responses from other participants:

Extract 1: *"I agree with using YouTube as a teaching medium for English because, in my opinion, first, we do not have to pay for it. Second, it is not boring because we watch videos or other audio-visual content. Third, it is easily accessible since almost everyone can access YouTube."*

Extract 2: *"I agree with the use of YouTube in teaching at the English Literature Program because YouTube is a good platform and very helpful for teachers to teach their students, and on YouTube, they have subtitles, and the student can pause and maybe repeat the video."*

Extract 3: *"I agree because YouTube is a rich source of learning with many channels dedicated to teaching English, catering to both beginners and advanced learners. A wide variety of content is available, and learners can choose based on their preferences."*

From the above excerpts, it is evident that students agree with using YouTube as a teaching medium. The three responses also indicate different reasons why they agree with YouTube as a teaching medium for English. From these responses, it can be inferred that YouTube is considered a good and helpful platform for them. Besides its easy accessibility, YouTube provides features that aid the learning process. Moreover, being a vast platform, YouTube offers a wide range of choices for beginners and advanced learners to study according to their preferences.

A student who participated as a respondent in this research disagreed with using YouTube as a teaching medium for English. Their response is as follows:

Extract 4: *"If you ask me, I am not in favor of using YouTube as a teaching medium for English because on YouTube it is difficult to control the learning, and, in my opinion, online learning is less effective."*

From the above answer, it can be gathered that the student disagrees with using YouTube as a teaching medium for English due to the difficulty of controlling the learning process and its perceived lack of effectiveness.

3.2. Advantages and Disadvantages

In exploring the role of YouTube as a medium for teaching English, it is crucial to carefully examine the advantages and disadvantages associated with this platform. Acknowledging the benefits of YouTube in providing extensive and easily accessible content while recognizing the presence of specific limitations or drawbacks is a critical step in enhancing learning effectiveness. Questions about the advantages and disadvantages of YouTube enable us to evaluate to what extent this platform can contribute positively to English language instruction and open up opportunities to identify solutions or strategies that can be implemented to overcome potential challenges. Therefore, a comprehensive analysis of YouTube's positive and

negative aspects becomes a solid foundation for designing a more deliberate and sustainable approach to language learning.

The researcher asked, "What are the advantages and disadvantages of using YouTube in teaching at the *English Literature Program*?". This question concerns the benefits and drawbacks of using YouTube as an English teaching medium. The answers to this question can also serve as reasons for the responses to the first question. The interconnection between these questions is intentional to ensure that the obtained answers are related and mutually support each other, providing a deeper understanding of the students' perspectives.

Extract 5: *"In my opinion, the first advantage is that learning on YouTube is not easily boring, and another one is that it is easy to access English classes on YouTube from anywhere. The benefit is that we can learn English anywhere, anytime, without paying. Additionally, we have the advantage of replaying the content. If we still do not understand a particular topic, we can review it again, which is impossible in a traditional classroom setting."*

Extract 6: *"Advantages, YouTube provides a visual and auditory dimension to learning, making literary concepts more engaging and accessible to students. Access to a vast array of content allows exposure to diverse literary perspectives, authors, and cultural contexts beyond what traditional resources may offer. Students can access content anytime, fostering flexibility in learning schedules and accommodating individual pacing. YouTube offers a wealth of supplementary materials, including author interviews, literary analyses, and performances, enriching the learning experience."*

Extract 7: *"The advantages of using YouTube for teaching include subtitles, repeated playback, and repeated listening. As for disadvantages, it seems like there are not any."*

From the three extracted responses above, it can be observed that YouTube benefits students in learning and understanding the materials. YouTube presents visuals that can support the explained content, and features like replay and subtitles aid students in comprehending the material. The ease of access anytime and anywhere is a commonly discussed advantage among respondents, making learning through YouTube highly advantageous.

Not only benefits, but some students also express concerns regarding using YouTube as a teaching medium for English. This is why some students disagree with the use of YouTube for teaching.

Extract 8: *"Then, as for the drawbacks, on YouTube, if it is not a premium account, there are many ads, and I think it can disrupt the quality of learning on YouTube. Another disadvantage is that we might get easily distracted on YouTube, making it difficult to focus. Additionally, in a traditional classroom, we are provided with materials; after learning the material, we can practice it immediately. For example, if we are learning about pronunciation in a classroom, we can practice it and immediately know if we are doing it right or wrong. In contrast, it is challenging on YouTube to gauge whether our*

pronunciation is correct."

Extract 9: *"Disadvantages, the quality of content on YouTube varies, requiring educators to carefully curate or create playlists to ensure the accuracy and relevance of the material. YouTube's interface may lead to distractions, with students easily tempted to explore unrelated content during their learning sessions. While comments provide a platform for discussion, YouTube lacks the real-time interactivity and feedback mechanisms found in traditional classroom settings. Relying heavily on YouTube may pose challenges in environments with limited access to technology or unstable internet connections. YouTube may have privacy and safety issues, and educators must consider these when incorporating the platform into their teaching. Ensuring compliance with copyright regulations is crucial, as unauthorized use of content can lead to legal complications. Over-reliance on online platforms like YouTube might diminish face-to-face interactions, which are valuable in building a classroom community and fostering dynamic discussions."*

The two excerpts above are sufficient to represent the responses from all respondents. Students mention that YouTube displays many ads, which can be distracting and affect their understanding of the material. The abundance of content on YouTube could pose a threat to students as it might influence their attention, making it challenging to stay focused. Learning on YouTube is online and not in real-time, meaning each learner can do it at any time. Some students state that learning in a traditional classroom is more effective than learning on YouTube. The drawbacks of YouTube become a crucial point to consider, ensuring that YouTube as a teaching medium for English is as effective as possible.

3.3. Strategies

Recognizing the central role of students in the learning process goes beyond merely responding to the use of YouTube as a teaching tool. Formulating their views on strategies that can enhance the effectiveness of this platform becomes key in developing a more holistic approach. Involving students in sharing their opinions and ideas about the most beneficial strategies for utilizing YouTube for learning English creates a participative space in the educational process. It opens doors to a deeper understanding of their preferences and needs. By questioning their opinions on specific strategies, we can guide towards discovering more contextual and relevant solutions, allowing YouTube to be seamlessly integrated into the English language curriculum. This initiative provides a robust foundation to ensure that the use of YouTube is not just a passing trend but a sustainable step supporting students' growth and learning. Therefore, the researcher employs questions to further explore and understand students' perspectives. For this purpose, the researcher asked, *"As a student, can you give your opinions about the strategies that can be used in YouTube teaching at the English Literature Program?"*

Extract 10: *"Using animations, incorporating music, and maybe even adding a PowerPoint presentation with modern and not too flashy templates could enhance the learning experience. For instance, like in TED Talks, they use*

animations to make the content more engaging and impactful, providing a richer learning experience."

Extract 11: *"As a student, using YouTube in the English Literature program can be maximized with a few strategies. First, select relevant and high-quality content to support learning. Second, encourage classroom discussions by assigning students to share their views on the watched videos. Third, ensure the instructor has clear guidelines to focus on essential material. Fourth, interactive YouTube features, such as comments and polls, can be utilized to enhance student engagement. This approach makes learning through YouTube more effective and enjoyable."*

Extract 12: *"Intermixing with games, not actual games, you know what I mean, right? Like, for example, after being given a lesson, there could be a quiz where you choose the correct spelling for a given word or something like that."*

The three extracts presented earlier reveal that students do not merely accept YouTube as a teaching medium; rather, they actively propose strategies to optimize its pedagogical potential. Their suggestions, such as incorporating animations, background music, and visually engaging elements, indicate an awareness of cognitive engagement and attention span in digital environments. Viewer fatigue, which is often associated with passive video consumption, can reduce comprehension and retention. By recommending multimodal features, students implicitly advocate for instructional design principles that combine visual, auditory, and textual stimuli to sustain focus. This aligns with multimedia learning theory, which suggests that well-designed combinations of images, narration, and on-screen text can enhance understanding when they are coherently integrated. However, it is important to recognize that adding animations or music does not automatically guarantee better learning outcomes. Poorly designed multimedia elements may create cognitive overload and distract learners from key content. Therefore, the students' suggestions highlight not only a desire for more engaging content but also the need for pedagogically informed video production.

In addition, respondents recommend the use of contemporary materials integrated with YouTube's interactive features. This reflects an understanding that relevance and interactivity are central to effective digital learning. Modern materials, such as topics related to current trends, popular culture, or real-life communication contexts, can increase learners' intrinsic motivation. When combined with YouTube's features, including comment sections, subtitles, playback speed control, and embedded links, these materials can support differentiated learning. For instance, subtitles may enhance vocabulary acquisition and listening comprehension, while adjustable playback speed can accommodate learners with varying proficiency levels. Students also propose integrating games or quizzes alongside video delivery. This suggestion moves beyond passive viewing toward active learning. Embedding formative assessments, such as short quizzes or interactive tasks, can help learners monitor their understanding and reinforce key concepts. In this sense, YouTube is not viewed merely as a repository of videos but as part of a broader digital ecosystem that supports interactive and student-centered learning.

The interview findings demonstrate that the majority of students express positive attitudes toward the use of YouTube in English instruction. Such positive perception is significant because learner attitude plays a crucial role in determining engagement and persistence. Students perceive YouTube as accessible, flexible, and rich in content diversity. Unlike traditional textbooks, YouTube offers authentic language exposure through vlogs, interviews, tutorials, and other real-world materials. This authenticity may contribute to improved listening skills and pragmatic awareness, as learners encounter natural speech patterns, accents, and cultural references. Moreover, the platform's familiarity reduces technological anxiety, as most students are already accustomed to navigating it in their daily lives. However, positive perception alone does not equate to effectiveness. It is possible that students appreciate YouTube because it feels entertaining rather than academically rigorous. Therefore, educators must critically examine whether the platform genuinely supports measurable language development or simply increases enjoyment.

Although some shortcomings were identified—such as distractions, advertisements, or inconsistent content quality—these challenges are not insurmountable. Strategic instructional planning can mitigate many of these drawbacks. Teachers can curate playlists, pre-select reliable channels, and provide structured viewing guides to maintain focus. Using ad-free or downloaded versions of videos can reduce interruptions. Furthermore, clear learning objectives and follow-up tasks can transform YouTube viewing from a passive activity into an academically purposeful exercise. The strategies suggested by students, including integrating quizzes and interactive elements, directly address concerns about passivity and lack of control. In this regard, YouTube's limitations highlight the importance of teacher mediation. Without guidance, students may consume content superficially; with structured support, the same platform can become a powerful instructional tool.

The present findings are consistent with previous research. Febriani et al. (2023) report that students in an English Literature Program perceive YouTube positively as a teaching medium. This convergence strengthens the argument that YouTube's appeal transcends specific academic contexts. Similarly, Wang and W.-y (2019) identify key motivations for learning English on YouTube, including access to supplementary resources, enjoyment of language learning, and exposure to cultural knowledge. Their findings suggest that YouTube supports informal, self-directed learning practices. Students not only watch videos but also interact by liking, commenting, and sharing content, indicating participatory engagement. Furthermore, YouTube learning is perceived as more flexible and interactive than traditional classroom settings. Nevertheless, Wang and W.-y (2019) caution that informal learning via YouTube may be less effective for students aiming to systematically improve language proficiency or prepare for standardized examinations. This limitation underscores the necessity of integrating YouTube into formal instruction rather than relying on it as a standalone learning method.

Arham (2020) also discusses strategies for maximizing YouTube's effectiveness, emphasizing structured integration into classroom practice. The strategies proposed in the current study, such as combining video content with interactive tasks and contemporary materials, can be viewed as complementary solutions to the challenges identified in earlier research. Taken together, these findings suggest that YouTube's educational value does not lie solely in its technological features but in how teachers design learning experiences around it.

When used strategically, YouTube can bridge formal and informal learning, connect classroom instruction with authentic language use, and foster greater learner autonomy.

The discussion, in brief, highlights both the potential and the limitations of YouTube as a medium for teaching English. Students' recommendations demonstrate a critical awareness of engagement, interactivity, and relevance in digital learning environments. While positive perceptions and prior research support its use, effectiveness ultimately depends on pedagogical design and teacher competence. Rather than viewing YouTube as a replacement for traditional instruction, it should be conceptualized as a complementary tool that enhances exposure, motivation, and interaction. Future research may further explore how specific instructional models, such as flipped classrooms or task-based learning, can systematically integrate YouTube to achieve measurable language learning outcomes.

4. CONCLUSION

The results of the interviews indicate that most students who participated as respondents agree with using YouTube as a teaching medium for English in the English Literature Program at Ahmad Dahlan University. This decision is supported by the perceived benefits of YouTube that they have experienced. However, not everyone shares the same sentiment, as some individuals may feel that YouTube has its drawbacks, leading them to disagree with its use as a teaching medium. Nevertheless, they all provide suggestions for strategies that support the improvement of YouTube as a platform for English language teaching. Upon concluding this research on the advantages and disadvantages of using YouTube as a platform for teaching English through the voices of students, the researcher proposes the following suggestions:

1. **For the Readers**

This research offers valuable insights into the efficacy of using YouTube for English language instruction. Readers, especially students and teachers, are expected to gain a nuanced understanding of the platform's advantages and disadvantages in the context of language learning. This information can guide educators in designing more effective and engaging teaching strategies using YouTube.

2. **For English Language Instructors**

The findings of this study can be incorporated into teacher training programs and workshops. English language instructors can leverage this research to enhance their knowledge of how students perceive the use of YouTube in language learning. Understanding student perspectives can inform instructors on optimizing the platform's advantages and mitigating its disadvantages for more impactful language teaching.

3. **For Future Researchers**

This research is positioned to serve as a foundational reference for subsequent studies exploring the effectiveness of YouTube in English language education from the students' standpoint. Researchers are encouraged to build upon these findings, potentially delving deeper into specific aspects or conducting longitudinal studies to assess the long-term impact of using YouTube as an instructional tool. This can contribute to improving language teaching

methodologies and technology integration in education.

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