

ENHANCING LANGUAGE TEACHING AND LEARNING THROUGH YOUTUBE PLATFORMS: STUDENTS' AND TEACHERS' PERCEPTION

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Abstract: This descriptive qualitative research investigates the attitudes of both students and lecturers towards the adoption of YouTube as a tool for enriching the process of learning and teaching languages. In the midst of a digital era, YouTube has risen to prominence as a key educational resource, providing extensive materials for those involved in English and Japanese language education. Conducted within the Faculty of Humanities at Widyatama University, this study collected insights from 52 students and 11 lecturers using a combination of open and close-ended questionnaires. The findings demonstrate a favorable view of YouTube, with a large majority of lecturers (89%) and students (88.5%) acknowledging its utility in language education. Both groups highlighted the platform's role in offering varied and captivating content that supports the acquisition of language competencies and the comprehension of intricate subjects. This study emphasizes the importance of incorporating YouTube into language education strategies, showcasing its effectiveness as a potent learning resource. The results advocate for the exploration of digital platforms such as YouTube by educators, aiming to meet the dynamic requirements of learners in the 21st century.

Keywords: *perception, YouTube platform, qualitative research, language learning and teaching, digital education*

INTRODUCTION

The utilization of YouTube in language learning, while widely acknowledged for its immediate advantages, presents untapped potential for deeper, long-term educational exploration. Current research primarily focuses on short-term benefits and learner perceptions, as highlighted in studies by Adisti (2022) and Binmahboob (2020), pointing to a significant gap in understanding YouTube's prolonged impact on language proficiency.

Additionally, the variance in YouTube's effectiveness across different age groups and proficiency levels remains underexplored, with existing studies like those by Kleisinger, Nakabe, & Hayashi (2023) offering limited insights into learner motivation without a broader demographic analysis. The platform's role in enhancing cultural competence and intercultural understanding also presents a fertile area for investigation, given its global content reach.

Future research could significantly benefit from longitudinal studies that assess the long-term effects of YouTube on language learning,

alongside cross-sectional analyses to explore its impact across various learner demographics. Investigating YouTube's potential to improve cultural competence could offer novel insights, providing educators with strategies to integrate cultural learning effectively.

Adisti (2022) delves into YouTube's role as a virtual teaching medium in English Language Teaching (ELT) among non-English students, highlighting its accessibility and versatility. Similarly, Alawadh et al. (2023) employ Natural Language Processing (NLP) to analyze user comments on English language learning videos, underscoring the platform's interactive potential. Albahiri & Alhaj (2020), and Alobaid (2020) both emphasize the significant role of visual elements provided by YouTube in enhancing spoken English discourse and writing fluency, respectively, marking a shift towards smart multimedia learning environments.

The specific design of YouTube channels for academic skills, as explored by Balbay & Kilis (2017), Pratama et al. (2020), Rufino (2024), and Rusdi et al. (2023) reveals positive student

perceptions towards tailored educational content. This finding is echoed by Binmahboob (2020), who notes the effectiveness of YouTube in improving students' speaking skills from the perspective of EFL teachers. The research by Bonk (2009), Burgess & Green (2013), Widiantri et al. (2023) and Creswell (2012) further contextualizes YouTube within broader educational technology discourse, advocating for its integration into language learning curricula.

Dinh (2018) compares ESL and EFL contexts to explore teachers' uses and beliefs regarding YouTube, while Gay, Millis, & Airasian (2012) provide methodological insights into evaluating such educational interventions. The practical applications for vocabulary teaching (Hariyono, 2020) and speaking skill enhancement through group discussions (Hussin, Gani, & Muslem, 2020) demonstrate YouTube's flexibility as a learning tool.

June, Yaacob, & Yeoh (2014) highlight YouTube's role in stimulating critical thinking, whereas Kabooha & Elyas (2018), and Khoiroh (2021), Syafiq et al. (2021), Wahyuni et al. (2021) & Truoang (2022) focus on its effects on vocabulary learning and online speaking practice, respectively. These studies collectively underline the pedagogical value of YouTube, suggesting its efficacy in engaging students and facilitating autonomous learning experiences.

Kleisinger, Nakabe, & Hayashi (2023), and Kurniawan (2018) discuss the motivational impacts of YouTube on learners of English and Japanese, while Kwok (2023) & Sembiring & Katemba (2023) provide an overview of language learning in the digital age, emphasizing YouTube's role in this evolving landscape. Li, Bonk, & Kou (2023), and Li, Kou, & Bonk (2023) explore the multilingual applications and content creation dynamics of YouTube, linking it with emerging technologies like ChatGPT for enhanced language learning.

Meinawati et al. (2020), and Nasution (2019) further attest to YouTube's capacity to increase English speaking skills and its utility in teaching procedural texts in ELT contexts. These contributions underscore the transformative potential of YouTube in language education, advocating for its strategic integration into teaching and learning processes to cater to the diverse needs of 21st-century learners. The collective insights from this body of research suggest that educators and curriculum designers should leverage YouTube's vast resources and interactive capabilities to enrich the language

learning experience, thereby facilitating a more engaging, accessible, and effective educational environment.

While the body of literature on the use of YouTube in language teaching and learning is extensive and demonstrates the platform's effectiveness, there are still research gaps and areas ripe for novel investigation. These gaps not only highlight the evolving nature of digital education but also underscore the potential directions for future research that can further enrich our understanding and utilization of YouTube in educational settings.

The utilization of YouTube in language learning, while widely acknowledged for its immediate advantages, presents untapped potential for deeper, long-term educational exploration. Current research primarily focuses on short-term benefits and learner perceptions, as highlighted in studies by Adisti (2022) and Binmahboob (2020) and Sofiana et al. (2023), pointing to a significant gap in understanding YouTube's prolonged impact on language proficiency.

Additionally, the variance in YouTube's effectiveness across different age groups and proficiency levels remains underexplored, with existing studies like those by Kleisinger, Nakabe, & Hayashi (2023) offering limited insights into learner motivation without a broader demographic analysis. The platform's role in enhancing cultural competence and intercultural understanding also presents a fertile area for investigation, given its global content reach.

Future research could significantly benefit from longitudinal studies that assess the long-term effects of YouTube on language learning, alongside cross-sectional analyses to explore its impact across various learner demographics. Investigating YouTube's potential to improve cultural competence could offer novel insights, providing educators with strategies to integrate cultural learning effectively.

In summary, while YouTube is a recognized educational resource, addressing these research gaps could deepen our understanding of its full potential in language education. By exploring these areas, future studies aim to develop more inclusive, culturally aware, and effective language teaching and learning practices.

METHOD

In our concluded study, we adopted a comprehensive approach to explore the perceptions and experiences of students and

educators regarding YouTube as an educational tool in language learning, particularly focusing on English and Japanese programs at Widyatama University's Faculty of Humanities.

Our research engaged a purposively selected cohort of approximately 100 students and 30 teachers from the language programs. This selection aimed to encompass a broad spectrum of proficiency levels, ages, and cultural backgrounds to ensure diverse insights into the use of YouTube in language education.

We developed and distributed questionnaires combining closed and open-ended questions, inspired by methodologies from Sakkir (2020) and Balbay (2017). The closed-ended questions sought to quantify the participants' engagement with YouTube, including usage frequency and content types accessed for language learning. Meanwhile, the open-ended questions provided a platform for participants to share detailed experiences and the specific impact of YouTube on their learning or teaching processes.

A subset of participants, comprising 20 students and 10 teachers, was selected for deeper exploration through semi-structured interviews. These conversations aimed to gather nuanced qualitative insights beyond the questionnaire responses, focusing on personal narratives, challenges encountered with YouTube integration, and strategies for overcoming such challenges.

The closed-ended responses from the questionnaires were subjected to statistical analysis to delineate usage patterns and perceptions of YouTube's effectiveness as a language learning tool. Descriptive statistics provided an overview, while inferential statistics helped in understanding the differences and similarities in perceptions among various demographic groups.

For the open-ended questionnaire responses and interview transcripts, we conducted thematic analysis as outlined by Creswell (2009). This involved identifying recurring themes, analyzing variations in experiences between students and teachers, and extracting insights on YouTube's pedagogical value. Special attention was given to the integration of YouTube content with traditional learning resources and the innovative methods employed to navigate challenges.

Throughout the study, we adhered to strict ethical standards, securing informed consent from all participants while guaranteeing their anonymity and confidentiality in handling and reporting data.

The study provided a multi-dimensional understanding of YouTube's application in language education. It highlighted YouTube's significant role in supplementing traditional language learning methods, enhancing learner engagement, and offering access to a vast array of content for improving language proficiency and cultural understanding. The analysis also shed light on the challenges of integrating YouTube into formal education settings and provided insights into effective strategies for maximizing its educational potential.

Our investigation into the use of YouTube within language learning contexts at Widyatama University offered valuable contributions to the academic discourse on digital media in education. It emphasized the need for educational stakeholders to embrace digital platforms like YouTube thoughtfully and strategically to enrich language education in increasingly digital and globalized learning environments.

RESULTS AND DISCUSSION

YouTube platforms have emerged as engaging and appealing tools for both English and Japanese learners and educators to augment their language acquisition and instruction processes. In the current educational landscape, YouTube serves as a critical resource for learning and teaching for students and teachers alike. This study extends beyond previous research that primarily focused on student perspectives by also examining the viewpoints of 52 English and Japanese language students and 11 teachers regarding the use of YouTube platforms to enhance their language learning and teaching experiences.

Close-ended questions on student perceptions of youtube platforms

The outcomes of the survey, based on the responses from English and Japanese language students, are summarized in the tables below, presenting their perceptions of YouTube platforms in facilitating their language learning efforts.

Table 1. *Summary of responses to close-ended questions regarding english and Japanese language students' views on utilizing youtube platforms for language learning enhancement*

Optional Answers

Item Numbers	Agree		Neutral		Disagree	
	F	P	F	P	F	P
I know YouTube Platforms	52	100%	0	0%	-	-
I am familiar with kinds of content in YouTube	43	83%	9	7%	-	-
To enhance my understanding of the teaching materials provided by teachers, I often seek further explanations on YouTube	49	94%	3	6%	-	-
YouTube is often used by language teachers to assist in delivering their teaching materials	46	88,5%	6	11,5%	-	-
YouTube videos help me develop my language skills (listening, speaking, reading and writing)	40	77%	12	23%	-	-
Total	230	88,5%	30	11,5%	-	-

F: Frequency, P: Percentage

The summary of responses from close-ended questions about the perceptions of English and Japanese language learners towards YouTube for enhancing their language studies reveals that all surveyed students (N=52) are well-acquainted with YouTube (100%). A significant majority are also familiar with a variety of YouTube content (83%). Moreover, YouTube is seen as a valuable aid in comprehending teaching materials, with 94% of students acknowledging its help in understanding lectures more effectively. Teachers, too, are perceived to benefit from YouTube resources, with 88.5% of responses indicating that

YouTube assists teachers in delivering lessons that students can easily grasp. Specifically, watching YouTube videos is recognized for its potential to improve and advance language proficiency among learners, with 77% of participants noting this advantage. In summary, the data from these responses highlight a favorable view among English and Japanese language students regarding the utilization of YouTube to enrich their learning experience, with an overall positive perception rate of 88.5%, as illustrated in the accompanying chart.

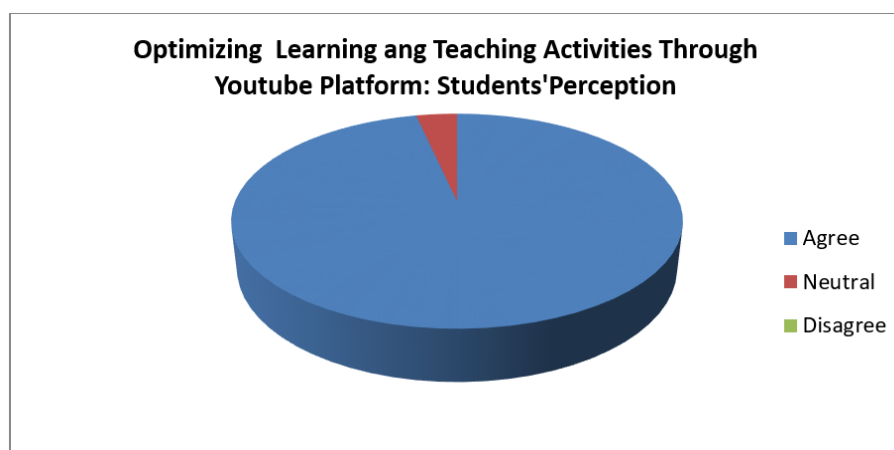


Figure 1. *Optimizing learning and teaching activities through Youtube platform: Students' perception*
Open-ended questions on students' perception towards You Tube platform
 To find out further the students' perception towards You tube platform, the open-ended questions are also used. Their responses are shown in table 2 below:

Table 2. *Open-ended questions on the perception of English and Japanese language students towards Youtube platforms in optimizing their language learning*

Item Numbers	Answers
Explain why you prefer to see You Tube than other social media!	a. The videos display on YouTube are interesting and not monotonous b. YouTube has many kinds of channel such as music videos, movies, instructional tutorials, sportainment, edutainment etc. more than other social media c. We can upload our interesting videos via You tube, we may earn

	money.
	d. Via You Tube, we can see any events or tragedies happened in the world directly and quickly
YouTube platforms make learning English or Japanese very interesting and fun	<ul style="list-style-type: none"> a. YouTube provides relevant and interesting materials b. The language contents of the YouTube videos are easy to comprehend c. YouTube enhances my grammatical competence d. You Tube help me master four language skills (listening, speaking, reading and writing) better.
Based on your experience, mention the names of language courses in which instructors frequently use YouTube to explain their teaching materials	<ul style="list-style-type: none"> a. Speaking, pronunciation, conversation, <i>kaiwa</i>, <i>Choukai</i> public speaking, debating b. Listening c. reading (comprehension, scanning and skimming) d. Paragraph writing, essay writing, academic writing, thesis writing e. Grammar f. Linguistics (phonology, morphology, syntax, semantics) g. pragmatics, sociolinguistics
If you do not understand the lecture materials given by the teacher, explain why you watch relevant materials on You Tube!	<ul style="list-style-type: none"> a. I watch videos repeatedly to understand the lecture materials on You Tube. Besides I can watch them anytime and anywhere not only via PC, laptop but also mobile phones b. The relevant materials explained on you Tube are easily understood, and can be repeated again and again. c. YouTube provides very interesting audiovisual representation of course content d. There are many choices of visually captivating, not monotonous. contents related to the relevant materials on You Tube
Share your experiences that the use of YouTube by language teachers to explain teaching materials is effective	<ul style="list-style-type: none"> a. When I had public speaking or speech class, I didn't know how to start, and how to overcome the nervous feeling, but by watching the videos suggested by teachers on You Tube and doing a lot of practices, I could finally make it. b. I could not understand grammar easily, even though a teacher had explained to me repeatedly, but when I saw the explanation of the same subject on You Tube, I could understand it better due to interesting, colourful, and live explanation c. I did not really like phonetics, a scientific study of human sounds, because we have to practice pronouncing the English words by using appropriate organs of speech, but by watching videos on You Tube, I could pronounce the English words better. That what my teacher told me. d. It is not easy to write a good paragraph as each paragraph has to topic sentence, supporting sentences and concluding sentence, but Video on You Tube could help me because each element in a good paragraph was explained step by step

The information from Table 2 summarizes the feedback from 52 English and Japanese language students regarding their perceptions of YouTube as a tool for enhancing their language studies, based on open-ended question responses. Due to the nature of open-ended questions and the volume of responses, the data is distilled into several key categories instead of individual answers.

Firstly, when asked about their preference for YouTube over other social media for language learning, students cited the platform's wide array of engaging content, including live music, movies, tutorials, and entertainment, as a primary factor. They also mentioned the unique

opportunity YouTube offers to generate income through content creation, highlighting the platform's dual role as both an educational resource and a potential revenue source.

The second point of discussion was how YouTube facilitates a more enjoyable learning experience in English or Japanese. Students appreciated YouTube for its relevant, accessible, and engaging materials, which aid in grasping complex subjects such as grammar and the four fundamental language skills more effectively.

Regarding the third item, language courses frequently supported by YouTube content, as reported by teachers, include areas of study within grammar, micro linguistics (encompassing

phonology, morphology, syntax, and semantics), and macro linguistics (covering pragmatics, discourse analysis, and sociolinguistics).

The fourth item addressed the utility of YouTube when students find themselves puzzled by lecture content. The platform allows for the review and comprehension of relevant materials at any time and place, facilitated by personal gadgets or laptops, offering a flexible solution to learning obstacles.

Finally, the fifth response category shares students' personal experiences with using YouTube, especially in overcoming challenges in public speaking, grammar, phonetics, and paragraph writing. These anecdotes underscore the significant support YouTube provides to students in navigating their language learning

journey.

From the synthesized views of English and Japanese language students, as reflected in Tables 1 and 2, YouTube emerges as a highly valued resource in enriching their language learning process, offering a versatile and supportive platform for educational growth.

Close-ended questions on optimizing learning and teaching activities through Youtube platform: Teachers' perception

Similar to the students, the close-ended questions are also given to 11 English and Japanese Teachers to find out their perception towards YouTube platform in optimizing their language teaching. The data on language teachers' responses can be easily seen in the table 3 below:

Table 3. *Close-ended questions on optimizing learning and teaching activities through Youtube platform: Teachers' perception*

Item Numbers	Optional Answers					
	Agree		Neutral		Disagree	
	F	P	F	P	F	P
As an English or Japanese lecturer, you have familiarity with the YouTube platform.	11	100%	-	-	-	-
In your capacity as a lecturer, You are aware that there are contents on YouTube related to the teaching of specific languages, particularly English or Japanese.	11	100%	-	-	-	-
As a lecturer, you utilize the YouTube platform to assist in delivering instructional materials to students in the language program.	11	100%	-	-	-	-
you, as a language lecturer, recommend students to refer to YouTube content in order to gain a deeper understanding of the subjects you teach.	6	54%	5	46%	-	-
In your esteemed view, students find contentment when your instructional materials are complemented by the utilization of YouTube for delivery.	10	91%	1	9%	-	-
Total	49	89%	6	11%	-	-

F: Frequency, P: Percentage

From the table of close-ended questions on perception of English and Japanese language teachers towards you tube platforms in optimizing their language learning above, it can be clearly seen that every teacher (N=11) is familiar with You Tube platforms well (100%). They also know any kinds of You Tube related to the teaching of specific languages, particularly English or Japanese (100%). Both English and Japanese teachers utilize the YouTube platform to assist in delivering instructional materials to students in the language program (100%). Knowing that You Tube is a useful platform to assist the students to understand the materials given, 6 teachers (54%) recommend students to refer to You Tube

platform to get better understanding of the subject the teacher teaches, while 5 (46%) teachers do not give any recommendation to the students as they can seek any information on course materials by themselves. The teachers think that the students feel happy if the course materials given are completed with the link in You Tube to grasp them well (91%), while 1 teacher thinks that they feel normal (9%). Overall, based on the data obtained on the result of close-ended questions above, English and Japanese Teachers have positive perception on the use of You Tube to optimize their language learning (89%) as clearly seen in the following chart 2:

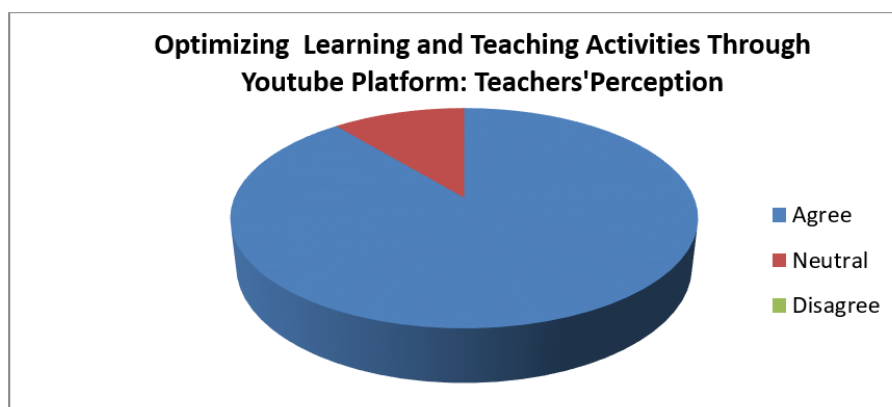


Figure 2. *Optimizing learning and teaching activities through Youtube platform: Teachers' perception*
Open-ended questions on students' perception towards Youtube platform

To find out more about the both English and Japanese teachers' perception towards You Tube platform, the open-ended questions are also given

Table 4. *Open-ended questions on the perception of English and Japanese language teachers towards You Tube platforms in optimizing their teaching*

Item Numbers	Answers
Kindly elucidate the reasons behind your utilization of the YouTube platform, as a lecturer, to aid in the dissemination of your instructional materials.	<p>Because YouTube content primarily focuses on audio-visual presentations, making it more easily understandable for students.</p> <p>Due to the availability of content that aligns with the teaching materials, making it more engaging and interactive.</p> <p>For students who may not fully grasp the classroom material, YouTube helps them gain a deeper understanding by watching videos repeatedly. Additionally, learning becomes more flexible, as students can access educational videos anytime and anywhere.</p> <p>Because there is a wide variety of suitable content available that can be used as teaching materials, which is both interesting and easily accessible.</p> <p>Enhances the delivery of course materials.</p> <p>Because there is a wealth of interesting and relevant materials that align with the program's curriculum.</p> <p>To support language instruction, YouTube content is highly popular and continuously updated.</p> <p>YouTube assists students in self-directed learning.</p> <p>Because some materials are not always available in textbooks or modules.</p> <p>YouTube provides visual (and audio) representation of course content.</p> <p>Content creators on YouTube often use a more flexible language, making it easier for students to understand.</p>
Kindly expound on the rationale for your preference, as a lecturer, in selecting the YouTube platform over other social media avenues to facilitate the delivery of your instructional content.	<p>YouTube is easier to access and has a more diverse range of content.</p> <p>More educational.</p> <p>YouTube is an affordable and easily accessible learning media platform that is widely used by the public compared to other social media. Therefore, it is assumed that all students understand and can access YouTube compared to other social media.</p> <p>Because YouTube usually provides a wider and more varied range of audio visual content in terms of both content and topics, it is quite efficient as an alternative for finding additional teaching materials.</p> <p>More visually captivating, not monotonous.</p> <p>YouTube has longer video durations compared to other social media.</p> <p>Because it is easily accessible, YouTube is widely popular among students</p> <p>Because YouTube has both audio and visual elements, it is easy to understand.</p> <p>For science and technology, the YouTube platform can be better understood because it is presented in video form, making it more engaging, especially for language learning.</p> <p>Because YouTube is a platform that displays moving content, its search algorithm is easy and accurate, with longer duration videos that tend to be more detailed compared to short videos on Tiktok or Reel</p> <p>Because YouTube excels in duration, it can display teaching material videos for a longer time compared to other platforms. Thus, the material is conveyed comprehensively and intact, not fragmented like on other platforms.</p>
Kindly provide the names of the English or Japanese	<p>Listening and Sociolinguistics</p> <p>Exploring Literature, General English, Academic Writing (IELTS composition)</p>

courses that you, esteemed lecturers, commonly teach, along with the assistance of relevant content available on the YouTube platform that aligns with the topics being taught.	Pragmatics, Business English Conversation, Grammar, Reading, Listening, English for Business, General English, etc. Speaking for Business Context, Speaking for Daily Communication Translation, grammar, speaking, essay writing, linguistics Morphology, Essay Writing dan Sociolinguistics. Academic Presentation, Syntax dan General Linguistics. Grammar, listening, conversation <i>Nihonjijo</i> (Japanese Culture), <i>Kaiwa</i> (Conversation), <i>Choukai</i> (Listening). <i>Bijinesu Nihongo</i> Certification of Language Proficiency (TOEFL)
Please elucidate whether you assign tasks to students, in a format that can be viewed on the YouTube platform. If the answer is affirmative, kindly provide an explanation for this choice. If negative, please provide the rationale behind it.	Yes, the major assignment is a video presentation. Yes, it's a speaking skills task to familiarize students with being more confident in using English. Yes, that's correct, so they can present the material they have mastered, and their knowledge can benefit the public through YouTube. In addition, students also acquire public speaking and videography skills, which are valuable in the digital age. Yes, because it can train students' creativity and confidence in creating concepts and content accessible to many people. Yes, students create portfolios, and they become accustomed to working more meticulously as their work will be published and they receive input from others. Yes, to serve as feedback and an example for younger students in the following semesters. Yes, assigning students to create presentation materials and broadcast them on YouTube. Creating role-play dialogues, recording them, and broadcasting them via YouTube. No, because YouTube is only used as a learning support tool. Yes, creating articles based on video content and then presenting them. Yes, to archive the content and assist other learners in the future who may need similar learning materials. Yes, when teaching the E-learning course. For activities like speaking practice, evaluation through YouTube can be more optimal.
The esteemed perspectives of you, Sir and Madam, are sought. Apart from the advantage of enhanced comprehension of instructional content delivered by instructors, kindly elaborate whether, in your esteemed opinions, there exist further benefits for students from the YouTube content in terms of language mastery.	In addition to understanding the teaching material, there are also other benefits of YouTube, such as creativity. Yes, when students encounter learners from other parts of the world, they can become familiar with the variety of English usage, such as between Southeast Asia and India, for example. YouTube is a window to the world that can provide valuable knowledge and insights to its viewers. This applies to language proficiency as well; learners can understand and imitate foreign languages being studied directly from native speakers affordably, easily, and without time limitations. Furthermore, YouTube offers an effective learning method for language acquisition by accommodating students with audiovisual learning. YouTube content can also provide examples of various language accents, correct vocabulary pronunciation, as well as tips for effective presentations or speeches. Yes, students become accustomed to self-directed learning and continuously seek better information. In addition to the YouTube material selected by the lecturer for students to review, students are also free to access similar content, thus gaining more input. Students become more confident in creatively and innovatively expressing their foreign language abilities. As additional practice for listening skills and gaining additional knowledge. Expanding one's knowledge and keeping up with the developments in language and culture. YouTube provides real-life examples of language application (e.g., Japanese used in a company). It's more about exploring students' language skills. It can be used as a means of practice.

The responses from English and Japanese language teachers to open-ended questions reveal their insights on the advantages of employing YouTube platforms in language teaching enhancement. The inquiries sought to uncover the underlying reasons supporting their preferences and experiences, segmented into categories such as: the rationale for choosing YouTube as a teaching aid, the preference for YouTube over other social media for instructional content delivery, specific courses taught with YouTube content support, the integration of student assignments with YouTube, and additional YouTube benefits beyond conventional teaching material access.

Teachers highlighted YouTube's unique ability to offer audio-visual content, which significantly increases student engagement and comprehension, especially for those finding traditional methods challenging. This feature allows for repeated viewing, facilitating a deeper understanding of the material. Educators expressed their ease with

incorporating YouTube into various subjects, promoting autonomous learning and continuous inquiry among students.

Assignments that involve creating and sharing content on YouTube, like academic presentations or debates, were noted to inspire greater creativity and innovation in students. Moreover, YouTube's provision of real-world language application examples enhances students' confidence in creatively and innovatively using the language. Lastly, the platform is praised for allowing students to broaden their understanding and stay updated on the latest in language and cultural developments, thus serving as a dynamic supplement to traditional learning resources.

These insights underscore YouTube's comprehensive role in language education, highlighting its effectiveness in promoting interactive learning, fostering student creativity, and offering rich, authentic linguistic and cultural experiences.

CONCLUSION

In the contemporary digital landscape, language learners and instructors are increasingly turning to digital platforms, with YouTube standing out due to its unique blend of textual, visual, and interactive content. This dynamic combination engages users effectively, particularly students, highlighting YouTube's capabilities as an educational instrument. This insight is derived from descriptive qualitative research aiming to understand the perceptions of both English and Japanese language students and teachers regarding YouTube's role in enhancing their educational endeavors. The findings, gathered from a group of students and teachers through a combination of close-ended and open-ended questions, indicate a strong positive perception of YouTube as an enriching educational tool for both learning and teaching languages.

Based on these outcomes, it is recommended that educators and curriculum developers integrate YouTube more systematically into language learning and teaching strategies. This could involve curating playlists of educational content, creating custom videos tailored to specific learning outcomes, or encouraging students to engage with the platform for supplementary learning. Moreover, training sessions could be offered to both students and teachers on how to effectively utilize YouTube as an educational resource, ensuring they can navigate the vast array of content to find credible, informative, and engaging materials that

complement traditional teaching methods and support diverse learning styles.

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