

MAXIMIZING YOUTUBE AS LANGUAGE MEDIATED-LEARNING FOR UNDERGRADUATE STUDENTS

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ABSTRACT

The challenge within the education world to fulfill the digital natives is large enough. This is caused by their different life experiences, especially experiences in using technology. The undergraduate students infrequently access and practice optimally the online language learning materials in the language learning activities. The internet itself opens up many possibilities for integrating technology into classroom learning. YouTube is a learning media that can be integrated into learning subjects that students consider difficult. This research aims to see to what extent YouTube can be used as a learning medium in English courses and assess the effectiveness of maximizing YouTube as a medium in language teaching and learning. This research study applied the mixed-method approach. The sample of this research is 25 undergraduate students in the second semester of the Management study program. Furthermore, the research data was gathered through a pre-test and post-test to analyze quantitatively the effectiveness of utilizing YouTube as a language learning medium, and a questionnaire to find out students' perspectives on the utilization of YouTube in language learning situations. The results revealed an increase in the average post-test (66.52 to 84.48). This research proves that video learning materials on YouTube can be used as a learning medium and significantly encourage students' learning outcomes in the language learning process.

Keywords: YouTube, learning media, English skills

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INTRODUCTION

Technology plays a very important role in social life today and can be used in various aspects of life. For example, people today tend to use technology in their activities and search for job information, complete work, and even search for information on the internet. The internet has developed rapidly; through the internet, everyone can access various information that is useful for the development of each individual. Digital skills

are important not only for learning but also for teaching (Nernere et al., 2025). Various information available on the internet can be utilized for language learning purposes, and teaching materials accessed online are generally more up-to-date, which has sparked the interest of many students in reading and accessing them. One of the learning aids in question is YouTube.

This technological device provides various kinds of learning materials, one of which is English learning materials. The use of technology in language learning enables students to enhance their speaking and listening skills, ultimately facilitating more effective communication (Sumedi et al., 2025). Learning in the form of visuals and attractive designs is very easy to download. Students will very easily access the information provided by the teacher if it is presented with attractive pictures and visuals. YouTube can be used as a learning medium for subjects that are considered difficult for students, one of which is MKDU English. The researcher applied this study in the management study program because English for management business is a compulsory subject that must be taken in the Management study program. It is already known that this subject is considered difficult by some undergraduate students because the material is quite extensive, the language taught is a foreign language, and the reading material is also quite difficult. The researchers expect that this research study can significantly increase undergraduate students' language skills to prepare them for global competitiveness.

This research observes the extent to which YouTube can be used as a learning medium as well as an unconventional learning source that is familiar to their daily lives. This research is based on learning English courses in the Management study program at Serang Raya University. It is hoped that the results of this research can become a reference for internet-based language learning, especially English language courses and other courses in general.

Learning media are tools used in delivering the learning process (Despita, 2021). Learning is a communication process between students, educators, and teaching materials. Communication will not work without a means of conveying messages or information. The internet plays a vital role in today's generation. Currently, students have different learning styles from previous generations. Many people think that the current generation gets bored quickly and is lazy about learning. Various studies show that the generation known as the digital generation has a high orientation and enthusiasm for learning, but the way they obtain information is different (Kharb et al., 2013). This generation's way of learning tends to be independent and autonomous. However, they are persistent information seekers and consciously choose a learning model that suits them. They also actively want varied learning models and tend to quickly get bored with conventional learning approaches, which have limited resources and models (Kartina & Afriansyah, 2024).

The current phenomenon requires teachers to be more creative in implementing the teaching and learning process to meet their demands. Technological advances, especially the internet, have been in line with the demands of digital natives in transforming the way they learn to create optimal learning processes and learning outcomes. The advantage of learning with video is that it presents image and sound representations of an event to students in the language classroom. YouTube is one of

the most popular video-sharing platforms on the internet today (Shoufan & Mohamed, 2022). By including YouTube as an alternative learning medium, it is hoped that students can improve collaboration skills and integrate technology into educational programs. YouTube can also stimulate active learning and provide additional knowledge beyond expected abilities (Chasanah & Shofiani, 2024).

Courses that students sometimes don't like are courses that are full of theoretical and practical content. This course will be boring if it is delivered using a conventional learning model. One of them is an English course. English is one of the general subjects that must be taken by management study program students. This course is generally perceived as a difficult subject by students because its scope is broad, which makes students read many sources to comprehend the basic concepts. The internet has experienced development and progress since it was first introduced. Currently, internet technology is commonly referred to as 'web 2.0' technology (Wibowo et al., 2021). The internet is no longer just a read-only facility but has become a read-write web. Some of the advantages of the internet today are that it has a network platform where users can fully use various applications with an internet browser, the user is the owner of the content and has full control, encourages the users to be creative, interactive, and easy to use, and has a social networking function (Shanmugasundaram & Tamilarasu, 2023).

In short, today's internet technology is user-centered. If we relate it to learning, current internet technology is in line with the student-centered learning approach, where the students become the center and main actors of language learning activities. Digital native learners with the characteristics of being autonomous, independent, multitasking, liking multidimensional input, and getting bored quickly. Students need a fun and interesting learning atmosphere to encourage their learning interests and creativity (Adipat et al., 2021). Internet advances that enable network-based read-write activities can facilitate the needs of digital natives. Digital natives' daily life experiences will certainly influence their thinking and ways of communicating. A study in America showed that a child entering college on average had written 200,000 emails, watched TV for 20,000 hours, played video games for 10,000 hours, and used a cell phone for 10,000 hours, but only read less than 5,000 hours (Prensky, 2001). In line with the language learning activities, ICT plays a significant role in encouraging the students' communication ability through interactive tools and multimedia learning resources (Hasanah et al., 2025). The digital learning and teaching activities can be positively accessed by the undergraduate students to support their language learning, creativity, and critical thinking (Fauzi, 2024).

One site that can be used to facilitate learning for digital natives who require simultaneous input is YouTube. YouTube is the most popular video site today. Of course, videos do not by themselves become ready-to-use learning materials. Careful planning according to learning objectives and integrating videos available on YouTube as supporting tools will optimize learning outcomes because they suit the learning styles and interests of digital natives. YouTube can boost students' attention, enthusiasm, and learning outcomes when used as a teaching tool for language acquisition, which will help them become fluent speakers. (Warzukni & Rahayu, 2023). According to a survey, around 100,000 videos are watched every day on YouTube. Every 24 hours, there are

65,000 new videos uploaded to YouTube. Every month, YouTube is visited by 20 million viewers, with the majority aged between 12 and 17 years (Lupşa-Tătaru & Lixăndroiu, 2022). YouTube is not an educational video-sharing site, but in its development, YouTube launched a special service for education (www.youtube.com/edu) in 2009. This service immediately received a positive response from users. YouTube can be a learning resource and a learning media that can meet the needs of digital natives. Numerous colleges and universities have chosen and implemented a number of learning management systems (LMS), including YouTube, Google Classroom, WhatsApp, Quipper, Zoom Meeting, and Google Meet. Each of those applications has advantages and disadvantages of its own (Elbanisa & Sueb, 2022). YouTube can increase interest and support the learning style of digital natives. YouTube also offers learning experiences with new technology that will be useful when they graduate (Colasante, 2022). Apart from that, YouTube also provides hundreds of thousands of videos on various topics that can be integrated into classroom learning. YouTube will also be a vast free video library for students that will encourage them to become independent learners (Toleuzhan et al., 2023).

Furthermore, there are some previous studies conducted by the researchers showing that the technological devices and YouTube as an online learning platform can effectively impact the students' language learning. ICT's multimedia role in language learning as a source of linguistic resources, presuming that YouTube technology serves as both an input source and an enhancer, and its effect on students' development in writing fluency (Alobaid, 2020). YouTube can be used as a learning medium that helps students learn independently and is effective in the language learning process (Amran et al., 2024). Based on the empirical learning process conducted by English teachers, this research aims to observe the effectiveness of the YouTube platform as a learning medium in language learning activities and students' learning outcomes. The results of this research study are expected to increase students' learning outcomes and interest in language learning activities.

RESEARCH METHOD

This research is based on English learning activities in the Management study program, Faculty of Economics and Business, Serang Raya University, using YouTube. There are 25 second-semester undergraduate students in the academic year 2023-2024, and all of them are digital natives. The research lasted 14 weeks during the lecture period in the even semester 2023/2024. This research method uses a mixed-method approach. The research design is a quasi-experimental study with only one group that uses a pre-test and post-test in the experimental class. After providing a pre-test to students, the researcher gave some lectures using YouTube videos related to the language learning materials while teaching students. The data collection technique used was a test and a questionnaire. Finally, at the end of semester, students are asked to fill out a questionnaire to provide feedback on the learning process and YouTube videos as language learning materials. There are thirteen questions with five answer choices using a Likert scale of 5, covering "strongly disagree" to "strongly agree". There was one open-ended question that gave students a place to freely express their perspectives

regarding integrating YouTube into the classroom. The following stages of the research study:

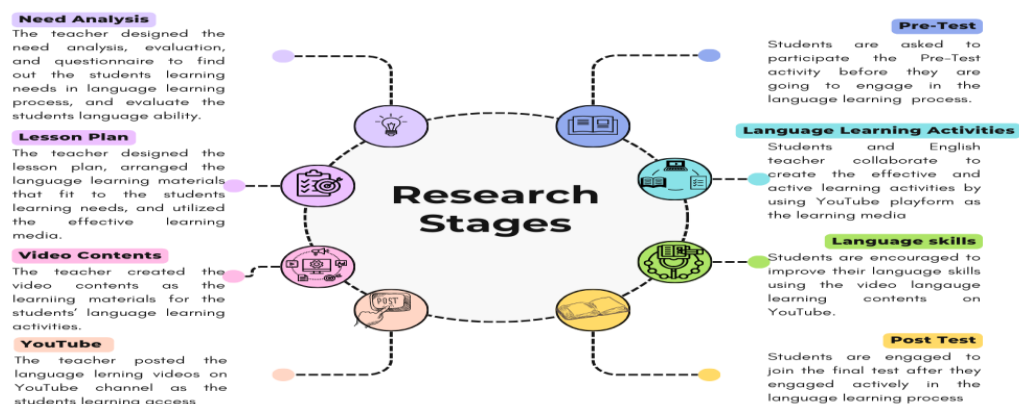


Figure 1. Research Stages

Based on the description of the research stages above, the researchers should carry out some stages. In the need analysis stage, the researchers designed the questionnaire and observation checklist to determine what language learning materials the management study students expect to learn. After collecting the students' responses on their language learning needs, the researchers construct a lesson plan that is applied to their language learning activities. A lesson plan will provide the students and teachers with a systematic outline of teaching and learning objectives and learning activities, as well as an assessment of the students' language ability.

The next stage conducted by the researchers is creating some video content for language learning that should be relevant to the language learning needs of the students of management study. There are some reasons to consider why the researchers created the video contents, namely; the videos will allow the students to learn the language contextually, they will be engaged interactively in the learning situation, and practice their language ability through visual and auditory display. After the video contents were created, the researchers posted the videos on the YouTube channel so that the students could access their language learning materials.

The following stage of the research that the undergraduate students should follow is a pre-test. The students are involved in the pre-test activity before they participate in the language learning activities. This stage is conducted to assess how good the students' language skills are before they are treated in the language learning using YouTube video language learning.

In language learning activities, undergraduate students are encouraged to actively learn and practice their language skills through video language learning materials uploaded on YouTube. The video lessons designed by the researchers are expected to be relevant to the students' language learning needs and economic and business study programs. Undergraduate students of management study are collaboratively engaged with the researchers in designing the video learning content and creating the language learning

classroom situations. Dealing with the language learning materials, undergraduate students of management study are asked to actively watch and practice video lessons on YouTube to increase their language skills.

To gather the necessary data for this study, a mixed-method technique was employed. In order to better comprehend the perspectives, the qualitative data offered answers to the queries, while the quantitative data offered measures of values. The data was gathered in 2024. The study only looks at instructional videos. Twenty-five undergraduate students enrolled in the Management study program made up the research respondents. Every participant was at least eighteen years old. Every day, they use YouTube as a learning resource. The final stage of the research process is the post-test. Undergraduate students in management study programs take the final test after participating in the language learning activities. The video language lessons designed and uploaded on YouTube are expected to effectively increase the students' learning outcomes in the final semester.

RESULTS AND DISCUSSION

This research shows that videos on YouTube can be classified into two types. First, videos in the form of lectures or lectures can be used as a resource for learning English. Apart from that, other English videos, such as business presentation videos, can be used as a source of language learning practices. This research also reveals that students have a positive perception of the use of YouTube in English language classes.


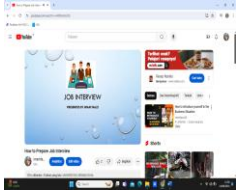
A. YouTube as an English learning resource

There are various topics discussed in English classes in the management study program, Faculty of Economics and Business, Serang Raya University. These topics are Tense/grammar, reading text, listening, speaking, and writing. These discussion topics are taken from various sources that adapt to the topics taught in simple language to suit undergraduate students. Aside from books, videos from YouTube are used as a learning resource and data source to enrich the learning material. Many videos shown during the lessons are tailored to the topics discussed each week. Apart from that, other videos are also shown, for example, understanding English grammar forms, and English for Business, making it easier for students to learn English. These are some YouTube learning videos that are recommended for the students' learning activities and learning materials in the English language classroom:

Table 1. Language Learning Videos On YouTube

YouTube Channel	YouTube Homepage	English Language Materials & Linkpage	Learning Objectives
Imamfauzi45		<p>1) How to Introduce Yourself in a Business Situation</p>  <p>Link page: https://youtu.be/dZrkfsZr-U?si=v3h35rDdFeD0W_zT</p>	<p>After having this video lesson, students are asked to be able to:</p> <ol style="list-style-type: none"> Practice expressing the introduction language phrases in business situations Learn some useful aspects to consider in a professional business introduction Practice pronouncing the formal language phrases in the business introduction Improve their speaking skills communicatively in group work learning
		<p>2) Describing an Office in Business Situation</p>  <p>Link page: https://youtu.be/d1-2IApXf70?si=2eGW1oDqsEfVQMc7</p>	<p>After studying this video lesson, students are expected to be able to:</p> <ol style="list-style-type: none"> Describe their favored office in their future career Express the objects described in the office situation Improve their writing ability by describing an office in written language expressions Practice the language expressions orally
		<p>3) How to make a business plan</p>	<p>After having discussed this video, students will be able to:</p> <ol style="list-style-type: none"> Practice to design the business plan in group work Study the useful steps of making a business plan Design the business plan paper in English written language

YouTube Channel	YouTube Homepage	English Language Materials & Linkpage	Learning Objectives
			<ul style="list-style-type: none"> d. Produce their business product e. Present the business plan in a group work presentation
		<p>Link page : https://youtu.be/hDY3CIVtZPc?si=uBY3SdFCDnUORiiP</p>	
		<p>4) How to design standard operating procedure</p>	<p>Students are asked to be able to:</p> <ul style="list-style-type: none"> a. Understand the useful stages of making standard operating procedures in English business situations b. Design the standard operating procedure in a particular business activity c. Discuss and work in group to make a standard operating procedure for their business operation d. Present the standard operating procedure within group work
			
		<p>Link page: https://youtu.be/Y6tjOFIm2F4?si=r5knfkagKcG0Qq7l</p>	
		<p>5) Making an Appointment in a Business Context</p>	<p>After having discussed this lesson, students should be able to:</p> <ul style="list-style-type: none"> a. Learn the ways of making an appointment in the business context b. Understand the advantages of making an appointment c. Practice the useful language expressions that are commonly used in spoken language d. Practice arranging an appointment for a business situation with a partner
			
		<p>Link page: https://youtu.be/OudXJ-aTNy8?si=72pW3g9ilau1Y7Kc</p>	

YouTube Channel	YouTube Homepage	English Language Materials & Linkpage	Learning Objectives
		<p>6) Social media for business activities</p>  <p>Link page: https://youtu.be/LN8HRHTUpe4?si=aLf2Ucp6eghhRq3y</p>	<p>Students are expected to be able to:</p> <ol style="list-style-type: none"> Learn about the effectiveness of social media platforms in business areas Practice designing the business content on social media platforms Improve their writing ability and critical thinking skills through designing the business content Present the business content designed in the classroom
		<p>7) Job Interview in Business Situation</p>  <p>Link page: https://youtu.be/Ai8WutAs2U8?si=KhFCMK-gl1U1jhBg</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> Learn the useful tips for doing business interviews comprehensively Practice their speaking skills in the business interview setting Encourage their self-confidence in spoken language expressions Express the formal language phrases in business interview situations.

All these videos are available for free with good image and sound quality. At the beginning of the semester, students receive a complete syllabus with mandatory and additional reference books. The videos from YouTube watched in class are adjusted to the planned discussion points. Students are assigned to read mandatory reference books, and YouTube videos are played in class as additional information, case examples, and data sources. The video is played from the lecturer's laptop and transmitted using Infocus to the screen available at the front of the class, and the sound is played from the classroom speakers. Videos that are short or under 10 minutes are played directly and then discussed. Long videos are divided into several shows and interspersed with discussions.

B. Students' Perceptions of the Use of YouTube as a Learning Medium

At the end of the semester, a survey to determine student perceptions was conducted. Thirteen questions with five answer choices were used on a Likert scale ranging from “strongly disagree” to “strongly agree.” In addition to the closed questions with answer choices provided, one open question allowed students to express their opinions about the integration of YouTube in the language classroom. The questionnaire was divided into two sections, namely: 1) questionnaire results in the percentage of students' statements regarding YouTube accessibility, and 2) questionnaire results in the percentage of students' statements regarding the usefulness of YouTube.

Table 2. Questionnaire Results in the Percentage of Students' Statements Regarding YouTube Accessibility in the Language Classroom.

No	Statements	Students' Responses							
		Strongly Disagree (1)	%	Disagree (2)	%	Agree (3)	%	Strongly Agree (4)	%
1	I have a YouTube account on my mobile phone	3	12%	7	28%	5	20%	10	40%
2	I often access the YouTube platform every day	1	4%	5	20%	8	32%	11	44%
3	I don't have any problem accessing YouTube in the language classroom			8	32%	12	48%	5	20%
4	I have WiFi to access YouTube in the language classroom			2	8%	10	40%	13	52%
5	I use an internet connection at home			7	28%	9	36%	9	36%
6	I can access YouTube anytime in the language classroom	4	16%	6	24%	8	32%	7	28%

No	Statements	Students' Responses							
		Strongly Disagree (1)	%	Disagree (2)	%	Agree (3)	%	Strongly Agree (4)	%
7	I can access the language learning materials easily on YouTube	2	8%	1	4%	13	52%	9	36%
8	I can understand the learning materials that are delivered on YouTube	6	24%	3	12%	11	44%	5	20%
Total / Average		16	2%	39	4,8%	76	9,5%	69	8,6%

The results of students' responses on YouTube accessibility show that 60% of students have a YouTube account, and 40% of students do not have a YouTube account because they haven't made a Gmail account yet. The students are able to understand the learning materials designed that are presented on YouTube, practice their language skills in the classroom during the learning process, and perceive the video lessons that are shared as being suitable to their learning needs. It can be seen that 64% of management students agreed that the YouTube video lessons can engage them more actively in language learning activities. Management students can easily access the language learning materials shared on YouTube with a strong internet connection. It is proven that 88% of management students are interested in learning language materials that can fit their learning needs with attractive visuals. 76% of students often access YouTube for their language learning resources. YouTube is used as an online learning medium in several online learning activities because of its features and benefits without reducing learning objectives. In addition, most people of all ages must have a YouTube account. Thus, it provides a great opportunity for teachers, lecturers, or educational facilitators to use the YouTube application as an online learning medium. The application of YouTube could affect students' language skills, self-motivation, and self-regulated learning for bilingual young learners (Ayu & Anugrah, 2023).

Table 3. Questionnaire results on the percentage of student statements regarding the Usefulness of YouTube

No	Statements	Students' Responses							
		Strongly Disagree (1)	%	Disagree (2)	%	Agree (3)	%	Strongly Agree (4)	%
1	I access YouTube to learn English for business			4	16%	7	28%	14	56%
2	I get English materials for business from YouTube	3	12%	5	20%	5	20%	12	48%
3	I learn and practice English vocabulary and grammar for business on YouTube					14	56%	11	44%
4	I understand that YouTube has contributed to online learning of business English.			3	12%	9	36%	13	52%
5	I got a positive impact from online learning English for business through YouTube			2	8%	8	32%	15	60%
Total / Average		3	0,6 %	14	2,8 %	43	8,6 %	65	13 %

Table 2 shows that 56% of students access YouTube to learn English for business. The majority of them get English for business materials from YouTube. In addition, they also

learn English vocabulary and grammar for business from YouTube. Then, almost all students learn English for business practices from YouTube, only 3,4% of them do not do this activity. This is likely an obstacle for them when utilizing YouTube. Then, 88% of students understand that YouTube has contributed to the online learning of English for business. Then, the majority of them get a positive impact from online learning of English for business through YouTube, but 12% of students disagree. This is because they have problems with the internet connection to access YouTube. In the end, these problems can be overcome by students.

The students' answers showed 92% positive responses about how the use of YouTube affects their English language proficiency in the English for Business course. The English for Business course can be concluded as a class in the English learning area that requires more practice than classroom learning activities. YouTube, as a learning medium for this class, which is delivered in the form of videos, improves students' English language skills. Through videos uploaded on YouTube, students directly learn about listening and also speaking, including pronunciation, grammar, and English vocabulary used in it. Watching videos became the best way to learn English independently because it provided certain advantages for practicing pronunciation, improving listening skills, and increasing vocabulary (Rahayu, 2020). The video can be one of the good learning media where they are also well stimulated to write and read. For example, the YouTube video discussing the English meeting provided a clear explanation of the material to students. By watching the video, students can learn about the meeting activity in an English business setting. They also learn about how to do the activity well, how to solve the problems, and what they should do as part of the learning activity. The most important thing is that YouTube videos affect their English language skills in the English for Business course.

C. Students' Learning Outcomes in Language Learning Using YouTube Video

In this study, the researcher gave a pre-test before treatment and a post-test after language learning treatment. The aim was to determine whether YouTube videos had a significant effect on students' English skills. A paired sample t-test in SPSS version was used to analyze the data. Based on the pre-test results, it is clear that the average pre-test score was 66.52. While the average post-test score of students increased from 17.96 to 84.48. Therefore, it can be concluded that students' scores in English skills increased after being given intensive treatment. These are the following results of the data analysis:

Paired Samples Test

Paired Differences					t	Df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			

Pair 1	PRE TEST - POST TEST	-17.96000	7.14423	1.42885	-20.90899	-15.01101	-12.570	24	.000
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Table 4. The Results of Pre-test and Post-test of Students' Learning Outcomes

Table 5. The Average Score of Pre-test and Post-test

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	66.5200	25	6.90483	1.38097
	POST-TEST	84.4800	25	4.74447	.94889

The findings show that the mean score of pre-test 66.52 and after the undergraduate students of management study are given some learning treatments using the English video lessons on YouTube the mean score of post-test improved to 84.48. Additionally, the results of analysis data above shows the sig. (2-tailed) score for pre-test and post-test are $0,000 < 0,05$ meaning that the sig (2-tailed) score less than 0,05 and it shows a significant improvement of the students' learning outcome in business English courses by applying the video lessons shared on YouTube as mediated language learning.

Based on the analysis data described, the students' responses to the implementation of YouTube were interesting. Undergraduate students learn the language learning materials visually which can attract their learning interest in the English business, actively practice language learning through YouTube videos in the business learning situation, and feel encouraged to improve their language skills after participating in the active learning activities in the language classroom.

Previous studies supported the research findings. First, it has already been revealed that YouTube media can significantly improve students' speaking skills (Apriani et al., 2022). Furthermore, the YouTube platform effectively allows students to practice their English language skills, and can be one of the learning media (Lestari, 2017). All students have a positive perception of using YouTube. Technology has made language teaching and learning more engaging, immersive, and enjoyable for learners as well as teachers (Prasetya, 2025). The most frequently mentioned phrase is the word "interesting". Several students expressed their perception that videos from the internet can overcome boredom. In addition, they also stated that using videos from YouTube has increased their interest in learning. Students also stated that using videos from YouTube is more interesting than just reading learning resources from books or listening to lectures. Several students also expressed the importance of choosing videos that have good sound and picture quality.

CONCLUSION

This research is expected to provide real contributions to teachers in the classroom, especially linguistics class teachers who are interested in integrating the internet as a means and source of learning. The use of YouTube in English classes is very helpful in enriching the material for learners. Input that does not only come from books helps the internet generation, who are accustomed to various sources of digital information,

understand learning materials better. This research is also expected to provide an overview of how to integrate technology, especially internet-based videos, in theoretical course classes that are often perceived as difficult courses by students.

Based on the post-test results, it can be said that using YouTube videos to teach English significantly increases students' motivation and language proficiency throughout the learning process. Additionally, using YouTube videos to teach language boosts students' motivation to learn in speaking classes because they offer both audio and visuals, which can help students improve their pronunciation, expand their vocabulary, and find ideas for sentences while speaking. Additionally, watching movies aids students in automatically learning language in a subconscious way. Student perceptions of the integration of technology in the classroom, especially internet-based video technology, are positive. The integration of YouTube in English classes has succeeded in increasing students' interest and attraction, so that this course is no longer considered a difficult course to learn.

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