

Exploring Students' Experiences in Essay Writing Learning through YouTube Channel Engagement

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This study investigates EFL students' experiences using YouTube channels in their essay-writing learning. Ten fourth-semester English Education Department students from UIN Antasari Banjarmasin participated in the study. Interviews and documentation were used to gather data using a qualitative approach and the narrative inquiry method. The results indicated that YouTube videos provide visual aids and flexible access, which aid students in developing their writing abilities, increasing their vocabulary, and learning on their own. Nevertheless, problems including passive learning, distraction, and a lack of lecturer contact also surfaced. In general, YouTube's contribution to writing education was seen as advantageous.

INTRODUCTION

Humans primarily communicate through language to express their thoughts and ideas. Many national and regional languages are spoken by people all over the world; some are spoken by millions of people, while others are only spoken by a

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select few. Since English is the most studied and spoken language in the world, it is essential in contemporary international settings. Over 1 billion people use English globally, and it is the official language in 67 nations and spoken as a second language in 27 more, according to (Ilyosovna, 2020). Because of its extensive usage, English is seen as a universal language that is crucial in a variety of domains, including commerce, science, and education.

For EFL (English as a Foreign Language) learners, English is very crucial in educational settings. Writing is frequently seen as the most challenging of the four main language skills; speaking, listening, reading, and writing. Writing essays is a key component of academic communication development for EFL students. It not only enhances students' capacity for clear idea expression but also gets them ready for upcoming assignments.

Effective educational goals require sufficient support for students, including learning materials that satisfy their requirements and boost motivation. Choosing the right resources and techniques to improve the learning process is a critical responsibility of the instructor. In this age of swift technological advancement, the use of digital technologies has revolutionized teaching methods. (Daryanto, 2016) asserts that media in education serves as a resource and instrument to enhance educational endeavors. YouTube is one such media site that has become more well-known in both academic and public contexts. He further defines media in education as "media that is used as a tool and material for learning activities." One example of employing digital devices for learning media is via leveraging a video-based online platform known as Youtube Channel. The advantages of YouTube for online learning are extremely beneficial to both teachers and students. Today's most popular learning mediums, such as YouTube, are the most popular because, in addition to being entertaining to use, they give a variety of information that can be discovered practically and for free, and YouTube can improve student interest and motivation in learning. Teachers benefit from YouTube as well because it allows them to simply examine a variety of content.

YouTube is an online platform that focuses on videos and offers a wide variety of publicly accessible content. It provides instructional videos, tutorials, and real-world language examples to assist students learn languages and enhance their writing abilities. It is appropriate for today's learners, who gain from independent and stimulating learning environments, due to its visual and adaptable character. Pupils can learn at their own pace, pause and think, and view videos again and again. The abundance of materials that may be offered as supplemental material or incorporated into class activities is another advantage for teachers.

Teachers must be innovative in their teaching strategies and adaptable to technological advancements in order to sustain students' enthusiasm and interest. Students' preferred methods of learning and the demands of education today are met by the incorporation of media such as YouTube. It encourages self-directed learning and gives students access to a range of language input, such as writing styles, vocabulary, and essay frameworks.

Being exposed to a variety of media and technology sources, from audio to printed materials, students lack the motivation to learn in the conventional way. This is the main reason why English teachers are always looking for more motivating teaching resources. The course books and CDs offered in English classes turned out to be fake and not very attractive to students. One way of bringing variety into the classroom is the use of films in teaching EFL. Videos grab students' attention, present language in a more natural way than found in textbooks, and offer visual context aids that help students understand and improve their study skills. (Bonsignori, 2018; Ergenekon, 2016; Ismaili, 2013; Meinawati et al., 2022)

The selection of clips from films and TV series can also provide a choice of genres that you want to learn for writing activities (Bonsignori, 2018). Thus, it can be concluded that learning resources are not only oriented to printed books, but audio visual-based learning resources such as videos provide attraction and interest in learning.

This study is to investigate the experiences of fourth-semester EFL students in the English Education Department at UIN Antasari Banjarmasin in using

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YouTube channels in their essay writing learning, given the significance of writing abilities and the growing usage of digital media. This study examines how students use YouTube for academic writing as well as how the platform aids in their writing development through interviews.

METHOD

A qualitative methodology and a narrative inquiry design were employed in this study. Through human accounts, narrative inquiry enables researchers to examine individual experiences (Riessman, 1939). It was selected to have a thorough understanding of how students approached learning how to write essays through YouTube channels. Following (Cresswell, 2012) phases for narrative research, the researcher identified the phenomenon, chose people, gathered and recounted tales, confirmed with participants, created narratives, and checked the data's accuracy. Using basic random sampling, ten fourth-semester English Education Department students from UIN Antasari Banjarmasin were chosen. Participants were people who had learned how to write essays via YouTube and were open to sharing their experiences.

In-depth semi-structured interviews were used to gather data. The main source of narrative data came from the interviews, in which participants talked about their individual experiences utilizing YouTube to learn how to write essays. Following transcription, analysis, and reconstruction, these tales were put into coherent narratives. The researcher verified the stories with each participant to guarantee their correctness. This study was conducted at UIN Antasari Banjarmasin, which was selected because of its extensive history of teaching English dating back to 1984. To get in-depth, detailed information about how YouTube influenced students' writing growth, interviews were conducted.

FINDINGS AND DISCUSSIONS

Students' Learning Experiences Using YouTube Channels to Enhance Essay Writing Skills

This study found that fourth-semester EFL students had a variety of learning experiences with YouTube channels as a tool for improving their essay writing abilities. The use of YouTube in essay writing classes was a reflection of higher education's growing reliance on online resources, especially in situations when in-person instruction is scarce or non-existent. Although students reported using a variety of technologies along their educational journey, YouTube continually emerged as the most popular and widely used site because of its familiarity, accessibility, and content availability.

The researcher proposes using YouTube video in light of the condition, symptoms, and causes. YouTube video is a website where anyone can post and share videos and movies. Students are motivated by the symbolic, code, and gesture meaning from the visual picture in the story when they watch YouTube videos. They will say yes to the teacher's question. It assists students in planning what they will say or write after viewing the film. YouTube instructional videos may pique students' attention and make the classroom more interactive. Visual aids, music, and color representations all serve in piquing children's attention and motivating them to learn. From all the student experiences that have been told, the research will describe and analyze each of the good and bad experiences of learning essay writing using the YouTube channel.

The teacher uses frequently used presentations and follow-up writing assignments to assign essay-related tasks as part of the learning process. Video resources, either from the lecturer's personal YouTube channel or other instructional content, were offered as a substitute when the lecturer was unable to attend the class. Students could watch these movies at any time and from any location because they were typically shared through class WhatsApp groups. (Tan, 2013) argues that YouTube encourages independence and self-paced learning when used properly, and this adaptable learning model demonstrates how traditional

academic procedures may be changed to more student-centered and independent ways.

Based on the result of 10 students' answer for interview from semester 4-th, English department who are as the subjects of this research. Here are the students' response in their experience learning in essay writing.

R : "Do you often use online technology in learning to write essays?"

SA: "I often did it, a lot of essay writing learning used YouTube."

SB: "The online technology that I often use is YouTube, Quillbot for paraphrasing, checking grammar, and DeepL for finding out the meaning of vocabulary."

SC: "The same as others, often used YouTube or Google Classroom and Microsoft Power Point too."

SD: "Yes we did often, more or less the same as the others, I often used YouTube or Google meet."

SE: "The same as other friends, I most often used YouTube" SF: "we often used YouTube, Google Classroom, Google Meet, sometimes Google Translate and several websites such as Quillbot usually for paraphrasing and several journal websites to search for articles."

SG: "not too often, most often YouTube."

SH: "Yes, usually used YouTube or Google."

SI: "same, often Google and YouTube."

Based on data interview above, during the learning by YouTube channel, the resource persons had various experiences that were different for each individual, some of their experiences were good and some were not. In general, the results of interviews regarding students' experiences using videos from YouTube channel to learn essay writing show that the thing that can help them is that YouTube videos can be accessed at anytime and anywhere but what is not good is that if there is something you don't understand from the YouTube explanation material, it becomes more difficult to understand, then technically we usually present the presentation, then the others gives a few comments, after that the lecturer gives assignment to write an essay but if the lecturer cannot teach in the class, students will learn essay writing using videos from the YouTube channel, so they learned using YouTube as an alternative.

YouTube was largely regarded by students as a useful resource for assisting with their writing development. Their motivation and comprehension were enhanced by the freedom to pause, repeat, and select learning resources on their own. This is consistent with the experiences and stories that students shared.

SA: "Learning with YouTube is flexible, meaning it is not bound by time and place. For example, if studying is time bound, it is difficult to manage the time better, especially if I join an organization, I can access the video at any time at a flexible time."

SB: "Youtube channel experience is quite helpful for me because when the lecturer every time taught in class his teaching is less detailed, otherwise on YouTube there were more detailed explanations, apart from that for the material is also clear, then the content of video is in full English, i was more motivated to learn by youtube channel because when he taught he will focused more on presentations and also when learning to write essays he used YouTube more."

SD: "Using the YouTube channel was that it was easy and difficult, the easy part was that the video could be repeated and it helped me."

SF: "It makes my motivation increase because we can look for material that suits our needs and provide various explanations related to the need to learn essay writing. If you study in class the explanations are usually all over the place and convoluted or too complete, but for example learning from YouTube We can also search and choose the video that suits us."

SJ: "In my experience, learning via YouTube channel videos can provide direct examples of how to write essays well and effectively because there are better writing tips and strategies very helpful especially now that YouTube media is widely used as a learning facility, we can of course gain knowledge online. Directly just using the credibility of the place and time really helped me write the essay."

Concepts including essay structure, paragraph organisation, transition usage, and academic vocabulary, all crucial for proficient essay writing, were frequently covered in the video content. These features support the claim that video content reinforces language acquisition by combining visual and aural components, adding a new level of comprehension (Fadzli, 2016).

Additionally, the students discovered that YouTube assisted them in overcoming the strict time and location constraints that traditional learning imposed. As needed, they might watch the films again to solidify their grasp of writing strategies. The audio-visual format felt more interesting and approachable

to many students than reading textbooks, especially when the content was fully in English with subtitles. The video materials offer contextual clues and facilitate comprehension across many language skills, such as multimodal input improves language processing (Mahmudah, 2018).

Notwithstanding the beneficial effects, a number of drawbacks were also noted. The lack of real-time communication and feedback was one of the most noticeable problems. Some students had trouble understanding the films because they were frequently given without lecturer supervision or classroom follow-up, especially when the contents included intricate explanations.

SC: The interaction between students and the lecturer continues to be awkward and makes it difficult to understand without being taught directly taught by the lecturer. I had no motivation to study on YouTube because the lecturer didn't supervise me, so it made me lazy to watch and study. it wasn't supervised and there was no feedback given by the teacher so there's no motivation."

SD: "Using YouTube makes learning passive because firstly, watching YouTube is only one way of learning and I think as a student you have to understand from other YouTube videos, if you don't understand you have to look for other videos because there is no feedback or you can't. Then secondly, communication with the lecturer, we only understand from the example of the YouTube video, so in my opinion that is what makes students passive and less so because there is a lack of communication."

SJ: "The disadvantage was that we didn't get direct feedback from the lecturer."

These challenges mounted in the absence of prompt clarification, particularly for students who relied on supervised instruction. Videos can provide interesting content, but their efficacy drastically declines in the absence of interactive features or an instructor to facilitate the learning process (Fill, 2006). This is particularly true for students learning English as a foreign language, when the difficulties of watching videos on YouTube or other websites are exacerbated when they are not given clear explanations of concepts they do not comprehend.

The general decrease in student motivation was another issue noted. Boredom, passive learning, and a lack of accountability were some of the reasons given by several students for their decreased motivation to finish the activities

related to the video materials. Procrastination and incomplete engagement were caused by the absence of direct supervision and set schedules. This supports Brown's assertion that active engagement and practice are necessary components of writing teaching rather than just watching others write or giving advice on proper writing techniques.

SA: "Watching videos from YouTube channels is makes me procrastinated to watching them, so in the end the learning time is also delayed, and then it became slow or impractical, especially since i had to understand the English explanation, then i translated it to understand it, it was like I had to understand it twice. That is, the solution is I had to focus and spend free time so there are no other distractions, keep motivating myself, I have to watch properly so I can focus so I don't get bored and can understand, because I wasn't serious about watching it or I was too lazy to watch it, so it has an impact on me as well, in the end, consequently, I will didn't understand the material or didn't do the assignment."

SF: "I get bored and sleepy more quickly watching the video and the video didn't get to the point directly or is long-winded, but if the video is short it will interesting, I like watching it. My solution is to look for free free time, look for the right thing to watch it and study while eating snacks."

The reasons often mentioned by students when learning essay writing can hinder them in learning because they are bored and sleepy. They mentioned various reasons, because they were not studying in real time, so some said that watching YouTube videos made them postpone watching YouTube videos, and there were those who thought that watching long videos made them bored. Apart from that, boredom makes students sleepy. Another reason why students are sleepy is because students have to think twice because the video used is in English and they have to understand and translate it in their brain in order to understand it optimally. Even though there are many problems that can hinder students from learning, students can find and determine various solutions to overcome these problems. These solutions include motivating themselves with the negative impacts that can occur if they cannot study optimally, watching YouTube videos while eating snacks, and lying down. Study in your free time to focus, and look for other references on the internet to add to the understanding that they still don't understand.

Furthermore, a few students mentioned that YouTube learning did not always align with their preferred methods of learning. Others preferred traditional classroom approaches, particularly when instant support and interpersonal engagement were required, even though many valued the flexibility. Students occasionally felt cut off from the material and the learning group due to the impersonal character of YouTube learning. This is what students also go through.

SF: “I prefer reading rather than watching, because reading is faster and the lecture is also monitored our learning, for some examples if there was additional explanation from the lecturer, we will definitely go to YouTube to learn so it’s like going back and forth and in the end.”

SG: “I like watching videos from YouTube channel, but sometimes I’m confused about how to find the answer, so there’s a lot of struggle every time I watch it, apart from that, I’m more motivated to learn directly in class because if the video is in full English, sometimes it’s difficult to understand because it’s so limited.”

Students also mentioned that they frequently received little to no feedback on their writing tasks. Many students who finished tasks based on the video content got no feedback or adjustments. Their capacity to assess their performance and identify particular areas in need of development was hampered by the absence of feedback. According to (Nunan, 1989), feedback is an essential component of writing growth since it enables students to hone their abilities through introspection and direction. Without it, students might make the same mistakes over and over again, which would hinder their growth.

SC: “I had no motivation to study on YouTube because the lecturer didn’t supervise me, so it made me lazy to watch and study. it wasn’t supervised and there was no feedback given by the lecturer so there’s no motivation. Also so there was a lack of interaction which means I didn’t really understand and there was no further explanation, but if I can’t understand the explanation, I will just give up...”

“ I can access the video several times and can be downloaded, I depend on the video, it’s the same as what was said, if it’s concise it’s easy to understand.”

As a result, even though the students' experiences demonstrated that YouTube provided significant advantages, particularly with regard to accessibility, adaptability, and content richness, these advantages could only be fully realized

when the learning process was supported by active instructional support, explicit expectations, and formative feedback.

The Role of YouTube Channels in Enhancing Students' Essay Writing Learning

Digital tools like YouTube significantly contribute to achieving learning outcomes in essay writing by providing accessible and engaging content (Atmazaki, 2022). The study's second emphasis examined the wider contribution YouTube channels made to improving students' English essay-writing learning. According to the results, YouTube had a significant role in the student's development of academic writing rather than just serving as an additional tool. Its impact was seen in a number of areas, such as vocabulary enrichment, motivation, time management, cross-skill integration, and content availability.

As stated from the students interview about the role of YouTube in essay writing

SA: "Because in my opinion, learning with YouTube is flexible, meaning it is not bound by time and place. For example, if studying is time bound, it is difficult to manage the time better, especially if I join an organization, I can access the video at any time at a flexible time."

SB: "...and it practice listening, writing and reading, I learned to write essay by watching videos from the YouTube channel, there are no difficulties because there were explanations of the steps or tutorials, there were examples directly in the video, also the video comes directly from a native speaker, you can automatically learn to listen too. If you read, you can use the subtitles or look at the essay examples, and for writing, the lecturer is asked to write an essay according to the theme."

SC: "The advantage of YouTube videos from the channel is that the time is more flexible, it is easier for me to learn using videos from the YouTube channel, because studying from YouTube means the time is more flexible, you can study at any time, night, morning, afternoon and other times. On campus it is time-bound, whereas when studying from YouTube you can adjust your own time to study."

SF: "I can access the video several times and can be downloaded, I depend on the video, it's the same as what was said, if it's concise it's easy to understand."

SG: “For me, the advantage was the video can be downloaded, i also think that if the video is concise, it’s easy to understand the explanation for writing the essay.”

SI “The advantages are various because the educational videos, especially essay writing, you tube videos can be accessed for free, they can be used at any time and can be downloaded so I can watch them again and again and also motivate me in my writing skills.”

According to the findings of the interviews, the majority of students said that using YouTube videos to teach them how to write essays had a lot of advantages, particularly in terms of learning. The fact that the videos could be viewed for free, viewed repeatedly, and studied at any time and from any location made them feel better. Because of this flexibility, students can modify the time and location of their studies to suit their own needs, such as when they are pressed for time because of organizational obligations or a demanding academic schedule. Since there is no time constraint like in-person classes, students can repeat the explanation material until they truly grasp it, which is another way that video-based learning promotes the idea of autonomous learning. Due to its ability to remove time and location constraints and provide repeated access to content as a means of enhancing comprehension, YouTube is one of the most useful tools for remote learning.

YouTube's capacity to support learning outside of the classroom was one of its most obvious functions. Students could choose their own learning goals, go over explanations again, and view examples of how to create thesis statements, supporting arguments, and introduction paragraphs several times. They were able to internalize writing conventions as a result of this repeated exposure, which progressively increased their writing fluency. According to (Tambunan, 2019), this kind of exposure to video-based content enables students to see and hear language in context, which can result in a greater comprehension of writing coherence, syntax, and cohesiveness.

YouTube also played a big part in helping people learn grammar and expand their vocabulary. Students learned new words and phrases in context through

videos, especially when watching writing courses or analysing sample essays. These resources provided them with examples of successful sentence constructions and increased their academic vocabulary. Numerous video postings from YouTube channels may be read and heard by students to assist them in acquiring language. In addition, students may connect with classmates, teachers, and friends to practice language they have acquired on YouTube, which will help them both write better in English, especially in vocabulary.

This aligns with what a number of participants revealed based on their experience.

SH: “The video uses full English, especially since there are no subtitles, the solution is to repeat the video and write the vocabulary i don’t understand and look for the meaning, if (I studied) on campus the vocabulary is quite limited, while on YouTube you use a lot of new and good vocabulary. What keeps me motivated is because the videos can be studied again and again.”

Subtitles are the spoken text of the speaker in the video. there are usually subtitles in foreign language videos, this helps students in listening to the video and reading the subtitles. sometimes if they find vocabulary that is difficult to understand, they will look up the meaning of the vocabulary and get new vocabulary, if students study in class they will get vocabulary that is not as varied as in the video.

However, the other problem is they were still confused with the meaning of vocabulary used by native speaker in youtube, grammar rules such as the idea of subject, verb, and so on are examples of grammar rules, the explanation used vocabularies that is difficult to understand, and it can reduce students' learning motivation. This problem arises because students believe English writing is the most difficult lesson to master. This is not limited to English education students; other people believe writing is the most difficult ability to master in language acquisition (Zhuang, 2017). They should study numerous parts or components of writing that are difficult to acquire, such as grammar, vocabulary, coherence, cohesion, and so on. Furthermore, they had no notion what the term

signified. It gave the kids contradictory views about what they should do. They were further confounded by the need for vocal and written word accuracy.

The platform also promoted self-directed learning. Students formed the practice of looking for more videos on comparable subjects, selecting material according to their needs, and evaluating their own development. This self-directed behaviour is essential to developing long-term writing skills and is consistent with learner-centered pedagogies, which place an emphasis on responsibility and autonomy in language development. The self-directed learning might assist students learn languages. Students will have more success studying a foreign language if they attempt to examine their strategies (Pishkar & Majedi, 2016).

YouTube also played a significant effect in the development of other linguistic skills. The learning technique included reading subtitles, listening to English explanations, and occasionally speaking during assignments or group projects, even though the main objective was to improve writing. Students' general language competency increased as a result of this integrated strategy, strengthening the groundwork for their future writing development. This is a crucial component of language learning, according to (Harmer, 2004), where abilities interact and support one another in relevant circumstances. Students unknowingly practice listening skills when they watch YouTube videos that provide explanations. After that, students practice reading by watching the video and reading the subtitles. Lastly, students also work on their writing abilities because they have to submit an essay after seeing the movie. This allows students to simultaneously develop their writing, reading, and listening abilities.

Nevertheless, the results also showed that YouTube-based education has several drawbacks. Passive learning was cited as the most common problem. Without structured assignments or follow-up discussions, students tended to watch the videos passively rather than engaging with the content critically. Confusion resulted from some videos' unclear organization or overabundance of material. These aspects reduced learning effectiveness and contributed to a decline in student

motivation. In addition, there are several distractions that might cause students to lose focus and become confused when watching videos during learning.

SC: “I stop watching because there are many advertisements, if it’s premium, you have to spend money, so it was constrained, I also had to wait for the advertisement to finish.”

SD: “I used a lot of internet data quota, watching YouTube videos limited, and sometimes there were transcripts so you can automatically listen while read the transcript but instead I became less focused because I had finally seen the transcript so I just want to skip the video. I watched it unstructured because I wanted it to be end.”

SH: “There was another thing was another video below it, I can’t focus on watching it so I wanted to watch that video, and then there was a feature that can go to the next video but it still distracts my attention to other videos. The solution when learning more focus is get some snacks.”

SJ: “Also, the signal is bad. The solution if a problem like that is I would look for a signal in another place with a better signal network.”

Distractions and a lack of discipline were also frequently mentioned. Students were frequently lured to read or watch irrelevant content or to completely skip learning assignments because YouTube is an open platform. Ensuring full participation was challenging due to unclear monitoring procedures. Since YouTube has many benefits as a learning tool, such as accessibility and a wide range of information, but it also has drawbacks. Due to its open nature, students have access to a wide range of entertainment content that has nothing to do with the learning objectives. They get easily sidetracked as a result.

According to Brown (2001), language learners require regular structure and practice based on performance in order to maintain motivation and focus, especially while working in virtual settings. Student attention during learning is very crucial in determining the success of a material being absorbed into their comprehending, but with indirect learning such as using YouTube, students may find it difficult to maintain focus when watching YouTube videos that explain the content. Students will struggle more since they will have to work harder to develop strategies if they are unable to concentrate on comprehending the video while having little opportunity to engage with instructors.

Bad networks often occur, the result of this is that video from YouTube channel playback stops or lags because the poor network quality interferes with students' learning, but students have a solution to this situation, the solution is to look for alternatives that can still watch YouTube, namely students look for a place that has a good network, the student said that usually she would go to campus to get a good network signal, bad network problems occur in several places, students who experience this problem should look for a good network elsewhere, students who live in locations with poor internet signal strength must go elsewhere for a more reliable internet connection (Casillano, 2019)

Finally, the overall effect of YouTube learning was diminished by the lack of prompt instructor response. Students rarely received personalized responses or ratings, even completing written tasks based on the films. As a result, they had fewer opportunities to revise their work, consider their writing, and develop as scholars. (Nunan, 1989) highlights that writing is a process that requires continual guidance and assessment, without which learners may become discouraged or stagnant.

Putting it all up, YouTube channels helped EFL students develop their essay-writing abilities in a variety of ways (Olasina, 2017). They made learning experiences more adaptable, independent, and interesting. These platforms must be incorporated into a well-thought-out instructional framework that incorporates interaction, direction, feedback, and accountability to maximize their advantages. Only then, YouTube can be a useful instrument for developing academic writing in a meaningful and long-lasting way.

CONCLUSION

This study looked into how UIN Antasari Banjarmasin's fourth-semester EFL students' learning experience assists their essay writing abilities by watching videos from the youtube channel. The results demonstrated that YouTube provided adaptable, easily available, and captivating educational opportunities that aided in the growth of students' vocabulary, grammar, and structural composition. Nevertheless, drawbacks like low motivation, passive learning, and a lack of

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feedback were also noted. Although YouTube has shown to be a useful educational resource, its efficacy hinges on how well it is integrated with instructor direction and feedback. YouTube should be used as an additional resource in an organised, interactive learning environment to get the most out of it. Furthermore, the findings suggest that the use of YouTube should not replace traditional instruction but rather complement it by providing flexible learning options for students who need more exposure to authentic language input. It offers a platform for self-paced learning, especially beneficial for diverse learner needs. However, educators must actively curate appropriate content, monitor student engagement, and provide timely feedback to ensure the achievement of learning objectives. With thoughtful integration, YouTube can be a powerful pedagogical tool to enhance academic writing skills and foster learner autonomy in the EFL context.

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