

ABSTRACT

This study explores the pedagogical and technological challenges faced by senior high school English teachers in using YouTube videos for teaching English. A qualitative case study design was employed involving two English teachers from two senior high schools in Ciamis, selected through purposive sampling. Data were collected through classroom observations using an observation checklist and semi-structured interviews, then analyzed qualitatively through classification, interpretation, and triangulation. The findings revealed several pedagogical challenges, including selecting appropriate video content, accommodating differences in students' English proficiency, maintaining students' attention, guiding students' understanding, and managing classroom activities. Technological challenges included unstable internet connections, unexpected advertisements, limitations in classroom equipment, and students' limited internet access when accessing videos individually. The observation and interview findings showed that these challenges were interconnected, as technological limitations could affect classroom learning while pedagogical needs influenced teachers' technological choices. The findings also demonstrate that effective YouTube integration requires the interaction of pedagogical, technological, and content knowledge, as emphasized by the TPACK framework. Overall, YouTube provides useful and engaging resources for English teaching, but its effectiveness depends on teachers' ability to select, adapt, and manage digital resources according to students' needs and classroom conditions.