

YOUTUBE FOR SELF-REGULATED LANGUAGE LEARNING: AN EFL PERSPECTIVE

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***Abstract.** In the last few decades, Self-regulated language learning has become topics of prime interest in education and important topic in educational research. More over in this digital era the technologies are growing rapidly. Technology-enhanced learning provides opportunities and fosters the development of SRL abilities. Hence, this study aims to investigate EFL university student's use of YouTube as a tool or media for self-regulate their English learning. To reach the objective, a qualitative research method will be used in this study. In this study, twelve participants were purposively selected because they were considered had experience of watching English videos on YouTube and could give sufficient information to answer the research question. Student's questionnaire and interview are used to bring to light their perceptions of this self-directed language learning approach. Their responses will be analyzed to provide insights towards learner's perception toward this technology-enhanced learning. This research is still in the process of collecting data. The findings of this study are expected to provide an overview of the activity of learning English using YouTube can be beneficial to improve English skills. In addition, learning English through YouTube is considered to be more fun, interesting, and flexible than formal learning in the classroom. Through this research, educators and students are expected to be more aware of the benefits of using technology to learn English. So the quality teaching and learning will be improved.*

Keywords : EFL, SRL, Youtube

A. INTRODUCTION

These days technology has impacted almost every aspect of life, and education is no exception. Nearly everything is using technology, get information easily through mobile phones, and gain knowledge through video, social media or websites. These days education is greatly helped by the current technology. The use of technology is very effective in Education (Reiners, Renner and Schreiber, 2005; Klopfer, Osterweil, Groff, and Haas 2009; Thouesny and Bradley

2011, and O'Hara et al., 2014). Furthermore in English learning, there are several skills such as listening, speaking, reading, and writing. In order to learn all these skills is not enough from a book or teacher, other sources are needed. With the present technology in education, video is one of the media in teaching and learning. Hadijah (2016) stated that the use of video can facilitate the students in more interesting learning activities because they can get different learning experience, improve their crosscultural understanding, develop their creativity, and increase their motivation in learning. There are many suggestions have been made about the use of technology in education, among all of video-sharing websites such as Google Video, iTunes, Vimeo etc, YouTube has become increasingly popular (Alimemaj, 2010). YouTube provides many types of video on YouTube (personal, educational, entertainment, commercial, etc.). The main focus in this research is the use of Youtube in learning English. YouTube has educational video content that learners can choose based on their preference such as which skill they want to learn, which one suit their learning style. Every video on YouTube has their own uniqueness which is will attract the learners attention, so while the learners are having fun watching the video at the same time they are also learning English.

The SRL strategies such as monitoring, goal setting and controlling are considered to be crucial in helping students develop a sense of personal control (Zimmerman, 2000), which is regarded as a major source of motivation for learning. Control over the learning process is one of the factors leading to academic success (Lewis & Vialleton, 2011). El-Henawy (2010) stated that Self-regulated learners are described as self-starters who persist on instructional tasks, prevail over problems, and react appropriately to task performance outcomes. In Self-regulated learning, the learners have the autonomy so the learners could decide which video to watch.

The topic of this research is about learners' self-regulated language learning through YouTube in learning English. The researcher analyses the student's perception towards Self-regulated learning through YouTube and its impact, the learner's learning strategies they develop using YouTube as well as the difficulties and challenge they faced during learning through YouTube. Based on the researcher's experience when self-regulated learning, the researcher feels that by

watching video on YouTube is useful in improving English skills (listening, speaking, reading, writing). The researcher can learn many things through YouTube video.

The researcher used qualitative method to investigate and describe learners' self-regulated learning English using YouTube. Every learner has different perception as well as learning style. The perception towards self-regulated learning might be good or bad. So the researcher would like to find out about learners' self regulated language learning especially in learning English through YouTube.

B. LITERATURE REVIEW

- *Previous study*

The study of self-regulated language learning on YouTube has ever been conducted by Wang and Chen (2019). The result revealed that the most highlighted purposes for learning English on YouTube were to explore more learning resources, to seek the attraction of learning English, and to explore cultural knowledge. Moreover, learning English on YouTube was considered to be more flexible, more interesting, and more interactive than formal learning in the classroom. Su, Zheng, Liang, and Tsai (2018) did a research about learners' online self-regulation. The result showed that the intricate relationship between online self-regulation and self-efficacy among the EFL learners, and further highlights the positive role of learners' self-evaluation, environment structuring and goal setting for explaining their English language self-efficacy. Çelik, Arkin, and Sabriler (2012) did a study that aimed to enhance the understanding of language learners' self-regulated use of information and communication technologies (ICT) from the language learning perspective. The results showed that there are no significant differences between the male and female participants' use of ICT for self-regulated learning, and between language levels of the learners. In view of the responses, the learners mostly use ICT to practice listening, vocabulary and writing skills. Kizil and Savran (2019) did a study that examined English as a Foreign Language (EFL) learners' use of ICT tools to self-regulate their language learning outside the formal instructional setting. El-Sakka (2016) investigated the effect of teaching some self-regulated strategies to Egyptian university

students on improving their speaking proficiency and reducing their speaking anxiety. Erdogan (2018) investigated the relationship between students' self-regulations and their language learning strategies. Yot-Domínguez and Marcelo (2017) investigated about how the development of strategies taking place during the aforementioned process could be made easier by using technologies. The participants of the survey were from a sample group with 711 students from various universities located in the region of Andalusia, Spain. The results indicate that university students, even when they are frequent users of digital technology, they tend not to use these technologies to regulate their own learning process. Of all technologies analyzed, Internet information search and instant communication tools are used continually. But there are groups of students who make use of self-regulation strategies when learning with technologies. In this regard, two distinctive groups of students have been identified, who show differentiated self regulated levels. Abadikhah, Aliyan, and Talebi (2018) the aim of this study was to investigate EFL university students' attitude towards self-regulated learning strategies and compare the attitudes of two groups of university students (third and fourth years) in writing academic papers. Johnson (2015) investigated the instruction of self-regulating strategies impact on English Learners' ability to monitor their own learning. Tomak (2017) conducted a research to investigate the self-regulation strategies of students who started their language learning process. Jun (2012) conducted a study that investigated how 5 adult Korean learners of English developed self-regulated learning (SRL) skills to overcome lexical problems in their English writing. Jutrakul (2017) conducted a study to investigate the key strategies of Self-Regulated Learning from High Academic achievers among high-school students between Grade 9 to Grade 11 in Language Arts (English) class. Lai and Gu (2011) surveyed 279 Hong Kong students' use of technologies outside of the classroom to explore how technologies influenced their self-regulation in language learning. They discovered that more than half of the respondents used technology to learn a language for at least four hours weekly.

Based on the previous study above there is a gap concerning students' use of YouTube (not only educational video content). The present study intends to address this gap and provide

some insights into learners' self-regulated use of YouTube for language learning purposes with a special focus on Indonesian EFL learners. This study attempted to enrich our understanding of language learners' self-regulated use of YouTube from language learning perspective. Examining the nature of language learners' selective use of videos on YouTube from on their own to regulate the various aspects of their language learning experience, this study utilized the following research questions to collect data: How is students' perception towards the use of YouTube for Self-regulated learning?

- ***Self-Regulated Learning***

The concept of self-regulated learning (SRL) was introduced In the 1980s and 1990s, to describe the distinctive features of successful learners (Schloemer & Brennan, 2006). SRL attempts to explain how learners can be successful or unsuccessful in an academic context, apart from the advantages or disadvantages they might have in their mental ability, social and environmental background and the quality of schooling (Abadikhah, et all 2018). According to Zimmerman (2002), self-regulation "is not a mental ability or an academic performance skill; rather it is the self-directive process by which learners transform their mental abilities into academic skills". Learning is viewed as an activity that students do for themselves in a proactive way rather than as a covert event that happens to them in reaction to teaching.

Self-regulation refers to self-generated thoughts, feelings, and behaviors that are oriented to attaining goals. According to Zimmerman (2002, p.66), self-regulated learners are proactive in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals and task -related strategies. The learners monitor their behavior in terms of their goals and self-reflect on their increasing effectiveness.

Zimmerman (2002, p.66) stressed the following three characteristics of self-regulated learning:

- First, self-regulation of learning involves more than detailed knowledge of a skill; it involves the self-awareness, self-motivation, and behavioral skill to implement that knowledge appropriately.
- Second, self-regulation of learning is not a single personal trait that individual students either possess or lack. Instead, it involves the selective use of specific processes that must be personally adapted to each learning task. The component skills include: (a) setting specific proximal goals for oneself, (b) adopting powerful strategies for attaining the goals, (c) monitoring one's performance selectively for signs of progress, (d) restructuring one's physical and social context to make it compatible with one's goals, (e) managing one's time use efficiently, (f) self-evaluating one's methods, (g) attributing causation to results, and (h) adapting future methods. A students' level of learning has been found to vary based on the presence or absence of these key self-regulatory processes.
- Third, the self-motivated quality of self-regulated learners depends on several underlying beliefs, including perceived efficacy and intrinsic interest.

b. YouTube

The resource, YouTube.com, is an online video repository in which nearly any digital video file can be stored and exhibited free of charge. Started in February 2005, YouTube hosts videos that are cumulatively currently viewed more than 2 billion times each day ("Timeline," 2011). A report from shows that 90% of 18–24 year olds use YouTube and similar video-sharing sites, 36% of whom watch TV shows, movies, educational videos, and other clips on a daily basis (Jung and Lee, 2015). YouTube is also increasingly used for teaching and learning. Video has long been considered an effective tool for teaching and learning, for example, by Kozma (1994), who showed that combining audio and visual presentations increases the recall of newly learned information and construction of mental models. By enabling students to create, share and comment on learning-focused videos, YouTube engages students in creative and collaborative learning (Lin & Polaniecki, 2009). With so many content uploaded every minute, YouTube is now best known for its user-

generated videos, which include reviews, tutorials, pranks, critiques, and much more (Miller 2017).

C. Method

This study is in a form of a case study. A case study was used in this study to understand student learning experiences. In case study allows researchers to examine cases or phenomena in a real-life context. Merriam (2001, p. 19) states that case study design focuses a researcher on “the process rather than outcomes, in context rather than a specific variable, in discovery rather than confirmation”. A researcher presents an explanation of why and how something is taking place and provides an interpretation of what is seen, heard, and understood. The focus is on identifying and interpreting patterns of learners’ responses as a result of their own knowledge and experiences (Creswell, 2009).

Participants

The participants of this study were university students in Surakarta, majoring in English Education. The study involves 12 students, 6 undergraduate students and 6 postgraduate students (Table 1). The participants of this research are purposively selected based on some criteria. the participants in this research they are familiar with YouTube and at least in day they use YouTube for about four to five hours (Table 2).

Table 1

GRADES	SEMESTER						
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
UNDERGRADUATE			1		1		4
POSTGRADUATE				6			

C. PROCEDURE

Data collection

The data of this research based on the responses of the participants to the questionnaire adapted from Lai Gu, 2011. The questionnaire consisted of two sections. The first section asked about demographic information and the learners’ access of YouTube. The second

section was Self-Regulated Language Learning Scale (SRLLS) that involved Likert-scale questions. The items were on a seven-point scale ranging from strongly disagree to strongly agree. The six parts of the section respectively are as follows: Goal Commitment, Affect, Social Connection, Resource Regulation, Metacognitive Skills, Culture Learning and their relationship with the use of YouTube.

D. DATA ANALYSIS

In this study, the researcher used technique of data analysis based on Miles and Huberman (1994) cited Sugiyono (2014: 247-252) which is involving three steps: data reduction, data display, and conclusion drawing/verification.

- **Data Reduction**

The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choose the basic things, focusing on important things, look for themes and patterns

- **Data Display.**

A data display is an organized, compressed assembly of information that permits conclusion drawing and the action (Miles and Huberman, 1994). In the process of the reducing and displaying the data, it was based on the formulation of the research problem.

- **Drawing conclusion/Verification**

The third step drawing conclusion and verification. From the start of data collection, the qualitative analysis is beginning to decide what things mean is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions (Miles and Huberman, 1994).

E. FINDINGS AND DISCUSSION

The first part of the survey included items asking about the demographic features of the participants, their grades and semester. Accordingly, 50% of the participants were

undergraduate students and 50% were postgraduate students (Table 1). Regarding how many hours in a day they use YouTube, most of the students at least using YouTube 4 hours in day. See table 2 below.

Table 2.

1-2 Hours	3(25%)
3-4 Hours	5(41.7%)
5-6 Hours	4(33.3%)
7-8 Hours	
More than 8 Hours	

As seen in Table 2, 25% of the participants use YouTube 1-2 hours in a day while the majority of the students use at least 4 hours in a day and 33% of the students use it 5-6% hours in a day. The data above showed that actually many hours the spent in day to use YouTube. There are many video content that they watch in a day to learn English. In learning English the more exposure the students get from YouTube the better. Molnar (2013) stated that more exposed to English are more proficient in English. YouTube video is an interesting media which gives the students better exposure toward the aspects of speaking skill (Wayan, 2017).

EFL Learners Use of YouTube to Regulate Language Learning In order to understand how participants perception about the use YouTube tools for Self-regulated language learning purposes, which is the major focus of this investigation, the survey items were analyzed over six factors: Goal commitment, Affect, Social Connection, Resource Regulation, Metacognitive Skills, and Culture Learning. In the data collection instrument, the term YouTube tools were explained to the participants that all types of video content on YouTube as long as in the video uses English. This study was not limited on education video only. So the students were provided with an explanatory statement placed at the beginning of the survey which included example YouTube video content to make sure that they understood what was meant. Table 3 displays EFL learners' perception towards the use of YouTube for goal commitment purposes within self-regulated language learning context.

Table 3
Perceptions towards Goal Commitment and YouTube

GOAL COMMITMENT	SA	A	U	D	SD
YouTube is important sources to maintain my interest in achieving my language learning goal	2(16.7%)	3(25%)	7(53.8%)		
I believe YouTube can help me persevere in reaching my ultimate goal in learning the language.	2(16.7%)	5(41.7%)	5(41.7%)		
I believe YouTube can help me achieve my language learning goals more quickly and efficiently.	2(16.7%)	4(33.3%)	6(50%)		

Goal commitment is one of the characteristics of self-regulation and directly affects motivation of learners (Zimmerman, 2000). A force to accomplish goals and a commitment to set goals are among the characteristics of students in SRL (Pintrich, 2004). As seen in Table 3, majority of the students expressed their positive perception towards the role of YouTube as a tool in committing goals in their language learning process. This finding is reliable with the findings by Şahin-Kızı1 (2016) stated that learners possess positive engagement with ICT tools for goal commitment. As well as Lai and Gu (2011) who reported students' positive engagement with technology for goal commitment regulation. Based on this finding, it could be claimed that YouTube is a significant source for learners to reach their goals in learning language more quickly and efficiently.

Table 4

Perceptions towards the Use of ICT for Affective and Resource Regulation

AFFECTIVE	SA	A	U	D	SD
When I feel bored with learning the language, I use YouTube to decrease the boredom and increase the enjoyment	6(50%)	5(41.7%)	1(8.3%)		
I use YouTube to make the task of language learning more attractive to me	2(16.7%)	6(50%)	4(33.3%)		

I feel YouTube effectively maintain my interest and enthusiasm in learning the language	3(25%)	6(50%)	3(25%)		
When I start to resist learning the language, I use YouTube to help myself regain the interest and enthusiasm in learning	2(16.7%)	7(58.3)	3(25%)		
YouTube helps to make my language learning a relaxing process	3(25%)	7(58.3)	2(16.7%)		
YouTube make me enjoy learning the language more	3(25%)	8(66.7%)	1(8.3%)		
I use YouTube to increase the time I spend on learning the language	3(25%)	5(41.7%)	4(33.3%)		

RESOURCE	SA	A	U	D	SD
When I feel I need more learning resources in the language, I use YouTube to expand my learning resources	4(33.3%)	5(41.7%)	3(25%)		
I use YouTube to expand my learning experience outside the language classroom	2(16.7%)	8(66.7%)	2(16.7%)		
I use YouTube to create and increase opportunities to learn and use the language	2(16.7%)	7(58.3%)	3(25%)		
I use YouTube to seek learning resources and opportunities to help achieve my language learning goals	2(16.7%)	7(58.3%)	2(16.7%)	1(8.3%)	
I search for attractive language learning materials and experience delivered via YouTube	2(16.7%)	8(66.7%)	2(16.7%)		

Affective regulation is considered among the important factor of self-directed language learning. Vrugutand Oort (2008) note that self-regulated learning is closely linked to affective factors such as willingness to make an effort and persistence. As can be seen in Table 4 above, students have a very positive perception towards the use of ICT tools for affective and resource regulation. More than half of the students stated that they relied on YouTube whenever they needed extra materials in learning language (78%) This finding confirms that YouTube could provide materials for the learner especially in English learning. Additionally, up to 83.4% of the students stated that they used technology to

expand their learning outside the school, which lends further support to the idea that YouTube as a tool are effective in constituting a learning space for out-of-class activities (Lai, 2013). Another significant component of SRL is considered to be social connection and culture learning regulation (Lai & Gu, 2011; Zimmerman, 2000).

Table 5
Perceptions towards the use of ICT for Metacognitive Regulation

METACOGNITIVE	SA	A	U	D	SD
I know how to use YouTube to effectively monitor myself to achieve the learning goals at each stage	2(16.7%)	4(33.3%)	6(50%)		
I plan learning tasks and relevant materials to do outside of school that involve the use of YouTube	3(25%)	4(33.3%)	5(41.7%)		
I adjust my language learning goals using YouTube.	1(8.3%)	5(41.7%)	6(50%)		
I am satisfied with the way I use YouTube to help myself continue in reaching my learning goals.	2(16.7%)	5(41.7%)	5(41.7%)		
I set sub-goals for the next stage of learning in the light of how much I can understand and produce when using YouTube to acquire information or communicate with others	2(16.7%)	4(33.3%)	6(50%)		
For the areas that I'm weak in, I know how to select and use appropriate YouTube channels to improve the areas	2(16.7%)	5(41.7%)	5(41.7%)		

Metacognitive regulation is characterized by such strategies as planning, monitoring, and evaluating one's learning activities and using selective attention (McDonough, 2001). Based on table 6 above showed that EFL students perceive the role of YouTube for metacognitive regulation is quite positive but not as important as affective and resource regulation. Almost half of the participants are uncertain about the use of YouTube as a tool for monitoring their learning process. It means that students need more support and encourage. This support could be in the form of providing information on metacognitive strategies, on ICT resources and guidance on how to select and use technology tools while learning language outside the school setting.

Table 6

Perceptions towards the use of ICT for Social Connection and Culture Learning Regulation

SOCIAL	SA	A	U	D	SD
I use YouTube to connect with native speakers of the language	1(8.3)	7(58.3%)	3(25%)	1(8.3)	
I use YouTube to connect with peer learners all over the world	1(8.3)	3(25%)	6(50%)	2(16.7)	
I use YouTube to seek encouragement and support from other learners of the language around the world	1(8.3)	2(16.7)	7(58.3%)	2(16.7)	
CULTURE	SA	A	U	D	SD
I use YouTube to seek answers to my questions about the language and culture	1(8.3%)	7(58.3%)	4(33.3%)		
I use YouTube to help myself understand and appreciate the target culture better	2(16.7%)	8(66.7%)	2(16.7%)		
I use YouTube to help myself to increase my ability to interact with the target culture	2(16.7%)	7(58.3%)	3(25%)		

Based on the Table 6, the learners indicated that even though they use YouTube as a source for learning, they seem to have a quite less positive perception towards the use of YouTube to improve their social relationships but they have quite good perception towards culture learning regulation to learn the target culture. One of the participant had a disagreement on the use of YouTube to connect with native speakers (8.3%) and two other learners of the target language around the world (16.7%) and to seek encouragement and support from other learners (16.7%). Meanwhile for culture regulation there is no disagreement rather that the participants mostly strongly agree and agree. Only few participants are uncertain about the role of YouTube as culture regulation.

F. CONCLUSION

Adopting Self-regulated language learning as the theoretical framework to understand the students' perception towards the use of YouTube in their English learning, this study has found that participants in this study are using YouTube as a tool to regulate different aspects of their language learning process outside of the classroom. Moreover, students showed positive engagement in using YouTube in their learning for goal commitment, affective regulation and resource regulation, but they hold less positive attitudes towards using

technology for social learning activities. Last remarkable finding of the study is in the category of metacognitive regulation: most of the participants' less positive in monitor their learning processes or plan tasks for language learning implies that they are not aware of the significance of the metacognitive strategies for language learning.

In addition the findings of this study are provide an overview of students' perception on the use of YouTube to regulate their learning showed that learning using YouTube can be beneficial to improve English skills. In addition, learning English through YouTube is considered to be more fun, interesting, and flexible than formal learning in the classroom. Through this research, educators and students are expected to be more aware of the benefits of using technology to learn English. So the quality teaching and learning will be improved.

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