

YouTube and English Learning: Transformative Impact on Self-Regulated Learning Competencies

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Abstract

The awareness of learning English has risen not only on students but also general community. However, expecting to master English merely relies on classroom learning or formal setting are considered not sufficient. Therefore, more English learners both students and public figured out how to study by themselves. The emergence of YouTube has changed the way people learn English. The various kinds of videos and their flexibility of access raised their awareness to learn English individually. It is a qualitative study. The data were analysed based on (Miles et al., 2014) theory. The researchers interviewed three participants to collect the data. They were selected based on the criteria managed by the researcher. This study used three competencies of self-regulated learning (SRL): cognitive, motivation and metacognitive. This study found that YouTube positively impacted SRL. The participants proved that YouTube helped them to understand English better, made their learning fun and enabled them to reflect their English competence.

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INTRODUCTION

The importance of having foreign language skills, such as English, has been recognized by many people. The appearance of social media has helped them learn English (Li, 2017) as cited in Ghimire, (2022). It helps learners with limited time access in the classroom, public who need more time to follow courses or formal learning, lack of practice, pricey books, and courses, etc. Therefore, the accessible and flexible learning platform plays a significant role in helping them gain knowledge (Gomes et al., 2021). Besides, the last Covid-19 pandemic forced people to keep engaged to develop their skill at home. The pandemic transformed people's traditional learning to online platform (Putri et al., 2022).

Currently, information technology (IT) is increasing rapidly, especially in Internet access. Everyone can now easily access knowledge from their personal computer or phone. Nowadays, there are a lot of social medias available, such as Facebook, Instagram, YouTube, Twitter, etc. Some of them provide educational content. However, YouTube considered as widely used media by language learners (Toleuzhan et al., 2022). They can set themselves from learning time, needs, interests, and channels to genres as they want. (Chien et al., 2020) as cited in (Theresia et al., 2023) stated that now everyone can see and post videos for free on YouTube. Therefore, various contents with different themes are highly likely to be found. One of them, YouTube, provides educational content opportunities in addition to digital enjoyment (Srinivasacharlu, 2020). In addition, according to (Hadijah, 2016), YouTube videos help motivate people to learn languages. Students are more motivated to learn, develop creativity, gain new experiences, and gain understanding of different cultures. As a result, learners can freely set their own learning time, materials, language skills, etc. Lee (2019) as cited in (Toleuzhan et al., 2022) interprets this thing as informal digital learning of English (IDLE), which goes as autonomous learning, self-directed using a variety of digital technologies such as smartphones, social media, and internet sites to learn and practice English.

This individual learning is called self-regulated learning (SRL). It is defined as people's ability to independently and proactively engage in self-motivating and behavioural processes that increase goal attainment (Dabbagh et al., 2015), such as learning. More specifically, SRL is people's ability to know what they need to achieve and what steps they should take to set goals. SRL plays an essential role for learners because one of the education goals is to stimulate the learners' problem-solving. Furthermore, SRL can be integrated into internet resource usage. The introduction of Internet resources makes the learning process not only easier but also more enjoyable. The world's speed changes highlight the influences and impact of technology in all learning components (Al-Adwan et al., 2013).

In addition, the term self-regulated learner is related to SRL. People put a lot of effort to control their cognition, and they also use strategy in resource management to control their learning (Pintrich, 1999). They approach educational tasks with confidence, diligence, and resourcefulness (Zimmerman, 1995). They are always aware when they know the facts or have skills and when they do not. They also always try to find out or seek information when it is needed and take the necessary steps to master it. When they face problems or obstacles, they always find a way to succeed. Individuals who are self-regulated in their learning appear to achieve more positive learning outcomes than individuals who do not exhibit self-regulated learning behaviours (Barnard-Brak et al., 2010).

In addition, there are many models derived from a variety of different theoretical perspectives. However, almost all models that focus on the critical aspect of self-regulated learning assume that SRL is the ability of students to use their cognitive, motivational and metacognitive strategies to control and regulate their learning (Pintrich, 1999). These three strategies lead the learner to be a self-regulated learner by providing the steps to achieve the goal as cited by (Covington, 2012) in Schunk & Zimmerman:

“Self-regulation describes the cyclical process whereby self-regulated learners are characterized as active participants who efficiently exercise control of their own learning in many different ways, to include: (a) establishing productive work environment and using resources effectively, (b) organizing and rehearsing information to be learned, (c) seeking help when they do not understand, (d) holding positive motivational beliefs about their capabilities and the value of learning, and (e) being open minded about factors that influence learning.”

Previous studies have been conducted on similar topics in learning English by using YouTube, supporting self-regulated learning. (Hung-Chun Wang & Cheryl Wei-yu Chen, 2020), their study found that students utilize YouTube to find out various English material resources, attractive English learning, and explore English cultural knowledge. However, YouTube was considered to have a need for a more positive impact on improving their English skills and preparing for their exam. Therefore, the researchers suggest that it will be better to have balance inside and outside of classroom.

Furthermore, Sakkir et al., (2020) conducted a study investigating the perception of the first semester English department students at Universitas Negeri Makassar about the role of YouTube in their language learning. The study found that the majority of students had a positive perception that YouTube played was a helpful tool for them to learn English and complete their assignments. Additionally, they

showed more interest in learning English to increase their language proficiency after utilizing YouTube.

Fadhilah et al., (2020) investigated English Foreign Learning (EFL) for higher education students' perception of using YouTube to encourage their SRL. She found that the students showed a positive perception that YouTube was considered a learning tool outside the classroom. However, they also showed negative results that understanding YouTube could be used as their social learning activity. This means that they needed to realize the importance of metacognitive strategies in their English learning process.

Based on the above explanation, the research has been conducted for students who learn English formally, specifically those who are university students. However, the researchers of this study realized that English is not only learned formally by students at school but also by the public. Today, more people are aware of the significance of learning a foreign language as a soft skill, especially English. Therefore, this study is investigating the role of YouTube in people's self-regulated learning awareness on three SRL components: cognitive engagement, intrinsic motivation and metacognitive self-reflection. It also contributed to the development or as the alternative ways of studying English independently not only for students but also for the public. Hence, the research question of this study was: How does YouTube encourage people's self-regulated learning (SRL)?

METHOD

This study was conducted under a qualitative design called interpretative research in which participants often engage in a prolonged and intense experience with the researchers (Creswell, 2009). The researcher then formulated an interview guide as the instrument. The interview questions were written in three constructs included in SRL (cognitive, motivation and metacognitive) as proposed by Pintrich (1999). They consisted of seven questions: three questions observing participants' learning experience in using YouTube, while the rest of the questions were related to three self-regulated learning components. Three experts have validated these questions.

Additionally, (Miles et al., 2014) was used as data analysis, which involves data collection, data reduction, data display, and conclusion. To begin with, the researchers collected the data from the participants, and then they were reduced by selecting the primary data. Afterward, the data display served as the findings in the discussion. Finally, meaning and interpretation are given to the result to conclude.

Furthermore, the researchers conducted one-on-one interviews with the participants in collecting the data. The researchers selected three participants that met the criteria for this study: they have utilized YouTube to learn English individually

for at least six months, they must be aged more than 20 years old, and they could be from the public or university.

The researchers found three participants for this study. All of them have stated their agreement to be involved in this study. Two of them were from the public (male and female), while another person was a university student (female). From the public, the researchers found that they utilized YouTube in their English learning three years ago, and they accessed it regularly. In addition, the university student used YouTube for more than three years, and she also watched it on a daily basis to learn English.

RESULTS

There were three participants in this study contacted through a phone call. The interviews were recorded and then transcribed for further analysis. The Participants are labelled with P1, P2 and P3. There were seven questions divided into two categories. Four questions aimed to observe participants' experience in utilizing YouTube to learn English. Meanwhile, the remaining three questions consisted of three components about SRL of YouTube utilization to learn English.

The researchers started the question by asking about participants' preferred channels.

Table 1: Question 1

1 st Question	Participants	Responses
"What kinds of channels do you watch?"	P1	"Talk Show and Entertainment"
	P2	"News and Talk Show"
	P3	"Personal Daily Vlog, News, Talk Show, Specific English Topics and Entertainment"

For the first question, the three participants gave different answers. The first participant said that he likes to watch *Talk Shows* and *Entertainment*. In addition, the second participant chose to fill his free time by watching *News* and *Talk Show*. Different from the previous participants, the third participant added two more channels to watch, such as *Personal Daily Vlog* and *Specific English Topic*. Even though these three participants gave three different answers depending on their respective interests, all participants chose *Talk Show* as an alternative channel that could be a learning medium to improve their English skills. They show similar interest in watching talk shows, followed by entertainment and others.

Then, the interview questions continued to confirm whether the participant subscribed to the YouTube channels or not.

Table 2: Question 2

2 nd Question	Participants	Responses
	P1	"I subscribe to the channels to always get notifications of every newly uploaded video."

<i>"Do you subscribe to the YouTube channels you watch?"</i>	P2	<i>"I can't subscribe to the channels because I often use my office's personal computer to watch YouTube. Besides, I have good Internet access from my office and it's free".</i>
	P3	<i>"I subscribe to channels because I believe my English skills will improve by learning from the channels."</i>

Table 2 describes the first and the third participants showed a positive response by subscribing to the channels. The first participant said that she subscribed to the channel as she wanted to be updated about her learning channels. Additionally, the last participant had a strong enthusiasm about her English learning progress from the channels. The third participant believed that subscribing to the channel would improve her English skills, especially from the specific English channel.

In contrast, the second participant gave the opposite answer. He could not subscribe to the channels because he did not utilize his gadget to study English from YouTube. He uses the office's personal computer, which prevents him from subscribing to any channel. However, he can access the channel at any time as it has good internet access and is free. The researchers figured out the participants' interest in continuing to utilize YouTube to learn English.

Table 3: Question 3

3rd Question	Participants	Responses
<i>"Will you continue to utilize YouTube to learn English?"</i>	P1	<i>"Yes, I will."</i>
	P2	<i>"Yes, sure, I will."</i>
	P3	<i>"of course"</i>

Table 3 describes all participants have agreed to keep using YouTube as a medium for learning English in the future.

Cognitive

The researchers confirmed how YouTube could assist their learning.

Table 4: Question 4

4th Question	Participants	Responses
<i>"How does YouTube help you to learn English?"</i>	P1	<i>"by studying on this channel it helps me to understand the correct pronunciation of words like native speakers and makes it easier to remember vocabulary without memorizing the materials."</i>
	P2	<i>"I read the motto that 'practice can make our English fluent'. Based on that motto, I try hard to listen, read and also write everything about English every day. So, I have become familiar</i>

P3	<p><i>with English. Because of that I choose YouTube as a tool to learn English".</i></p> <p><i>"I like studying through YouTube. It attracts me to keep watching English videos. Later, I feel that YouTube helps me to improve my listening skill".</i></p>
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Table 4 describes all participants utilized YouTube to learn English on specific, detailed competencies such as pronunciation and language skills like listening, reading, and writing. The first participants had an interest in learning words and pronunciation and were willing to speak near natives. The second participant pushed himself to learn three skills in English: listening, reading, and writing. He watched videos on YouTube and tried to listen to the words uttered by the speakers, and then he repeated the words spoken over time. He also learned how to read texts in English. For instance, he watched videos about how to read in English. After watching them, he read them out loud by imitating the intonation, stressing, and pronunciation. The last participant learned a lot regarding listening skills on YouTube. She found herself having an issue with listening. Therefore, she watched many videos on YouTube to develop her listening skills in English.

Motivation

The researchers investigated participants' motivation to learn English by utilizing YouTube.

Table 5: Question 5

5 th Question	Participants	Responses
<i>"How does YouTube motivate you to learn English?"</i>	P1	<i>"I am interested in the way it is presented. The materials are explained in detail, clearly, provided with pictures not just texts. The presenter shows pictures that raise my interest in learning".</i>
	P2	<i>"I am motivated to watch YouTube channels because they contain information about the latest issues, like politics, science and news from western. In which, I considered that western countries are known as developed countries while my country has not reached that level yet. So, I want to compare the news from abroad to mine and sometimes I predict correctly about the gap between them. And for the bonus, I can learn English as a benefit".</i>

P3	<i>"I like the lessons provided on YouTube. They make me continue to watch, and I feel that this activity helps to improve my listening skills."</i>
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Table 5 describes YouTube motivated the participants for several reasons. The first participant said that YouTube helped her English learning by providing a brief and detailed explanation of the lesson. Another reason was that she was impressed with the visual effects on the screen. She preferred learning when the speakers explained the lesson with pictures. Different themes shared on YouTube served as inspiration for the second participant. He had a wide-ranging interest in watching videos that would not be possible if he had learned English in a formal setting. Therefore, he pointed out that YouTube provided him with flexible learning and that he could select the videos based on his interests. For this reason, his motivation to learn English individually through YouTube has increased. The last participant was motivated to master her listening skills by learning from YouTube.

Metacognitive

The researchers inquired about participants' ability to reflect their English learning on YouTube.

Table 6: Question 6

6 th Question	Participants	Responses
	P1	<i>"I often experience errors in pronunciation, so that the person I am talking to always misunderstands what I am talking. So, I try to learn to improve my pronunciation of the vocabulary one by one like a native speaker. This is my way of studying on YouTube to improve my vocabulary pronunciation. I realize my weakness in pronouncing the words. By watching YouTube, I know the mistakes I made and it enables me to correct myself".</i>
<i>"How does YouTube supervise you to learn English?"</i>	P2	<i>"I am motivated to watch YouTube channels because they contain information about the latest issues, like politics, science and news from western. In which, I considered that western countries are known as developed countries while my country has not reached that level yet. So, I want to compare the news from abroad to mine and sometimes I predict correctly about the gap between them. And for the bonus, I can learn English as a benefit".</i>
	P3	<i>"By watching videos discussing specific English materials like tenses, structure, idiomatic</i>

expressions, etc. Then, I know my mistakes when I use English. In the future, I hope I can improve my English by correcting myself little by little".

Table 6 describes every participant realized their weakness in learning English. The first participant realized that she made many mistakes when pronouncing vocabulary in English. However, the participant immediately realized that she had to correct the pronunciation errors. Every time she makes a mistake, she will immediately correct it by going back to YouTube and looking for the vocabulary she meant, playing the video, listening carefully, and pronouncing it again according to the words he heard. Meanwhile, the second participant considered listening to be his issue. The last participant encouraged herself to increase her English in terms of grammatical issues and language used.

Based on the participants' answers, they showed that they solved their English problem through YouTube. It can be concluded that YouTube could be a solution to their issue. This study figured out that people have had a personal awareness of studying English. They realized that the importance of learning English is unprecedented in many aspects of their life. For instance, it is essential for school graduation, applying for scholarships, career development, etc. They must meet the European Framework of Reference for Languages (CEFR) level (Savski & Prabjandee, 2022). Therefore, this situation raises their will to learn English individually. One of the popular ways to learn English on their own is by utilizing YouTube as a tool. This self-learning is known as self-regulated learning (SRL).

The participants showed a high interest in watching talk shows followed by entertainment, news, personal daily vlog, and specific English topics. The wide range of videos provided on YouTube opened the opportunity for the participants to learn English from many perspectives. Additionally, it also gave them flexibility to learn English based on their interest and needs (Gracella & Rahman Nur, 2020). Some of them even subscribed to their favourite channels so that they knew when updated videos were uploaded. Moreover, they all showed enthusiasm to continue their learning English using YouTube. It showed that they acquired positive impacts of YouTube.

Additionally, the participants revealed positive impacts on three SRL constructs. The participants learned English from YouTube to increase their cognitive competence, like trying to understand words and skills in English. The first participant took advantage of YouTube to learn how to pronounce words correctly. Additionally, she aimed herself to be able to speak near-native. Furthermore, she also added that she faced difficulties memorizing words in English.

Nevertheless, YouTube could help her increase her vocabulary by providing pictures and videos (Kabooaha & Elyas, 2018). Meanwhile, the second and third participants wanted to increase their language skills in English, such as listening, reading, and writing. According to their answers, YouTube videos helped them learn those skills. The second participant preferred to challenge himself to listen to the videos, then read them and rewrite what he had heard. It clearly showed that YouTube could assist his self-learning. The last participant utilized YouTube to stimulate her listening skills. She admitted that when she listened a lot on YouTube, it increased her listening.

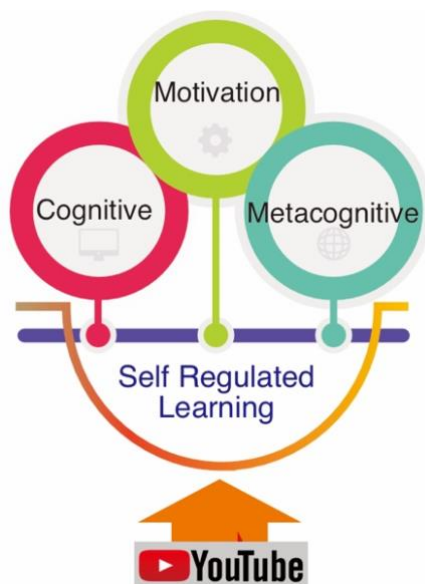


Figure 1. YouTube in Developing Self-Regulated Learning Finding

Furthermore, YouTube motivated participants in different ways based on their very personal reasons. However, it positively impacted them to learn English by utilizing YouTube. Shih et al., (2019) expressed that online learning permits learners to be effectively included by self-regulating and persuading themselves to have a readiness to attain learning objectives and get fulfilling learning results. The participants also added that YouTube provided videos that attracted their interest (June et al., 2014). For instance, it showed pictures that made learning fun, and it presented current issues both locally and globally with various topics and exciting learning materials. These made them continue watching as well as keep on their English learning. They can select their individual needs in learning that are impossibly found in a formal learning setting. Therefore, it increased their motivation because of its exciting videos, topics, and materials.

The participants could measure their weaknesses in English and try to find the solutions themselves. Some of them knew it based on their personal experience. For example, the first participant discovered her problem in English was in her pronunciation. She said that many of her friends could not understand her when she

talked in English. So, she watched YouTube to learn and try to correct it. Based on her personal experience, YouTube has benefited her pronunciation learning. According to a study conducted by (Al-Jarf, 2022), found that students can select their YouTube Pronunciation Videos (YTPVs) and study the pronunciation in more detail. Other researchers (Martinsen et al., 2017; Purnamasari, 2018; Tseng & Yeh, 2019) also mentioned the advantages of pronunciation learning by utilizing YouTube.

The second participant realized his lack of English exposure, which he considered a significant point in learning a foreign language. Therefore, he utilized YouTube to normalize English to his ear by listening to the videos almost every day. Hung-chun Wang & Cheryl Wei-yu Chen, (2020), pointed out in their study that individual learning through YouTube can lead a person to acquire the language along with the culture. This helps his learning to feel the English learning authentic experience. The last participants figured out their mistakes in English and found their corrections through YouTube. YouTube helped the participants to reflect on their learning. Dewey (1910) as cited in Marica (2015) as cited in (Sari et al., 2020) believed that learners are not merely learn through the process, but they also supported by the reflection.

The novelty of this study was lining the development of today's English that is not merely studied formally by students as the compulsory subject but also by public. So, the importance of being skilful in English is required in many aspects. The high demand of English rises a strong desire to learn English that people need to be able to find their own motivation, manage their time, and reflect their learning process that supported by the SRL regulation.

CONCLUSION

This study concluded that YouTube was considered a tool to develop people's individual English learning. They found that the materials offered on YouTube were more interesting. Also, the videos were available in several genres and discussed many topics. It showed that YouTube positively facilitated participants' English learning. In line with this, YouTube allowed the participants' assistance to support their English learning, especially on the three SRL components. In cognitive aspects, they viewed YouTube made their learning more accessible and flexible. Furthermore, it increased their self-motivation to learn English. Finally, the participants believed that they could reflect their English competence with the help of YouTube. They were capable of analysing their mistakes in English and successfully found the solution on YouTube.

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