

CHAPTER I

INTRODUCTION

This chapter explains a set of rationalizations concerning the study starting from the background of the study, the rationale of the study, the urgency of the study, the formulation of the problem, and also the objective of the study.

1.1 Background of the Study

Nowadays, technology has influenced many aspects of education. With the recent advancements in technology, the context of education, particularly English teaching and learning, is no longer limited to the classroom. English learning does not only include classroom learning experiences with instructions and guidance from the teachers, but also it can take place outside the classroom independently. It relates to informal English learning outside the classroom. According to Stickler & Emke; Kalaja et.al cited in Wang & Chen (2019), informal learning is linked to lifelong learning that the learners are portrayed as autonomous learners who actively find out learning tools, resources, and opportunities in their environment. Moreover, with the recent technology, language learners can engage themselves to find and determine the tools and resources for their own learning.

Technology advancement is also closely related to the internet. With internet access, the learners can go online, and they are able to find various online language materials from various websites easily. It will help the learners to find out a lot of fun and effective learning resources to support their language learning based on their needs. One of the most popular site is YouTube. YouTube is an online site that was launched in 2005, and it allows the users to upload and comment on videos, which are subsequently seen by other internet users (Benson 2015). On YouTube, the users can watch a lot of kinds of videos, such as music, film, vlog, tutorials, education videos, and many others.

Instead of being passive viewers, there are many YouTube users who try to produce their own YouTube content or videos. These content producers are called YouTubers. In the context of English learning, there are many YouTubers' English-

teaching channels that provide language learning videos that can be used as resources to support English learning independently outside the classroom, such as English with Lucy, Learn English with Gill, Speak English with Vanessa, Asad Yaqub, etc. These YouTubers attempt to establish themselves as English teaching instructors by uploading English learning videos regularly on their YouTube channels. Thereby, YouTubers' English-teaching videos on YouTube have the potential as a language learning resource for English as Foreign Language (EFL) learners.

The advantages of YouTube with all the videos that are provided, especially YouTubers' English-teaching videos can build and support language learners' awareness of self-regulated learning (SRL) outside the classroom. The SRL is closely associated with learner autonomy (Oxford, 2015; Wang & Chen, 2019), which emphasizes learners' responsibility for their own learning. YouTube, as representative of technology can make it easier for learners to conduct their own learning outside the classroom.

Studies have shown the use of technology to advance EFL learners' SRL. According to the previous study conducted by Kizil and Savran (2016), self-regulated language learning using information and communication technology (ICT) tools by EFL learners outside the classroom has positive results. The results showed that language learners have a good attitude toward using ICT tools for goal commitment, affective control, and resource management in their learning activities outside the formal learning setting. Another study conducted by Zheng, Li, and Chen (2016), which purpose to examine the effectiveness of mobile self-regulated learning approach in the undergraduate setting. By using experimental group approach, the results showed that using mobile self-regulated learning strategy improved learners' learning achievements and self-regulated learning skills significantly. Moreover, the learners perceive this system is useful and effective for their learning than the traditional ones.

Apart from the previous research, the writer, who is also a YouTube user, often spends the leisure time watching some videos, including YouTubers' English-teaching videos on this platform. It does not only happen in the writer's life but also

in the people's surroundings, such as friends and family. Based on the writer's experience, watching YouTubers' English-teaching videos is useful in learning English. It can help the writer deal with some learning difficulties in the classroom, and it can support language learning outside the classroom. Besides that, many YouTubers' English-teaching videos are attractive, so they cannot make the learning process outside the classroom monotonous. Moreover, it also can be watched repeatedly anytime and anywhere.

Considering the benefits of technology usage in successful self-regulated language learning, the study focuses on the use of a specific platform, namely YouTube as a representative of digital media technology, which has abundant language learning resources, including YouTubers' English-teaching videos. The writer is interested to investigate how EFL learners use the YouTubers' English-teaching videos to promote their self-regulated learning (SRL) outside the classroom. As well as how EFL learners perceive the differences and similarities between learning English from YouTubers' English-teaching videos outside the classroom and learning English in the classroom. According to the previous study conducted by Zheng et.al (2016), there is the difference between language learning using technology-mediated learning and traditional ones.

In addition, there are still few studies that examine the use of a variety of YouTubers' English-teaching channels or videos in promoting self-regulated learning of Indonesian EFL learners outside the classroom context based on their experiences. Therefore, this present study attempts to investigate the experiences of Indonesian EFL learners in learning English from YouTubers' English-teaching videos to promote self-regulated learning (SRL) outside the classroom context and how they perceive the differences and similarities between learning English from YouTubers' English-teaching videos outside the classroom and learning English in the classroom. Since the topic is important to know in order to give information about the use of YouTubers' English-teaching videos that language learners can explore in advancing their self-regulated language learning.

1.2 Rationale of the Study

This present study entitled "Learning English from YouTubers to Promote Self-Regulated Learning: A Case Study". Learning English from YouTubers is defined as language learning that deals with the use of the YouTubers' English-teaching videos on the YouTube platform as its learning resource. According to (Jackman, 2019; Maziriri, et.al, 2020), YouTube is one of the most recent e-resources that may be employed in higher education. YouTube is regarded as the most popular video website with many benefits. The learners can watch a number of language learning videos in their learning process. Interestingly, there are many YouTubers who produce English learning videos on their own channels so that it can make language learners more easily find various language materials or resources based on their learning needs.

Self-regulated learning is an independent learning process related to the learners' autonomy, in which they can find the learning resources and regulate their own learning process. In addition, self-regulated learning (SRL) is an active and productive process, which the learners formulate their goals, manage, regulate, and control their cognitive ability, motivation, and behavior in the context of their learning environment (Pintrich, 2000; Seker, 2015; Urmilah, Miftakh, & Ridwan, 2021). Self-regulated learning can be a learning strategy for promoting learners' lifelong learning and allowing learners to maximize their own learning opportunities.

Utilizing YouTubers' English-teaching videos on the YouTube platform in self-regulated learning outside the classroom becomes an effective way for language learners in upgrading their language knowledge and skills. Research shows that learners used YouTube to enhance their language abilities and outside-of-class experience, especially in terms of independence and cultural competencies (Balcikanli, 2011; Mazariri, Gapa, & Chucu, 2020). In line with Rajendran and Din (2021), which stated that YouTube is the place where the learners can watch the online tutorial in English language learning and allows them to revise, recall, and relearn at their comfort. Furthermore, there are many professional language instructors and YouTubers who provide online courses freely for English language

learning on YouTube. It can be a resource in self-regulated learning outside the classroom. Therefore, these YouTubers' English-teaching videos can promote a clear understanding among language learners.

Learning English from YouTubers' English-teaching videos is appropriate to use in promoting self-regulated language learning outside the classroom. Moreover, study conducted by Urmilah et.al (2021) stated that YouTube-mediated English learning is more enjoyable while the classroom formal learning that is stricter. This is the example aspect of the difference between learning English from YouTube videos and learning English in the classroom, which in Wang & Chen (2019), the differences both of them can provide information on the reasons that motivate EFL learners to watch YouTubers' English-teaching videos in learning English outside the classroom. It will be an interesting topic in language learning because it highlights the learners' awareness and responsibility in conducting their own learning. Focusing on the Indonesian EFL learners' context, the study attempts to enrich in-depth information about learning English from YouTubers' English-teaching videos to promote self-regulated learning from Indonesian EFL learners' experiences and how they perceive the differences and similarities between learning English from YouTubers' English-teaching videos outside the classroom and learning English in the classroom.

1.3 Urgency of the Study

In recent years, YouTube has grown as the most popular site to watch a wide range of video in many aspects of life. YouTube is not only used as an entertaining platform, but also it can be used as an educational platform to fulfill learning needs. Therefore, education nowadays also utilizes YouTube use as a learning resource. In terms of English language learning, YouTubers' English-teaching videos are an appropriate alternative to be language learning resources for self-regulated language learning strategies outside the classroom.

Several studies have been conducted which are related to the use of YouTube in English learning. Maziriri, et. al (2020) explored students' perceptions of the use of YouTube as an educational tool for learning and tutorials in formal learning. The

study found that students had a positive attitude toward the use of YouTube in a formal learning environment. Al Jawad and Mansour (2021) conducted a study regarding the significance use of YouTube as an academic tool to enhance learners' listening ability in Libyan universities settings. The findings revealed that Libyan learners are interested in enhancing their listening ability by using YouTube videos. It also showed that Libyan EFL learners had a positive attitude regarding the use of YouTube in enhancing listening ability and advocating the implementation of some new forms of technology as a teaching tool to facilitate their English language learning in the EFL classroom.

In spite of the studies of YouTube in English learning, there are only a few that consider the language learners' experiences in using YouTubers' English-teaching videos to promote self-regulated language learning outside the classroom in the context of Indonesian EFL university learners. Since the use of YouTube is used through internet access, language learners can access English material easily. It makes language learners have rich information sources related to language learning materials. Therefore, this study will be conducted to find out the Indonesian EFL learners' experiences in using YouTubers' English-teaching videos to promote self-regulated language learning and how they perceive the differences and similarities between learning English from YouTubers videos and learning English in the classroom. The research contributes to the educational field, especially language teaching and learning process by providing information and as a reference for other researchers who want to conduct the same or similar research.

1.4 Research Questions and Research Objectives

1.4.1 Research Questions

Based on the background of the study above the writer formulates two research questions, as follows:

1. How do the EFL learners experience using the YouTubers' English teaching videos to promote self-regulated language learning outside the classroom?

2. How do the EFL learners perceive the differences and similarities between learning English from YouTubers' English teaching videos outside the classroom and learning English in the classroom?

1.4.2 Research Objectives

The objectives of the study as follows:

1. To find out the EFL learners' experience in using the YouTubers' English-teaching videos to promote self-regulated learning outside the classroom.
2. To find out how the EFL learners perceive the differences and similarities between learning English from YouTubers' English-teaching videos outside the classroom and learning English in the classroom.

Those three objectives of the study are based on the research questions that the writer writes. To answer the research questions, the writer uses qualitative case study design.