

## **CHAPTER II**

### **LITERATURE REVIEW**

In this section, the writer attempts to point out some related theories which are used as the reference and guide in conducting the study. The writer also explains some previous studies which are related to the study.

#### **2.1 Theoretical Background**

##### **2.1.1 YouTube as English Language Learning Resource**

Most people have been familiar with YouTube, the most popular site that many people visit to watch various types of videos. According to (Camm et.al, 2018; Maziriri et.al, 2020) YouTube is the largest online video content repository with over one billion users. YouTube provides numerous opportunities and features for viewers. As explained by Urmilah et.al (2021) that YouTube is defined as the recent online site where people can create, watch, comment, and share videos freely. In addition, the use of YouTube is easy. It can be accessed through various devices using the internet.

YouTube is not only used for entertainment, but also it can be used for learning resources, including English language learning. In line with (Jackman, 2019; Maziriri et.al, 2020) that stated YouTube is one of the most recent e-resources that can be employed in higher education. YouTube has a large number of educational videos that the learners can obtain useful materials for learning purposes. It can make it easier for learners to find learning resources, especially for English as a foreign language (EFL) learners who do not use English as their mother tongue in their daily life. They need more English learning resources to support their language learning process. The EFL learners can choose YouTube videos that they want to watch and support their English language learning, which includes the knowledge, skills, and culture of the English language.

The study conducted by Wang & Chen (2019) explained that YouTube is user-centered, which allows the language learners to learn English by choosing and watching various interesting learning videos, which can be used by them in

motivating and supporting their English language learning on YouTube. In addition, instead of being passive videos viewers, there are many YouTube users who take the opportunity to produce and share their own interesting and useful videos on their YouTube channels. These content producers are called YouTubers. The YouTubers try to present impactful and useful videos for their viewers, for example, English-teaching videos. YouTubers who post language learning videos on their YouTube channels strive to promote themselves as English-teaching tutors. The English language tutorials such as grammar classes, learning how to speak and write basic English, English in business, and also informal English can be found on YouTube (Rajendran & Din 2021).

There are many examples of YouTube channels that provide various learning videos by YouTubers as English-teaching professionals. For example, a study conducted by Wang & Chen (2019) investigated the use of YouTubers' English-teaching videos by *Ray Du*, a Taiwanese YouTuber who has 1.4 million subscribers. In addition, there is *English with Lucy*, which provides learning English videos as a foreign language produced by YouTubers Lucy Bella Earl, an English teacher from England who has 7.95 million subscribers on her YouTube channel. On her YouTube channel, Lucy shares various kinds of English learning videos, such as English conversation, listening skills, grammar skills, and various other tips to learn English quickly.

Another example of a YouTuber English teaching professional on YouTube channel is *Asad Yaqub*, an international IELTS trainer, English expert, and motivational speaker from Pakistan who provides many IELTS preparation videos for his viewers. From Indonesia, there is *Yanto Tanjung* actively provides various kinds of English learning videos on his YouTube channel, such as TOEFL preparation videos, English learning strategies independently, song translation, etc.

The use of YouTubers' English-teaching videos has many benefits for learners. One example of its benefits is EFL learners can learn the authentic English language from YouTubers who are native speakers. According to Al Jawad and Mansour (2021), the authentic YouTube videos help the language learners to learn and practice in a way that was similar to the native English speakers. Besides that,

learning English from YouTubers' English-teaching videos can encourage EFL learners to watch and study English language videos both in and out of the classroom. It also allows them to build their learning autonomy and learning experiences outside the classroom.

The EFL learners' experiences that have through autonomous learning on YouTube can inspire them to continually update their representation of the language. Therefore, EFL learners are able to interpret their English language learning on their own (McLeod, 2019; Rajendran & Din, 2021). The use of YouTubers' English-teaching videos on EFL learning provides opportunities for learners to explore and find the target language learning resources and develop their language skills and knowledge. Moreover, the learners who use videos in their learning process find it interesting that motivate learners to learn, foster their creativity, gain new experiences, and gain different cultural understanding (Hadijah, 2016; Wang & Chen, 2021).

Additionally, a study by Maziriri et al. (2020) found that learners who used YouTube effectively can enhance their language skills and outside the classroom experience, particularly in terms of independent and cultural skills. Thus, YouTube, especially YouTubers' English-teaching videos can be possible as a language-learning resource for EFL learners.

### **2.1. 2 Self-Regulated Language Learning**

Self-regulated learning (SRL) is defined as a process that assists the learners in controlling their minds, behaviors, and emotions to navigate their learning (Schunk, D. H., & Zimmerman, B. J, 2003; Chelghoum, A, 2017). Self-regulated learning (SRL) is also closely related to learner autonomy (Oxford, 2015; Wang & Chen, 2019). In autonomous learning, the learners have a responsibility to conduct their own learning process. As stated by Botero, Questier, and Zhu (2018) that learner autonomy is described as learners who can be responsible for their own learning. It is in line with Urmilah et al (2021) that stated self-regulated learning (SRL) emphasizes the learners' independence and responsibility to direct their

learning. In self-regulated learning, the learners may determine what they want to learn, and they are responsible to organize and evaluate their learning activities.

Zimmerman, B. J & Schunk D.H (2011, p. 1 -12) cited in An, Z et.al (2020) explained that self-regulated learners are thought to be able to define learning objectives, create a more productive atmosphere, monitor their understanding, and modify their plans, strategies, and other learning activities. Basically, in self-regulated learning, the learners take a role actively in their own learning process. Then, there are several concepts that explain self-regulated learning. According to Ernesto Panadero (2017), the concept of self-regulated learning (SRL) is a fundamental conceptual framework to understand the cognitive, motivational, and emotional aspects of learning. Moreover, there is a socio-cognitive model of SRL which consists of several dimensions of SRL, such as metacognition regulations, cognition regulation, motivation, and affect regulation, environment regulation, and behavior.

Another concept of self-regulated learning is Lai & Gu (2011) cited in Wang & Chen (2019). This concept consists of six aspects of technology-enhanced self-regulation. According to Zimmerman (2000) cited in Lai & Gu (2011), self-regulation is a process that learners direct and organize their efforts, ideas, and feeling in order to accomplish their learning objectives. The followings are the aspects of self-regulation in SRL:

a. Goal commitment regulation

Goal commitment is one of the characteristics of self-regulated learning (SRL). This is because, in one of the phases of SRL, the learners determine their learning goals and appropriate learning strategies to achieve the learning goals. According to Lai & Gu (2011), goal commitment is a component that can be utilized to encourage or motivate learners to commit to their learning goals. Previous studies revealed that language learners have positive perceptions and attitudes toward the use of technology for goal commitment regulation. The learners claimed that technology, such as ICT and mobile apps are significant sources for learners, and it can help them to achieve their language learning goals effectively.

b. Resource regulation

Lai & Gu (2011) defined resource regulation as the aspect of self-regulated learning that is used to help learners find more and expand their language learning resources. Technology can facilitate language learners to look for attractive language learning materials and experiences that are appropriate for their own learning needs. Wang & Chen (2019) found that resource regulation is the most popular purpose for watching English-teaching videos produced by YouTubers in the context of Taiwanese university students. It shows that the use of technology gives language learners opportunities and learning resources to help them in achieving their learning goals.

c. Affective regulation

Affective regulation is the aspect of self-regulated learning that is useful for regulating learners' emotions and increasing the attraction of their learning (Lai & Gu, 2011). By using technology, learners can find many kinds of interesting and attractive learning materials. It makes them enjoyable to learn the language and have a willingness to make the attraction of their language learning.

d. Metacognitive regulation

According to Lai & Gu (2011), metacognitive regulation is a component of self-regulated learning that help learners to plan, evaluate, and monitor their learning process. This aspect emphasizes learners' responsibility in conducting their own learning, in which learners select and make a plan of learning, use the appropriate learning strategies, and adjust their learning activities. Wang & Chen (2019) stated that the metacognitive regulation of language learners in watching YouTubers' videos is quite good. Learners stated that watching YouTubers' videos can help them in monitoring their learning and manage their time.

e. Social connection regulation

Social connection or interaction is an important thing in the development of learners' self-regulated learning. Students can build interactions with native speakers or other language learners in the digital environment. According to

Lai & Gu (2011), social connection regulation is the aspect of self-regulated learning that is used to enhance social connection with and seek help from native speakers and other language learners around the world. However, in many studies, such as Lai & Gu (2011), Kizil & Savran (2016), and Wang & Chen (2019) this aspect shows less positive results for language learners. Learners seldom use technology to build social connections.

f. Cultural learning regulation

Cultural learning regulation is a component in self-regulated learning that is used to enhance learners' cultural understanding (Lai & Gu, 2011). Cultural learning regulation is important in EFL context because EFL learners can understand and appreciate the language target better. Technology should encourage language learners across the world to expand learners' cultural awareness and enter intercultural communication

## 2.2 Previous Study

In this study, the writer summarized the relevant previous studies. Below is a list of previous studies that deal with the topic, as presented by the researcher.

The study by Zheng et.al (2016) explored the relationship between Chinese university students' conceptions of language learning and their online self-regulation. The learners' self-regulated learning (SRL) was conceptualized into five factors in this study (e.g. goal setting, environment structuring, time management, task strategies, help-seeking, self-evaluation). This experimental study found that learners with a belief in the conception of language learning about memorizing and applying learning in real-life communication are more likely to set learning goals, manage their time, and adjust the use of their learning strategies. They tend to ask for help from their peers and teachers and evaluate their own performance to determine the speed and sequencing of their learning. Meanwhile, learners who believe that learning English is about gaining higher grades on exams would have less positive attitudes about goal setting, self-evaluation, tasks-strategies, and time management. The difference between Zheng's (2016) study and the present study is that this study uses a qualitative method with the major instrument is the interview.

Moreover, this present study investigates the EFL learners' experiences in using technology to promote SRL.

In another study, Shyr and Chen (2018) developed a technology supported flipped language learning system (Flip2Learn) that provides facilitation and guidance for knowledge gaining and self-regulation development. This quasi-experimental quantitative study involved 81 sophomore university students enrolled in an applied English course at a public university in central Taiwan. The results showed that all of the participants gained significant knowledge, as measured by the posttest, but the participants who experienced the Flip2Learn system had greater SRL abilities and readiness for the flipped approach than those in conventional flipped classrooms. However, this present study discussed the use of technology self-regulated learning (SRL) in English language learning outside the classroom.

Wang and Chen (2019) also conducted a study regarding EFL learners' self-regulated language learning with a specific tool. That was about learning English from YouTubers: English L2 learners' self-regulated language learning on YouTube. The study investigated how learners self-regulate their learning on YouTube, specifically on the popular Taiwanese YouTuber English-teaching channel, Ray Du. Twenty university students in from a variety of academic fields were invited to this study. The findings revealed that the most popular purposes for watching the English-teaching videos produced by YouTubers Ray Du were to explore learning materials, seek the attraction of learning English, and learn about the culture.

Then, after watching the videos on YouTube, the learners more frequently pressed "like" and "share" the videos with their friends. Moreover, YouTube has a user-centered design that can allow participants to learn English by selecting and watching interesting videos, which can increase their interest in learning English on YouTube. Thus, learning from YouTubers is more interesting and interactive than formal learning in the classroom. However, it also cannot replace formal learning. In this present study, the use of YouTubers' English teaching channels does not only

focus on one channel, but also on several channels that are frequently visited by participants according to their needs.

Based on the previous studies above, technology-mediated language learning has an impact on learners' self-regulated learning ability. The studies showed that language learners had a positive attitude towards the use of technology-mediated learning in enhancing their self-regulated learning. However, there are a few studies that explore the EFL learners' experiences in using technology-mediated learning on YouTubers' English-teaching videos to promote self-regulated language learning outside the classroom in the context of Indonesian EFL learners from higher education.