

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

Social media has become the most widely used technology in today's world, with approximately 49 percent of the global population utilizing it (Ahmed et al., 2021). According to (Ariantini et al., 2021), various types of social media applications exist, such as micro-blogging, Academic Social Networking Sites, blogging, audio sharing, Discussion Platforms, social bookmarking, social networking services, Online Collaboration Applications, Online Calendars, Voice over Internet (VoIP) applications, and more. In Indonesia, YouTube, Facebook, Messenger, WhatsApp, Instagram, TikTok, Twitter, LinkedIn, Line, and Telegram are the prevailing social media platforms (Statista, 2020). With the expansion of its functionalities and purposes, social media has become an integral part of the educational landscape, contributing to educators by facilitating connections and ongoing information searches among students (Yohanna, 2020). Notably, YouTube has emerged as one of the most utilized educational learning mediums in the digital era (Mohammed Siddique Kadwa et al., 2020). There are numerous social media platforms that have been developed and can be utilized by educators, and among these option is YouTube. Established in 2005, YouTube is a video-sharing platform that is regarded as a relatively recent phenomenon. Both educators and Researchers have begun to closely examine its potential within the educational environment (Maziriri et al., 2020). YouTube also offers a broader spectrum of knowledge and teaching methods, surpassing the limitations of a single teacher or teaching approach. It provides multiple options in terms of educators and instructional techniques (Sharma & Sharma, 2021). These benefits afforded by YouTube enable us to engage in self-regulated learning, also referred to as SRL, which involves independent learning.

Self-regulated learning involves taking personal initiative and encompasses activities such as setting goals, making efforts to regulate progress, managing time effectively, and establishing a conducive physical and social environment to

achieve individual learning objectives. Furthermore, self-regulated learning is driven by intrinsic motivation and entails the deliberate selection of strategies to attain the desired learning outcomes (Shofiyatul, 2016). In recent times, educators have increasingly emphasized the importance of autonomous learning or self-regulated learning. The focus of the learning process has shifted away from the teacher and traditional one-way teaching approaches (Recard et al., 2019). Through this self-regulated learning process, individuals take ownership of their learning experiences, set goals, employ appropriate strategies, and reflect on their progress (Oates, 2019), and it can be considered as an alternative approach to address the learning challenges encountered in traditional classrooms or conventional educational settings, particularly when it comes to learning listening skills.

In the context of English as a foreign language (EFL) tests, listening is often the first skill to be assessed, highlighting its significance in student mastery. This is especially relevant in language classrooms where listening is often regarded as the most challenging language skill, requiring a high level of concentration and deep attention to comprehend listening passages or materials, which may include understanding dialogues and monologues (Hardiyanto et al., n.d.). Therefore, teachers constantly strive to find creative methods of utilizing multimedia resources to captivate and educate their students. In order to address this issue faced by language learners, educators are advised to incorporate instructional media to enhance the teaching and learning experience specifically in the area of listening (Hussaeni et al., 2020).

In a study conducted by (Callan & Shim, 2019), the focus was on analyzing the differences between how teachers and define and identify self-regulated learning, the Researchers used an open-ended method to examine teachers' definitions of self-regulated learning (SRL) and sought to examine the level of overlap between teachers' and Researchers' conceptualizations of SRL. The paper, titled "How Teachers Define and Identify Self-Regulated Learning", revealed that many teachers (55%) defined SRL as self-directedness. That is, students self-pacing of work, being responsible, or requiring little teacher attention and direct support.

In a another study conducted by (AlFaris et al., 2018), The study participants showed a strong affinity for social media, with YouTube and WhatsApp being the preferred platforms for learning and general purposes, respectively. While both sexes used social media to a similar extent, they differed in their choice of platforms and reasons for usage. Most students primarily utilized social media for entertainment, staying updated on news, and socializing, with less emphasis on learning. Interestingly, there was no correlation found between social media usage during lectures or in general and GPA scores. To gain a deeper understanding of how students' social media usage impacts their academic achievements, and to identify effective interventions for utilizing social media in learning, further research is warranted. Such insights could prove valuable for medical educators seeking to optimize their instructional strategies by leveraging social media platforms.

The English teacher can develop professional deal with the technology used the classroom by downloading video teaching tutorial from You Tube and then practice it the classroom (Anggeraini, 2020). The teacher can learn many useful things from You Tube such as how to make movie maker so that the teacher can create his/her own movie maker as the media in the teaching. This practice is one of practices based learning for professional development for English teachers. They can practice from the native speakers without meeting face to face.

Based on a previous study, the purpose of this research is to analyze the full potential of YouTube's role in promoting self-regulated learning (SRL). It is rarely found that the use of YouTube can enhance self-regulated learning, specifically in improving listening skills. To delve deeper into the potential of YouTube in promoting SRL, a systematic review is being conducted. This review aims to analyze the existing literature on the effectiveness of YouTube-based interventions or combinations for self-regulated learning and the development of listening skills. By systematically examining relevant research studies, this review seeks to provide a comprehensive understanding of the impact of YouTube on SRL and its implications for enhancing listening skills. Therefore, this investigation will

contribute valuable insights, benefiting both theoretical understanding and practical applications.

## **1.2 Rational Research**

This systematic review was conducted to explore the potential of YouTube as a tool for promoting self-regulated learning and enhancing listening skills. The review emphasizes the significance of cultivating self-regulated learning in the listening skills context. Listening skills play a vital role in effective communication, comprehension, and academic success; however, traditional instructional methods often fail to sufficiently address their development. The review identifies YouTube as a promising tool to fill this gap, as it possesses the capacity to serve as a tool for fostering self-regulated learning and enhancing listening skills.

## **1.3 Research Questions**

- 1) What are the trends of YouTube-based interventions on the development of self-regulated learning?
  - a) The Trends of Publication by Years
  - b) Research Method Trends
  - c) The Trends of Participants
  - d) The Trends of Purpose Study
  - e) The Trends of YouTube to Facilitate SRL

## **1.4 Research Objectives**

- 1) To identify the trends of using YouTube for the development of self-regulated learning.