

CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Foundations

2.1.1. Background of Self-Regulated Learning

The fundamental concept of self-regulated learning or autonomous learning originates from motivational theories of learning. Both self-regulated learning and autonomous learning employ several self-regulatory processes, including metacognitive monitoring, regulation, and reflection. Individuals who engage in self-regulated and autonomous learning are intrinsically motivated and proactive in pursuing their learning objectives, and they have the ability to control over their learning process (Oates, 2019).

In a separate study conducted by Sari (2018), it was asserted that the correlation between independence and self-regulated learning is intimately intertwined, as one hinges on the other. If there is a lack of independence, students will experience subpar self-regulated learning.

From a theoretical perspective, self-regulated learning encompasses cognitive strategies like rehearsal, elaboration, organization, and metacognition. Metacognition entails an understanding and awareness of cognitive processes, along with the capability to assess and refine these processes. The self-regulated student intentionally exerts effort to manage and direct complex learning activities (Johnson & Davies, 2014).

This aligns with another book entitled "From Cognitive Modeling to Self-Regulation: A Social Cognitive Career Path" by Zimmerman (2013), in which it is explained that SRL entails learners taking an active role in their educational process, including setting objectives, monitoring advancement, and adapting strategies as necessary. SRL encompasses cognitive aspects like planning and goal establishment, as well as crucial metacognitive components like utilizing task-specific strategies, mental imagery, or verbal self-guidance to effectively organize and transform information. It pertains to the extent students act as metacognitive, motivational, and behavioral participants in their learning processes (Zimmerman, 2013). Furthermore, according to Zimmerman (2013), SRL involves learners'

convictions in their ability to undertake suitable actions, thoughts, emotions, and conduct to achieve significant academic goals, which necessitates vigilant self-monitoring and introspective evaluation of their progress toward these objectives.

As mentioned above, there are several key aspects of SRL. These key aspects also align with a study conducted by Ilishkina et al., (2022) entitled “Understanding SRL through the lens of motivation: Motivational regulation strategies vary with students’ motives,” which include metacognition, emphasizing metacognitive processes involving awareness and control of one's cognitive functions. Learners partake in activities such as planning, monitoring, and evaluating their learning strategies. Motivation integrates motivational factors like goal setting, self-efficacy, and self-determination, which play a crucial role in propelling and sustaining effective learning behaviors. Strategy utilization encourages employing diverse learning strategies such as elaboration, organization, and rehearsal to amplify comprehension and retention of information. Additionally, self-reflection, or the practice of reflective thinking, lies at the core of SRL. It empowers learners to scrutinize their strengths, weaknesses, and progress, enabling them to make necessary adjustments.

Furthermore, this notion of SRL aligns with Mustopa et al., (2020), who explain that SRL is rooted in social-cognitive theory, emphasizing how learners systematically engage their thoughts, motivations, actions, and emotions to achieve their objectives. Students possess the ability to govern and manage their learning, leading to effective organization, supervision, and evaluation of each learning phase. This proactive approach empowers students to control their learning process and adapt skillfully to various challenges.

Furthermore, SRL learning tasks remain a constant in students' lives, involving decisions about subject focus, study timing, duration allocation, and technique selection. This continual engagement underscores the importance of SRL in shaping academic performance and adeptly adapting to different learning obstacles (Nadhif & Rohmatika, 2020).

In a separate study, SRL is depicted as the capacity to manage behavior in various situations, with its significance lying in bolstering self-confidence. Within

academic contexts, SRL proves invaluable in helping students surmount diverse learning challenges (LH Sihaloho, 2016).

Furthermore, George (2018) research highlights that the surge in technological advancements and the proliferation of online resources have not only revolutionized the way English language learning takes place but have also paved the way for a new era of autonomous learning. This transformation underscores how social networking tools, in particular, have evolved into powerful platforms that facilitate a highly personalized educational experience. Learners are now empowered to take control of their learning journey, leveraging peer interactions and the seamless exchange of knowledge to construct a dynamic and autonomous learning environment. This shift towards autonomous learning is reshaping the traditional boundaries of the classroom, allowing individuals to immerse themselves in the language beyond the confines of formal instruction, ultimately fostering a deeper and more engaging acquisition of English language skills.

This aligns with the findings of Ali Buto (2018), who observed that independent learning refers to an individual student's capacity to lead their life without relying on others. This self-reliance enables them to adjust to new situations and integrate effectively into the local community. Similarly, Yamin (2018) asserted that independent learning represents an active educational approach aimed at fostering the growth of each individual, without being restricted to in-person classroom interactions or the presence of fellow students. Independent learning can be interpreted as a mindset that empowers an individual to autonomously undertake actions and make decisions, driven either by self-motivation or personal requirements, without necessitating external assistance. This approach also entails creative and original thinking, taking initiative, influencing one's surroundings, possessing self-confidence, and deriving satisfaction from one's endeavors.

However autonomous learners are responsible of using learning strategies and evaluate their learning process, nevertheless, they still need a teacher to provide feedback, organize and guide their learning. Being a lifelong learner needs time, patience and support during the process of becoming autonomous (Yan, 2012).

2.1.2. Background of Youtube in Education

YouTube, founded in 2005 as a platform for user-generated videos, has evolved into a dynamic educational hub, reshaping the accessibility and delivery of learning materials. It swiftly gained traction in the education sector, offering an array of benefits such as visual learning, engagement, and global reach (Werner et al., 2020). This transition has facilitated both formal and informal learning, with educational institutions and independent creators leveraging YouTube to disseminate lectures, tutorials, and interactive lessons that cater to diverse learning styles.

While the platform enhances blended learning approaches by supplementing traditional instruction, it also poses challenges like misinformation and copyright concerns. Nevertheless, YouTube's impact is evident as it fosters inclusivity through features like captions and subtitles, making education accessible to a wider audience. Through case studies, it's evident that YouTube has revolutionized education by enabling a broader scope of learning resources, though prudent content evaluation remains crucial (Guo et al., 2014).

Based on the latest data, Researchers also have found that students have unrestricted access to all YouTube videos at any time and from any location (edtech4beginners, 2022). As a consequence of this, YouTube videos have the potential to play an essential part in lowering the total expenses of online education and in assisting students in learning even if they do not have sufficient funds. The affordability and flexibility of YouTube as an educational tool align with its transformative role in democratizing education, enabling learners to access high-quality content irrespective of financial constraints.

2.1.3. Why is SRL important?

Based on the study conducted in the English Education Department of Pekalongan University by Agustina & Ario Fajar (2019), it can be concluded that independent learning is an important aspect of SRL. The study also found that students who engaged in independent learning were able to set their own goals, monitor their progress, and adjust their learning strategies accordingly. By doing so, they became more active and engaged in their learning, which led to better

academic performance and greater motivation to learn. The study also found that independent learning helped students to develop a range of skills and strategies that could be applied across different contexts and disciplines. These skills included goal-setting, time management, self-monitoring, self-evaluation, and self-reflection. By developing these skills, students became more independent and self-directed, which helped them to succeed in their academic and professional lives.

Furthermore SRL aligns effectively with contemporary educational efforts and advancements such as 21st-century learning, inquiry-based learning, inclusive education, and formative assessment. SRL is interconnected with students developing the capacity to adapt, becoming lifelong learners capable of critical and innovative thinking, proficient problem solvers, and adept at independent as well as collaborative work and learning (Perry et al., 2017).

The rise of SRL significantly influences the diversity in academic achievements among students (Mahmoodi et al., 2014). Additionally, it represents a valuable quality that surpasses socio-demographic constraints. SRL is a developmental process; every learner, including those with unique learning requirements, can enhance their SRL abilities and utilize them to enhance their learning experiences (Stoeger et al., 2015).

Incorporating SRL into educational practices also aligns with modern pedagogical trends, such as inquiry-based learning and personalized education. Educators who promote SRL create environments that encourage critical thinking, problem-solving, and self-directed exploration, nurturing well-rounded and independent learners (Panadero & Alonso-Tapia, 2014).

SRL has a positive impact on learners with diverse needs. Students with exceptional learning requirements, including those with disabilities, benefit from SRL strategies that can be tailored to accommodate individual strengths and challenges. This inclusivity empowers all students to engage more effectively with the learning process (Jahromi, 2017).

2.1.4 The Systematic Review as an Intellectual Framework

The Theory of Systematic Review also contends that the meticulous and transparent nature of a systematic review stands in stark contrast to the criticisms often leveled at traditional or narrative literature reviews. While the latter may be prone to biases and arbitrary selections, the former strives for objectivity and clarity in each phase of its execution. This commitment to rigor not only enhances the reliability of the review but also opens avenues for future updates and improvements. Embracing a holistic perspective, the systematic review transcends the limitations of individual studies, recognizing that the true strength lies in the collective body of evidence. Nordenbo's assertion (2009, p. 22)

the systematic review acts as a curator of knowledge, weaving together diverse strands of research into a cohesive narrative that substantiates arguments. Through this synthesis, the systematic review contributes not only to the depth of understanding within a specific research domain but also to the broader advancement of knowledge and informed decision-making across diverse fields.

2.2. Using YouTube in Promoting SRL

2.2.1. Ubiquity and Accessibility

A key avenue through which YouTube contributes to SRL is by granting learners the ability to explore an extensive array of multimedia resources like videos, podcasts, and webinars, accessible conveniently from any location and at any time. This adaptability empowers learners to customize their learning journey according to their individual preferences and requirements. Furthermore, YouTube's interactive functionalities, encompassing features like comments and annotations, foster a collaborative and socially driven learning environment. This collaborative aspect enables learners to establish connections with peers and subject matter experts within their chosen field, amplifying their social learning experiences. Moreover, the utilization of YouTube can play a pivotal role in cultivating metacognitive proficiencies such as self-monitoring and self-evaluation (Harahab Putri, 2019).

In another study conducted by Retnaningsih et al., (2022), entitled “English Self-Regulated Language Learning on Youtube: Students’ Purpose, Perception and Action”. The study found that YouTube serves as a fertile ground teeming with educational potential, especially when it comes to fostering English language skills

through SRL beyond the traditional classroom setting. The study participants harnessed the expansive landscape of YouTube to unearth a wealth of learning resources, elevating their mastery of the English language and enriching their vocabulary, all while delving into the nuances of various cultures. A hallmark of their learning journey was self-regulation, epitomized by their ability to handpick videos aligned with their interests, dictate the cadence of their learning, and revisit materials iteratively to unravel their depths.

Moreover, the research undertaken by Supriyono et al., (2020), delved into the connection between the acceptance of technology and the practice of SRL within a language learning context facilitated by technological means. The investigation unveiled a noteworthy and affirmative association between technology acceptance and all dimensions of SRL. These dimensions encompassed the regulation of goal commitment, metacognition, emotions, social interactions, resources, and cultural considerations. Furthermore, the study demonstrated that participants' enthusiasm for technology translated into increased dedication to daily learning endeavors, resulting in YouTube emerging as the second most favored application, securing a substantial 79.4% approval rate, right after e-learning. Concurrently, participants' technological acumen prompted them to harness a diverse array of technological tools during their learning journeys. In its summation, the study asserts the potential of technology as a catalyst for enriching diverse facets of SRL learning within language education, thereby nurturing a culture of independent and self-driven learning.

As per the findings elucidated by Yusuf & Agung (2021), the educator, educators possess the opportunity to employ YouTube as a dynamic educational tool by selectively opting for videos available on the platform that align with the subject matter, students' age, and cognitive growth, thereby facilitating a coherent comprehension of the content. By adeptly curating suitable videos, instructors can empower students to engage in autonomous learning, a notion that resonates positively with parents. Furthermore, the accessibility of YouTube further solidifies its role as a versatile learning medium, offering a bold alternative avenue for educational exploration.

In another study conducted by Temban et al., (2021). YouTube's accessibility and user-friendly interface make it an ideal platform for facilitating SRL experiences. The research acknowledges the frequent association of informal learning with ICT, Web 2.0, and social software, highlighting how technology-enriched informal learning facilitates the acquisition of technical knowledge and skills founded upon constructivist, experiential, and context-based approaches. YouTube aligns with the characteristics emblematic of an informal learning setting, affording individuals the liberty to freely express themselves in an unrestrictive domain characterized by minimal obstacles, rendering it a captivating avenue for informal learning experiences.

Moreover, YouTube has gained substantial popularity as an educational hub due to its presentation of multimedia materials, encompassing visual and auditory elements, thereby promoting the retention of knowledge. Learners are empowered to manage their learning tempo through functions like pausing, fast-forwarding, or rewinding videos. Furthermore, the adaptability and convenience of YouTube as a learning tool resonate with learners, granting them unrestricted access across temporal and spatial boundaries. Those who hold a positive disposition towards YouTube's educational potential are more inclined to embrace it as a formidable learning resource (Zhou et al., 2020).

The pervasiveness of YouTube's accessibility and its user-friendly interface contribute to its profound impact on an extensive spectrum of learners spanning diverse demographics. The platform's inherent attributes, including its ease of use and compatibility across various devices, establish it as a prime conduit for nurturing SRL journeys. YouTube's ubiquitous presence and user-centric design transcend barriers, offering an inclusive space where learners, regardless of background or technological familiarity, can engage in educational exploration. This capacity to bridge gaps and accommodate varied learning preferences positions YouTube as an invaluable asset in fostering a culture of autonomous learning, enabling individuals to chart their educational pathways with unprecedented freedom and empowerment. As such, YouTube's potential to democratize knowledge and facilitate personalized learning experiences

underscores its pivotal role in shaping the future of education for a wide and diverse audience.

2.2.2. Engaging and Diverse Content

Drawing from preceding research, YouTube's appeal surpasses mere accessibility, encompassing its ability to offer a varied and captivating range of content that caters to a broad spectrum of preferences and learning interests.



Figure 2.1 Youtube Source

With a simple entry of the keyword "Listening English practice," Researchers can access an array of video resources, encompassing educational materials, tutorials, animations, lectures, and documentaries, among other options.

Moreover, YouTube's content diversity is known to resonate with a wide range of demographics. A study by Hew & Cheung (2013), reveals that the platform's versatile offerings appeal to learners across various age groups and educational backgrounds, promoting a sense of inclusivity and accessibility.

Furthermore YouTube is home to numerous educational channels that provide in-depth explanations and insights on various subjects. Channels like "CrashCourse" (Green, J., & Slocum, H.), "Khan Academy" (Khan, S.), and "TED-Ed" (TED Conferences LLC) offer well-structured lessons, animations, and talks on subjects ranging from science and mathematics to literature and history.

2.3. Previous Study

In a study conducted by Al-Faris et al., (2018) it 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 enhance their professional competence in dealing with classroom technology by downloading instructional video tutorials from YouTube and applying them in the classroom (Anggeraini, 2020). The teacher can gain valuable insights from YouTube, including techniques like movie-making, enabling them to craft personalized media for instruction. This approach exemplifies practice-based learning, contributing to the professional growth of English educators. Engaging with content from native speakers through online platforms eliminates the need for face-to-face interactions.

Furthermore in a study conducted by Gambo & Shakir (2021) entitled "Review on self-regulated learning in smart learning environment" represents a systematic investigation that delves into patterns, tools for design, methods of support, and practical research regarding the process of SRL learning within intelligent learning environments. The research reveals a growing body of literature

related to SRL learning in intelligent learning environments, spanning the years 2012 to 2020. The analysis underscores the pivotal role of SRL in shaping the learning journey within intelligent learning environments. Among the SRL components, motivation, cognitive faculties, metacognitive awareness, self-efficacy, and metacognitive aspects are the most frequently referenced in the literature. Furthermore, strategies for self-regulation, such as setting goals, seeking assistance, time management, and self-assessment, emerge as recurrently endorsed concepts in the scholarly discourse. The limitations of this study is the theoretical models designed to support the self-regulated learning process in smart learning environments are that there is a lack of a design approach to guide a self-regulated smart education system design, and limited theoretical models are designed to support the self-regulated learning process in a smart learning environment.

In another study conducted by Zhihong Xu et al., (2023) entitled “Synthesizing research evidence on SRL and academic achievement in online and blended learning environments: A scoping review” this study is a scoping review that examines the relationship between SRL and academic achievement in online and blended learning environments. The review analyzes 163 studies from various countries and contexts to identify the major trends, themes, and gaps in the literature. The authors highlight the importance of SRL for improving students' academic performance in STEM fields and provide recommendations for future research and practice. Overall, this journal provides a comprehensive overview of the current state of research on SRL and academic achievement in online and blended learning environments. And the study found that SRL is an important factor in improving students' academic performance in online and blended learning environments. The majority of the studies adopted multiple SRL strategies throughout mixed phases, and the effectiveness of SRL on academic achievement in online or blended learning was confirmed. However, the study also identified that research on children's and adolescents' SRL strategies in online learning contexts is urgently needed, and most of the available research did not focus on the preparatory and planning phases of SRL which are extremely important. Additionally, the study found that most of the included studies had small sample

sizes and used Researcher-designed tests to measure outcomes. However there are several limitations to this study. Firstly, the study only included studies published in English, which may have excluded relevant studies published in other languages. Secondly, the study only included studies that focused on SRL and academic achievement in online and blended learning environments, which may have excluded studies that examined other aspects of SRL or other types of learning environments. Thirdly, the study found that most of the included studies had small sample sizes and used Researcher-designed tests to measure outcomes, which may limit the generalizability of the findings. Finally, the study identified several gaps in the literature, such as the lack of research on children's and adolescents' SRL strategies in online learning contexts and the limited focus on the preparatory and planning phases of SRL.

Based on a previous study, the purpose of this research is to analyze the full potential of YouTube's role in promoting SRL. In accordance with previous research. A systematic review employs a methodical and structured inquiry to address a well-defined research question. This approach involves the systematic application of explicit methodologies to identify, select, and critically assess pertinent primary studies. The deliberate emphasis on systematic processes serves as a bulwark against biases and subjectivity, fostering a transparent and reproducible investigative framework. Through the discerning evaluation of individual studies, the review endeavors to sift through the intricate web of reliable information and potential limitations or biases. By extracting and analyzing data from the chosen studies, although there are several limitations in previous systematic reviews, especially in listening skills area that using YouTube and SRL. With this, the Researcher intends to delve deeper into the potential of YouTube in promoting SRL by conducting a systematic review. This review aims to analyze the existing literature on the effectiveness of YouTube-based interventions and SRL for the development of listening skills area. By systematically examining relevant research studies, this review seeks to provide a comprehensive understanding of the use of YouTube and SRL. Therefore, this investigation will contribute valuable insights for future studies.