

English Self-Regulated Language Learning on Youtube: Students' Purpose, Perception and Action

Woro Retnaningsih^{1*}, Elisabeth Milaningrum², Arif Nugroho¹, Hedy Ramadhan Putra³

¹Department of English Education, UIN Raden Mas Said Surakarta, Indonesia

²Department of Mechanical Engineering, Politeknik Negeri Balikpapan, Indonesia

³Department of Islamic Education Management, UIN Raden Mas Said Surakarta, Indonesia

*Corresponding email: woro.retnaningsih@iain-surakarta.ac.id

Received: 12 May 2022

Accepted: 22 June 2022

Published: 05 July 2022

Abstract: English Self-Regulated Language Learning on Youtube: Students' Purpose, Perception, and Action. Objective: This study scrutinizes English learners' self-regulated language learning using Youtube beyond the formal classroom. **Methods:** A qualitative inquiry approach was employed in this study. Twenty-two university students in Central Java province Indonesia who had substantial experiences of watching English-teaching videos were purposively invited for a semi-structured interview to depict how they performed self-directed learning. The data were qualitatively analyzed by classifying based on the main themes, coding, reviewing, and conclusion drawing **Findings:** the results portrayed that the most dominant goals of self-directed language learning on Youtube were to look for more learning sources, to enhance English skills and vocabulary, and to explore cultural knowledge. Another finding showed that learning English on Youtube was more interesting and flexible without time and space restriction. **Conclusion:** Youtube videos offers a fertile ground for educational purposes, particularly for developing English skills in a self-directed learning beyond formal classroom.

Keywords: english teaching on Youtube; self-regulated language learning, informal learning.

Abstrak: Pembelajaran Bahasa Inggris secara Mandiri melalui Youtube: Tujuan, Persepsi, dan Aksi. Tujuan: Penelitian ini bertujuan untuk mengeksplor model pembelajaran mandiri yang dilakukan oleh mahasiswa Bahasa Inggris dengan menggunakan video Youtube di luar kelas. **Metode:** Sejumlah 22 mahasiswa Bahasa Inggris yang berasal dari dua perguruan tinggi di provinsi Jawa Tengah Indonesia dan telah memiliki pengalaman belajar Bahasa menggunakan Youtube direkrut menjadi responden dalam penelitian kualitatif ini. Data kemudian dianalisis dengan tahapan klasifikasi, koding, review, dan penarikan kesimpulan. **Hasil:** hasil penelitian ini menunjukkan bahwa tujuan utama mahasiswa belajar Bahasa dengan menggunakan Youtube adalah untuk mencari sumber belajar dan informasi tambahan tentang pembelajaran mereka di kelas, untuk meningkatkan kemampuan Bahasa Inggris dan penguasaan kosa kata, dan untuk meningkatkan kemampuan dan pengetahuan tentang budaya. Temuan lain menunjukkan bahwa pembelajaran Bahasa Inggris menggunakan Youtube dianggap menyenangkan dan lebih fleksibel oleh mahasiswa. **Kesimpulan:** Youtube menawarkan kesempatan yang cukup menjanjikan untuk pembelajaran Bahasa Inggris khususnya dalam memfasilitasi pembelajaran mandiri yang dilakukan oleh mahasiswa.

Kata kunci: pengajaran bahasa di Youtube, pembelajaran mandiri, pembelajaran informal.

To cite this article:

Retnaningsih, W., Milaningrum, E., Nugroho, A., & Putra, H., R. (2022). English Self-Regulated Language Learning on Youtube: Students' Purpose, Perception and Action. *Jurnal Pendidikan Progresif*, 12(3), 1232-1243. doi: 10.23960/jpp.v12.i3.202218.

■ INTRODUCTION

With today's rapid advancement of Information Communication and Technology (ICT), the contexts of teaching and learning activities for developing language skills are no longer depending on formal classrooms. A number of informal learning approaches are taking place beyond the formal classrooms and shifting to informal learning activities without physical boundaries (Jurković, 2019). Lee (2019) defines informal digital learning of English as practicing target language using digital technologies in an informal context beyond classrooms where learners are depicted as autonomous who actively engage in searching learning resources, tools, and chances accessible in their environments (Carraro & Trinder, 2021). The research area of self-regulated language learning is valuable because its findings assist us to clearly understand the potential of other learning opportunities that are available in both face-to-face and virtual interactions (Lai & Zheng, 2018). The findings on this area also offer alternative insights on the models and styles of language teaching and learning activities (Lee & Dražati, 2019), particularly in the era of twenty-first century educational paradigm.

The affordance of technology brings significant changes on the students' learning styles. Students' literacy environments have begun to be more interactive, multimodal, attractive, and highly social (Li & Lan, 2022). Various digital resources are available as learning materials as soon as students go online (Van & Thi, 2021). As students' learning interaction with digital resources is growing rapidly in the recent years, self-regulated informal out-of-class learning in these virtual spaces becomes a crucial topic of inquiry (Kim et al., 2021). One of the most popular virtual spaces is Youtube. As Youtube has transformed as a virtual learning space, research on this platform for educational purposes

has been quite extensive. Al-Jarf (2022) made use of Youtube videos to enhance EFL learners' pronunciation. The result reveals that Youtube videos play a significant role in developing the learners' pronunciation skills. Similarly, the findings of Lin (2022), Mutiarani et al. (2022) and Susanti et al. (2022) depict the significant role of Youtube to improve language learners' speaking and communication skills.

Not only the videos, the comment exchanges between Youtube viewers have also attracted researchers' attention in the field of applied linguistics (Benson, 2015, 2016; Boyd, 2014). The study of Benson (2015) depicted that discourse in Youtube comments were a fertile ground for intercultural communication among users. Drawing on a corpus-assisted analysis of the comments in Youtube videos, Boyd (2015) explored different participants' roles performed by users when watching and commenting on Barack Obama's inaugural speech. The finding showed that the feature of comment in Youtube provided a fruitful space for users to express their personal opinion and intention about the content of videos. More recently, Siregar & Sosrohadi (2021) portrayed the forms of code-mixing spoken by Jerome Polin Sijabat, an Indonesian Youtuber who is not only speaking Indonesian in his video contents but he is also often using English. The finding demonstrates that the code-mixing performed by Jerome Polin (Siregar & Sosrohadi, 2021) was in the forms of words, phrases, and clauses, and the type of code-mixing he did was outer code-mixing.

The results of previous studies show that Youtube is not only an ordinary digital platform which enables users to upload, share, download, and comment on videos, but it also has educational function particularly for developing language skills. To optimize the use of Youtube as an educational digital platform, students' self-

regulated learning is a crucial key of success. Self-regulated learning (SRL) is acknowledged to be essential for students, and it emphasizes on the students' ability to take control and manage their learning activities (Haerazi & Kazemian, 2021). It is closely related to learning autonomy where students are required to have responsibility of their own learning (Schunk & Zimmerman, 2012). In the last years, scholars have long debated to conceptualize SRL theories (see Panadero, 2017). Schunk and Zimmerman (2012) defines SRL as a cyclical learning process comprising three main activities (goal setting and strategic planning, self-monitoring, and self-evaluation). In designing a questionnaire to measure language learners' self-regulated learning, Salehi & Jafari (2015) conceptualized SRL as a learning strategy consisting of thirteen crucial factors, i.e. self-efficacy, self-evaluation, intrinsic motivation, time management, and goal settings (see Salehi & Jafari 2015, for a detailed explanation).

To sum up, SRL is an autonomous cyclical learning process in which students take a full control of their own learning activities, consisting of planning and setting goals, monitoring the learning process, and evaluating the outcomes. In the context of English language learning, scholars have paid enormous attention to the potential contribution of self-regulation on students' English learning. An et al. (2021) have discovered that technology assisted self-regulated learning are more likely to have positive connection to language learning outcomes. Research has further depicted that self-regulated learning contributes to the enhancement of students' language skills, such as writing (Guo & Bai, 2022; Teng, 2022), listening (Xu & Luo, 2022), reading (Qiao et al., 2022), and speaking (Öztürk & Çakýrođlu, 2021; Tarchi et al., 2022). Previous studies have also scrutinized the determinant factors that mostly influence students' self-regulated learning. Callan et al. (2022), for instance, explored the connection between

motivation and self-regulated learning, and revealed that students' intrinsic motivation was the crucial key of self-regulated learning performance. Moreover, Kong and Wang (2022) disclosed that self-regulated learning strategy was highly affected by students' self-efficacy particularly reading and research self-efficacy.

Here, we see the potential connection between Youtube and self-regulated learning as 'a perfect combination' to foster students' autonomy in English language learning. However, studies on self-regulated learning on Youtube to enhance students' language skills still require more paucity of evidence, particularly in Indonesian English as a Foreign Language (EFL) context. In this study, we pay our intention to the users who access Youtube videos as English learning materials. More specifically, we intend to explore Indonesian learners of English self-regulated learning by watching these English-content Youtube videos. To reach this objective, we employ self-regulated learning theory to portray how they self-regulate their language learning on Youtube, how they perceive the benefits and limitations of Youtube videos use, and what actions they take during and after English-content videos learning. Considering the popularity of Youtube as a learning platform among Indonesian university students, this study is at the cutting edge of exploring EFL learners' self-regulated learning using English-content Youtube videos through a qualitative inquiry. This study is guided by three research questions: (1) How do Indonesian learners use English-content Youtube videos to self-regulate their learning beyond the classroom? and (2) What actions do the Indonesian learners take after learning English using Youtube videos? Drawing on these issues, this study is directed to offer pedagogical implications that can promote students' self-regulated learning strategies on the autonomous digital learning environment beyond formal classroom.

■ METHODS

Participants

This study involved 22 undergraduate students (11 male and 11 female; called Student 1 - Student 22) of English language and linguistics department at two public universities in Surakarta Central Java Indonesia. At the time of this study, most of the participants were studying in the undergraduate programs (20), while the two other students were pursuing a master's degree in linguistics study. The participants' ages ranged from 18 to 24, with the average being 22.4 years. All of the participants were recruited using snowball sampling approach, where the four researchers set out to find participants with extensive experience of learning English through English-content Youtube videos in out-of-class context. We found five participants at the initial stage. These initial participants further invited other students with similar learning experiences to participate in this study. At the end, we had 22 participants.

Research Design and Procedures

This study aims to explore EFL learners' self-regulated learning using English-content Youtube videos. To this end, a qualitative inquiry was employed by using semi-structured interviews to collect the required data. Considering that Youtube is a fertile ground for English learning, and it is closely related to self-regulated learning, the procedure of this current study begins with inviting participants who had extensive experiences in performing self-regulated learning through Youtube. At the beginning we found five participants, then they introduced us to their friends and classmates who also had similar learning experiences. In the end, we interviewed twenty-two students of English department and linguistics studies from two public universities in Surakarta. This was called snowball sampling technique. The semi-structured interview

process was conducted for about four months from January to April 2022.

Instruments and Data Collection

Semi-structured interview, which can portray the participants attitude and views, was employed as the primary data collection method as it enabled the researchers to closely communicate with the participants so as to explore their ideas and interests. With flexible set of interview questions, semi-structured interviews were chosen because this method of data collection could assist us to delve into the issues concerning to the research questions of this study. The interview was conducted on a one-on-one basis of each participant, and lasted for about 15 minutes both in Bahasa Indonesia and English, depending on the participants' preferences. The semi-structured interviews consisted of six main questions adapted from Wang and Chen (2019). The questions intended to seek participants views about their experiences of watching English-content Youtube videos, their purposes of watching these videos, their attitudes, and the perceived effects on this informal technology-based learning approach (see Appendix for the details).

Data Analysis

The recorded interviews were then transcribed into verbatim by the researchers. During the completion of the transcriptions, we focused on the two main issues concerning the research questions, i.e. the participants' self-regulated learning strategies and their behaviors after learning English using English-content Youtube videos. First of all, the researchers independently read through all the interview responses and identify contents that were closely related to the participants' self-regulated learning strategies when using English-content Youtube videos as learning materials based on the

classification of technology-enhanced self-regulation in Lai and Gu (2011). Lai and Gu (2011) classified six aspects of self-regulated learning as follows – metacognition, goal commitment, social connection, culture learning, resource, and culture learning. Second, we read through the participants’ responses again to portray their learning behaviors toward the use of Youtube videos in language learning. Third, the participants’ interview responses were once again analyzed to find their attitudes and perceptions when using Youtube videos in out-of-class language learning activities. Finally, we worked together to compare and discuss our analysis results regarding to the three issues of this study until we achieve a consensus on the findings of this study.

■ RESULTS AND DISCUSSION

How do Indonesian learners use English-content Youtube videos to self-regulate their learning beyond the classroom?

The first research question concerns on how Indonesian learners use English-content Youtube videos to self-regulate their language learning beyond the classroom. The results are presented in Table 1. The total of 22 participants in this study responded to the six questions in semi-structured interviews. From the answers of the six questions, it was shown that the participants

produced 165 responses that belonged to six aspect classification of self-regulated learning (Lai & Gu, 2011). A participant could provide more than one answer in responding to an interview question. For instance, student 15 provided three answers in responding to the second question about the goals of learning through Youtube (e.g. improving vocabulary acquisition, searching for more information about course materials, and gaining the enjoyment of learning experience). As depicted in Table 1, a total of 165 responses from six aspects of self-regulated learning were performed by the participants. Among them, the top three reported responses are to search and expand learning resources (resource regulation, N=61; 36.96%), to improve the attraction of learning (affective regulation, N=46; 27.87%), and to foster cultural understanding (culture learning regulation, N=23; 13.93%). While the other three aspects of self-regulated learning were less performed by the participants such as to support their learning goals (goal commitment regulation, N=21; 12.72%), to enhance their learning awareness (metacognitive regulation, N=11, 6.66%), and to socially connect to community (social connection regulation, N=3; 1.81%). The finding indicates that the Indonesian learners are more likely to use Youtube videos as their learning resources and to expand their learning experiences.

Table 1. Students’ self-regulated learning by watching English-content Youtube videos

Aspects of self-regulated learning	N	Percentage
1 Metacognitive regulation	11	6.66
2 Culture learning regulation	23	13.93
3 Social connection regulation	3	1.81
4 Affective regulation	46	27.87
5 Goal commitment regulation	21	12.72
6 Resource regulation	61	36.96
Total	165	

To support the delineation of the findings presented in Table 1, we further display the direct quotes from the participants’ interview responses.

The participants often report that they watch English-content Youtube videos to find more information to support their formal learning in the

classroom. Moreover, enhancing vocabulary acquisition was considered as the primary goal of learning through English-content Youtube videos. Since the materials of the Youtube videos are more likely to relate with their daily life, the participants feel enjoy and make learning English not as difficult as what common Indonesian people think. The participants also acknowledge the cultural aspects depicted in many Youtube videos which offer ample opportunities for them to learn pragmatics and enhance cross-cultural understanding. The following are some related quotes:

About resource regulation, student 3 pointed out: *“I am learning about how to use phrases in English from Youtube videos. In textbooks, I often find a phrase, but I am not sure I can use it in a particular place. In the Youtube videos, we will be given the contextual use of phrases along with examples and illustrations; thus, we will know directly where and when to use the phrases.”* (Student 3). While student 15 said that *“The main reason for my regular learning on Youtube videos is to improve the memorization of English vocabulary. I want to speak English fluently, so I must acquire as many as vocabulary in my mind.”* (Student 15)

With regard to affective regulation, student 11 said *“Youtube videos give me a different learning experiences in finding suitable resources for my grammar learning. The videos are full of cute special effects that make me easier to understand even complicated grammar materials.”* (Student 11). Moreover, student 5 confessed *“I like Youtube videos from a channel which is about daily life. They feature some everyday topics. The materials are so interesting, and are presented attractively. I feel enjoy to learn along with the videos.”* (Student 5)

As for culture learning regulation, student 2 pointed out *“I found a channel in Youtube that discusses about cross-cultural understanding. The videos are very helpful for me to understand the culture shocks often experience by speakers from non-native English countries.”* (Student 2). In similar direction, student 20 also declared *“I like watching videos about other countries. For example on how they express speech acts. Learning different culture from Youtube gives me a new experience, especially for me as a student of linguistics department focusing on pragmatics studies.”* (Student 20)

Other than the three types of regulation (resource, affective, and culture) which was performed 130 times (78.78%) of the total participants' responses, goal commitment regulation was mentioned 21 times (12.72%) by the participants. This type of self-regulated learning emphasizes on motivating students to commit to their learning goals and objectives. Every student may have different learning objective when learning a language. For instance, in Student 4, the purpose is studying abroad; while for Student 12, the goal is achieving good score in TOEFL or IELTS. Watching English-content Youtube videos assists them to commit to their own learning goals, as they said in interviews:

In terms of goal commitment, student 12 stated *“Youtube help me prepare my English test for TOEFL and IELTS. I hope I can enhance my test score by practicing questions and studying the tips of TOEFL test on Youtube videos. I watch the videos regularly every day.”* (Student 12). Moreover, student 7 argued *“I want to study abroad after graduating from undergraduate program, so I have to improve my English skills especially speaking and writing. Therefore, Youtube*

videos are the best option of learning materials for me.” (Student 7)

Furthermore, metacognitive regulation, which is the students’ ability to plan, monitor, and evaluate their own learning, was mentioned by the participants 11 times (6.66%). Finally, the result of data analysis shows that only 3 responses (1.81%) belong to social connection regulation, which indicates that students are less motivated to build social connection and community with native speakers and other peer learners around the world by using Youtube videos, as shown by their words:

Related to metacognitive regulation, student 10 said *“Youtube vidoes help me learning English because they are consisting of pictures and graphics. If I learn from book, it is not interesting. It consists of dead words. So, Youtube videos help my memorization.” (Student 10)*. Meanwhile, student 17 responded *“I am a type of a gadget-addicted person. I cannot be separated with my smartphone in daily activities. So, watching a Youtube video is the best way for me to practice my English skill.” (Student 17)*.

Furthermore, about the social connection regulation, student 11 stated *“The purpose of my English learning using Youtube videos is to enhance my vocabulary. I believe that the more I involve in listening English words, the better my vocabulary acquisition. I do not have enough confidence to communicate or speak to native speakers even in Youtube or social media.” (Student 11)*

Drawing on the premise that Youtube is a promising digital learning platform today, this study explores Indonesian university students’ self-regulated learning on Youtube in informal context beyond classroom. The results show that the students’ purposes in learning English through Youtube videos are mostly to find learning resources and information (36.96%), enhancing

the attraction and interest for learning (27.87%), and improving cross-cultural understanding (13.93%). Although less acknowledged by the students, learning English using Youtube videos also assists them to commit to their goals (12.72%), planning learning activities, and monitor the learning process (6.66%). The result also shows that the students are less motivated to use Youtube videos to engage in social interactions with others (1.81%).

The findings imply that the students possess clear learning objectives when using Youtube videos as media of English learning and practices. Most of the students watch Youtube videos to support the process of learning while the others enjoy the videos for entertaining purpose. This finding is in accordance with the result of Wang and Chen (2020) in the context of Taiwanese English learning that most of students accessed Youtube videos to expand and find learning resources. Self-regulated learning plays a crucial role during the process of learning using Youtube videos, which allow students to learn English by choosing the most interesting videos for them. Selecting learning media which is suitable with the students’ need and interest will further enhance their motivation to consistently engage in learning the target language (Malathy, 2019). Despite of the students’ interests and positive perceptions on English-content Youtube videos, we argue that teachers still have a crucial role to help foster students’ engagement in self-regulated learning beyond the formal classroom (Teng, 2022). Teachers are required to be able to design learning activities to sustain students’ self-regulated learning using Youtube videos, such as giving an out-of-class task about understanding foreign cultures.

Another finding of this study is that students are less interested in building social connection through Youtube videos. It indicates that they are passive viewers of Youtube videos. They should

be encouraged to take a more active role to build social interaction with audiences around the world to maximally used the learning potentials of Youtube (Alwehaibi, 2015). Being an active user of Youtube can be initiated by leaving comments in Youtube threads after watching videos (Susanti et al., 2022). Indeed, Youtube offers a promising space to introduce students to a wider global connection and a broadened understanding of literacy that can enhance their language skills such as speaking, writing and cultural knowledge (Benson, 2016). Here, teachers are to encourage students to be an active user of Youtube by designing informal learning activities to foster students' confidence. As students begin to provide responses to Youtube videos, a sense of community will be gradually built in a technology-enhanced digital learning.

What actions do the Indonesian learners take after learning English using Youtube videos?

This study also sheds some light on the actions Indonesian EFL learners do after watching Youtube videos to enhance language learning. From the 22 participants involved in this study, 15 stated that they would immediately press like after they watch the expected videos with good English contents and 11 of the 15 students said that they would also share the videos to their friends by copying and posting the links in social media WhatsApp. Some participants were more likely to subscribe the Youtube channel (N=10) or make a summary about the materials discussed in the videos (N=14). The other students said that they may store the videos into their favorite list when they found videos that were really suitable with their learning needs (N=9), such as tips for job interviews and tips for improving English proficiency test scores. The following are quotes from the participants.

Regarding to the actions, student 1 declared *"when I find videos that are appropriate and suitable for my English learning, I will soon press like and share the videos with my friends who also have similar learning needs with me."* (**Student 1**). Likewise, student 8 argued: *"I usually immediately share the videos with my classmates by copying the link and posting it in WhatsApp groups or personal chats."* (**Student 8**). Still in terms of action taken by the participants, student 16 stated *"I do subscription for the Youtube channel, and hopefully I can get similar videos from the channel in the future. So, it will really benefit my learning."* (**Student 16**). Meanwhile, student 19 pointed out *"I take some notes and make summary about the materials being discussed in the videos, especially when the topic or material is about grammar and vocabulary."* (**Student 19**). Furthermore, student 13 told *"I soon download the videos and store them in my personal folders. Because I am now doing practices on TOEFL test, I store the videos in my personal folder to make me easy in finding the videos when I need them later."* (**Student 13**). Last but not least, student 6 uttered *"Yaa.. I like finding an example of job interview. I am now in the last semester, so I have to prepare how to do job interview, and when I find suitable videos on Youtube, I would download them and save them in my smartphone, so that I can watch them anytime and anywhere I have spare time."* (**Student 6**).

The findings further reveal that a very small number of the participants would leave comments after watching the English-content videos (N=3), memorize the materials in the videos (N=2), or even simply browse the videos without any action after watching (N=1). When they were asked about the reason of not giving comments, they stated that other people's comments in the videos

have already represent their feelings and thoughts. So, they leave the videos without giving comments. Below are some quotes from the participants.

In this case, student 9 stated *“I will leave a comment in the Youtube channel to simply appreciate the contributors. Hopefully I can get other similar videos from them in the future.” (Student 9)*. The similar action was also taken by student 10 who expressed *“Giving comments is a form of appreciation. So, I do it to appreciate the video makers because it helps me a lot with my English learning.” (Student 10)*

Student 17

Some participants did memorization, like what had been done by student 17 who said *“When finding the most wanted videos, I will memorize the contents to enhance my knowledge.” (Student 17)*. However, student 22 did nothing but only watched the videos as he told *“I like browsing English-content videos, but I often do nothing after watching the videos.” (Student 22)*.

As the last question of the interviews, the participants were asked to convey their attitudes toward the use of Youtube videos to help their self-regulated learning beyond the classroom. The majority of them stated that learning informally through Youtube is interesting, attractive, and flexible without time and space restriction. However, they argued that learning using Youtube is not the best way to prepare exams. It is simply because learning in Youtube is appropriate to those who want to practice language skills and enhance cross-cultural knowledge, while on the exams in Indonesian context, the questions and materials are mostly about grammar.

Regarding to the actions taken by the students' after watching Youtube videos, the result depicts that the students do various reactions such as pressing like and subscribe, sharing the videos' links to others, leaving comments, and taking

summary and notes. Note taking and making summary may be considered as a conventional learning strategy. However, we argue that such conventional strategies should be done when learning materials from Youtube videos. Taking notes or making summary can be used by students as a tool to monitor and evaluate the efficacy of their self-regulated learning (Schunk & Zimmerman, 2012). In this context, teachers can ask students to analyze materials from Youtube videos and write their analysis into summary or note. Teachers can facilitate students to do peer feedback and share their notes with other students to collaboratively work in analyzing the content of videos.

The results of this study contribute to literature enhancement of technology-enhanced self-regulated learning in ASEAN English learning context, more specifically in Indonesia. This study also promotes the use of Youtube, the most frequently used digital platform by students in these days to support self-regulated learning. As a pedagogical implication, the results of this study contribute to providing an alluded picture about the characteristics of students' self-regulated learning on Youtube. Based on the results, teachers are encouraged to design learning activities in order to foster students' self-regulated learning. In addition, this study offers insights for teachers about the use of Youtube as a promising digital platform to assist students' language learning and practices.

CONCLUSIONS

This study aims to explore Indonesian learners' self-regulated learning using Youtube videos beyond the formal classroom. Drawing on semi-structured interviews, it brings to light the students' modes of learning English through Youtube videos and actions they take after watching the videos. The findings reveal that the students are mostly using Youtube videos to find learning resources and information in their self-

regulated learning. The findings further indicate that enhancing cross-cultural understanding also becomes a primary purpose of the students when learning language through Youtube. Actions they take after watching the videos on Youtube are varied ranging from pressing like, leaving comments, taking notes, storing the videos into their personal folder, to sharing the videos with their friends using social media. The participants positively acknowledge the use of Youtube to enhance language learning and practices, particularly English skills and cultural understanding.

As for the limitation, this study only employed the semi-structured interviews as the data collection instrument. Initially, we plan to conduct observation toward the participants' process of self-regulated learning. Because of time and space limitation, we only did the semi-structured interviews. The reason we only use this approach is because the participants' responses from semi-structured interviews have been enough to draw conclusion about the students' self-directed learning using Youtube videos. However, we suggest future studies to depend on multiple data sources to explore the issue of self-regulated learning using technology in greater depth, such as using field observation, jumping into students' learning diaries, and analyzing students' learning documents. Last but not least, future studies are also encouraged to conduct an inquiry on experimental research design to examine the effect of watching Youtube videos on students' language skills.

■ REFERENCES

- Al-Jarf, R. (2022). YouTube videos as a resource for self-regulated pronunciation practice in EFL distance learning environments. *Journal of English Language Teaching and Applied Linguistics*, 4(2), 44–52.
- Alwehaibi, H. O. (2015). The Impact Of Using YouTube In EFL Classroom On Enhancing EFL Students' Content Learning. *Journal of College Teaching & Learning (TLC)*, 12(2), 121–126.
- An, Z., Wang, C., Li, S., Gan, Z., & Li, H. (2021). Technology-assisted self-regulated English language learning: Associations with English language self-efficacy, English enjoyment, and learning outcomes. *Frontiers in Psychology*, 11(1), 1-14.
- Benson, P. (2015). Commenting to learn: Evidence of language and intercultural learning in comments on YouTube videos. *Language Learning & Technology*, 19(3), 88–105.
- Benson, P. (2016). *The discourse of YouTube: Multimodal text in a global context*. Routledge.
- Boyd, M. S. (2014). (New) participatory framework on YouTube? Commenter interaction in US political speeches. *Journal of Pragmatics*, 72, 46–58.
- Callan, G. L., DaVia Rubenstein, L., Barton, T., & Halterman, A. (2022). Enhancing motivation by developing cyclical self-regulated learning skills. *Theory Into Practice*, 61(1), 62–74.
- Carraro, K., & Trinder, R. (2021). Technology in formal and informal learning environments: Student perspectives. *Global Journal of Foreign Language Teaching*, 11(1), 39–50.
- Guo, W., & Bai, B. (2022). Effects of self-regulated learning strategy use on motivation in EFL writing: A comparison between high and low achievers in Hong Kong primary schools. *Applied Linguistics Review*, 13(1), 117–139.
- Haerazi, H., & Kazemian, M. (2021). Self-Regulated Writing Strategy as a Moderator of Metacognitive Control in

- Improving Prospective Teachers' Writing Skills. *Journal of Language and Literature Studies*, 1(1), 1–14.
- Jurkovič, V. (2019). Online informal learning of English through smartphones in Slovenia. *System*, 80, 27–37.
- Kim, N. H., So, H.-J., & Joo, Y. J. (2021). Flipped learning design fidelity, self-regulated learning, satisfaction, and continuance intention in a university flipped learning course. *Australasian Journal of Educational Technology*, 37(4), 1–19.
- Kong, Y., & Wang, C. (2022). The effects of self-efficacy on the use of self-regulated learning strategies and project-based writing performance. *International Journal of English for Academic Purposes: Research and Practice*, 2022(Spring), 21–40.
- Lai, C., & Gu, M. (2011). Self-regulated out-of-class language learning with technology. *Computer Assisted Language Learning*, 24(4), 317–335.
- Lai, C., & Zheng, D. (2018). Self-directed use of mobile devices for language learning beyond the classroom. *ReCALL*, 30(3), 299–318.
- Lee, J. S. (2019). Informal digital learning of English and second language vocabulary outcomes: Can quantity conquer quality? *British Journal of Educational Technology*, 50(2), 767–778.
- Lee, J. S., & Dražati, N. A. (2019). English as an international language beyond the ELT classroom. *ELT Journal*, 73(4), 419–427.
- Li, P., & Lan, Y.-J. (2022). Digital language learning (DLL): Insights from behavior, cognition, and the brain. *Bilingualism: Language and Cognition*, 25(3), 361–378.
- Lin, P. (2022). Developing an intelligent tool for computer-assisted formulaic language learning from YouTube videos. *ReCALL*, 34(2), 185–200.
- Malathy. (2019). Teaching language through technology. *Kongunadu Research Journal*, 1(2), 4–5.
- Mutiarani, M., Hadi, M. S., & Dwinanda, F. A. (2022). English with Lucy YouTube Channel to Teach Students' Speaking Skill. *TEKNOSASTIK*, 20(1), 33–42.
- Öztürk, M., & Çakýrođlu, Ü. (2021). Flipped learning design in EFL classrooms: implementing self-regulated learning strategies to develop language skills. *Smart Learning Environments*, 8(1), 1–20.
- Panadero, E. (2017). A review of self-regulated learning: Six models and four directions for research. *Frontiers in Psychology*, 8(2), 1–28.
- Qiao, S., Chu, S. K. W., Shen, X., & Yeung, S. S. (2022). The impact of an online gamified approach embedded with self regulated learning support on students' reading performance and intrinsic motivation: A randomized controlled trial. *Journal of Computer Assisted Learning*.
- Salehi, M., & Jafari, H. (2015). Development and validation of an EFL self-regulated learning questionnaire. *Southern African Linguistics and Applied Language Studies*, 33(1), 63–79.
- Schunk, D. H., & Zimmerman, B. J. (2012). *Motivation and self-regulated learning: Theory, research, and applications*. Routledge.
- Siregar, I., & Sosrohadi, S. (2021). Analysis of Code Mixing in Jerome Polin Youtube Content "Nihongo Mantappu." *International Journal of Linguistics, Literature and Translation*, 4(12), 1–8.
- Susanti, D., Putra, A. S., & Aisyah, N. (2022). improving students' speaking skills

- motivation using youtube video and role play. *JOEL: Journal of Educational and Language Research*, 1(9), 1303–1310.
- Tarchi, C., Brante, E. W., Jokar, M., & Manzari, E. (2022). Pre-service teachers' conceptions of online learning in emergency distance education: How is it defined and what self-regulated learning skills are associated with it? *Teaching and Teacher Education*, 113(4), 1-19.
- Teng, L. S. (2022). Explicit strategy-based instruction in L2 writing contexts: A perspective of self-regulated learning and formative assessment. *Assessing Writing*, 53(1), 1-12.
- Van, D. T. H., & Thi, H. H. Q. (2021). Student Barriers to Prospects of Online Learning in Vietnam in The Context of Covid-19 Pandemic. *Turkish Online Journal of Distance Education*, 22(3), 110–123.
- Wang, H., & Chen, C. W. (2020). Learning English from YouTubers: English L2 learners' self-regulated language learning on YouTube. *Innovation in Language Learning and Teaching*, 14(4), 333–346.
- Xu, J., & Luo, K. (2022). Immersing learners in English listening classroom: does self-regulated learning instruction make a difference? *Applied Linguistics Review*.
5. What did you do after watching the English-content Youtube videos? Do you give feedback such as leaving comments, pressing like, or sharing with others?
 6. According to your opinion, do you think that watching English-content Youtube videos can enhance your language skills?

■ APPENDIX

Semi-structured interviews guide

1. What kind of English-content videos you watch on Youtube? How often do you watch the videos?
2. What are your goals in watching the English-content Youtube videos?
3. Why do you prefer watching English-content videos to help you learning English in self-regulation mode?
4. According to your perspective as an English student, what do you think of these English-content Youtube videos?