

## EFL STUDENTS' SELF-REGULATED LANGUAGE LEARNING IN UTILIZING YOUTUBE AS LEARNING SITE

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### Abstract

Self-regulated learning is an independent and effective process where learners can fully control their learning. This narrative inquiry research aims to find out the perceptions and experiences of EFL students who frequently watch YouTube videos to learn English outside of the classroom. The data from 14 students in English Education Department, at FPS UGJ Cirebon, were collected through questionnaires and interviews. For the results of this study, It was found that the majority of the students showed positive perceptions towards the use of YouTube as their learning source, increasing their achievement in learning goals, culture regulation, affective regulation, and social regulation. In contrast, the students showed negative perceptions towards the use of YouTube for their metacognitive regulation. The impact that students get is regarding the students' experience the findings revealed: (1) English skills that can be improved by frequently watching YouTube are listening and speaking skills; (2) Students prefer to watch daily vlog videos from native speakers or entertainment talk shows rather than learning materials; (3) each student has a different preference on what videos and channels they usually watch to help them learn English; (4) the advantages of utilizing YouTube as Learning Site is YouTube was considered to be more flexible, easier to be understood, and more enjoying than formal learning; nonetheless, formal learning can help the students practice their English more; and (5) the disadvantages of utilizing YouTube as a learning site is that it is expensive because it uses quotas and poor internet connection makes students feel difficult. In conclusion, using YouTube videos was considered to be helpful to accommodate the students' self-regulated English learning.

**Keywords:** *self-regulated learning, language learning, YouTube*

### Sari

Self-regulated learning adalah proses yang mandiri dan efektif dimana pelajar dapat sepenuhnya mengontrol pembelajaran mereka. Penelitian inkuiri naratif ini bertujuan untuk mengetahui persepsi dan pengalaman mahasiswa EFL yang sering menonton video YouTube untuk belajar bahasa Inggris di luar kelas. Data dari 14 mahasiswa di Program Studi Pendidikan Bahasa Inggris, FPS UGJ Cirebon, dikumpulkan melalui kuesioner dan wawancara. Hasil dari penelitian ini menunjukkan bahwa mayoritas mahasiswa menunjukkan persepsi yang positif terhadap penggunaan YouTube sebagai sumber belajar mereka, meningkatkan pencapaian mereka dalam tujuan pembelajaran, regulasi budaya, regulasi afektif, dan regulasi sosial. Sebaliknya, siswa menunjukkan persepsi negatif terhadap penggunaan YouTube untuk regulasi metakognitif mereka. Dampak yang didapatkan siswa terkait dengan pengalaman siswa, temuan penelitian mengungkapkan: (1) keterampilan bahasa Inggris yang dapat ditingkatkan dengan sering menonton YouTube adalah keterampilan mendengarkan dan berbicara; (2) Siswa lebih suka menonton video vlog harian dari penutur asli atau talkshow hiburan daripada materi pembelajaran; (3) setiap siswa memiliki preferensi yang berbeda tentang video dan saluran apa yang biasanya mereka tonton untuk membantu mereka belajar bahasa Inggris; (4) keuntungan dari penggunaan YouTube sebagai situs pembelajaran adalah YouTube dianggap lebih fleksibel, lebih mudah dipahami, dan lebih menyenangkan daripada pembelajaran formal; meskipun demikian, pembelajaran formal dapat membantu siswa untuk lebih banyak melatih bahasa Inggris mereka; dan (5) kerugian dari penggunaan YouTube sebagai situs pembelajaran adalah harganya yang mahal karena menggunakan kuota dan koneksi internet yang kurang baik membuat siswa merasa kesulitan. Kesimpulannya, penggunaan video YouTube dianggap dapat membantu mengakomodasi pembelajaran bahasa Inggris yang diatur sendiri oleh siswa.

**Kata kunci:** *Pembelajaran mandiri, Pembelajaran bahasa, YouTube*

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### Introduction

Successfully in learning a foreign language, the students should have self-regulation strategies in their learning process to achieve the learning goals (Wang & Chen, 2019). The ability of students to apply self-regulated learning strategies is a significant aspect of enhancing their capability and learning goals. Skills in their learning regulation to achieve learning goals (Wang & Chen, 2019). According to Zimmerman and Schunk (2011), self-regulated learning (SRL) is closely related to students' self-determination. It is best defined as a progressive and effective process in which students can manage their learning by setting goals, monitoring their

development, and regulating their cognitive function, motivation, and behavior. Lai & Gu (2011) broke down Zimmerman's aspects of Self-regulated learning into six categories; goal commitment, affective regulation, resource regulation, metacognitive regulation, and social and cultural learning regulation. However, self-regulated learning (SRL) generally emphasize students' accountability and independence in controlling their learning (Wang & Chen, 2019).

Given the importance of self-regulation in language learning, students should maintain a high level of self-regulation (Teng & Zhang, 2019). Benson (2001) stated that to maintain self-regulation strategies, the students focus on actively regulating learning techniques and managing their learning sources. The learning sources have two primary categories; conventional learning sources (e.g., textbooks and encyclopedias) and contemporary educational technology (e.g., ICT applications; YouTube, learning application, Google Video, etc.). Technology-based self-regulated English learning (SRL) strategies relate to specific actions made by students to study English or improve their English learning in technology-using environments (Al-Jarf, 2022; Retnaningsih et al., 2022). Technology allows language students to utilize self-learning and regulate their learning efforts to achieve their learning goals.

In recent years the use of technology in education has increased significantly. Technology in education is very effective (O'Hara et al., 2014 ; Putri, 2019). By utilizing technology, teachers and students get convenience in finding sources of learning media; one of the most widely used learning media is video. As Khadijah (2016) in Putri (2019), using video as a learning resource can increase students' interest in learning materials because students will get a fun learning experience and increase their understanding of cross-culture and their learning motivation.

Innovations in technology provide students with several informal learning opportunities. Once they access the virtual environment, the students will explore the effective educational materials. A virtual space's advantages will develop students' awareness of self-regulated learning strategies. The famous virtual space that many people use around the world is YouTube. According to Wang & Chen (2019), YouTube is an online website that many people can use to create, watch, comment on, and share videos. Various videos are available on YouTube, from entertainment to interesting

learning content. People who dedicate themselves to creating content on YouTube are called YouTubers of various ages, races, and nationalities. YouTube has also become a social media that contributes to the world of education (Bonk, 2009; Alhamami, 2013). In education, especially English education, YouTube can be used as a medium for language learning because this is the best learning media that can help language learners improve their skills in a fun and effective process. Furthermore, used by language teachers to significantly share the content of their learning materials (Duffy, 2008; Alhamani, 2013).

This study focuses on the self-regulated language learning of English international students by utilizing YouTube as their learning medium. The writer aims to determine whether students perceive Self-regulated learning via YouTube and its impact on their learning experiences.

## **Methods**

The writer uses qualitative research with a narrative inquiry approach. Narrative inquiry is one of the approaches under qualitative studies which aims to analyze and understand storied lived and told (Pinnegar & Daynes, 2007, p. 5). This study's participants are 3rd-year students in the English Education Department at the University of Swadaya Gunung Jati Cirebon. The study involved 14 students from different classes and was particularly selected based on the criteria; the participants of this study are familiar with YouTube and utilize it as their learning medium. This study uses a survey questionnaire and interviews as data collection techniques. The questionnaire used in this study is the Self-regulated Learning Scale (SRLLS) which was adapted from research conducted by Lai & Gu (2011) with the framework used in research conducted by Putri (2019). The questionnaire is in the form of a Likert scale with five scale options, with strongly disagree - strongly agree. To analyze the data, the writer used the technique from Miles and Huberman (1994), as cited in Putri (2019), which involves three steps: data reduction, data display, and conclusion drawing/verification.

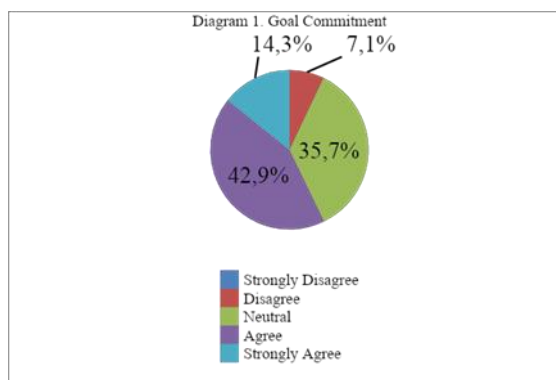
## Results and Discussion

### Goal commitment regulation

As stated by Lai and Gu (2011), goal commitment is a component that it can use to encourage students to preserve and commit to their learning goals. The diagram shows that 6 of the students, with a percentage of 42,9%, agreed that YouTube could help them achieve their language learning goal in learning English, and 2 of the students, with a percentage of 14,3%, strongly agreed. Then 1 of the students disagreed with a percentage of 7,1%, yet 6 chose neutrality over the same idea, and no students strongly disagreed.

The following representative quote supports this finding:

*"Based on my experience, learning English by using YouTube as a learning platform is very effective. Because YouTube has an attractive learning display in audio and video (visual), it makes learning English more interesting and not boring... And it makes me understand the English material that I am studying faster so it can provide my English learning. " (P1)*



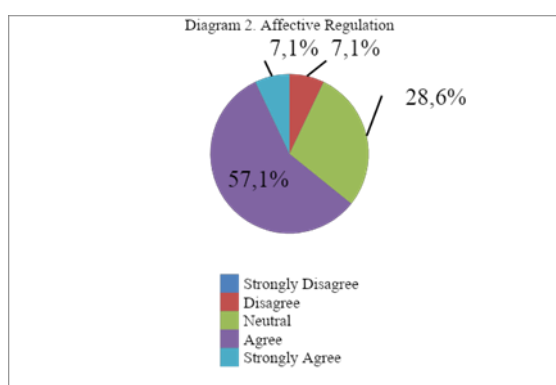
**Figure 1.** Goal Commitment Diagram

According to the student's responses, YouTube is an effective tool for achieving their objectives. Because YouTube provides a great option for English-learning content. In the form of text, audio, and images that produce engaging visuals and increase students' interest in learning English and their speed in achieving their learning goals, YouTube is a valuable resource. This conclusion parallels Putri's (2019) study, in which students had positive attitudes toward using YouTube to achieve their goals fast and effectively. Similarly, Retnaningsih et al. (2022) reported that students' autonomous

learning improves when they frequently use YouTube videos to support English learning. Zhang (2024) also found that self-regulation strategies positively affect students' motivation, self-efficacy, and willingness to communicate, which reinforces the benefits observed in technology-assisted SRL. However, in Wang and Chen's (2019) study, study participants cited goal commitment just 16 times (10.60%).

### Affective Regulation

According to Lai and Gu (2011), effective regulation is a component of self-regulated learning that is useful for regulating the students' emotions and enhancing their attraction to education.



**Figure 2.** Affective Regulation Diagram

As seen in Diagram 2, 8 students agreed with the percentage of 57,1% that YouTube makes them enjoy learning language in their self-regulated learning. Four students with a percentage of 28,6% choose neutral, 1 of the students choose to disagree with the percentage of 7,1%, and one strongly agrees with the percentage of 7,1% with the same idea. As illustrated by the following words:

*"Yes, I enjoy and enjoy learning by using YouTube because of the variety of materials and interesting material studies. Because by studying interesting material, it makes learning English fun." (P1)*

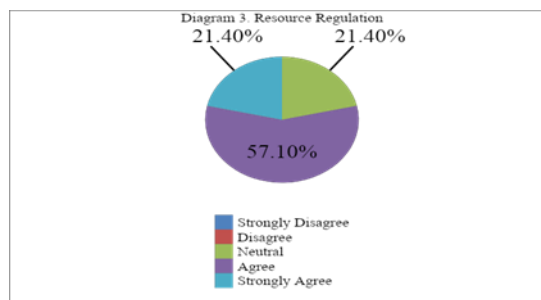
Based on the interview transcript above, it is found that the students enjoyed learning English using YouTube because YouTube has varied subject matter and attractive visuals, and the presentation material presented is easy to understand. The same results were seen in Wang and Chen's (2019) study, in which numerous students

reported that YouTube videos help them experience more positive feelings and make learning less daunting.

### Resource regulation

Lai and Gu (2011) described resource regulation as the aspect of self-regulated learning used to help the students find more and expand their language learning resources. As seen in the diagram below, eight students stated that they agreed with a percentage of 57,1% with the idea that they use YouTube to expand their learning sources. Two students strongly agreed with the percentage of 14,3%, and 4 of the students chose to be neutral with a percentage of 28,6% at this statement. No participants chose strongly disagree or disagree. As illustrated by the students' representative statement:

*“There is a lot of interactive and diverse study material available on YouTube, and that gives me more sources of learning material.” (P1)*



**Figure 3.** Resource Regulation Diagram

Based on the data presented above, the students have positively perceived using YouTube to expand their English learning sources, help them seek learning sources, and give them opportunities to achieve their learning goals. In Wang and Chen's (2019) study, the researcher discovered that resource regulation had become the regulation that students deemed most useful. The students' use of YouTube to expand their learning resources is consistent with prior research on technology-mediated SRL (Al-Jarf, 2022; Retnaningsih et al., 2022).

### **Metacognitive regulation**

Metacognitive regulation is one of the aspects of self-regulated learning used by students to help them make plans, evaluate, and monitor their learning process (Lai & Gu, 2011). As seen in the diagram below, five students, with a percentage of 35,7%, agreed that they plan to learn the task and choose the relevant materials they will learn outside the classroom by utilizing YouTube as a learning site. Furthermore, seven students showed neutrality with a percentage of 50%, then 1 of the students with a percentage of 7,1% chose disagreed, and 1 of other the student with a percentage of 7,1% chose strongly disagree about the statement, and no participants chose strongly agree. P3 stated that he usually makes a plan before using YouTube, as illustrated by his words:

*"I usually plan what videos I want to see, because I am studying English to improve my accent, so I will decide to see videos with content that contains pronunciation." (P3)*

However, she will utilize YouTube when she has homework or lessons. This finding is represented by the words of the students:

*"Depends. Sometimes I watch learning videos randomly and pass the time. However, there are times when I plan. For example, when there is an assignment about tenses, I will watch videos related to tenses to get more explanation." (P6)*

Some students had a negative perception of utilizing YouTube for metacognitive regulation. This finding corresponds to Zhang (2024), who noted that although SRL strategies enhance many learning aspects, metacognitive regulation remains challenging for some learners without structured guidance.

### **Social regulation**

The social regulation aspect can help students maximize the use of YouTube to increase their social connections and seek help from native speakers and other peer students worldwide (Lai & Gu, 2011).

Based on the diagram above, seven students strongly agreed with the percentage of 50%. Three students agreed with the percentage of 21,4%, three strongly disagreed with the percentage of 21%, and one chose neutrality. No participant strongly disagrees with the statement that utilizing YouTube makes them connect with other native speakers. The following exemplar quote illustrated the students' perceptions:

*"On YouTube, there is a comment section like that, right? So, once I commented on an English learning video that I was watching, then several people responded to my comment. So, I think using YouTube to connect with native and peer students can be used well, although not as good as social media (Instagram or Twitter.)." (P6)*

Similar findings were discovered in the prior relevant studies. Wang and Chen (2019) found only one case of YouTube being used for social regulation in their investigation. Similarly, Lai and Gu (2011) reported that their participants rarely use technology to establish social connections.

### **Culture learning regulation**

Lai and Gu (2011) explained that this culture regulation aspect aims to help the students enhance their cultural understanding of the country and the language they are learning. Based on the result of the diagram above, most of the students showed positive perceptions. Eight of the students with a percentage of 57,1% choosing agreed, 2 of the students with a percentage of 14,3% choosing strongly agreed, and 1 of the students with a percentage of 7,1% choosing disagreed with the statement that utilizing YouTube can help them understand and appreciate the target culture. However, three students chose neutrality with a percentage of 21,4%, and no participants chose to disagree. The following representative answer supports this finding:

*"Of course, because in my opinion, using YouTube as a medium for learning English can affect my understanding of the target culture..." (P2)*

According to the results, YouTube helps increase students' understanding of English-speaking countries' cultures and social environments. This finding is in line with Wang and Chen's (2019) and Putri's (2019) studies, which revealed that students viewed YouTube as a positive medium for enhancing cultural awareness.

The results found that the students had positive feelings about using YouTube to control their goal commitment, feelings, resources, learning about other cultures, and control of their own culture. Several students, though, opposed using YouTube to improve their metacognitive regulation. Most of the students choose to use YouTube as their source of learning English in their self-regulated language learning because students say that by using YouTube as a learning site, they can explore more learning materials they need. It can be seen from the data collected from the students and summarized in the table below.

**Table 1.** EFL Students utilize YouTubers' English-teaching videos to regulate their language learning experience

| <b>Types of YouTube Utilize</b> | <b>Mean</b> |
|---------------------------------|-------------|
| Goal Commitment Regulation      | 3,64        |
| Affective Regulation            | 3,64        |
| Resource Regulation             | 4           |
| Metacognitive Regulation        | 3,14        |
| Social Regulation               | 3,71        |
| Culture Regulation              | 3,93        |

The writer found that various individual factors differentially associated with or impacted the aspect of self-regulated language learning that students chose to regulate by utilizing YouTube. First, using YouTube as a learning source is very helpful in the learning process because it has many recommendations for learning material that students can use to help them achieve their English learning goals. Second, their interest in learning increases because by utilizing YouTube as a learning site, students enjoy the independent learning process because they can explore as many videos as they want. Third, YouTube has a variety of attractive and easy-to-use learning content. The explanations contained in the learning content are easy to understand, so many students choose YouTube as their source of learning English. Furthermore, by utilizing YouTube as a learning site, students become more aware of the culture of native speakers and increase their relationships with many people.

## Conclusion & Recommendation

Based on their experience, EFL Students use YouTube as their learning resource. The students chose YouTube because YouTube is the most accessible platform to use and can be accessed without a limited time. Various interactive and fun English learning content with attractive visuals and the explanations given by YouTubers in English-teaching videos are very simple so that students understand the material they are learning faster. In addition, the students said that by using YouTube as a medium to help them learn English, they could also improve their listening and speaking skills at the same time. In the social aspect as well, students can find friends who are fellow students of English as a foreign language through the comments column, and they become more aware of the cultures of the native speakers. Overall, these findings align with previous studies suggesting that self-regulated learning strategies, facilitated by technology, enhance students' motivation, social engagement, and learning outcomes

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### **Conflict of Interest**

Potential conflict of interest, if any, should be reported here during data collection.

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