**YouTube-Assisted Self-Regulated Vocabulary Learning:
Indonesian EFL Learners' Experiences**

Mad Suli
madsuli1720@gmail.com

Acep Bahrum Kamil
acep.bahrumkamil@fkip.unsika.ac.ud

Mobit
mobit@fkip.unsika.ac.ud

Universitas Singaperbangsa Karawang

ABSTRACT

This research is aimed to explore students' YouTube-assisted vocabulary learning in the self-regulated learning context. This research was conducted with the participants of four students from a vocational high school in Karawang. This research used narrative inquiry approach; thus, the data were collected through interview, specifically semi-structured interview. The data of this research were analysed by thematic analysis method. This research has discovered that students would start to learn when they had spare time to use, they also had to keep on eye to the internet connection during their learning process, and lastly, they tried to recall the vocabulary they just learned after they finished their learning. Students also had some criteria for the videos they watched in their learning process. This research also found that students experienced some enjoyments in their YouTube-assisted vocabulary learning, although they were still reluctant to continue their learning.

 Key words: self-regulated learning, vocabulary learning, YouTube

INTRODUCTION

There are lots of components that need to be learned in the English language by the students. However, among those components, vocabulary needs to be learned first by the students because in every language learning, vocabulary is one of many crucial components that needs to be prioritized (Kabooha & Elyas ,2015). It is necessary to be done because by not prioritizing vocabulary first, students will experience difficulties in their English learning as stated by Nor Hani, Maslawati, Melor & Azizah (2017) that students with limited vocabulary find themselves struggling to read, write, listen, and speak in English. It explicitly implied that if students do not know any necessary words, they will not be able to proceed their English learning properly. Therefore, it is a clear sign for the students to start to

prioritize on the vocabulary learning so they can have better understanding in their English learning.

In the process of the vocabulary learning, students can utilize any media which are familiar to them as an assistance in their learning process, and in this case it would be YouTube. YouTube is one of a form of entertainment-provider that is well-known by people worldwide. Someone who has a smartphone will definitely know and use YouTube. There are millions of videos on YouTube that are ready to be watched, and those number will keep growing even bigger every day with no sign of stopping. Although YouTube was created to provide entertainments, it does not mean it cannot provide some education to the people. With so many videos that are available on YouTube, there is very likely it can be used as an assistant for the students' vocabulary learning process.

As a matter of fact, there have been several researches exploring about YouTube as an assistance in the students' vocabulary learning. Raniah and Tariq (2018) reported students showed positive feedback to the use of YouTube in classroom to help their vocabulary learning, they also felt more enjoy when learning which improved their vocabulary learning process. Afshan, Rehana and Zahoor (2019) discovered that teachers and students believe YouTube improved vocabulary acquisition as it increases interest level of students in learning process. Lystiana (2019) showed that YouTube is effective in teaching vocabulary for learners and improve their vocabulary mastery. Lida, Eva, Paola and Veronica (2020) found YouTube-based activities in teaching and learning vocabulary provide new experience which led to better result in students' learning vocabulary process. Based on those previous researches, the participants showed positive impression to the vocabulary learning with YouTube assistance. Therefore, this research also tried to explore students' vocabulary learning with YouTube assistance in the self-regulated learning context.

LITERATURE REVIEW

Previous Related Study

There are some researches on the use of YouTube in self-regulated language learning, but they were discussed the language learning on general. Wang and Chen (2019) discovered that the learners watch English-teaching YouTubers' videos to find extra information to complement their formal learning. The research also discussed the process of the learner use YouTube in their learning. One thing they do before learning is setting goal, and then they search the video that are relevant with their goal. The goal is based on how they will use English language in their life. After watching the video, they usually give a like and share it to their friends. Some learners subscribed the channel if they feel the video is useful, and maybe taking some notes from the video. The learners also put the video in their playlist so they can watch it in other time, and the last thing they do is to give comment to the video.

Fadhilah (2019) also conducted a study about YouTube in self-regulated language learning. She discovered that participants used YouTube to regulate different aspects of their language learning outside the classroom. Moreover, students showed positive engagement in using YouTube in their learning for goal commitment, affective and resource regulation. Putri, Agus and Slamet (2020) also conducted study on YouTube in self-regulated language learning. The results showed positive perceptions from students towards self-regulated language learning using YouTube. Participants believed that the use of YouTube could facilitate them in regulating their learning English, brings joy, pleasure, and excitement during the learning process. It was found that the strengths of self-regulated learning using YouTube are it provides a lot of learning materials, easy to use, and flexibility of time and place when using YouTube in their learning. Meanwhile the weaknesses are financial constraints and problem of Internet connectivity of learners.

Vocabulary

Nothing can be done without the vocabulary, because it is the basis for communication. Jamalipour and Farahani (2012) state that the vocabulary is commonly recognized as the main communication tool. Vocabulary can be seen as a manifestation of the human mind, it is because vocabulary is used by people to express their feelings, ideas, opinions and so on. Compared to another language aspect, according to linguistic perspective vocabulary seems to be more useful and urgent than grammatical role. Staehr (2008) stated that regardless of the various degree of its contribution, the number of the vocabulary positively predicts the main language skills: listening, speaking, reading, and writing. It has a more beneficial contribution to the reading and writing abilities, but is moderately related to speaking and listening skills. Although the benefits of vocabulary mastery are not equally shared, vocabulary still serves as vital role on the any language skills.

Vocabulary learning is incredibly notable in English language learning. It is because learning vocabulary can be viewed as a fundamental stage of language learning (Alhamani, 2014; Nation, 2001). It is unfeasible for a learner to communicate without the required vocabulary. Vocabulary is one of the keys to understand a comprehension or paragraph or statements, so without understanding the words it means the students will not be able to understand anything. Vocabulary acquisition is central to language acquisition, regardless the language is first, second, or foreign (Decarrico, 2001). As students build connections between known words and unknown words, they develop a deeper understanding of their learning. If learners lack vocabulary knowledge, they soon discover that their ability to comprehend or express themselves is limited (Decarrico, 2001; Nation, 2001). It shows on how important is having enough vocabulary regardless of learners' language background.

Self-Regulated Learning

The method of learners learning something by themselves is known as Self-Regulated Learning (SRL). According to Zimmerman (1986, p.4), self-regulated learning is a state when learners are metacognitively, motivationally, and behaviorally active participants in their own learning process. Mastering self-regulated learning will be helpful because it will not only improve students' school academic, but also prepare them to be able to overcome the challenges they will face in their further education. Moreover, as Low and Jin (2012) stated that learning is a complex human activity that needs to be done by students rather than to be done for students. It proved by nowadays learners mostly are taught to learn material by only themselves rather than taught to assimilate knowledge from their teacher. Schools also tried their best to change from institutions of teaching to institutions of learning.

Various experts have developed models of self-regulated learning. Schraw (1998) developed a model which are planning, monitoring, and evaluating (p.8). Planning occurs before learning process. They decide what they want to learn and how they will do it. Monitoring happens on the learning process. They try to make sure the learning goes smoothly, and how they can overcome any possible interferences. Evaluating happens after the learning process. They try to analyze on how much they understand the material and what they need to change in the next learning process. Zimmerman (1998, 2002) also proposed similar model, they are forethought, performance, and self-reflection (p.9). Forethought is the stage when students decide the goal and strategies of their learning. Performance is when the students use the strategies and adjust them to support their learning process. The last stage is self-reflection, when students evaluate on what they have learned and what they need to improve in the next learning process.

METHOD

Design and Samples

The researcher used qualitative research approach, specifically narrative inquiry method. The reason it was chosen because this research focused on the experiences of the participants toward YouTube-assisted vocabulary learning in self-regulated learning context. This research was conducted with participants of 4 students from Vocational High School in Indonesia. By studying each student's experiences, researcher expected to be able to find the information related to the students' YouTube-assisted vocabulary learning in the self-regulated learning context.

Instrument and Procedure

The researcher conducted an interview to the participants to collect data from their experiences. The researcher used semi-structure interview so the researcher could ask them some more questions based on their answer to collect more data for this research. The interview questions on this research were adapted from Wang & Chen (2019). Through the interview, the researcher expected to collect information about

the process and perceptions of students' YouTube-assisted vocabulary learning in the self-regulated learning context. Due to the pandemic that was still happening, the interview had to be done virtually to ensure the safety of both the researcher and the participants.

Data Analysis

The data in this research were analysed qualitatively. The researcher used thematic analysis by Braun and Clarke (2006) because this research used narrative inquiry which is one of the qualitative researches, and thematic analysis is quite known as a method in analysing qualitative researches. There are six steps of analysing this data: 1) familiarizing the data, 2) identifying the codes, 3) searching for themes, 4) reviewing themes, 5) defining and naming theme, and 6) producing the paper.

RESULT AND DISUSSION

1. The process of students' YouTube-assisted vocabulary learning in self-regulated learning context.

The process about students' vocabulary learning process would be presented within the framework model from Zimmerman. In the forethought phase, the first thing the students did was deciding when they would start their learning. All students had the same factor in their consideration, which is the availability of the spare time. Students would start their vocabulary learning when they were really sure they had some spare time to use. It varies from one student to another, but they mostly tried to learn in the night when they did not have any activities or any assignments, and before they went to sleep. However, there was one student tried to learn in a very specific and distinctive time compared to the other students, which was before the virtual class begin.
"Ada, biasanya saya coba belajar sekitar jam 9 pagi sambil nunggu kelas mulai."
[Yes, I have. I usually tried to learn in the 9 AM while waiting the class to begin.]
Vignette 1

Apparently, the virtual class of the students in this academic year started from 9:30 and ended up in 12:30 (11:30 for Friday), so she had around 30 minutes before the class begin. She tried to utilize her spare time by learning some vocabularies. The next thing that students prepared was making sure their phones still have enough mobile data and battery. They sometimes prepared earphone so they could concentrate more in their vocabulary learning process. The students' preparations before started their learning which this research found were quite different from what participants did in the previous research by Wang and Chen (2019).

In the performance phase, there was one thing that students needed to keep in eye, which is the internet connection condition. Students quite often experienced unstable internet connection while watching the videos on their vocabulary learning

process. The problem which students encountered was the same as the previous research by Putri, Agus and Slamet (2020).
"Koneksi internetnya suka macet-macet kak saat lagi nonton videonya"
[The internet connection often stuck while I watch the video]
Vignette 2

"Sinyalnya kadang tiba-tiba hilang mendadak"
[The signal sometimes suddenly disappears]
Vignette 3

When they experienced the unstable internet connection, they firstly tried to pause the video for some time to wait the internet connection became more stable by itself. If the connection did not seem getting better, they tried to fix it through mobile network settings in their phone. Lastly, if the unstable internet connection was worse than they anticipated, they would try to move around in their home to find a better spot for getting better internet connection.
"Saat sinyal sering hilang, saya coba benerin di pengaturan hp saya kak"
[If the signal kept disappearing, I tried to fix it through mobile networks settings in my phone.]
Vignette 4

"Kalau sinyalnya sering banget putus-putus, saya biasanya coba pindah-pindah tempat di dalam rumah kak. Tempat yang biasanya bisa ngasih sinyal yang lebih bagus sih di halaman rumah."
[If the signal disconnected too often, I tried to move around inside my house. The place that usually gave better internet connection was in the front yard.]
Vignette 5

Students have tried everything they could to minimize this unstable internet connection issue. Unfortunately, this issue was beyond their control so the best thing that they could do was to get used to it.
In the self-reflection phase, there was one thing that students tried to do after they finished their vocabulary learning process. They tried to recall the vocabulary they have just learned.

"Setelah nonton videonya, saya coba mengingat-ngingat kembali materinya kak."
[After I finished watching the videos, I tried to recall the materials from the videos.]
Vignette 6

They also apparently did not try to make any notes on a book or phone to help them in recalling vocabulary they have just learned. The whole process only happened inside the mind of the students without using any external tools. In addition, students did not seem to do something to the videos they watched like the participants did from a research by Wang and Chen (2019). They did not try to give a like or comment to the videos they watched, and they did not try to subscribe to the channel either.

All in all, the whole process might look different from some previous researches related to this research. However, it is worth to mention that those previous researches explored about participants' YouTube-assisted for language learning in general, unlike this research which only explored in the vocabulary aspect.

2. Students' criteria on choosing video in their vocabulary learning

The main criteria that students consider before choosing the videos is easy to understand. Another criterion that students had but they did not explicitly state it was simple videos, but they provide quite specific examples which represented that criterion in which can be seen as follows:
"Kriteria saya saat milih video itu yang videonya mudah dipahami"
[My criterion for choosing the videos is easy to understand.]
Vignette 7

"Saya nonton video yang gampang dipahami kak, kaya video tentang pengenalan sayuran."
[I watch the videos that are easy to understand, like the video that introducing vegetables.]
Vignette 8

Picture 1. A screenshot of video example that students watched

This is an example of the video that students showed to the researcher. It can be seen that the video is quite simple and straightforward. The video consists of an example picture of a certain vocabulary, the written text of the vocabulary, the Indonesian translation in the subtitle and also the audio pronunciation by native speaker. All students mostly watched the videos with those criteria in their vocabulary learning.

3. Students' perceptions toward YouTube-assisted vocabulary learning in the self-regulated learning context.

The students gave both positive and negative feedbacks regarding to the YouTube-assisted vocabulary learning in the self-regulated learning context which were quite similar with a previous research by Putri, Agus and Slamet (2020). The positive feedbacks from students indicated that YouTube could provide some enjoyments to the students' learning process. For the negative feedbacks, they experienced some difficulties in their learning because of unstable internet connection and limited mobile data. Furthermore, they also expressed their attitude toward their further learning which can be seen as follows:

"Saya tertarik sih Kak buat lanjut belajar kaya begini, cuma kuotanya yang kurang mendukung."
[I am actually interested to continue learning like this, but my mobile data doesn't really support it.]
Vignette 9

"Tertarik dan gak tertarik sih Kak. Tertariknya karena video-videonya asik dan mudah dipahami, kalua gak tertariknya karena sinyal suka hilang tiba-tiba.
[I am both interested and uninterested. I am interested because the videos are interesting, but what I am not interested is because the internet connection often suddenly disappear.]
Vignette 10

"Saya kurang tertarik buat lanjut karena menurut saya belajar seperti ini kurang terlalu efektif. Saya lebih suka cara belajar yang langsung biar bisa bertanya buat memahami materinya."
[I am not really interested to continue doing it because I think learning like this is not really effective. I prefer to a direct learning that can make me able to ask some questions to help me understand the materials.]
Vignette 11

Based on their statements, it could be concluded that the possibility of the students to continue their learning was unfortunately quite low. The unstable internet connection and limited mobile data made the students hesitant to continue their learning. In addition, the student's preference to the more conventional learning also decreased the students' interest to continue their YouTube-assisted vocabulary learning in the self-regulated learning context.

CONCLUSION

There are several things this research has discovered about the students' YouTube-assisted vocabulary learning in the self-regulated learning context. In short, students would start to learn if they have made sure that they have spare time to use. During their learning process, there was one thing they had to pay attention which was the internet connection. Last but not least, they finished up their learning process by recalling the vocabulary they have just learned. In addition, students had some criteria for videos they wanted to watch in their vocabulary learning. This research

also discovered that YouTube could provide some enjoyments to the students' vocabulary learning process. However, the unstable internet connection, limited mobile data and the learning method preference resulted on the hesitation of the students to continue their learning.

REFERENCES

Abbas, A., Gulzar, R. & Hussain, Z. (2019). The impact of social media (Facebook and YouTube) on vocabulary acquisition of ESL learners. *Journal of Communication and Cultural Trends,* 1(1), 26–44.

Alhamami, M. (2014). Vocabulary learning through audios, images, and videos: Linking technologies with memory. *CALL-EJ,* 17(2), 87-112.

Brainerd, J.B., Zimmerman, B.J., & Schunk, D.H. (1989). *Springer Series in Cognitive Development.* 175 Fifth Avenue, New York: Springer-Verlag New York Inc.

Dessalegn, O. (2015). A Study on Problems of Vocabulary Teaching Techniques English Teachers Use in Holeta Primary Schools: Grade Seven in Focus. *International Journal of Science and Research (IJSR),* ISSN (Online): 2319- 7064 Index Copernicus Value (2015): 78.96

Elhamdi, O.E.H. & Hezam, A.M.M. (2018) Challenges for Methods of Teaching English Vocabulary to Non-native Students. *Advances in Social Sciences Research Journal,* 7(5) 556-575.

Hung-chun Wang & Cheryl Wei-yu Chen (2019): Learning English from YouTubers: English L2 learners' self-regulated language learning on YouTube. *Innovation in Language Learning and Teaching.* https://doi.org/10.1080/17501229.2019.1607356

Jamalipour, S. & Farahani, A. A. A. (2012). The effect of vocabulary knowledge and background knowledge on Iranian EFL leaners' LS reading comprehension. *Journal of Applied Linguistics and Language Research,* 2 (2),107-121.

Kabooha, R. & Tariq, E. (2015). The Impacts of Using YouTube Videos on Learning Vocabulary in Saudi EFL Classrooms. English Language Institute & Faculty of Arts & Humanities, European Languages Department, King Abdul-Aziz University, Jeddah, SAUDI ARABIA.

Kabooha, R. & Tariq, E. (2018). The Effects of YouTube in Multimedia Instruction for Vocabulary Learning: Perceptions of EFL Students and Teachers. *English Language Teaching*, 11(2), 72-81.

Misbah, N.H., Mohamad, M., Md Yunus, M. & Ya'acob, A. (2017). Identifying the Factors Contributing to Students' Difficulties in the English Language Learning. *Creative Education*, 8, 1999-2008. https://doi.org/10.4236

Nurhayat, L.H. (2019). The Implementation of Youtube in Teaching Vocabulary for Young Learners. *Journal of Advanced English Studies*, 2(1), 13-18.

Putri, F.H. (2019). YOUTUBE FOR SELF-REGULATED LANGUAGE LEARNING: AN EFL PERSPECTIVE. *Jurnal Tadris Bahasa Inggris,* 12(2), 42-57.

Putri, H.F.H., Wijayanto, A. & Supriyadi, S. (2020). Strengths and Weaknesses of Self-Regulated Learning through YouTube: Indonesian EFL Students' Perceptions. *ELS Journal on Interdisciplinary Studies in Humanities*, 3(4), 531-542. https://doi.org/10.34050/elsjish.v3i4.11749

Solano, L., Eva, U., Paola, C. & Verónica, E. (2020). Using EFL YouTube Videos as Supplementary Resource for Teaching Vocabulary: A Case Study in Secondary Education. Universidad Técnica Particular de Loja, San Cayetano Alto, Loja, Ecuador.

Staehr, L. S. (2008). Vocabulary size and the skills of listening, reading and writing. *The Language Learning Journal*, 36 (2). https://doi.org/10.1080/09571730802389975.