

**PROMOTING YOUTUBE AS SELF-DIRECTED LEARNING MEDIA
FOR EFL UNDERGRADUATE STUDENTS**

THESIS



**MASTER OF ENGLISH LANGUAGE EDUCATION
DIRECTORATE OF GRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG**

2024

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THESIS

In Partial Fulfillment of the Requirement for Master's
Degree in English Language Education



By

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**MASTER OF ENGLISH LANGUAGE EDUCATION
DIRECTORATE OF GRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG**

2024

LETTER OF ACCEPTANCE

**PROMOTING YOUTUBE AS SELF-DIRECTED LEARNING MEDIA
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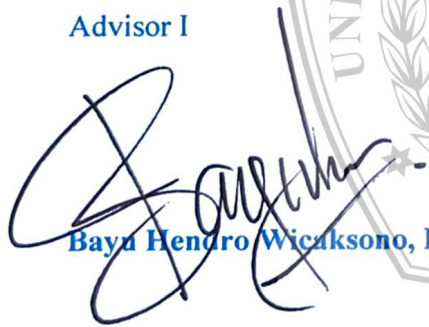
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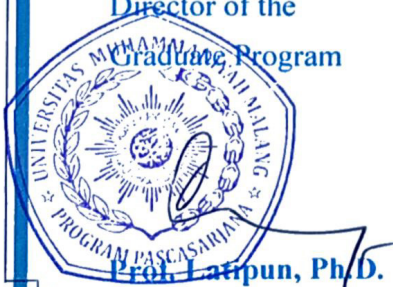
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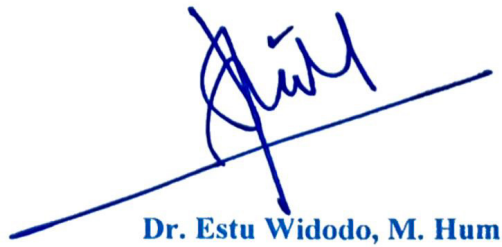


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Hereby, declare that :

1. The thesis entitled: **PROMOTING YOUTUBE AS SELF-DIRECTED LEARNING MEDIA FOR EFL UNDERGRADUATE STUDENTS** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any university. Besides, there is no other idea or citation except those quoted and mentioned in the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any Procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely **NON-EXCLUSIVE ROYALTY**.

Thus, this statement is made truthfully to be used as appropriate.

Malang, 30 August 2024

The Writer,



M. ERVAN ZULKARNAIN

ACKNOWLEDGMENT

The pursuit of knowledge is a lifelong journey, one that I have been fortunate enough to embark upon. My master's thesis, titled **PROMOTING YOUTUBE AS SELF-DIRECTED LEARNING MEDIA FOR EFL UNDERGRADUATE STUDENTS**, signifies the importance of self-directed learning skills. This work is a conclusion of months of research, analysis, and intellectual examination.

I would like to express my sincere gratitude to Mr. Bayu Hendro Wicaksono, PhD, and Mrs. Ria Arista Asih, Ph.D., who helped me from the beginning of drafting until the conclusion of this research. Their expertise and encouragement have played a crucial role in shaping this research project.

I am also grateful to all of the contributions from UIN Maulana Malik Ibrahim Malang and Universitas Muhammadiyah Malang, and all parties that I cannot mention one by one. Their contributions, both directly and indirectly, have made this research achievable.

Finally, I would like to thank my parents, Mr. Agus Setiawan and Mrs. Eni Muslikhah Muawanah who have supported and encouraged me to continue my master's studies. I also want to express my gratitude to my beloved soon-to-be wife, Lailatul Khoiroh Ummah, for your unwavering support during my studies. Their love and support have motivated me to complete this thesis.

I hope that this research contributes to the broader understanding of the use of YouTube for self-directed learning in the EFL undergraduate context. Hopefully, this research inspires students to develop their self-directed learning skills and others to expand research in similar topics.

Malang, 30 August 2024
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PROMOTING YOUTUBE AS SELF-DIRECTED LEARNING MEDIA FOR EFL UNDERGRADUATE STUDENTS

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ABSTRACT

Self-directed learning (SDL) has gained popularity in today's rapidly changing world. Unfortunately, many studies revealed that students still have low SDL skills, thus indicating low motivation to plan, execute, and monitor their learning process. This study aims to investigate what type of learning strategies are practiced by EFL undergraduate students when doing SDL via YouTube and how SDL was practiced by EFL undergraduate students in the company of YouTube learning media, which provides an abundance of videos for learning English. The data were collected through a self-assessing questionnaire and semi-structured interviews with five EFL undergraduate students. Through the combination of Strategy Inventory for Language Learning (SILL) questionnaires and phenomenology analysis, this research has categorized and coded the types of learning strategies and the steps they take for SDL. The findings reveal that students use a variety of learning strategies, including memory, cognitive, compensation, metacognitive, affective, and social strategies. The study also identifies two primary ways students use YouTube: casually and with specific learning intentions. Challenges such as content validation and distraction were mitigated through content filtering and critical thinking. The research concludes that YouTube is an effective tool for promoting SDL and enhancing student motivation, autonomy, and achievement in English language learning. Moreover, language learning strategies were also moderately used by EFL undergraduate students. The study contributes to the understanding of SDL in the Indonesian EFL context and suggests that YouTube can support lifelong learning.

Keywords: *self-directed learning, YouTube, language learning strategies, EFL undergraduate students*

MEMPROMOSIKAN YOUTUBE SEBAGAI MEDIA PEMBELAJARAN MANDIRI BAGI MAHASISWA SARJANA BAHASA INGGRIS

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ABSTRAK

Self-directed learning (SDL) telah mendapatkan popularitas di dunia yang berubah dengan cepat saat ini. Sayangnya, banyak penelitian mengungkapkan bahwa siswa masih memiliki keterampilan SDL yang rendah, sehingga menunjukkan motivasi yang rendah untuk merencanakan, melaksanakan, dan memantau proses pembelajaran mereka. Penelitian ini bertujuan untuk menyelidiki jenis strategi pembelajaran apa yang dipraktikkan oleh mahasiswa sarjana EFL ketika melakukan SDL melalui YouTube dan bagaimana SDL dipraktikkan oleh mahasiswa sarjana EFL di perusahaan media pembelajaran YouTube, yang menyediakan banyak video untuk belajar bahasa Inggris. Data dikumpulkan melalui kuesioner penilaian diri dan wawancara semi-terstruktur dengan lima mahasiswa sarjana EFL. Melalui kombinasi kuesioner *Strategy Inventory for Language Learning* (SILL) dan analisis fenomenologi, penelitian ini telah mengkategorikan dan mengkodekan jenis strategi pembelajaran dan langkah-langkah yang mereka ambil untuk SDL. Temuan tersebut mengungkapkan bahwa siswa menggunakan berbagai strategi pembelajaran, termasuk strategi memori, kognitif, kompensasi, metakognitif, afektif, dan sosial. Penelitian ini juga mengidentifikasi dua cara utama siswa menggunakan YouTube: secara kasual dan dengan tujuan pembelajaran tertentu. Tantangan seperti validasi konten dan gangguan diatasi melalui penyaringan konten dan pemikiran kritis. Penelitian ini menyimpulkan bahwa YouTube adalah alat yang efektif untuk mempromosikan SDL dan meningkatkan motivasi, otonomi, dan prestasi siswa dalam pembelajaran bahasa Inggris. Selain itu, strategi pembelajaran bahasa juga cukup banyak digunakan oleh mahasiswa sarjana EFL. Penelitian ini berkontribusi pada pemahaman SDL dalam konteks EFL Indonesia dan menunjukkan bahwa YouTube dapat mendukung pembelajaran seumur hidup.

Kata kunci: *self-directed learning, YouTube, strategi pembelajaran bahasa, mahasiswa sarjana Bahasa Inggris*

INTRODUCTION

Self-directed learning has become increasingly important in today's fast-paced, rapidly changing world. Self-directed learning (or so-called "SDL") skills can aid someone in learning new things outside the learning environment and have self-consciousness about their learning progress (Toh & Kirschner, 2020). Research that has been conducted reveals that SDL activates learners' independence (Alotumi, 2021; Dogham et al., 2022; Wang & Chen, 2020). In their study, Dogham et al. (2022) stated that SDL promotes learners' independence to motivate and prepare for their lives. Moreover, studies on the benefits of SDL in real-life contexts also have been conducted. Morris & Rohs's (2021) study, for example, has revealed that SDL is an essential competence for dwelling and operating in this current unpredictable and vastly changing environment. This skill is necessary, especially in workplace settings where one is required to always adapt and learn new competencies in present-day situations. Therefore, SDL is one of the keys to success in the current world situations.

In reality, however, researchers revealed that many students still have low SDL motivation (Dogham et al., 2022). This behavior will affect student's achievement both in school and in prolonging life. Lai et al. (2022) findings supported this fact. They stated that students with low SDL skills underperformed, were not very persistent in learning, and were unable to actualize the tasks given by the instructor compared to students with high SDL skills. Another study also revealed that low SDL students have lower motivation and autonomy in learning (Li et al., 2021). They cannot effectively plan, execute, monitor, and reflect on their learning process, resulting in lower achievement. Additionally, students with less SDL motivation are less likely to actualize their thoughts or even order from tasks (Zhu, 2021). In the context of Indonesia, Dwilestari et al. (2021) revealed that 60% of the students still have moderate to low levels of SDL which indicates the need for additional guidance from the lecturer to support their learning progression. Therefore, having a low SDL skill will hinder students in developing their learning process during school years and also in lifelong learning.

Self-directed learning has been implemented with various media in language learning. One of the most popular media for self-directed learning is YouTube which has been researched on several occasions (Hiromi, 2021; Wang & Chen, 2020). Their results indicate the possibility for YouTube to serve as a learning tool in SDL. Furthermore, Aldallal et al. (2019) revealed that YouTube's directory provided influential content that is useful for students in doing SDL. Lee et al. (2017) also added that YouTube can be used as a medium in online SDL and social interaction, even though they should be cautious about the relevancy and credibility of the content. Furthermore, SDL and YouTube have been perceived positively by Indonesian students because they can access countless learning resources that suit their needs and regulate the learning process by themselves (Nur & Butarbutar, 2022; Tyas, 2022). The evidence above concludes that YouTube has been proven to be a great source for SDL.

Unfortunately, there is limited evidence on SDL in the Indonesian EFL context. Many previous research is only employed in a certain field such as nursing (Dogham et al., 2022; Kor et al., 2022) or certain nations (Elarashi et al., 2022; Wang & Chen, 2020). As suggested by Elarashi et al. (2022), future researchers should employ similar research on the impact of YouTube on students' self-directed online learning outside the Arab countries and also consider the use of interview approaches. Furthermore, the factors of YouTube that influence the promotion of students' SDL also have not been discussed. For example, Wang & Chen (2020), only studied how EFL learners used YouTube for self-regulated learning, but the factors that influence SRL promotion have not been discussed in their study. Moreover, as suggested by Hiromi (2021), YouTube creates an opportunity for self-instructed language learning in the digital age. Thus, future studies should investigate the dynamic practice of YouTube from the perspective of language learners and the learning context.

Realizing the importance of SDL in prolonging life and the educational benefits of YouTube, this present study aims to give an elaboration on how learners can use YouTube as an alternative media for self-directed English learning. It is further prompted by the existence of the YouTube channels directory which has thousands of useful videos that can aid with English learning context. By giving

solid and clear instructions to find particular English learning materials from the YouTube video library, learners can choose videos that attract their interest and motivate them to learn English by themselves. Hopefully, learners could have effective self-directed English learning, and promote lifelong self-directed learning. Therefore, this study aims to seek the use of YouTube learning media during English language teaching-learning activities and to observe how the self-directed learning aspect of the activity is formed.

To achieve such objectives, the researcher proposes a couple of research questions:

1. What type of learning strategies are used by EFL undergraduate students when doing SDL via YouTube?
2. How do undergraduate students utilize YouTube for self-directed English language learning?

This research is expected to widen the literature about maximizing YouTube as SDL media and how it influences SDL aspects of students. With today's advancement of technology, learning is not restricted only to textbooks and journals but also to other sources such as YouTube, one of the popular online video platforms. Besides, the changes in the teaching-learning scenario to blended learning or full-on online learning require students to be conscious of SDL. Hopefully, this research could expand the field of research on the use of YouTube's correlation with self-directed learning, and as a stepping stone for future research that is interested in a similar topic.

LITERATURE REVIEW

Self-directed Learning Definition

SDL concept popularized (Knowles, 1975) is an approach where individuals initiate and are responsible for their own learning process. It starts with determining learning goals, identifying learning needs and resources, and evaluating the yields (Li et al., 2021). Previous studies have highlighted the advantages of self-directed learning, including an increase in learning motivation (Cronin-Golomb & Bauer, 2023), critical thinking, and problem-solving (Kor et al., 2022), and learners' independence. Additionally, SDL has been associated with deeper and higher comprehension of materials (Lai et al., 2022b).

Many theories have been linked with SDL. Carl Roger's humanistic theory emphasizes the intrinsic motivation and desire of individuals for self-improvement and to become whole self-actualized individuals (Servant-Miklos & Noordegraaf-Eelens, 2021). Meanwhile, Social Cognitive Theory posits that SDL heavily influences an individual's ability to learn by observing the social environment and gauging their ability in succeeding tasks (Yang et al., 2021). Experientialist, David Kolb viewed learning as a complex process of receiving concrete experiences, observation, conceptualization, and active experimentation. Thus, integrating knowledge and experience in this cycle was advantageous for self-directed learners (Morris & König, 2021). Introduced by Malcolm Knowles, andragogy theory emphasizes the unique characteristics and preferences of adult learners which implies self-direction, practicality, relevance, and problem-solving in the learning environment (Blaschke, 2019).

Aside from SDL, there is also a similar term called SRL (self-regulated learning). Both terms are often used interchangeably because they share similarities in the determination of learning goals, the implementation of learning strategies, and the evaluation of learning outcomes (Gandomkar & Sandars, 2018; Loyens et al., 2008), but they are theoretically different. SDL is rooted in adult education and popularized by Knowles in 1975 whereas SRL is rooted in educational psychology (Jossberger et al., 2010; Voskamp et al., 2022). SDL is believed to be the macro level concept encompassing the learner's autonomy in controlling their learning while the SRL is the micro level and more specific term mostly used in classroom environments (Saks & Leijen, 2014). Therefore, self-directed learners are expected to be self-regulated and concerned more about the following stages they take during the learning process while self-regulated learners might not self-directed themselves.

Underlining the similarities and differences above, the current study will focus more on the SDL because it is the broader term between the two. Additionally, the objectives of the study are expected to reveal the learning process undergone by EFL undergraduate students in and outside the classroom settings, thus the SDL concept is used. Nonetheless, both SDL and SRL literature are rewarding sources of information and will be used to complement each other. This research believed

that by promoting SDL through YouTube, not only students have higher motivation in self-regulating their learning process in the classroom, but also grow their inner motivation in lifelong learning (Charokar & Dulloo, 2022; Joa et al., 2023; Wong et al., 2021).

Theoretical Frameworks

Several SDL frameworks have been proposed in recent years. Knowles' six assumptions of adult learning provide guiding principles for SDL in adult education. This framework emphasizes the importance of learner participation and experience, material relevancy, problem-solving orientation, inner motivation, and self-evaluation (Owen, 1999). On the other hand, Guglielmino has developed a scale for self-directed learning readiness (SDLRS). This questionnaire assesses an individual's potential for SDL by measuring factors including self-control, self-management, and curiosity (Chen et al., 2022). To help new self-directed learners, Grow developed a four-stage SDL model consisting of readiness assessment, learning goals setting, activating the learning process, and evaluating the outcomes (Peeters, 2011). At last, Heutagogy's approach gives the learners full responsibility in determining their learning journey (Blaschke, 2019). The framework believed self-determined learning is a must-have skill for every individual to achieve lifelong learning.

Several studies related to self-directed learning have been conducted throughout the year. Alotumi (2021) investigated EFL students' self-regulated learning motivation in English speaking. The results indicated various motivations such as self-willingness was used by students in regulating their EFL speaking learning outside the classroom. Unfortunately, the study's quantitative data did not highlight what learning strategy was undergone by students in self-regulating EFL speaking. Moreover, Dogham et al. (2022) revealed that self-directed learning readiness in online learning scenarios was highly correlated with students' self-efficacy. Students who have higher self-efficacy tend to have better time management and technical skills when performing online learning. Similarly, this study also lacks qualitative data on what aspect contributed to students' self-efficacy and how they organized their online learning environment. In contrast, Wang & Chen's (2020) interviews reported that students perceived self-regulated

English learning through YouTube to be more flexible, attractive, and interactive than in classroom environments. Even though this study has contributed to students' perception and strategies on SRL, it still heavily relied on interviews and lacked supporting data such as learning journals to deepen the explanation of students' self-regulated learning journey.

Due to the SDL's nature, the process of planning, monitoring, and evaluating the learning is heavily dependent on the learner. Toh & Kirschner (2020) believe that this process of learning, reflecting, and improvising is the higher-order metacognitive strategy where learners find their way to solve obstacles in self-directed learning. Aside from that, self-directed learners embrace several psychological aspects including self-regulation, motivation, metacognition, and four secondary aspects such as confidence, competence, control, and choice in doing their learning (Alotumi, 2021). Hence setting proper motivation and concrete learning goals are important in SDL to make a strong connection between the goals and the learning strategies (Hiromi, 2021; Tu, 2021). Kaufman (2018) added self-efficacy is the central point in self-directing learning which is connected with individuals' judgment in carrying out certain tasks and how well they can handle them. Thus, how well one can perform in SDL is shown by their self-efficacy and metacognition process in performing their learning.

YouTube as EFL Learning Resources

Since its creation in 2005, YouTube has been in great demand for various purposes, both for entertainment and as a learning medium. YouTube has the primary function of sharing information, trivia, photography, video, and others, making YouTube the most prominent video-sharing platform in the world with more than 100,000 videos uploaded and shared daily (Jones & Cuthrell, 2011). Nowadays, YouTube is not only used as an entertainment medium but also as a learning medium. YouTube is one of the websites that contribute significantly to the world of education. Based on Apuke & Iyendo (2018), YouTube considerably influences student achievement. Videos on YouTube are very effective in attracting students' interest. YouTube is a simple alternative strategy to engage students in the learning process. They can learn independently through various kinds of videos that are relevant to the material without feeling burdened. In this way, students will

find it easier to understand the lesson to increase their achievement. As stated by Syafiq et al. (2021) YouTube can improve students' achievement, especially in speaking skills. By using YouTube videos, students can find and remember the topic of the lesson and discuss and practice with their classmates to improve their speaking skills. Automatically, it will help students practice pronunciation, enrich vocabulary, and help them learn grammar, making it easier to find ideas for producing sentences when speaking.

Another study that proved YouTube's benefit in the EFL learning context was by Saed et al. (2021). They stated that YouTube can improve the EFL students' listening and speaking skills, and encourage them to communicate verbally in English. Moreover, they found that students widely use YouTube to answer academic problems, seek more information, and explain material through visualization of images and audio. Furthermore, Rozal et al. (2021) demonstrate that YouTube can serve as a project-based learning media, in which case he conducts a study in English class for physics. The results show that classes that use project-based learning with YouTube get better results than other classes.

Aside from its benefits, YouTube also has a few drawbacks that make it tough to be recommended as a learning resource. Many mixed-view online video platforms like YouTube can be used as learning tools. Some view YouTube for learning purposes as too much risk regarding content's accuracy and appropriateness, making the content selection a complex and time-consuming process (Chintalapati & Daruri, 2017). Many contents provided by YouTube also lack validation, especially in terms of theoretical knowledge. Khatri and teams (2020) have reported that more than 20% of YouTube videos about infected diseases have misleading information. This result shows the need for instructors to validate the information provided by YouTube before choosing it as a learning medium.

On the students' side, many perceived YouTube as only for entertainment without realizing its educational benefits. As mentioned in Neumann and Herodotou's (2020) survey, around 80% of young children from age 0 – 7 years old use YouTube and spend more than one hour each day watching YouTube videos. While many parents are aware that YouTube can be used as a learning tool, some

of them do not fully accompany and guide their children in using YouTube. This action leaves them at dangerous risk of inappropriate exposure to violence, pornography, and profanity content that is not unsuitable for children. A scoping review from Shoufan and Mohamed (2022) summarized the challenges in implementing YouTube for learning. Some of those challenges are the hindrance of school and classroom policies, lack of supporting devices and facilities, and lack of assessment measures for content quality. Therefore, proper guidelines for implanting YouTube as a learning media are urgently needed to extract all the benefits and mitigate the drawbacks.

SDL Strategies Incorporating YouTube Learning Media

In today's time, YouTube has been chosen to be one of the learning platforms due to its abundance of materials that are provided inside YouTube's directories. A study by Lee et al. (2017) confirmed that YouTube videos are a viable option for students in helping their SDL, social interaction, and accomplishing learning goals. Aldallal's group work (2019) added that even though it required proper selection and examination, YouTube videos have influenced students' self-directed learning practice. Students could self-directly use YouTube to seek information, solve problems, and improve specific skills (Joa et al., 2023). Hence, this technique can be applied to foster learners in independently using YouTube to support their self-directed learning.

There are many steps or ways that students can take to use YouTube for SDL. Tariq et al. (2020), in their study, proposed a five-step learning process consisting of 1) Setting learning goals, 2) Selecting the learning topic, 3) Selecting the search medium, 4) Comparing and Analyzing the contents, and 5) Self-reflecting and improving. The determined learning process can help students construct, integrate, and share their knowledge with others (Tariq et al., 2020). Moreover, these steps can also reduce the negative effects of YouTube where there can be much misinformation in the contents, improper language and action, as well as ensuring the quality of the learning process (Khatri et al., 2020; Shoufan & Mohamed, 2022). Thus, taking the right steps in using YouTube for SDL is crucial to maximize the learning output.

Language Learning Strategies

In every language learning scenario, the learners employed certain steps or processes to facilitate language acquisition and learning. One of the language learning strategies that is closely related to self-regulation was proposed by (Oxford, 2017) in her Strategy Inventory for Language Learning (SILL). This theory posits that learners could be taught to use specific language learning strategies to regulate and achieve their learning goals. Six main types of language learning strategies are divided into two major groups: direct and indirect strategies. The direct strategies were further subdivided into memory strategies, cognitive strategies, and compensation strategies. On the other hand, indirect strategies were classified into metacognitive strategies, affective strategies, and social strategies. According to (Oxford, 1990), metacognitive strategies are related to students' ability to regulate their learning whereas emotional and social competence are represented by affective and social strategies. On the other hand, cognitive strategies are the mental state of learners during learning, memory strategies for storing the information, and compensation strategies help to overcome the missing information or knowledge gaps in communication. Oxford suggested that these strategies were interconnected to each other and supported the goal of language learning.

Figure 1 The Taxonomy of Language Learning Strategies by Oxford (1990)

Taxonomies of Language Learning Strategies by Oxford (1990)	
DIRECT STRATEGIES	
I. Memory	A. Creating mental linkages B. Applying images and sounds C. Reviewing well D. Employing action
II. Cognitive	A. Practicing B. Receiving and sending messages strategies C. Analyzing and reasoning D. Creating structure for input and output
III. Compensation strategies	A. Guessing intelligently B. Overcoming limitations in speaking and writing
INDIRECT STRATEGIES	
I. Metacognitive Strategies	A. Centering the learning B. Arranging and planning the learning C. Evaluating the learning
II. Affective Strategies	A. Lowering the anxiety B. Encouraging oneself C. Taking the emotional temperature

III. Social Strategies

- A. Asking questions
- B. Cooperating with others
- C. Empathizing with others

Much previous research has been conducted in the field of language learning strategies and their benefits for learners. Language learning strategies can help to enhance learner's cognitive skills such as memory retention, attention span, and problem-solving (Cronin-Golomb & Bauer, 2023; Duong & Nguyen, 2021; Kor et al., 2022). Furthermore, LLSs also empower students to plan, execute, and reflect, basically control their learning independently. Hence increasing learner autonomy (Li et al., 2021; Sagir Khan et al., 2022; Tyas, 2022). Besides, LLSs greatly influenced learners motivation (Dwilestari et al., 2021), self-confidence (Forbes & Fisher, 2018), and efficiency and proficiency in language learning (Sukyning, 2021). From the evidence above, we can conclude that applying some language learning strategies could enhance overall learning performance.

Memory Strategies

Memory strategies incorporate the way learners encode, store, and retrieve information from their memory. This strategy has been used for thousands of years ago and it often involves linking different types of materials. For instance, language learners might classify words into certain topics (e.g.: nouns, verbs), contexts (e.g.: words for occupancy), and other classifications that ease the learners in remembering those words (Oxford, 1990). An additional technique that uses memory strategies is applying images and sounds, reviewing the target language, and using sensation or tangible responses. These strategies are essential to help language learners acquire and store the information they need when they want to use it later down the line. (Duong & Nguyen, 2021).

Previous studies have revealed many positive effects on memory strategies and student achievement. (Nemati, 2010) For example, has experimented on 310 Indian students and the results indicated the experimental group had a significant score compared to the control group in vocabulary learning. This study implied that employing imagery and visuals of the words can help students absorb and retain the words in their long-term memory. Additionally, (Arellano, 2017) investigated the

most frequently used memory strategies in EFL students. The results indicated that using English words in a sentence is the most used memory learning strategy, followed by thinking of the relationship between what have learned and the new things and remembering new words in a certain location. The two previous researches inferred that memory strategies can help students store information and retrieve it when needed.

Cognitive Strategies

Cognitive strategies involve mental processing and techniques that students can use in managing their learning. Based on Ndiokubwayo et al. (2020) work, YouTube videos are a great learning resource for students. Cognitive strategies that can be implemented are content selection, information organization, and piecing the information together. As shown in their study, combining YouTube videos and learning simulation resulted in higher gains for students who performed neither of those. Moreover, critical thinking as a cognitive skill has also been shown to have affected SDL performance. Jin & Ji's (2021) findings showed that self-directed learning skill is highly correlated with students' critical thinking (CT) ability, thus resulting in higher success for students with high CT ability in SDL.

Cognitive strategies have been shown to have a positive effect on the students during SDL. Yao et al. (2023)'s study revealed that cognitive strategies such as summarizing and reflecting, memorization and visualization, and the integration of theory and practice were widely used by learners in performing SDL alongside other learning strategies. These results indicated that cognitive strategies were the foundation of SDL alongside plan-making, which also led to metacognitive strategies. Additionally, (Duong & Nguyen, 2021) quantitative studies revealed that cognitive strategies are the third most used strategies by EFL learners. They utilized cognitive strategies such as watching English TV shows, practicing pronunciation, and various usage of vocabulary to help them better understand English. This couple of research indicated that self-directed learners could utilize cognitive strategies to manage and excel in their learning process.

Compensation Strategies

Compensation strategies point out how learners mitigate their difficulty in the knowledge gap. Learners who have high compensation strategies are likely to

have many tools in their arsenal to help them in self-directed learning (Oxford, 1990). They also have high adaptability to different kinds of learning situations and use various strategies to achieve their goals (Loeng, 2020). Furthermore, compensation strategies can promote SDL by enabling learners to be proactive in learning, seek feedback, and be persistent in overcoming challenges (Elesio, 2023). In practice, compensation strategies enable learners to comprehend or produce the target language despite the knowledge limitations (Oxford, 1990, p. 47). This ability is essential in promoting self-directed learning because learners have more opportunities to practice the target language.

Compensation strategies have been studied on many occasions and proven to help students in language learning. One of them is by (Ahmad & Ismail, 2013), that researched compensation strategies used by ESL learners. The findings imply that ESL learners mostly used the guessing method followed by using synonym words when they found unfamiliar words in English. Thus, learning to guess intelligently can benefit ESL/EFL learners in learning English words. Similarly, Rahman's (2020) investigation on LLSs used by EFL learners in Saudi Arabia also revealed that compensation strategies are the second most used LLs after metacognitive strategies. These strategies were commonly practiced by learners to compensate for their lack of knowledge while speaking, reading, and even listening to the English language.

Metacognitive Strategies

According to Marra et al. (2022), metacognition components and SDL are closely linked in creating effective prolonged learning. Setting goals, activating prior knowledge, conducting the learning, self-assessment, and evaluating are included in metacognitive procedural knowledge. A study by Anthonysamy (2021) affirmed that students who utilize metacognitive strategies better perform in online learning, evaluate their course understanding, and regulate their learning process. Akamatsu's works also revealed that metacognitive strategies during self-regulated learning promoted students' learning behaviors and self-efficacy. At last, (Aziz et al., 2019) revealed that high-achieving students frequently use metacognitive strategies in comprehending English text. Therefore, mastering metacognitive

strategies and their components should aid students in self-regulating their learning process.

Previous research on metacognitive strategies has revealed many kinds of metacognitive strategies utilized by students. Cai's (2024) longitudinal research has revealed that students who used metacognitive strategies are divided into three categories, low, medium, and high usage. The medium users of metacognitive strategies have significantly higher L2 scores compared to the lower users. Nonetheless, all of the three categories still utilized the means of planning, monitoring, and evaluating their learning progress. Furthermore, Al-Khawaldeh et al. (2023) have investigated the strategies used by students for COVID-19 vocabulary learning. The results indicated that the students were high users of metacognitive strategies for learning COVID-19 vocabulary. This result might refer to the tendencies of students to plan, monitor, and evaluate their learning to acquire as many COVID-19 terminologies as they can. The two previous research concluded that the use of metacognitive strategies benefits students in planning, monitoring, and evaluating their learning progress.

Affective-Motivational Strategies

Affective learning strategies encompass the emotional and motivational aspects of learning, including the learner's interest, attitude, and emotional response (Charokar & Dulloo, 2022). Regarding motivational strategies for SDL, Lao et al. (2017) examined the students' motivational orientation while doing computer-supported self-directed learning (CS-SDL). The study showed that students with set their learning goals and track their progress significantly have higher motivation in performing CS-SDL than those who did not. Students' motivation also determined their self-efficacy, critical thinking, and effort in regulating CS-SDL. The study concluded that instructors should also provide positive learning attitudes and motivational stimuli for students to succeed in learning.

In a previous study by Zhu & Doo's (2022) study with 470 participants revealed that internal motivation is highly correlated with students' self-monitoring and self-management during online distance learning scenarios. Internal motivation is indicated as the core component for students to stay motivated and keep track of their learning progress by self-monitoring and self-management. Thus, keeping

positive learning attitudes is essential in performing self-directed learning. Additionally, (Li et al., 2021) revealed that the affective outcomes of the students were highly influenced by their SDL ability. Students with higher SDL ability tend to have higher affective and internal motivation to conduct their learning than the ones who have lower SDL ability. This result signifies a strong relation between motivation and SDL ability for extensive learning, especially in higher education.

Social Strategies

While self-directed learning is a highly individualized skill, some social learning strategies could also be implemented when combined with YouTube videos. With the proper instructions, YouTube has been proven to enhance EFL students' linguistic inputs, vocabulary banks, and socio-productive skills (Telaumbanua et al., 2022). In combination with self-directed learning skills, students could actively perform not only in independent learning but also in social interaction settings.

Even though previous research revealed that social strategies were the least used strategies (Duong & Nguyen, 2021; Qasimnejad & Hemmati, 2014), the benefits of social strategies are not indispensable. Kendal et al. (2018) argued that social learning strategies could bridge the gap between the learners and the environment. The correct use of social learning strategies can help learners stimulate the learning experience, integrate theory into practice, and provide opportunities for environmental learning. Furthermore, the questioning technique of social strategies has been proven to increase students' speaking ability. As studied by Arini & Wahyudin (2022), the majority of the students used questioning techniques to improve their language skills as the teacher engaged students with questions during English lessons. Thus, engaging in social learning activities can help to boost student's motivation, language skills, and public speaking skills.

RESEARCH METHOD

Research Design

The current research adopted a phenomenology design in an attempt to explain how EFL undergraduate students used YouTube as a learning medium to facilitate their self-directed learning. Phenomenology is a philosophical and

research methodology that focuses on the study of one phenomenon based on the conscious experience of the practitioner (Cohen et al., 2018). Hence, the current study adopted a phenomenological approach to dissect EFL undergraduate students' conscious experience while doing self-directed learning with YouTube media and the types of language learning strategies they employ. As the research objective is to describe how YouTube was used by EFL undergraduate students for SDL, this research used transcendental (descriptive) phenomenology design because of its ability to reveal the knower's consciousness and describe the essence of the phenomenon based on the knower's experience (Neubauer et al., 2019). Hence, it is suited to the objective of the current study which seeks to answer the research questions through an in-depth exploration of students' experience and consciousness of SDL practice through YouTube.

Research Subjects

The subjects of this study were 10 Indonesian EFL undergraduate students from the English Education Department of UIN Maulana Malik Ibrahim Malang. The participants were sorted from the class of 2020 and purposively selected for this research because they matched the inclusion criteria of this research. After the ten participants filled out the SILL questionnaires, five participants were exclusively selected for interview due to their extensive experience in using YouTube for self-directed English learning among others, and believed to have the needed data to answer this research. The inclusion criteria that were used in this research were picked based on several suggestions from previous research below:

1. Accessing YouTube daily (10 – 20 minutes of watching time per day)
This criterion is the recommended YouTube-watching session from (Neumann & Herodotou, 2020) because this range indicated a purposeful intention of watching YouTube videos. In contrast, the more screen time one spends watching YouTube, the less purposeful the intention is.
2. Using YouTube for learning or any academic purposes (in and outside class)
As indicated in Mady & Baadel's (2020) findings, more than 60% of students across majors use YouTube as a learning resource for academic purposes and general knowledge. Hence this indicator is suitable to delve into how students utilize YouTube for SDL.

3. Watching YouTube videos in English, whether with the help of subtitles or not. The benefit of adding subtitles in the video has been proven in many types of research. (Alawadh et al., 2023; Harahab Putri et al., 2020; Simbolon & Yusnita, 2020). Subtitles can enhance the audio-visual input of learners, and help them in understanding the vocabulary, pronunciation, and comprehension of the video. Thus, Zhu (2021) recommended adding subtitles to the video content to maximize the learner's comprehension.

Data Collection

The researcher collected the qualitative data through a self-assessing questionnaire and semi-structured interviews focusing on participant's experience in using YouTube for SDL. The questionnaire (Appendix 2) was adopted from the SILL framework to assess the tendency of language learning strategies used by second or foreign-language learners (Oxford, 1990). The questionnaire was then distributed to the EFL undergraduate students who matched the criteria above from 13 May 2024 until 4 June 2024. After gathering the ten participants from the questionnaire, the researcher interviewed (Appendix 1) the five willing participants to confirm and crosscheck their questionnaire responses and to delve into steps they take during SDL via YouTube. By doing this process, the researcher expected to answer RQ 1 and RQ 2 by analyzing the result of a questionnaire regarding the type of language learning strategies used during SDL through YouTube and the ways of SDL implementation on YouTube from the interview results.

Additional data was collected in the form of types or genres of YouTube videos from the participants. The type of YouTube video was used for analyzing the pattern of EFL students in doing self-directed learning on YouTube. All the collected data then was triangulated to gain a comprehensive understanding of the way EFL undergraduate student conduct SDL and their learning strategies on YouTube. All the participants' consent, privacy, and anonymity were ensured per the ethical guidelines of the research. Phenomenological reduction (epoché) has to be perceived to isolate any preconceived notions or assumptions about the students' experiences and solely focus on the students' descriptions of their experiences with SDL and YouTube.

Data Analysis

The collected questionnaire responses were analyzed by using the SILL system by (Oxford, 1990). The result of this analysis depicts the most often used strategies used by students when learning English which might fall into one of the six categories, 1) memory, 2) cognitive, 3) compensation, 4) metacognitive, 5) affective, and 6) social strategies. The questionnaire results were then used to interview the participants and as a triangulation process. Furthermore, the collected interview transcript then underwent a systematic analysis of phenomenology data, with the details as follows:

1. Bracketing. First, the researcher isolated any biases and preconceptions about the phenomenon and set them apart.
2. Second, the extracting process began by selecting the meaningful units that can be used as the main theme of the data. Participant's experience in using YouTube as SDL, types of YouTube content, and SDL strategies were the demanded data.
3. Then, the selected data was clustered and themed into a coherent structure of phenomenon. In this case, how EFL students utilize YouTube for SDL purposes and their self-directed learning strategies.
4. Last, the researcher provided a detailed description for each theme to accurately depict the participant's experiences and consciousness. First, the explanation depicted what types of self-directed learning strategies are employed by EFL undergraduate students to answer RQ1. Secondly, the description of the participants' learning journey answered RQ2 on the process of EFL undergraduate students in self-directed learning using YouTube.

Coding for the interview transcriptions:

P# (AKA) : Participant # (initial name)

x/x/2xxx : The date of data taken

Q# : Question number#

Ln# : Line number#

No.	Research Questions	Research Instruments	Form of The Data	Data Analysis
1	What type of learning strategies are used by EFL undergraduate	Self-assessing questionnaire	Participant's attitude.	Questionnaire analysis. Revealing the tendencies of

	students when doing SDL via YouTube?	adopted from Oxford (1990)		students' language learning strategies
2	How do undergraduate students utilize YouTube for self-directed English language learning?	Interview guideline, focus group discussion.	Participant's experience/textual data (words).	Thematic Analysis: reveal the main theme that occurred in the phenomena

FINDINGS

This study aims to answer two research questions: 1) What type of learning strategies are used by EFL undergraduate students when doing SDL through YouTube? and 2) How do undergraduate students utilize YouTube for self-directed English language learning?

The data were collected using two instruments, a SILL questionnaire and interviews. The results of the SILL questionnaire were able to depict the tendency of language learning strategies used by EFL undergraduate students when performing SDL through YouTube and the interviews have revealed the way EFL undergraduate students utilized YouTube for SDL. The findings of this study aim to provide insight into how students can maximize the potential benefits of YouTube, especially for self-directed English learning. Hopefully, these findings could also become a pathway for future research on learning media, particularly on SDL and language learning strategies.

SILL Questionnaire Results

This study has collected 10 EFL undergraduate students that match the criteria for this research. The questionnaire was distributed to the population of EFL undergraduate students from 13 May 2024 until 14 June 2024. The results of SILL questionnaires varied among the respondents. Below is the summary of the SILL questionnaire result in the form of a table and a clustered column chart.

Table 2: The SILL Questionnaire Results.

Participants	Part A	Part B	Part C	Part D	Part E	Part F
P1(RTW)	2.67	3.07	3.67	3.44	3.17	4.17
P2(FM)	2.56	4.14	3.67	3.67	2.83	3.17
P3(AFAR)	3.22	3.00	3.33	3.67	3.17	2.83
P4(MRR)	2.44	2.43	2.83	3.44	2.83	3.00
P5 (ANQ)	3.67	3.29	3.33	4.00	3.67	3.67

P6 (AP)	3.77	3.75	3.90	3.40	3.24	3.81
P7(AM)	2.89	3.00	4.17	2.11	1.67	2.67
P8(GDF)	3.78	4.57	4.33	4.00	4.50	4.17
P9(AJS)	4.44	3.71	4.17	3.78	4.00	4.17
P10(MIDM)	2.89	3.64	3.00	3.67	2.00	2.33

The above table represents the mean score of each part in the SILL questionnaires. Parts A to F represented the six language learning strategies, memory (Part A), cognitive (Part B), compensation (Part C), metacognitive (Part D), affective (Part E), and social strategies (Part F). As presented in the table, each participant has varied mean scores across the parts of the questionnaire which indicates different tendencies toward a certain language learning strategy.

The color-coded cell represented the lowest to the highest mean score. P1 (RTW) had the highest mean score in Part F (4.17), followed by Part C (3.67), Part D (3.44), Part E (3.17), Part B (3.07), and the lowest in Part A (2.67). P2 (FM) had the highest mean score in Part B (4.14), while P3 (AFAR) had constant scores in Part D and F. P4 (MRR) had the highest scores in Part D. P5 (ANQ) scored more than 3.29 in all sections. The core scores of P6 (AP) are stable, ranging from 3.24 to 3.90, with Part C being the highest. P7 (AM) has the largest gap, with the lowest mean score in Part E to the highest in Part C. P8 (GDF) has high mean scores, while P9 (AJS) consistently shows high scores in Parts A, C, F, and E. P10 (MIDM) has a more varied range with the highest score in Part B (3.64) and the lowest in Part E (2.00).

As depicted in the table, each participant has different tendencies toward their preferred learning strategies. P1(RTW)'s result indicates that she has a high tendency toward using social strategies and compensation strategies as depicted in Part F and Part C results. Meanwhile, P2(FM) has a high tendency toward cognitive strategies usage, compensation, and metacognitive usage as indicated from Part B, C, and D. P3(AFAR), P4(MRR), and P5(ANQ) all tend to metacognitive strategies as indicated in their highest mean score across the board. Furthermore, P6(AP) and P7(AM)'s highest mean scores indicated that they were inclined toward compensation strategies. Both P8(GDF) and P9(AJS) have relatively high mean scores for all six types of learning strategies, but the highest score is indicated

toward cognitive and memory strategies respectively. Lastly, P10(MIDM) has tendencies toward cognitive and metacognitive strategies as indicated in relatively similar mean scores.

Based on the description above, it was found that each participant used a variety of different learning strategies to learn English, especially SDL via YouTube which is apparent from the trend depicted in the SILL questionnaire results. However, it needs to be remembered that the results of this questionnaire do not favor one of the learning strategies which is the best, but these results provide an illustration that each participant has different learning strategies according to their respective preferences. So, even though there are some low mean score results, it does not mean that other aspects of learning strategies are not used. Rather, it only shows that the results with a high mean score are the learning strategies most frequently used by the participants. For example, in the case of P7, where the Part C score is much higher than Parts A, B, D, E, and E, it shows that compensation strategies are used more often than other learning strategies, especially affective strategies which have the lowest score. The same thing can also be seen from P8(GDF) and P9(AJS) which have relatively high mean scores for Parts A until Part F. Through this evidence, it can be concluded that P8(GDF) and P9(AJS) use the six learning strategies with the same intensity evenly, although one of them is the highest as the most often used.

To support the findings from the SILL questionnaire, interviews with the five willing participants were also conducted. Based on their testimonies, it was confirmed that the majority of them have employed metacognitive strategies in the form of setting goals, selecting videos on YouTube, comparing and analyzing, and reflecting. These strategies enabled them to organize and manage their SDL through YouTube. In the case of cognitive strategies, watching English videos on YouTube is the most common strategy used by the participants. They argued that watching many English-delivered YouTube videos helps them to become familiar with English in their daily life.

Guessing unfamiliar words is the most common strategy used by the participants to compensate for the lack of knowledge during English learning. Guessing the meaning of certain speech helps them to comprehend all of the

delivered materials when SDL by watching YouTube videos. In terms of memory strategies, the participants did not mention any specific action they took during self-directed English learning. But, according to their testimonies, they also pay close attention to the pronunciations and vocabulary while watching YouTube videos. This action could be classified into forms of memory strategies where they link the vocabularies to the images from the YouTube videos.

Based on the interview with the participants, YouTube videos provide many interesting videos for entertainment and learning purposes. This interesting video can help them to stay motivated and engaged in learning English via YouTube. Most of the participants revealed that they have been using and accessing YouTube for a long time ago and it has become a hobby for them. Thus, YouTube videos made the participants stay motivated to access YouTube for learning and entertainment purposes. On the other hand, one of the prominent social strategies practiced by the participants was questioning and practicing English with their peers and lecturers. Hence, it was demanded by the English department for the participants and the lecturers to always speak in English during the teaching-learning activities and everyday activities in the department.

Interview Results

Out of the 10 respondents to the SILL questionnaire, five of them are willing to be interviewed and share their experience when performing SDL through YouTube. Those five students were P1(RTW), P2(FM), P3(AFAR), P4(MRR), and P6(AP). The interview results provide a thorough understanding of how EFL undergraduate students utilize YouTube for SDL. Here are several main themes deduced from the interview results.

1. The Types of Learning Strategies Used by EFL Undergraduate Students for SDL.

a. Compensation Strategies

The interview result revealed several instances that reflect language learning strategies used by the participants. One of the prominent strategies was compensation strategies which were mostly used by the participants during SDL, especially when watching YouTube videos and English-speaking. They use compensation strategies to mitigate their deficiencies in

knowledge and help them understand the information delivered. One of the participants, P6 (AP) stated:

“But, because it's a video and there's action, it can still be understood by guessing what the person on the video said and relate to the action.” P6 (AP).6/1/2024.Q5.Ln 22-23.

From the testimony of P6 (AP), it was revealed that he used compensation strategies in the form of trying to guess the words and connect them to the action of the video presenter. Moreover, some participants also tend to switch to their L1 if they encounter difficulties in conveying speech during English-speaking activities. Another form of compensation strategy used by the participants is selecting YouTube videos based on their favorite topic. From the interview, it was revealed that each participant has different preferences regarding the type of content they would like to watch on YouTube. P1(RTW) for example, is keen on psychology topics, especially about mental health. On the other hand, P2(FM) often watches entertainment content like food vlogs and games. Additionally, P3(AFAR) likes football-related content while P4(MRR) loves to watch animation-related ones and P6(AP) is keen on technology-related content. By selecting their favorite YouTube video topic, the participants can ensure that they will have sufficient vocabulary and base knowledge to understand the information delivered in the video.

b. Cognitive Strategies

Regarding cognitive strategies, the majority of the participants revealed that they familiarized themselves with English by watching YouTube videos. This action helps them to get new vocabulary, help with pronunciation, and the common expressions used by native English speakers. Some of the participants stated that watching YouTube videos has become one of their daily activities and they believe it helps them familiarize themselves with the English language.

“Because my hobby is opening YouTube and watching content delivered in English. So, I think I have known and watched content on YouTube if I'm not mistaken since middle school.” P1(RTW).5/27/2024.Q1. Ln 2-4.

Here, P1 (RTW) said that she has been accessing YouTube since middle school which makes her familiar with YouTube video content. Apart

from her, P2 FM) also revealed that she has been accessing YouTube since elementary school and it has become one of her daily activities.

“I think I have access to YouTube from elementary school. Maybe that's why I use YouTube every day. Usually used as a background, watched while doing other activities.” P2(FM).5/31/2024.Q1. Ln 2-3.

A similar statement was also stated by P4 (MRR) in which he also has accessed YouTube videos since elementary school and started watching English YouTube videos in middle school.

“The beginning was probably from elementary school, yes. But it was still like an internet cafe if you wanted to access YouTube. If I'm not mistaken, I started watching YouTube in English when I was in middle school.” P4(MRR).5/29/2024.Q1. Ln 16-18.

From the above testimonies, it can be inferred that most of the participants have known and accessed YouTube since the early part of their lives. Thus, making YouTube one of their online environments that was accessed every day.

In the case of watching YouTube videos casually, the majority of the participants would pick and watch the YouTube videos from the “Home” section. These contents are provided by the YouTube algorithm based on participants’ preferences for video types and duration.

Other forms of cognitive strategies used by the participants are skimming the ideas and taking notes. Because they have certain preferences in the YouTube videos topic, the participants can predict the main idea of the video when watching YouTube videos as stated by P1 (RTW)

“There is some content that I already understand the concept of. So, when I saw that I felt like it is an additional knowledge to comprehend in English.” P1 (RTW).5/27/2024. Q4. Ln 18-19.

Hence, knowing the big picture of the content helps the participants to understand and connect knowledge from YouTube with their background knowledge.

Taking notes was also the strategy used by the participants to help them comprehend the information contained in the YouTube videos, and help them later if they want to review the materials as stated by P1 (RTW) and P4(MRR):

“So, while watching, I kept coming across new terms, I paused the video, took notes, and then looked for what the new terms meant. So, it's like pause and pause until the end of the video.” P1 (RTW). 5/27/2024. Q8. Ln 44-45.

Similarly, P4 (MRR) also mentioned that he also wrote down some notes while watching YouTube videos. Even though he did not always do it, it signifies his use of cognitive learning strategies while doing SDL via YouTube.

“I usually take notes on the material presented when I have an assignment or sometimes, if I just want to understand the topic in depth.” P4 (MRR). 5/29/2024. Q11. Ln 70-71.

From the participants' testimonies above, it can be concluded that they wrote down particular information they found while watching YouTube videos. This action was done to make it easier for them to follow, deepen, and review the material they got from watching YouTube.

c. Memory Strategies

Even though the participants did not mention any specific memory strategies they take during Self-Directed English learning, through their testimonies, while watching YouTube videos they also pay close attention to the pronunciations and vocabularies from the video. This could be in the form of memory strategies where they link the vocabulary to the images from the YouTube videos and try to practice the vocabulary according to the context. This action was stated by P3:

“Personally, I probably often memorize new vocabulary that I encounter. Sometimes a day for three and continuing. P3(AFAR). 5/29/2024. Q14. Ln 90-91.

On the same note, P4 (MRR) also mentioned that he memorizes vocabulary he found on YouTube and tries to practice it regularly.

“Yes, it's the same for me. Sometimes I memorize vocabulary I found on YouTube and then immediately try to practice or use the vocabulary regularly so that it becomes more memorized. P4(MRR). 5/29/2024. Q14. Ln 92-93.

From the testimonies of P3 and P4, it can be concluded that participants can acquire and learn new vocabulary from YouTube. This is because YouTube provides a lot of content with various topics to choose from. So that viewers can learn new vocabulary that they encounter every time they watch YouTube videos.

d. affective-motivational Strategies

Based on the interview with the participants, YouTube videos provide many interesting videos for entertainment and learning purposes. This interesting video can help them to stay motivated and engaged in learning English via YouTube. Most of the participants revealed that they have been using and accessing YouTube for a long time ago and it has become a hobby for them. Thus, YouTube videos made the participants stay motivated to access YouTube for learning and entertainment purposes.

“Personally, I have known and accessed YouTube since elementary school, which is around 2012 and I started watching content in English... it feels like it's gradual from middle school, then high school, the intensity becomes more frequent until I move on to college.” P6 (AP).6/1/2024.Q1. Ln 2-4.

From the statement of P6 (AP), it can be concluded that YouTube has made participants feel interested in sticking to YouTube for a long time. This is because YouTube has thousands or even millions of content that is always up to date for every topic of interest to the participants.

e. Social Strategies

On the other hand, one of the prominent social strategies practiced by the participants was questioning and practicing English with their peers and lecturers. Hence, it was demanded by the English department for the participants and the lecturers to always speak in English during the teaching-learning activities and everyday activities in the department.

“Because in my opinion, it's better to watch videos from YouTube like that than learning standard English grammar. The important thing is that if we practice and develop our English comprehension more. P3 (AFAR). Q15. Ln 99-101.

From the above statement, we can confirm that social strategies were used to help the participants practice their English with peers. It was believed that practicing English as an everyday communication language greatly enhanced their overall English comprehension.

f. Metacognitive Strategies

In terms of metacognitive strategies, it has been confirmed that it was the most used strategies employed by the participants. Those metacognitive strategies were in the form of planning the learning which

included setting the goals, selecting videos on YouTube, and comparing and analyzing the materials. Self-monitoring and self-evaluation were also part of the metacognitive strategies used by the participants during SDL through YouTube. By practicing these strategies enabled them to organize, manage, and maximize the yield from SDL through YouTube. Further elaboration on metacognitive strategies will be discussed in the next section.

2. The Learning-intended Way of Using YouTube

Although mostly used for entertainment, YouTube was also used by the participants with the intention of learning. This is proven by the actions they take when using YouTube for learning purposes. Some of the key actions they take can be categorized as follows based on theory from (Tariq et al., 2020)'s five steps of SDL through YouTube, consist of 1) Setting the goals, 2) Selecting the topic, 3) Selecting the search medium, 4) Comparing and Analyzing the contents, and 5) self-reflecting. It needs to be noted that the current findings yield different results on the third step, selecting the search medium.

1. Setting the goals

Setting the learning goals is the first crucial part of learning. Just like what the EFL undergraduate students do during their SDL via YouTube. Based on the results of the interviews obtained, EFL undergraduate students try to determine their learning goals first before opening the YouTube application. They have full awareness of what they want to search for and learn on YouTube. Here, they will set their learning goals in their self-consciousness, or they write them down in their notebook. This is as expressed by one of the participants below:

"Yes, that's right. I determine what topic I am looking for then open YouTube to search for it." P3(AFAR) 5/29/2024.Q7. Ln 43.

This first step of SDL demonstrates the importance of setting clear learning goals before utilizing resources like YouTube. EFL undergraduate students' success in self-directed learning via YouTube hinges on their proactive approach. By consciously identifying their objectives beforehand, they ensure a focused and productive learning experience. This targeted approach, as exemplified by Participant 3's quote,

underscores the significance of goal-setting in maximizing the effectiveness of self-directed learning.

2. Selecting the topic

After determining the learning objectives, undergraduate English students will continue their steps by searching for keywords or topics they want to search for in the search column on YouTube. Usually, they immediately try to write down what video they want to find and it will bring up several YouTube search recommendations from the top. This is as expressed by several participants below:

Oh yes, I did, brother. Often, I search for terms that I don't know in the YouTube search column. P1(RTW).5/27/2024.Q6. Ln 32-33.

In this statement, P1 (RTW) mentioned that look for a term she did not know in the YouTube search column. Similarly, P4 (MRR) also mentioned how he entered some keywords he would like to find in the YouTube search column.

Yes, I also search for the topic I want by entering the keywords I want to find in the YouTube search column. For example, I want to find a video about simple past tense. Yes, I just type simple past and the video will appear. P4(MRR) 5/29/2024.Q7. Ln. 45-47.

Similarly, P6 (AP) also mentioned that he looked for something he wanted to find out in the YouTube search column.

Yes, if I want to find out, for example, about tutorials on installing Windows, that's it, sir. I looked for it in the search column. P6 (AP).6/1/2024.Q7. Ln 34-35.

In conclusion, after establishing their learning goals, EFL undergraduate students leverage YouTube's search function to locate relevant materials. They typically enter keywords or topics directly into the search bar, often finding suitable videos through YouTube's automated recommendations. This efficient strategy, as evidenced by multiple participants' quotes, highlights how students actively target their desired content, maximizing the platform's search capabilities to support their self-directed learning.

3. Selecting The Search Medium/Filtering the Contents

Still related to the step of searching for keywords or topics, filtering the content you want to watch is very necessary because YouTube has thousands of content to choose from. This content filtering is intended to narrow the search area on the YouTube search engine. English students have different criteria in selecting the content they want to watch. One of them is by looking at the largest number of viewers as stated by P1(RTW)

“I sort the video based on the highest number of viewers. Then, usually after watching one video, recommendations for similar videos will appear below it.” P1(RTW).5/27/2024.Q7. Ln 38-39.

Apart from the number of viewers, the presentation of video thumbnails is also an attraction for English students in choosing which videos to watch. This is as expressed by P4 (MRR) here.

“For me, it’s from the appearance. If the thumbnail is interesting, I will usually watch it.” P4(MRR) 5/29/2024.Q8. Ln 50.

Apart from the two things above, the criteria that most determines which video to watch is the way the content is delivered. Because English students choose content in English, of course, they will select videos based on the content of the material presented. This aims to ensure their understanding of the material presented.

It turns out that the English accent used is also a preference for English students in choosing content. Some of them chose English videos delivered with an American accent rather than a British accent. This is because they think that the American accent is easier to understand the pronunciation as expressed by P4 (MRR), P3 (AFAR), and P1 (RTW) below:

“I listen to the American accent more often because I think it’s easier to understand. If I find a video delivered in a British accent, I usually just skip it.” P4(MRR) 5/29/2024. Q9. Ln 55-56.

“Yes, I do the same. I prefer videos delivered with an American accent rather than British.” P3(AFAR) 5/29/2024.Q19. Ln 57.

“I often watch videos with an American accent. I might have watched the British one, but only rarely.” P1(RTW).5/27/2024.Q9. Ln 50-51.

In conclusion, EFL undergraduate students employ various strategies to refine their YouTube search results after establishing their

learning goals and keywords. A notable approach is filtering by viewership, with students like P1 prioritizing videos with high viewer counts, potentially indicating popularity and credibility. Visual appeal also plays a role, as P4 acknowledges a preference for videos with interesting thumbnails that grab his attention. However, content remains king. Students ultimately select videos based on clear explanations and comprehensibility of the delivered material. Notably, P4, P3, and P1 all expressed a preference for American accents, perceiving them as easier to understand compared to British accents. These combined filtering tactics ensure students find YouTube content that aligns with their learning objectives, interests, and preferred learning styles.

4. Comparing and analyzing the contents

When doing SDL via YouTube, students not only watch one video for one learning objective, but they also watch several videos on the same topic and compare the content of the material presented. This action aims to gain a comprehensive understanding of the learning topic. This is expressed by P1(RTW):

“Usually after watching one video, recommendations for similar videos will appear below it. So that's what I usually continue watching. Apart from that, I also open Google to look for additional knowledge.” P1(RTW).5/27/2024.Q7. Ln 38-40.

The statement from P1 (RTW) means that she often finds herself watching a series of related videos without actively searching for them. However, if she wants to explore a topic in more depth, she will usually turn to Google to find additional information and resources

“Yes, I usually look for or use videos that are easy to understand, that have good audio, good video design, good visuals. Usually, that's what I use.” P2(FM).5/31/2024.Q7. Ln 25-26.

As depicted above, P2 (FM) mentioned that she pays attention to the quality of the audio and visuals, as these factors can significantly enhance the learning experience. Clear explanations, well-edited footage, and a pleasant sound quality are all important considerations for her.

“Oh yes, of course. Sometimes I watch video A, then move on to Video B and so on. The goal for this is to look for the easiest to understand.” P3(AFAR) 5/29/2024.Q10. Ln 61-62.

On the same note, P3 (AFAR) often watches YouTube videos back-to-back to get a comprehensive understanding of the topic. His main goal is to find content that is easy to grasp and that provides clear explanations.

“Erm, yes, sometimes I watch several videos to better understand how to do something. Maybe in one video someone uses this method, but in another video, someone uses another method. So yes, take it according to the current situation”. P6 (AP).6/1/2024.Q9. Ln 42-44.

In conclusion, EFL undergraduate students leverage YouTube's extensive content library to achieve a well-rounded understanding of their chosen topic. They strategically go beyond watching a single video. As exemplified by P1, P2, P3, and P6, students often explore multiple videos on the same subject. This comparative approach allows them to encounter diverse explanations and teaching styles, ultimately selecting content that resonates most effectively with their learning needs. This highlights a key strength of self-directed learning via YouTube – the ability to curate a personalized learning experience that fosters deep comprehension.

5. Self-reflecting.

Either while or after watching and comparing several videos from YouTube, EFL undergraduate students also take various steps to support their SDL activities. One way is to record material obtained from YouTube. By taking notes in their notebooks, English students can review the presented material. These benefits are as stated by P1(RTW), P2 (MN) and P4(MRR)

“Yes, usually if the topic is interesting to me, I have my pen and notes ready. So, while watching and I came across new terms, I paused the video, took notes, then looked for what the new terms meant. So, it's like pause and pause until the end of the video.” P1(RTW).5/27/2024.Q8. Ln 43-45.

From this statement, we can conclude that P1(RTW) was prepared to take notes whenever she found the topic interesting. Similarly, P2(FM) also writes down some notes if she wants to get some inspiration to do the assignment from YouTube videos.

“Usually when looking for material on YouTube for assignments, I usually write it down, although not always.” P2(FM).5/31/2024.Q9. Ln 32-33.

Same with P1(RTW) and P2(FM), P4(MRR) also tends to write down some materials he watches from YouTube for assignment purposes. From these three testimonies, it can be concluded that taking notes help participants to get the important materials presented on YouTube.

“I usually take notes on the material presented when I have an assignment or when I just want to understand the topic in depth.” P4(MRR). 5/29/2024.Q11. Ln 70-71.

Apart from taking notes, it was also found that English students directly practiced material from videos they watched on YouTube. This is as expressed by P6 (AP) here:

“For me, because I often watch tutorials on how to do something. So, I just practiced it while watching the video. If for example there is something I can't do, I will repeat the steps, until I can do that.” P6 (AP).6/1/2024.Q10. Ln 47-48.

From all of the evidence above, it can be concluded that EFL undergraduate students have utilized YouTube not only for entertainment purposes but also for learning purposes. All of the actions they take are also highly correlated with self-directed learning skills where they determine their learning goals, set the learning topic and media, filter the contents, analyzed the materials, and reflect on the results. Students' autonomy is also reflected during this SDL process when they take the actions independently with little to no interference from others. Additionally, the motivation of EFL undergraduate students to use YouTube is also relatively high because it provides many videos that suit their needs. In conclusion, EFL undergraduate students have employed self-directed learning skills to support the utilization of YouTube for its educational potential.

DISCUSSIONS

The findings of this research have depicted several main themes on SDL, YouTube, and language learning strategies. Four key points can be deducted from the findings, those are: diverse learning strategies; autonomy in learning; motivation and engagement, and challenges and adaptation.

Diverse Learning Strategies

As depicted in the SILL questionnaire results, each EFL undergraduate student has different tendencies toward their respective learning strategies when doing SDL through YouTube. It can be concluded that all six categories of SILL (memory, cognitive, compensation, metacognitive, affective, and social strategies) have been moderately used by EFL undergraduate students, even though each one of them has a different intensity. This variety of learning strategies can help EFL undergraduate students to maintain and self-regulated their learning process. This finding was similar to the previous research by (Canbay, 2020; Duong & Nguyen, 2021) where SILL was moderately used by students respective to the learning scenario.

The interview results also give insight into the various strategies used by EFL undergraduate students from defining particular learning goals to actively seeking content relevant to their interests and academic needs. Most of the time, all participants will watch YouTube videos suggested by the algorithm and at other times they will search YouTube videos based on their learning goals, and topics, and analyze them to suit their academic needs. The steps of EFL undergraduate students in doing SDL through YouTube are mostly lined with findings from (Tariq et al., 2020) where they revealed that students use a variety of steps including 1) setting the learning goal, 2) selecting the topic, 4) comparing and analyzing the contents, and 5) self-reflecting and improving. However, this research has slightly different results from (Tariq et al., 2020) in the third step, where this research revealed that the participants take this step as a filtering step. Here, they sort and filter any videos that come up on the YouTube search bar and recommendation and they select the video they want to watch based on several criteria, such as the number of viewers, video thumbnails, and the English accent. This step helps them to sort loads of YouTube videos based on their needs. Even though the finding differentiates the casual and the learning-intended way, the researcher believed that EFL undergraduate students still have their learning going both in incidental and intentional ways.

Autonomy in Learning

It was revealed in the interview findings that EFL undergraduate students display a high level of autonomy and self-control in learning. It was proven by their ability to explore the YouTube directory, set their learning goals, sort the videos, analyze the contents, and reflect on the outcomes. These actions represented the aspect of self-directed learning where students are independent and in full control of their learning process. This finding is in line with (Li et al., 2021) that SDL promotes active engagement in the students promoting autonomy and motivation in learning. Hence, the findings of this research highlight the autonomy aspect of EFL undergraduate students when doing SDL through YouTube. They were able to set their learning goals, manage the materials, and evaluate the learning outcomes with little to no help from others.

Furthermore, this action is also related to metacognitive strategies because students plan and evaluate their learning process. This theory is proven by the action of the Participants who set out their learning topic, filter and analyze the contents, and evaluate the outcome when doing SDL through YouTube. This result aligns with (Marra et al., 2022) that metacognition procedural knowledge helps students to create effective lifelong learning. Additionally, this result is an affirmation of Anthonysamy (2021) & Aziz et al. (2019) that students who utilize metacognitive strategies have a better performance during learning sessions, and evaluate, and regulate the overall learning process, thus promoting student's learning behaviors and self-efficacy (Akamatsu et al., 2019).

The findings of this research also highlighted the benefits of YouTube as a learning media. One of the prominent benefits of YouTube revealed here is the flexibility of YouTube to be used as learning media. Due to its online nature and easy-to-use interface, EFL undergraduate students were able to access YouTube anytime anywhere to support their entertainment and learning needs. This result is similar to Aldallal et al. (2019) works where YouTube is a resourceful video platform for SDL. Moreover, EFL undergraduate students also believed that YouTube had influenced their language skills and language components, including pronunciation, vocabulary, and listening comprehension. This was proved by P1(RTW) and P3(AFAR) where they both agree that YouTube has

made their listening and vocabularies skills better. This result is in line with (Chien et al., 2020; Joa et al., 2023; Telaumbanua et al., 2022) where all of them revealed that YouTube could boost students' English language skills.

Motivation and Engagement

As one of the biggest online video platforms, YouTube provides an up-to-date and useful to be used as a learning tool. This study revealed that EFL undergraduate students prefer English-delivered content on YouTube because it is more comprehensive and easier to understand than resources in their original language. This aspect has been proven by previous research (Apuke & Iyendo, 2018; Bohloko et al., 2019; Shoufan & Mohamed, 2022) that stated YouTube can benefit students in increasing comprehension and achievements. Furthermore, YouTube video was also proven to boost EFL undergraduate students' motivation and interest in learning which is closely related to affective-motivational strategies and correlated to students self-monitoring and self-management during learning sessions (Zhu & Doo, 2022). Thus, EFL undergraduate students have higher motivation and are more likely to set learning goals and track their learning progress. This action aligns with (Lao et al., 2017) where a student with higher motivation in SDL will determine their learning goals, track their progress, and have an overall better effort in regulating SDL.

Challenges and Adaptation

While YouTube provides an abundance of learning materials, EFL undergraduate students must also deal with issues like as content validation and distraction. This research found that EFL undergraduate students mitigated their obstacles in content validation by filtering and selecting the content on YouTube. They adjust YouTube's filtration system based on their preferences such as the number of viewers, length of the video, and relevancy of the materials. This action was taken to maximize the learning outcome and minimize the irrelevant materials and misinformation on the YouTube video as stated by (Khatri et al., 2020) and (Mohamed & Shoufan, 2022). Additionally, EFL undergraduate students were shown to have high critical thinking skills to judge the credibility of the content and establish explicit learning objectives to maintain

concentration. This critical thinking skill is one of the benefits of SDL as stated by (Kor et al., 2022; Toh & Kirschner, 2020) where SDL can improve students' critical thinking and problem-solving skills.

Concerning the language learning strategies, the action of EFL undergraduate students in overcoming and adapting to the situation is closely related to the compensation strategies. The profound action of this strategy was done by filtering the contents, compensating for their lack of knowledge, and reviewing their actions. This finding is in line with (Loeng, 2020) where students who utilize compensation strategies are more likely to adapt and use various kinds of strategies to achieve their goals. Furthermore, compensation strategies also allow the EFL undergraduate students to be persistent in overcoming the challenges when doing SDL on YouTube (Elesio, 2023). This was proven by their persistence when they found some difficulties when doing SDL through YouTube as mentioned by them including accent preferences, pronunciation, new words, and the quality of the video.

CONCLUSIONS

This research aimed to find what are learning strategies used by EFL undergraduate students and how they conducted SDL through YouTube. The findings have highlighted that EFL undergraduate students have different tendencies toward the learning strategies they used for SDL and all six of Oxford's Strategy Inventory for Language Learning have been moderately used by them. The findings also elaborated and categorized the way of using YouTube into two; 1) The casual way and 2) The learning-intended way that is frequently practiced by EFL undergraduate students. Furthermore, SDL aspects were reflected in the action of setting goals, selecting the topics, filtering the contents, comparing and analyzing the materials, and reviewing the outcomes. The autonomy aspect of SDL was also emphasized by their ability to manage and self-regulate the learning process without other's help. Additionally, this study also emphasizes the importance of SDL in today's dynamic world and suggests that YouTube, with its vast directory of educational content, can effectively support EFL undergraduate students in their self-directed English language learning.

The findings of this research have contributed to the understanding of SDL in the Indonesian EFL context, where there is a noted lack of evidence. By examining how students use YouTube for SDL and the strategies they employ, the study provides an on the way of YouTube as an SDL resource. This research also highlights the benefits of YouTube including improved student motivation, autonomy, and achievement in English language learning. Even though limited by the small number of participants, this study shed light on how SDL could be promoted via YouTube, addressing the current challenges faced by many students with moderate to low levels of SDL.

Even though this research has revealed practical implication toward the use of YouTube for SDL in Indonesian EFL context, this study was still limited on the number of participants and was not able to be generalized. Future research might conduct similar result with much higher population and more comprehensive analysis to complement the current research. In term of scope, this research only focuses on EFL undergraduate context. Future research should explore other context such as in primary level, secondary level, or even other subjects, such as sciences and psychology. Although not the main focus, this study also proves the ability of the YouTube algorithm to trigger a domino effect. Where when someone watches a video, the YouTube algorithm will continue to recommend similar videos, making the person stay engaged to YouTube. Hence, future research can also further explore how the YouTube algorithm works and the effects on the perception of its users. Lastly, Future research on the significant result of YouTube for SDL should be employed because the current research has not explored the significant measurement of YouTube for SDL.

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Appendices

Appendix 1

INTERVIEW PROTOCOLS

Introduction:

- Self-introduction by the researcher
- Explaining how the data will be used and assuring the participant's anonymity and confidentiality.
- Obtaining informed consent from the participant.

Warm-up Questions:

1. Can you briefly describe your experience with using YouTube for EFL learning?
2. How often do you use YouTube for educational purposes?
3. What drives you to use YouTube for educational purposes?

Main Questions:

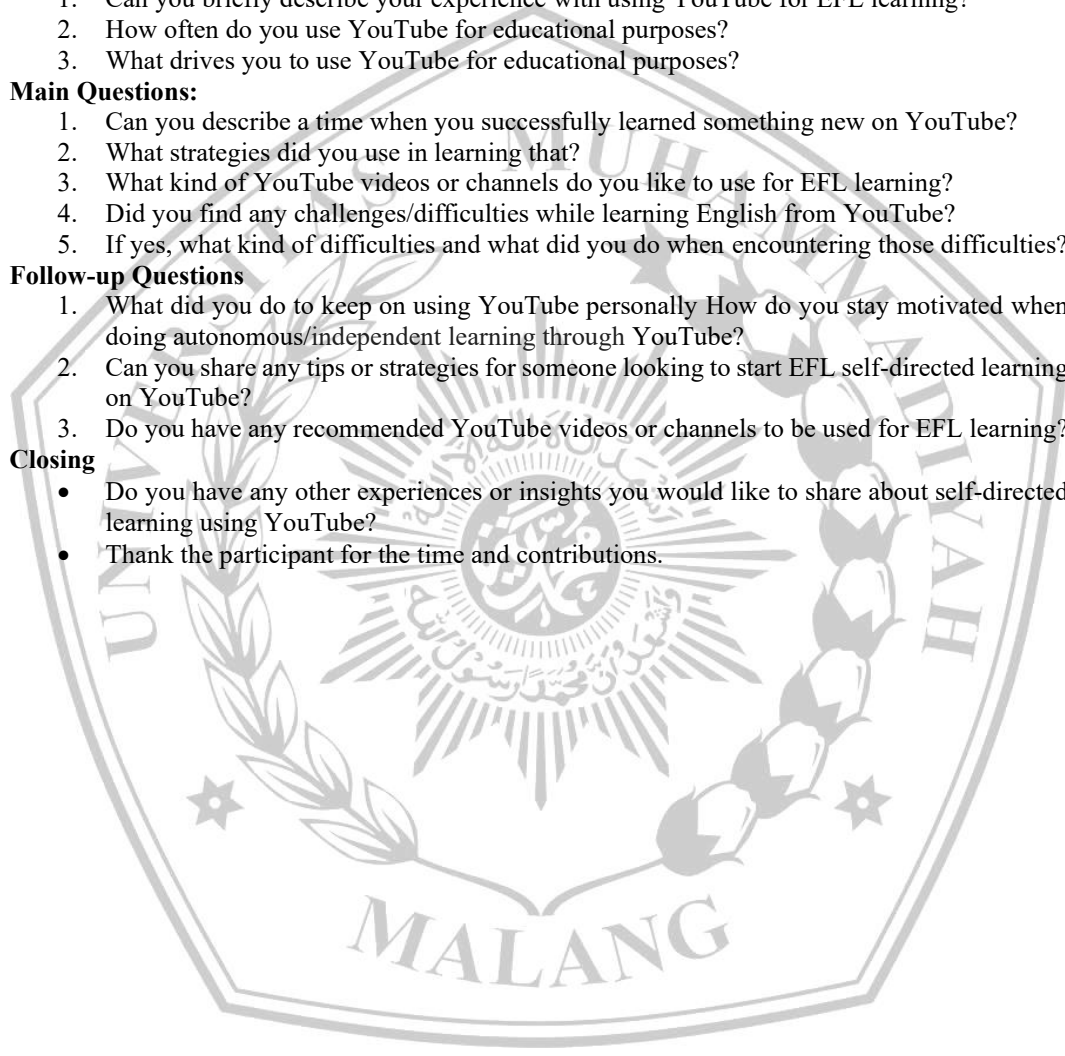
1. Can you describe a time when you successfully learned something new on YouTube?
2. What strategies did you use in learning that?
3. What kind of YouTube videos or channels do you like to use for EFL learning?
4. Did you find any challenges/difficulties while learning English from YouTube?
5. If yes, what kind of difficulties and what did you do when encountering those difficulties?

Follow-up Questions

1. What did you do to keep on using YouTube personally How do you stay motivated when doing autonomous/independent learning through YouTube?
2. Can you share any tips or strategies for someone looking to start EFL self-directed learning on YouTube?
3. Do you have any recommended YouTube videos or channels to be used for EFL learning?

Closing

- Do you have any other experiences or insights you would like to share about self-directed learning using YouTube?
- Thank the participant for the time and contributions.



Appendix 2

Strategy Inventory for Language Learning (SILL)

Version 7.0 (ESL/EFL)

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Directions

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is for students of English as a second or foreign language.

On the separate worksheet, write the response (1, 2, 3, 4 or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

- 1) Never or almost never true of me
- 2) Usually not true of me
- 3) Somewhat true of me
- 4) Usually true of me
- 5) Always or almost always true of me

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you.

USUALLY NOT TRUE OF ME means that the statement is true less than half the time.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time.

USUALLY TRUE OF ME means that the statement is true more than half the time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you almost always.

Answer in terms of *how well the statement describes YOU*. Do not answer how you think you *should* be, or what *other* people do. *There are no right or wrong answers to these statements*. Put your answers on the separate Worksheet. Please make no marks on the items. Work as quickly as you can without being careless. This usually takes about 20-30 minutes to complete. If you have any questions, let the teacher know immediately.

Part A

1. I think of relationships between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new English word and an image or picture of the word to help remember the word.
4. I remember a new English word by making a mental picture of a situation in which the word might be used.
5. I use rhymes to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

Part B

10. I say or write new English words several times.
11. I try to talk like a native English speaker.
12. I practice the sounds of English.
13. I use the English words I know in different ways.
14. I start conversations in English.
15. I watch English-language TV shows spoken in English or go to movies spoken in English.
16. I read for pleasure in English.
17. I write notes, messages, letters, or reports in English.

18. I first skim an English passage (read over the passage quickly) then go back and read carefully.
19. I look for words in my language that are similar to new words in English.
20. I try to find patterns in English.
21. I find the meaning of an English word by dividing it into parts that I understand.
22. I try not to translate word-for-word.
23. I make summaries of information that I hear or read in English.

Part C

24. To understand unfamiliar English words, I make guesses.
25. When I can't think of a word during a conversation in English, I use gestures.
26. I make up new words if I do not know the right ones in English.
27. I read English without looking up every new word.
28. I try to guess what the other person will say next in English.
29. If I can't think of an English word, I use a word or phrase that means the same thing.

Part D

30. I try to find as many ways as I can to use my English.
31. I notice my English mistakes and use that information to help me do better.
32. I pay attention when someone is speaking English.
33. I try to find out how to be a better learner of English.
34. I plan my schedule so I will have enough time to study English.
35. I look for people I can talk to in English.
36. I look for opportunities to read as much as possible in English.
37. I have clear goals for improving my English skills.
38. I think about my progress in learning English.

Part E

39. I try to relax whenever I feel afraid of using English.
40. I encourage myself to speak English even when I am afraid of making a mistake.
41. I reward myself or treat myself when I do well in English.
42. I notice if I am tense or nervous when I am studying or using English.
43. I write down my feelings in a language-learning diary.
44. I talk to someone else about how I feel when I am learning English.

Part F

45. If I do not understand something in English, I ask the other person to slow down or say it again.
46. I ask English speakers to correct me when I talk.
47. I practice English with other students.
48. I ask for help from English speakers.
49. I ask questions in English.
50. I try to learn about the culture of English speakers.

Part A	Part B	Part C	Part D	Part E	Part F	Whole SILL
1.	10.	24.	30.	39.	45.	SUM Part A
2.	11.	25.	31.	40.	46.	SUM Part B
3.	12.	26.	32.	41.	47.	SUM Part C
4.	13.	27.	33.	42.	48.	SUM Part D
5.	14.	28.	34.	43.	49.	SUM Part E
6.	15.	29.	35.	44.	50.	SUM Part F

7.	16.		36.			
8.	17.		37.			
9.	18.		38.			
	19.					
	20.					
	21.					
	22.					
	23.					
SUM: ____ /9 = ____	SUM: ____ /14 = ____	SUM: ____ /6 = ____	SUM: ____ /9 = ____	SUM: ____ /6 = ____	SUM: ____ /6 = ____	OVERALL AVERAGE SUM: ____ /50 = ____

Indonesian Translation Strategy Inventory for Language Learning (SILL)

Part A

1. Saya memikirkan hubungan antara apa yang telah saya ketahui dan hal-hal baru yang saya pelajari dalam bahasa Inggris.
2. Saya menggunakan kata-kata bahasa Inggris yang baru dalam sebuah kalimat sehingga saya dapat mengingatnya.
3. Saya menghubungkan bunyi kata baru dalam bahasa Inggris dan gambar atau gambar dari kata tersebut untuk membantu mengingat kata tersebut.
4. Saya mengingat sebuah kata baru dalam bahasa Inggris dengan membuat gambaran mental tentang situasi di mana kata tersebut mungkin digunakan.
5. Saya menggunakan sajak untuk mengingat kata-kata baru dalam bahasa Inggris.
6. Saya menggunakan kartu flash untuk mengingat kata-kata baru dalam bahasa Inggris.
7. Saya secara fisik memerankan kata-kata baru dalam bahasa Inggris.
8. Saya sering mereview pelajaran bahasa Inggris.
9. Saya mengingat kata atau frasa bahasa Inggris baru dengan mengingat lokasinya di halaman, di papan, atau di papan tanda jalan.

PART B

10. Saya mengucapkan atau menulis kata-kata baru dalam bahasa Inggris beberapa kali.
11. Saya mencoba berbicara seperti penutur asli bahasa Inggris.
12. Saya berlatih bunyi bahasa Inggris.
13. Saya menggunakan kata-kata bahasa Inggris yang saya tahu dengan cara yang berbeda.
14. Saya memulai percakapan dalam bahasa Inggris.
15. Saya menonton acara TV berbahasa Inggris yang berbahasa Inggris atau menonton film yang berbahasa Inggris.
16. Saya membaca untuk kesenangan dalam bahasa Inggris.
17. Saya menulis catatan, pesan, surat, atau laporan dalam bahasa Inggris.
18. Pertama-tama saya membaca sekilas sebuah bagian bahasa Inggris (membaca bagian tersebut dengan cepat) kemudian kembali dan membaca dengan cermat.
19. Saya mencari kata-kata dalam bahasa saya sendiri yang mirip dengan kata-kata baru dalam bahasa Inggris.
20. Saya mencoba menemukan pola dalam bahasa Inggris.
21. Saya menemukan arti sebuah kata dalam bahasa Inggris dengan membaginya menjadi beberapa bagian yang saya mengerti.
22. Saya berusaha untuk tidak menerjemahkan kata demi kata.
23. Saya merangkum informasi yang saya dengar atau baca dalam bahasa Inggris.

PART C

24. Untuk memahami kata-kata bahasa Inggris yang asing, saya menebak-nebak.

25. Saya menggunakan isyarat ketika saya tidak dapat memikirkan satu kata pun selama percakapan dalam bahasa Inggris.
26. Saya membuat kata-kata baru jika saya tidak tahu kata-kata yang tepat dalam bahasa Inggris.
27. Saya membaca bahasa Inggris tanpa mencari setiap kata baru.
28. Saya mencoba menebak apa yang akan dikatakan orang lain selanjutnya dalam bahasa Inggris.
29. Jika saya tidak dapat menemukan satu kata pun dalam bahasa Inggris, saya menggunakan kata atau frasa yang memiliki arti yang sama.

PART D

30. Saya berusaha mencari sebanyak mungkin cara untuk menggunakan bahasa Inggris saya.
31. Saya menyadari kesalahan bahasa Inggris saya dan menggunakan informasi tersebut untuk membantu saya menjadi lebih baik.
32. Saya memperhatikan ketika seseorang berbicara bahasa Inggris.
33. Saya mencoba mencari cara untuk menjadi pembelajar bahasa Inggris yang lebih baik.
34. Saya merencanakan jadwal saya sehingga saya mempunyai cukup waktu untuk belajar bahasa Inggris.
35. Saya mencari orang yang dapat saya ajak bicara dalam bahasa Inggris.
36. Saya mencari kesempatan untuk membaca sebanyak mungkin dalam bahasa Inggris.
37. Saya mempunyai tujuan yang jelas untuk meningkatkan kemampuan bahasa Inggris saya.
38. Saya memikirkan progress kemajuan saya dalam belajar bahasa Inggris.

PART E

39. Saya mencoba untuk rileks setiap kali saya merasa takut menggunakan bahasa Inggris.
40. Saya mendorong diri saya sendiri untuk berbicara bahasa Inggris meskipun saya takut melakukan kesalahan.
41. Saya menghargai diri saya sendiri atau mentraktir diri saya sendiri ketika saya berhasil berbahasa Inggris dengan baik.
42. Saya memperhatikan apakah saya tegang atau gugup ketika saya sedang belajar atau menggunakan bahasa Inggris.
43. Saya menuliskan perasaan saya dalam buku harian pembelajaran bahasa.
44. Saya berbicara dengan orang lain tentang apa yang saya rasakan ketika saya belajar bahasa Inggris.

PART F

45. Jika saya tidak memahami sesuatu dalam bahasa Inggris, saya meminta lawan bicara untuk memperlambat atau mengucapkannya lagi.
46. Saya meminta penutur bahasa Inggris untuk mengoreksi saya ketika saya berbicara.
47. Saya berlatih bahasa Inggris dengan siswa lain.
48. Saya meminta bantuan dari penutur bahasa Inggris.
49. Saya mengajukan pertanyaan dalam bahasa Inggris.
50. Saya mencoba mempelajari budaya penutur bahasa Inggris.

Appendix 3

Transcription of Interview with P1

R: Sudah berapa lama mungkin menggunakan YouTube ini kalau untuk belajar bahasa Inggris atau mungkin dalam kesehariannya?

P1: *Sebenarnya untuk diniatkan belajar Bahasa Inggris sendiri mungkin enggak terhitung sejak berapa lama ya. Karena sebenarnya hobi saya memang suka buka YouTube terus juga nonton konten-konten yang disampaikan dengan bahasa Inggris. Jadi saya rasa telah mengenal dan menonton konten di YouTube kalau tidak salah sejak SMP. Cuma untuk diniatkan benar-benar untuk belajar itu sejak awal kuliah gitu. Perkiraan mulai tahun 2021.*

R: kemudian Apakah dari awal sudah gimana ya sudah mengkonsumsi atau sudah melihat konten-konten yang berbahasa Inggris?

P1: *Iyaa betul. Saya sudah suka melihat konten YouTube berbahasa Inggris sejak awal ya kak, karena memang hobi saya suka nonton YouTube.*

R: kalau boleh tahu jenis konten apa yang saat ini sering dilihat?

P1: *kalau dari saya sering buka konten psikologi atau kesehatan mental karena aku memang suka nonton yang begituan gitu. Jadi topiknya tentang Kesehatan mental atau mungkin tentang masak-masak gitu aja sih enggak jauh itu.*

R: Selain konten yang telah disebutkan, apakah ada lagi jenis konten-konten berbahasa Inggris yang sering ditonton, terutama Ketika memasuki masa perkuliahan ini?

P1: *Jarang sih ya kak, kebanyakan saya memang suka menonton tentang mental health dan memasak.*

R: ketika anda menonton video Berbahasa Inggris ini kan pastinya tidak 100% tau artinya. Terutama ketika ada kata-kata yang baru yang ditemui. Apakah yang dilakukan Ketika menemui hal tersebut?

P1: *Kalau saya sendiri biasanya mengklik video yang muncul di beranda YouTube saya. Dan itu kan memang hasil dari algoritma YouTube tentang video yang sering saya tonton setiap harinya. Ada beberapa konten yang memang saya sudah paham konsepnya seperti apa. Jadi Ketika melihat itu saya rasa seperti ilmu tambahan dengan Bahasa Inggris. Ada juga konten dengan ilmu baru yang saya belum tau tentang apa aini, konsep mental health apa, psikologi seperti apa. Karena memang biasanya sumber-sumber ilmu tentang mental health lebih banyak disampaikan oleh orang luar. Dan pasti ada beberapa kosakata dan istilah baru yang saya temui dari konten yang saya tonton tersebut. Jadi selalu jadi catatan untuk saya.*

R: Kemudian, apakah dengan sering menonton konten berbahasa Inggris ini bisa meningkatkan kemampuan berbahasa Inggris anda?

P1: *Terima kasih telah menanyakan ya kak. Karena saya baru sadar kalau kemampuan listening saya ini meningkat setelah mungkin banyak menonton konten berbahasa Inggris ini ya. Merasa jadi lebih peka dan semacamnya gitu kak terhadap pembicaraan Bahasa Inggris. Kalau dari sisi speaking yah Kembali lagi ke banyaknya praktik speaking yang saya lakukan ya kak. Tapi saya rasa dari segi speaking tidak terlalu berpengaruh ya YouTube ini.*

R: Apakah pernah menentukan topik apa yang ingin dicari atau dipelajari dahulu ketika ingin menjelajahi YouTube?

P1: *Oh iya pernah kakak. Sering saya mencari beberapa istilah yang belum saya ketahu di kolom pencarian YouTube ini*

R: Kemudian setelah mencari di kolom pencarian YouTube, pasti muncul banyak video yang berkaitan dengan topik tersebut. Bagaimana anda memilih video mana yang akan ditonton?

R: Kemudian, apakah Ketika menemukan beberapa video dengan topik yang sama, apakah pernah membandingkannya satu dengan yang lain?

P1: *Kemudian, saya liat dari jumlah viewernya yang terbanyak ya kak. Nah biasanya setelah nonton satu video, akan muncul rekomendasi video yang serupa ya kak di bawahnya. Nah itu yang biasanya lanjut saya tonton. Selain itu, saya lebih sering Googling sih ya kak untuk cari ilmu tambahannya.*

R: Ketika sudah menonton video YouTube, apakah ada tindakan follow-up yang dilakukan misal seperti mencatat materinya atau yang lain?

P1: *Iyaa biasanya jika topiknya memang menarik bagi saya, saya sudah sedia pulpen dan catatan sih. Jadi kira-kira apa istilah barunya nih. Jadi pas nonton, terus menemui istilah baru, saya pause dulu videonya, dicatat, kemudian dicari nih apa arti istilah barunya. Jadi kayak pause pause sampai akhir video.*

R: Apakah ada kendala yang ditemui Ketika menonton konten psikologi dalam Bahasa Inggris ini?

P1: Tentu ada ya kak. Pernah banget. Biasanya kesulitannya dari pronunciation nya. Karena kadang beda asal (pembuat video) beda pelafalannya ya kak. Yang kedua mungkin dari istilah saintisnya ya kak, istilah saraf, istilah penyakit gitu. Yang jadi kesulitan saat menonton video. Dan biasanya sering menonton video dengan American accent ya kak. British pernah sih, Cuma jarang saja ya.

R: Apakah ada tips bagi mereka yang ingin memulai belajar Bahasa Inggris juga tapi hanya dari YouTube?

P1: mungkin bisa dimulai dari nonton television atau cerita-cerita fabel karena kan itu kan Bahasa yang digunakan Kan masih ringan terus juga pengucapannya masih pelan-pelan dan juga jelas ya pastinya. Jadi mungkin itu sih kalau dari saya atau mungkin bisa mereka juga bisa Coba buat eh nyari tontonan atau konten-konten kesukaan mereka tapi dengan yang disampaikan dengan bahasa Inggris kayak saya tadi saya rasa kalau misalnya Diulangi secara terus-terusan ditekuni gitu pasti juga Inshaallah bisa belajar bahasa Inggris.

END

Transcription of Interview with P2

R: Sudah berapa lama mungkin menggunakan YouTube ini kalau untuk belajar bahasa Inggris atau mungkin dalam kesehariannya?

P2: saya rasa dari SD mungkin ya, itu kesehariannya sudah sering menggunakan YouTube. Biasa dipakai jadi background, ditonton sambil melakukan aktivitas begitu.

R: kemudian Apakah dari awal sudah gimana ya sudah mengkonsumsi atau sudah melihat konten-konten yang berbahasa Inggris?

P2: Iyaa dari dulu juga saya rasa ya. Sudah mengenal konten YouTube yang berbahasa Inggris.

R: kalau boleh tahu jenis konten apa yang saat ini sering dilihat?

P2: Kalau saya lebih ke entertainment ya. Emm, seperti ada channel Try guys yang sering mencoba-coba makanan itu ya.. karena memang suka, tertarik, dan ibaratnya sudah jadi hobi ya sekarang. Rutinitas, jadi terasa menggal gitu kalau tidak menonton YouTube..

R: ketika anda menonton video Berbahasa Inggris ini kan pastinya tidak 100% tau artinya. Terutama ketika ada kata-kata yang baru yang ditemui. Apakah yang dilakukan Ketika menemui hal tersebut?

P2: secara umum sih saya rasa paham-paham saja ya kalau melihat konten berbahasa Inggris di YouTube.

R: Kemudian, apakah dengan sering menonton konten berbahasa Inggris ini bisa meningkatkan kemampuan berbahasa Inggris anda?

P2: iyaa kalau dalam segi listening missal, jadi merasa lebih mudah menangkap makna conversation dalam Bahasa Inggris karena sering menonton konten Bahasa Inggris.

R: Apakah pernah menentukan topik apa yang ingin dicari atau dipelajari dahulu ketika ingin menjelajahi YouTube?

Pernah sih tapi jarang ya. Lebih sering menonton konten-kontek rekomendasi yang muncul di feeds YouTube sendiri. Terkadang juga saya sering menggunakan YouTube sebagai referensi tugas praktik kuliah ya.. kadang kalau tidak ada contoh tugas dari dosennya, saya coba di YouTube untuk referensinya.

R: Kemudian setelah mencari di kolom pencarian YouTube, pasti muncul banyak video yang berkaitan dengan topik tersebut. Bagaimana anda memilih video mana yang akan ditonton?

P2: biasanya saya mencari atau memakai yang video mudah dipahami, audio bagus, design videonya bagus, visualnya bagus begitu. Biasanya itu yang saya pakai.

R: Kemudian, apakah Ketika menemukan beberapa video dengan topik yang sama, apakah pernah membandingkannya satu dengan yang lain?

P2: iyaa seperti tadi, mencari yang paling mudah dipahami ya.

R: Ketika sudah menonton video YouTube, apakah ada tindakan follow-up yang dilakukan misal seperti mencatat materinya atau yang lain?

P2: Biasanya Ketika mencari materi di YouTube untuk tugas biasa mencatatnya ya walaupun tidak selalu.

R: Apakah ada kendala yang ditemui Ketika menonton konten dalam YouTube ini?

P2: kadang sih ada Ketika menonton video praktik mengajar Bahasa Inggris di YouTube itu materinya redundant, cerita terlalu banyak jadi bingung melihatnya. Tapi untuk secara general tidak begitu ada masalah untuk konten lainnya ya.

R: Apakah ada tips bagi mereka yang ingin memulai belajar Bahasa Inggris juga dari YouTube? Mungkin dari saya yang dilakukan itu konsumsi konten orang luar dari YouTube lah atau mungkin dari sosmed lain tapi terutama di YouTube sih ya kayak Creator luar begitu tapi topiknya ini disesuaikan lagi kepada orangnya ya. Menurut saya itu akan membantu sekali sih ya, terutama untuk pembiasaan listening.

END

Interview with P3 dan P4

R: Sudah berapa lama mungkin menggunakan YouTube ini kalau untuk pendidikan bahasa Inggris atau mungkin dalam kesehariannya?

P3: kalau keseharian ya mungkin kalau saya karena dari awal pegang HP jadi SMP sudah kenal YouTube duluan Facebook.

R: kemudian Apakah dari awal sudah gimana ya sudah mengonsumsi atau sudah melihat konten-konten yang berbahasa Inggris?

P3: kalau dulu itu saya tuh sering dengerin kayak musik bahasa Inggris kayak Bruno Mars, Avenged Sevenfold kayak gitu Mas. Oke kalau kalau sekarang mungkin setelah perkuliahan ini

R: Apakah ada perbedaan mungkin ketika durasinya mungkin atau mungkin dari segi konten-kontennya ketika menonton terutama sekarang di jurusan bahasa Inggris apakah sering pernah atau sering dari referensi?

P3: ya kalau saya sering menggunakan YouTube untuk lihat referensi kayak sekarang. Seperti saya yang baru selesai PKL, awal-awal itu Kan ngelihat kayak video pembelajaran contoh pembelajaran bahasa Inggris kan banyak yang channel-channel YouTube guru bahasa Inggris terus saya ngelihat sistematisnya, kayak pembukaannya gimana Terus gamenya ke siswa gimana Terus materi kayak gimana, handle suasana kelas juga Gimana. Saya lebih kayak gitu.

R: Kalau Mas Luki sendiri ?

P4 kalau awal mulanya sih mungkin dari SD ya Tapi itu masih berupa kayak di warnet warnet kalau lihat youtube-nya itu. Kalau semakin berkembangnya itu kalau enggak salah saya mulai melihat YouTube bahasa Inggris tuh sejak SMP. ya lagu-lagu berbahasa inggris ataupun konten-konten seperti game. Dan Ketika masuk SMA saya lebih banyak melihat konten hiburan aja sih. Dan iyaa kebanyakan Berbahasa Inggris.

R: kalau boleh tahu jenis konten apa yang saat ini sering dilihat?

P4 mungkin animasi yang ada Bahasa Inggrisnya.

R: Selain konten yang telah disebutkan, apakah ada lagi jenis konten-konten berbahasa Inggris yang sering ditonton, terutama Ketika memasuki masa perkuliahan ini?

P3: Kalau saya mungkin juga sering melihat materi-materi Pelajaran Bahasa Inggris seperti cara cepat memahami materi grammar Bahasa Inggris dan semacamnya.

P4: Iya.. saya juga sering lihat animasi jadi kayak video apa namanya kayak kedokteran gitu animasi pembedahan gitu yang berbahasa Inggris

R: ketika anda menonton video Berbahasa Inggris ini kan pastinya tidak 100% tau artinya. Terutama ketika ada kata-kata yang baru yang ditemui. Apakah yang dilakukan Ketika menemui hal tersebut?

P4: mungkin kalau ada yang bingung biasanya kata-katanya itu saya cari sendiri artinya di kamus. Jadi Ketika menonton kemudian mendapati ada vocabulary yang belum paham, saya langsung mencarinya di kamus begitu.

R: Kemudian, apakah dengan sering menonton konten berbahasa Inggris ini bisa meningkatkan kemampuan berbahasa Inggris anda?

P3: Iyaa, saya merasa jadi lebih peka terhadap bahasa Inggris mungkin karena sering dengerin lagu Inggris jadi banyak menambah kosakata dan cara pronounciationnya.

P4: kalau dari saya sendiri mungkin iyaa dari sisi pemahaman akan teks Bahasa inggrisnya. Tapi untuk speaking sendiri mungkin masih ini ya.. agak kesulitan dan masih terbawa logat dari Bahasa Ibu..medok yah. Terutama dari yang saya sering dengar di lagu-lagu seperti itu kadang tulisan dan pronounciationnya berbeda. Jadi saya merasa kebingungan disitu karena tidak ada keseteraannya di Bahasa Indonesia.

R: Apakah pernah menentukan topik apa yang ingin dicari atau dipelajari dahulu ketika ingin menjelajahi YouTube?

P3: iyaa benar seperti itu. Saya menentukan topik apakah yang dicari kemudian baru membuka YouTube untuk mencarinya

P4: iya, saya juga mencari topik yang saya inginkan dengan memasukan keywords yang ingin saya temukan di kolom pencarian YouTube. Misal saya ingin mencari video tentang simple past tense. Ya sudah saya tinggal mengetik simple past itu nanti akan muncul videonya.

R: Kemudian setelah mencari di kolom pencarian YouTube, pasti muncul banyak video yang berkaitan dengan topik tersebut. Bagaimana anda memilih video mana yang akan ditonton?

P4: kalau saya itu dari tampilannya. Tampilan thumbnailnya kalau menarik biasanya akan saya tonton.

P3: kalau saya sendiri mungkin urut dari atas dulu ya. Kalau penjelasannya enak ya itu yang saya akan tonton. Tapi kalau kurang enak saya akan mencari video lainnya.

R: Berkaitan dengan video Bahasa Inggris, kira-kira anda lebih sering atau lebih suka menonton video dengan American accent atau British accent?

P4: Saya pribadi lebih sering mendengar aksen Amerika ya mas karena memang menurut saya itu yang lebih mudah dipahami. Misal menemukan video yang disampaikan dengan aksen British, biasanya saya skip saja, Mas.

P3: Iyaa, saya juga sama Mas. Lebih prefer video yang disampaikan dengan American accent dari pada British.

R: Kemudian, apakah Ketika menemukan beberapa video dengan topik yang sama, apakah pernah membandingkannya satu dengan yang lain?

P3: Oh iya tentu Mas. Kadang menonton video A, kemudian lanjut ke Video B. dan seterusnya. Tujuannya untuk tadi, mencari yang paling mudah dipahami penyampainnya.

P4: iyaa benar Mas. Salah satu kriterianya juga yang disampaikan dengan American accent tadi.

R: Ketika sudah menonton video YouTube, apakah ada tindakan follow-up yang dilakukan misal seperti mencatat materinya atau yang lain?

P3: kalau saya pribadi mungkin hanya menonton saja yah Mas. Belum pernah sambil mencatat dan memahami videonya secara mendalam. Kemudian apabila saya menemukan video yang bagus gitu, saya berikan tanda like di videonya. Kalau misal ada teman yang minta rekomendasi video tentang Pelajaran mungkin akan saya bagikan sebagai referensi ke teman-teman.

P4: biasanya saya mencatat materi yang disampaikan Ketika ada tugas atau terkadang memang sedang ingin memahami topiknya secara mendalam sih Mas. Yah bisa dibilang Ketika mode serius dalam belajar. Nah saya juga sama, kadang Cuma ngasih like atau share videonya saja sih Mas Ketika ada yang minta rekomendasi.

R: Kemudian, apakah ada topik favorit selain yang telah disebutkan sebelumnya?

P3: saya pribadi suka itu Mas, melihat komentator-komentator di pertandingan sepak bola. Dan jujur dari itu juga saya bisa menambah vocabulary dan mungkin kepekaan dalam listening Bahasa Inggris.

P4: kalau saya mungkin lebih ke ranah pembuatan animasi ya Mas. Seperti cara menggunakan aplikasinya. Karena saya rasa video pembuatan animasi dengan penjelasan berbahasa Inggris lebih banyak dan lebih lengkap dari pada yang berbahasa Indonesia.

R: Selain kendala aksen Bahasa yang disebutkan tadi, apakah ada kendala lain yang ditemui Ketika belajar Bahasa Inggris menggunakan YouTube ini?

P4: uhmm mungkin slang words nya dalam Bahasa Inggris ya. Karena sebagai native speaker mereka mungkin lebih sering menggunakan slang language dari pada Bahasa Inggris formal yang kita pelajari di sekolah. Dan kadang Ketika ingin mencari artinya itu belum diketahui di kamus karena slang wordsnya baru.

P3: mungkin mirip juga ya Mas. Saya merasa perbedaan dari Bahasa Formal dan Bahasa sehari-hari yang mungkin agak membuat kita merasa kesulitan dalam memahami Bahasa Inggrisnya.

Apakah ada tips khusus yang digunakan Ketika menghafal atau mempelajari Bahasa Inggris melalui YouTube ini?

P3: Kalau saya pribadi mungkin sering menghafal kosa kata baru yang ditemui ya Mas. Kadang sehari tiga dan terus berlanjut.

P4: Iyaa sama juga saya Mas. Kadang menghafal kosakata kemudian langsung coba rutin mempraktikkan atau menggunakan kosakata tersebut agar lebih masuk di hafalannya.

Apakah ada tips bagi mereka yang ingin memulai belajar Bahasa Inggris juga tapi hanya dari YouTube?

P4: emm iya bisa aja sih menurut saya Mas. Kadang ada beberapa channel YouTube yang memang ngasih Pelajaran Bahasa Inggris. Bisa juga mencari yang videonya mempromosikan semacam kursus Bahasa Inggris gitu. Terkadang ada juga materi kursus gratisannya yang dibagikan.

P3: Jujur saya juga masih menganggap diri saya pemula ya Mas. Jadi mungkin bisa dimulai dari menonton video YouTube tentang daily vocabularies, kemudian dipraktikkan dengan temannya. Karena menurut saya lebih baik seperti itu sih dari pada belajar grammar Bahasa Inggris yang baku. Yang penting kalau kita diajak ngobrol Bahasa Inggris bisa nyambung, memahami. Gitu aja sih Mas. Nanti baru meningkat belajarnya dari situ.

END

Transcription of Interview with P5(AP)

R: Sudah berapa lama mungkin menggunakan YouTube ini kalau untuk belajar bahasa Inggris atau mungkin dalam kesehariannya?

P5: kalau saya pribadi sudah tau dan mengakses YouTube sejak SD ya Mas. Sekitar 2012an. Cuma kalau mulai menonton konten yang berbahasa Inggris itu... rasanya bertahap dari SMP, kemudian SMA jadi lebih sering intensitasnya, sampai lanjut kuliah ini.

R: kemudian Apakah dari awal sudah gimana ya sudah mengonsumsi atau sudah melihat konten-konten yang berbahasa Inggris?

P5: Iya awalnya Cuma liat lagu-lagu, video lucu, video games dan sebagainya itu ya. Kemudian Ketika mulai bisa Bahasa Inggrisnya di SMP, saya juga jadi sering lihat konten – konten berbahasa Inggris. Hingga akhirnya sampai sekarang ini.

R: kalau boleh tahu jenis konten apa yang saat ini sering dilihat?

P5: Kebanyakan tentang games online gitu dulu sih mas, zamannya anak warnet ya. Kemudian saya juga jadi hobi computer, oprek – oprek laptop, teknologi dan sebagainya. Kemudian dari itu sambil liat tutorialnya di YouTube gitu mas. Jadi topiknya mungkin sudah beragam ya sekarang. Cuma kalau lebih dikerucutkan mungkin tentang games, teknologi gitu Mas.

R: Selain konten yang telah disebutkan, apakah ada lagi jenis konten-konten berbahasa Inggris yang sering ditonton, terutama Ketika memasuki masa perkuliahan ini?

P5: Emmm. Mungkin pernah dulu lihat video – video penjelasan Bahasa Inggris ya Mas, semacam grammar, if clause, dan lainnya. Dan mungkin ini mas... tutorial membuat media presentasi gitu mungkin, buat inspirasi Ketika mau presentasi di kelas.

R: ketika anda menonton video Berbahasa Inggris ini kan pastinya tidak 100% tau artinya. Terutama ketika ada kata-kata yang baru yang ditemui. Apakah yang dilakukan Ketika menemui hal tersebut?

P5: Emm benar sih, dulu Ketika masih SMP mungkin tidak terlalu paham artinya ya. Cuma karena video, dan ada tindakannya, jadi masih bisa dipahami ya Mas. Kalau sekarang masih sama sih, walaupun sudah lebih paham Bahasa Inggrisnya, tapi tetap lihat Tindakan yg dilakukan di video agar tau konteksnya seperti apa.

R: Kemudian, apakah dengan sering menonton konten berbahasa Inggris ini bisa meningkatkan kemampuan berbahasa Inggris anda?

R: Apakah pernah menentukan topik apa yang ingin dicari atau dipelajari dahulu ketika ingin menjelajahi YouTube?

P5: Iya sih, kalau missal ingin mencari tau missal tentang tutorial install windows gitu ya Mas. Saya cari deh di kolom pencariannya.

R: Kemudian setelah mencari di kolom pencarian YouTube, pasti muncul banyak video yang berkaitan dengan topik tersebut. Bagaimana anda memilih video mana yang akan ditonton?

P5 Biasanya sih dari videonya yg pendek dulu sih saya mas. Nyari yang penjelasannya tidak bertele-tele. Kemudian, ada rekomendasi

R: Kemudian, apakah Ketika menemukan beberapa video dengan topik yang sama, apakah pernah membandingkannya satu dengan yang lain?

P5: Emmm iyaa sih terkadang liat beberapa video agar lebih paham caranya gitu. Mungkin di satu video ada yang cara ini, tapi di video lain ada yang pakai cara lain gitu. Jadi ya diambil sesuai keadaannya yang sekarang.

R: Ketika sudah menonton video YouTube, apakah ada tindakan follow-up yang dilakukan misal seperti mencatat materinya atau yang lain?

P5: Kalau saya karena mungkin sering lihat tutorial ya Mas. Jadi langsung praktik saat nonton video itu. Kalau missal ada yang gabisa, saya ulangi lagi bagian stepsnya. Yah seperti itu sih Mas.

R: Apakah ada kendala yang ditemui Ketika menonton konten dalam Bahasa Inggris ini?

P5: Emm mungkin sih Bahasa Inggrisnya kadang ya .. kalau konten teknologi kan sering ketemu YouTuber india gitu Mas. Kadang pengucapan mereka agak gimana gitu..kurang nyambung. Atau juga kadang judulnya tertulis Bahasa Inggris tapi ternyata orangnya ngomong Bahasa india. Kalau

dari segi isi, yah kadang harus pintar memilih sih mas, banyak yang isi penjelasannya kurang jelas. Atau gambarnya kurangnya jelas atau burem gitu sih Mas.

R: Apakah ada tips bagi mereka yang ingin memulai belajar Bahasa Inggris juga tapi hanya dari YouTube?

P5: *emm mungkin dari motivasi sih kalau saya Mas. Yang penting kalau termotivasi, senang gitu dengan konten berhasa Inggris, lama kelamaan saya rasa pasti juga terasa influence Bahasa Inggrisnya. Paling engga dari listening, reading gitu saya rasa yang paling signifikan dampaknya.*
END

Translated Transcription of Interview

Transcription of Interview with P1(RTW). Taken on May27th, 2024, 19.00 GMT +7	
R: How long have you been using YouTube to learn English or maybe in your daily life?	Line 1
P1: Actually, it's been a long time since I intended to learn English by myself. <i>"Because my hobby is opening YouTube and watching content delivered in English. So, I think I have known and watched content on YouTube if I'm not mistaken since middle school.</i> And my intention to learn from YouTube start when I am in college, around 2021. Q1)	Line 2 Line 3 Line 4 Line 5
R: So, have you watched content in English from the start?	Line 6
P1: Yes, that's right. I've liked watching YouTube content in English from the start, because my hobby is watching YouTube.	Line 7 Line 8
R: If I may, what type of content is currently frequently viewed?	Line 9
P1: I often open psychology or mental health content because I really like watching things like that. So, the topic is about mental health or maybe about cooking, it's not that far off. Q2	Line 10 Line 11
R: Apart from the content that has been mentioned, are there any other types of English language content that you often watch, especially when entering this lecture period?	Line 12 Line 13
P1: It's rare, bro, mostly I like watching things about mental health and cooking. Q3	Line 14
R: When you watch this English video, you definitely don't know the meaning 100%. Especially when new words are encountered. What do you do when you encounter this?	Line 15 Line 16
P1: I usually click on videos that appear on my YouTube homepage. And that is indeed the result of the YouTube algorithm regarding the videos that I often watch every day. There is some content that I already understand the concept of. So, when I saw that I felt like additional knowledge with English. There is also content with new knowledge that I don't know about, what the concept of mental health is, what psychology is like. Because usually the sources of knowledge about mental health are mostly provided by outsiders. And there is definitely some new vocabulary and terms that I encountered from the content I watched. So, it's always a note for me. Q4	Line 17 Line 18 Line 19 Line 20 Line 21 Line 22 Line 23
R: Then, have you ever felt that watching English content improve your English language skills?	Line 24
P1: Thank you for asking, sis. Because I just realized that my listening skills have improved after watching a lot of English content. I feel like I'm more sensitive and things like that towards English conversations. In terms of speaking, well, back to the amount of speaking practice that I do, sis. But I think from a speaking perspective, YouTube doesn't have that much of an influence. Q5	Line 25 Line 26 Line 27 Line 28
R: Have you ever decided what topic you want to search for or study first when you want to explore YouTube?	Line 29 Line 30
P1: Oh yes, I did, brother. Often, I search for terms that I don't know in the YouTube search column. Q6	Line 31 Line 32
R: Then after searching in the YouTube search column, lots of videos related to that topic will appear. How do you choose which videos to watch?	Line 33 Line 34
R: Then, when you find several videos on the same topic, do you ever compare them with each other?	Line 35 Line 36
P1: Then, I sort the video based on the highest number of viewers. Then, usually after watching one video, recommendations for similar videos will appear below it. So that's what I usually continue watching. Apart from that, I open Google to look for additional knowledge. Q7	Line 37 Line 38 Line 39
R: When you watch a YouTube video, are there any follow-up actions taken, for example taking notes on the material or something else?	Line 40 Line 41
P1: Yes, usually if the topic is interesting to me, I have a pen and notes ready. So, what is the new term? So, while watching, I kept coming across new terms, I paused the video, took notes, then looked for what the new terms meant. So, it's like pause and pause until the end of the video. Q8	Line 42 Line 43 Line 44
R: Are there any obstacles encountered when watching psychology content in English?	Line 45 Line 46

P1: Of course there are. Very often. Usually, the difficulty comes from the pronunciation. Because sometimes the pronunciation of different origins (video makers) is different. The second is probably from scientific terms, neurological terms, disease terms like that. Which becomes difficult when watching videos. And usually, I often watch videos with an American accent, bro. The British have, but only rarely. Q9	Line 47 Line 48 Line 49 Line 50 Line 51
R: Are there any tips for those who want to start learning English too but only from YouTube?	Line 52
P1: Maybe you can start by watching television or fables because the language used is still light and the pronunciation is still slow and clear, of course. So maybe it's from me or maybe they can also try to find their favorite shows or content, but if it's delivered in English, like me, I think if, for example, it's repeated over and over again. Then I think you'll be able to learn English from YouTube. Q10	Line 53 Line 54 Line 55 Line 56 Line 57
END	Line 58

Transcription of Interview with P2(FM). Taken on May, 31st 2024. 10.00 GMT +7	
R: How long have you been using YouTube to learn English or maybe in your daily life?	Line 1
P2: I think from elementary school, maybe, that's why I often use YouTube every day. Usually used as a background, watched while doing such activities. Q1	Line 2 Line 3
R: then have you consumed or watched content in English from the start?	Line 4
P2: Yes, I think so from the beginning too. Already familiar with YouTube content in English. Q2	Line 5
R: If I may, what type of content is currently frequently viewed?	Line 6
P2: I prefer entertainment, yes. Um, it's like there's a Try Guys channel that often tries out food... because they really like it, are interested, and it's like it's become a hobby now. Routine, it feels so lost if I don't watch YouTube. Q3	Line 7 Line 8 Line 9
R: When you watch this English video, you definitely don't know the meaning 100%. Especially when new words are encountered. What do you do when you encounter this?	Line 10 Line 11
P2: In general, I think I can understand it if I see English language content on YouTube. Q4	Line 12
R: Then, can watching English content often improve your English language skills?	Line 13
P2: Yes, in terms of mass listening, I feel that it is easier to grasp the meaning of conversations in English because I often watch English content. Q5	Line 14 Line 15
R: Have you ever decided what topic you want to search for or study first when you want to explore YouTube?	Line 16 Line 17
P2: I have, but it's rare. Mostly I watch recommended contents that appears in YouTube's own feed. Sometimes I also often use YouTube as a reference for practical college assignments. Sometimes, if there are no examples of assignments from the lecturer, I try YouTube as a reference. Q6	Line 18 Line 19 Line 20
R: Then after searching in the YouTube search column, lots of videos related to that topic will appear. How do you choose which videos to watch?	Line 21 Line 22
P2: I usually look for or use videos that are easy to understand, that has good audio, good video design, good visuals. Usually that's what I use. Q7	Line 23 Line 24
R: Then, when you find several videos on the same topic, do you ever compare them with each other?	Line 25 Line 26
P2: Yes, like before, look for the easiest to understand. Q8	Line 27
R: When you watch a YouTube video, are there any follow-up actions taken, for example taking notes on the material or something else?	Line 28 Line 29
P2: Usually when looking for material on YouTube for assignments, I usually write it down, although not always. Q9	Line 30 Line 31
R: Are there any problems encountered when watching content on YouTube?	Line 32
P2: Sometimes there are times when watching English teaching practice videos on YouTube the material is redundant, there are too many stories so it's confusing to see. But in general, I don't find much of a problem for other content. Q10	Line 33 Line 34 Line 35
R: Are there any tips for those who want to start learning English from YouTube?	Line 36
Maybe what I do is consuming content from outsiders from YouTube or maybe from other social media, but especially on YouTube, it's like outside creators, but this topic is adapted to the person. I think that will be very helpful, especially for listening habits. Q11	Line 37 Line 38 Line 39
END	Line 40 Line 41

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Transcription of Interview with P3(AFAR) and P4(MRR). Taken on May 29th 2024, 13.00 GMT +7	
R: How long have you been using YouTube for English education or perhaps in your daily life?	Line 1
P3: In my daily life, maybe it starts when I first held a cellphone in middle school, I was familiar with YouTube and Facebook. Q1	Line 2
R: Then, have you consumed or watched content in English from the start?	Line 3
P3: In the past, I often listened to English music like Bruno Mars, Avenged Sevenfold like that.	Line 4
Q2	Line 5
R: Is there a difference perhaps in terms of duration or perhaps in terms of content when watching, especially now in the English department, is it often or often from references?	Line 6
P3: Yes, I often use YouTube to see references like now. Like I just finished my teaching internship. In the beginning, I watch some teaching-learning videos, examples of English language learning, there are lots of English teacher YouTube channels, and then I looked at the systematics, like how to open it, how to play the game for the students, what kind of material, how to handle the class atmosphere too. I'm more like that. Q3	Line 7
R: What about you?	Line 8
P4 The beginning was probably from elementary school, yes. But it was still like an internet cafe, if you want to watch YouTube. If I'm not mistaken, I started watching YouTube in English when I was in middle school. Yes, English songs or content such as games. And when I entered high school, I watched more entertainment content. And yes, most of them are in English. Q1	Line 9
R: If I may, what type of content is currently frequently viewed?	Line 10
P4: Mostly about animation video in English. Q2	Line 11
R: Apart from the content that has been mentioned, are there any other types of English language content that you often watch, especially when entering this college period?	Line 12
P3: I might also often look at English lesson materials such as how to quickly understand English grammar material and something similar. Q4	Line 13
P4: Yes... I also often watch animations, like videos, what are they called, like medical animations, surgical animations like that, which are in English. Q4	Line 14
R: When you watch this English video, you definitely don't know the meaning 100%. Especially when new words are encountered. What do you do when you encounter this?	Line 15
P4: Maybe if someone is confused, I usually look up the meaning of the words myself in the dictionary. So when I was watching and then I found there was vocabulary I didn't understand, I immediately looked it up in the dictionary. Q5	Line 16
R: Then, can watching English content often improve your English language skills?	Line 17
P3: Yes, I feel I have become more sensitive to English, perhaps because I often listen to English songs so I have increased my vocabulary and pronunciation methods. Q6	Line 18
P4: From my perspective, maybe yes from the perspective of understanding the English text. But when it comes to speaking yourself, maybe this is still the case... it's a bit difficult and you still carry the accent from my mother tongue... it's medok, right? Especially from what I often hear in songs like that, sometimes the writing and pronunciation are different. So I felt confused there because there was no equivalent in Indonesian. Q6	Line 19
R: Have you ever decided what topic you want to search for or study first when you want to explore YouTube?	Line 20
P3: yes, that's right. I determine what topic I am looking for then open YouTube to search for it. Q7	Line 21
P4: yes, I also search for the topic I want by entering the keywords I want to find in the YouTube search column. For example, I want to find a video about simple past tense. Yes, I just type simple past and the video will appear. Q7	Line 22
R: Then after searching in the YouTube search column, lots of videos related to that topic will appear. How do you choose which videos to watch?	Line 23
P4: for me it's from the appearance. If the thumbnail is interesting, I will usually watch it. Q8	Line 24
P3: For me, I might order from the top first. If the explanation is good then that's what I'll watch. But if it's not good, I'll look for another video. Q8	Line 25
R: Regarding English videos, do you think you more often or prefer watching videos with an American accent or a British accent?	Line 26
	Line 27
	Line 28
	Line 29
	Line 30
	Line 31
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	Line 50
	Line 51
	Line 52
	Line 53

P4: Personally, I listen to the American accent more often, bro, because I think it's easier to understand. For example, if I find a video delivered in a British accent, I usually just skip it. Q9	Line 54
P3: Yes, I am the same, sir. Prefer videos delivered with an American accent rather than British. Q9	Line 55
R: Then, when you find several videos on the same topic, do you ever compare them with each other?	Line 56
P3: Oh yes, of course, sir. Sometimes watching video A, then moving on to Video B. and so on. The goal for this is to look for the easiest to understand the delivery. Q10	Line 57
P4: Yes, that's right, sir. One of the criteria was also conveyed with the American accent. Q10	Line 58
R: When you watch a YouTube video, are there any follow-up actions taken, for example taking notes on the material or something else?	Line 59
P3: Personally, I might just watch it, bro. Never before while taking notes and understanding the video in depth. Then if I find a good video, I give the video a like sign. For example, if a friend asks for a video recommendation about Lessons, maybe I will share it as a reference to my friends. Q11	Line 60
P4: I usually take notes on the material presented when I have an assignment or sometimes, I just want to understand the topic in depth, sir. Well, I could say that when I am serious about studying. Well, I'm the same, sometimes I just like or share the video, bro, when someone asks for a recommendation. Q11	Line 61
R: Then, are there any favorite topics other than those mentioned previously?	Line 62
P3: I personally like it, bro, watching the commentators at football matches. And to be honest, from that I can also increase my vocabulary and perhaps my sensitivity in listening to English. Q12	Line 63
P4: I might be more into the realm of making animation, sir. Like how to use the application. Because I think there are more and more complete animation making videos with explanations in English than those in Indonesian. Q12	Line 64
R: Apart from the language accent problem mentioned above, are there any other problems encountered when learning English using YouTube?	Line 65
P4: uhmm, maybe the slang words are in English, right? Because as native speakers they may use slang more often than the formal English that we learn at school. And sometimes when you want to look for the meaning, it's not yet known in the dictionary because the slang words are new. Q13	Line 66
P3: Maybe it's similar, bro. I feel the difference between formal language and everyday language may make it difficult for us to understand English. Q13	Line 67
Are there any special tips to use when memorizing or learning English via YouTube?	Line 68
P3: Personally, I probably often memorize new vocabulary that I encounter, sir. Sometimes a day for three and continuing. Q14	Line 69
P4: Yes, it's the same for me, sir. Sometimes you memorize vocabulary and then immediately try to practice or use the vocabulary regularly so that it becomes more memorized. Q14	Line 70
R: Are there any tips for those who want to start learning English too but only from YouTube?	Line 71
P4: Um, yes, I think it's possible, sir. Sometimes there are several YouTube channels that provide English lessons. You can also look for videos that promote some kind of English course. Sometimes there are also free course materials that are distributed. Q15	Line 72
P3: Honestly, I still consider myself a beginner, sir. So maybe you can start by watching YouTube videos about daily vocabularies, then practice with friends. Because in my opinion it's better to watch video from YouTube like that than learning standard English grammar. The important thing is that if we practice and develop our English comprehension more. Later, your learning will increase from there. Q15	Line 73
END	Line 74
	Line 75
	Line 76
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	Line 102

Transcription of Interview with P6(AP). Taken on June 1st 2024. 11.00 GMT +7	
R: How long have you been using YouTube to learn English or maybe in your daily life? Line	Line 1
P6: Personally, I have known and accessed YouTube since elementary school. Around 2012. And I start watching content in English... it feels like it's gradual from middle school, then high school, the intensity becomes more frequent, until I move on to college. Q1	Line 2
	Line 3
	Line 4

R: then have you consumed or watched content in English from the start?	Line 5
P6: Yes, at first, I just watched songs, funny videos, video games and so on. Then when I started learning English in junior high school, I also often watched English content. Until finally until now.	Line 6 Line 7 Line 8
Q2	Line 9
R: If I may, what type of content is currently frequently viewed?	Line 10
P6: Mostly it was about online games like that in the past, bro, in the era of internet cafe kids, right? Then I also became a hobby of computers, repairing laptops, technology and so on. Then from that, I watched the tutorial on YouTube, bro. So, the topics may have varied now. Only if it's more... narrowed down, maybe it's about games or technology. Q3	Line 11 Line 12 Line 13
R: Apart from the content that has been mentioned, are there any other types of English language content that you often watch, especially when entering this lecture period?	Line 14 Line 15
P6: Ummm. Maybe I've seen English explanation videos before, sir, such as grammar, if clauses, and others. And maybe this bro... is a tutorial for making presentation media, maybe for inspiration when you want to make a presentation in class. Q4	Line 16 Line 17 Line 18
R: When you watch this English video, you definitely don't know the meaning 100%. Especially when new words are encountered. What do you do when you encounter this?	Line 19 Line 20
P6: Erm, that's right, when I was in middle school, I probably didn't really understand what it meant. But, because it's a video and there's action, so it can still be understood by guessing what the person on the video said and relate to the action. Now it's still the same, even though I understand English better, but still look at the actions taken in the video to know what the context is like. Q5	Line 21 Line 22 Line 23 Line 24
R: Then, can watching English content often improve your English language skills?	Line 25
P6: Yes, I think I have better listening skills because watching lot of YouTube videos. I also learn more common phrase used by native speaker when speaking English, and I often practice that in classroom and with my friends. For reading and writing, I think YouTube also influence me in that area because I also read the English comments, and sometimes I also contributed in writing the comments. Q6	Line 26 Line 27 Line 28 Line 29 Line 30
R: Have you ever decided what topic you want to search for or study first when you want to explore YouTube?	Line 31 Line 32
P6: Yes, if you want to find out, for example, about tutorials on installing Windows, that's it, sir. I looked for it in the search column. Q7	Line 33 Line 34
R: Then after searching in the YouTube search column, lots of videos related to that topic will appear. How do you choose which videos to watch?	Line 35 Line 36
P6: Usually I do short videos first, bro. Find whose explanation is not long-winded. Then, there are recommendations. Q8	Line 37 Line 38
R: Then, when you find several videos on the same topic, do you ever compare them with each other?	Line 39 Line 40
P6: Erm, yes, sometimes I watch several videos to better understand how to do that. Maybe in one video someone uses this method, but in another video, someone uses another method. So yes, take it according to the current situation. Q9	Line 41 Line 42 Line 43
R: When you watch a YouTube video, are there any follow-up actions taken, for example taking notes on the material or something else?	Line 44 Line 45
P6: For me, maybe I often watch tutorials, bro. So just practice while watching the video. If for example there is something I can't do, I will repeat the steps again. Well, that's how it is, sir. Q10	Line 46 Line 47
R: Are there any problems encountered when watching content in English?	Line 48
P6: Erm, maybe I speak English sometimes... when it comes to technology content, you often meet Indian YouTubers, bro. Sometimes their pronunciation is a bit like that...it doesn't connect. Or sometimes the title is written in English but it turns out the person speaks Hindi. In terms of content, well, sometimes you have to be smart in choosing it. Many of the contents have unclear or winded explanation and some have blurry pictures and low-quality videos. Q11	Line 49 Line 50 Line 51 Line 52 Line 53
R: Are there any tips for those who want to start learning English too but only from YouTube?	Line 54
P6: Um, maybe it's from motivation, sir. The important thing is that if you are motivated, if you like content in English, over time I think you will definitely feel the influence of English. At least listening, I think reading has the most significant impact. Q12	Line 55 Line 56 Line 57 Line 58
END	

Appendix 4: Table of Mean Score from SILL Questionnaire

Participant/Parts	Part A	Part B	Part C	Part D	Part E	Part F
P1(RTW)	2.67	3.07	3.67	3.44	3.17	4.17
P2(FM)	2.56	4.14	3.67	3.67	2.83	3.17
P3(AFAR)	3.22	3.00	3.33	3.67	3.17	2.83
P4(MRR)	2.44	2.43	2.83	3.44	2.83	3.00
P5 (ANQ)	3.67	3.29	3.33	4.00	3.67	3.67
P6 (AP)	3.77	3.75	3.90	3.40	3.24	3.81
P7(AM)	2.89	3.00	4.17	2.11	1.67	2.67
P8(GDF)	3.78	4.57	4.33	4.00	4.50	4.17
P9(AJS)	4.44	3.71	4.17	3.78	4.00	4.17
P10(MIDM)	2.89	3.64	3.00	3.67	2.00	2.33

