

**EXPLORING ENGLISH AS A FOREIGN LANGUAGE
STUDENTS' SELF-REGULATED LEARNING
IN EXTENSIVE LISTENING THROUGH
YOUTUBE CHANNELS**

A THESIS

**Submitted in Partial Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan in English Education**



By:

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SN: 20522042

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu 'alaikum Wr.Wb.

Pekalongan, 25 Juni 2026
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MOTTO

“Let your dream burn inside your heart until it clears away every fear and doubt. Even when the journey feels heavy, your spirit can always burn brighter than your fear.”



ABSTRAK

Meskipun penggunaan YouTube secara mandiri terbukti dapat meningkatkan otonomi dan motivasi belajar, pemahaman tentang bagaimana mahasiswa EFL mengelola regulasi diri mereka dalam aktivitas menyimak ekstensif di ekosistem digital terbuka seperti YouTube masih terbatas. Penelitian ini bertujuan untuk mengeksplorasi bagaimana mahasiswa EFL mengelola pembelajaran mandiri mereka selama aktivitas menyimak ekstensif melalui berbagai saluran YouTube. Penelitian ini menggunakan desain studi kasus kualitatif dengan data yang dikumpulkan melalui log menyimak dan wawancara semistruktur. Partisipan yang terlibat adalah tiga mahasiswi pendidikan bahasa Inggris yang telah menempuh mata kuliah extensive listening di sebuah kampus di Pekalongan, Jawa Tengah. Hasil penelitian menunjukkan bahwa mahasiswa berhasil mengelola regulasi diri mereka melalui tiga fase Zimmerman yang berkesinambungan. Dalam hal penetapan tujuan dan pemilihan materi, mahasiswa memasuki sesi mereka dengan motivasi yang berbeda-beda, mulai dari mencari kenyamanan emosional hingga menguasai aksen tertentu, dan motivasi ini secara langsung membentuk pilihan konten mereka. Dalam hal penggunaan strategi dan pemantauan pemahaman, mereka aktif mengelola berbagai tantangan audio dengan menerapkan strategi seperti penggunaan takarir, pemutaran ulang selektif, shadowing, dan penyesuaian kecepatan putar. Dalam hal evaluasi diri dan adaptasi pembelajaran, mereka menilai keberhasilan berdasarkan standar internal pribadi dan membuat keputusan konkret untuk meningkatkan sesi mendatang. Penelitian ini menunjukkan bahwa menyimak ekstensif secara mandiri melalui saluran YouTube berpotensi besar mendorong otonomi pembelajaran melalui kebiasaan pemantauan diri yang terstruktur pada mahasiswa EFL.

Kata Kunci: *Menyimak Ekstensif, Pembelajaran Mandiri, YouTube, Mahasiswa EFL*

ABSTRACT

Although independent use of YouTube has been shown to enhance learner autonomy and motivation, understanding of how EFL students actually manage their self-regulated learning (SRL) during extensive listening in an open digital ecosystem like YouTube remains limited. This study aims to explore how EFL students manage their SRL during independent extensive listening activities through various YouTube channels. A qualitative case study design was employed, with data collected through listening logs and semi-structured interviews. The participants involved in this study were three female English education students who had taken an extensive listening course at one campus in Pekalongan, Central Java. The results showed that students successfully managed their self-regulation across three continuous phases by Zimmerman. In terms of goal-setting and material selection, students entered their sessions with different motivations, ranging from seeking emotional comfort to mastering specific accents, and these motivations directly shaped their content choices. In terms of strategy use and comprehension monitoring, they actively managed various audio challenges by applying strategies such as using subtitles, selective replays, shadowing, and adjusting playback speed. In terms of self-evaluation and learning adaptation, they judged their success based on personal internal standards and made concrete decisions to improve their future sessions. This study suggests that independent extensive listening through YouTube channels has great potential to foster learner autonomy through structured self-monitoring habits among EFL learners.

Keywords: *Extensive Listening, Self-Regulated Learning, YouTube, EFL Students'*



PREFACE

All praises and gratitude belong to Allah SWT for providing His blessings, health, and patience, which enabled me to successfully complete this final project entitled “Exploring English as a Foreign Language Students’ Self-Regulated Learning in Extensive Listening through YouTube Channels” This thesis was submitted to the English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan as a partial fulfillment of the requirements for Bachelor of Education degree. This study was accomplished with the help of many wonderful people.

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Pekalongan, June 25, 2026



Researcher

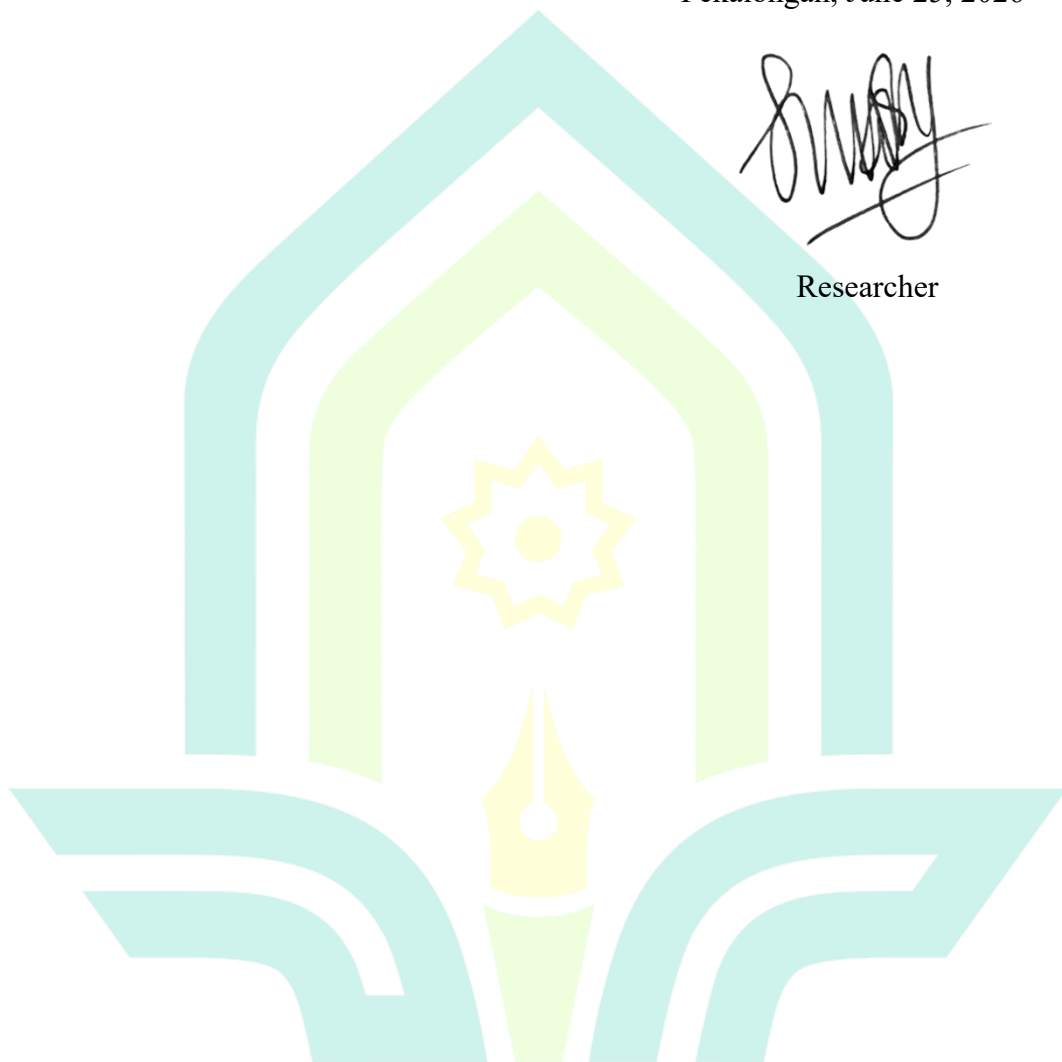
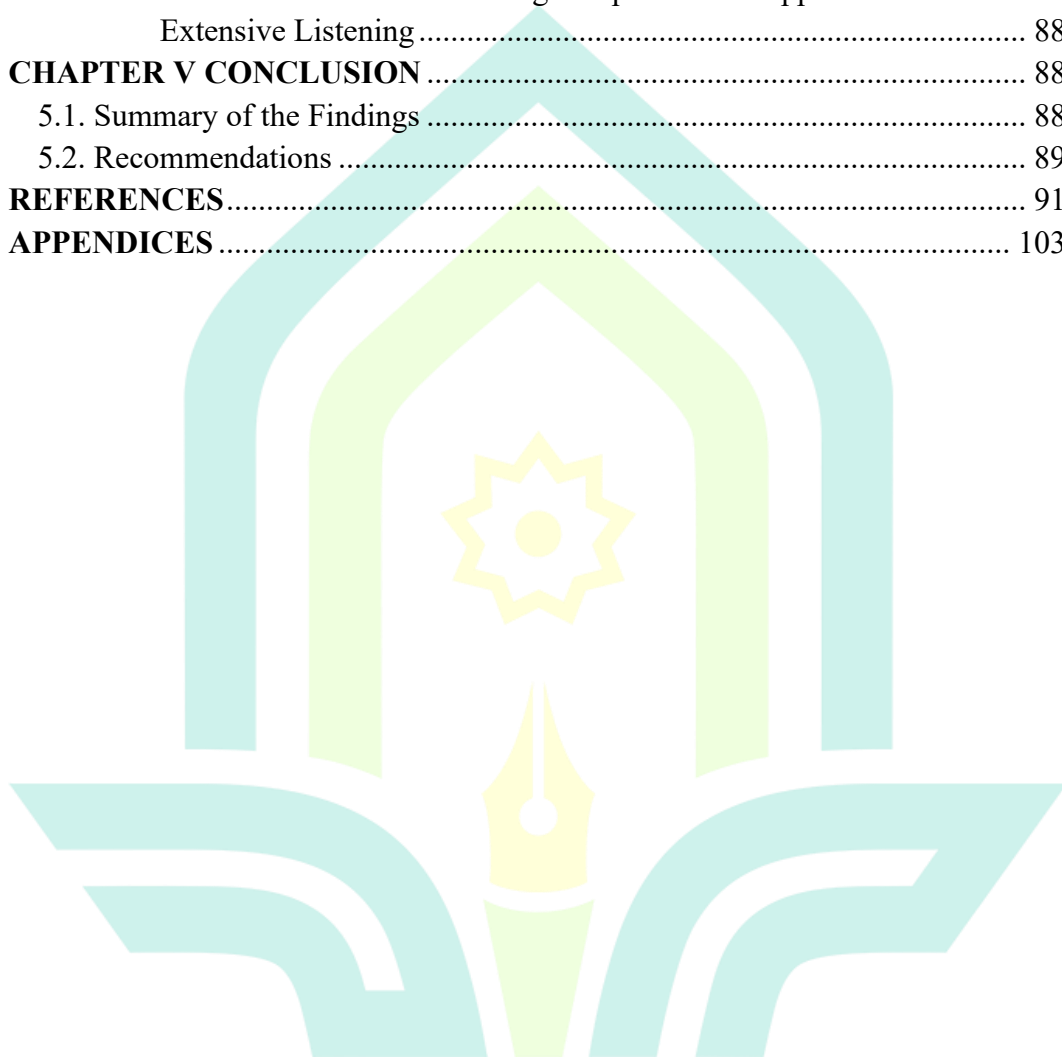


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CHAPTER I

INTRODUCTION

1.1. Background of Study

Among the four language skills in English as a Foreign Language (EFL), listening proficiency is often considered one of the most challenging aspects for students, known that this skill requires consistent and independent practice outside of limited class hours. Erzad and Suciati (2024) stated that many EFL students find listening to be one of the most challenging English skills to master. As a solution to this problem, the extensive listening (EL) approach was developed to meet this need by encouraging learners to listen to a large volume of audio or audiovisual materials of their own choosing, where the language level of the materials is at or slightly below their linguistic ability for the purposes of general comprehension and enjoyment (Milliner, 2017). Extensive listening transforms listening activities into enjoyable, learner-centered experiences by providing students the freedom to choose materials based on their personal interests. Previous research has demonstrated that structured EL activities can significantly improve both listening skills and metacognitive awareness among EFL students (Chen, 2019; Yajun & Christine, 2018).

Today's modern education era, digital technology has opened up wide opportunities for students to practice extensive listening in a flexible and authentic way outside the classroom. Compared to other digital platforms, YouTube offers unique advantages for extensive listening practice outside the

classroom (Bui & Le, 2026). Visual and auditory elements on YouTube helps EFL students in picking up contextual cues, facial expressions, and real-life situations, so that their language comprehension becomes more comprehensive. Furthermore, YouTube provides the world's largest freely accessible of authentic content, featuring an unlimited variety of genres ranging from educational videos, vlogs, and interviews to entertainment content (Daeli & Santosa, 2025), enabling learners to select materials that truly align with their individual interests, proficiency levels, and learning objectives.

The use of YouTube as a learning tool is recognized as providing significant academic and psychological benefits for EFL students. From a linguistic perspective, Metruk (2018) highlights that regularly watching authentic English-language videos on YouTube greatly supports the development of students' listening skills because the language input presented reflects real-life communication. YouTube-based learning is considered far more flexible, engaging, and interactive compared to formal classroom learning (Wang & Chen, 2019). This flexibility creates positive emotions in students because they can enjoy the learning process through engaging content at their own pace (Pilar & Ivan, 2023).

Despite it offers various benefits, using YouTube as a tool for independent extensive listening also presents challenges. One of the main obstacles is the high risk of online distractions triggered by the platform's algorithm, which is designed to continuously recommend addictive

entertainment content. Students' focus on learning can easily be diverted to irrelevant content without strong self-control (Yeo, 2014). Additionally, learners face challenges such as a lack of guidance and inconsistent content quality on YouTube. Since this platform is open to anyone uploading content, not all videos have good audio quality, accurate language, or a material structure that supports effective language learning (Shoufan & Mohamed, 2022). These external barriers often confuse EFL students and make it difficult for them to develop systematic study plans and maintain consistency in their learning.

To overcome these digital challenges, students' ability to apply Self-Regulated Learning (SRL) is a key determining factor. SRL refers to the metacognitive processes, motivation, and behaviors through which individuals proactively plan, organize, and evaluate their own learning processes (Zimmerman, 2002). The main advantages of SRL lie on its ability to build internal discipline, enhance intrinsic motivation, and equip students with effort regulation strategies to cope with distractions in the digital environment (Ganieva et al., 2020). Another research by Tomoko (2022) also confirmed that SRL approaches can significantly improve learners' strategy use and performance. However, SRL also has weaknesses that cannot be ignored, as this strategy requires a high level of psychological maturity from learners. Many students show weak SRL abilities due to an inability to set realistic learning goals (Chou & Zou, 2020) and the lack of internal feedback mechanisms to evaluate the failure of their strategies (Wenjuan & Barry,

2019). The digital freedom on YouTube can actually make it difficult for students to manage their learning process without initial guidance or strong self-regulation.

While previous research has found that independent use of YouTube outside the classroom can help students develop independence and motivation in their learning. However, several existing literatures still focuses on reporting positive outcomes or the success of learning strategies in general rather than learners' internal processes and lived experiences of SRL. There remains a significant research gap regarding how EFL students in Indonesia actually managing their SRL phases during extensive listening on YouTube platform, including how they reflect on difficulties, develop understanding from their listening experiences, and regulate their extensive listening. Therefore, deeper investigation is needed to examine English Language Education students manage their SRL in extensive listening through YouTube.

1.2. Identification of the Problem

Based on the description of the background of the problem above, research problems can be identified, including the following:

1. Among the four language skills, listening is often seen as one of the most difficult for EFL students to develop, largely because it demands consistent practice on their own outside of class.
2. Although YouTube provides a wide range of authentic content that can support independent extensive listening, not much is known about how

EFL students actually manage and regulate their own learning process when using it on their own.

1.3. Formulation of the Problem

Based on the background explained above, the researcher formulates the research question of this study as follows:

How do EFL students manage their self-regulated learning in extensive listening through YouTube channels?

1.4. Aims of the Study

This study aims to explore how EFL students manage their self-regulated learning in extensive listening through YouTube channels.

1.5. Operational Definitions

To avoid misunderstanding, the researcher provides some definitions related to the study as follows:

1. Self-Regulated Learning

Self-regulated learning is a person's capacity to self-generate learning related goals-oriented thoughts, feelings, and actions (Zimmerman, 2000).

2. Extensive Listening

Extensive listening is when learners listening to large amounts of motivating and engaging materials which are linguistically appropriate over a period of time where they listen with a reasonable speed for general understanding, with a focus on meaning rather than form (Renandya & Jacobs, 2016).

3. YouTube

YouTube is the online video-sharing service platform that has grown to become the largest and most highly visited (Snelson, 2011).

1.6. Significance of the Study

1. Theoretical Use

This research contributed to the development of existing theories in the field of language learning, particularly connected to self-regulated learning in extensive listening activities. It strengthened and extended the frameworks of Zimmerman's Self-Regulated Learning theory by providing insights into how learners managed their listening practice through YouTube. This study supported a deeper understanding of how self-regulated learning are applied in real-world listening development by examining how students reflected on their listening experiences, developed understanding, and adjusted their learning strategies in a digital learning environment,

2. Empirical Use

This study provided empirical insights into how English education students managed self-regulated learning through YouTube by employing qualitative methods, including listening logs and interviews. It also helped future researchers who want to study how self-regulated learning worked with online learning.

3. Practical Use

The practical implications of this research can help educators, curriculum developers, and language learners. For educators, it offered strategies for integrating YouTube into extensive listening activities while helping self-regulated learning among students. For learners, it showed good ways to managed their learning using online tools. It also gave advice about how to use YouTube's many different kinds of videos to get better at listening and learning languages overall.



CHAPTER V

CONCLUSION

5.1. Summary of the Findings

This study reveals that EFL students actively and independently manage their own self-regulated learning (SRL) cycle during independent extensive listening on various YouTube channels. This autonomous process depends heavily on each learner's personal goals, strategies, and honest self-reflection. The way students set their targets and choose their videos in the forethought phase shows that preparation for extensive listening follows a clear purpose. Students enter each session with different purposes. Some simply want to express themselves better in English without strict rules, some seek emotional comfort through familiar videos, and others focus strictly on expanding vocabulary and pronunciation through structured materials. These varied motivations match the video choices in their listening logs, which show that the way students plan their sessions genuinely shapes what they end up watching and how consistently they return to similar content.

During performance phase, independent extensive listening on YouTube proves to be a highly active process rather than a passive routine. Students create their own strategies like using subtitles, replaying video parts, and checking their understanding to handle different listening difficulties. When a session ends, students move to the self-reflection phase and judge their own success honestly by setting personal goals. These honest reflections directly shape what students choose to do next. The findings show that student

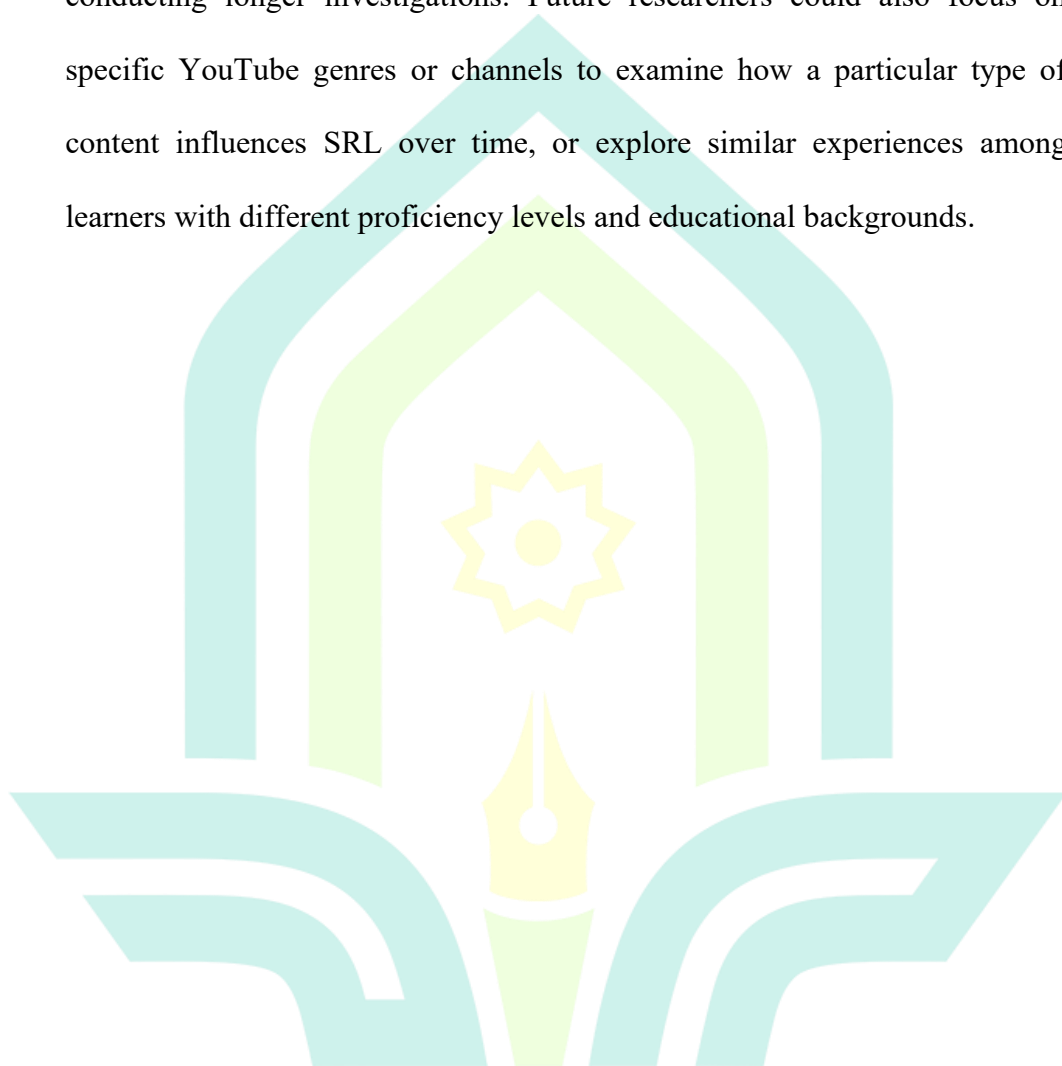
challenge themselves with harder native accents, another student decide to slowly turn off subtitles, and other set harder learning goals for each new session. These internal reflections help them decide what to change in the future and create a continuous SRL cycle from one session to the next.

These findings carry implications on how extensive listening, SRL, and YouTube work together in EFL learning. Extensive listening through YouTube channels becomes a good space for real language growth when students take control of their own learning. This study shows that SRL does not need a formal classroom or a teacher to work. Instead, students are fully capable of setting their own targets, pushing through difficulties, and changing their habits on their own. These three elements form a strong combination that encourages EFL learners to confidently develop their language skills in the real world.

5.2. Recommendations

This study offers several important recommendations for language learning based on the findings. For students, they can maximize their independent extensive listening on YouTube if they intentionally apply the self-regulated learning (SRL) cycle. This includes setting a clear purpose before starting a session, trying out different strategies such as the two-watch method, selective use of subtitles, or self-retelling during the session, and reflecting honestly afterward to shape better goals for the next practice. For teachers, they play an important role by providing initial guidance at the start of an independent listening program so students know how to practice SRL effectively.

For future researchers, this study has several limitations that open up opportunities for further investigation. Since this study only involves a small group of EFL students in a specific qualitative context over a short period, future research could expand the scope by involving more participants or conducting longer investigations. Future researchers could also focus on specific YouTube genres or channels to examine how a particular type of content influences SRL over time, or explore similar experiences among learners with different proficiency levels and educational backgrounds.



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