

**THE USE OF YOUTUBE AS SELF-EFFICACY TRIGGER:  
A NARRATIVE STUDY ON THE EXPERIENCE  
OF ENGLISH MAJOR STUDENTS IN SELF-REGULATED  
LEARNING**

**AN UNDERGRADUATE THESIS**

**Submitted in Partial Fulfillment of the requirements for the Degree of  
*Sarjana Pendidikan* in English Education**



**By:**

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
K.H. ABDURRAHMAN WAHID STATE ISLAMIC  
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Dengan ini menyatakan bahwa skripsi yang berjudul "*The use of YouTube as a Self-Efficacy Trigger: A Narrative Study on the Experiences of English Major Students in Self-Regulated Learning*". adalah benar-benar hasil karya penulis, kecuali dalam kutipan yang telah penulis sebutkan sebelumnya. Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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**Study on the Experiences of English Major Students in Self-Regulated Learning**

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.

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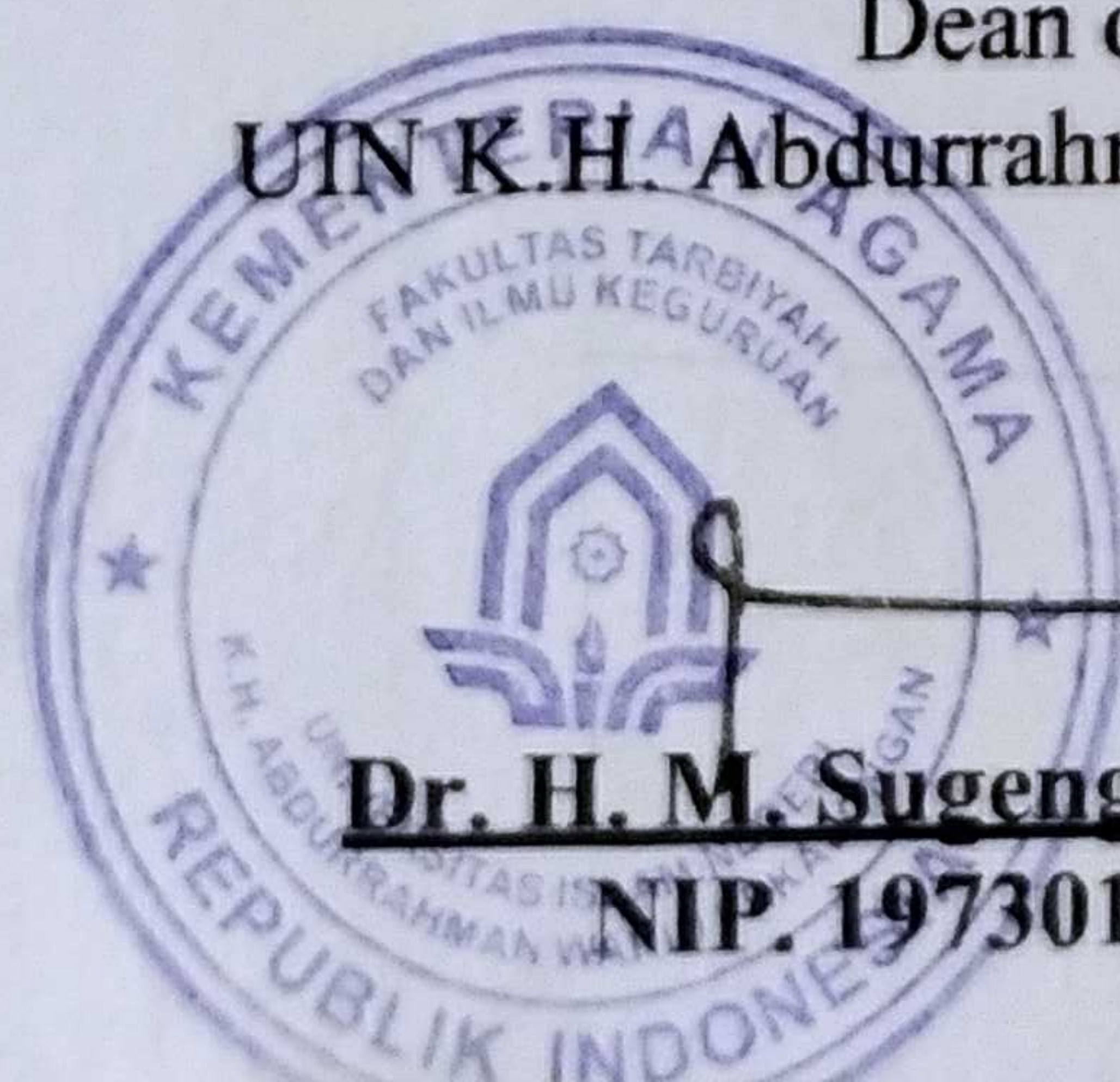
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Pekalongan, 05 May 2023

The Researcher



**MOTTO**

مَسْنَابِ ام اورِغِي سَح مَوُوبِ ام رِغِي الل ن ا

*“Allah does not change a people's condition unless they  
change their inner selves.”*

(QS Ar-Ra'd 13:11)

*"You must believe in yourself. Because confidence is the absolute key to success"*

(Zhang Hao)



## ABSTRAK

*Penelitian ini bertujuan untuk mengetahui pengaruh keyakinan self-efficacy terhadap self-regulated learning siswa melalui YouTube. Narasumber pada penelitian ini adalah mahasiswa yang terlibat dalam pembelajaran mandiri di platform. Data dikumpulkan melalui wawancara semi terstruktur, dan temuan dianalisis menggunakan analisis tematik. Hasil penelitian mengungkapkan bahwa partisipan dengan efikasi diri yang tinggi menunjukkan motivasi, kepercayaan diri, dan strategi pembelajaran yang efektif dalam proses pembelajaran pengaturan diri mereka. Partisipan mendapat manfaat dari pengalaman perwakilan dengan mengamati model peran yang sukses dan menerima persuasi verbal melalui konten motivasi. Di sisi lain, partisipan dengan self-efficacy rendah menghadapi tantangan dalam mengelola pembelajaran mereka, memahami konten, dan mengalami kemajuan yang terbatas. Tidak adanya rangsangan self-efficacy mempengaruhi kepercayaan diri dan keyakinan mereka pada kemampuan mereka. Studi ini menyoroti pentingnya menumbuhkan self-efficacy melalui sosok role model dari konten Youtube, memberikan pengaruh positif, dan menciptakan suasana belajar yang mendukung untuk meningkatkan pembelajaran mandiri siswa melalui YouTube. Hasil penelitian ini diharapkan dapat berkontribusi pada pemahaman pembaca tentang peran efikasi diri dalam platform pembelajaran online dan memberikan wawasan bagi pendidik untuk mempromosikan pengalaman Self-regulated Learning yang efektif.*

**Kata kunci:** *Self-regulated Learning, Self-efficacy, Pengalaman, Siswa EFL, Youtube, Pembelajaran Bahasa Inggris.*



## ABSTRACT

This study aimed to investigate the influence of self-efficacy beliefs on students' self-regulated learning through YouTube. The participants were university students who engaged in self-regulated learning on the platform. Data were collected through semi-structured interviews, and the findings were analyzed using thematic analysis. The results revealed that participants with high self-efficacy demonstrated motivation, confidence, and effective learning strategies in their self-regulated learning process. They benefited from vicarious experiences by observing successful role models and receiving verbal persuasion through motivational content. On the other hand, participants with low self-efficacy faced challenges in managing their learning, comprehending content, and experiencing limited progress. The absence of self-efficacy stimuli impacted their confidence and belief in their capabilities. The study highlights the importance of fostering self-efficacy through exposure to successful models, providing positive reinforcement, and creating a supportive learning environment to enhance students' self-regulated learning on YouTube. These findings contribute to our understanding of the role of self-efficacy in online learning platforms and provide insights for teachers to promote effective self-regulated learning experiences.

**Keywords:** Self-regulated Learning, Self-efficacy, Experience, EFL Students, Youtube, English Learning.



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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background Study**

In today's world, learning English as a foreign language (EFL) is becoming more common. Mastering English has become a valuable asset for anyone living in a non-English speaking country who wishes to track their progress (Brewster., 2002). Especially for Undergraduate students in the English Education Major, it is essential due to its huge effect on their academic and professional growth (Linse, 2017). Students can access a broad range of knowledge, participate in international academic discussions, and cooperate with academics from a variety of backgrounds. Additionally, it improves students' critical thinking, communication, and cultural awareness, making them more competitive on the international job market (Graddol, 2019).

Even so, the use of English as a foreign language restricts its application in contexts where it is not the official language of the state or in common discourse (Ananthia, 2010). Therefore, most EFL (English Foreign Language) students studying English as a second language or foreign language will find it difficult to get as much natural English exposure in everyday circumstances as native speakers (Paul, 2007). Students' language learning input will be restricted in this situation to what they hear from the teacher in the form of teacher speak (Brewster, 2002). As a result, students require extra input, such as self-regulated learning, which may be defined as a proactive control of behavior and thought that also involves self- regulated strategies to achieve



more strategic goals. This is a difficulty since learning a foreign language requires habituation, which forces pupils to practice their language abilities outside of the classroom (Wang & Chen, 2019).

Self-regulated learning is an important skill for students to have because it requires them to actively monitor and control their learning process. However, when practicing self-regulated learning, students might face a variety of difficulties. Motivation and self-control are two common issues. Distractions, boredom, or difficulty staying focused can all have an impact on students' ability to maintain their efforts and engage in effective learning strategies (Pintrich, 2000). According to social cognitive theory, students require self-efficacy in order to develop motivation for self-regulated learning because it influences their beliefs in their abilities, goal-setting behaviors, perseverance, and overall engagement in the learning process (Zimmerman, 2000).

Self-efficacy also refers to an individual's belief in their own abilities to accomplish tasks or achieve goals, while self-regulated learning involves managing and controlling one's own learning process (Zimmerman, 2000). The relationship between self-efficacy and self-regulated learning is significant. When individuals have strong self-efficacy beliefs, they are more motivated and persistent in using self-regulated learning strategies. Those with high self-efficacy are proactive in setting clear goals, employing effective study strategies, and evaluating their progress. They adjust their approach based on self-assessment to optimize learning outcomes.



In essence, self-efficacy serves as a driving force in self-regulated learning. It influences motivation, effort, goal-setting, and self-monitoring, resulting in more successful learning experiences. Furthermore, due to the misconceptions and confusion surrounding related tasks such as self-confidence, it is important to understand the fundamental differences between self-efficacy and self-confidence. Self-efficacy refers to a situational belief in one's ability to succeed in specific tasks or situations, whereas self-confidence refers to a more general belief in one's overall competence and worth (Bandura, 1997). Both constructs play important roles in human behavior and motivation, but their specificity and scope differ. In this case, self-efficacy was chosen as the main foundation in order to practice self-regulated learning through YouTube. Self-efficacy is not an inherent or fixed trait, but rather a belief that can be influenced and developed (Zimmerman, 2001).

A recent study by Akçayr and Akçayr (2017) found that learning media support personalized learning. Learners can select materials and content that suit their own interests, preferences, and learning preferences. Therefore, learning media such as YouTube can be a helpful tool for boosting students' self-efficacy in the context of self-regulated learning. This personalization feature improves learners' feelings of independence and ownership over their education, which are both essential components of self-regulated learning.

The researcher used three previous studies related to self-efficacy in self-regulated learning and YouTube. The first study conducted by Do Hong Kim, Chuang Wang, Hyun Seon Ahn, and Mimi Bong (2015) provided



evidence of a positive relationship between self-efficacy beliefs and the use of self-regulated learning strategies. The second study is from Urmillah, Miftakh (2021) stated, YouTube is regarded as beneficial in assisting students in learning English on their self-regulated learning, it helps to improve their language skills. Additionally, the researcher also used one study on the relationship between students' characteristics, self-regulated learning, technology self-efficacy, and course outcomes in online learning. The findings revealed that students' prior experience with online learning and their self-motivation significantly influenced their self-regulated learning behaviors.

Three previous studies mentioned have provided valuable insights into the relationship between self-efficacy, self-regulated learning, and the use of YouTube as a learning platform. However, further research is needed to analyze the role of YouTube as a self-efficacy trigger for students.

As a result, this study highlights the role of YouTube as a self-efficacy trigger for students by investigating its impact on self-efficacy beliefs, self-regulated learning strategies, and learning outcomes. This line of research would provide valuable insights into the potential benefits and implications of utilizing YouTube as a tool to foster self-efficacy and enhance students' self-regulated learning experiences. Teng and Zhang (2019) stated that the ability of students to apply effective self-regulated procedures is the most significant factor in accomplishing their learning goals. Hence, the researcher considered the title “The use of YouTube as a Self-Efficacy Trigger: A Narrative Study on the Experiences of English Major Students in Self-Regulated Learning”.



## 1.2 Formulation Of Problems

Based on the context of the research discussion, the researcher tried to explore :

1. What are students' experiences in using YouTube as self-regulated learning media?
2. What do students' perceive about YouTube as a self-efficacy trigger on the self-regulated learning of English major students?

From these formula implementations, Researchers seek to gain a better understanding of valuable insights into the experiences of English major students using YouTube as a self-regulated learning media and the potential influence it has on their self-efficacy beliefs and self-regulated learning practices.

## 1.3 Operational Definitions

In order to prevent misconceptions, the researcher provides several definitions of each terminology, as follows:

1. Experience : Individual or mental experience is a major part of contact, which includes communicative, historical, and cultural phenomena (Hohr, 2013).
2. EFL Students : Efl is described by Gebhard (2006) as the study of English by persons who live in regions where English is not utilized as a first language of communication.



3. Youtube : There are many various types of learning media available on Youtube is by far the most popular (Muhammad et al., 2012).
4. SRL : SRL stands for self-regulated learning, purposeful learning without the need of a teacher (Rheinberg, 2000).
5. Self- Efficacy : Self-Efficacy is people's beliefs about their capabilities to exercise control; over their own level over events that affect their lives (Bandura, 1997).

#### **1.4 Aims of the Study**

The aim of the study is to explore the experiences of English major students in using YouTube as a self-regulated learning media and to examine the impact of YouTube as a self-efficacy trigger on their self-regulated learning practices. The researcher hopes to gain insights into how students engage with YouTube as a learning tool, the strategies they employ, and their perceptions of its effectiveness in facilitating self-regulated learning.



## **1.5 Significance Of Study**

This study will provide information to readers about students' experiences on how YouTube helps English major students through their self-regulated learning and examine the impact of YouTube as a self-efficacy trigger on their self-regulated learning practices. The findings of this research can inform educators in designing and implementing effective learning strategies that utilize YouTube as a platform for enhancing students' self-regulated learning skills. This will be a reflection for the English Department as well concerning Self-regulated learning.



## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Summary of the Findings**

In conclusion, the study findings highlight the significant impact of self-efficacy beliefs on students' self-regulated learning through YouTube. Participants who reported high self-efficacy demonstrated motivation, confidence, and effective learning strategies, influenced by vicarious experiences and verbal persuasion encountered on the platform. They found inspiration in observing successful role models and motivational content, leading to improved learning outcomes. On the other hand, participants with low self-efficacy faced challenges in managing their learning process, understanding content, and experiencing limited progress. The absence of self-efficacy stimuli in the form of successful models and positive reinforcement contributed to their doubts and uncertainties. Therefore, fostering self-efficacy through exposure to successful role models, providing positive feedback and encouragement, and creating a supportive learning environment are crucial for enhancing students' self-regulated learning and academic performance on YouTube.

#### **5.2 Recommendation**

The researcher realizes that this research is not completely perfect. This research only focuses on understanding students' experiences and perceptions of using YouTube for self-regulated learning. While the result can provide insights into students' self-efficacy, they may not specifically measure the

levels of self-efficacy. The researcher only made subjective judgments and categorized participants into high self-efficacy and low self-efficacy groups, therefore this classification may lack the precision and reliability of formal scales.

Therefore, additional measures or scales may be needed to directly assess their self-efficacy levels in self-regulated learning through YouTube. Incorporating validated self-efficacy scales in future research would enhance the validity and reliability of the findings related to self-efficacy in self-regulated learning.

According to the findings of this study, there are just two self-efficacy mechanisms that students obtain from YouTube; hence, YouTube is seen as less successful in cultivating self-efficacy in students. As a result, future study might look at additional applications to uncover ways to boost student self-efficacy in English self-regulated learning.



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