THEIMPLEMENTATIONOFSELF-REGULATEDLEARNING(SRL) STRATEGIES THROUGH YOUTUBE TO LEARN GRAMMAR

(ACaseStudyontheStudentsofEnglishLanguageEducationStudyProgram, Universitas Tanjungpura,Batch 2021)

A THESIS

JurisdictionResponsibilityby:

ADE RIA

F1021201004



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LANGUAGE AND ART EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

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ABSTRACT

This study employed a case study design with qualitative approach to identifythe process of Self-Regulated Learning (SRL) by participants successful in learning English grammar. The researcher did a pre-survey to choose participants through Google Form. The researcherinterviewed participants by in-depth interview to identify the process of Self-Regulated Learning (SRL) could make participants successful in learning English grammar. Learners are interested in learning English grammar through YouTube because YouTube provides a lot of videos to learn grammar so, YouTube videos could be an effective tool in learning grammar by implementing Self-Regulated Learning (SRL). The results of this research showed that participants have successfully learned grammar by applying Self-Regulated Learning (SRL) and following several stages such as; goal setting, planning, monitoring progress and self evaluation. The participants easily wrote spontaneously the rules of grammar related to thelearning material so, the participants got an A score in the Essay Writing course. The results of participants writing were aneffective implementation in improving understanding and application of grammar rules.

Keyword:Self-RegulatedLearning(SRL),YouTube,Learninggrammar.

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CHAPTER 1
INTRODUCTION

1.1. ResearchBackground

Learners are at the center of learning and play an instrumental role in shaping the outcomes of their learning experiences. Key to this view of learner-centeredness is Self-Regulation and learners taking responsibility for their own learning (Wang et al., 2021). Self-Regulated Learning is a learning process where students can manage their learning activities. This case study researchaimstoanalyze thelearners whouseEnglishasaforeignlanguagein learning grammar through YouTubeto learn English grammar outside the classroom.

Grammar learning enables students to use language effectively and correctly. Learners need strategies to assist the learning process in learning grammar. Grammar learning strategies will improve the organization and accuracy of the learning process (Çetinkaya & Tilfarlioglu, 2020). In this digital era, technology can influence students' motivation to learn languages and learning outcomes besides being an important learning space by offering flexible learning. Besides being able to be an effective learning tool, technology can also help students learn to manage their learning and choose what to learn and how to learn it Pawlak (2018). So thatlearners can learn grammar just by accessing the YouTube.

Learningstrategiesareneededbystudents.Therefore,theresearcheris interested in identifying how the process of Self-Regulated Learning (SRL) can make students successful in learning English grammar. The researcher have done a pre-survey through Google form to select the participants. The participantswhohavebeenselectedbyresearchersarethestudentsofthe

English Education Study program who have succeeded in learning grammar through the YouTube channel, especially those who are in the 5thsemester. The reason why the researcher chose students in the English Education Study program is because the students have evidence of succeeding in the Phrase Structure, Sentence Structure and Essay Writing courses. The researcher checked for grammatical errors in the participants' writing so that the researcher could conclude the participants' success in learning grammar through writing, namely in the essay writing course as an implementation of the results of learning grammar through YouTube by applying the Self Regulated Learning strategy.

There have been researchers conducting the Self-Regulated Learning (SRL) Strategy. The first study, Wang (2021) conducted a study about understanding Chinese EFL undergraduate students' SRL tactics under technologically demanding circumstances. The study's findings add to the body of research that examined the relationship between students' language learning achievement and technology-based SRL techniques. Theoretically, the study extends SRL theories to technology-assisted language learning situations, notably in connection to the importance of English language self-efficacy and enjoyment, as well as in relation to students' English learning results. Pedagogically, educators can better understand what actually inspires and empowers students' self-directed technology use for learning and the quality of this technology-based learning process by being aware of the complex relationships among SRL strategies, English enjoyment, English language self-efficacy, and learning outcomes.

The secondresearcher Lee (2020), conducted a study about an important contribution to the research literature that has largely not addressed the relationships between them in U.S. university settings for English Language Learningstudents,thesocialcognitivemodelofSRLtoexaminethe

relationships between self-efficacy and use of SRL strategies by English language learning college students. The results showed that the self-efficacyofEnglish language learning college students substantially predicted their usage of the SRL method. In particular, the following SRL strategy, elaboration,organization,criticalthinking,meta-cognitiveself-regulation, and time management were strongly predicted by English language learning college students' self-efficacy. Additionally,English language learningcollegestudentswithhighself-efficacyviewsand thosewithlowself-efficacy beliefs used SRL methods differently in a statistically significant way. Specifically, meta-cognitive self-regulation and time management were three sub-SRL methods where there was a statistically significant difference between the two groups. The relationship between self-efficacy and SRL