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YOUTUBE USAGE IN SELF- REGULATED LEARNING: PERCEPTIONS OF ENGLISH EDUCATION STUDENTS AT UIN SUSKA RIAU

UIN SUSKA RIAU

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UIN SUSKA RIAU

BY:

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Thesis
Submitted as partial fulfillment of the Requirements
For Bachelor's Degree of English Education
(S.Pd)

ENGLISH EDUCATION DEPARTMENT
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Pekanbaru, November 11th, 2025

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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

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ABSTRACT

Alisya Reviana, (2025): YouTube Usage in Self-Regulated Learning: Perceptions of English Education Students at UIN Suska Riau

The perceptions of English Language Education students at State Islamic University of Sultan Syarif Kasim Riau regarding Youtube usage in Self-Regulated Learning (SRL) were explored in this research. Qualitative case study design was used in this research with semi-structured interviews with six sixth-semester students, analyzed based on SRL. Zimmerman (2000) three-phase model: forethought, performance, and self-reflection. The research findings showed that YouTube supports goal setting, planning, and motivation in the forethought phase; provides strategies such as pausing, rewinding, using subtitles, taking notes, and dealing with distractions in the performance phase, and encourages evaluation and adjustment of strategies in the self-reflection phase. Students generally view YouTube positively due to its flexibility, accessibility, and variety of content, although there are challenges such as distraction, a large selection of materials, limited internet access, and a lack of structured feedback. It could be concluded that YouTube has great potential as a supplementary learning medium encouraging self-regulated learning and learning motivation, with its effectiveness depending on student ability to manage their learning process.

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ABSTRAK

Alisya Reviana, (2025): Penggunaan YouTube dalam Self-Regulated Learning: Persepsi Mahasiswa Pendidikan Bahasa Inggris di UIN Suska Riau

Penelitian ini mengeksplorasi persepsi mahasiswa Pendidikan Bahasa Inggris di UIN SUSKA Riau mengenai penggunaan YouTube dalam Self-Regulated Learning (SRL). Desain penelitian menggunakan studi kasus kualitatif dengan wawancara semi-terstruktur terhadap enam mahasiswa semester enam, dianalisis berdasarkan model tiga fase SRL Zimmerman (2000): forethought, performance, dan self-reflection. Hasil penelitian menunjukkan bahwa YouTube mendukung penetapan tujuan, perencanaan, dan motivasi pada fase forethought; menyediakan strategi seperti menjeda, memutar ulang, menggunakan subtitle, membuat catatan, dan mengatasi distraksi pada fase performance; serta mendorong evaluasi dan penyesuaian strategi pada fase self-reflection. Mahasiswa umumnya memandang YouTube positif karena fleksibilitas, aksesibilitas, dan keragaman kontennya, meskipun terdapat tantangan berupa distraksi, banyaknya pilihan materi, keterbatasan internet, dan ketiadaan umpan balik terstruktur. Penelitian ini menyimpulkan bahwa YouTube berpotensi besar sebagai media pembelajaran tambahan yang mendorong kemandirian dan motivasi belajar, dengan efektivitas yang bergantung pada kemampuan mahasiswa mengatur proses belajarnya.

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ملخّص

أليشا ريفيانا، (٢٠٢٥): استخدام موقع يوتيوب في التعلم المنظم ذاتيا: تصورات طلاب قسم تعليم اللغة الإنجليزية في جامعة السلطان الشريف قاسم الإسلامية الحكومية برياو

هذا البحث يستكشف تصورات طلاب قسم تعليم اللغة الإنجليزية في جامعة السلطان الشريف قاسم الإسلامية الحكومية برياو حول استخدام موقع يوتيوب في التعلم المنظم ذاتيا. اعتمد البحث على منهج دراسة الحالة الكيفية من خلال مقابلات شبه منظمة مع ستة طلاب من الفصل الدراسي السادس، وحُلّلت البيانات وفق نموذج زيمرمان (٢٠٠٠) ذي المراحل الثلاث للتعلم المنظم ذاتيا: مرحلة ما قبل التنفيذ، ومرحلة الأداء، ومرحلة التأمل الذاتي. أظهرت النتائج أن يوتيوب يدعم تحديد الأهداف، والتخطيط، والتحفيز في مرحلة ما قبل التنفيذ؛ ويوفّر استراتيجيات مثل الإيقاف المؤقت، والإعادة، واستخدام الترجمة، وتدوين الملاحظات، والتغلّب على المشتتات في مرحلة الأداء؛ كما يعزّز التقييم الذاتي وتعديل الاستراتيجيات في مرحلة التأمل الذاتي. وينظر الطلاب عموما إلى يوتيوب نظرة إيجابية بفضل مرونته، وسهولة الوصول إليه، وتنوّع محتواه، على الرغم من وجود تحديات مثل التشتت، وكثرة الخيارات المتاحة، وضعف الاتصال بالإنترنت، وغياب التغذية الراجعة المنظمة. ويخلص البحث إلى أن يوتيوب يمتلك إمكانات كبيرة كوسيلة تعليمية مساندة تعزّز الاستقلالية والدافعية لدى الطلاب، غير أن فعاليته تعتمد على قدرة الطلاب على تنظيم عملية تعلمهم بأنفسهم.

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LIST OF TABLE

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Learning English helps students gain access to a wide variety of knowledge through books, articles and online content that are mostly written in English. This allows them to improve their critical thinking and communication skills, both of which are important in their education (Azamatovna, 2024). The process of learning English requires continuous practice and exposure, so it is important for students to find effective strategies to support their learning efforts.

To achieve success in learning English, students cannot rely entirely on classroom learning alone, but must take responsibility for their own learning process. One approach that is considered effective is self-regulated learning (SRL), which is the ability of individuals to plan, monitor, and evaluate their learning process independently. This strategy encourages students to set personal goals, maintain motivation, and choose learning methods that best suit their needs (Zimmerman, 2000). SRL is very relevant for English Education students who are required to be active and independent in mastering the language they will later teach.

However, based on the preliminary study conducted in November 2024 with 10 English Education students at UIN SUSKA Riau, some common obstacles in the implementation of SRL were found. Many students admitted that they have difficulty maintaining focus, are inconsistent in their study

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routine, and often have difficulty understanding English materials due to the absence of direct guidance. Some felt overwhelmed when studying alone, while others had difficulty in finding appropriate learning resources and effective strategies. The findings suggest that although SRL is an important skill, students still need additional support or tools to optimally apply this strategy in their daily learning activities.

One alternative that can be used to support students' self-regulated learning ability is the use of the YouTube platform. As one of the most popular and easily accessible video sharing media, YouTube offers a variety of English learning content, ranging from grammar materials, vocabulary development, listening exercises, to conversation simulations in real situations. Students have the flexibility to determine the material, time, and learning method that suits their needs. In addition, supporting features such as subtitles, video speed settings, and content recommendations are very helpful in creating a more independent and flexible learning process (Alharbi et al 2024).

The use of YouTube is in line with the principles of self-regulated learning, as it allows students to design learning objectives, choose appropriate strategies, and evaluate their achievements independently. By accessing materials repeatedly and adjusting their learning methods, students can improve their understanding while developing a learning approach that suits their personal characteristics. This not only supports the improvement of language skills, but also reinforces an attitude of independence, responsibility and discipline in the learning process. Therefore, YouTube has great potential as a

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medium to support independent learning strategies, especially for English Education students who are required to master the material as well as be able to teach it professionally. As Wang and Chen (2020) explain, YouTube allows learners to personalize their learning process through features that align with self-regulated learning principles, including goal setting and self-monitoring.

In addition to the availability of YouTube as a learning resource, students' perception also plays an important role in determining how effectively they engage with the platform during their independent study. Perception refers to the way individuals interpret and evaluate a learning tool based on their prior knowledge, experiences, and beliefs. When students perceive YouTube as helpful, easy to access, and supportive in understanding English materials, they tend to use it more consistently in planning, monitoring, and evaluating their learning activities. Research has shown that many students perceive YouTube positively because it provides clear explanations, authentic language input, and flexible learning options that encourage independent practice (Masduqi & Azizah, 2021; Putra & Nurhayati, 2022). Conversely, when students view the platform as distracting or difficult to manage, they may feel less motivated to rely on it, indicating that their perception directly influences how YouTube functions within their self-regulated learning process.

Several previous studies have addressed the role of YouTube in English language learning. For example, Putri (2019) investigated how YouTube is used by university students in Surakarta and found that the platform helps improve listening and speaking skills through repeated exposure to native speakers'

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pronunciation. Similarly, Umamah and Cahyono (2022) analyzed the impact of YouTube channels for English language learning on college students' writing skills and concluded that interactive video content can improve students' motivation and writing performance. This research shows that YouTube has significant potential as a learning aid in language education.

However, most of these studies tend to focus on the outcomes of language learning, such as increased vocabulary, grammar mastery, or writing ability, without exploring how students manage their learning process while using YouTube. Studies rarely examine how students set goals, monitor their progress, and evaluate their understanding when accessing digital learning content-key elements in self-regulated learning (SRL). Retnaningsih et al. (2022) highlighted the need for more research that focuses on students' metacognitive strategies and how they apply SRL principles when accessing online learning content such as YouTube.

Furthermore, most of the existing research is conducted in the context of urban or international universities, such as in Java or overseas universities, where students often have higher digital literacy and greater access to educational resources. There is limited research that specifically examines the use of YouTube as an SRL tool among students in Islamic universities, particularly in Sumatra. The context of UIN SUSKA Riau-with its distinctive academic culture, student demographics, and unique technological habits-offers a new perspective that has not been adequately represented in the existing literature.

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In summary, it is necessary to conduct this study because learning English is an essential skill for university students, and self-regulated learning (SRL) is one of the most effective strategies to support their academic success. However, many students still face challenges such as difficulty focusing, lack of motivation, and limited access to independent learning resources. Therefore, it is important to explore how English Education students at UIN SUSKA Riau perceive and utilize YouTube in their efforts to become more autonomous learners. Understanding their experiences, motivations, and challenges can provide valuable insights for educators and curriculum developers aiming to effectively integrate digital media into English language instruction. This study seeks to fill the research gap by focusing not only on the benefits of YouTube in enhancing language skills, but also on how the platform supports the broader development of SRL competencies among prospective English teachers.

B. Identification of the Problem

Based on the background, English Education students at UIN SUSKA Riau tend to face difficulties in implementing self-regulated learning (SRL), such as difficulty in maintaining focus, inconsistency in study routines, and lack of motivation and adequate learning resources. Despite YouTube being a popular and easily accessible platform, research on how students perceive and utilize YouTube in supporting their SRL is still limited, especially at UIN SUSKA Riau. Students' perceptions of using YouTube as a digital learning tool in the context of SRL have not been widely explored, especially in local contexts that have different academic cultural characteristics and technological

habits. Therefore, this study aims to explore how students at UIN SUSKA Riau perceive YouTube as a tool to overcome challenges in self-learning and how this platform can support the development of their SRL competencies.

C. Limitation of The Problem

This research is limited to exploring the perceptions and use of YouTube among English Education students at UIN SUSKA Riau who were actively using the platform in their independent learning. The findings represent only this specific group and do not include students from other programs, semesters, or universities. Additionally, the study focuses solely on YouTube as a learning platform within the context of self-regulated learning (SRL), and does not examine other digital tools or resources. Because this study employs a qualitative case study design, the findings are not intended to represent the entire student population, but to provide an in-depth understanding of the selected participants' experience

D. Formulation of the Problem

Based on the research problems that have been stated previously, the researcher formulates the following research questions as follows:

1. What are English Education students' perceptions of self-Regulated learning by using YouTube?
2. What are English Education students' perceptions of the strengths and weaknesses of self-regulated learning by using YouTube?

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E. Objectives of the Research

The objectives of this study are:

1. To explore the perception of English Education students of UIN Suska Riau regarding the use of YouTube in self-regulated learning.
2. To explore students' perceptions about the strengths and weaknesses of using YouTube in self-regulated learning.

F. Significance of the Research

The significance of this research is classified into two categories: theoretical significance and practical significance, based on the aforementioned aims. Theoretically, this study contributes to the theoretical understanding of self-regulated learning (SRL) by investigating the perceptions of English Education students at UIN Suska Riau regarding the use of YouTube. By exploring how university students perceive YouTube as a tool for SRL, this study adds depth to the existing literature on technology-enhanced learning and SRL.

Practically, understanding students' perceptions of YouTube in self-regulated learning (SRL) can provide meaningful insights that help students improve their own learning practices. By considering these findings, students can integrate YouTube into their study routines, creating learning experiences that are more engaging and better suited to their individual needs. Additionally, students at UIN SUSKA Riau can apply these approaches to strengthen their learning process.

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G. Definition of the Term

1. YouTube is a video sharing platform, launched in 2005 and later acquired by Google in 2006, that allows users to upload, view, share, comment on and interact with video content. In this study, YouTube is specifically understood as a digital tool used by English Education students to support their self-regulated learning process.
2. Self-Regulated Learning is an active, cyclical process where students take charge of their own education by establishing objectives, tracking their progress, and controlling their motivation, behavior, and thought processes to reach these targets. In this study, Self-Regulated Learning refers to the way English Education students independently regulate their English learning process using the YouTube platform.
3. Perception refers to students' interpretations, judgments, and evaluations of their experience in using YouTube for self-regulated learning. It involves how students view the usefulness, clarity, accessibility, and challenges of the platform in supporting the SRL phases**.**

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Concept of Perception

Perception is commonly defined as an individual's process of interpreting and giving meaning to information that is received through the senses. Robbins (2013) states that perception involves how people select, organize, and interpret stimuli from their environment to create a meaningful understanding. This means that perception is not merely about receiving information, but also about how individuals construct their own interpretations. In the context of education, perception influences how students interpret learning tools, tasks, and experiences. Therefore, perception becomes an essential foundation for understanding students' responses toward various learning resources, including digital platforms such as YouTube.

According to Slavin (2018), perception is shaped not only by external factors but also by prior knowledge, expectations, and personal experiences. Students with different backgrounds may interpret the same learning stimulus in different ways because perception is subjective in nature. This subjectivity explains why certain learning media are viewed positively by some students but negatively by others. The unique perceptual process of each student contributes to the variation in motivation, engagement, and learning outcomes. Thus, examining students' perception helps researchers

understand how individuals construct meaning from educational tools they encounter.

Educational psychology highlights that perception strongly influences students' willingness to adopt or reject learning resources. Santrock (2016) explains that perception affects students' interest, confidence, and emotional responses during learning activities. When students perceive a learning tool as helpful, they are more likely to engage with it voluntarily. On the other hand, negative perceptions can lead to avoidance, low engagement, and reduced effectiveness of the learning tool. This makes perception a crucial variable in evaluating the success of technology-assisted learning approaches.

Perception in this study is examined through three common indicators: cognitive perception, affective perception, and behavioral perception. Cognitive perception refers to how students think about the usefulness, clarity, and relevance of a learning tool (Gibson, 2014). Meanwhile, affective perception focuses on students' emotional responses such as enjoyment, interest, or frustration when using the tool. Behavioral perception reflects students' tendencies or intentions to continue using the tool to support their learning (Walgito, 2004). These indicators allow researchers to analyze perceptions in a structured and comprehensive way.

In the context of self-regulated learning, perception determines whether students choose to rely on certain digital platforms to manage their own learning processes. Schunk (2012) argues that students use tools they

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perceive as effective because perception influences decisions, strategies, and persistence. When students believe that a platform provides clear explanations and accessible content, they are more confident in using it independently. Conversely, if students perceive a tool as confusing or distracting, they may avoid it even if it is widely recommended. Therefore, perception operates as a filter that shapes students' learning behavior and strategy selection.

Perception becomes even more relevant when examining platforms such as YouTube, which offers diverse content quality and presentation styles. Students' perceptions determine whether they view YouTube as a beneficial learning resource or merely an entertainment platform. Positive perception may lead students to integrate YouTube videos into their academic routines, while negative perception may reduce its learning value. Understanding these perceptions allows educators and researchers to identify the factors influencing students' acceptance of digital learning tools. Therefore, perception serves as an essential theoretical foundation for exploring how students evaluate YouTube in their self-regulated learning journey.

2. The Concept of Self-Regulated Learning

Self-regulated learning or SRL is the process by which individuals take control of their own learning, including cognitive, metacognitive, behavioral, affective, and motivational elements (Kramarski et al., 2013). According to Pintrich (1994), self-regulated learning consists of three

aspects in academic learning: self-regulation of behavior, self-regulation of motivation and affect, and self-regulation of cognition. Self-regulation of behavior entails actively managing the diverse resources available to students, including their time, study environment (e.g., location), and interactions with peers and faculty members for assistance. Self-regulation of motivation and affect involves managing and altering motivational beliefs like efficacy and goal orientation, enabling students to adapt to course demands. Furthermore, students can learn to regulate their emotions and affect, such as anxiety, to enhance their learning. Self-regulation of cognition involves overseeing various cognitive strategies for learning, such as employing deep processing techniques that yield improved learning outcomes and performance compared to previous endeavors.

Bandura and Lyons (2018) describe self-regulated learning (SRL) as an extension of the broader concept of self-regulation, emphasizing the learner's active role in managing their own learning behaviors. In this view, SRL is not a passive process, but rather a systematic effort by individuals to regulate their motivation, attention, and actions in pursuit of academic goals. This process unfolds through four interconnected phases: planning, monitoring, regulating, and reflection. Within these phases, learners engage in decision-making, adjust their strategies, and internalize key self-management skills that help them respond effectively to various learning demands. These phases highlight the dynamic and cyclical nature of SRL,

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making it a practical and empowering approach for students in higher education.

To further understand how SRL operates in practical learning situations, Zimmerman (2000) developed a three-phase cyclical model that illustrates how learners regulate their behavior before, during, and after learning tasks. Zimmerman identifies three major phases in self-regulated learning: forethought, performance, and self-reflection. Each phase includes subprocesses such as goal setting, strategy planning, self-monitoring, and self-evaluation. These elements help learners remain focused, adaptable, and continuously improve their performance through reflection and feedback.

As the educational paradigm evolves, educational institutions are increasingly exploring methods to enhance learning experiences beyond the traditional classroom. The concept of fostering student independence has gained prominence, as learners benefit from a perceived less controlled environment. This freedom allows them to set personal goals, organize their progress, and exercise autonomy in their educational activities (Lai and Hwang, 2021).

Self-regulated learning remains a significant approach across disciplines, as it facilitates deeper engagement and supports the development of various academic skills (Chen et al., 2021). In particular, students appreciate the flexibility and immersive nature of this approach, which enables them to explore their interests and access information at their

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own pace (Firmansyah et al., 2021). This autonomy encourages students to take initiative, choose learning strategies that fit their preferences, and become more responsible in managing their educational progress.

Autonomy enables students to pursue their learning objectives using a variety of digital media in today's technology-driven environment. They research using search engines like Google, communicate with experts and peers on social media sites like Twitter and Instagram, access instructional videos on websites like YouTube, and use specialized apps like Duo Lingo to enhance their language skills and engage in other educational activities. In addition to enhancing their educational experience, these diverse methods inspire students to learn more on their own and outside the confines of conventional educational institutions.

Zimmerman (1989) defined students are considered self-regulated if they actively participate in their own learning process metacognitively, motivationally, and behaviorally. This activity includes goal setting, planning, learning strategies, self-reinforcement, self-recording, and self-instruction, among others (Zimmerman, 2015). In line with this, Zimmerman's (2000) theory provides a deeper understanding of how self-regulated learning (SRL) takes place through a three-phase cyclical model, involving planning, implementation and reflection.

The application of self-regulated learning is particularly important for students in English Education programs. As future educators, they are expected to not only master the English language but also develop the ability

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to guide others in learning it. SRL helps these students to take ownership of their learning, manage time efficiently, and adopt strategies to overcome language-related challenges such as vocabulary building, grammar comprehension, or speaking fluency. According to Firmansyah and Daroini (2021), SRL supports the development of autonomy, motivation, and critical thinking skills that are essential for academic success and professional growth in language teaching. With SRL, students can learn more purposefully, evaluate their own progress, and prepare themselves for both classroom and real-world teaching scenarios.

In addition, English Education students often deal with a variety of academic demands such as preparing teaching materials, microteaching practices, lesson planning, and language proficiency tasks. These require strong initiative, self-monitoring, and time management skills all of which are core aspects of SRL. As stated by Abadikhah et al. (2018), learners who actively engage in SRL tend to perform better in academic writing, presentation skills, and classroom discussions because they are more aware of their learning needs and more capable of applying effective strategies.

The ability to self-regulate also prepares students for lifelong learning, which is crucial in the ever-evolving field of education. Teachers are expected to continuously improve their skills, adapt to new teaching methods, and stay updated with language trends. SRL encourages students to build these habits early during their academic journey. By practicing SRL

throughout their studies, English Education students not only become better learners but also more reflective and independent future educators.

To gain a deeper understanding of how self-regulated learning operates in real learning contexts, it is essential to explore established theoretical models. Among the many frameworks proposed by educational psychologists, the model developed by Zimmerman (2000) is one of the most influential and widely used. This model offers a clear and structured view of how learners regulate their behavior, cognition, and motivation throughout the learning process. As this study focuses on how English Education students apply SRL using YouTube, Zimmerman's cyclical model provides a comprehensive foundation to analyze the phases and strategies involved.

Zimmerman (2000) developed a three-phase cyclical model of self-regulated learning self-regulated learning: forethought, performance, and reflection (see ***Table 2.1***).

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Table 2. 1
Subfunctions and Properties of the Self-Regulated Learning Cycle (Zimmerman 2000)

Forethought	Performance	Reflection
Task analysis Planning Goal setting Visualization Self-motivation beliefs Self-efficacy Outcome expectations Implicit theory of ability Stereotype awareness	Monitoring Of cognition/emotion Of task/environmental demands Of one's efforts Strategy use Note taking Help-seeking Self-talk	Assessment Causal attribution Strategic review Self-reaction Rewards/sanctions Emotional Response Revision of goal

The First phase is forethought, Zimmerman (2000) defined forethought as the critical processes that occur prior to the initiation of actions. These procedures help to set the stage and get ready for further steps. Forethought is a set of processes that precede and set the stage for effective learning. They also analyze during the forethought phase learners engage in essential processes that set the stage for their actions. This phase involves detailed task analysis, where learners meticulously examine the goals they aim to achieve and strategically plan how to accomplish them. Additionally, learners develop crucial self-motivation beliefs during this phase. These beliefs include self-efficacy, which is the confidence in one's

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ability to succeed; outcome expectations, which anticipate the results of their efforts; intrinsic interest or value, which determines personal significance; and goal orientation, which directs their focus towards achieving specific objectives. Together, these elements in the forethought phase equip learners with a comprehensive framework that guides their approach to learning tasks, enhances their motivation, and prepares them for effective action.

The second Phase is performance, according to Zimmerman (2000) performance includes all of the processes that are engaged in motoric efforts that have a direct impact on attention and action. During this phase, attentional resources are assigned and tasks and activities are actually carried out depending on previous planning and preparation. The ability to control attentional focus and carry out planned activities in a way that is consistent with objectives and strategies affects how successful a performance is. As a result, performance in this sense refers to the dynamic interaction between mental and physical processes, emphasizing the importance of performance in reaching intended goals. The performance phase is characterized by learners engaging in essential self-control processes and self-observation activities. During this phase, learners employ techniques such as imagery, self-instruction, attention focusing, and task strategies to effectively execute tasks and achieve desired outcomes. This stage is essential because it enables students to take charge of their behavior,

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make the most out of their learning methods, and improve their general performance.

The last phase is reflection, according to Zimmerman (2000) self-reflection includes the post-performance mechanisms people use to respond to their experiences. People engage in self-regulation by assessing and reacting to their own actions after completing tasks or activities. In order to better future activities, people can evaluate their performance at this crucial stage, pinpoint their areas of strength and weakness, and make necessary improvements. Self-reflection entails contemplation and evaluation of deeds, results, and the potency of tactics used in performance. In the end, it's crucial to ongoing learning and growth since it helps people hone their abilities, establish new objectives, and raise their performance levels over time. During the self-reflection phase, individuals engage in self-judgment processes such as self-evaluation and causal attribution. They assess their performance by attributing reasons for successes or failures. At the same time, individuals experience self-reaction, which includes feelings of satisfaction or affective responses, and adaptive or defensive reactions to their performance outcomes.

3. The Concept of YouTube as a Learning Platform

YouTube is a social media platform that was first launched in February 2005 and is currently owned by Google. Since its launch, YouTube has grown into the world's largest video-sharing platform, offering various features that allow users to access, search for, watch, share, and create video

content. It hosts a wide range of video categories, including music, entertainment, personal vlogs, film and animation, as well as educational content. According to *YouTube for Press* (n.d.), the platform has over 2 billion monthly active users from more than 100 countries around the world. This highlights that YouTube is not a new platform for today's generation, but rather an integral part of their daily digital lives.

YouTube is the most popular video-publishing and sharing platform in the world. It does not only offer millions of movies, music, talk shows, sport, news, travel, and personal videos, but also a multitude of educational videos. YouTube is used by people of all ages and for an unlimited number of purposes including language learning. It offers teachers and students learning resources for developing a variety of language skills and instant access to authentic language in a wide variety of contexts (Wang & Chen, 2020).

Even outside the field of language learning, YouTube has proven to be a valuable academic resource. A study conducted among medical students in Jordan revealed that 99.3% of them used YouTube in general, and 91% specifically utilized it for academic purposes such as clinical skills training and exam preparation (Ababneh et al., 2025). This highlights YouTube's status as a trusted learning resource across disciplines.

In the context of English language education, Rahmawati et al. (2024) found that students perceived YouTube as an effective and sustainable platform for learning English. Based on responses from 178 EFL students

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in Indonesia, the most preferred types of content included music videos (mean score = 3.71), talk shows (3.35), and tutorials (3.28). These students reported that YouTube videos helped them improve their vocabulary, listening comprehension, and pronunciation, and they expressed overall positive attitudes toward using the platform in their academic routines.

YouTube is also a platform with multiple functions that influences the teaching and learning process in various ways. One notable aspect is its design as a social media platform that enables any user to upload videos. This feature has contributed to the rapid and continuous growth of freely accessible content, although the quality of such content can vary widely. On the other hand, YouTube also presents valuable opportunities for both formal and informal education (Lange, 2019). The platform has increasingly gained attention among students, particularly in relation to learning strategies such as self-regulated learning, where learners independently manage and control their own learning process using digital resources like YouTube.

One digital medium that encourages the use of self-regulated language learning techniques is YouTube (Retnaningsih et al., 2022). This platform offers a selection of instructional films that can help students practice their English in a range of settings. Students get access to a variety of learning resources, including video lessons, conversation exercises, and cultural information, via channels like BBC Learning English and English Addict. Students may use YouTube to define and track personal objectives, such

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getting better at speaking or listening, and track their progress by interacting with the videos they select. Additionally, students may tailor their learning strategies by choosing films that correspond with their interests and skill level, resulting in a more flexible and individualized learning environment (Wang & Chen, 2020).

YouTube facilitates cultural learning by providing access to videos made by people from all over the world, thus enriching students' understanding of diverse cultures especially in English language learning (Saputro, 2022). You tube also supports video sharing among students, which can contribute positively to the learning experience. Moreover, the combination of audio and visual elements in YouTube videos can enhance student attention and engagement during lessons (Miller, 2014).

4. The Role of YouTube in Supporting Self-Regulated Learning

Shariff and Shah (2019) state that YouTube has enhanced students' English learning by offering a relaxed environment where learners can study at their own pace. The flexibility and accessibility of English-language videos on YouTube help students manage their study time independently, supporting the development of self-directed learning habits. In addition, Wang and Chen (2020) found that since YouTube content is often relevant to students' daily lives, it provides greater emotional comfort and reduces anxiety related to learning English.

According to Zaidi et al. (2018), YouTube is one of the most widely used websites where users can upload, watch, and share videos on a wide

range of topics. This diversity allows learners to independently select content that suits their learning preferences, which supports the development of self-regulated learning behavior.

YouTube also supports interactive and autonomous learning in English acquisition. Umamah and Cahyono (2022) highlight that YouTube is an engaging and adaptable platform that facilitates independent English learning, especially through features such as subtitles, visual aids, and comment sections. These interactive features help students improve specific English skills such as pronunciation, listening comprehension, and vocabulary usage. Trang (2022) also argues that YouTube is particularly useful for second-language learners who do not have direct access to native English speakers in their surroundings, as it offers authentic exposure to English in a variety of real-life contexts.

Kim and Kim (2021) discovered that YouTube plays a significant role in the social and intellectual development of international students as they adapt to life in the host country. Their research also demonstrated that students' educational use of YouTube motivates them to engage in academic activities while abroad by enhancing both their subject knowledge and English language proficiency. Furthermore, the use of YouTube allows students to deepen their understanding of English as a global language.

In the Indonesian context, Perdani et al. (2024) explain that using YouTube for self-regulated learning means utilizing the platform as an independent tool to enhance various language skills. Students actively

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access English content beyond classroom hours to improve their language proficiency while developing autonomy in the learning process. YouTube supports self-regulated learning by providing a wide range of resources tailored to individual needs, allowing students to practice skills such as listening and vocabulary enrichment independently. This encourages learners to take charge of their educational journey and fosters the development of independent learning strategies.

YouTube also offers a multimodal learning experience that accommodates different learning styles. For instance, Audina et al. (2022) point out that visual learners benefit from video tutorials for understanding language concepts, while auditory learners can focus on podcasts or spoken explanations. This combination of visual and auditory media makes YouTube an inclusive and effective platform for self-directed English learning.

Despite its advantages, YouTube also presents certain challenges. Shoufan and Mohamed (2022) note that students often struggle to filter relevant and high-quality content among the vast number of available videos. This highlights the importance of digital literacy skills and proper guidance when using YouTube as a learning tool. Therefore, this study not only explores the benefits of YouTube but also discusses strategies to help students maximize its use in self-regulated learning.

YouTube has become one of the most widely used platforms for self-regulated learning. As a multifunctional platform, it enables users to access

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a wide variety of educational content freely and flexibly. In the context of self-regulated learning (SRL), YouTube provides opportunities for learners to control their own learning process, select relevant materials, and access them anytime as needed. Shoufan and Mohamed (2022) emphasize several advantages of YouTube that support SRL, such as its perceived usefulness offering diverse content like tutorials, conceptual explanations, and problem-solving videos that help students manage and direct their own learning. They also note that students tend to have a positive attitude toward using YouTube due to its flexibility, which allows them to learn at their own pace and reinforces the core principle of SRL: personal control over the learning process. In addition, social influences, such as recommendations from peers or instructors, play an important role in encouraging students to use YouTube as a learning tool, boosting their confidence in the platform.

However, several limitations may reduce YouTube's effectiveness in supporting SRL. Because anyone can upload videos, the quality and accuracy of information vary widely, making it difficult for learners to select suitable content. The platform's algorithm prioritizes popular videos over academically relevant ones, leading students to encounter entertaining rather than educational material. Moreover, students may be easily distracted by unrelated content recommended on the homepage or in sidebars. Another common issue is the difficulty of assessing a video's quality before watching, as titles and descriptions often fail to provide reliable indicators of content depth or credibility.

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Overall, YouTube serves as a powerful platform for self-regulated learning especially in learning english, offering flexibility, accessibility, and various resources that support different learning preferences. While it provides numerous advantages such as enhancing vocabulary, listening comprehension, and learner autonomy it also presents challenges related to content quality and digital distractions. Understanding how students search for and evaluate English learning content on YouTube is essential for designing more effective learning strategies that truly support independent language development.

Thus, YouTube can be considered a relevant digital platform that supports students' independence in learning and allows them to implement SRL strategies. The advantages and disadvantages discussed in this section are integrated into the explanation of how YouTube supports self-regulated learning, based on previous studies and theoretical frameworks. These insights are intended to provide a theoretical foundation for understanding the student perceived strengths and weaknesses, which are explored in more detail in Chapter IV

B. Relevant Study

Prior studies have examined the problem of YouTube platforms and SRL in EFL contexts, however they are few in number. Twenty students who had viewed YouTube videos that taught English were interviewed by Wang and Chen (2020) to learn about their opinions and how the videos affected their English language acquisition. The results show that the most common goals for

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learning English on YouTube are to find more learning resources, learn more about the language, and learn more about culture. In addition, this learning strategy is more adaptable, engaging and interactive than traditional classroom learning, so it is recommended as a classroom supplement.

In another study, to investigate how EFL students utilize YouTube as a tool or medium to plan their English learning, Putri (2019) surveyed 12 English Education students from a university in Surakarta to examine EFL university students' use of YouTube as a tool or media for self-regulate their English learning. The results of this study provide an overview of how students feel about using YouTube to plan their education and show that utilizing YouTube for learning can help students' English proficiency. However, students expressed fewer favorable views regarding the use of YouTube for collaborative or social learning purposes. Nevertheless, the study highlights several benefits of using YouTube for English learning, such as its engaging content, flexibility, and enjoyable learning experience.

Retnaningsih et al. (2022) carried out a descriptive qualitative study involving 22 English Education students at a university in Central Java. The study aimed to explore students' purposes, perceptions, and actions in using YouTube for independent English learning. The results indicated that students perceived YouTube as a flexible and helpful platform that allowed them to learn based on their individual needs and preferences. Although the study discussed self-regulated learning, it did not specifically apply Zimmerman's theory as the main analytical framework. The learning process was described generally

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without focusing on the three distinct phases of SRL forethought, performance, and self-reflection as proposed by Zimmerman (2000). Therefore, this study remains relevant as a reference, while also highlighting a gap that can be addressed by using Zimmerman's theory more explicitly to analyze how YouTube supports self-regulated learning in a structured and detailed manner.

A study by Islami (2022) examined students' self-regulated learning skills when using YouTube as a learning medium through a quantitative descriptive approach. The study used questionnaires to identify students' motivation, learning strategies, and challenges in applying SRL with YouTube. Although the method differs from the present research, several thematic aspects such as the role of motivation, strategy use, and perceptions of YouTube were relevant to this study. Therefore, some of the content focus from Islami's questionnaire was adapted only as a reference for constructing the interview blueprint, without using any quantitative indicators or measurement scales. The adaptation was limited to aligning the interview themes with Zimmerman's SRL framework.

Meanwhile, a scoping review by Shoufan and Mohamed (2022) analyzed 647 publications regarding the use of YouTube in education and identified four major themes: content quality, user attitudes, usage strategies, and impacts on learning. Their findings highlight that YouTube offers opportunities such as accessibility, flexibility, and increased motivation, but also presents challenges such as distraction and uneven content quality. These thematic findings were used in this study as conceptual references for identifying students perceived

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strengths and weaknesses of using YouTube in their self-regulated learning process. The insights from this review helped guide the formulation of interview items related to students' attitudes and evaluations of YouTube as a learning tool.

Haryadi (2023) had interviewed use descriptive qualitative with 12 students the findings of this study are about the use of YouTube during the COVID 19 Pandemic on students self-regulated learning. it can be concluded that during the pandemic YouTube can help in students' self- regulated learning. and views on the advantages and disadvantages of using YouTube during the pandemic, one of which is the ease of finding videos and draining internet data.

Umamah and Cahyono (2022) conducted a descriptive qualitative study by interviewing 4 English students from a private university in Malang to explore the types of online resources they use and how they use them during the process of self-regulated learning in writing. The study found that students used various online tools such as communication apps, search engines, social media, and plagiarism checkers to support their writing. These tools were used in different stages like finding ideas, understanding writing concepts, rewriting sentences, and checking originality. However, the study also found that students mostly used these tools for basic tasks because of limited knowledge in using technology for academic purposes. This shows the importance of guiding students to use online resources more effectively in their writing process.

Based on previous studies, the researcher found that several of them have similarities in exploring the use of YouTube for self-regulated English learning.

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However, there are differences in terms of results, particularly regarding students' perceptions some studies reveal positive views, while others show negative experiences. In addition, no study has specifically focused on English Education students at UIN SUSKA Riau. Therefore, although there are similarities and differences, the previous studies still serve as relevant references for this research. In line with that, the current study aims to provide deeper insights into the specific context of English Education students at UIN SUSKA Riau, especially in relation to their use of YouTube for self-regulated learning.

C. Conceptual Framework

This conceptual framework is based on the concepts of Self-Regulated Learning (SRL) and the use of YouTube as a learning platform. SRL in this study refers to Zimmerman's (2000) three-phase model, which consists of forethought, performance, and self-reflection. These phases describe how students plan their learning goals, apply strategies during the learning process, and evaluate their progress independently.

YouTube is viewed as a digital resource that provides English learning materials such as grammar explanations, pronunciation models, listening practice, and authentic language exposure. Its accessibility and variety allow students to use it during the SRL phases to support their learning needs. Students' perceptions also play an important role, as they influence how students interpret their experience and how effectively YouTube supports their self-regulated learning.

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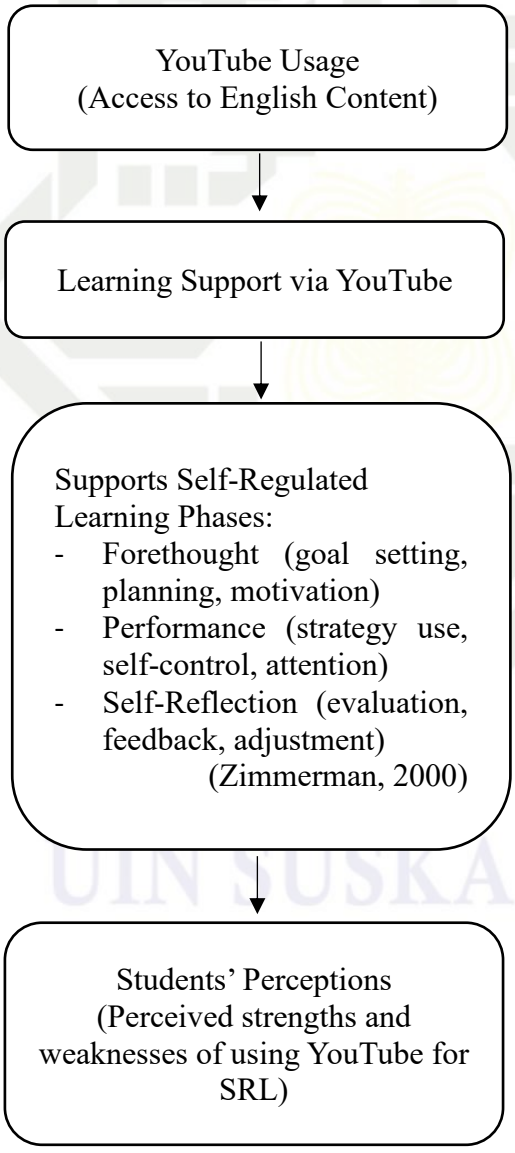
The figure below illustrates the relationship between YouTube usage, the SRL phases, and students' perceptions. It shows how YouTube provides support during the forethought, performance, and self-reflection phases, which later shape students' perceptions of the strengths and weaknesses of using the platform in their learning process.

Figure 2.1
Conceptual Framework



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CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a case study research design, because this research described and explored in depth and thoroughly the perceptions of students related to self-regulated learning on YouTube. This is consistent with Creswell (2012) assertion that qualitative research is concerned with describing things and gaining a profound knowledge of the meaning that words convey.

A case study is an in-depth investigation of a bounded system such as an individual, group, activity, or event. It involves the collection of detailed information using various data sources and methods. According to Yin (2016), a case study enables the researcher to explore complex issues in real-life contexts and analyze multiple aspects of the case to draw meaningful conclusions.

This research used a case study as its research design because it aims to describe and investigate in depth and holistically students' perception of YouTube usage in self-regulated learning. A case study is a research method in which an issue, program, event, activity, process, or one or more individuals are investigated in depth. Case studies are bounded by time and activity, and researchers collect detailed information over a specific period of time using a variety of data collection techniques (Creswell, 2012).

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B. Time and Location Research

This research was conducted at Sultan Syarif Kasim Riau State Islamic University which is located on Jl. H.R Soebrantas No 155 KM.15 Simpang Baru Panam Pekanbaru, Riau Province. Because it is in accordance with the objectives of the researcher who wants to conduct a case study test. And the funds owned by the researcher are limited because the researcher is still a student. This research was conducted in January 2025 until completion.

C. Participant

The population of this research consisted of 134 sixth semester students of the English Education Department at UIN SUSKA Riau. However, because this research employed a qualitative case study design, the population was not used to determine the sample size. Instead, the population only served as the general group from which potential participants were identified. In qualitative research, Creswell (2013) explains that researchers do not select participants based on the number of the population, but based on their relevance and ability to provide rich information about the phenomenon being studied.

To identify suitable candidates, the researcher conducted a preliminary study with ten students from the population. This step functioned as an initial screening process, allowing the researcher to explore students' learning habits and determine who met the characteristics required for purposive sampling. Merriam and Tisdell (2016) state that qualitative sampling often begins with a larger pool of potential participants, which is then narrowed down based on how closely individuals fit the research criteria. Maxwell (2012) also emphasizes

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that preliminary interviews are essential to assess whether individuals are capable of providing detailed, reflective, and meaningful data.

From the ten students involved in the preliminary study, only six met the predetermined criteria, including actively using YouTube for independent English learning, demonstrating clear self-regulated learning behaviors, and being able to articulate their learning experiences in depth. Yin (2016) asserts that purposive sampling requires selecting information rich participants, meaning those who can contribute the most relevant and substantial data to the study. Furthermore, Guest, Bunce, and Johnson (2006) found that data saturation in qualitative research can often be reached with approximately six participants when the topic is specific and the participants share similar characteristics. Therefore, the decision to select six participants was methodologically appropriate and aligned with qualitative research standards prioritizing depth rather than quantity.

D. Technique of Data Collection

To explore students' perception of YouTube usage in self-regulated learning, the researcher gathered the participants' points of view, beliefs, and feelings in their own words; therefore, interviews were used to answer the first and second research questions. There are four types of interviews: one-on-one interview, focus group interview, telephone interview, and electronic interview (Creswell, 2012).

To collect the data, the researcher conducted one-on-one interviews. In this study, the interviews were carried out entirely in English to ensure

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consistency with the participants' background as English Education students. Using English also allowed the researcher to obtain clearer and more accurate responses, as the participants were expected to understand and express their ideas in the target language without causing misunderstanding of the interview questions.

Six students in their sixth semester from the English Education Department at UIN Suska Riau were interviewed. The researcher conducted the interviews in july 2025 through the following steps:

1. The researcher prepared a set of questions to be asked to the selected students. The researcher will also organize a recorder and notes to document their responses.
2. The researcher asked questions and speak in a friendly manner based on the prepared list of questions.
3. The researcher recorded their responses and take notes if necessary.

The detailed interview blueprint, including indicators and question items based on Zimmerman's SRL phases, has been provided in Appendix 1 (Table A.1)

E. Technique of Data Analysis

To analyze the data to be collected, researchers used Miles and Huberman (1994) data analysis model, namely data reduction, data presentation, and data verification. The first step taken was to reduce the amount of data. At this stage, the collected data has been minimized. The information collected should be summarized, the most significant facts selected, and

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irrelevant material eliminated. Only statements containing appropriate information were selected from all materials and transcripts for inclusion in the findings.

The next step is data presentation. The information to be presented in the form of tables, graphs, or narratives is organized in a systematic order after the research data from the previous stage is sorted. This presentation helps the researcher understand what is happening and determine the steps needed for further analysis based on his understanding. The findings of this study are presented in narrative format.

The final step is drawing and validating conclusions. After the data was displayed, the researcher drew conclusions and validated the results by answering the research questions based on the data that had been analyzed in this study.

F. Trustworthiness

To ensure the trustworthiness of this qualitative research, the researcher adopted the framework proposed by Lincoln and Guba (1985), which includes credibility, transferability, dependability, and confirmability. Credibility in this study was maintained through careful and focused one-on-one interviews, allowing participants to express their experiences in depth while enabling the researcher to seek clarification through probing questions when necessary. Transferability was supported by providing rich and detailed descriptions of the research context, including the characteristics of the participants, the learning setting, and how YouTube was utilized in their self-regulated learning process.

Such detailed description gives readers sufficient information to determine whether the findings may be applicable to similar contexts. Dependability was strengthened by documenting the research process clearly and consistently, covering the steps of data collection, transcription, and thematic analysis. Finally, confirmability was ensured by presenting direct quotations from participants to demonstrate that the findings were grounded in the actual data rather than the researcher's interpretation alone. Although this study did not employ triangulation or member checking due to limited time and resources, the transparency of the procedures and the depth of the interview data contribute to the overall trustworthiness of the research.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter summarizes the key findings of the research on English Education students' perceptions of Self-Regulated Learning (SRL) using YouTube at UIN SUSKA Riau. It also provides practical suggestions for students, educators, and future researchers based on the insights gained.

A. Conclusion

Based on the findings and discussion, it can be concluded that students of the English Education Department at UIN SUSKA Riau actively engage in self-regulated learning (SRL) through the use of YouTube. Their experiences reflect the key aspects of SRL, such as goal setting, planning, learning strategies, time management, and self-reflection. These students demonstrated a strong sense of autonomy, showing their ability to manage their learning independently beyond the classroom setting.

YouTube plays an essential role in supporting all three phases of SRL-forethought, performance, and self-reflection. It enables students to access content that aligns with their learning goals, apply strategies while learning from videos, and evaluate their understanding afterwards. This shows that YouTube is not only a source of entertainment but also an effective educational tool that contributes to students' academic development.

The study also revealed that students' motivation to use YouTube comes from its flexibility, accessibility, and the wide range of learning materials it offers. The freedom to choose what and how to learn gives students a greater sense of control and confidence in their learning process. However, to use

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YouTube effectively, students must be mindful in managing distractions and selecting appropriate content that supports their learning needs.

In conclusion, while YouTube holds great potential for promoting independent learning, its effectiveness still depends on how well students are able to regulate themselves. Skills such as self-discipline, critical thinking, and reflection must be developed alongside the use of digital tools. With the right support and awareness, YouTube can serve as a powerful platform to create meaningful, self-directed, and personalized learning experiences.

The findings also highlight that YouTube not only supports the cognitive aspects of learning but also helps shape positive learning attitudes. Students become more responsible for their own learning process, more motivated to explore new knowledge, and more accustomed to flexible, independent learning. This suggests that integrating digital platforms like YouTube can be an important element in modern education, especially in approaches that emphasize learner autonomy and initiative.

B. Suggestion

Based on the findings and conclusions of this study, the researcher conveyed several suggestions addressed to various parties as follows:

1. For English Education Students

   Students are encouraged to continue developing self-regulated learning habits when using YouTube. They should set clear learning goals before studying, apply effective strategies during the learning process, and regularly reflect on their progress. In addition, students are advised to create personalized study schedules, choose appropriate learning content, and

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minimize distractions by selecting suitable learning environments. Being more selective and disciplined will help them make the most of YouTube as a flexible learning tool that supports autonomy and motivation.

2. For Lecturers or Teachers

Lecturers or teachers are encouraged to utilize YouTube as a supplementary tool to support students' independent learning. They can recommend high-quality educational videos that align with the lesson objectives, provide guidance in selecting appropriate and relevant content, and encourage learners to reflect on what they have gained from watching the materials. In addition, integrating YouTube into assignments or class discussions can promote more active, strategic, and self-directed learning behaviors. With proper support and direction, both lecturers and teachers can help students become more autonomous, motivated, and digitally competent learners.

3. For Further Researchers

Future researchers may explore self-regulated learning using other digital platforms or compare the effectiveness of different media (e.g., YouTube vs. TikTok or Instagram). Expanding the scope of participants such as involving students from various majors or universities can also provide broader perspectives. Moreover, future studies are encouraged to apply mixed-method approaches to gain deeper insights into students' self-regulated learning behaviors and the specific features of digital tools that support or hinder their learning process.

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APPENDICES

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APPENDIX I

Research Instrument

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INTERVIEW GUIDE

Name:

Date:

These are a list of interview questions for answering the second question of this research to find out the reasons that might be students' challenges or perceptions in using YouTube for selfregulated learning. The researcher will record and note students' answers.

1. Why do you choose YouTube as a platform for learning English independently?
2. What kind of English content do you usually watch on YouTube, and why?
3. How do you organize your time when learning from YouTube?
4. What do you usually do if you find the video hard to understand?
5. How do you manage distractions while using YouTube?
6. Do you reflect on your learning progress after studying from YouTube? How?
7. Do you think YouTube helps you become a more independent learner? Why or why not?
8. What are English education students' perceptions of the strengths of self-regulated learning using YouTube?
9. What are English education students' perceptions of the weaknesses of selfregulated learning using YouTube?

Based on: Zimmerman's Theory (2000)
Adapted from: Islami (2022); Shoufan & Mohamed (2022)

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Blue Print of English students' perceptions of self-Regulated learning using YouTube

Category	Indicator (Zimmerman's SRL Phase)	Questions
Students' Perception on SRL Using YouTube	Forethought (Goal setting, Motivation, Strategic planning)	- Why do you choose YouTube as a platform for learning English independently? - What kind of English content do you usually watch on YouTube, and why? - How do you organize your time when learning from YouTube?
Students' Perception on SRL Using YouTube	Performance (Self-control, Attention, Strategy use)	- What do you usually do if you find the video hard to understand? - How do you manage distractions while using YouTube?
Students' Perception on SRL Using YouTube	Self-Reflection (Self-evaluation, Attribution)	- Do you reflect on your learning progress after studying from YouTube? How?
Students' Perception on SRL Using YouTube	General Perception of SRL	- Do you think YouTube helps you become a more independent learner? Why or why not?

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Blue Print of English students' perceptions of the strengths and weaknesses of self-regulated learning using YouTube

Category	Indicators	Questions
Students' Perceptions of the strengths and weaknesses of self-regulated learning using YouTube	Challenges	- What are English education students' perceptions of the strengths self-regulated learning using YouTube? - What are English education students' perceptions of the weaknesses self-regulated learning using YouTube?

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APPENDIX II

Students' Result Interview

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Transcription of Interview

1. **Student 1**

   Date: 2 July 2025

No.	Researcher	Student
1.	Why do you choose YouTube as a platform for learning English?	Hmm… I think Because YouTube is easy to access. There are so many free and interesting videos that can be chosen based on my needs. Whatever I need, I just type it in the search bar and it pops up grammar, listening, even academic writing tips. For me, that's really helpful, because if I don't understand something in class, I can just search for it on YouTube. It feels more flexible and practical.
2.	What kind of English content do you usually watch on YouTube, and why?	Usually on YouTube I look at grammar videos, especially those that are simple and easy to understand. Sometimes I also watch academic writing content, because in our department there are specific rules for writing, and I want to match those standards. But I don't only watch serious stuff. Sometimes I also like to watch daily conversation videos or storytelling in English just to make it more fun and not too stressful.
3.	How do you organize your time when learning from YouTube?	Honestly, it's kind of hard to manage time, hehe. Sometimes I plan to study,

		but then I get distracted by other things. But I like to study at night before going to bed, because the atmosphere is calmer and I feel like I understand faster.
4.	What do you usually do if you find the video hard to understand?	Oh, when that happens, I usually pause and replay several times, then look for the subtitles. If I still don't get it, I'll look for another video on the same topic but explained in a simpler way. Sometimes I also compare it with books or notes, so I can get a clearer picture. I don't give up right away, I try different approaches until it makes sense.
5.	How do you manage distractions while using YouTube?	That's honestly the biggest challenge, hehe. Because YouTube always recommends so many other videos, like music or vlogs, and it's so easy to get carried away. I usually prefer to watch it using a laptop, so I don't get distracted by cellphone notifications so I can focus on learning too.
6.	Do you reflect on your learning progress after studying from YouTube? How?	Yes, I do. For example, if I just watched a grammar lesson, I'll try to make sentences on my own to practice. I also write down new vocabulary in a small notebook so I can review it later. If the

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		video is about academic writing, I'll practice paraphrasing it in my own words. Reflection is really important, because in our department we can't just translate word by word or copy things; we have to use proper academic style. So i always check myself to see how much I've actually learned.
7.	Do you think YouTube helps you become a more independent learner? Why or why not?	In my opinion, learning using YouTube makes me more independent in learning, and sometimes I don't wait for the lecturer to teach me. If I don't understand something, I don't just wait for the lecturer or friends to explain. I immediately look it up myself on YouTube. That makes me more independent. But, of course, there are challenges. Like when I'm looking for references from experts, sometimes it's hard to find reliable ones. And paraphrasing is really tough I have to make sure it's not plagiarism. So yes, YouTube makes me independent, but it also pushes me to work harder.
8.	What are your perceptions of the strengths of self-regulated learning using YouTube?	I'm quite disciplined about self-study using YouTube and I'm excited because there are many interesting videos. The biggest strength is flexibility. I can learn anytime,

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		anywhere. And the variety of content keeps it from being boring. If I get tired of grammar, I can switch to listening or daily conversation videos. So it feels fresh and I can adapt to my mood. Another strength is that I get to choose my own learning style. I don't have to follow a fixed curriculum; I can adjust based on what I need.
9.	what are your perceptions of the weaknesses of self-regulated learning using YouTube?	Hmm… For me, using YouTube is so varied, the challenge is that there are too many choices, so I don't know where to start. Not every video is suitable for academic needs either some are too simple, some too advanced. And sometimes the accents are hard to understand, especially if the speaker talks too fast. Oh, and if the internet connection is slow, it ruins my focus and I lose motivation. So yeah, it has both pros and cons.

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2. Student 2

Date: **2 July 2025**

No.	Researcher	Student
1.	Why do you choose YouTube as a platform for learning English?	Well… honestly, because it's super easy to access and of course it's free. Anyone can use it. And there's just so much variety you can basically find anything you need. For me, it's really flexible. Whenever I don't understand something or just want to practice, I can just type it in and there are thousands of options. I like using YouTube because there are so many variations of material to choose from.
2.	What kind of English content do you usually watch on YouTube, and why?	I'm more into content that helps me with communication, you know? I like to watch videos of daily conversations so that I can speak more fluently, or English short movies on YouTube.
3.	How do you organize your time when learning from YouTube?	If I'm motivated, I study for a few hours; if I'm tired, I take a break first. To be honest, it really depends on my mood. If I'm motivated, I can spend hours just watching and practicing. But if I'm tired, I'll take a break and come back later. I don't have a strict schedule. Usually, I use my free time, like when I'm waiting for a class or just relaxing. It's flexible, and that's what I like.

4.	What do you usually do if you find the video hard to understand?	If it's difficult, I look for another video that is easier or additional explanations. Usually, I replay the video a few times, or I turn on the subtitles to help me follow along. If it's still too hard, I'll just look for another video on the same topic that explains it more simply. I don't like to get stuck on just one video—there are always alternatives, so I try different ones until I get it.
5.	How do you manage distractions while using YouTube?	Oh yeah, that's definitely a problem, haha. The recommendations can be really tempting. Like, I start with an English lesson and then suddenly I'm watching a random vlog or music video. To avoid that, I just use earphones and study in a quiet place so I don't get distracted. If the environment is too noisy, I'll just wait and watch later when it's calmer.
6.	Do you reflect on your learning progress after studying from YouTube? How?	Yes, I do. es, I do. For example, if I'm watching a video on pronunciation, I'll try to repeat what the speaker says, imitate their intonation and accent. Sometimes I test myself, like making a mini quiz or trying to have a short conversation using the new vocabulary I just learned. If I'm still not confident,

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		I'll rewatch the video or check another one to compare. I can feel my communication skills improving little by little, and that makes me more confident when I speak English in daily life.
7.	Do you think YouTube helps you become a more independent learner? Why or why not?	Definitely, yes. Because with YouTube I can learn according to my own learning style. For example, if I prefer conversations, I'll choose videos with dialogues. If I'm in the mood for something fun, I'll watch short English movies or vlogs. So I feel more free and comfortable it's personal, it's my choice. That's what makes me feel independent, so YouTube helps me a lot because I can learn according to my own learning style.
8.	What are your perceptions of the strengths of self-regulated learning using YouTube?	The biggest strength is the variety. There are so many types of content, from serious lessons to funny videos. That makes learning less boring and keeps me motivated. And also, different YouTubers have different ways of explaining. If I don't like one style, I can always switch to another. It really matches my mood and my style of learning. For me, there are many learning channels, with learning that is

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		easy to understand. Because I am quite curious, I like to explore new channels so I can choose this material on this channel to understand it quickly.
9.	what are your perceptions of the weaknesses of self-regulated learning using YouTube?	Hmm… the weaknesses are there too. Sometimes, even though I'm really focused, it's still hard to focus because there are so many irrelevant advertisements.

3. Student 3

Date: 2 July 2025

No.	Researcher	Student
1.	Why do you choose YouTube as a platform for learning English?	YouTube is flexible; I can study anytime without having to attend formal classes. I focus more on TOEFL-related videos. I usually watch strategies for the listening section, tips for reading, and also practice tests. For me it's the most useful right now because I need to prepare for TOEFL. It's very practical you just search, and everything is there. Plus, I can replay the videos anytime if I don't understand.
2.	What kind of English content do you usually watch on YouTube, and why?	I watch TOEFL practice videos because I want to try the test later. I like test simulations so I get used to the

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		format, or channels that explain strategies step by step. Sometimes I also watch videos where they share tips on how to answer questions quickly and effectively. So yeah, it's really more about TOEFL preparation, not just general English or daily conversations.
3.	How do you organize your time when learning from YouTube?	I study when I have free time. So, when I don't have assignments or when I'm just relaxing, that's when I open YouTube to learn. It's very flexible I don't force myself to study at a certain hour.
4.	What do you usually do if you find the video hard to understand?	Sometimes I ask friends if I don't understand something in the video. First, I try to replay the video a couple of times. If I'm still confused, I'll ask a friend who understands better. That way I get two perspectives—the one from the video and the one from my friend. Usually, it helps me understand the material more clearly.
5.	How do you manage distractions while using YouTube?	For studying, I usually watch the videos on my laptop, not on my cellphone. I keep my cellphone away because if I'm already playing on my phone, sometimes I don't even study.

6.	Do you reflect on your learning progress after studying from YouTube? How?	Yes, I do. For example, after watching a TOEFL listening or reading video, I immediately try to practice with some exercises or small tests. From that, I can see which parts I've already mastered and which ones I still need to work on. Sometimes I also write down important tips from the video so I won't forget. So , it's not just watching it's also practicing again afterward.
7.	Do you think YouTube helps you become a more independent learner? Why or why not?	Yes, I sometimes get more motivated to study without being told because the video choices are many and not boring. I can study according to my own needs. If something is difficult, I can replay it as many times as I want, or I can look for another video that explains it better. I don't have to rely on other people I can manage my own way of learning.
8.	What are your perceptions of the strengths of self-regulated learning using YouTube?	I am consistent and like to learn through videos, so using YouTube really suits my learning style. I think the strength is consistency. Since YouTube is always available, I can study regularly even if it's just for a short time. If I do it consistently, I can really feel the progress step by step.

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9.	what are your perceptions of the weaknesses of self-regulated learning using YouTube?	The problem is if the internet connection is bad or the topic is too difficult. Sometimes it's so slow and the video just keeps buffering. That really kills my motivation. So yeah, poor internet connection is the biggest challenge for me when learning with YouTube.

4. Student 4

Date: 2 July 2025

No.	Researcher	Student
1.	Why do you choose YouTube as a platform for learning English?	Because it's free, easy to access, and what I really like is that I can directly find content from native speakers. For me, that's very important. When I watch native speakers, I can pick up vocabulary and pronunciation in a more natural way. It makes me feel more confident when I try to practice.
2.	What kind of English content do you usually watch on YouTube, and why?	Mostly vocabulary and pronunciation videos. For example, I watch videos that introduce daily vocabulary or academic vocabulary. I also like pronunciation videos, because they help me pronounce words more clearly and avoid mispronouncing them.

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3.	How do you organize your time when learning from YouTube?	Honestly, I don't really make a fixed schedule. I usually study whenever I have free time. Sometimes when I'm just relaxing at home, and sometimes even when I'm on the way somewhere. For example, if I'm waiting or traveling, I use that time to watch YouTube videos. So it's very flexible I just take any chance I have to learn.
4.	What do you usually do if you find the video hard to understand?	If I come across difficult words, I usually write them down and then look them up in the dictionary. That way I don't just skip them, but I really learn the meaning and understand the video better.
5.	How do you manage distractions while using YouTube?	If the environment is noisy, I usually postpone studying until it's quieter. Sometimes I also use earphones so I can focus more and block out the noise around me.
6.	Do you reflect on your learning progress after studying from YouTube? How?	Yes, I do. Usually, I try to use the new vocabulary I learned in my own sentences. Sometimes I practice speaking in front of the mirror too. So it's not just about learning new words, but also about improving my pronunciation and confidence.

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7.	Do you think YouTube helps you become a more independent learner? Why or why not?	Definitely, yes. Because I can choose the materials that fit my own level. If I want something basic, it's available. If I want something more advanced, that's also there. So I can manage my own learning according to my needs.
8.	What are your perceptions of the strengths of self-regulated learning using YouTube?	I think the strength is that it really helps me with discipline. Because there are so many options, I can choose something every day and keep learning regularly. It keeps me consistent, and that consistency helps me make progress.
9.	what are your perceptions of the weaknesses of self-regulated learning using YouTube?	The weakness is that there's not much direct feedback. Even if I practice pronunciation or try to make sentences, no one tells me immediately if I'm right or wrong. So sometimes I still feel unsure whether I'm doing it correctly.

5. Student 5

Date: 2 July 2025

No.	Researcher	Student
1.	Why do you choose YouTube as a platform for learning English?	Hmm.. YouTube is free and I can repeat the videos if I don't understand, so I feel comfortable learning there.

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2.	What kind of English content do you usually watch on YouTube, and why?	For me, Sometimes I watch tips on how to easily understand English, which are also motivating. I also review materials that I didn't understand in class.
3.	How do you organize your time when learning from YouTube?	Honestly, I create a weekly study schedule and allocate specific time for watching YouTube.
4.	What do you usually do if you find the video hard to understand?	If I found video hard to understand, I use the subtitle feature and repeat the difficult parts until I understand.
5.	How do you manage distractions while using YouTube?	Just a simple thing usually I turn off phone notifications so I don't get disturbed.
6.	Do you reflect on your learning progress after studying from YouTube? How?	Yes, I reflect on my learning progress by replaying difficult parts until I fully understand them. Being able to revisit the content helps me evaluate whether I have improved or still need more practice, something I can't easily do in a classroom.
7.	Do you think YouTube helps you become a more independent learner? Why or why not?	Yes of course, I'm more confident in learning independently because I know I can find resources anytime.
8.	What are your perceptions of the strengths of self-regulated learning using YouTube?	The strength is YouTube is very Flexible to find material. I love learning from YouTube. I'm really

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		happy because it motivates me to learn independently, and it's also very flexible.
9.	what are your perceptions of the weaknesses of self-regulated learning using YouTube?	Sometimes the accent used in some videos is hard to understand, so that part is a bit difficult for me.

6. Student 6

Date: 2 July 2025

No.	Researcher	Student
1.	Why do you choose YouTube as a platform for learning English?	The content is plentiful and varied, so I do not get bored quickly. If I study from only one source, it feels monotonous, but on YouTube, I can always find something newwhether it's educational videos, daily conversations, or even fun storytelling. That variety keeps me motivated to keep learning.
2.	What kind of English content do you usually watch on YouTube, and why?	I like to watch video vlogs and storytelling in English to make it more fun and get new vocabulary. It feels more natural and fun, like I'm just listening to someone share their story. At the same time, I'm learning vocabulary and practicing my listening. It doesn't feel too heavy like formal lessons, but I still learn a lot.

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3.	How do you organize your time when learning from YouTube?	I like to make a daily plan, so I write it on my to-do list so I don't forget to learn independently from YouTube. Having that list helps me stay consistent and organized. If I don't plan it, I might get lazy or distracted. With the daily plan, it's clearer and easier to follow through.
4.	What do you usually do if you find the video hard to understand?	If I truly don't understand, I skip it for now and look for another topic. I don't force myself to get stuck on that one video. Instead, I look for another topic or another video that explains it in a different way. Later, when I feel more ready, I go back and try to watch the difficult one again. I think this method helps me stay motivated without feeling frustrated.
5.	How do you manage distractions while using YouTube?	I study at night when the atmosphere is quiet, and I use earphones. If I try to study during the day, there are usually too many distractions, so nighttime works better for me.
6.	Do you reflect on your learning progress after studying from YouTube? How?	Yes, I do. After I finish watching a video, I create my own notes. I write down the key points or new vocabulary in my own words. That way, I can review them later, and it also helps me

		remember better. For me, writing things down is an important part of the learning process.
7.	Do you think YouTube helps you become a more independent learner? Why or why not?	Instead of just waiting for teachers or relying only on classroom lessons, I actively look for new things on YouTube. If I'm curious about something, I don't wait I search for it right away. That makes me feel much more independent as a learner.
8.	What are your perceptions of the strengths of self-regulated learning using YouTube?	For me, it's because I have an internal motivation. I want to be able to speak English more fluently, and I think YouTube is already suitable and very effective as a learning medium for me.
9.	what are your perceptions of the weaknesses of self-regulated learning using YouTube?	Nothing I think it's from myself the challenge is sometimes I get distracted by other entertainment content. For example, I might open YouTube with the intention to study, but then I see a funny video or something unrelated, and I end up watching that instead. It's a temptation that's hard to avoid sometimes

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APPENDIX III

Thesis Guidance Letters

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Pekanbaru, 1 Maret 2024

Hal : Permohonan SK pembimbing

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Alisya Reviana

NIM / HP : 12110423642 / 082385114955

Tempat / tanggal lahir : Pekanbaru / 11 April 2002

Semester / Tahun : VI / 2024

Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul **"YouTube Usage in Self-Regulated Learning: Perceptions of English Education Students At UIN Suska Riau"**

Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Nelvia Ibrahim, M.Pd

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy sinopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

Wassalmua'alaikum Wr. Wb

MENGETAHUI
Ketua Jurusan

Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,

Alisya Reviana
NIM. 12110423642

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Nomor: Un.04/F.II.4/PP.00.9/5436/2024 Pekanbaru,04 Maret 2024
Sifat : Biasa
Lamp. : -
Hal : ***Pembimbing Skripsi***

Kepada
Yth. Nelvia Ibrahim, S.Pd.I

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama	:ALISYA REVIANA
NIM	:12110423642
Jurusan	:Pendidikan Bahasa Inggris
Judul	:Youtube Usage In Self-Regulated Learning: Perceptions Of English Education Students At UIN Suska Riau
Waktu	: 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

W a s s a l a m
an. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing :
   a. Seminar usul Penelitian :
   b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Melvia Ibrahim, S.Pd.I, M.Pd
   a. Nomor Induk Pegawai (NIP) : 198011012007102004
3. Nama Mahasiswa : Alisya Reviana
4. Nomor Induk Mahasiswa : 12110973692
5. Kegiatan : Bimbingan skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	12-06-2025	chapter 1-3		
2	16-06-2025	chapter 1-3		
3	3-07-2025	chapter 4		
4	10-07-2025	chapter 4		
5	15-07-2025	chapter 4-5		
6	22-07-2025	chapter 4-5		
7	29-07-2025	chapter 1-5		

Pekanbaru, 29 July 2025
Pembimbing,

MELVIA IBRAHIM, S.Pd.I, M.Pd
NIP. 198011012007102004

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LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama : Alisya Reviana
Nomor Induk Mahasiswa : 12110423642
Hari/ Tanggal : Selasa / 11 Februari 2025
Judul Proposal Penelitian : Youtube Usage in Self-Regulated Learning Perception of English Education Students at UIN Suska Riau.

NO	URAIAN PERBAIKAN
1	Find the gap of the study
2.	Revised your background by adding the references.
3.	Find the indicator based on your variable
4	Revised the operational concept
5.	Revised chapter 3.
6	Follow the format from faculty.
7.	Revise Grammatical mistakes!

Pekanbaru, 11 Februari 2025

Penguji I

Dr. Nur Aisyah Zulkifli, M.Pd

Penguji II

Mainar Fitri, S.Pd., M.Pd

Note:
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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PENGESAHAN PERBAIKAN
UJIAN PROPOSAL

Nama Mahasiswa : Alisya Reviana
Nomor Induk Mahasiswa : 12110423642
Hari/Tanggal Ujian : Selasa /11 Februari 2025
Judul Proposal Ujian : YouTube Usage in Self-Regulated Learning: Perceptions of English Education Students at UIN Suska Riau
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Nur Aisyah Zukifli, M.Pd	PENGUJI I		
2.	Mainar Fitri, M.Pd	PENGUJI II		

Mengetahui,
a.n. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru, 08 Mei 2025
Peserta Ujian Proposal

Alisya Reviana
NIM. 12110423642

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INSTRUMENT APPROVAL

This is to certify that the test instrument regarding the use of YouTube in self-regulated learning used in the research entitled "YouTube Usage in Self-Regulated Learning: Perception of English Education Students at UIN SUSKA Riau" has been consulted and approved by the supervisor.

Pekanbaru, 16 June 2025

Student,

Alisya Reviana
NIM.12110423642

Supervisor,

Nelvia Ibrahim, S.Pd.I., M.Pd
NIP.198011012007102004

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APPENDIX IV

Research Letters

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SURAT KETERANGAN

Pekanbaru, 11 Juni 2025

Assalamu'alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama	: Alisya Reviana
NIM	: 12110423642
Pendidikan	: S1 Pendidikan Bahasa Inggris
Judul Penelitian	: You Tube Usage In Self-Regulated Kearning: Perceptions Of English Education Students At UIN Suska Riau

Nama yang bersangkutan di atas diizinkan melakukan Pra Riset di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.
Demikianlah surat keterangan ini kami buat untuk dapat di pergunakan sebagaimana mestinya.

Ketua Program Studi
Pendidikan Bahasa Inggris

Dr. Faurina Anastasia, M.Hum
NIP. 198106112008012017

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Nomor : B-11219/Un.04/F.II.3/PP.00.9/2025 Pekanbaru, 11 Juni 2025
Sifat : Biasa
Lamp. : -
Hal : ***Mohon Izin Melakukan PraRiset***

Yth : Ketua
Prodi Pendidikan Bahasa Inggris
Fakultas Tarbiyah dan Keguruan UIN Suska Riau
di
Tempat

Assalamu'alaikum Warhmatullahi Wabarakatuh

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Nama	: Alisya Reviana
NIM	: 12110423642
Semester/Tahun	: VIII (Delapan)/ 2025
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,
a.n. Dekan
Wakil Dekan III

Prof. Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

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Nomor : B-12285/Un.04/F.II/PP.00.9/07/2025 Pekanbaru, 01 Juli 2025
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : ***Mohon Izin Melakukan Riset***

Yth : Ketua
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Nama	: Alisya Reviana
NIM	: 12110423642
Semester/Tahun	: VIII (Delapan)/ 2025
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : YOUTUBE USAGE IN SELF-REGULATED LEARNING: PERCEPTIONS IF ENGLISH EDUCATION STUDENTS AT UIN SUSKA RIAU
Lokasi Penelitian : Program Studi Pendidiikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Waktu Penelitian : 3 Bulan (01 Juli 2025 s.d 01 Oktober 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,
Dekan

Prof. Dr. Amirah Diniaty, M.Pd. Kons
NIP 19751115 200312 2 001

Tembusan :
Rektor UIN Sultan Syarif Kasim Riau

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Nomor : B-22474/Un.04/F.II/PP..00.9/10/2025

Yang bertanda tangan di bawah ini :

Nama	:	**Prof. Dr. Amirah Diniaty, M.Pd.Kons.**
NIP	:	19751115 200312 2 001
Pangkat/Gol. Ruang	:	Pembina Utama Muda (IV/c) Guru Besar
Jabatan	:	Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau

dengan ini menerangkan :

Nama	:	**Alisya Reviana**
NIM	:	12110423642
Program Studi	:	Pendidikan Bahasa Inggris
Semester	:	IX (Sembilan)

Benar telah melaksanakan penelitian di Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau untuk penyusunan skripsi/tugas akhir dengan judul: "*YouTube Usage in Self-Regulated Learning : Perceptions of English Education Students at UIN Suska Riau.*"

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 08 Oktober 2025
Dekan,

Prof. Dr. Amirah Diniaty, M.Pd.Kons.
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APPENDIX V

Documentation

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CURRICULUM VITAE

Alisya Reviana was born in Pekanbaru, April 11th, 2002. In 2014 she graduated from SDN 163 Pekanbaru. She also finished her study at Pondok Pesantren Gontor Putri 7 Kampar in 2020. After graduation, she spent one year (2020–2021) doing teaching service at Pondok Pesantren Muhammadiyah Kertek, Wonosobo. In 2021, she was accepted to be a student at the Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. From July until August 2024, she joined the **KKN (Kuliah Kerja Nyata)** program at Kelurahan Ratusima, Dumai. Then, from September until November 2024, she was doing the **Pre-Service Teacher Practice (PPL)** program at SMK Negeri 07 Pekanbaru, Rumbai. To fulfill the requirements for an undergraduate degree in English Education, she conducted her research in 2025 by a thesis entitled **"YouTube Usage in Self-Regulated Learning: Perceptions of English Education Students at UIN Suska Riau."**