

ABSTRACT

Oktaviani, Sela (2026): The Correlation Between Students' Self-Regulated Learning Through YouTube and Their Reading Comprehension Of Descriptive Texts

Reading comprehension is one of the important skills in English language learning. However, many students still struggle to understand and construct meaning from the content of texts. Moreover, successful learning requires the ability of students to regulate their own learning processes, particularly when utilizing YouTube as a learning medium. Understanding the correlation between the two is important to have a better understanding of factors that contribute to students' success in English language learning. Therefore, this study aims: 1) to determine students' scores of self-regulated learning; 2) to determine students' scores of reading comprehension; 3) to find out the correlation between the two.

This study employed a quantitative research approach with a correlational design. Data were collected using two types of research instruments: a questionnaire and a reading test, involving a sample of 35 tenth-grade students at SMAN Rancakalong, Sumedang, Indonesia. The questionnaires were distributed to measure students' self-regulated learning descriptive texts through YouTube. Meanwhile, the reading test was used to measure students' reading comprehension of descriptive texts. The collected data were statistically analyzed using SPSS version 26.

The findings of this study demonstrate that students' self-regulated learning and reading comprehension skills are quite good. In addition, it demonstrates a significant positive correlation between the two variables, with a sig-value of $0.012 < 0.05$, as well as a pearson correlation ($r = 0.419$), which indicates that the strength of the correlation is moderate. Thus, the alternative hypothesis (H_a) (there is a correlation) is accepted, and the null hypothesis (H_0) (there is no correlation) is rejected.

Overall, students' self-regulated learning through YouTube (X) is correlated with reading comprehension of descriptive texts (Y). This indicates that students with better self-regulated learning achieve high reading comprehension scores. Therefore, the findings indicate that higher levels of self-regulated learning through YouTube are associated with higher reading comprehension scores. Based on these results, students are expected to be more encouraged to use educational media wisely, such as YouTube to promote self-regulated learning. Meanwhile, teachers are recommended to continuously strengthen and foster students' self-regulated learning by incorporating it into learning activities, particularly in reading tasks.

Keywords: Self-regulated learning, reading comprehension, correlation, YouTube, descriptive text.