

CHAPTER I

INTRODUCTION

This chapter discusses several sections, including the research background, research questions, research purposes, research significance, research scope, conceptual framework, hypothesis, and previous studies.

A. Background

English Language learning in schools plays an integral role in students mastering English language proficiency, with reading comprehension being one of the important skills for understanding information and deriving meaning from written texts (Prawita et al., 2026). In today's digital society, technological advancements have provided students with easier access to various learning resources that can support their reading development. However, despite these advantages, students still face difficulties in maintaining their interest in learning, particularly in reading activities.

In practice, students' capability in comprehending texts is not always as expected, as all students can understand and engage with the texts during reading activities. Conversely, many students have lost interest in reading and assume that reading is difficult. Based on preliminary observations in a senior high school in Sumedang, it was identified that several students have difficulty comprehending the English texts. They read while recognizing the meaning of words separately, which makes it difficult for them to comprehend and construct the meaning of the entirety of the text. Consequently, they become bored and lose focus during reading activities, particularly when the text is unfamiliar and the students do not yet understand the concept of the text's genre. This indicated that their reading comprehension skills still needed improvement.

Likewise, the result of the observation also demonstrated that it does not indicate that all students have good self-regulation. When students were given an independent assignment to watch a YouTube video, many students in the class showed different behaviors. Some students watched the video until the end, while

others did not pay full attention to it. Some students did not take notes from the video unless instructed by the teacher. This variation in students' behavior indicates that their ability to regulate and manage their own learning is not yet fully and consistently developed.

Differences in students' ability to manage their own learning process may contribute to differences in their reading comprehension. Reading comprehension is a process that extends beyond simply recognizing words, rather, it is an interactive process in which a person interprets and understands the meaning contained in a written text (Pratama et al., 2023). Achieving reading comprehension skills requires students to draw on their prior knowledge, vocabulary proficiency, grammatical understanding, awareness of different text types, and various reading strategies to interpret and understand written information (Prawita et al., 2026).

Moreover, difficulties in reading comprehension depend on internal factors related to the students themselves. According to Shandra (2021), one of those internal factors is the habits and discipline involved in learning, where students set goals they want to achieve and maintain consistency in learning and practicing reading various texts. Students who are undisciplined in their studies often find themselves struggling to understand texts and learning materials properly. Therefore, students need to take responsibility for their own language learning process, known as self-regulated learning (Sudirman et al., 2024). According to Zimmerman (1989), self-regulated learning is students' ability to manage themselves in the learning process in terms of their metacognitive, motivational, and behavioral to achieve specific academic goals.

In today's digital era, social media can serve as a tool to support students' self-regulated learning in English language learning (Anisah et al., 2024). Among the various social media platforms, YouTube can be effectively utilized as an additional source for learning English. Alharthi (2024) states that YouTube provides many comprehensive English language learning channels with videos

ranging from a few minutes to an hour in length, which explain the material in detail and provide various examples, making learning easier to understand.

Additionally, YouTube was selected as the learning context because its multimedia features support active learning. Mayer (2020) explains that learners actively process and integrate verbal and visual information with prior knowledge to construct meaningful understanding. Although YouTube can make learning English easier, learning through YouTube also presents challenges in maintaining focus and consistency in learning (Satriani et al., 2023). Thus, good self-regulated learning ability is essential in this context to achieve better results.

Furthermore, the YouTube channels included in this study focus on videos from various sources that explain English language material. The reason for this choice is that an educational YouTube channel can be incorporated into the learning process, especially in subjects that students often find challenging due to the demands of reading, which can help them gain a deeper understanding of the text content.

Several previous studies related to this current research, such as research conducted by Fajriah et al. (2023), state that students' self-regulation has a strong correlation with their achievement in English. This study, in accordance with the findings of Pratama et al. (2023), reported a strong relationship linking self-regulated learning to students' comprehension in reading text achievement among students of SMPN 5 Palembang. Research conducted by Prawita et al. (2026) indicates that Educational YouTube videos can support both self-regulated learning and reading comprehension by improving understanding through interactive and visually rich content. However, to avoid distractions while learning, it is necessary to have good self-control skills in using them.

From all the findings above, the similarity with this study is that it examines self-regulated learning and YouTube usage for learning. However, several research gaps were identified. Previous studies examined self-regulated learning and YouTube as separate constructs, with self-regulated learning being explained

through theoretical perspectives that primarily focused on learning phases. Likewise, previous studies investigated YouTube and self-regulated learning separately using experimental and correlational approaches and were predominantly conducted among junior high school students. Therefore, these gaps form the basis of the current research.

The present study focuses on self-regulated learning through YouTube in terms of channels that feature explanations of English language material and links it to students' reading comprehension scores in descriptive text in school. This research was conducted in a different context, involving students at a senior high school in Sumedang. The current study aims to examine the correlation between students' self-regulated learning through YouTube as a social media platform and reading comprehension of descriptive text obtained in the class.

B. Research Questions

Considering the issues outlined in the background section, this study aims to address the following research questions:

1. What are the students' scores of self-regulated learning through YouTube?
2. What are the students' scores for reading comprehension of descriptive texts?
3. Is there a correlation between students' self-regulated learning through YouTube and their reading comprehension of descriptive texts?

C. Research Purposes

Referring to the study questions outlined above, the research purpose is to find out the correlation between students' self-regulated learning through YouTube and their reading comprehension of descriptive texts. The specific purposes of this study are as follows:

1. To determine students' scores of self-regulated learning through YouTube.
2. To determine students' scores for reading comprehension of descriptive texts.
3. To find out the correlation between students' self-regulated learning through YouTube and their reading comprehension of descriptive texts.

D. Research Significances

The current study has implications for both theoretical understanding and practical application.

1. Theoretical Significance

This research provides empirical evidence regarding the relationship between self-regulated learning through YouTube and students' reading comprehension skills. Moreover, this study expands the application of self-regulated learning theory in the context of technology-enhanced language learning by examining YouTube as a learning medium that has been relatively under-explored in previous research. Hence, this study enriches the literature on self-regulated learning, technology learning media, and reading skills in an EFL context.

2. Practical Significance

The findings of this study provide valuable insights for students, teachers, and policymakers to emphasize the importance of English language learning that focuses not just on developing students' linguistic abilities but also on psychological factors that support students' independent learning.

a. For students

This research serves as a reference for students in utilizing YouTube as a more purposeful English learning resource through the application of self-regulated learning. Thereby, students can manage their learning activities more effectively when using YouTube to access learning materials, review previously studied material, and support the development of their reading comprehension skills.

b. For Teachers

The findings of this study provide a basis for English teachers to develop students' self-regulated learning through the use of YouTube as a learning resource. Moreover, this study offers teachers insights into designing activities that foster students' SRL, such as setting routine reading goals, compiling reading

progress reports, and writing summaries after reading to help students develop the ability to regulate and manage their own learning processes.

c. For Policymakers

The research findings inform education policymakers in developing teacher professional development programs or workshops for English teachers on implementing self-regulated learning strategies that can be integrated into reading instruction to support students' independence in learning.

E. Research Scope

The current research is limited in terms of population and sample size; the research site was undertaken at a high school in Rancakalong, Sumedang, and it collected data from tenth-grade students who used YouTube as their learning media to learn descriptive text material, and from those who have self-regulated learning ability. Additionally, the research is limited to variable X which focuses only on self-regulated learning through Educational YouTube videos. Variable Y focuses on measuring English achievement, particularly in terms of reading comprehension of descriptive texts.

The scope of this research is more focused on learning English using YouTube through channels that provide English learning materials. Furthermore, the research is limited to determining students' scores of self-regulated learning English ability through YouTube and also analyzing how these self-regulated learning scores correlate with their reading comprehension scores of descriptive text obtained among senior high school students.

F. Conceptual Framework

The present study includes two variables: students' self-regulated learning through YouTube as variable X and students' reading comprehension of descriptive text as variable Y. As discussed in the previous section, the conceptual framework in this research illustrates the correlation between the two variables among senior high school students.

The relationship between the two variables can be explained through the students' learning process. Students with good self-regulated learning can commit to taking responsibility for and actively managing their learning process by setting goals, using strategies, and maintaining an awareness of their understanding and learning progress (Zimmerman, 1989). In learning through YouTube, this ability helps students manage their learning process, such as replaying videos and seeking additional materials as needed. Likewise, the SRL ability can support students in comprehending information from texts and maintaining their focus during reading, as reading comprehension requires students to monitor their understanding and adjust their strategies while reading (Snow, 2002). Thus, the concept of this current study is described through the following research scheme :

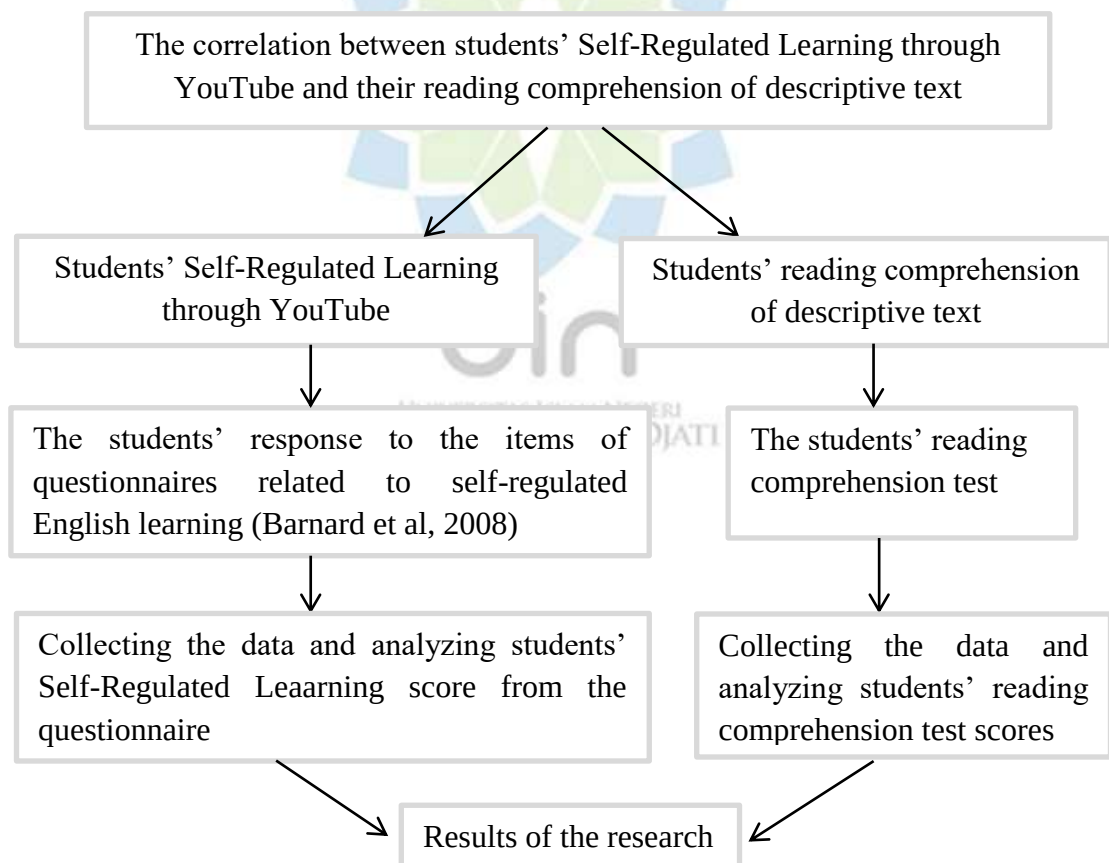


Figure 1.1 Conceptual Research Scheme

As described in the conceptual framework above, the correlation of those variables is explained as follows:

Self-regulated learning is a person's ability to organize, control, and take responsibility for their own learning process. As Zimmerman (1989) notes, self-regulated learning is defined as a process in which a person regulates their metacognitive, motivational, and behavioral abilities while learning. In addition, Zimmerman (1989) further explains that self-regulated learning refers to an individual's ability to take responsibility for their own learning process, including the ability to establish learning objectives, manage time and strategies effectively, adapt to the environment, and self-reflect.

In the process of learning English, students need to have a good self-regulated learning ability. Language learning requires consistency and effective strategies because languages cannot be mastered in the short term (Ifadloh et al., 2023). Furthermore, individuals' abilities and learning pace in mastering English as a foreign language vary. Therefore, individuals need their own learning styles adapted to their needs. Thus, self-regulated ability can help them adjust their English learning process. Individuals who frequently engage in independent learning and have the ability to control themselves to remain focused and enthusiastic about learning demonstrate that they possess self-regulated learning ability. This contributes to an increase in their learning achievement (Rahmadhani & Budiraharjo, 2024).

Self-regulated learners apply various learning strategies independently during the learning process according to students' needs. These strategies are part of the concept of self-regulated learning. The various strategies include self-evaluation, goal setting, taking notes, organizing the learning environment, managing time, and seeking help, as well as additional information (Zimmerman, 1989). Those aspects are included in self-regulated learning, which contributes to students' academic success.

Reading is the process of converting written symbols or words (decoding) into sounds or meaning. On the other hand, comprehension is defined as the ability to understand and derive meaning from a text (McNamara, 2007). Reading comprehension means the combination of these two skills, defined as the process of understanding the overall meaning of a text (Snow, 2002). In conclusion, reading comprehension is not merely the ability to recognize written words or sentences, but involves the active ability to understand and interpret the text being read.

As explained in Snow's theory (2002), reading comprehension involves readers, text, and activity. It includes vocabulary knowledge, the application of critical thinking strategies to understand and retain information while reading, and the reader's familiarity with the topic of the text, which helps them become more familiar with the text and easily grasp its meaning. Unfamiliar and difficult texts can make it harder for readers to understand the text's content. This aligns with the fact that reading comprehension depends on learners' active engagement during the reading process.

The active process referred to in reading comprehension means that readers do not simply read without engaging in cognitive processes involving independent learning (Shandra, 2021). Instead, readers need to apply strategies to gain a better understanding. These strategies include creating summaries and noting the main ideas of the text. Readers should try rereading parts that have not been fully understood to evaluate the parts that remain unclear. Thus, reading proficiency requires the ability to be an independent learner in order to succeed in reading comprehension.

Reading involves the process of understanding a text. Text can be classified into several forms, including descriptive texts. Descriptive text refers to a text that portrays a specific person, place, animal, or object in detail, focusing on its qualities, characteristics, and appearance (Gerot & Wignell, 1994). Reading comprehension of descriptive texts requires readers to comprehend this specific

text genre. Therefore, understanding the concept of descriptive texts helps improve reading comprehension of the text.

In conclusion, this study focuses on analyzing the correlation between self-regulated learning and reading comprehension by measuring their scores of self-regulated learning ability and emphasizing understanding of how this variable correlates with the low or high reading comprehension scores on tests in descriptive text that were obtained by students. This conceptual framework provides insight into the importance of self-regulated learning ability in learning English and contributing to reading comprehension skills, particularly in the digital age. Furthermore, it could improve teaching strategies in educational settings.

G. Hypothesis

A hypothesis is a predictive statement in quantitative research about the results of the relationship between variables formulated by the researcher (Creswell, 2012). A hypothesis is formulated to provide a tentative answer to research questions, particularly in determining whether the correlation between two variables is accepted or rejected. Therefore, this study has two hypotheses :

1. H₀: There is no correlation between students' self-regulated learning through YouTube and reading comprehension of descriptive text.
2. H_a: There is a correlation between students' self-regulated learning through YouTube and reading comprehension of descriptive text.

Based on the hypothesis stated above, this present study assumes that there is a correlation between students' self-regulated learning scores through YouTube and their reading comprehension of descriptive text. Thus, this research aims to prove that students' self-regulated learning has a positive correlation with their reading comprehension scores of descriptive text.

H. Previous Studies

The following are some previous studies related to this research topic.

The first previous study was conducted by Pratama et al. (2023), who studied the relationship between self-regulated learning strategies and reading comprehension in narrative text at SMP Negeri 5 Palembang. This research was conducted in Palembang, South Sumatra, Indonesia. A quantitative correlational design was adopted in this study, consisting of 46 eighth-grade students selected using total sampling. A self-regulated learning questionnaire and reading test served as the instruments used to obtain data. The findings are that students with high self-regulated learning strategies obtained better reading comprehension scores.

The second previous study conducted by Fajriah et al. (2023) examined the relationship between student self-regulation and English learning achievement among eleventh-grade students at MAS TI Candung, a high school in Indonesia. The study employed a correlational quantitative approach, with a group comprising 30 students chosen randomly. The results of the study showed that there was a positive relationship between student self-regulation and English learning achievement.

The third study conducted by Sukying (2025) examined the relationship between intrinsic motivation, self-efficacy, self-regulated learning, and English learning achievement among Chinese high school students in several senior high schools in China using a quantitative correlational research design. The research sample consisted of 312 students selected randomly. The findings are that intrinsic motivation and self-efficacy had a positive influence on self-regulated learning, which was strongly related to English learning achievement. Thus, students with high motivation, self-efficacy, and self-regulated learning achieved better outcomes in learning English.

The fourth study was conducted by Shamla and Jayan (2025), who investigated how self-regulated learning strategies mediate the relationship between intelligence and academic performance. This study was carried out at University College Palayam and Calicut University, Kerala, India. This study uses

a quantitative design in the form of a correlational design involving 133 high school students selected randomly. The results of this study showed a positive relationship between self-regulated learning, intelligence, and academic achievement. Self-regulated learning played a mediating role that strengthened the influence between intelligence and student academic achievement.

The fifth previous study was conducted by Srem-sai et al. (2025), which explored the relationship between academic resilience, learning motivation, self-regulated learning, and academic well-being in secondary school students. This study was conducted in Afram Plain, Ghana. A descriptive method was used, with 190 students as the research sample. The results of the study indicate that there is a positive relationship between academic resilience and learning motivation as well as self-regulated learning. In the relationship between academic resilience and academic well-being, learning motivation and self-regulated learning serve as mediators. Students who have academic resilience and high achievement tend to be more motivated and capable of managing their learning effectively.

However, most of the previous studies mentioned above concentrated on internal factors, including motivation and intelligence, in connection with self-regulated learning and academic achievement. Prior research has concentrated on particular skills without discussing the tools or learning resources that can serve to facilitate the improvement of self-regulated learning and improve learners' English learning achievement in the digital age. Similarities between this study and prior studies are that they share similarities in researching topics related to self-regulated learning in English language learning among students, and both use quantitative methods, focusing on correlation with the variable of English learning achievement.

Meanwhile, the distinctions found in this study are that the research context is different. In terms of theoretical gaps, previous studies have used self-regulated learning theory that focuses on its phase constructs, as the focus was on measuring SRL in a general context of learning, which is not fully related to or representative of the phenomenon in this study. In terms of methodological gaps, previous studies examined three variables and SRL as a moderating variable, and some

studies used descriptive methods. Contextually, previous studies were conducted on junior high school and university students in educational contexts outside Indonesia.

Therefore, this study focuses on filling the gaps in previous studies. The present study examines self-regulated learning in the use of technology, such as social media, for learning English among senior high school students living in the current digital era. In addition, this study focuses on measuring students' English achievement in the form of reading comprehension of descriptive text. As a result, this current research examined the correlation between students' self-regulated learning through YouTube. It focused on finding students' scores of self-regulated learning through YouTube and their relationship with their reading comprehension scores of descriptive text in class. This research took place in a different setting, Sumedang, Indonesia, and focused on students in senior high school using a quantitative correlational study design.

