

CHAPTER II

LITERATURE REVIEW

This chapter reviews the theoretical and empirical literature from the field of relevant analysis. It is divided into two main parts: the first discusses the theoretical framework that supports mastery goal orientation, self-regulated learning, and learning to speak from YouTube videos, and the second discusses previous research studies.

2.1 Theoretical Framework

2.1.1 YouTube Platform

In the era of Industrial Revolution 4.0, YouTube became a medium for learning English. By far, Google has acquired the site and made it the most visited online video site. Time magazine did not get the wrong when it named YouTube the best invention of 2006. (Anner & Jacques 2009, 330.) YouTube allows big and small businesses to promote their videos to people who might be interested in them. Also, through YouTube Analytics, it is possible to get your target customers by demographics, topics or interests, etc. The 24-payment system works like Google AdWords Pay-Per-Click: Advertisers pay each time someone views their video. It is possible to choose where and in which format your ad will appear.

The additional magic of YouTube is its brand attributes: YouTube has built itself as the reference pioneer site for Internet video in many countries and is perceived by its users as the most innovative site (Anner & Jacques 2009, 128).

YouTube has enjoyed a very large network externality momentum. Coming out in mid-2005, it had already entered the list of the hundred most-visited sites by early 2006 and became the fifth-most-popular site on the Web by July 2007 (Anner & Jacques 2009, 333).

The YouTube video-sharing site needs little introduction, as it is an omnipresent phenomenon which affects the entertainment and broadcasting fields, personal communications, and even the political arena. First launched in February 2005, YouTube has quickly become the largest video-sharing service on the internet, holding about 10% of all internet traffic (Cheng et al., 2007) and accounting for more than 72% of all videos watched online (June, 2009). In 2009, YouTube reached more than 100 million US viewers; it was estimated that more than 20 hours of video are uploaded to YouTube every minute (Arrington, 2009).

YouTube allows registered users to upload videos and share them with the public: to view a video, one does not need to register or identify in any way; however, to broadcast a video, a user needs to create an account. Registered users can choose between publishing their videos publicly or privately so only invited viewers can watch them. Uploading videos and sharing them with friends or through other social media (e.g., e-mail, blogs) is extremely easy, even for non-technological savvy users and may contribute to the site's immense popularity. Video sharing is augmented by various social tools: users create personal profiles ('channels'); the data displayed on each user's channel may include an explicit outline of social relations (e.g., friends, comments and bulletin boards), interests

(channels the user is subscribed to), content-related data (number and dates of the videos posted), and a brief personal introduction by the user (Rotman et al., 2009). Users can adjust all these settings to reflect their preferences. Thus, the differences in users' pages are striking: some users prefer not to disclose personal information, while others publicly exhibit their social relations and personal information. YouTube also enables users to communicate in various ways, such as through response videos, written comments, and ratings. Personal communication can go beyond the formal applications available on YouTube, including various backchannels such as e-mail, IM-ing, phone calls and face-to-face meetings.

One example is YouTube, the most popular video-sharing service currently in use. It offers basic features such as the uploading and viewing of video clips. Viewers may post comments to a video and rate it by either 'liking' or 'disliking' it. Advanced features that support social networking include creating user profiles (channels) and inviting friends to join such channels. Due to its extensive range of features, it may also be labelled as a social networking site (Pauwels and Hellriegel, 2009). YouTube's increase in popularity has been unabated since its inception in 2005, and in May 2010, about 14.6 billion videos were viewed (comScore, 2010), accounting for 43 per cent of all videos accessed online. Taken together, YouTube possesses characteristics unique from other social networking applications. Therefore, it can impact the grieving process by allowing users to view videos and share their thoughts, emotions and experiences with anyone, anytime, anywhere.

2.1.2 Mastery Goal Orientation

Mastery goal orientations should be positively related to performance behaviours. Individuals with mastery goal orientations engage in academic performance behaviours to develop competence (Elliot & Harackiewicz, 1996) and attain task mastery (Dweck & Elliot, 1983; Nicholls, 1984). Such individuals do not wish merely to obtain passing criteria but aim for a deep, comprehensive understanding of the material. As a result, mastery-oriented individuals show a pattern of preference for challenging tasks, persistence when faced with failure, higher levels of task enjoyment, and positive attitudes toward learning (Elliot & Harackiewicz, 1996). These attitudes lead mastery-oriented individuals to dedicate themselves to performance behaviours that develop one's skills. Meta-analytic work supports this argument; possession of a mastery goal orientation has been linked to positive academic performance behaviours such as feedback-seeking, complex learning strategies (Payne, Youngcourt, & Beaubien, 2007), greater metacognitive strategies (Ford, Smith, Weissbein, Gully, & Salas, 1998), and higher motivation to learn (Colquitt & Simmering, 1998). Thus, we expect longitudinal data to mirror findings that mastery goal orientations positively relate to concurrent and subsequent performance behaviours and outcomes.

Mastery goal orientation affects self-regulation in learning (Ozkal, 2013; Sadi & Uyar, 2013), especially in mathematics (Fadlelmula, 2010). It can influence motivation, cognition, and resource management strategy. Mastery goal orientation can motivate an individual (Hejazi, Naghsh, Sangari, & Tarkhan, 2011). When trying to master the materials learned, students can direct themselves

to activate cognitive processes like thinking critically, planning and monitoring their learning process, and evaluating the results (Yaghoubi, 2013). Students with mastery goal orientation will make learning strategies and try to find assistance to overcome learning at home (Keachies, 2014). The results of the study by Gonida, Karabenick, Makara, and Hatzikyriakou (2014) showed that students with mastery goal orientation desire to seek assistance and will feel the benefits of it.

Goal-orientation theory was developed within a social-cognitive framework to identify the underlying purposes of students' actions in achievement settings (Midgley, Kaplan, Middleton, & Maehr, 1998). Goal orientation is a relatively stable dispositional tendency, which hypothetically includes mastery goal orientation and other types of goal orientation as separate and independent dimensions (Button, Mathieu, & Zajac, 1996). A given learner can simultaneously have a high level of one or more types of goal orientation and low levels of one or more others. Mastery goal orientation is distinguished from other such orientations by its focus on the development of competencies, knowledge or skills; this makes it the most adaptive over the long term because learners with mastery goal orientation tend to be more persistent and less likely to burn out (Wilson & Kim, 2016). Mastery goal orientation is the only goal orientation investigated in this study due to it having the strongest and most consistent relationship with learning outcomes (Klein, Noe, & Wang, 2006).

University students whose mastery goal orientation is strong tend to have a higher achievement (e.g., Buluş, 2011; Coutinho, 2007; Neff, Hsieh, & Dejitterat, 2005); to self-report higher levels of academic-performance behaviours (Cerasoli

& Ford, 2014); to be more satisfied with their courses (Pulkka & Niemivirta, 2013); and to perceive higher levels of task value (e.g., Al-Harthy, Was, & Isaacson, 2010) and self-efficacy (e.g., Al-Harthy et al., 2010; Huang, 2016; Zafarmand, Ghanizadeh, & Akbari, 2014). Moreover, learners with high mastery goal orientation are more likely to employ effective learning strategies (Payne, Youngcourt, & Beaubien, 2007), such as metacognitive self-regulatory strategies (Gürçay & Balta, 2013), and to apply meta-cognitive knowledge (Was & Beziat, 2015). Additionally, based on studies of collaborative learning groups, Kim, Kim, and Svinicki (2012) found that undergraduates with stronger mastery goal orientation held more positive perceptions of the effectiveness of group processing. Choi, Sung, and Cho (2014) reported that undergraduate business students with stronger mastery goal orientation were given higher task-performance evaluations by their group members.

Individuals with mastery goal orientation additionally have a performance-approach goal orientation; they not only use the opportunity to learn in achievement situations but also want to do better than others (Darnon, Dompnier, Delmas, Pulfrey, & Butera, 2009). During a semester, the performance-approach goal orientation of doing better than others may hamper the deep processes needed for mastering class material. This is a case in which wanting to look successful (i.e., pursuing performance-approach goal orientation) does not lead to success. Overall, this should lead to an interaction pattern such that mastery goals would positively influence achievement only for individuals not motivated by performance-approach goals. In contrast, mastery goal orientation would

positively influence achievement for those individuals who are also motivated by amity goal orientation. Indeed, in a study that measured work mastery and performance goals, those who endorsed performance goals tended to have a more suspicious attitude toward others (thereby probably not allowing for the possibility of cooperation and helpfulness). In contrast, those who endorsed mastery or no goal showed more reciprocity orientation and a collaborative mindset (Poortvliet, Janssen, Van Yperen, & Van de Vliert, 2007). Past research also found negative or non-significant interaction effects of mastery and performance approach goal orientations on performance and interest (Harackiewicz, Barron, Pintrich, Elliot, & Thrash, 2002).

The connection between mastery goal orientation and SRL has been established multiple times in the literature (Pintrich 1999, 2000; Mega et al. 2014). This suggests that adopting a mastery goal orientation plays a key role in SRL: a learner must be motivated to gain skills in using adaptive SRL strategies (Pintrich 1999). Adopting a mastery goal orientation is associated with learners' engagement in adaptive SRL (Pintrich 2000). In turn, this interaction of mastery goal orientation and SRL is associated with higher academic achievement (Mega et al. 2014; Jansen et al. 2019) across multiple contexts, including health professions education (Cho et al. 2017; Johnson et al. 2019; Zheng et al. 2020).

2.1.3 Self-regulated Language Learning

Self-regulated learning (SRL), which is closely intertwined with learner autonomy (Oxford 2015), is considered to be essential for learners, and it

emphasises ‘the autonomy and responsibility of students to take care of their learning’ (Carneiro et al. 2011 vii). For several decades, many SRL theories have been proposed to conceptualise SRL (see Panadero 2017 for a detailed review). For example, Zimmerman’s (1998) review of SRL points out that SRL theories often depict learning as a cyclical process consisting of three phases with distinct subprocesses: forethought (e.g. goal setting and strategic planning), performance or voluntary control (e.g. attention focusing and self-monitoring), and self-reflection (e.g. self-evaluation and self-reactions). According to his work, forethought is concerned with an individual’s beliefs, planning and mindset before he/she takes action to learn. Performance or volition control pertains to factors influencing whether an individual persists in learning and how well he/she performs. Self-reflection is how a person views and reacts to the earlier learning process, which further affects how he/she plans and sets goals for the next self-regulated learning cycle. In developing a questionnaire for assessing EFL learners’ self-regulation, Salehi and Jafari (2015) also discovered that self-regulation constitutes thirteen relevant factors: intrinsic motivation, self-efficacy, attitude toward learning the language, self-monitoring, planning and goal setting, and self-evaluation.

Self-regulated learning is reaching a learning goal with active participation in cognition, motivation, and behaviour (Pintrich, 2004). There are four stages of learning based on self-regulation, according to Pintrich (2004), namely: 1) thoughts of the future, 2) planning and action, 3) monitoring and control, and 4) reaction and reflection. The concept of self-regulation is rooted in social cognitive

theory. According to Bandura (1986), self-regulation can be determined by mutual interaction between individuals, behaviours, and the environment. Social environments, such as teachers, can influence the development of self-regulation in learning. Students perceive teachers' classroom management. The study by Kareshki (2011) showed that students' perceptions of classroom activities affect their self-regulation in learning. Activities in the classroom involve teachers' practices, whether their teaching is interesting, challenging, and convenient, or vice versa.

Self-regulated learning (SRL) refers to how learners become masters of their learning processes. Specifically, SRL refers to learners' thoughts, feelings, and actions to attain learning goals (Colthorpe et al., 2019). SRL is a cyclical process (Berkhout 2017; Sandars and Cleary 2011; Zimmerman and Schunk 2001) composed of forethought, performance, and self-reflection. The forethought phase of SRL involves the processes by which learners develop plans to complete a task or accomplish a goal and includes task analysis and motivational beliefs (Panadero et al. 2016). In the performance phase, learners employ strategies and skills while working towards completing a task or goal. Learners engage in self-observation and self-control to ensure progress toward the goal established in the forethought phase. In the self-reflection phase, learners reflect on their progress towards their goal or the results if they have attained or completed the task (Lajoie and Gube 2018). Learners utilise self-judgement and self-reaction as part of this self-reflection (Panadero et al. 2016).

Self-regulated learning (SRL) is one of the most important competencies for lifelong learning and twenty-first-century success (Bell & Kozlowski, 2008; Ifenthaler, 2012). Self-regulated learning abilities mediate success in different learning contexts (Lehmann, Hähnlein, & Ifenthaler, 2014). The term ‘self-regulated’ is closely related to forms of learning that are intrinsically motivated and metacognitively guided (Zimmerman, 1990). Self-regulated learning is an active, initial and constructive process whereby learners set learning goals and monitor, regulate, and control their cognitive and metacognitive processes to achieve them (Pintrich, 2000). Self-regulated learning is also characterised as the self-directive processes and self-beliefs that enable learners to transform their abilities into academic performance skills (Zimmerman, 2008).

The theoretical model proposed by Zimmerman, Winne and Hadwin is widely acknowledged in the field of SRL. Zimmerman believed that self-regulated learning involved three cyclic phases, namely the preactional phase (e.g. goal setting, strategic planning), the actional phase (e.g. self-instruction, self-monitoring) and the post-actional phase (e.g. self-evaluation, self-attribution) (Zimmerman, 1998). At the same time, Winne and Hadwin (1998) posited that self-regulated learning included four basic phases: task definition, goal-setting and planning, studying tactics and adapting to metacognition. This model revealed how learners regulated themselves through the iteration of these four phases. This model also highlighted the iterative and complex nature of self-regulated learning (Azevedo, 2007).

Regulating one's learning includes setting learning goals and making plans, selecting appropriate strategies and enacting them, monitoring learning processes, evaluating emerging understanding of the topics and the adopted strategies as well, and making adaptations (Azevedo, Johnson, Chauncey, & Burkett, 2010). Therefore, a self-regulated learner is to be highly active cognitively and metacognitively (Winne, 2011). During self-regulated learning, learners must judge their learning goals, plans, strategies, performance and effort through cognitive and metacognitive processes and monitor and modify their motivational and affective states (Winne, 2005). Self-regulated learners also show greater efforts and higher abilities to monitor and regulate the learning processes to achieve their goals (Tsai, 2010). A growing body of research reported positive relationships between self-regulated learning and academic achievement in traditional and online learning environments (ChanLin, 2012). Numerous studies also have indicated that the effective use of self-regulated learning strategies can promote improvement in academic achievement (Beishuizen & Steffens, 2011; Wang, Shannon, & Ross, 2013).

However, it has been found that students typically cannot initiate the self-regulated learning processes and often have trouble learning complex topics (Azevedo, Feyzi-Behnagh, Duffy, Harley, & Trevors, 2012). It was also found that many learners have trouble regulating themselves during learning processes (Lajoie & Azevedo, 2006) for various kinds of reasons, including inefficient use of cognitive strategies (Pressley & Hilden, 2006); lack of metacognitive knowledge (Dunlosky & Metcalfe, 2009); lack of regulatory control of

metacognitive processes (Veenman, Van Hout-Wolters, & Afflerbach, 2006); or lack of prior knowledge (Shapiro, 2008). Furthermore, many researchers have reported that less self-regulated learners were less successful in digital learning environments (Lee, Shen, & Tsai, 2008b). In addition, the complexity of the learning content, context and learning environment requires learners to be able to regulate their learning (Azevedo, 2008). Thus, it is necessary to help students become masters of their learning. Consequently, researchers have developed various technology-enhanced learning environments to support and facilitate self-regulated learning.

2.1.4 Learning Speaking from YouTube

Implementing YouTube-based videos in teaching speaking can improve the students' speaking skills and motivation (Riswandi, 2016). Jalaluddin (2016) said that using YouTube inside and outside the classroom can be very useful for developing speaking, listening and pronunciation skills. YouTube can be a valuable tool for teaching various language skills. YouTube videos can make students aware of the diversity of English spoken worldwide and provide them with authentic material for speaking skills. One of the technologies that can be used to improve students' speaking skills is YouTube.

Almurashi (2016) states YouTube is an interesting medium for teaching and learning English. YouTube provides many videos that students can use as learning resources. Students can learn English through short videos, films, and tutorials. Moreover, Riswandi (2016) found that YouTube can help students

improve their speaking skills, especially in increasing their knowledge about vocabulary, grammar, and pronunciation in English through the provided videos. Thus, it can be assumed that YouTube can also be an effective learning media for developing students' language skills that teachers can use, especially in developing students' speaking skills.

In addition, according to Watkins and Wilkins (2011), using YouTube inside and outside the classroom can enhance students' conversation and pronunciation skills. YouTube also promotes authentic vocabulary development. Further, he stated that using YouTube in the classroom exposes students to authentic English and autonomy in learning (student-centred).

In EFL contexts, speaking skills have always challenged EFL learners. The EFL students have frequently been taught through traditional methods of language teaching where they are not exposed to the target language or the channels through which they can speak, communicate, and interact using the target language (Zeng & Takatsuka, 2009). Also, speaking is difficult since it requires the learners to master other skills, such as vocabulary, grammar, and comprehension. Silviyanti (2014) reported that YouTube videos are especially useful for speaking skills since they enhance the learners' motivation and make the content comprehensive to the learner.

YouTube was reported to be fit for speaking instruction. In a YouTube-based class, the knowledge is shared, and the students become more independent in their language learning and overcome the challenges that traditionally prevent them from speaking freely in class (Zhang, 2010). Different studies have

supported the integration of YouTube videos in language learning and speaking instruction (e.g. Alhamami, 2013; Silviyanti, 2014) and the development of critical skills (Watkins & Wilkins, 2011). Furthermore, YouTube has the feature of enhancing students' pronunciation as well (Wagner, 2007).

Another advantage of using YouTube in classrooms is that it is cost-effective. There is no limit on the amount that can be used online, and watching videos is free of charge. Yagci (2014) highlighted these benefits and noted that YouTube is a global gateway that can be accessed anywhere and anytime. Furthermore, according to Bueno Alastuey (2011), YouTube videos significantly enable learners to speak and communicate with their teachers and classmates and understand their surroundings. Watkins and Wilkins (2011) pointed out that YouTube is a powerful teaching aid that boosts learning inside and outside the classroom. It provides a multi-media platform for promoting all language learning skills, especially listening and speaking, and enriching students' vocabulary in different domains and cultural backgrounds. The results of a study conducted by Jati et al. (2019) showed that using YouTube content has improved students' speaking skills considerably in three areas: fluency, accuracy and overall performance.

Different scholars reported similar findings on the effectiveness of YouTube videos in improving students' speaking skills (see Albahlal, 2019; Arroyyani, 2018; Pratama et al., 2020; Setiawan & Wiedarti, 2020; Tristiana and Swondo, 2020). Qomar (2016) examined the use of YouTube in enhancing students' speaking performance and found that YouTube could improve students'

speaking skills. The study showed that students used good intonation and stress when pronouncing sentences, correct grammatical structures, and an accurate and sufficient choice of words. They could also initiate a conversation without hesitation, unnecessary silences, or repetition of words. Similarly, Wagner (2007) recommended using videos to teach speaking skills because videos enable students to remember information, excel in pronunciation, understand what is said through the graphics and illustrations used in videos, and speak fluently and freely. The research findings reported by Kurniawan (2019, p. 324) showed that students cling to YouTube under the premise that it is an effective tool for improving their speaking skills. Similarly, research findings by Meinawati et al. (2020) showed that watching YouTube videos helped students speak more fluently and confidently.

2. 2 Previous Studies

The previous learning Speaking from the YouTube videos talked about Learning English from YouTube: English L2 learners' self-regulated language learning on YouTube (Chun & Cheryl, 2019). This study gathers information from EFL university students' self-regulated language learning on YouTube outside the classroom. It highlights the students' purposes for watching the English-teaching videos produced by YouTubers and their actions after viewing. The results indicate that students need to take a more active role and embrace the social nature when they view tutorial videos online.

Regarding the Exploring The University Students' Experiences In Learning English From Youtubers (Ramnita, Tifani & Hendriwanto, 2021). This study showed learning from YouTubers has a pivotal role as a learning media and learning platform for students. Students can learn to use English with various language variations, such as English from Singapore and India. It is widely perceived that English does not only belong to a native speaker who authorises the use of English in spoken and written communication. However, using YouTube, students can learn various topics autonomously. This allows teachers and teacher educators to use YouTube to learn English.

There is a study about Student Perceptions Towards the use of YouTube as An Educational Tool for Learning and Tutorials (Tinashe, Parson & Eugene, 2020). This study seeks to investigate student perceptions of YouTube as a learning platform through watching video tutorials. It could be concluded that using YouTube in a formal learning environment was positively received. Furthermore, most notably, the relationship between the student attitudes towards using YouTube and behavioural intentions was significantly strong, possibly suggesting that this platform succeeds with student learning at the tertiary level. The results support all the postulated hypotheses, and managerial implications of the findings, limitations of the study and suggested future research were discussed. This study contributes new knowledge to the existing body of education management, instruction and learning literature in the African setting, a research context often neglected by academics.

In the other study, Analysis of Students 'Perception of Learning English through Sacha Stevenson 's Videos on YouTube, Prajitno (2020). This research shows that the video was taken from Sacha Stevenson 's videos on her own YouTube channel. The study was clarified to discover the students 'perception of learning English through videos and find out which English language skills and aspects the students learn the most useful to all readers, especially for teachers who are teaching English to give them some information in using videos as a medium to teach, and also for English learners who do self-learning, Sacha's videos can be the option to be the material.

However, investigations regarding the role of the YouTube platform for language learning, especially among EFL beginner teachers in developing language skills, are still under research. The research that has been carried out by previous research only explains how students self-regulated to improve their English competence with the YouTube application, thus being L2. In other words, this study only describes students learning English in general. Therefore, this research explores EFL students' mastery goal orientation in learning to speak from YouTube videos as their foreign language. This research exists to address the research gaps from previous studies.

Previous studies both explain that, in general, the YouTube platform helps develop skills in aspects of the English language. This habit is carried out intensively so that the increase in English language skills becomes more significant even though English, in general, or specifically in certain skills, is

intended to be used only as an L2 or foreign language. Also, the application of English from various countries has different variations.

