

A Narrative Inquiry of Students' Self-Directed Learning in EFL Speaking Class through YouTube

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Abstract

This study aims to reveal student's perceptions through narrative inquiry when learning English through YouTube. Previous studies insisted that learners have made several attempts to foster their English language, both via teacher-guided and self-directed study, in recognition of the advantages of speaking as a foreign language. Exploring learners' accounts of their self-directed learning in EFL speaking class using YouTube is the focus of the present research. Online interviews were conducted with four students as the research participants. In this line, the research presented three narratives—behavior-oriented, instructional, and evaluation—to describe students' motivations for completing SDL. Aside from the primary important elements influencing students' SDL with respect to their perspective, the study is aware of several limitations, including the sample size and research design. We urge more research on classroom participation studies in light of this. We anticipate that this study will contribute to the conversation on developing SDL curricula.

Keywords: Narrative, inquiry, self-direction learning, speaking, YouTube.

INTRODUCTION

A large number of experimental studies has been done to reveal the effects of using YouTube as a medium of learning English speaking skill, however, little has been done through qualitative study to explore deeper understanding of its impacts on students' learning experiences, especially at the university level. Students have used a range of techniques and approaches, from guided instruction to self-directed learning, to study spoken English in the context of English as a foreign language. Additionally, a lot of Indonesian students use both conventional and modern resources. As a result, students are allowed to choose devices and resources freely that best suit their learning preferences (Uys and Citanda, 2020). For people who prefer audio-visual learning, technology-based learning is becoming increasingly common. In this situation, individual, self-directed learning techniques are more likely than supported learning. Behaviorism and humanism, which consider learning as the internal initiation, motivation, choice, and responsibility of learners, are the philosophical underpinnings of the present study. Every change in behavior is an opportunity for learning, claims behaviorist

learning theory. The learner's changing conduct seems to be evidence of self-directed learning. According to Rostami and Khadjooi, the humanist paradigm, on the other hand, believed that students had to participate in education (2010).

Self-directed learning (SDL), which most closely aligns with educational aims, is one of the self-regulation domains. In general, it describes learning that is driven by a desire to learn, strategic action such as planning, monitoring, and evaluating someone's achievement out of general standards, and metacognition (Zimmerman, 1990). Many scholars have investigated and thoroughly evaluated SDL. Both its benefits and drawbacks have been studied in depth. Bullock (2013), for instance, acknowledged the importance of self-directed learning in developing cutting-edge instructional resources for aspiring teachers. Medical students' (OST) development of critical thinking is addressed through self-directed learning made possible by open space technology, according to Isbell (2021). According to reports, SDL is used as a diagnostic technique to improve informative pronunciation.

Other empirical studies that are categorized as being helpful to SDL, such as Curran et al. (2019), advocate, nurture, and support the successful use of mobile technology for SDL. More lifetime learning and continual professional development for those who offer health and human services would be supported by this. SDL patterns and strategies are needed by health education and the professional for human services. Lai, Shum, and Tian (2016) looked into whether online platform training increased learners' willingness to use self-directed technology for language learning and gave them the knowledge and skills they needed to do so. They did this by giving learners the pedagogical reasons for such use, the strategic foundation for matching technology selection with learning goals and processes, and the tactics for using technology in the classroom (Butarbutar, Leba & Sauhenda, 2022).

Furthermore, Nishioka (2021) deduces that due to technological advancement and innovation, students may access the internet from any location. It also encourages students to converse with native speakers as often as required.

Academics in these fields have not, however, fully discussed and documented the issue. Furthermore, (Choy & Cheung, 2022, Butarbutar et al., 2022, and Nur et al., 2022) encourage study on how students see SDL's use of technology. The present research aims to fill in information gaps. To the greatest of our understanding, the study's main goal is to provide light on students' perspectives of their independence while using YouTube to SDL their spoken English learning.

LITERATURE REVIEW

Concept of Self-Directed Learning (SDL)

In the growth of rapid technology, a necessity for self-directed learning (SDL) intertwined with technology is a must. High motivation to do SDL is one of the keys to success not simply because of language learning but also others like global economy and trade. The more someone do SDL the more she/he got skills. Conceptually, SDL means that the individual chosen to manage the necessity of learning, creates learning goals, locates learning materials, chooses and uses learning approaches, and evaluates learning outcomes—either with or without aid from others. Learners comprehend the process of change when they make changes because they are aware of changes. Since learning is self-directed, self-awareness is the key to change in the learner. Self-activity is a fundamental learning concept that may be used everywhere. One cannot

just get knowledge through their own responses to circumstances. Without individual work, there can be no learning. The underlying idea of this autonomous activity—that a learner may learn via his own activities—can be raised on its own. Planning, carrying out, and assessing learning projects are primarily the learner's responsibilities throughout the learning process. The student must learn. Additionally, how to learn as well as when to stop and start a learning endeavor. Adult learning is a process in which people take the initiative to diagnose their learning objectives, find learning resources, choose and apply learning techniques, and assess learning results. This may be done with or without the assistance of others. Activities that promote self-study, increase students' capacity for learning and thinking, foster independence by improving teacher support, foster a problem-solving mindset, improve time management, (Zimmerman & Risemberg, 1997) and foster decision-making abilities. SDL is based on the following guiding principles (Francom, 2010, Knowles, 1975, Pintrich & McKeachie, 2000): (1) experience is the primary and most helpful source (Newman, 1994), (2) readiness is the primary stage of learning; (3) adult learners are more interested in problem-solving skills than rote memorization, and (4) adult learners are capable of managing their own learning. In order to SDL and self-access learning (SAL) do not just happen in one night but need strong self-motivation and habitual actions. Self-motivation (Zhu, Bonk & Doo, 2020) is one of the prerequisites or components of conducting SDL; motivation influences how each person's cognitive processes develop. People that are motivated will ask for assistance when they do. Secondly, self-management via the development of specific objectives, information collection, and dedication to the work; thirdly, taking into account the effects of one's plans, thoughts, choices, and deeds. Additionally, this is possible via metacognition, also known as conscious monitoring, self-reflection, and lastly, self-modification. To achieve this, tactics and initiatives to maximize input might be revised. Additionally, it may be accomplished through gathering knowledge in order to alter the attacker's behavior. complemented with the comments obtained. The SDL method is predicated on the presence of ideal learning circumstances, present-day student circumstances, present-day student strengths and weaknesses, learning design, new learning practices, and observing the outcomes of new learning applications.

Collins & Hammond (1987) declared that there were some reasons why people need SDL, since SDL meets the needs of a diverse learning community, aids students in preparing for continuing education, is crucial for teachers to experience, can be implemented within current educational frameworks, aids students in overcoming the effects of personal, educational, social, and political factors, and allows progressive educators to express their philosophies more fully.

METHOD

The present study's focus is on the narrative case study design. A thorough and comprehensive examination of students' experiences with technology-enabled self-directed learning, especially with learning English as a second language, is what the researchers want to accomplish. According to Clandinin and Connelly (2000), narrative study is a capacity to interpret experience as well as a tale of life, and it affects instructors' careers.

Participants profiles

In order to achieve the necessary real narration while recounting the stories, four female students from the English language education program were chosen for the research. They were

between the ages of twenty and twenty-two since participant studies are emphasized in narrative inquiry (Sakui, K., 2002). One of their favorite classes, and they had excellent spoken English. For the improvement of spoken language, they have a personal YouTube channel. They utilized it for business purposes every day for three to four hours. As a condition of their voluntary enlistment, they gave their permission to take part in ethical research. First, individuals received notification through the WhatsApp app that they had been selected to take part in a narrative inquiry for a research project (Salmons, 2014). Instead of their initials, a pseudonym would be used in this situation. Second, they would be called to attention with a voice-only WhatsApp call. As a consequence of participants' anxiety over the researcher's face being visible during the interview process, the researcher eventually asked whether they would be open to being called back for the purpose of data verification or trustworthiness. Then, at a separate time and day, they called without letting the other participants know. This included asking participants to take part in an unstructured YouTube interview where they may talk about their experiences with SDL in spoken EFL. Could you discuss your experiences using SDL and utilizing YouTube to acquire spoken English as one of the interview questions?

Data analysis

A narrative analysis strategy is often used in narrative inquiries (Barkhuizen, Benson, and Chik, 2013). In doing so, we conducted a thematic analysis of the data. The interview centered on the opinions of the students before, during, and after their use of YouTube SDL. Its components influence or inspire speaking, EFL skills, processing, and executing SDL. Bogdan and Biklen, 2006; Corbin and Strauss, 2008; Miles and Huberman, 1994; Richards, 2003; Silverman, 2006. In general, they said, it entails reviewing the data repeatedly, classifying and categorizing data extracts, and rearranging them under thematic categories. Major themes are generally divided into subthemes and demonstrated using passages from the tales in various parts of published narrative studies. All in all, the ATLAS application was used to support researchers in thematically suitable ways. Researchers used the philosophical ideas behind constructivism, behaviorism, the idea of SDL (Knowles, 1975), and students' perception theory (Paton, 2002) to make sense of the results.

Trustworthiness or validity

Results were integrated into the interaction between the researcher and the participants who provided data for narrative studies in order to ensure that the students' narrative tales in the study were accurate and added something new to the field of teaching English as a foreign language (Barkhuizen, Benson, and Chik, 2013). Considering Liu and Xu's (2011: 591) assertion that the "trust and rapport" established with the informant throughout the "retelling" process improved the "trustworthiness or validity" of their study, it's also critical for academics to understand the processes that stories go through before they are published.

FINDINGS AND DISCUSSIONS

How do students feel about their capacity to SDL their spoken English (EFL) through YouTube, in light of the study question? According to Patton (2002), they should be questioned on six separate levels: background, knowledge, behavior or experience, emotions, perspectives, and senses. The subject's cognitive, social, and psychological experiences must be taken into

account in all perceptions. Figure 1 illustrates how the study took into consideration the students' backgrounds and other factors that could have impacted their choice to use YouTube as a tool for learning to speak English as a foreign language. According to Patton (2002), they should be questioned on six separate levels: background, knowledge, behavior or experience, emotions, perspectives, and senses. The subject's cognitive, social, and psychological experiences must be taken into account in all perceptions. Figure 1 illustrates how the study took into consideration the students' backgrounds and other factors that could have impacted their choice to use YouTube as a tool for learning to the English spoken.

Participant_1's narration I've become more fluent in speaking thanks to YouTube. Due to the abundance of engaging speaking resources available for learning, there are several channels. I could accurately reproduce the native's words, phrases, and conversation, and with time, my pronunciation improved. Additionally, learning English by watching movies and listening to English music is enjoyable. Because I had a broad vocabulary thanks to YouTube channels, I felt more at ease and understood what I was saying when I attempted to talk to myself.

Participant_2's narration I couldn't wait to use YouTube to practice speaking English. In my opinion, it is just one kind of social media that I may utilize for educational reasons. It is important for everyone studying English to hunt for educational resources. Additionally, because it offers a wealth of resources, like reading books, listening to audio, and conversing about many subjects, it is quite advantageous for aspiring educators to have access to it. YouTube features subtitles, which I love since they help me with my listening abilities.

Participant_3's narration I decided to study English with the aid of YouTube. Of course, I picked "The Tonight Show," which is my favorite movie. After I finished viewing the movie, I practiced my pronunciation by directly repeating what the actors had said. I also rehearsed and played a host, pretending to interview several artists. Yes, I accomplished everything on my own in an effort to speak more fluently. I decided to watch "The Try Guys" to practice my everyday dialogue. I developed my slang variety along these lines. I worked on that language at home with my younger brother. I watch YouTube for around seven hours every day, and I never grow tired of it since there are so many intriguing channels that provide useful educational content outside of the classroom.

Participant_4's narration My accurate pronunciation has improved thanks to the YouTube channel. I listened to conversations almost every evening and then repeated them up to five times, sometimes even more, to make sure my pronunciation sounded as natural as possible. The results: obviously, my pronunciation is improving every day, so the English YouTube channel assisted me in learning on my own even though I had no other instruction. In this line, students used YouTube as a tool for learning how to use the difficult English language and pronunciation (Butarbutar et al., 2020). It made sense in light of Bailey and Nunan's (2001) argument that communicative language automation might include repeated repetition. So, the current result fits with behaviorist theory, which says that good behavior is made up of techniques that are repeated.

We divided the research into three main topics: SDL behavior-oriented, instruction-oriented, and evaluation-oriented, as shown in Figure 1. We also took into account the four student narratives that were part of this study.

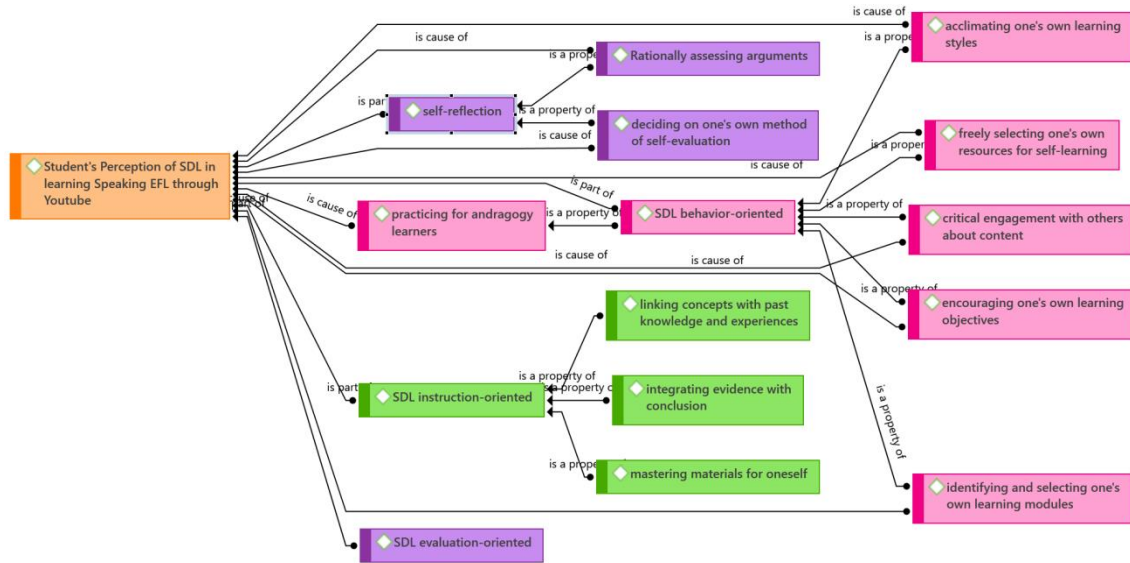


Figure 1. Students' perceptions of SDL in learning speaking in EFL context through YouTube

SDL behavior-oriented

Participants in the study engaged in SDL when they were interested in the material they had learned. Naturally, I picked *"The Tonight Show,"* which is my favorite movie, said participant 3. She observed as she applied the information that she had jotted down. Given the epistemological and philosophical presumptions made by Garrison in 2003, it follows that YouTube may be used to spread awareness of SDL and encourage its adoption. Since students' activities became more motivated, inventive, and frequent users of YouTube channels for their speaking talents, we named SDL behavior-oriented learning. In a similar vein, we agree with Wang and Chen (2020), who came to the conclusion that the three most popular reasons individuals utilized YouTube to study English were to find new learning resources, to find the attraction of learning English, and to find out about cultural facts. After watching the movies on YouTube, the students were more likely to click "like" and share the videos with their friends. In addition, many said that studying English on YouTube was more adaptable, fascinating, and enjoyable than in a conventional classroom.

We also noted that students successfully completed SDL, which is another sign of their maturity in modifying and controlling their learning styles and approaches. It seems that she made an attempt to look for related, even more knowledgeable, and current concerns when given a topic for class discussion. Also shown is the ability of older students to learn. In this aspect, we agree with Knowles' (1978) assertion that SDL is an andragogic learning approach. Pedagogical learning is distinct from SDL, on the other hand. The source of instructional materials and pedagogical learning is teachers (Uys and Citanda, 2020). It was successfully used by college students without teacher oversight. Students might thus choose their speaking topics from the available YouTube channels (Butarbutar & Nur, 2022). For instance, I spoke "The Try Guys" to participant 3 to practice my everyday vocabulary. I took this route when I was creating my slang. I trained the language at home with my younger brother. I watch YouTube for almost seven hours a day and never get tired of it since there are so many intriguing channels that provide

useful educational content outside of the classroom. There is a school of thinking with respect to this information that (Hiemstra, 1994; Knowles, 1978; Taylor, 1995; Uys and Citanda, 2020; Wu 1995).

To the best of our knowledge, study participants showed that SDL had changed their behavior on its own. When participant 3 pretended to interview the artist, a critical conversation was carried out. What an awesome SDL! This outcome is consistent with John Sandars and Kieran Walsh's (2016) findings that technology, especially YouTube, increased students' engagement in SDL. With the aid of chat rooms, this technology allowed students to design their own educational experiences. In light of her experiences, she determined that YouTube would be a good platform to promote her speaking motivation and objectives, particularly to speak English effectively. It relates to the constructivism school of thought (Christensen and Hooker, 2000; Van Bommel, Kwakman, and Boshuizen, 2012).

Instruction-based SDL

YouTube may be used to learn lessons based on one's own construction experiences. In this study, YouTube is highlighted as a medium for bridging participants' prior experiences and expertise with their present understanding. The statement reads, "Thanks to YouTube, my speech has improved," and is attributed to participant 2. Since there are so many engaging speaking resources available to learners, there are various outlets. I was able to accurately mimic the native's words, phrases, and conversation, and with time, my pronunciation also became better. She got guidance in her own pronunciation through YouTube. The empirical research of Nishioka, H. (2021) focuses on the most recent data we have. Her research focused on the concepts of "agency," "affordance," and "context," and it looked at how a self-directed Korean student utilized YouTube to design and create personalized learning environments. The study found that participants utilized their agency to design highly specific learning environments throughout several learning phases. Using the social and technological features of the online programs, the participant looked for video clips and other resources to help her achieve her learning goals.

We also considered Imants and Ven's (2011) assertion that practice-based research was helpful in the development of student-directed learning and stimulating teaching. It places a strong emphasis on speaking, reflecting, and writing instruction. The YouTube videos helped with the discourse and understanding of the speaking concepts. Our results, however, are consistent with the notion of self-directed learners who can participate in higher-order thinking and problem-solving, as described by Gonzalez-DeHass and Willems (2016). The issue is that the majority of students do not get structured teaching that is geared at promoting the development of study habits that may further these objectives. Teachers must come up with methods for teaching children how to learn and consider how planned chances for teacher scaffolding, peer cooperation, and family participation should support SDL programs in order to close this gap. We also agree with the study's results, which suggest that massive open online courses (MOOCs) may aid with SDL skill management for students. Her online monkey survey conducted after the creation of learning goals showed that time management, resource and support management, learning course flexibility, and navigation were among the most important elements.

Considering Sweller's (1988) claims in the context of the cognitive learning theory, we concur. The cognitive load is balanced when memory is accessible when learning or working on a task. Giving instructions to students while they do activities has additional relevance, particularly because participant 2 is included. She was more motivated and interested in learning if she completed evaluations based on YouTube. The present study lends credence to Pluta, Richards, and Mutnick's (2013) claim in this regard. They said that digital media supports independent research. It might be used for group learning in order to create, save, and distribute projects. They continued by claiming that creating films and evaluating online digital media enhances classroom education.

SDL evaluation-oriented

The results of the study were narrated that YouTube enables learners to evaluate their speaking level for instance count of vocabularies belonging. As participant 1 was narrated as well” I tried to evaluate my hardest complexity when do conversation with native speaker was limited vocabularies, frankly I just said yes, really, other short reply and I seldom did straightforward open discussion because on lack vocabulary. In this vein, I decided to watch YouTube in every day to overcome my problem” Benefits of self-directed learning include reflection and evaluation of learning. If students' learning results are below expectations, it might be used as a substitute assessment (Murad et al. 2010). Parallel to this, Niemi, Nevgi & Virtanen (2003) stated the expectation of success is a forethought for SDL for own evaluation. Learners' expectation becomes speaking more fluently encouraged her to access YouTube channels (movie, conversation, English music ad songs). Therefore, self-planning and initiative for choosing those channels are supported factors for affecting learning successful. Or by doing this, learners categorized success to evaluate themselves (Zimmerman, 2000). Learners were able to evaluate how much YouTube's educational content improved their capacity to communicate by using it. In light of this, we accepted Costa and Kallick (2015)'s conclusion which concluded self-evaluation is a part of mental routines (cognitive process) and interpersonal competition. It is also do agreement with Knowles (1975) which highlighted SDL as the self-initiative to diagnose learning needs, goals, resources, strategies, and assessment characteristics whether their learning goals have been attained. Additionally, Obied and Abo Gad (2017) recognized flexibility and reflection as two elements that are essential for fostering students' growth during SDL. In reality, this means that it will be up to the students to choose their own learning goals, give themselves homework, find resources and ways to learn, and evaluate how well they have learned. This skill called as a metacognitive process by Zimmerman (1990). With this regard, plan of self-regulation, goal setting, organizing, monitoring, and self-evaluating need self-awareness, knowledgeable, and learning strategies (Zimmerman, 1990).

In contrast, the mixed-methods study by Lee and Mori discovered that reflective behaviors had an impact on SDL success. Cooperation was the most important predictor of SDL abilities when compared to the three reflective behaviors of self-reflection, peer feedback, and collaboration. We also created a thematic map illustrating the precise connections between reflective practices and SDL skills based on the data from the interviews. The findings of this research have important ramifications for efficient reflection techniques that might aid second language learners enrolled in university programs in becoming self-directed learners. Because each group chooses a different method for self-evaluation, our study revealed that SDL is

evaluation-oriented. It's exciting to study English while viewing movies and listening to music in the language (Butarbutar & Fenanlampir, 2019, as Participant 1 simply put it. "I started talking to myself, and I found that I was more comfortable and could understand myself better since I had a large vocabulary thanks to YouTube channels". It was consistent with behaviorist learning theory, which strongly emphasizes the notion that environmental factors have a significant impact on how students learn. This is relevant with Skinner's (1988) behavioral learning theory which defined learning as changing of behavior, influenced by the environment, and repetition. Participant 1 has increased her vocabularies after she repeated for watching and listening to the varied YouTube channels included her favorite channel, "English movie" for instance, to how students interact with their environment.

In order to get better understanding, learners' SDL self-evaluation oriented was parallel with learning skills dimensions (Niemi, H. (2002)' s investigation. In this vein, learners necessitated do repetition more and more to become a skillful even though being daily routines (Butarbutar, 2021a & 2021b).

CONCLUSIONS

In order to transform the world, it entails lifelong learning, both officially and informally. This is known as the adult learner or andragogic learning strategy. SDL integrated with technology is one of the ways for addressing 21st century skills, or being a creative student, since students are the agents of change. Students will utilize their skills to assess their own learning needs and create goals by seeking for materials and resources in order to engage in self-directed learning. They create their own strategies and assess their own learning outcomes. They gradually adopt a mentality that is goal-, activity-, and learning-oriented. The knowledge of the qualities that make a person a successful learner has grown along with the shift toward online education. E-learning apps are readily available. Digital information has been created. It is available to every ambitious student.

Overall, via this research, we provided compelling evidence that students engage in more self-directed learning the more engaged they are in a particular subject. Self-directed learning is the most important learning strategy for cognitive growth. It has been seen as its cornerstone and urges commitment to the task. Although it is a strong and effective strategy for gathering information, it has the disadvantage of being completely passive. There may be less content retention compared with other learning techniques. The SDL approach is meant for the corpus of knowledge beyond only the theoretical and applied realms. SDL has a chance to become well-known. Self-directed learning helps learners deal with the effects of personal, educational, social, or ambiguous political oppression, facilitates continuing professional education, is insightful for educators, practitioners, and the like, can be incorporated into existing educational frameworks, and allows progressive educators to express their philosophies more fully.

To this end, we suggest teachers to have an SDL instructional design for preparing passive and low motivation during learning activities. SDL was strongly agreed with cognitive, metacognitive, motivation, and learners' outcomes. In addition to the most significant elements influencing students' SDL in terms of their perspective, the study is aware of various limitations, including the sample size and research design. We urge more research on classroom participation study in light of this. We anticipate that this study will add to discussions around SDL curriculum development.

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