CHAPTER 2
LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to video as a learning media, YouTube as English learning media, the 'English with Ronnie' YouTube channel, and cognitive engagement in learning.

2.1 Videos as Language Learning Media

The use of media in language learning and teaching is an effective educational strategy that can make the material more engaging and successful. One of the most used media for learning a language is video. Video is a medium that presents information in the form of sound and visuals (Riyana, 2008, as cited in Sulihin et al., 2020). Audio-visual media or instructional videos are media that display audio and visual elements or moving images so that students can see and hear them (Krishna et al., 2015; Naharir et al., 2019; Yuliani et al., 2017, as cited in Rahmatika et al., 2021). Angelia (2022) urged that video is one type of audio-visual media and can describe an object that moves together with natural sounds or appropriate sounds. Thus, video is an audio-visual learning medium that helps learners see and hear simultaneously.

Using video as an educational tool provides many students with a new experience. Video materials have encouraged further dynamic and pleasurable learning experiences (Yasin et al., 2017). Harmer (2006) stated that video could give essential extra benefits to students' learning experiences, enrich the students' experience of language in use, improve their cross-cultural understanding, develop their creativity, and increase their motivation in learning. Moreover, video can provide much information for the learners, get their attention to focus on the material in the video, and improve their comprehensive linguistic competence (Hadijah, 2016).

Given these facts, videos offer visualization enabling students to keep watching them without feeling bored, and examples to learn a language. This technology has offered borderless and timeless learning materials and methods to ease students learning autonomously.

Videos have become great media for learning English as a foreign language. It is shown by the high percentage of students choosing to learn English autonomously. Students prefer watching videos to learn English to enrich vocabulary, enhance listening skills, and give real examples of pronunciation (Rahayu, 2020). Yasin et al. (2017) stated that videos offer an attractive visual appearance that becomes the most substantial reason why students like to learn using videos. Good visualization helps students to engage with the topics they are interested in. Video will stimulate students' feelings, thoughts, and willingness to learn through audio-visual presentation of ideas and information (Muskania et al., 2019; Novita et al., 2019; Yuniarni et al., 2020, as cited in Rahmatika et al., 2021). Videos have been found to benefit students by connecting to multiple intelligences, both brain hemispheres and the students' emotional senses (Berk, 2009). He further stated that video could grab students' attention, improve student attitudes towards content and learning, and inspire and motivate students. Thus, using video as a learning media is indeed beneficial for English language learners.

2.2 YouTube as Language Learning Medium

Several online platforms are available for both teachers and students to integrate English language learning. One of them is YouTube (www.youtube.com), a social media platform that uploads various videos. It is also the principal online video material repository with more than one billion users (Camm et al., 2018, as cited in Maziriri et al., 2020). With its popularity and ease of access, YouTube as a video learning media has been shown in certain studies to have benefits and potential benefits in education and lifetime learning (Cihangir & Çoklar, 2021). Moreover, it has been developed into a practical component of daily learning.

The use of this media is far more advantageous than we think. Its features can be accessed anytime and from any place, and it serves as a supporting medium for internet-based learning by visualizing effective learning strategies and resources. Students may use YouTube for free to upload, view, and share video clips (Saraswati et al., 2021). It enables teachers to quickly access references for instructional materials and also enables students to access extra learning materials outside of the classroom. Moreover, researchers worldwide have hailed YouTube as an effective medium for developing students' competency via the interpretation of visual cues, particularly in the context of English discourse (Kabooha & Elyas, 2018). In conclusion, YouTube has numerous benefits in the learning process.

YouTube has been utilized as a tool for students to improve their English language proficiency. Sakkir et al. (2020) found that the students opted to use English YouTube videos to develop their language skills. Another study by Saraswati et al. (2021) found that YouTube videos were a valuable medium for students to develop their speaking skills and could be used for self-directed speaking learning. It also helped them enhance their speaking skills by boosting their vocabulary, enhancing their pronunciation, and speaking fluently. Moreover, Nofrika (2019) also stated that students improved their English competencies through YouTube videos, including listening skills, speaking skills, pronunciation, vocabulary list, and grammar. Thus, studying English through YouTube videos is undoubtedly advantageous for students.

2.3 English with Ronnie

Ronnie MacEnglish is an English Teacher based in Toronto, Canada. She has been teaching English for over 15 years, with students from all over the world. She is one of engVid (www.engvid.com) teachers, an online free English video lesson website. She teaches English online through the ‘English with Ronnie’ YouTube channel (www.youtube.com/c/engvidRonnie), established in February 2009. Since then, her YouTube channel has amassed around 4.43 million subscribers

worldwide, consisting of 257 videos and 259.443.612 channel views. Through her YouTube channel, she offers a wide range of engaging English educational videos, covering topics such as vocabulary, pronunciation, grammar, slang, spelling, and other aspects of the English language. While working as an online English teacher, she utilizes a variety of strategies to keep students' attention focused on the material being taught. Furthermore, her teaching English videos had been reviewed to evaluate how EFL learners engage cognitively.

Figure 2.1 'English with Ronnie' YouTube Channel

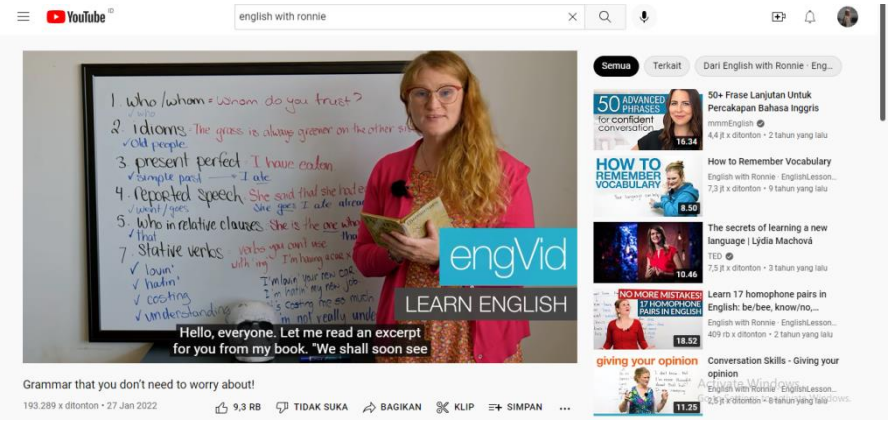

Figure 2.2 One of 'English with Ronnie' videos

2.4 Students' Cognitive Engagement in Learning

Engagement is fundamental to a student's learning process. It is well recognized that student engagement is a sign of high-quality teaching and a prerequisite for students to get the most out of a class or course. Engagement is commonly conceptualized as having three separate dimensions yet interrelated (Fredricks et al., 2004). One of them is cognitive engagement. Cognitive engagement is defined in terms of being strategic or self-regulating. It is classified as cognitively engaged or self-regulated. Strategic students employ metacognitive skills to prepare, monitor and evaluate their cognition when executing tasks. They employ learning strategies such as rehearsal, summarizing, and elaboration to remember, organize, and grasp the material (Pintrich & De Groot, 1990; Zimmerman, 1990; Corno & Madinach, 1983; Weinstein & Mayer, 1986, as cited in Fredricks et al., 2004). Reschly et al. (2014, as cited in Pohl, 2020) defined cognitive engagement as students' investment in their learning, valuing of their learning, directing effort toward learning, and using learning strategies to understand the material, accomplish tasks, master skills, and achieve goals. Hence, cognitive engagement concerns advanced learning strategies, self-regulation, and understanding.

Cognitive engagement is crucial in predicting successful academic performance for the student. In general, cognitive engagement has been associated with various advantages for students, such as academic success, mental health, contentment in life, well-being, and general self-esteem (Pohl, 2020). Additionally, according to Reschly and Christenson (2012), students' cognitive engagement affects their academic and behavioral engagement. Students are more likely to exhibit visible behavior compatible with academic success, such as attending class, completing their homework, and earning credits, when they perceive the worth of their learning. Hence, this describes how students who are cognitively engaged in the learning process can handle the content using their preferred learning strategies and forecast their performance by thinking back on what they have learned and how to study more effectively and also links to other kinds of engagements that will help

the student to be more successful in achieving individual learning objectives.

Researchers urged that cognitive engagement is more difficult to define precisely, yet it is possible to identify. It is challenging to know how students are cognitively engaged in the learning process because cognitive engagement is considered a "veiled" subtype of engagement, meaning it is not easily observed or measured. It is about the internal processes that occur in students' minds as they approach a learning task (Pohl, 2020). Nevertheless, despite being covert, instructors may spot the engagement through think-aloud, conversations with students, surveys or questionnaires, or by looking at written records of thought, planning, and progress tracking. Pohl (2020) further developed cognitive engagement into several subtypes as follows:

Table 2.1 ***Indicators of Cognitive engagement***

Broad Indicators	Specific Indicators	Examples of Evidence of the Indicator that Could Be gathered
Investment in learning/motivation to learn	Valuing of learning	• Say “I want to”—they want to engage in a learning task and can explain why • Articulate the relevance of the learning to their shortterm and long-term goals • Articulate an appreciation for the learning that will result from completing a task • Demonstrate interest and enthusiasm in their learning • Enjoy challenging learning tasks
	Demonstrating self-efficacy	• Believe they have the skills, knowledge, and ability to succeed on a task or in learning • Believe they have control over their learning
	Setting personal mastery goals and attributing success to effort	• Set personal mastery goals in which they approach the task as an opportunity to improve their competence (rather than as an opportunity to perform better than others or complete the task to please the teacher)

		• Attribute success to things within their control such as effort and strategy use • Take academic risks and are willing to make mistakes knowing that they can learn from them
	Investing time, attention, and effort in learning	• Give up other activities (even preferred ones) to complete a task • Spend enough time on a task to demonstrate mastery • Maintain concentrated attention to the learning task • Exert mental energy on a task • Report trying hard on a task • Persist on the task, even when it gets difficult • Go above and beyond what is required for a task
Use of cognitive and metacognitive strategies to self-regulate one's learning	Appraising the task and one's ability to accomplish the task	• Determine the requirements of the task • Consider whether or not they have the skills to be successful on the task • Make a judgment about whether or not the task is relevant to their personal goals • Consider their interest in the task • Consider how much effort and time the task will take, what they may have to give up to complete the task, and whether or not they are willing to give the task their time and effort
	Planning	• Articulate long-term and short-term goals • Set specific, proximal goals related to the learning task • Create and record an action plan for completing a task and/or meeting goal • Break down large projects into manageable chunks • Make a to-do-list, use their

		agenda/assignment book, calendar, or other means of tracking their tasks • Consider which strategies will help in completing the task
	Using specifics study skills or learning strategies	• Utilize specific strategies such as note-taking, previewing texts, reading, comprehension techniques, summarizing, outlining, mnemonic devices, and test preparation strategies • Remain focused on the learning task • Remove distractions
	Monitoring progress and adjusting strategies	• Self-monitor their completion and the accuracy of their completion of tasks • Self-monitor progress toward short-term and long-term goals • Engage in self-questioning to check for understanding, appropriateness of strategies selected to complete a task, productivity (amount completed), and accuracy (level of correctness) • Seek help when needed • Use strategies to stay motivated such as setting up self-rewards or engaging in self-talk
	Self-evaluating and reflecting	• Compare their performance to established expectations or rubrics • Compare their performance to past performance or a pre-assessment to check for improvement and growth • Evaluate whether or not they met their short-term goals • Evaluate outcomes to determine if their selected strategies for completing the task were the best strategies given the

	circumstances or whether different strategies should be employed in the future • Reflect on how they feel about their performance on the task and the final product

2.5 Study of the Relevant Research

Before the researcher decided to do this research, the researcher studied previous research on YouTube and student's cognitive engagement. The prior studies are discussed in the following order:

This study is relevant to the study by Nofrika (2019) regarding the types of YouTube videos that English language education students often watch that can develop their English in a private university in Yogyakarta. The study's findings indicated that there were three categories of YouTube videos often watched by students. First, art and humanities videos which consist of music videos or lyric videos, films, talks, sitcoms, and talk shows. Second, Vlogs include food vlogs, review videos, beauty vlogs, haul vlogs, and DIY videos. Third, social sciences contain simulations and educational videos.

Saraswati et al. (2021) have researched students' perceptions of the role of YouTube videos in speaking skill improvement. The research subject is 188 English department students in Universitas Negeri Malang. The study showed that YouTube videos were a valuable medium for improving students' speaking abilities and may be used as an alternate form of media for the self-directed speaking learning process. Additionally, students believe that YouTube has aided them in developing their speaking abilities by expanding their vocabulary, enhancing their pronunciation, and enabling them to talk more fluently. It can be inferred that YouTube helps students' communication skills.

Rahayu (2020) also conducted a study on the same issue, examining activities students prefer in learning English autonomously and analyzing why they choose them. The findings indicated that watching videos became the most favorite activity to learn English autonomously because the media

offered some benefits in terms of vocabulary enrichment, listening enhancement, and pronunciation practice. She suggested that the teacher's role is still substantial because students need direction to regulate which videos to watch, especially those related to language functions or grammar points.

Guo, Kim, and Rubin (2014) conducted a study regarding how video production decisions affect student engagement in online educational videos. The study measured engagement by how long students watched each video and whether they attempted to answer post-video assessment problems. The finding showed that shorter videos are much more engaging, that informal talking-head videos are more engaging, that Khan-style tablet drawings are more engaging, that even high-quality pre-recorded classroom lectures might not make for engaging online videos, and that students engage differently with lecture and tutorial videos.

Other related research was conducted by Dubovi and Tabak (2021). The research aimed to map and characterizes public engagement with science on YouTube. They tested associations between behavioral engagement of viewing, liking, disliking or commenting, and emotional and cognitive engagement. The findings affirmed that science content attracts high public interest and that emotional and cognitive engagement with science on social media is distinct, but interrelated. Furthermore, regardless of the valence of emotional engagement, emotion is linked to greater behavioral engagement of posting comments and to greater cognitive engagement of argumentative deliberation.

Despite the fact that there has been an increase in studies regarding the use of YouTube as English learning media, most studies have studied how YouTube can be used as a learning media to improve specific English skills. Moreover, there has not been sufficient research exploring students' cognitive engagement resulting from watching English YouTube videos in the EFL context. Hence, to fill this void, this study focused on describing students' cognitive engagement from watching English YouTube videos, specifically

‘English with Ronnie’ YouTube videos.

2.6 Framework

Based on the literature review, YouTube has been utilized as a tool for EFL students to improve their English language proficiency. As YouTube is a video-based platform, it encourages students’ language learning experience, offers borderless and timeless materials, and can further stimulate students’ cognitive engagement (Harmer, 2006; & Rahmatika et al., 2021). Contextually, this phenomenon appeared at one of the universities in Tasikmalaya. Many EFL students majoring in the English Education Department watch English instructional videos on YouTube to improve their English skills. One of the most watched YouTube channels is ‘English with Ronnie’. The idea arose for the researcher to explore students' cognitive engagement resulting from watching English YouTube videos, precisely ‘English with Ronnie’ YouTube videos.

In this study, the researcher only investigated students' cognitive engagement based on Pohl (2020); valuing of learning; setting personal mastery goals and attributing success to effort; investing time, attention, and effort in learning; using specific study skills or learning strategies, and self-evaluating and reflecting. This type of engagement was chosen based on the scope of the research question and the research setting. Furthermore, the sub-indicators were developed into several questions for research interview guidelines.