

**AUDIO VISUAL MEDIA WITHIN SELF-
REGULATED LEARNING: A DESCRIPTION
OF EFL LEARNERS STRATEGIES AND
METACOGNITIVE AWARENESS**

THESIS

Submitted in Partial Fulfilment of the
Requirement for Gaining the Bachelor Degree in
English Language Education



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ABSTRACT

Title : Audio Visual Media Within Self-Regulated Learning: A Description of EFL learners Strategies and Metacognitive Awareness

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Number

Audio visual media in education has become one of the important things in learning, especially in language learning, where the use of audio-visual media (AVM) in assisting students' learning process. This study aims to find out how students integrate AVM in their self-regulated learning process and the strategies used in their application. Likewise, how students portray their metacognition awareness in the application of self-regulated learning using AVM. This study used qualitative method and phenomenological approach to explore students' self-regulated learning strategies by integrating AVM and how students portray their metacognitive awareness. The participants of this study were 6 out of 23 English club members who were selected as relevant to the research objectives. Observation, questionnaires and in-depth interviews were used in this study as data collection methods, then the data were analyzed by data condensation, data display, and conclusion drawing. To ensure the validity of the data, this study used methodological triangulation. The study also revealed that the use of appropriate strategies

made it easier for students to learn languages according to their interests and learners demonstrated metacognitive awareness by using planning, monitoring, evaluating, and reflecting with reflection as a key component for self-assessment. In conclusion, this study provides valuable insights for students and teachers who can support the strategies that students use in self-regulated learning and encourage students to portray their metacognitive awareness by conducting self-assessment and reflection by integrating AVM effectively in the learning process.

Keywords: *Audio Visual Media, Learning Strategies, Metacognitive Awareness, Self-Regulated Learning.*

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In the end, the researcher realizes that this thesis is far from perfect. Therefore, the researcher openly accepts constructive criticism and suggestions for future improvements. Hopefully this work can provide benefits for all parties.

Semarang, 21 May 2025

The Researcher

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MOTTO

وَإِذَا سَأَلَكَ عِبَادِي عَنِّي فَإِنِّي قَرِيبٌ

“When My servants ask you (Prophet Muhammad)
about Me, surely I am ‘near’.”

QS. Al Baqarah:186

~

“We won't win, if we don't believe that we can.”

Cut Nyak Dien

~

“Never give up on the choices you’ve made and never
doubt your own abilities.”

My Dad

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the research, the research question, the objectives of the research and the significance of the research.

A. Background of the Research

As a learner, it should be an obligation to learn and explore various kinds of knowledge and skills that have the possibility to be developed. It requires a strong will and self-awareness so that these activities can be carried out. Nowadays, there are various facilities available for self-development and self-learning. Self-regulated learning requires willingness and initiative on the part of the learners. When they are able to implement self-regulated learning activities, student can develop time management skills and self-control. With self-regulated learning and willingness to learn, student can take over responsibility for their education even if not entirely(Mayer, 2014).

In the implementation of self-regulated learning, interesting learning media are needed so as to motivate students to continue learning and improve their understanding and encourage students to explore topics more deeply and find solutions to the problems they face in the implementation of learning(Caneiro, R., P. Lefrere, K. Steffens, 2011). This research focuses on self-regulated learning assisted by multimodal learning or what is not much different from differentiated learning, which is learning that provides various media especially audio visual in conveying the material. In the context of self-regulated learning, multimodal allows student to explore the material in a way that best their individual learning style. It can be text, video, audio or a combination of different types of media. In this research, learners use YouTube and movie media which is audio visual media. With a multimodal approach, students have wider access to the information they get, and understand the material in depth(Tan, 2013).

A multimodal approach to animated movies emphasizes the semiotic (audio and visual) resources as

components of a multimodal ensemble in which resources are arranged, planned, and controlled to materialize curriculum knowledge and pedagogical interactions(YALAVARTHY et al., 2021). The concept of video is broadened in these carefully coordinated designs from audio visual as a confined material entity to a “visual formation” in space and time. According to this viewpoint, some visual formations have a strong material physical presence that endures throughout time. Examples include textual textbooks used throughout the curriculum, the physical setting of the classroom, models and objects, displayed images, etc. Additionally, visual structures may have a more fleeting relationship to time and space, such as when teachers and students move, way of speaking, view, body movements.

The previous research by Wang and Chen shows that students need to take a more active role and embrace the social nature when they view learning videos. Students should also be encouraged to reflect on their online learning more rigorously and make

subsequent learning plans(Wang & Chen, 2020). Therefore, this research examines what students do after self-paced learning. Research does not fully integrate SRL theories with digital media platforms like YouTube. In this studies, writer should explore how goal setting, self-monitoring, and self-reflection occur in these informal learning environments.

This research aims to observe how audio-visual learning is implemented in self-regulated learning. Researching what media is used by students and what activities student do after doing independent learning through audio visual media. This self-regulated learning was proposed by a psychologist, Lev Vygotsky, in one of his works in field of child psychology, formulating the concepts of “Zone of Proximal Development”(Seth, 2003). This concept explains that in a child’s learning process there is an area where the child must be given external assistance to be able to learn new things while there are other areas where the child can learn independently without assistance, but Vygotsky also emphasizes the

importance of the role and encouragement of external parties.

Based on the observation of the current situation and conditions in the English language learning process and the frequent use of English, the researcher is interested in investigating the “Audio Visual Media within Self-Regulated Learning: A Description of EFL Learners Strategies and Metacognitive Awareness”

B. Questions of the Research

Based on the research background, the research questions are:

- a. What strategies do the learners employ when using audio visual media in their self-regulated learning?
- b. How do EFL learners portray metacognitive awareness in their self-regulated learning process with audio-visual media?

C. Objectives of the Research

Based on the research questions, this study has purposes:

- a. Identify and categorize the specific strategies employed by EFL learners when engaging with audio-visual media in their self-regulated learning.
- b. Investigate the ways in which EFL learners express their metacognitive awareness while using audio-visual media for learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents important aspects of the previous studies and related to the theoretical views.

2.1 Previous Research

Learning and engagement with these resources is predicated on the discovery of new materials and self-directed exploration, which is characteristic of YouTube contexts and appears to be explained by these qualities. As previously said, the aim of these non-formal learning settings is to both educate and entertain, with the student making the "learning decision" in place of the teacher(Downes, 2010).

Further research by Downes on the definition of learning methods Self-regulated learning is a self-oriented-feedback loop. The loop contains a cyclical process by which students monitor the effectiveness of their learning strategies or methods and then react to that feedback in a variety of ways, which range from overt changes, such as changing the use of learning

strategies(Barry J. Zimmerman, 1998). In this case, self-regulated learning is a process where learners activate thoughts, feelings and actions that are expected to achieve specific educational goals(Panadero, 2017).

On the other hand, self-regulated learning (SRL) has become an important factor influencing students' learning process. A smart learning environment is one that is responsive, proactive and context-aware. Therefore, it is interesting to explore how SRL can support students to develop thinking strategies and promote metacognition and motivation to achieve learning goals. Students' ability to control their learning process can enhance the educational process and provide the support needed to succeed in an online learning environment(Gambo & Shakir, 2021).

Most contemporary self-regulation theorists have avoided the absolute distinction between internal and external control of learning and have envisioned self-regulation more broadly, more abundantly, and more interactively. Students can self-regulate their learning not only through covert cognitive means but also

through behavioral means, such as choosing, modifying, or constructing favorable personal environments or seeking social support. A learner's sense of self is not limited to individualized forms of learning, but also includes coordinated forms of collective learning where personal outcomes are achieved through the actions of others, such as family members, coworkers, or friends, or through the use of physical environmental resources, such as tools. Thus, covert self-regulatory processes are viewed as reciprocally interdependent with behavioral, social, and environmental self-regulatory processes (Zimmerman, 2015).

The learners in this research must first be familiar with the strategy itself: We refer to this as strategy knowledge. It is believed that when a learner employs a technique consciously, they are doing so from semantic memory in long-term memory (episodic memory in its initial state). Second, we must apply the learning approach in addition to just knowing about it. This is known as procedural memory, which is

connected to the development of cognitive and motor skills in long-term memory, and procedural knowledge, which entails the application of learning processes. While certain learning strategies are simple enough to apply with just a bit of knowledge, it is thought that repeated practice is required to apply them automatically while preserving procedural memory properties(Yamaguchi, 2022).

Students' enjoyment of studying (reading) moving or pictorial texts is another indicator of the efficacy of visual media instruction. Students' feelings and attitudes can be evoked by images, symbols, or visual symbols. When used in the teaching and learning process, educational media can stimulate learning activities, inspire students to want to learn more, and have psychological effects on them. The efficacy of the learning process and the delivery of messages and lesson content in compliance with curricular requirements will be substantially enhanced by the usage of learning media(Yamaguchi, 2022).

Focuses on how watching English-language films can aid pupils in improving their listening abilities. In

actuality, a variety of tasks can be completed while listening, and a wide range of media can be utilized to offer listening exercises to enhance listening comprehension. The listening exercise also includes actual work, such as reading aloud, answering a phone call, or completely filling in the blanks in a text or album. We take in language info through reception that is not producible. In class, students frequently hear more than they acknowledge. The goal of listening is to prepare students for the various forms of listening that they will encounter in the actual world. Assisting students in adjusting to real-world listening is the aim of teaching-learning.

Other similar exercises can be done as a paragraph review to look at the topics teachers need to help students improve communication skills such as listening, listening, illustrating, explaining, listening to relevant information. Teachers can ask students to do listening exercises, such as listening to English songs, news, lectures, voices, and watching English movies, so that students can practice listening outside the classroom(Thi, 2021).

Those who perform better than poorly in cognitive activities exhibit a greater degree of metacognitive awareness of cognitive processes. This includes children that are intellectually talented, since they exhibit higher levels of metacognitive knowledge compared to both average and low intelligence. Conversely, people with intellectual disabilities may find it difficult to come up with original cognitive techniques or to apply previously taught strategies in a broad way while solving reasoning problems.(Hughes, 2019)

2.2 Literature Review

2.2.1 Audio Visual Media for EFL Learners

Audio-visual media refers to any media that combines sound and visual elements. This includes movies, television shows, video games, online videos, and other multimedia platforms. Audio visual media has become increasingly prominent and impactful in modern society, thus making it an important area of research across various disciplines. In the face of

technology advancement and cultural globalization, students must learn how to use social media for English language instruction. Prior studies have examined how students' perceptions toward learning resources or platforms relate to one another, but they have not examined these relationships in the context of using YouTube to learn English(Tan, 2013). Learning and engagement with these resources is predicated on the discovery of new materials and self-directed exploration, which is characteristic of YouTube contexts and appears to be explained by these qualities. As previously said, the aim of these non-formal learning settings is to both educate and entertain, with the student making the "learning decision" in place of the teacher(Downes, 2010).

2.2.2 Self-Regulated Learning of EFL Learners

In language instruction L2, the researchers have increasingly focused on the way that EFL students use their language skills in their English language learning. As an example, research conducted in 2016 by Şahin Kizil and Savran revealed that students who learn by

self-motivation tend to have better language learning skills. Learners are thought to benefit from self-regulated learning (SRL), which stresses 'learner autonomy and responsibility to take care of their own learning'(Caneiro, R., P. Lefrere, K. Steffens, 2011). SRL is strongly related to learner autonomy(Oxford, 2015). Many ideas of SRL have been put forth in the last few decades in an attempt to conceptualize SRL. According to Zimmerman's (1998) review of SRL, for instance, learning is frequently described by SRL theories as a cyclical process with three phases and distinct subprocesses: performance or volitional control (e.g., attention focusing and self-monitoring), self-reflection (e.g., self-evaluation and self-reaction), and forethought (e.g., goal setting and strategic planning)(Barry J. Zimmerman, 1998).

A study conducted in 2016 by Şahin Kizil and Savran aimed to investigate how 777 EFL students at a Turkish university used information and communication technology (ICT) for self-regulated learning. used information and communication

technology (ICT) for self-regulated learning. Focusing on several self-determined learning factors (i.e., commitment to goals, social support, everyday learning, metacognitive learning, and religious education), their research showed that students generally felt more positive about the benefits of using ICT tools to help them achieve their learning goals, increase their (i.e., commitment to goals, influence, social support, everyday learning, metacognitive learning, and religious education), their research showed that students generally felt more positive about the benefits of using ICT tools to help them achieve their learning goals, increase their motivation, and obtain more learning resources.

On the other hand, they feel rather optimistic about the fact that ICT tools can enable them to interact with other L2 learners or tutors, deepen their understanding of the L2 culture, and increase their awareness of the metacognitive processes involved in their adoption of ICT, Şahin Kizil and Savran concluded their research by proposing that EFL

learners should learn to use ICT to self-organize their language learning on the six aspects mentioned above(Ayers & Reder, 2016)

2.2.3 EFL Learning Strategies through Audio Visual Media

According to Mayer's principles of multimedia learning, several key strategies can enhance learning from audiovisual materials like videos or animations. Pre-learning strategies like accessing prior knowledge and pre-training on key concepts allow learners to construct a mental framework to organize the new information(Mayer, 2014). During learning, strategies such as segmenting videos into digestible chunks, using signaling to highlight crucial points, and avoiding redundant text and narration improve cognitive processing.

Furthermore, prompting generative strategies where learners create their own explanations, drawings, or examples leads to deeper understanding compared to passive viewing (Fiorella & Mayer, 2016). Finally, post-learning retrieval practices and elaboration

promote long-term retention of the multimedia content (Weinstein et al., 2018). By applying these research-based strategies, educators can optimize audiovisual instruction for meaningful learning. In the 2000s, researchers began to investigate language learner strategies using a contextual approach, viewing learners' use of strategies as the result of the interaction between learners' cognitive choices and the mediation of their situated environments(Hernández et al., 2016).

The reasoning behind this approach was that it may provide previously overlooked insights. They examined how learners' experiences and learning environments interacted, how strategies functioned in various learning contexts (e.g., White et al. 2007), how different repertoires of strategies were used in various contexts(Tsung-Yuan Hsiao and Rebecca L. Oxford, 2002), how learning strategies were described in terms of learning contexts(Anna U. Chamot, 2004), and how the use of strategies is dynamic and evolutionary (Gao 2003).

2.2.4 Metacognitive Awareness of EFL Learners

Metacognition refers to the ability to monitor and regulate one's own cognitive processes, such as attention, comprehension, and learning. Metacognitive awareness is important when consuming and engaging with audiovisual media. In educational contexts, developing metacognitive skills can help learners maximize their comprehension and retention of audiovisual course materials like recorded lectures or educational videos. Research shows that prompting learners to self-monitor their understanding through activities like note-taking, generating practice questions, or articulating areas of confusion can lead to deeper learning from multimedia instruction(Richard E. Mayer, 2021).

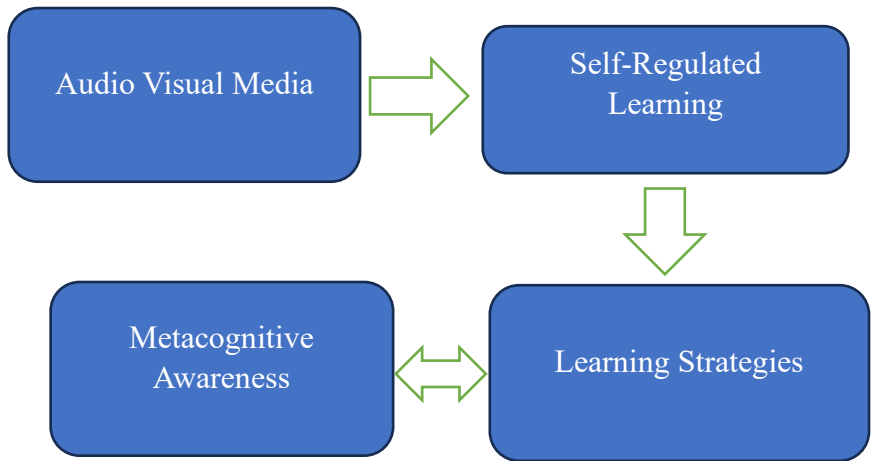
To be able to self-regulate, the learner must have high self-efficacy towards the task, have a commitment to the goal (learning/academic) and use learning strategies(Barry J. Zimmerman, 1998). Although the learner may have a list of study strategies to choose from, their use depends on motivational

elements. One of motivational variable, self-efficacy, is a person's belief in their ability to accomplish a task(Faradhillah et al., 2020). Self-efficacy was found to influence motivational processes and motivation and self-regulation processes during training(Schunk & DiBenedetto, 2021) and improve learning outcomes and performance.

Research on metacognitive awareness in EFL learning highlights the important role that metacognitive awareness in enhancing students' learning processes and outcomes. Research has consistently shown that higher metacognitive awareness correlates with improved language proficiency. Güneş's findings are in line with this, showing that Turkish EFL learners who demonstrate strong metacognitive awareness are better equipped to manage their learning strategies, leading to improved performance. Metacognitive awareness promotes self-regulation, which enables learners to plan, monitor and evaluate their learning. This is supported by research showing that students who are aware of their cognitive

processes can adjust their strategies effectively, resulting in better learning outcomes(Güneş, 2021).

2.3 Conceptual Framework



This framework shows the interaction between the use of audio-visual media, students' ability to regulate their own learning process, awareness of the thinking process, and strategies used in learning.

CHAPTER III

METHOD

A. Research Approach

This research uses a phenomenological approach, where researchers focus on the subjective experiences of individuals and reflect on the results of each individual's experience interpretatively (Max van Manen, 2023).

B. Research Focus

This research focuses on what strategies do the learners employ when using audio visual media in their self-regulated learning by conducting face-to-face interviews and conducted in two languages, namely Indonesian and English, and investigate the ways in which EFL learners express their metacognitive awareness.

C. Sources of Data

The data sources in this study were 6 out of 23 students of English Club Negeri 18 Semarang. Sampling was done with certain considerations, the researcher chose members who were considered most

relevant to the research objectives. In this study, the researcher took about 26% of the total population. Although it does not reach 1/3, this approach still reflects a sampling method that aims to obtain a relevant representation of the population. The selection of members was based on certain criteria, such as grade level in the English club, research-relevant activities undertaken by the selected sample. This ensures that the sample taken can provide a deeper insight into the phenomenon under study.

Observation, interview, questionnaire filling and documentation were also used to collect data. This research is based on the journal *Innovation in Language Learning and Teaching* entitled *Learning English from YouTubers: Self-organized English Learning by L2 Learners on YouTube*. In this study, the researcher examined 6 students intensively through in-depth interviews.

D. Methods of Collecting Data

1) Observation

In this study, researchers used the observation method to observe students' learning strategies so that researchers could see what strategies students used in conducting self-regulated learning using audio visual media. In order to gather information about the strategies students employed when conducting SRL with audio visual media, this study used observation. In order to give true insight into students' conduct, observations were designed to guarantee a thorough understanding of how students applied their strategies. The last observation was conducted for 2 hours, the researcher observed the students while watching an English movie, and then some students took notes on what they got and the new vocabulary they knew. They understood how to listen and take notes at the same time.

- 2) In the metacognitive awareness section researchers used the open-ended questionnaire method to get more answers from students and then reinforced with semi-structured interviews to get an exact answers and researchers were able to identify what students were interested in.
- 3) The next step was then clarified with an in-depth interview to get final answers from the students. Asking them 10 questions during the interview regarding their experiences watching English instruction videos on YouTube and other social media platforms (like Instagram), their motivations for watching those movies, their opinions of those videos, and how they felt this informal learning strategy affected their life perspectives and learning

experiences. All of the interviews were done in Indonesia, the students' first language, allowing them to freely express themselves without any potential impediments arising from language.

In the phenomenological approach, data collection is carried out with a focus on the individual's subjective experience of the phenomenon under study. The data collection process aims to gain an in-depth understanding of how individuals experience and give meaning to the phenomenon. Collecting student notes or writings as additional documents(Coco et al., 2019). The principal technique of data collection was interviews, which are grounded on 'the attitude that participants' ideas are relevant and useful'(Marshall & Rossman, 2020). This approach allowed us to engage directly with the participants and delve into topics of interest. Semi-structured interviews were specifically carried out because this method, which uses a flexible set of interview questions, may enable us to thoroughly

examine the reasons behind students' viewing of English-teaching YouTubers' videos and the various ways in which watching such videos has helped them.

E. Data Validity

In this study, researchers used method triangulation to collect data and ensure the validity and reliability of the research results. Method triangulation was chosen because it combines different methods, namely, observation, open-ended questionnaires, and interviews. This study uses one of the elements of expert triangulation, which is an in-depth interview to explore students' metacognitive strategies and awareness in self-regulated learning with audio-visual media. Through interviews with English as a foreign language (EFL) learners, we gained deep and diverse insights into how this media influences students' approach to learning and their self-regulation. Researchers can get a more comprehensive and accurate overview of the phenomenon under study. The use of these various methods helps identify and eliminate biases that may arise if only one method is

used, so that the research results become more reliable and valid.

F. Instrument

Hung-chun Wang and Cheryl Wei-yu Chen (2019) have conducted research on self-regulated learning where they examined students' learning experiences and strategies through YouTube videos. The researcher adapted the instruments from previous researchers and created research instrument items in the form of observation guidelines (see appendix A). This research was conducted using a questionnaire to collect data from respondents. The questionnaire designed includes a series of questions that aim to identify and analyze the views, experiences, and behaviors of respondents related to the topic under study. The data obtained through this questionnaire will be analyzed qualitatively to gain greater insight and produce valid conclusions regarding the research subject after data validity (see appendix B).

Table 3.1 Lattice of Instrument

Variable	Indicator
Learning strategies that the learners employ when using audio visual media in their self-regulated learning	Recording
	Recording and reviewing
	Noting
	Noting and reviewing
	Reviewing

For the complete instrument, see Appendix B

Variable	Indicator
EFL learners portray metacognitive awareness in their self-regulated learning process with audio-visual media	Planning and monitoring
	Evaluation and revision
	Self-assessment and Making Reflection

Towards understanding the influence of audio-visual media on self-regulated learning, researchers have developed comprehensive indicators supported by

in-depth interviews and existing research. These indicators are designed to measure various aspects of self-regulated learning, such as motivation, and comprehension focus.

1. Belief, as this affects the learning process of other aspects.
2. Motivation, which affects the focus and purpose of the undertaking.
3. Comprehension focus
4. Tools, which consist of technology and teaching materials (English learning videos on YouTube or other sources).

G. Method of Analyzing Data

According to Saldana (2014), there are three claims regarding the power of qualitative data that will be discussed further, namely (1) data condensation, (2) data display, and (3) conclusion drawing/verification. Which are often recommended as the best strategy for discovery, exploration of new areas, and hypothesis development. In addition, Saldana emphasizes the

potential of qualitative data in testing hypotheses and evaluating the durability of certain predictions.

a) Data Condensation

Data condensation is the process of selecting, focusing, simplifying and transforming data from field notes, interview transcripts, documents and other empirical material. By condensing data, we strengthen the information, not reduce it. This process is ongoing in a qualitative research project. Before data collection begins, the researcher is already condensing by selecting the case, research questions, and data collection methods. During data collection, further condensation occurs through summary writing, coding, theme development and analytical memo writing. This process continues after the fieldwork is completed, until the final report is finalized.

b) Data Display

As with data condensation, the creation and use of displays is not separate from analysis-it is

part of the analysis. Designing displays, such as determining the rows and columns of a matrix for qualitative data as well as selecting the data to be included in the cells, is an analytical activity.

Data displays serve to present information in a systematic and organized way, making it easier for researchers to identify patterns and trends that may not be apparent in a plain text format. By using displays, researchers can visualize relationships between variables, compare data from different sources, and organize information in a way that is easier to understand. These displays also help in presenting the findings to the audience, making the research results more interesting and informative. In addition, the process of creating displays often encourages researchers to think more critically about the data they have, leading to new insights and a deeper understanding of the phenomenon under study.

c) Conclusion Drawing/Verification

The third step in the analysis is conclusion drawing and verification. From the beginning of data collection, qualitative analysts begin to interpret the meaning of various information by noting patterns, explanations, cause-and-effect relationships, and propositions. Competent researchers maintain these conclusions with an open and skeptical attitude, although such conclusions exist, they are usually vague at first and then become clearer over time. “Final” conclusions may not emerge until data collection is complete, depending on several factors, such as the number of field notes, the coding and storage methods used, the skills of the researcher, and the deadline at hand.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher present the research results obtained from data collection through the methods described in the previous chapter. The main focus of this chapter is to analyze and interpret the data that has been collected, and relate it to the formulation of the problem and research objectives. The results obtained will be presented in a thematic analysis, Thus, this chapter aims to provide a clear picture of the key findings in this study, as well as their implications for the development of knowledge in relevant fields. The researcher has explored the implementation of Self -Regulated Learning (SRL) with the use of audio visual and students' metacognitive awareness in the implementation of SRL in students. For more specific data collection purposes, the researcher made one observation on October 24, 2024 so that the researcher knew what strategies students applied to the use of audio visuals when doing self-regulated learning and the effect of self-regulated

learning using audio visuals on metacognitive awareness was done once. The researcher also distributed questionnaires to participants and then the researcher conducted interviews in order to collect more answers from students and strengthen the data on November 04, 2024. The specific data that has been collected is analyzed through data condensation, data display, and conclusion drawing. Then, the results are explained as follows:

A. Findings

4.1 The Strategies that Learners Employ When Using Audio-Visual Media in Their Self-Regulated Learning.

This table presents a detailed exploration of the different strategies learners use when using audio-visual media in their independent learning activities. The strategies outlined here reflect the diverse approaches students take to improve their understanding, retention and application of knowledge. By identifying and analyzing these strategies, educators can better support students in developing effective independent learning habits

that harness the power of audio-visual media. Researchers used several codes in the table as a sign that represented the results of observations made by researchers in the classroom. Code 'O' means as observation data, code 'S1-S5' means as indicators for the use of strategies.

Table 4.1 The strategies that learners employ when using audio visual media in their self-regulated learning.

No	Name	Strategies	The purpose of using strategies	The Medium that students use
1.	AM	Recording (O-S1), Noting and Reviewing (O-S4)	To facilitate understanding of the material.	YouTube, Film
2.	HAA P	Reviewing (O-S5)	To enhance speaking skills	Film, YouTube

3.	NAE	Noting and Reviewing (O-S4)	To improve pronunciation skills	YouTube, Music, Film, TikTok Videos
4.	RA	Noting and Reviewing (O-S4)	To enhance understanding by noting and reviewing.	YouTube, Instagram Reels
5.	HD	Noting and Reviewing (O-S4)	To enhance understanding by identifying words	YouTube, Cartoon
6.	MMN	Noting (O-S3)	To practice English skills by using videos, noting new vocabulary, and practicing it	YouTube, TikTok Videos, Instagram Reels

From the table above, it can be concluded that participant 1 used 3 strategies, namely recording, noting, and reviewing. Participant 2 only used reviewing strategy when doing self-regulated learning using audio-visual media. Then participants 3, 4, and 5 used the same strategies,

namely noting and reviewing. And participant 6 only used the noting strategy. Most of them use learning video media from YouTube to learn English, some also use video tutorials to play a game to practice their English skills, some also use Instagram. It seems that the use of audio visual can facilitate students in their learning experience. They become more active in learning, and can apply strategies that match their learning style or perhaps the one they prefer. From the table above it can also be seen that the students combine learning strategies and audio visual as their learning tool.

As the researcher observed in their classroom, students access audio visuals according to their learning styles and strategies. Additionally, the table shows that students combine learning strategies with audio-visual tools. As observed in the classroom, students access audio-visual resources according to their learning styles and strategies.

4.2 The Way EFL Learners Portray Metacognitive Awareness in Their Self-Regulated Learning Process with Audio-Visual.

The following table presents an analysis of the way EFL learners describe their metacognitive awareness in the self-directed learning process, involving the use of audio-visual media. Through this table, we can see how audio-visual elements contribute to enhancing metacognitive awareness, as well as the strategies applied by the students to manage and evaluate their learning process. With a better understanding of the relationship between metacognitive awareness and learning tools, it is expected to provide valuable insights for the development of more effective teaching methods. The researcher used several codes in the table as a sign that represents the results of observations made by researchers in the classroom. Code 'P1-P3' means as indicators of metacognition awareness portrayal.

Table 4.2 The way EFL learners portray metacognitive awareness in their self-regulated learning process with audio visual media.

No	Name	The ways students portray their metacognitive awareness	Description
1.	AM	Evaluation and Making Reflection	Evaluating student learning and then students reflecting on her learning outcomes. (P2&P3)
2.	HAAP	Planning and Self-Assessment	Developing a structured learning plan and conducting self-

			assessment. (P1&P3)
3.	NAE	Evaluation and Revision, Self- Assessment and Making Reflection	Evaluating her learning outcomes then make a self- reflection (P2&P3)
4.	RA	Planning and Monitoring, Making Reflection	Creating a self-study schedule, asking his parents for help and then reflecting. (P1&P3)
5.	HD	Monitoring, Self- Assessment	Monitoring her learning progress before moving on to the next

			material after doing the exercise (P1&P3)
6.	MMN	Planning, Self-Assessment and Making Reflection	Planning each lesson to be learned, then working on practice questions after reflecting on the results. (P1&P3)

(RA) "I have my own self-study schedule, sometimes my father also gives some problems for me to do so that I can know which parts I have to improve then I make a reflection."

Students maintain a self-regulated study schedule to effectively manage their learning. Occasionally, their fathers provide additional exercises for them to complete, which helps students identify specific areas

that need improvement. After working on these tasks, students self-reflect to assess their progress and understanding. This combination of structured study and external feedback allows them to improve their skills and become more aware of their learning needs.

All students incorporated reflection, whether through post-evaluation reviews (AM, NAE) or after practice exercises (HAAP, MMN). RA's reflection on external feedback (from his father) underscores the value of combining self- and external assessment. These practices cultivate metacognitive awareness by encouraging learners to analyze their strengths and areas for improvement.

The overall purpose of the strategies discussed is to enhance metacognitive awareness among students in their English language learning journey. By using videos, learners can actively identify and note new vocabulary and phrases, fostering a deeper understanding of the material. This approach promotes self-reflection through repeated viewing and review, allowing students to assess their comprehension and practice speaking more confidently. Ultimately, these

methods empower students to take control of their learning, ensuring they can effectively communicate in English while becoming more aware of their own learning processes.

B. Discussion

In recent years, the integration of audio-visual media in language education has garnered significant attention, particularly in the context of self-regulated learning among English as a Foreign Language (EFL) learners. The research titled "Audio Visual Media Within Self-Regulated Learning: A Description of EFL Learners' Strategies and Metacognitive Awareness" explores how these media tools influence learners' strategies and their awareness of cognitive processes. This study discusses about the importance of metacognitive awareness in enhancing language acquisition, providing valuable insights into how EFL students can leverage audio-visual resources to improve their learning outcomes. By examining the interplay between media usage and self-regulation, this

research contributes to a deeper understanding of effective language learning strategies.

1. The Strategies that Learners Employ When Using Audio-Visual Media in Their Self-Regulated Learning.

The findings suggest that students' strategy use of audio-visual media-such as note-taking, recording and reviewing-operates within a self-regulated learning (SRL) framework, serving as self-oriented feedback(Gambo & Shakir, 2021). This cyclical process involves students monitoring the effectiveness of their strategies and making obvious adjustments. Initially, students develop the strategy knowledge (semantic memory) to apply this technique consciously, as seen in their actions of intentionally pausing the video to take notes. Through repeated practice, these strategies develop into procedural knowledge, which becomes automatic in long-term memory. Critically, students' enjoyment in interacting with moving or pictorial text enhances this process, as visual media

evoke affective responses that stimulate motivation and psychological engagement(Yamaguchi, 2022). The emotional resonance of images and symbols transforms learning from a mechanical task to an interactive experience, strengthening strategy retention. Learning is an active, dynamic process in which students should be responsible for their own learning. Learners who are self-regulated achieve better academic performance than those who are not(Greene et al., 2007). These observations emphasize the dual role of cognitive strategy development and emotional engagement in SRL, where feedback and multimedia appeal jointly optimize learning outcomes. Future research should investigate how customized multimedia design can strengthen the synergy between strategic adaptation and learning pleasure in a self-organized cycle.

2. Way EFL Learners Portray Metacognitive Awareness in Their Self-Regulated Learning Process with Audio-Visual.

The findings reveal that EFL learners use metacognitive strategies such as planning, monitoring, evaluating and reflecting when using audiovisual media

in their independent learning. Reflection was a common thread, with students analyzing their performance to identify strengths and areas for improvement. The use of videos supported these strategies by allowing for repeated viewing, active engagement and building confidence through practice. The results of this study suggest that integrating metacognitive awareness with audiovisual aids can enhance language learning by fostering autonomy and self-regulated learning processes. Educators should consider explicitly teaching these strategies to maximize their effectiveness in the classroom. The findings from Mayer (2014) are closely aligned with the importance of metacognitive awareness in audiovisual learning. This research shows that effective multimedia design inherently supports and enhances metacognitive processes by optimizing cognitive load and engagement. It directly facilitates metacognitive monitoring by breaking down complex information into manageable units and helping learners to identify key concepts. Similarly, the personalization principle promotes self-regulation by creating a conversational

context that encourages students to actively reflect on their understanding. The coherence principle further supports metacognition by removing irrelevant material, so that learners can focus their attention on their self-assessed understanding(Mayer, 2014). These design strategies reflect metacognitive techniques such as questioning and self-reflection, as they structure the audiovisual content in a way that encourages learners to monitor their understanding, identify gaps, and regulate their learning process. This alignment is particularly relevant for EFL learning, where research has consistently shown that higher metacognitive awareness correlates with improved language proficiency. Studies such as Güneş' work with Turkish EFL learners demonstrate that students with strong metacognitive awareness are better equipped to manage their learning strategies, leading to improved performance. Metacognitive awareness promotes self-regulation, enabling learners to effectively plan, monitor, and evaluate their learning processes that are directly supported by Mayer's multimedia principles(Güneş, 2021). For example, the segmenting

principle allows EFL learners to pace their engagement with audiovisual materials, while the modality principle reduces cognitive load, freeing up mental resources for self-monitoring and strategy adjustment. Together these findings suggests that well-designed multimedia not only delivers content effectively, but also creates conditions that foster metacognitive skills, which are crucial for language acquisition. Research that will contribute to a more complete understanding of metacognition and self-regulated learning in L2 listening both inside and outside the classroom is needed(Zeng, 2018). Ridley's 1992 research findings concluded that educational interventions aimed at developing students' metacognitive awareness and motivation may be important to encourage deliberate self-regulation of their own learning(Ridley et al., 1992). Future research could further explore how specific multimedia design elements interact with metacognitive strategies to optimize EFL learning outcomes, particularly in diverse linguistic and cultural contexts. By integrating Mayer's evidence-based principles with targeted metacognitive training,

educators can create more powerful learning experiences that enhance both comprehension and self-regulated learning skills in EFL students.

CHAPTER V

CONCLUSION AND SUGGESTION

As the final part of this study, the researcher presents the conclusions and suggestions derived from the data analysis and findings discussed earlier. These conclusions summarize the main points identified, as well as the implications of the research results for teaching practice. In addition, the suggestions provided aim to assist teachers and researchers in implementing more effective strategies in language learning and encourage further research in this area. The researcher hopes that the results of this study can make a significant contribution to the development of better teaching methods in the future.

A. Conclusion

This study discussing about, the significant role of audio-visual media in enhancing self-regulated learning among EFL learners, as student utilized strategies such as recording, noting, and reviewing through platforms like YouTube, films, and social media. These tools not only accommodated diverse

learning styles but also fostered active engagement and autonomy. Additionally, learners demonstrated metacognitive awareness by employing planning, monitoring, evaluating, and reflecting with reflection being a key component for self-assessment. The findings suggest that when learners actively engage in planning, monitoring, evaluating and reflecting when using multimedia resources, they develop stronger language proficiency and greater independence in their learning journey. This research emphasizes how well-designed audio-visual materials can support this metacognitive process by breaking down complex information into manageable segments, reducing unnecessary cognitive load, and creating an engaging and interactive learning experience. An important insight from this research is the dual role of cognitive and emotional engagement in successful learning. Learners who find audio-visual content enjoyable and meaningful are more likely to persist with challenging material, experiment with different strategies, and ultimately achieve better results. This combination of

strategic thinking and positive motivation creates a powerful cycle of continuous improvement.

B. Suggestion

Based on the findings of this study, the following suggestions are offered to various stakeholders:

a) For educators:

Introduce various strategies to find out the learning styles that suit students. Teach metacognitive strategies explicitly by showing students how to set goals, monitor understanding, and reflect on their progress when using audio-visual materials so that they can do so independently. Introduce multimedia content carefully by applying principles that reduce cognitive overload and support active learning and reduce distractions in media use. Look for opportunities for reflection by including activities that encourage students to analyze their learning process and identify effective

strategies. Teach metacognitive strategies explicitly by showing students how to set goals, monitor their understanding, and reflect on their progress when using audio-visual materials so that they can do so independently. Introduce multimedia content carefully by applying principles that reduce cognitive overload and support active learning and reduce distractions to media use. Seek opportunities for reflection by including activities that encourage students to analyze their learning process and identify effective strategies.

b) For students

Set clear learning objectives: Before using audio-visual materials, determine what you want to achieve, break larger tasks into smaller, manageable steps to effectively track progress.

- a. Use active learning strategies: Take notes while watching/listening, pausing to summarize key

points in your own words. Predict content based on titles or visuals before playing media, then check your comprehension afterward.

- b. Monitor understanding: Take note of times when you are having difficulty and revisit those sections with focused attention. Reflect and Adapt, compare your performance over time to identify which techniques helped you improve the most.
- c. Utilize technology wisely, balance challenge and fun, choose content that interests you but also pushes you a little outside your comfort zone. By taking responsibility for these practices, you can turn passive viewing into active learning, making your learning sessions with audio-visual media more effective and enjoyable. These small, consistent actions will build metacognitive skills that enhance language learning and lifelong independent learning.

c) For future research:

Explore how different types of learners respond to different multimedia formats, Investigate the long-term impact of metacognitive training on language acquisition, Research how new technologies can further enhance self-regulated learning. The most significant result is that when students develop an awareness of their own learning process and combine this with well-designed audio-visual resources, they become more capable, confident and independent language learners. This approach moves beyond simply delivering content to creating meaningful learning experiences where students actively participate in their own growth and development.

By focusing on the strategic and emotional aspects of learning, educators can help students get the most out of audio-visual media while developing skills that will help them during their language learning

journey and beyond. The ultimate goal is to create a learning environment where students are not just passive consumers of content, but active and reflective participants in their own educational process.

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APPENDICES

Appendix A: Observation Guideline of Audio-Visual Media within Self-Regulated Learning: A Description of EFL Learners Strategies and Metacognitive Awareness

NO	VARIABLE	INDICATOR	NOTES
1.	Learning strategies that the learners employ when using audio visual media in their self-regulated learning	- Recording - Recording and Reviewing - Noting - Noting and Reviewing - Making reflection	-
2.	EFL learners portray metacognitive awareness in their self-regulated learning process with audio-visual media	- Planning and monitoring - Evaluation and revision - Self-assessment	-

Appendix B: Interview Questions

1. What English-teaching channels or videos do you often watch on YouTube, Instagram or other social networking websites? Can you describe how you decide what to focus on when using videos/podcasts for independent learning?
2. What is the most impressive English-teaching video that you have recently watched?
3. What strategies do you use to engage with audio visual materials? How do you choose these strategies?
4. How do you recognize when you are struggling to understand content? What action do you take in the moments?
5. After finishing an AV resource, how do you evaluate whether you've learned what you intended? Do you quiz yourself or summarize key points?

6. Do you think that these English-teaching videos have any influences on your English learning experiences or your life in general?
7. From your English learning experiences, are there any similarities or differences between learning English in the classroom and learning English from English-teaching videos on YouTube?
8. How does your motivation or confidence affect how you use AV media? Do you select materials differently based on your mood?
9. What criteria do you use to choose AV resources? How do you know if a resource is 'right' for your needs?
10. How do you track your learning progress? How do you organize your study time?

Appendix C. Documentation

a. Documentation of Observation



b. Documentation of Interview



Appendix D. Research Permission Letter

	PEMERINTAH KOTA SEMARANG DINAS PENDIDIKAN SMP NEGERI 18 Jalan Purwoyo 1, Kel. Purwoyo, Kec. Ngaliyan, Telp. (024) 7603766 Semarang Web : smn18.semarangkota.go.id, Email : smn18eng@gmail.com								
SURAT KETERANGAN Nomor : B/628/423.4/X/2024									
Dasar: Surat dari Universitas Islam Negeri Walisongo Semarang, Nomor: 4182/Un.10.3/D1/KM.00.11/09/2024, tanggal: 30 September 2024, Perihal: Izin Penelitian/Riset. Dengan ini Plt. Kepala SMP Negeri 18 Semarang menerangkan bahwa : <table border="0" style="width: 100%;"><tr><td style="width: 40%;">Nama</td><td>: STELA YUNITA PUTRI</td></tr><tr><td>NIM</td><td>: 2103046057</td></tr><tr><td>Prodi</td><td>: S1 – Pendidikan Bahasa Inggris</td></tr><tr><td>Fakultas</td><td>: Ilmu Tarbiyah dan Keguruan</td></tr></table> Mahasiswa tersebut benar - benar telah melaksanakan penelitian di SMP Negeri 18 Semarang pada tanggal 10 s.d. 25 Oktober 2024 dengan judul penelitian "<i>Audio Visual Media Within Self-Regulated Learning: A Description of EFL Learners Strategies And Metacognitive Awareness</i>". Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya. Semarang, 31 Oktober 2024 Plt. Kepala SMP Negeri 18 Semarang  Suriani Subandiyah, S.Pd., M.Pd.		Nama	: STELA YUNITA PUTRI	NIM	: 2103046057	Prodi	: S1 – Pendidikan Bahasa Inggris	Fakultas	: Ilmu Tarbiyah dan Keguruan
Nama	: STELA YUNITA PUTRI								
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