

YouTube as a Second Classroom: Self-Regulate Language Learning of Sociology Students in Blitar

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ABSTRACT

Technology is evolving at a rapid pace, affecting lecturers and students across the world in their efforts to harness educational journeys, particularly in English learning. YouTube is a free application that serves as an excellent program for Sociology students at the Islamic University of Balitar (Unisba) to grasp cultural elements in English. This qualitative study, conducted using a narrative technique, exposed the deeper experience of six sociology students who used this program for self-regulated learning in an ESP class. The findings were evaluated using assessment, revolution, and coda. The findings reveal that the students utilize YouTube regularly, they choose the proper information relevant to their major, they get feedback from the instructor, and they use it to supplement traditional ESP classes. The findings also show that the source category is the most prominent, as the students believe it helps them find a wide range of cultural elements on the internet. The findings show that social and cultural categories fail to be incorporated into the independent learning process, as students place greater emphasis on academic achievement rather than conducting research into specific cultural and linguistic contexts.

Keywords: narrative research, self-regulate language learning, Sociology students' perception, technology in language learning, YouTube

INTRODUCTION

In the post-COVID-19 era, English language teaching (ELT) in Blitar is becoming more virtual. This shift is due to the rapid expansion of technology and increasing demands in the current digital workplace. To stay competitive, the lecturer must adapt their teaching methods to accommodate the growth of remote learning across industries. The instructor must stay current on the rapid advancements in technology to keep the session engaging (Pasternak, 2019). The sociology students begin working on a project after the lecturer has conveniently presented a thorough virtual class meeting. The ESP lecturer can employ technology to teach cultural elements to sociology students (Muñoz-Luna & Taillefer, 2018). Technology-aided English language teaching facilitates flexible group work and digital reading materials that support specific English language learning goals (ESP) (Ali et al., 2024; Bocianu, 2018). Consequently, the students' overall mindset is impacted as they become more relaxed and are better equipped to handle the upcoming material in spoken language classes for English-specific objectives.

YouTube has become one of the most popular platforms for language learning. It offers great availability for sociology students, namely, free access to the application and free educational content for speaking classes. This application is effective for regular or even



informal language learning classes, especially for sociology majors at the Islamic University of Balitar (Unisba) in the 2024 academic year. The application helps sociology students study culture and text about social phenomena (Lütge & Merse, 2021). The quality of the lesson improves if the instructor uses YouTube to show the students what the material is about. Displaying material via YouTube creates an exciting environment to reduce students' stress (anxiety) toward the material. To comprehend the authentic text in social education, students use technology to improve language learning (Muñoz-Luna & Taillefer, 2018). This application presents the content in a manner that allows students to understand it from a variety of viewpoints.

According to the preliminary study's interview results, most students consider that the English language will have an impact on their future careers. However, they are unsure how to integrate their social education and the English language. Additionally, they are unaware of the function of the English language in social situations. It indicates that they are unaware of the precise objective of each subject and the reason behind the ESP class. According to Muñoz-Luna and Taillefer (2018), with the aid of technology, ESP lecturers can provide sociology students with the most recent data regarding social education, cultural elements, and the function of English in comprehending those aspects.

Studies have shown how YouTube can be used to develop foreign language skills. Syaputra et al. (2023) shows how effective YouTube is at encouraging students to speak more and participate more actively. Zega et al. (2024) prove how projects and videos on YouTube can help students to speak more confidently. Wahyudin (2024) looks at the role of foreign speakers on YouTube and how they can help students to understand intonation and expression more easily. However, there is a big problem with the research. All three studies focused on students learning English for school or college, and all three used research designs for projects or activities. To date, no specific research has been conducted into the use of YouTube as a tool for self-regulated language learning (SRL) in the context of English for Specific Purposes (ESP) for non-English language majors, particularly those studying sociology. The literature currently available does not yet address the needs of students of sociology, such as access to academic literature on a global scale, understanding of social phenomena, and analysis of cultural discourse with strategies for self-regulation in the process of curating and assimilating digital content independently outside of the classroom.

The necessity for this study is based on the shift in the paradigm of language education in the digital era, which demands autonomy on the part of the students in resolving the discrepancy between conventional curricula and the demands of professional competence. Sociology students need to learn English to access the latest sociological theories and analyse world events. Earlier studies show that YouTube is effective at improving English language skills (A.Y et al., 2023; Zega et al., 2024) . It can also build confidence by listening to native speakers (Wahyudin, 2024). But there has not been a study that specifically looks at how sociology students can use YouTube for self-regulated language learning in English for Specific Purposes (ESL). This needs to be filled by studying how students can learn a second language based on a subject they are interested in.

METHOD

Research design, instrument, and participants

This study investigated the language acquisition experiences of undergraduate sociology majors using a qualitative research methodology based on a narrative inquiry. This approach adopted a digital-based instructional strategy, utilizing YouTube as a medium for language learning. This strategy was employed by the Sociology Department of Unisba to support autonomous language acquisition through self-regulated learning methodologies. Moreover, the present study emphasized the pivotal role of innovation in facilitating language learning processes, characterized by enhanced flexibility and a strong emphasis on autonomy in

learning. The primary characteristics of narrative research lie in the elements of "the told" and "the unsaid" (Wertz & Charmaz, 2011). It was therefore essential to establish a correlation between YouTube's utilization as an educational platform and the attainment of academic success (Bold, 2012). In addition, the decision to choose sixth and seventh-semester sociology students as the participants of this study was made based on the sampling size and the quality of participants proposed by Kim (2020). According to Kim, the process of choosing students as participants needs to consider whether they are qualified to respond to the research issue about sociology education.

Data collection and data analysis

This research collected data through semi-structured interviews, guided by Bold's (2012) prompt sheet perspective and Kailani et al.'s (2023) interview. Students studying sociology as the subject and sociology education as the material were the subject of the study. As part of Bold's (2012) perspective on narrative construction, the researcher used a questionnaire to support the transcripts of interviews, following Lai and Gu's (2011) methodology, as cited in Kailani et al.'s (2023). In addition, this study followed Saunders et al.'s (2016) methodology to ensure the validity and reliability of narrative research. For example, the researcher presented the interview results from the six students to ensure accuracy, and two English teachers were involved to cross-check the research's conclusions and findings.

In doing this research about narrative context, the researcher followed Bold's (2012) perspective in doing data analysis. The researcher believed that structural analysis worked best in this research. From Bold's perspective, it is argued that detailed information and better change comparison of the narrative can be gained, including evaluation, resolution, and coda. In detail, the researcher had to find students majoring in sociology to answer the research questionnaire items. Six students consented to share their thoughts and experiences about using YouTube in Self-Regulate Language Learning. Then, they could show TOEFL test scores to demonstrate their ability to speak and write in English, which Bold calls this part the Experience-Centred Approach. Gathering the interview transcripts from the participants was the next stage. After that, the interview transcript was divided into five groups according to Bold's concept. Identifying the narrative structure was the final step. In this step, the researcher was able to determine whether or not the interviewees were lying and whether their stories were coherent or not.

FINDINGS AND DISCUSSION

Findings

The findings show that YouTube is used as an informal teaching tool for students of sociology, as defined in the framework of Lai and Gu (2011). This identifies six aspects of self-directed learning. The Resource category is the most popular with students, as found in A.Y. et al. (2023). They argue that YouTube significantly improves motivation and active student participation in teaching. The responses show what students prefer about digital teaching. This is similar to the findings of Zega et al. (2024), who found that using video online platforms improves students' grades.

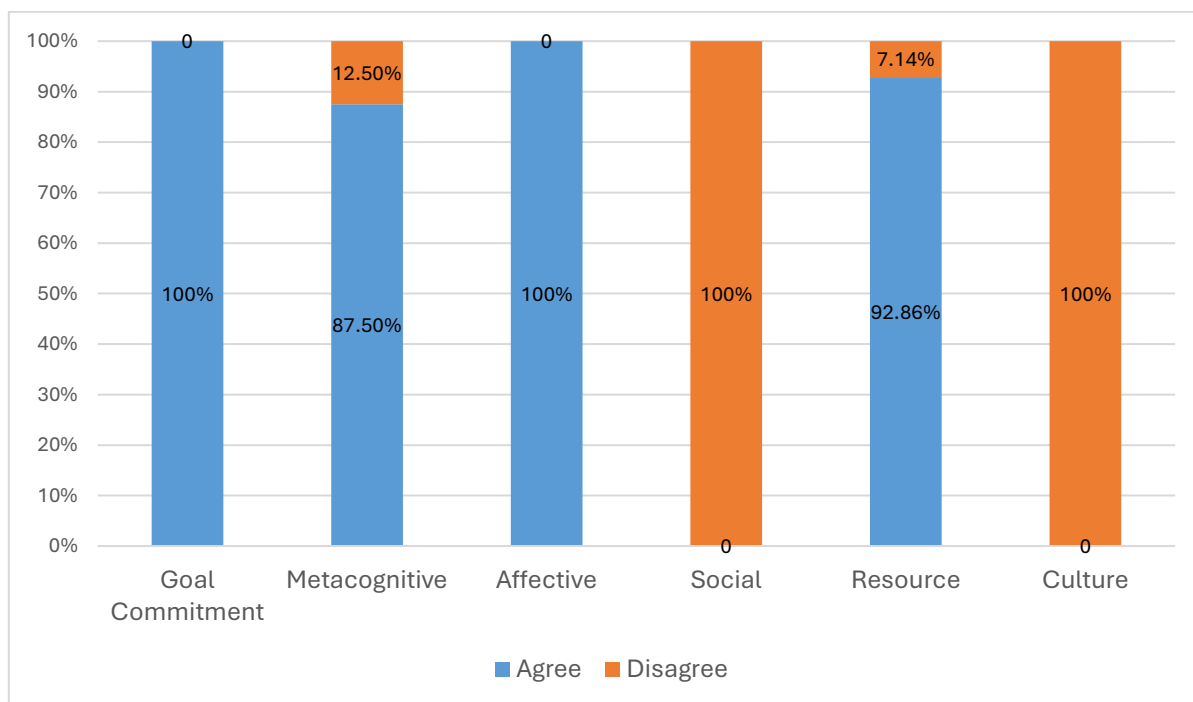


Figure 1. The percentage breakdown of informal learning source responses

The resource category has the highest agreement response, followed by the emotive and metacognitive categories, as the following table demonstrates. In the lecture-provided questionnaire, the majority of sociology students select the "strongly agree" and "agree" categories for the resource part. It happens because online learning, as a resource category, offers a wide range of practical meanings (Muñoz-Luna & Taillefer, 2018). By showing how language learning is used in the classroom and real-world situations, they assert that language learning applications are the answer to language learning in ESP classes. For sociology students, the practical application holds great significance since it may be utilized in everyday life and to help further their careers in the near future. Digital learning resources give significant input for students to study easily and at a reasonable cost (Ferrer et al., 2022; Harsasi, 2015; Lau et al., 2018).

Figure 1 demonstrates that students are uninterested in the social and cultural category because the questionnaire states that ICT has no relationship to understanding foreign cultures. Students who pick this option claim that they have no intention of traveling abroad in English, so they have no need for or interest in using ICT to understand culture. Additionally, when learning a language through ICT (e.g., YouTube), respondents say they have no interaction with the target culture. Online language learning in this study rarely gives the learner face-to-face time, which leads to incorrect social responses (Muñoz-Luna & Taillefer, 2018).

The lack of interest in the social and cultural facets of ICT-assisted language learning, since students are more concerned with improving their language skills than with comprehending other cultures. Without necessarily relating it to the cultural aspects of language, they can see ICT as a tool for honing their language skills. According to Muñoz-Luna and Taillefer (2018), when students are not interacting with L2, they lack social learning experiences. Due to their limited exposure to authentic cultural experiences through ICT-based learning, students feel a gap between language and culture. Cultural awareness may be given higher priority by the students depending on their own language learning goals and motivations.

Furthermore, the study reveals some interesting findings when Sociology students use YouTube for language acquisition. Based on an in-depth interview section, the study discovered that sociology students use YouTube for social purposes. This web-based tool provides virtual language learning, which may increase their desire to learn a foreign language. YouTube's videos are relevant to social education, and their visual appeal eliminates monotony and enhances conventional methods.

Discussion

This section presents a discussion of narrative research findings regarding sociology students. Referring to the perspective of Gale as quoted in Bold (2012), this analysis focuses on the contribution, impact, and experiences of students. This study uses data from Lai and Gu's (2011) research method, combining information from questionnaires and in-depth interviews to provide a comprehensive understanding of self-study. Integrating all the data allows for a deeper understanding of the YouTube study, providing context for the interview findings.

YouTube, a web-based platform, can be used to discuss a variety of topics related to self-regulation in English language learning. To understand the self-regulation of sociology, the researcher uses the paradigm proposed by Lai and Gu (2011). The findings of an investigation into how Sociology students utilize YouTube to learn English independently are as follows.

Table 1. The informal learning source for sociology students

No.	Category	Agree	Disagree
1	Goal Commitment	24	0
2	Metacognitive	126	18
3	Affective	154	0
4	Social	0	24
5	Resource	156	12
6	Culture	0	30

For lecturers, the accompanying chart provides a wealth of information regarding the variables affecting Unisba's sociology students' self-language learning. Achieving individual or collective goals requires self-regulated processes like planning, reflection, and the capacity to acquire sufficient resources, as highlighted by categories like Metacognitive (126 agree, 18 disagree) and Resource (156 agree, 12 disagree). The resounding consensus in these domains suggests that people applaud tactics that foster self-awareness and give them the resources they need to succeed. Conversely, the total amount of disagreement in Social (0 agree, 24 disagree) and Culture (0 agree, 30 disagree) indicates that these variables are either not given priority or are thought to be less important in the present situation.

The information above helps to clarify internal capacities (such as metacognition); for instance, it identifies the metacognitive categories that are important in the survey. The results suggest that participants choose the content based on their major rather than simply enjoying viewing YouTube videos. The YouTube video selection will benefit their careers because they will acquire English and social education at the same time. Selective attention will assist the students (Szyszka, 2017).

Still based on the table above, the findings have significant implications for practice and policy, as they highlight areas of strength and gaps that could be addressed to enhance effectiveness. For instance, the strong agreement in Affective (154 agree, 0 disagree) demonstrates the critical role of emotions and motivation in influencing actions and decision-making. Affective Dimension will shape the learning experience (Oxford, 2017). An LCD and free Wi-Fi are two examples. A policy may benefit from considering the fact that not all sociology students have sufficient internet usage, and providing an LCD can boost their

understanding in the classroom. However, the disagreement in Social and Culture highlights possible areas for change where individuals may feel unsupported by their social environment. The lecturer can offer information on cultural aspects that are underestimated or misunderstood. Clear information helps promote cultural understanding.

Bold (2012) asserts that researchers include an experience category in their findings. The table above provides a comprehensive and authentic picture of sociology students' life experiences. The agreement in Goal Commitment (24 agree, 0 disagree) highlights the importance of clearly defined goals in driving individuals' actions, making this category relatable to anyone who has strived for achievement. Similarly, the strong agreement in Affective shows how deeply emotions and motivation are embedded in real-world experiences, affirming the idea that emotional engagement is a vital part of success.

S1: "I have a target in learning foreign language, and ICT helps me a lot."

Based on the transcript, S1 shows question number 3 in the questionnaire about goal commitment. It indicates that he contrasts his learning experience in high school and on campus. He believes that he is learning a lot of technology to assist the English language because it is a worldwide language that will impact their profession in the near future.

ESP lecturers must give content based on the new curriculum and what works in real-life situations so that students can apply it immediately without waiting for graduation. According to Cook, as cited in Woodrow (2018), ESP places a strong emphasis on achieving out-of-class communication about social education. S1 interview transcripts demonstrate the efficacy of language acquisition. S1 can add a personal note while studying English on YouTube, just as they would in traditional ways. The technology can simplify this process by copying and pasting a specific channel into the browser's taskbar. Once S1 opens the browser, S1 automatically learns and repeats the channel's weakness. This strategy is easy, yet it provides a valuable real-life experience for learning English.

S1: "I like the new colour in every lecturer's presentation."

S1 describes how transitions and colours alter students' perceptions of topics. A fresh colour makes it easier to remember the new category and component. So, he can memorize each category presented by the lecturer. Based on the second transcript, the lecturer can make social education more engaging in class. They can begin by administering a little quiz to determine the students' knowledge background, and then adjust the knowledge to achieve the objective of language learning in an ESP lesson. The ESP lecturer must make the quiz flexible for students to grasp the concepts of context and motivation simultaneously (Bárcena et al., 2014). All students think that transitioning between material delivery is important, and the lecturer can create two paragraphs in a single display with multiple links that can lead directly to the YouTube channel to learn more about social education news. In this instance, the ESP lecturer must choose a sociology-related topic (Woodrow, 2018). According to observation data, these activities can reduce boredom and boost enjoyment in learning a foreign language.

Sociology students' employment of YouTube in their English language acquisition process

YouTube, a well-known online resource, might help students identify their cultural and social interests. Sociology students at Unisba utilize YouTube for entertainment, education, or social connection. This dynamic approach to connecting with the digital world might also be beneficial for English language learners in ESP classes.

S2: "I think YouTube is interesting. I know the obesity crisis in Indonesia and outside."

Bold's (2012) study serves as the foundation for narrative research, and the interview's transcript shows how utilizing this app helps one comprehend social relationships. According to S1, obesity is not just a problem in Indonesia, but also in other countries, such as China, where this study is being conducted. Chinese is not understood by S1, yet YouTube offers official subtitles for this phenomenon. Since learning English supports their sociology major, S1 is happy to learn the language based on actual social facts. According to S1 and his classmates, the digital transition in English language learning is a result of the fast economic expansion and urbanization that has caused a significant movement away from traditional diets and toward harmful Western cuisine. Population problems do indeed have many follow-up problems, for example, the problem of urbanization (Sulistyowati et al., 2022).

Sociology students regularly watch the channel because the software helps them understand obesity as a social phenomenon in Indonesia. It means that this action is an inspired action about the impact of social phenomena in explaining narrative research by Bold's (2012) study. They gain two benefits from this action since it enables them to study the English language and social life simultaneously. CALL systems can affect learner motivation to learn English (Lamb & Arisandy 2020). Based on the social life phenomena of obesity, sociology students assert that people and policymakers should critically assess their roles in tackling this epidemic. Policymakers can educate students about the importance of leading a healthy lifestyle and its effects. According to Lefebvre, as cited in Sumandiyar et al.'s (2020) study, if urbanization is not addressed, it can lead to the loss of spatial boundaries.

In terms of representation of the lived experience, the transcript of the conversation captures the lived experiences of students navigating a society that is quickly urbanizing and replacing traditional eating patterns with easy, high-calorie Western cuisine. Urbanization problems occur in various places (Amaya et al., 2024; Herawati & Mesra, 2024; Simamora, et al., 2024; Sumandiyar et al., 2020). It also shows that some sociology students who live in the city have difficulty adapting to the unhealthy habits that metropolitan areas impose on people. They have discussed it with a doctor, who explained that obesity is a complex disorder with major health consequences that can be caused by genetics or the environment. One of the aspects they observe is how Western food habits might contribute to poor eating patterns and weight gain.

The appeal of YouTube videos to students

For sociology students at Unisba Blitar who participate in this study, this application provides free coaching to learn English and sociology simultaneously. This web-based tool provides virtual language learning, which can increase their desire to learn foreign languages. Each of them has unique potential in terms of learning English. This accessibility democratizes language learning, enabling students to overcome financial barriers often associated with private language tutoring and empowering them to take responsibility for their linguistic development.

S3: "I love to see Indonesian success in US even just in food truck"

This section's contribution is a comparison of social systems in Indonesia and the United States. S3 says that working overseas provides numerous opportunities, even if they have a common job. In contrast, in Indonesia, owning a food truck is similar to gambling in reality. Watching YouTube provides knowledge of social life as a food truck in the United States, particularly in Williamsburg, Kentucky, based on S3 in-depth interview data. The interview transcript above discusses "Diaspora Indonesia" in Williamsburg, Kentucky. According to the

YouTube video and interview data, local governments in Kentucky can play an important role in encouraging immigrant-led initiatives. Local governments can help immigrant businesses and community leaders revive their communities by providing them with assistance and resources. This research helps sociology students at Unisba understand how immigrants might contribute to economic prosperity across the country. They need information about how social groups work and learn about the association process (Simamora et al., 2024; Sulistyowati et al., 2022).

The narrative finding in this section exemplifies the inspiring action of aiding immigrant entrepreneurs in their communities. The various educational and economic backgrounds cannot be used to justify not tolerating immigrants because both the local population and the immigrants are bound by rules that they must follow, such as paying taxes and obtaining permits to serve food in food trucks. S3 suggests that one of the reasons for Rudy and Yanny's trip is job availability, workplace balance, and security. Rudy and Yanny's journey from S3's YouTube video showcases how individuals and institutions can work together to create dynamic, inclusive communities. They need to understand how norms function as a sort of culture (Simamora et al., 2024; Sulistyowati et al., 2022). It means that this YouTube clip educates sociology students about the factors that promote Kentucky's culture while learning English. This result also teaches sociology students how to expand their vocabulary as part of learning the benefits of social groups in sociology contexts, both in English and Indonesian, by using YouTube subtitles. The conversation from this application helps students get a better understanding of language (Szyszka, 2017).

According to Bold's (2012) study, the real-life experiences in this section are of Indonesian immigrants (Rudy and Yanny) who wish to adapt to Kentucky administration and food-selling customs. The food must be sanitary and have a local authority's permission. The immigrants serve Indonesian cuisine as their area of expertise. Then they incorporate Japanese cuisine into the local community to increase food sales. Sharing their heritage while adapting to their new environment is an immigrant's real-life experience, and it is part of the cultural element (Simamora et al., 2024; Sulistyowati et al., 2022). S3 claims that vocabulary increases dramatically when students have a trigger to use English, such as speaking or doing something for a living, such as an immigrant. S3 adds that while mastering English vocabulary, the teacher requires him to converse with a native speaker. Slow start at first, but engaging in real-life conversation is a very different experience. They need motivation as a rehearsal before speaking (Szyszka, 2017).

Evaluations of the YouTube channel

One thing to consider when utilizing this free program is evaluation, meaning that the information should be appropriate for a certain group because each group has its own goal in learning a foreign language. The lecturer should analyse the relevance of YouTube videos on social education so that they can boot the targeted students.

S5: "I think tariff increase only happens in Indonesia, but it is global."

S5 believes that he has observed in real life that farmers in her area are scarce or expensive while attending university, and that there will be a significant change when Indonesia elects a new president in late 2024. It signifies that the transcript provides new information about the economic risks of Indonesian farmers. During this investigation, the sociology student (S5) discovers that another country also has a new trade policy regarding tariffs and farmers based on YouTube videos concerning "tariffs on U.S. agriculture".

S5 claims to have read the lecturer's textbook and that the tariff is a component of urban sociology. There must be a discussion about rates (Sumandiyar et al., 2020). He is excited to learn about the latest social developments in Indonesia and other countries, and he and his

classmates will discuss them all in class. Using YouTube as a web-based application, they can learn new English vocabulary about tariffs from YouTube transcripts and comprehend why tariffs exist in the US. This narrative result demonstrates to sociology students how to view the big picture of trade policy, particularly how it affects small farmers and rural communities. It means that each country faces economic issues that each society must address, as well as the importance of carefully considering trade policy.

According to Bold's (2012) study about the narrative view of the impact of the audience, the new tariff policy in the United States, as stated in S5, will cause food prices to rise. It means that it is harming farmers' livelihoods. It will affect people's lives since a new tariff policy should be developed from a human perspective rather than relying solely on numbers on a page (Astuti et al., 2023; Kartini & Margaret, 2021; Sumandiyar et al., 2020). This part also encourages politicians and economists to campaign for trade policies that prioritize the viability of farming communities, as both farmers and society require affordable and healthy food. This section will provide relevant information about how policymakers and economists function, as well as helpful feedback on urban sociology material for Unisba students. It will motivate the students to learn English with technology (Lamb & Arisandy, 2020).

According to Bold's (2012) study, practical experiences of narrative findings are farmers' vulnerabilities in a globalized market because they believe that the additional tariff will result in lower income and economic suffering. S5 and his classmates have witnessed that farmers in Indonesia must deal with unpredictable weather patterns, which means they do not have a consistent income, and the increased tariff has frustrated them. This topic will be difficult for students to understand if the lecturer solely relies on textbooks; however, audio-visuals from YouTube will provide them with a unique perspective and break down the intricacy of tariff economics and farming as part of urban sociological materials. It enhances EFL students' competency (Albahiri & Alhaj, 2020; Pires et al., 2021). More significantly, they learn new farming terms on YouTube.

Role in learning vs. traditional practices

In the modern era, lecturers and students must change their knowledge of how to use technology in language learning. Technology can help to make classes more productive and eliminate boredom. This section presents the findings on how visual appeal might assist standard approaches to teaching ESP classes.

S6: "I think the textbook cannot explain about social and culture, but the textbook is good for introduction."

S6 believes that the textbook provided by the lecturer is sufficient for understanding society in general. When it comes to social categories, social groups, and cultural forms, the situation is somewhat different since sociology students must understand cultural forms in real-life situations (Sulistyowati et al., 2022). YouTube offers free educational videos about the forms and elements of culture from around the world because seeing the form of culture directly costs a lot of money, according to S6.

The transcript above illustrates the importance of social knowledge, specifically language. The English language is an important cultural component. The purpose is not only to communicate from one group to another but also to express a notion in written and verbal formats. YouTube shows audiovisuals of how the English language functions in Indonesia and other countries, such as China. The application demonstrates that Sociology students at Unisba can trade and purchase a high-quality computer in China without using the Chinese language. This app also allows the lecturer to teach the social value of sociology to students while they learn English. Social values can be introduced by the lecturer through both explicit and implicit material (Feng, 2019).

The narrative finding in this section inspires the action to highlight the intricacies of communication while using the English language. Based on the interview data, all of the participants in this study believe that the English language will have an impact on their careers in the near future. Therefore, they require lectures to polish their prior knowledge in learning English, such as expressing emotions and conveying cultural values. Significant English communication strength for career success (Wahyuni, 2021). As a result, sociology students understand how to negotiate in groups and interact to obtain a high-end computer for their hobby and as a tool for their careers. Learning grammar and intonation while speaking English implies that students understand the need to know a simple sentence at the start. They have to reiterate everything (simple sentence course) because a simple statement can have multiple interpretations, and this fundamental skill is particularly useful for communicating within their social group and expressing a social phenomenon to society in English. This application can also serve as an external source for learning grammar, intonation, and short sentences to avoid boredom while learning. Context-dependent learning in class can cause state boredom in class (Pawlak et al., 2020).

According to Bold's (2012) study, the authentic experiences provided by this program help sociology students learn English quickly and affordably. This application's audiovisual feature can solve a lot of problems when learning English because sociology can set the pace of language learning, and shy students can catch up while learning about society. Taking note of a specific video can be a solution because it is part of the active viewing strategy (Qomaria & Zaim, 2021). Using this application for digital learning in this day and age allows students to be better prepared for class discussions. Finally, the students achieve higher scores, as they utilize the application for self-regulated language learning.

CONCLUSION

According to the findings above, there are six categories of how Sociology students use YouTube to learn English independently. The most prevalent self-regulated methods are resource, effective, and metacognitive, which are followed by metacognitive and goal commitment. Sociology students disagree that culture and social factors contribute to self-regulated English learning using technology. This means that sociology students can benefit from online classes on YouTube, which is a web-based tool relevant to social education. Visual audio can provide a more in-depth grasp of culture and the English language in real life. And, because there is no agreement on social and cultural categories, students mostly use this tool for audio-visual learning reasons rather than cultural research.

Another conclusion is that sociology students have different perceptions of using YouTube to learn English in ESP class, such as usage behaviour, content preference, evaluation, and influence on learning. It means that the participants frequently watch YouTube to learn English in order to assist their academic and future employment goals, such as learning new terms concerning food truck policy and tariffs. Furthermore, watching YouTube is a fantastic way for shy students to prepare themselves for classroom activities. More researchers should conduct similar studies with agriculture students to have a better understanding of the narrative experience of learning English through technology, particularly YouTube.

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