

## **A Correlation between Students' Intensity of Watching English Videos on YouTube and Their Listening Achievement in the 3<sup>rd</sup> Semester English Education Department of UIN Sultan Syarif Kasim Riau**

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### **Abstract**

This research aimed to see is there any significant correlation between students' intensity of watching English videos on YouTube and their listening achievement at the 3<sup>rd</sup> semester of English Education Department UIN Sultan Syarif Kasim Riau. This research used quantitative research. This research used correlational research design. This research was held on October 5<sup>th</sup> – 30<sup>th</sup>, 2022 at UIN Sultan Syarif Kasim Riau. The research data was collected from 34 samples and were selected by technique simple random sampling. The sample of this research was the third semester students of English Education Department UIN Sultan Syarif Kasim Riau. To gather the data, this research used questionnaire and documentation. This research used pearson product moment and simple linear regression to analyse the data. The findings of this research showed that the students' intensity of watching English videos on YouTube had no contribution on students' listening achievement. It means that there is no significant correlation between students' intensity of watching English videos on YouTube on students' listening achievement at the third semester students of English Education Department UIN Sultan Syarif Kasim Riau.

**Keywords:** students' intensity, YouTube videos, listening achievement

### **Introduction**

Speaking is the ability that requires the process of communicative competence, English Education Department UIN Sultan Syarif Kasim uses 2015 Curriculum as a guide in the lecturing process to facilitate students in achieving listening ability. The listening syllabus consists of understanding listening, interpretive listening, critical listening, and academic listening. Academic listening subjects are skills to understand academic contact well. The academic listening curriculum involves the acceptance and understanding of oral material for educational purposes. Academic Listening includes many forms of listening items, including academic talks, debates, seminar presentations, and regularly uses high-level vocabulary and structure related to academic goals. Therefore, students are required to be able to understand English quickly so that the academic material provided can be understood completely. By practicing listening students can overcome difficulties in understand English.

As implied in the curriculum, listening ability is one aspect that can affect their achievement in understanding academic material. Students have some problems related to their listening ability. They usually practice by playing the voice of a native speaker speaking. They admit that sometimes they do not understand what they hear, especially when native speakers speak too fast. Some student claimed that they have difficulty understanding the spoken word because they did not hear the word often. Students also feel that to understand listening content takes a lot of energy to stay focused and pay attention to the topic.

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Based on the explanation above, the high intensity of watching English-language channels on YouTube is a way to increase listening achievement. Many researchers have conducted research on watching English channels. Based on previous research, it shows good result from students listening by watching English Channel YouTube. such The Use of YouTube Vlog To Improve the Students' Listening Skill of MTS Samarinda (e.g. Lestari, 2019) and The Role of Social Media (YouTube and Snapchat) in Enhancing Saudi EFL Learners' Listening Comprehension Skills (e.g. Al Harbi, 2020), Based on the previous research above, most of the researchers do the research aims to know how to improve listening skills using YouTube but there is no research about the correlation between listening ability and watching YouTube.

There are some research that show using YouTube can increase speaking skill such as Use of YouTube-Based Videos to Improve Students' Speaking Skill (e.g. Riswandi, 2016) and YouTube Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19 (Syafiq, et. al. 2021).

There are also some researches that mentioned that watching can improve students' listening such as The Correlation Between Students' Habit in Watching Movie and Listening Skill ( Abdullah & Rahman, 2017) and Students' Intensity in watching English videos on YouTube and Their Listening Skill, A Correlation Study (Ningtiyas, et. al 2020).

Based on some previous research mentioned above, it can be assumed that YouTube is one of the listening medium that increases listening skills for students. However, Since Bozorgian and Pillay (2013) mentioned that listening skill is hard to learn and people having a negative perception of listening skill, the researcher needs to find out the people's attitude toward watching English YouTube videos. This is in accordance with the researcher's experience as a YouTube viewer. The researcher feels that every day there is a lot of content in the English language that can be viewed unintentionally on YouTube. Therefore, the researcher's listening skills are also improving. And in this department, there are no previous studies about the effectiveness of watching English Videos on YouTube with listening achievement. Therefore, the researcher indirectly wants to see how student response in such intensity can improve the listening achievement of the students.

## **Methodology**

This research used quantitative approach with the correlation method in this research. This research used correlational research design to seek the relation of two or more variables to see if they influence each other. In this research, the researcher has two kinds of variables, the independent variable and dependent variable. The independent variable is students' intensity of watching English Channel YouTube symbolized by 'X' and the dependent variable is students' listening achievement symbolized by 'Y'. This research was conducted on October 2022 and the location of this research at UIN Sultan Syarif Kasim Riau. It is located on Soebrantas street, Simpang Baru, Panam, Pekanbaru city.

This research used two instruments for collecting the data. In order to collect the data the researcher used 20 questions for the questionnaire for the first instrument. Before the researcher share the questionnaire, the researcher try out the test to be conducted by handing them to the 30 students who were not included in the research. The try out measures the validity and the reliability of the question items used SPSS. After that the researcher shared the questionnaire to the 34 as students the sample of the research. And for the second instrument, the researcher took document of the interpretive listening course to represent of

the student achieve in listening. In this research, the researcher use the final score of interpretive listening course as the document for the data research, this is because the final score of interpretive listening score include the students' final abilities that to be able to apply about listening skills, to provide students with opportunity to identify words related to the story, and to provide students with opportunity to identify words related to their presentation. Therefore, it can be said that using students' final grades in interpretive listening courses can be one way to ensure that students' listening can be improved properly.

In analyzing the data, the researcher used percentages to know the significance of the students' perspective based on the questionnaire. To analyze the percentage of the student's score, the researcher used the formula by Sugiyono (2011). The analytical technique that used in this study is product moment correlation with the aim of finding the strength of the relationship and direction between the independent variable and the dependent variable as well as the data in the form of ratios and intervals Siregar (2013). To measure the presence or absence of correlation between variable X and variable Y. The researcher used simple linear regression based on functional or causal one independent variable with one dependent variable or in other words Pallant (2010). Based on the formulation of the problems, objectives and the explanation theory in theoretical framework, the writer states two hypothesis as follows:

Null Hypothesis (H<sub>0</sub>) : There is no significant relationship between students' intensity of watching English Channel YouTube with their listening achievement. The value of the correlation coefficient (*r*) of the students' intensity of watching English videos on YouTube and students' listening ability the  $r_{\text{obtain}}$  was -0.006 lower than  $r_{\text{table}}$  (0.361), it means that H<sub>0</sub> was accepted and H<sub>a</sub> was rejected.

Alternative Hypothesis (H<sub>a</sub>) : There is a significant relationship between students' intensity of watching English Channel YouTube with their listening achievement. The value of the correlation coefficient (*r*) of the students' intensity of watching English videos on YouTube and students' listening ability = -0.006 the sig. (2-tailed) was 0.972 > 0.05. If  $r_{\text{obtain}} > r_{\text{table}}$ , H<sub>a</sub> was accepted and H<sub>0</sub> was rejected.

## Result and Discussion

### 1. The Students' Extrovert-Introvert Personality Trait score

The result score of the students' intensity of watching English videos on YouTube at third semester of English Education Department of UIN Sultan Syarif Kasim Riau. The total score was 1692 and the mean score was 49.76.

SUB INDICATOR	RESPONSES							
	ALWAYS		OFTEN		SOMETIMES		NEVER	
	N	%	N	%	N	%	N	%
Frequency the number of times Students' Watching Videos	27	15.9	32	18.8	100	58.8	11	6.5
Frequency the Number of Video Students watch	28	16.5	36	21.2	93	54.7	13	7.6
Duration	19	11.2	38	22.4	98	57.6	15	8.8
Attention	50	29.4	22	13	92	54.1	6	3.5

From the table it can be seen that the most of students are sometimes have intensity of watching English videos on YouTube. Also, it can be seen that the most dominant

strategy that often used by students is frequency the number of videos students watch in a day strategy with the score 21.2%.

## 2. Students Listening Achievement

Student listening ability is good. The total score was 2653 and the mean score was 78.03 the frequency distribution of students' listening score can be seen from the table below.

No.	Score	Frequency	Percentage
1.	65	2	6
2.	67	3	8.8
3.	68	2	6
4.	70	6	17.6
5.	72	1	2.9
6.	74	1	2.9
7.	78	5	14.7
8.	80	1	2.9
9.	81	3	8.8
10.	85	3	8.8
11.	89	2	6
12.	93	3	8.8
13.	95	1	2.9
14.	100	1	2.9
<b>Total</b>		<b>34</b>	<b>100</b>

Based on the table IV.24 above, the frequency of score 65 was 2 students (6%), the frequency of score 67 was 3 students (8.8%), the frequency of score 68 was 2 students (6%), the frequency of score 70 was 6 students (17.6%), the frequency of score 72 was 1 student (2.9%), the frequency of score 74 was 1 student (2.9%), the frequency of score 78 was 5 students (14.7%), the frequency of score 80 was 1 student (2.9%), the frequency of score 81 was 3 students (8.8%), the frequency of score 85 was 3 students (8.8%), the frequency of score 89 was 2 students (6%), the frequency of score 93 was 3 students (8.8%), the frequency of score 95 was 1 student (2.9%), and the frequency of score 100 was 1 student (2.9%).

## 3. The Significant Correlation between Extrovert-Introvert Personality Trait and the First Grade Students' Speaking Performance at MAN 3 Pekanbaru.

To know how the how the correlation between students' intensity of watching English videos on YouTube and students' listening achievement, the researcher used the result data of students' intensity of watching English videos on YouTube and the data of students achievement. The result data as follow:

		Students' Intensity of Watching English Video on YouTube	Students' Listening Achievement
Students' Intensity of Watching English Video on YouTube	Pearson Correlation	1	-,006
	Sig. (2-tailed)		,972
	N	34	34
Students' Listening Achievement	Pearson Correlation	-,006	1
	Sig. (2-tailed)	,972	
	N	34	34

The table of correlation above described the correlation between Students' Intensity of Watching English Videos on YouTube (X) and students' listening achievement (Y). Significant values (sig. 2-tailed), the sample (N) and analysing techniques were using Pearson Correlation. It showed that the scores no correlate between students' intensity of watching English videos on YouTube and their listening achievement.

After finding out the correlation between students' intensity of watching English videos on YouTube and students' listening achievement, the following tabled showed the influence of variable X and Y by using simple linear regression:

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.006 <sup>a</sup>	,000	-,031	10,00757

Table IV. 29 showed that students' intensity of watching English videos on YouTube do not had the contribution on students' listening ability, because adjusted R square indicated -0.031. The result showed that students' intensity of watching English videos on YouTube had -3.1%. it means that students' intensity of watching English videos on YouTube does not had contribution to students' listening achievement at third semester of English Education Department UIN Sultan Syarif Kasim Riau. It means that  $H_0$  is accepted and  $H_a$  is rejected.

### Discussion

The result showed that from SPSS calculation between students' intensity of watching English videos on YouTube and students listening ability was  $r_{xy} = -0.006$ , based on Riduwan (2010), interpretation the strength of correlation between two variables is very low. Also, the data significance is 0.972 (Level of Significance 0.05 and 2 tailed), where significance > 0.05 it means the null hypothesis ( $H_0$ ) was accepted and the alternative hypothesis ( $H_a$ ) was rejected. From the table Anova, it showed that  $F_{obtained}$  was lower than  $F_{table}$ . Also, from table Coefficients<sup>a</sup>, it showed that  $t_{obtain}$  was lower than  $t_{table}$ . Therefore, it can be concluded that the correlation between students' intensity of watching English videos on YouTube and their listening achievement is very low. Also from the result, it can be concluded that most of

students are sometimes used intensity of watching videos on YouTube and the most dominant strategy that students often used is frequency the number of videos student watch in a day strategy with the score 21.2%. This is in line with the result of the study conducted by from Rahmawati (2018), her found out that there is no correlation between students' habit in watching English movie ad the students on 4<sup>th</sup> semester listening achievement and by Mangaraja (2020), he investigated the correlation between the students' intensity of watching English channel on YouTube and their listening ability. His research found that there is no correlation between two variables, students' watching English YouTube channel and students' listening ability. Also from Irana (2020) her investigated the correlation between the habit of watching English videos on YouTube and listening mastery of the 4<sup>th</sup> semester EED at sriwijaya university, she foud out that there is no significant correlation between the habit of watching English vides on YouTube and istening mastery of the students

Nevertheless, as the researcher explained before. For a typical language learner, YouTube is not only a medium that can improve listening abilities but can also make students feel entertained. It is because YouTube is a medium that keeps its audience entertained with many videos that contain entertainment value. with many kinds of videos on YouTube so if it is not done with the intention of focusing on developing listening abilities, students will only get entertainment but not the benefits.

Besides that, if students watch English-language videos on YouTube with intensity, students will indirectly have the intention to develop their listening abilities. By having intensity, students will schedule the frequency for how long they watch the video, the frequency for how many videos they can watch, the duration for how long the video will be watched, and their attention to the things that need to be in the preparation of the video which will be material for developing their listening abilities. So indirectly students will practice with the right goals.

### **Conclusion**

After conducting the research, the result of this study notifies that there is no connection between students' intensity of watching English videos on YouTube and students' listening ability. The results of this study are as follows:

1. Students had intensity of watching English videos on YouTube. And the dominant indicators' strategy that often used by students is frequency the numbers of videos watch in a day.
2. Student listening ability is good. It is proved by the result of the data analysis showing that the mean score is 78.03.
3. There is no correlation between students' intensity of watching videos on YouTube and students' listening ability. It is seen from the  $r_{\text{obtain}}$  was  $-0.006$  lower than  $r_{\text{table}}$  (0.361), it means that  $H_0$  was accepted and  $H_a$  was rejected. It showed that the scores no correlate between vocabulary learning strategies and students speaking skill. So there is no significant correlation between variable X (Students' intensity of watching English videos on YouTube) and the variable Y (Students' listening ability).

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