

A CORRELATION STUDY BETWEEN FREQUENCY OF VIEWING YOUTUBE AND STUDENTS' LISTENING COMPREHENSION

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Abstract

The study was about the correlational study between the students' frequency of viewing YouTube English Program and their listening comprehension. The objectives of the study were to find out whether or not a correlation between frequency of viewing YouTube video and their listening comprehension. This study employed quantitative method and is designed to be correlational. In collecting the data, the writer used questionnaire as the proper instrument to find out the students' frequency of viewing YouTube as the independent variable and their listening comprehension score as the dependent variable. The data were analyzed using SPSS (Statistical Product and Service Solutions). From 30 students, 23% of them view YouTube four to five hours a day, 13% students between three to four hours a day, 40% students two to three hours a day, 17% viewed YouTube one to two hours a day, and 7% of them stated that they had never viewed any YouTube English programs. Most of the English program videos in YouTube that they watch consist of the entertainment and educational programs. From the data analysis of the correlation between students' frequency of viewing YouTube English program and their listening comprehension, it was found 0.901 ($r_{test} = 0.901$). This result was consulted with the r-table in a significant level of 1% with $N = 30$ is 0.463. The data showed that r-value is higher than r-table value ($0.901 > 0.463$). It meant that the alternative hypothesis (H_a) is accepted while the null hypothesis (H_o) is rejected. In the other words, the result showed that there is a positive correlation between students' frequency of viewing English YouTube program and their listening skill.

Keywords: *Correlational Study, Frequency, YouTube, Listening Comprehension.*

INTRODUCTION

Today, social media is a major part of our lives and a very large amount of people are spending many hours on Facebook, Twitter, and YouTube worldwide (Eren, 2012). Making new friends, staying connected and satisfaction of social needs are the primary reasons why people consider using social networking. The modern world has turned into a small global village where the connection between individuals is simplified through networks that are internet generated. The

social media network has illuminated the lives of people by sharing of knowledge worldwide making turning them into global citizens. The impact of social media on youth especially the students has been more evident as compared to the elderly above the age of 35 years.

Many reasons exist to explain why students mostly spend their time for socializing. Firstly, social networks provide them the freedom to do whatever they want. They can upload what they want and talk to whom they want. Secondly, they like to make new friends and comment on the lives of different people. Thirdly, students can create other online identities that the real world does not allow. The freedom gives them to act just by sitting in front of a computer enthralled them, and they then demand for more freedom. The last, they found that it so easy to create a digital image of their actions through such a spontaneous medium.

The reasons above are underlined with the help of digital technologies like tablet, smartphone, notebook, and so on. It is a virtual stage that helps people to make new connections, to improve friendly relations with other humans, and to exchange information. Many social networking sites such as Blogs, Facebook, Instagram, Twitter, YouTube are using at the present time. One of the most popular sites is Facebook. The statistical data showed that there are more than 500 million people with Facebook membership and the majority of them are members of other social networking sites besides approximately 250 million of these memberships visit Facebook site in each day at least one time (Boyd & Ellison, 2007). The other popular site is YouTube. It is one of the most popular sites in the world and it helped countries to be developed in the educational, economic, and business fields. In the field of education, YouTube became a reliable source for teachers in the process of English as Foreign (EFL) language learning. The site is home to over 10 million videos tagged as educational, many of them submitted by the fellow teachers. A completely free resource this huge and varied has nearly endless potential for the classroom. It showed both teachers and learners how to teach and learn using modern ways.

From an EFL learner's point of view, using online tools such as web blogs, social media, and YouTube videos can be the right means that can improve students' skills in English. One of the skills is listening. Developing the listening skill needs specific tools which can be found online and one of the most suitable tools is YouTube. It is one of the most common websites in the internet world, and many of EFL learners depend on YouTube as a means to develop their listening comprehension skill. It provides them with the space to practice and test their listening abilities.

YouTube can also give them the chance to be able to listen to real native English speakers and be able to interact with them.

In addition, Ur (1984,59) one of several specialists of listening comprehension mentions some problems in the area of listening comprehension, identified the main potential problems as stated: the typical sounds of English words, the system of stress, intonation and rhythm, different accents, and the ability to use environment clues to get the meaning of a phrase.

The problems in Listening skills are also faced by the fourth semester students of English Study program of Nusa Cendana University. Based on the preliminary research that the writer has taken, many students there consider listening as the most difficult skill. They found any difficulties in Listening such as variety of accents, unfamiliar topic, difficult pronunciation, and the speed of native speaker speech. In Listening practice, if the students got difficulties, they only listening to word by word and predict it meaning.

Moreover, to overcome the problems, Ur suggests a strategic in practicing listening by using audio visual environmental instruction which provide additional information about the listening situation, therefore, promoting the importance of the learners' mastery of listening skills. Teachers need to carefully select and prepare a variety of quality teaching materials. Finally, Canning-Wilson (2000:5) states that video is a very powerful resource to call the attention of English language learners. Video like YouTube video offers foreign language learners a chance to improve their ability to understand comprehension input.

In fact, there are many students especially in fourth semester who own smartphones spend their spare time to watch videos on YouTube. Even during classroom teachings, the students usually turn on their smartphones searching for videos on YouTube and start talking about the videos with their friends.

Based on the background explanations given above, this research focused on answering the following research question “Is there any correlation between frequency of viewing English programs in YouTube video and listening comprehension?”

LITERATURE REVIEW

Language Exposure

Exposure refers to the contact that the learner has with language that they are trying to learn, either generally or with specific language points. Kennedy (1973) says that the amount of exposure to the second language learner receives in class is certainly generally much less than the amount he/ she receives outside the class. He then stated that language environment encompasses everything the language learner hears and sees in the new language. It may include a wide variety of situation such as exchanges in restaurant and stores, conversations with friends, watching television or videos, reading street signs, and etc.

Dulay et al (1982) state that the quality of the language exposure is dominant importance to success in learning a new language. If students are exposed to a list of words and their translation, together with a few simple readings in the new language, they will perhaps be able to attain some degree of reading skill in language, but listening and speaking skills will remain fallow. If one is exposed only to classroom drills and dialogues, one may acquire substantial mastery of classroom communication skills but still remain at a loss in other areas of social discourse. Of course, with no exposure at all, no learning can take place. The statement above showed that the exposure of language is very important in language learning.

Regarding to this study, the context is about learning through things outside the class. Benson (2001) defined out-side language exposure as any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning or self-directed naturalistic learning. The form of outside-of-class language exposure can be summarized as television, internet, radio, music, second interaction, book/magazine/newspaper, and movie watching (Pearson, 2003).

In terms of exposure, some audio-visual media like videos have long been discussed with respect to the positive impact on listening comprehension. Brinton and Gaskill (1978) suggested using audiovisual media like TV and videos to help improve EFL learners' listening comprehension. Poon (1992) showed the significant impact of using Videos to improve listening comprehension. Some might be concerned that the difficulty of the fast speech in video and TV might prevent efficient language study. Enough amount of exposure to Video will help improving difficulties encountered and facilitating learning (Baker, 1996).

Thus, from the outlined above, it can be concluded that exposure apparently improves language learning. The more the learner listens to the target language the more competent the learner is likely to become in the language.

The Skills in Language Learning

The students must have skills in learning English. The students translate the target language into their mother tongue and speak only in parent language. Those students find difficulty to speak in target language, because of lack of practice skills in second language (Siahaan, 2022). There are four skills that must master in learning English as stated below:

1. Listening Skill

Listening is an activity that acquire information from spoken language. Listening is one of the subjects studied in the field of language study and in the discipline of conversation analysis. This skill can be improved by practice and there are many rewards to develop someones' listening skill. It is the active process of receiving and responding to spoken (and sometimes unspoken) messages.

2. Reading Skill

Reading as one of the most important skills to be learnt even it is difficult to understand (Siahaan, 2021). It is important because in reading the learners will be able to prove their knowledge from several written texts or books (Siahaan, 2022).

3. Speaking Skill

Neno, Y. B., & Siahaan, D. G. (2021) said speaking is an activity that involves two or more people where the participants are listener and speaker must act on what they hear and make their contribution. Speaking skills have to practice in daily life (Bouk, 2021). Speaking is one of the most difficult skills in learning (Pangaribuan, 2022).

4. Writing Skill

Writing is an activity that communicate with other people by using written language.

Listening Comprehension

Helgesen (2007:24) states that listening is an active, purposeful process of making sense of what we hear. More often we hear, more we can understand something. Regarding

that citation, although listening is receptive, it is very active because listeners can think and understand things at higher levels than what they have heard. As they listen, they process not only what they hear but also connect it with other information they have already known. Since listeners combine what they have listened to their existing knowledge and experiences, in a very real sense, they are figuring or creating some kinds of meaning in their own mind.

We can conclude that teaching listening means delivering some material by giving the understanding of language system. It also involves how we apply this knowledge of the language system to understand or convey meaning and how we apply particular skills to understand and convey meaning. It must be practiced continuously so that we will be more familiar with listening and finally we can master it.

Video in Teaching Listening

According to Sherman (2003: 1) Video is a wonderful resource for opening up the English-language world and can be used with great pleasure of profit. Then, he says that few things make a more immediate impact than the visual image and that impact is enhanced when the image is a moving one. Hence the popularity which film, TV, and Video enjoy both as a medium of entertainment outside the classroom and as a focus for learning activities within it.

Meanwhile, video in the classroom offers exciting possibilities for language teaching and learning (Lonergan, 1988: 1). He also said that the term video is often used to mean quite different things in language teaching.

Ur (1984,59), one of several specialists of listening comprehension mentions some problems dealing with listening comprehension, identified the main potential problems as stated: the typical sounds of English words, the system of stress – intonation - rhythm, different accents, and the ability to use environment clues to get the meaning of a phrase. Moreover, she suggested a key to the success in practicing listening should involve using audiovisual environmental cues which provided additional information about the listening situation, therefore, promoting the importance of the learners' mastery of listening skills. Teachers need to carefully select and prepare a variety of quality teaching materials. In addition, Canning-Wilson (2000:5) also states that video is a very powerful resource to call the attention of English language learners.

The last decade has seen the web transition from a text-based medium to a multi-media platform with audio, video, and greater interactivity. For educators, this presents a great opportunity to add diversity and variety to courses. While video-taped lectures have been common on university campuses for decades, the increased bandwidth available to most computer users has opened the door for a new approach to extend lectures - enabling learners to view missed (or not fully understood) lectures at their convenience. In other words video offers foreign language learners a chance to improve their ability to understand comprehension input.

YouTube

YouTube was found by Chad Hurley, Steve Chen and Jawed Karim. Hurley and Chen developed the idea for YouTube in 2005 after having experienced difficulty sharing videos that had been shot at a dinner party. YouTube is a compound noun of "you" and "tube", in which "Tube" is American slang language, means television, so YouTube would mean something like a "TV in your hands". It is video-sharing service that lets users upload files to the servers. With the exception of content that is offensive or illegal, videos can be animations, footage of public events, personal recordings of friends, virtually anything a user wants to post that are informational, entertaining, or pure personally. As one of developing class of social applications, YouTube allows users to post and tag videos, watch those posted by others, post comments in a threaded discussion format, search for content by keyword or category, even create and participate in topical groups. It ties into several blogging applications, giving users a quick way to blog about a particular video and includes a link to it (Oddone, 2011: 105).

According to Educause learning initiative in Oddone (2011), YouTube is free and available for everyone even creating a profile in order to post videos or comments. Videos which include tags, categories, channels and a brief description can be public or restricted to members of specified contact lists. Several tools allow viewers to sort through videos to locate those of interest. Links allow a user to view even sharea movie, music video, tutorial video, sport, and many more videos through e-mail. Someone also can add it to a list of favourites, post a text-based or comment about it, and read others comments. Meanwhile, YouTube also allows videos hosted on its site to be embedded in other Web pages, such as blogs or personal Web sites.

Handayanto (2009: 3) says that YouTube can be used to find a certain video and present it in the screen. Video can be found based on the video's name or title. Video processed by YouTube can be colourful and completed with audio. This condition will make the browser interesting to that video.

The Implications of YouTube for English Learning

Dealing with teaching learning, YouTube video provide plenty videos that can attract the learner attention to join the class and pay attention to the interesting teaching learning processes. Since YouTube perform audio completed with visual, the use of YouTube can help students to understand what the speakers say include all the situation indeed. Besides, YouTube can be accessed easily, not only the teacher but the students can also access it so that they can improve their knowledge by exploring YouTube video.

The total free and conveniences of YouTube are opening the experience of online video to a wide range of users. It lets members the opportunities for expression through videos by self-publishing, and making content available for anyone interested in consuming it. The site further involves users, offering them into an environment that encourages them to communicate to new people, view and share their own opinions as be parts of the community. Therefore, YouTube is covering a revolution amongst the educations with amazement and a certain amount of enchantment. It is found that YouTube contains thousands of educational video clips and becomes a foothold in academics as well as in corporate trainings. Many organizations of education are beginning to realize the power of Youtube to give educational information to the teachers and students. This includes training classes, speeches, learning demonstrations, video news releases, songs, moovies and many others videos that can be used to improve their skills.

METHOD

The research method used in this study is quantitative research while the design is in form of correlational study that applied to find out the correlation between frequency of viewing YouTube English Programs and students Listening Comprehension. In this research, there are two variables. First variable is "the frequency of viewing YouTube English program video" as

independent Variable, while the second is “students’ listening comprehension” as the dependent variable.

The population of this research is the fourth semester students in English Study Program of Nusa Cendana University, while the writer chooses 30 students from three classes a sample of this research. The sample is taken randomly where each class consist of 10 students which represent all the students in semester four.

In collecting the data, the writer used questionnaire as the proper instrument to find out the students’ frequency of viewing YouTube as the independent variable and their listening comprehension score as the dependent variable. The data were analyzed using SPSS (Statistical Product and Service Solutions) software program 16.00 version for windows to make it more accurate.

FINDINGS AND DISCUSSIONS

Students’ Frequency in Viewing YouTube English Program

The frequency of viewing YouTube video uses four alternative answers: “always”, “often”, “sometimes”, “seldom”, and “never”. The score of those answers has a range value from 1 to 5 with the following indicator: 1 for never, 2 for seldom, 3 for sometimes, 4 for often and 5 for always.

To have authentic data from the sample, prior to the investigator, the students were given explanation that those who view YouTube four to five hours a day is categorized as “always”; those who view YouTube between three to four hours is categorized as “often”; those who view YouTube between two for three hours a day as “sometimes, those who view YouTube for one to two hours a days as “seldom” and those never at all view any English program from YouTube is categorized as “never”.

Based on data, it can be found that seven respondents were categorized as “always”, four respondents as “often”, twelve respondents “sometimes”, five respondents “seldom” and two respondents “never”. The following chart showed distribution of the frequency of YouTube viewing in percentage.

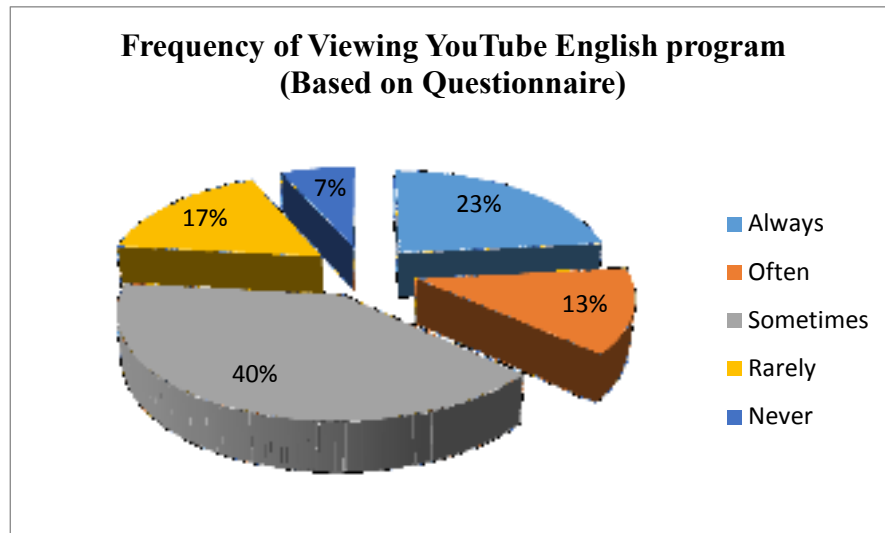


Figure 1: Frequency of Viewing YouTube English program

The diagram showed us the percentage of students' frequency in viewing YouTube English programs. From 30 students, 23% of them view YouTube four to five hours a day, 13% students between three to four hours a day, 40% students two to three hours a day, 17% viewed YouTube one to two hours a day, and 7% of them stated that they had never viewed any YouTube English programs.

Programs Viewed by the Students

As we know that YouTube is a video sharing website that allows users from all over the world to watch videos posted by other users as to upload videos of their own. There are many kinds of videos one can view on YouTube. Such videos are usually about education, entertainment, politics, history, medical treatment, or even personal videos. In fact, those videos can be retrieved and watched by everyone around the globe from their smartphone or computer. This easy access is the reason why many students in all levels of education usually spend much their time for searching and watching the videos on YouTube.

This phenomenon also occurred among students of the English Study Program especially those of semester-fourth class. Based on the result of the study, in average most of the students usually spend their spare time to watch video on YouTube. The biggest amount time that students spend to watch videos on YouTube is between four - five hours a day, while other hours they do other activities such as sleeping, studying, eating or doing leisure activities. Accordingly, the writer

classified students who spend their time watching YouTube four to five hours a day is categorized as “always”; those who view YouTube between three to four hours is categorized as “often”; those who view YouTube between two for three hours a days as “sometimes, those who view YouTube for one to two hours a days as “seldom” and those never at all view any English program from YouTube is categorized as “never”

Types of the English program videos in YouTube that they watch mostly consist of entertainment and educational programs. From the entertainment programs, video clips of music, short movies, cartoons, live showed, games, dancing videos, and sports especially football matches are the most favorite. Other students find newspaper also entertaining. While from the educational programs, students usually watch English learning program from either American or British videos which specialize in the teaching of English skills such as speaking, listening, reading, and writing. In addition, students also make use of YouTube to practice their competence in TOEFL or IELTS tests.

Interpretation Data

From the data analysis of the correlation between students’ frequency of viewing YouTube English program and their listening comprehension, it was found the r test is 0.901. This result then was consulted with the r - table in a significant level of 1% with $N= 30$ is 0.463. The data showed that r value is higher than r - table value ($0.901 > 0.463$). This means that the alternative hypothesis (H_a) is accepted while the null hypothesis (H_o) is rejected.

Moreover, based on the guidelines which provide interpretation of the coefficient of correlation that already been mentioned in the previous chapter, the result $r= 0.901$ means that there is a positive correlation between students’ frequency of viewing English YouTube program and their listening skills because $r= 0.901$ is bigger than 0 ($0.901 > 0$). While, in relation with level of correlation, the amount ($r=0.901$) can be classified as very strong correlation level. It means the frequency of viewing YouTube English program video has very strong correlation with the students’ listening comprehension. In other words, the more often students view English program in YouTube, the better their listening comprehension is, and the less often the students view English program in YouTube, the poorer their Listening comprehension will be.

In addition, from the result of the study, the writer believes that there is nurture effect of viewing English Program in YouTube. Such effects include the increase in vocabulary knowledge, the improvement of English pronunciation, stress and intonation and eventually the improvement of other language skills especially the productive skills, speaking and writing. Thus, the students will be highly motivated joining the Listening classes and definitely enjoy the class. It means that when students have a good motivation to be active in the process of teaching and learning listening, it is expected that they will be better in listening comprehension.

CONCLUSION

Based on the finding and data calculation of students' frequency of viewing YouTube English Program done by the fourth semester students of English Study program UNDANA there is a positive correlation between variable X (students' frequency of viewing YouTube English Program) and variable Y (students' listening comprehension) by gaining the value of correlation coefficient =0.901. The correlation of those two variables is positive and significant. It means that the frequency of viewing YouTube English program video has very strong correlation with the students' listening comprehension.

By this result, it can be concluded that English programs on YouTube are very useful for students in improving their listening skills as well as other attainments of the English language. By frequently viewing YouTube English program, students can minimize the problems or difficulties encountered in listening practice.

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