

**THE CORRELATION BETWEEN THE HABIT OF  
WATCHING ENGLISH VIDEOS ON YOUTUBE AND  
LISTENING MASTERY OF THE 4<sup>TH</sup> SEMESTER STUDENTS  
OF ENGLISH EDUCATION STUDY PROGRAM AT  
SRIWIJAYA UNIVERSITY**

**A Thesis by**

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**Student Number: 06011381621045**

**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**PALEMBANG**

**2020**

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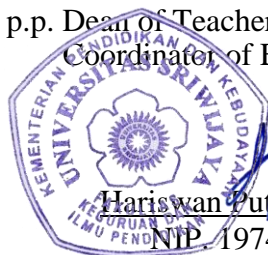
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## DECLARATION

I, the undersigned,

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Declare that thesis entitled “The Correlation between the Habit of Watching English Videos on YouTube and Listening Mastery of the 4<sup>th</sup> semester students of English Education Study Program at Sriwijaya University” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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## **DEDICATION**

I sincerely dedicated this thesis to:

My parents and siblings

## ACKNOWLEDGEMENTS

Bismillahirrohmanirrohim

First of all, thanks to the Almighty, Allah SWT. and peace be upon Muhammad SAW, the prophet, his families, and his disciplines. This thesis entitled “The Correlation between the Habit of Watching English Videos on YouTube and Listening Mastery of the 4<sup>th</sup> semester students of English Education Study Program at Sriwijaya University” will not be finished without God’s help and power of making me trying to finish it diligently and sincerely. I would like to declare my gratitude to God for listening to my prayers and stand by me in every second of my life. In the process of creating this thesis, I recieved lots of help and support from people who I deeply thank for. I personally thanks to:

1. My family; parents, brother and sisters (Surono, Suginah, Nur Ayu Anggraini, Nur Aisyah, and Ahmad Amrul Taufik) for sending prayers, love and support by your own way.
2. My advisors; Dra. Rita Hayati, M.A. and Dedi Kurniawan, S.Pd., M.Pd. for advising, guiding, supporting and helping me thoughtfully through the process of my thesis.
3. The Dean of Faculty of Teacher Training and Education of Sriwijaya University (Prof. Sofendi, M.A., Ph.D.), the Head of Language and Arts Department (Dr. Didi Suhendi, S.Pd., M.Hum), the Coordinator of English Education Study Program (Hariswan Putera Jaya, S.Pd., M.Pd.), and the administration staff of English Education Study Program (Nopieghtrie, SP.) for their assistance in administrative matters.
4. The lecturers of English Education Study Program who have given tons of knowledges and sharing stories and life lessons.
5. All of my friends from Palembang class 2016 (Bukiters) who have given me a lot of experiences, memories and lessons about friendship. All of them have made me a better and more mature person.

6. My close friends from SMA (Riang Riana, Sella Yupitasari and Silvia Anggraini) for supporting one another and for being a place to share about the twists and turns of each other thesis.

Palembang, December 2020

The Writer,

A handwritten signature in black ink, appearing to read 'Nur Anggi Irana', with a stylized, cursive script.

Nur Anggi Irana

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**ABSTRACT**

*Watching English videos on YouTube is one of the alternatives in order to improve students' listening comprehension, as one of the language skills taught in Indonesia. The aim of this study is to discover whether or not there is a significant correlation between the habit of watching English videos on YouTube and listening mastery. The participants of the study were 51 students of the 4<sup>th</sup> semester of the English Education Study Program at Sriwijaya University. To collect the data, there were two instruments: (1) The Habit of Watching English Videos on YouTube Questionnaire, and (2) documentation of Advanced Listening Course semester test result scores of the students. The resulting data were then analyzed using Pearson Product Moment in SPSS 25. The results show that there is no significant correlation between the habit of watching English videos on YouTube and listening mastery of the students. The  $r$ -obtained (-0.261) is lower than the critical value (0.279) and the significance value ( $p$ -value) (0.064) is higher than 0.05. In conclusion, it means that there is no significant correlation between the habit of watching English videos on YouTube and listening mastery of the 4<sup>th</sup> semester students of the English Education Study Program at Sriwijaya University.*

*Keywords: Habit, English videos on YouTube, listening mastery*

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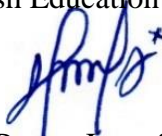


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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents (1) background of the study, (2) problem of the study, (3) objectives of the study, and (4) significance of the study.

#### **1.1 Background of the Study**

Technology rapid development has changed lifestyle over time. Everything has become easier and more practical. As Ratheeswari (2018) states, the rapid development of technology has led to creative changes in the way we live, as well as in the demands of society.

The way of learning also has changed over time alongside the fast development of ICT. The younger generation nowadays, learn more with the help of internet instead of printed book. As Mohammadi, Ghorbani & Hamidi (2011) state, with the use of e-learning, mobile devices, the internet, computers, it could develop teaching and learning process, and we need to integrate with it and improve our capacity to collaborate with technology to enhance our knowledge. The internet has provided a very accessible source of information to help people learn anything, including foreign language. It offers not only entertainment and social connections, but also educational and science knowledge (Dogruera, Eyyamb & Menevis, 2011).

In learning a foreign language, millennial can access sources of learning from the internet even from their smartphones and other portable devices. Suryani (2006) states, at least there are two advantages of the internet; It is possible to find native speakers and to find various English teaching and learning materials from internet. Furthermore, Jamalifar & Chalak (2014) found out that learners use internet for English learning purposes.

One media platform on the internet that provide exposure to foreign language is the most popular video-sharing website that was found in 2005, the YouTube. People stream on YouTube about a billion hours of content per day which earn billions of views and more than 2 Billion logged-in users visit it every month

(YouTube, 2020). Alqahtani (2014) states, various types of videos are included on YouTube such as education, entertainment, politics, history, medical, and personal. It is the online source that contains all varieties of videos that could be searched specifically according to the purpose of the viewers. Kelsen (2009) points out that YouTube authenticity does not concern on its content only, but it is also mostly used by language learners. Native speakers use materials of the language to communicate with the viewers (Alimemaj, 2010). So, from the statements, YouTube could be essential for language learning and native speakers of languages are easily find on YouTube, therefore it is very suitable for developing language skills.

Several studies have found out that YouTube helps students to develop their language skills. It helps students with real contexts and everyday videos to help them develop a deeper understanding of what they are learning (Khalid & Muhammad, 2012). Medoukali (2015) found out that in developing English students' comprehension skills, they want to use YouTube in the learning process because it is a current helpful way. YouTube content could be used to introduce learners to realistic English (Morat et al, 2017). Hwang (2008) found out that YouTube as an online video sharing website, are able to show various activities related to teaching and learning process. Seeing videos allowing brain responses which helps to improve and expand student comprehension (Berk, 2009). From those statements it can be concluded that YouTube is an online audio-visual learning resource of these days that is in high demand and it influences the development of students' knowledge about English skills.

Rorimpandey (2019) study shows that listening comprehension score in the Basic Listening course was higher when using YouTube video compared to conventional media. Rizkan, Mukhaiyar & Refnaldi (2019) found, YouTube is effective for students' listening skill than using audio only. The activities is more dynamic and learning atmosphere is not monotonous. Overall, the use of YouTube can be configured to be teaching media for intensive listening activities efficiently (Saputra & Fatimah, 2018). Istiqomah (2019) conducted a study which shows that



students enhance their listening achievement by using YouTube videos and the class is more entertaining. Moreover, it makes teachers be creative and increase students' interest in studying listening. Similarly, Lestari (2019) also found out that watching YouTube vlogging videos can improve students listening because it is enjoyable to learn English with such method. It can be concluded that in order to improve students' listening comprehension, watching English videos on YouTube will be very beneficial for them. Therefore, YouTube can be very helpful for students because it is easily accessible for free with only an internet data or WiFi, and they are able to practically watch and listen to videos from a variety of sources.

In learning listening, students tend to find difficulties in receiving the sound of what they are listening to. Hasan et al. (2018) found from the interview they did that students did not really recognize the listening techniques, did not understand the pronunciation because native speakers speak fast, the use of some unknown word resulting them to not able to take notes during the learning process.

There are various related studies about YouTube videos and listening skill. There was a study conducted by Mun (2014) which showed a result that the use of YouTube video clips appears to be effective in enhancing EFL learners' listening comprehension and test performance. Similarly, a study conducted by Ayu (2016) showed that YouTube has improved students' listening ability. The study concluded that students definitely gain knowledge and listening skills as YouTube videos make the learning process more pleasant, inspiring, entertaining, imaginative, constructive and efficient in the classroom. Students tend to be enthusiastic when adding YouTube to their listening subject. Alqahtani (2014) discovered that YouTube videos had much potential in developing and enhancing listening comprehension skills of EFL students'. Silviyanti (2014) also found out that YouTube content is relevant for listening because it is not only beneficial and interesting, but also can motivate students to learn English outside classes, it has pictures that makes it understandable and it give opportunity to watch native speakers, too. Moreover, a study conducted by Saputri (2018) concerning about YouTube vlog and listening resulting a correlation between student watching

English YouTube vlog and listening skill. Other than that, there are also studies that show negative result. Naidu, Pandaram, & Chand (2017) discovered positive and negative impacts of YouTube for learning. Positively, it has many high quality content, it could be followed and understood easily, it gives chance to do blended course between online and class. Negatively, it sometimes has poor quality content, has long duration, and has unreliable content. A study by Riswanto (2019) shows a result that there was no significant correlation between students' habit of watching English YouTube videos and their listening. However, there was a study conducted by Rachmawati (2018) about the correlation between students' habit of watching English movies and listening achievement, but the study had a low correlation. Therefore, by adapting her questionnaire which consisted of several aspects by using a theory of understanding habit; attitude, frequency, automaticity, materials, competence and image (Darnton et al., 2011), it expectedly could have a strong correlation between the habit watching YouTube and listening mastery.

From the topics discussed previously, the writer thinks it is important to conducts this study investigating the correlation between the habit of watching English videos on YouTube and listening mastery to find out the correlation between the habit of watching English videos on YouTube and listening mastery of the 4<sup>th</sup> semester students of English Education Study Program at Sriwijaya University.

## **1.2 Problem of the Study**

The problem of the study is formulated in the following question:

- 1) Is there any significant correlation between the habit of watching English videos on YouTube and listening mastery of the 4<sup>th</sup> semester students of English Education Study Program at Sriwijaya University?

## **1.3 Objectives of the Study**

The objective of the study is to find out the correlation between the habit of watching English videos on YouTube and listening mastery of the 4<sup>th</sup> semester students of English Education Study Program at Sriwijaya University.

#### **1.4 Significance of the Study**

This study expects a result that could help teachers, students, the writer and others by giving information about the habit of watching English videos on YouTube and listening mastery of the students. For the Students, the writer expects that this study is able to support students improving their listening mastery and able to motivate them to learn to listen attractively through watching English videos on YouTube. For the Teachers, if the research findings indicate that a significant correlation exists between the habit of watching English videos on YouTube and students' listening mastery, It could be a reference for teachers by using English YouTube videos as teaching media, in addition to audio, speakers and textbooks. For the writer, it will give the writer specific answer regarding the correlation between the habit of watching English videos on YouTube and students' listening mastery. The writer also expects that this study will give wider information for the next researchers who would like to do researches on the same topic and variables which can be used as a reference.

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