STUDENTS' INTENSITY IN WATCHING ENGLISH VIDEOS ON YOUTUBE AND THEIR LISTENING SKILL: A CORRELATIONAL STUDY

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Abstract: This study investigated senior high school students' intensity in watching English videos on YouTube, their listening skill, and how these two variables are related. This study was conducted to 81 eleventh-grade students at senior high school. They were asked to fill a questionnaire in order to gather information about their intensity in watching English videos on YouTube and also do the TOEFL listening test to measure their listening skill. Pearson Product Moment correlation was employed to examine the correlation between their intensity in watching English videos on YouTube and listening skill. The results revealed that the students are mostly in the medium category for their watching intensity and so is their listening level. There is also a significant correlation between students' intensity in watching English videos on YouTube and their listening skill. Thus, to acquire students' listening skill, watching English video on YouTube can be an alternative media to be used inside or outside the classroom.

Keywords: *intensity, watching, English videos, YouTube, listening, correlational study*

Listening plays an important role in the language acquisition process as it is the very first receptive skill that humans receive since they are babies. Without humans' ability to listen effectively, the information conveyed in the communication process would be easily misunderstood. In the EFL (English for Foreign Language) learning context, listening takes a crucial part in order to understand spoken language. Students get some listening exposure not only inside a classroom but also outside a classroom, such as listening to English programs on television, listening to English songs, or even watching English films or videos on the Internet. These activities are called the acquisition process. According to Krashen in Scrivener (2011), the acquisition is the process of subconsciously picking up a language when students are engaged in communication and understanding messages. Krashen argues that acquisition is more meaningful than learning as it drives students to concern more on their understanding and conveying the messages in the communication process rather than on the form of the language. He also states that acquiring a foreign language is influenced by several factors, including authentic exposures that the students get. Authentic exposure is the exposure to a language when it is being used naturally (Scrivener, 2011). It can be acquired by living in a place where the language is used, incidentally hearing the language used in class, listening to small talks, or watching English movies or videos.

The development of technology enables students to easily find listening exposures through the Internet. Many language researchers and specialists have given more attention to the use of technologies in the past decades; for example, Woottipong (2014) investigated how video materials could affect the university students' listening skill, Wang (2015) conducted a study to find out about the use of video materials in EFL teaching, and Yang et al. (2010) developed a video-capture virtual reality technology to be used in English classroom. These researches show that the use of video as a technology-based material has been popular among students and researchers. According to Mayer in Savitrie (2011), video is one form of multimedia material that provides both aural and visual input. It is a multimedia device that produces sounds with moving images or on-screen text. While watching a video, listeners are not only able to hear the spoken language but also see the animation, contextual situation, speakers' body language, and speakers' expression on it. Utilizing videos to facilitate students' listening comprehension can bring them out to observe the authentic situation when a person or a group of people stating their ideas. Besides, animations or moving pictures provided in a video can make it easier for students to get the idea or meaning of the video (Hadijah, 2016).

Any kind of video material can be easily found on the Internet through video-sharing websites. Out of many video-sharing websites available on the Internet, YouTube has become increasingly

popular especially among young adults (Alimemaj, 2010). YouTube is a video-sharing website that allows users to upload, share, and view videos (Alqahtani, 2014). Nejati (2010) defined YouTube as a platform that offers various learning and acquisition materials. Nejati pointed out that all kinds of spoken language (formal and informal) and genres (talk shows, debates, lectures, etc.) provided in YouTube increase students' vocabulary that contributes to their listening comprehension. YouTube provides a billion types of videos, such as educational, historical, news, entertainment, or personal videos that can be watched freely by students to gain listening exposure.

Due to its free and easy access, YouTube attracts many people to visit the website every day. As long as there is a gadget and internet connection, people can easily explore any kind of videos that they would like to watch. Moreover, the COVID-19 pandemic, which occurs around the same time as this research is conducted, has caused an increase in Internet consumption around the world, especially in Indonesia. This is driven by government policies that require people to carry out all activities from home to prevent the spread of COVID-19. The government gave instructions to all academic communities to transfer all learning and teaching activities into online learning which requires students to spend more time dealing with their gadgets. Outdoor activities are also being limited to prevent transmission of the COVID-19. As a result, many people, including students, tend to seek out entertainment on streaming services like YouTube. The number of people who visit YouTube during this pandemic is getting higher and higher. A recent survey conducted to Internet users aged 16 to 64 entitled Global Digital Reports 2020 conducted by HootSuite (social media management platform) and We Are Social (social marketing agency platform) shows that the most-used social media platform in Indonesia is YouTube.

By looking at the previous paragraphs about the popularity of YouTube among Internet users and how video as a multimedia learning can enhance the students' listening skill, it can be concluded that watching English videos on YouTube can be a medium for students to acquire their English. The variety of types/genres of videos on YouTube has a possibility to make students acquiring English more easily since they can freely choose which videos that they find interesting to watch and easy to understand. The exposure that the students receive is not only through listening to the speakers' voices, but also through seeing the animation, speakers' expressions, gestures, and movements, along with the situation in context. Even though the initial purpose is not to learn, the students have indirectly got some authentic exposure through watching the videos on YouTube.

There are some previous studies related to the use of YouTube and how it affects students' listening skill. The experimental research conducted by Alqahtani (2014) shows that watching English videos on YouTube is effective in improving students' listening skill. Another two qualitative studies conducted by Alimemaj (2010) and Silviyanti (2014) also proved that the students' have good attitudes toward watching YouTube as a media to improve their listening skill. In addition, there are two correlation studies related to watching audio-visual materials and students' listening skill. Destatama (2017) studied the correlation between watching English movies habit and listening achievement while Ijazi (2013) studied the correlation between the frequency of watching English programs on television and listening comprehension. While the previous studies have focused on the English movies and English program on television, this research is going to modify the X variable into watching English videos on YouTube because YouTube provides more authentic and varied video materials. YouTube provide the students movies, short movies, movie series, etc. In addition, the ease of accessing Internet nowadays make students prefer to watch videos on the Internet especially YouTube platform rather than watching a program on television. Hence, this research is intended to know whether there is correlation between the intensity of watching English videos on YouTube and students' listening skill.

In reference to the background of the study and the literature reviews, a research question was formulated as follows: is there any correlation between students' intensity in watching English videos on YouTube and their listening skill?

METHOD

This study investigated the relationship between students' intensity in watching English videos on YouTube and their listening skill. A correlational design is used to answer the research question. The study involved 81 students of XI graders of SMAN 4 Malang. There are two types of instruments used in this study. The first one is a questionnaire to gather information about students' intensity in watching English videos on YouTube and the other one is the listening test to test the students' ability in their listening skill.

The questionnaire consists of three open-ended questions and twelve close-ended questions. The open-ended questions asked about students' opinion regarding their watching English videos on YouTube activity and its relation to their listening skill acquisition, and their favourite kind of videos that help them in acquiring their listening skill. Meanwhile, the close-ended questionnaire used a Likert scale. Respondents were asked to choose alternative answers from the available answer categories

which are: (1) *Sangat Tidak Setuju* (Strongly Disagree), (2) *Tidak Setuju* (Disagree), (3) *Setuju* (Agree) and (4) *Sangat Setuju* (Strongly Disagree). The questionnaire was developed by using Bahasa Indonesia to avoid students' misunderstanding of the statements. According to Sulistyadewi (in Rianawati, 2017), watching intensity can be measured by frequency, duration, and attention. Frequency deals with the number of times the individual watches a program in one day. It can also be seen from how many program titles are watched each day. Duration deals with how long an individual watches a program in one day. Attention deals with kind of activities that an individual does while watching, whether just watching or doing any other activities. The blueprint of the questionnaire items is shown in Table 1.

Table 1. Blueprint of intensity in watching English videos on YouTube

Variable	Sub-Variable	Indicator	Item Numbers
Intensity	Frequency	The number of times the students watch English videos on YouTube in a day	1,2,3
		The number of English videos on YouTube that the students watch in a day	4
	Duration	The length of time that the students provide to watch English videos on YouTube	5,6,7,8
	Attention	The students' activity while watching English videos on YouTube.	9,10,11,12

Before the questionnaire was used to examine the real subject, the researcher conducted a pilot study to know the validity and reliability of each item. The try out result showed that all items in the questionnaire are valid and reliable to measure the students' intensity in watching English videos on YouTube. After the pilot study had conducted, the researcher collected the data by sharing a Google Form link that consists of this questionnaire to the students.

The other research instrument that was used in this research is a listening test to measure students' listening skill. The test that used as the main source of the material is Test of English as a Foreign Language (TOEFL) retrieved from Longman Preparation Course for the TOEFL Test. TOEFL test was chosen to measure the students' listening ability since TOEFL has globally used all over the world as a test to measure the test takers' level of English proficiency in general. It has been used as standardized proficiency test that measures the students' level of English and is not directly related to a particular course or period. It was decided to use this test after consulting the experts of the field that agreed if this test is valid and reliable to be used.

TOEFL listening test consists of 50 questions that are divided into three parts. Part A started from number 1-30 consists of short conversation for each number. In this part, students deal with their ability to determine the meaning or synonym of an auditory input. While in Part B started from number 31-38 which consists of longer conversations for several number, the students were required to identify specific information and details, making inference from dialogue, and making prediction from a dialogue. Lastly, in part C started from 39-50 which consists of several talks, the students were required to make inference and prediction from a monologue.

Due to the COVID 19 prevention, the listening test was done by using Zoom platform. The researcher decided to choose Zoom as an online listening platform to prevent the students from replaying or pausing the listening audio. To make it easier for the students while doing the online listening test, the researcher developed the listening test into a video that provided the audio and also the answer choices. The researcher administered the listening test by playing the video using a sharing screen on Zoom. The students were asked to write their answer choices on a paper which later would be sent individually to researcher's WhatsApp number. When the listening test finished, the researcher gave 5 minutes for all of the students to take a picture of their paper and sent it to researcher WhatsApp number.

Both data later will be classified into three categories which are high, medium, and low. Azwar (2012) described the category based on the following description.

Table 2. Variables Categorization

Ranges of Scores	Category
X > M + 1SD	High
M – 1SD < X < M + 1SD	Medium
M – 1SD < X	Low

Before doing the correlation analysis, an assumption test analysis that includes the normality test and the linearity test was conducted. After that, to analyse the correlation between the students' intensity in watching English videos on YouTube and their listening skill, Pearson product moment analysis on Statistical Package for Social Science (SPSS) 24.00 was used.

FINDINGS

Findings

The data of the students' intensity in watching English videos on YouTube that had been classified into three categories showed that 60 students (74.1%) are in the medium category, 9 students (11.1%) are in the high category, and 12 students (14.8%) are in the low category. While for the listening test, 54 students (65.4%) got medium scores, 12 students (14.8%) got high scores, and 16 students (19.8%) got low scores.

In assumption test analysis specifically normality test, the result shows that both data are normally distributed, seen by the level of significance that is higher than .05. The result is provided in the table 3.

Table 3. Normality Test Result

Variable	Significance (p)		
Watching Intensity	0.200	P > 0.05	Normal
Listening Skill	0.12	P > 0.05	Normal

For the linearity test, the result also shows that both data have a linear relationship. It can be seen by the level of significance that is higher than .05. The result is presented in the table 4 below.

Table 4. Linearity Test Result

Variable	Significance (p)		
Watching Intensity towards Listening Skill	0.747	P > 0.05	Linear

After knowing that both of data have a normal and linear relationship, the hypothesis testing was conducted using Pearson Product Moment to answer the research questions, whether there is a correlation between students' intensity in watching English videos on YouTube and their listening skill. The result of the correlational analysis is depicted in Table 5 below.

Table 5. Correlational Analysis

		Listening	Watching_Intensity
Listening_Skill	Pearson Correlation	1	.368**
	Sig. (2-tailed)		.001
	N	81	81
Watching_Intensity	Pearson Correlation	.368**	1
	Sig. (2-tailed)	.001	
	N	81	81

**. Correlation is significant at the 0.01 level (2-tailed).

For statistical decision making, it can be seen from the significance value. If the significance value is <0.05, then there is a significant correlation between two variables; on the other hand, if the significant value is >0.05, it means there is no significant correlation between two variables (Isotalo, 2014). While for interpreting the correlational analysis, Cohen's (2007) ranges of correlation coefficient were used. According to Cohen, the correlation coefficient (r) which ranges from 0.20 to 0.35 means that the correlation is weak; r ranging from 0.35 to 0.65 shows a fair correlation; r ranging from 0.65 to 0.85 is strong; and r overs 0.85 is very strong. In the table 5 above, the level of significance is .001 which is higher than .05 and the significance level is .368. It means there is a fair and positive correlation between students' listening ability and their intensity in watching English videos on YouTube. In other words, the higher students' intensity in watching English videos on YouTube, the higher listening ability that they have.

Discussion

This study investigated a major question of whether the students who had higher intensity in watching English videos on YouTube also had better listening proficiency. The result of the data analysis showed that there is a fair and significant correlation between students' intensity in watching

English videos on YouTube and their listening skill. It means the higher students' intensity in watching English videos on YouTube, the better listening ability that they have. Conversely, the lower students' intensity in watching English videos on YouTube, the lower listening ability that they have.

The result of this study is in line with Destatama (2017) who conduct correlation research between watching movie habits and students' listening achievement. The study found out that there is a correlation between those two variables. Ijazi (2013) also found out that there is a correlation between students' frequency in watching English programs on television and their listening ability. Similar to those previous studies , this research shows that students who intensely spend their time to watch English videos on YouTube could do the test very well. Chhabra (2012) stated that YouTube videos can be used as a tool to enhance students' listening, speaking, reading, and writing skills. Meanwhile, this study is in contrast with the previous study conducted by Dhamarullah (2015). He found out that there is no relationship between students' watching English movie activity and their listening achievement. Different from the previous studies, this research assumes that English videos on YouTube, which have the same characteristic as a movie as an audio-visual media, have a positive impact towards students' listening skill. YouTube provides a wide range of videos and genre in which students will be more interested in choosing what they want to watch. Harmer (2001) states that video can give some good impacts to the students' learning experiences which are seeing the language being used in context, develop their cross-cultural understanding, and increase their motivation in learning. Video provides the students with visual and aural input that can attract their attention in which students are able to see the language being used in context.

The findings of this study proved that watching English videos on YouTube have a positive relationship with the students' listening ability. Sherman (2003) stated that video can sharpen students' comprehension of spoken language since they can see the language being used as well as listening to it. While watching videos, students do not only listen to the speakers but also see the language being used in context. In the open-ended questionnaire, some students said that there is some vocabulary that they do not really understand while watching the videos; however, when they see speakers' gesture and body language, they could grasp the meaning of what speakers are saying by looking at the speakers' gestures and body language. Students also said that seeing the language being used in context is easier for them to understand the meaning of speakers saying or doing in the video.

This study also found that the two most visited English videos on YouTube that the students frequently watch are short movies and vlogs. Students said that they can enjoy watching a short movie since they can see how the language is being used in a real-life situation. Students are engaged with the story line of the short movies which provides them with a dialogue and contextual situation. Seeing actors/actresses' gesture and facial expressions make them easier to understand the meaning of the story line. While in daily vlogs, students easily understand what the speakers are saying because this kind of video mostly uses a daily conversation being used in daily activities. The content of the video provides some various daily expressions and also slangs being used in everyday life. Thus, after watching daily vlogs, students can practice new vocabularies that they have listened with their peers.

CONCLUSIONS AND SUGGESTIONS

This study found that there is a fair and positive correlation between students' intensity in watching English videos on YouTube and their listening skill. It means the higher students' intensity in watching English videos on YouTube, the better listening ability that they have. Conversely, the lower students' intensity in watching English videos on YouTube, the lower listening ability that they have.

Watching English videos provided in YouTube is one of authentic exposures that students can do to acquire their listening skill. It provides the students with not only audio materials but also visual materials to see the language being used in context. The finding shows that English videos such as vlogs or short movies provide students with authentic situation and some daily conversations being used in real-life which later students can easily practice it with their peers in their daily activities. The result of this study then suggests students who want to acquire their listening skill can try to watch English videos more often. With the fair correlation between watching YouTube intensity and listening skill, YouTube as a video-sharing platform should be given more attention as it contributes to students' English acquisition process. The authentic exposures that the students get there help them to practice their listening skill better. Therefore, English teacher can use English videos provided on YouTube as an alternative learning media to enhance the students learning interest in English language specifically listening skill. English videos from YouTube such as short movies can be used inside the classroom as an alternative media to develop students' listening skill. It will increase students' motivation and enjoyment in acquiring English language as well as providing students' with not only auditory input but also real-life situation, speakers' gestures and facial expressions can enhance the students' listening skill since students are able to see the language is being used in context. Future researcher hopefully can also conduct similar study by modifying the listening skill variable into another language skill or competence, such as speaking skill or vocabulary competence.

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