

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents an overview of the study. It covers the background of the research, research questions, research purposes, research significant, rationale, hypothesis, and previous studies.

#### **A. Background of the Research**

As a foreign language in Indonesia, English is seriously learned by many people to have a good prospect. It is because English is an international language. Therefore, English was considered a compulsory lesson at many levels of school in our country. It becomes crucial to be mastered by students.

In teaching and learning language, there are four skills which should be got by students. The skills are listening, speaking, reading, and writing. Listening is one of the essential skills that people must practice in learning English or daily communication. Listening is as an essential skill for students' language development (Ayu, 2016). As Barclay (2012), "Listening is a primary conduit by which individuals acquire information" cited in Rahman (2017:1).

Listening is as an essential skill for students' language development. In learning, listening is the basis for understanding what the teacher says. Teachers or lecturers usually play tapes as media in learning listening. The researcher finds several problems when interviews with students of the English Education Department at Sunan Gunung Djati UIN Bandung. They said that they do not understand, especially when the native speaker speaks too fast. Also, others say they have difficulty in listening, and that is not clear. It requires so much energy to keep focus and pay attention to the topic.

Another thing that our education has not fully paid attention to the benefits of technology and the internet in learning and even ignored it in the process of teaching English. Notably, learning to listen to that requires many methods or magnetic technique so that they can improve their listening skills.

However, there is a way for students to improve their listening skill in the English learning process. That is worth implementing the learning process by

habit. Habit is an activity that has regularly been repeating. According to Mendelsohn (2006), if students are directing to listen to English all day, they will develop their listening ability with the experience. Because of that, a high frequency to practice listening can help them increase their listening skill. One of the best habits is by watching English YouTube videos.

Watching YouTube videos is one activity that most people always do as refreshing from the busy daily life. Also, many people use YouTube to help their problem started learning, tutorial making something, even to get entertaining or to get a piece of information what they want to know. So, YouTube is not unfamiliar in daily life nowadays. Having a habit of watching English YouTube videos can be an exciting way to practice and at the same time, can develop students' listening ability, which is related to improve their listening skill as well. Besides, they can enjoy the videos, and they also can accustom with native speakers' voice and understand what speakers say. Moreover, in the high technology era, people can watch YouTube anywhere and anytime nowadays.

As Burgess and Green 2013, Brain 2016, an Internet-based video has reached unparalleled levels of popularity among a diverse, international audience (Gill, 2017). However, many studies show that the use of YouTube for academic learning and its effectiveness as a teaching tool lag far behind other social media, such as Facebook. As Alexa (2015), YouTube is the third most visited website in the world, behind Google and Facebook (Moghavemmi et al., 2018).

According to the problems above, the writer has the motivation to do the research "The Correlation between Students' Habit in Watching English YouTube Videos and Their Listening Skill." At the fourth semester English Education Development UIN Sunan Gunung Djati Bandung.

## **B. Research Questions**

1. How is the students' habit in watching English YouTube videos?
2. How is the students' listening skill in the critical listening subject score?
3. Is there any correlation between students' habit of watching English YouTube video and their listening skill?

### **C. Research Purposes**

The research purposes of this research intend as follows:

1. To find out the students' habit in watching English YouTube videos.
2. To find out the students' listening skill in the critical listening subject score.
3. To find out the significant correlation between students spent watching English YouTube video and their listening skill.

### **D. Research Significant**

Theoretically, listening is the first ability which has to be master for every student. Therefore, out of the four language skills listening, speaking, reading, and writing listening is naturally considered as the primary skill in the acquisition of the native (first) language. A new-born baby will first listen to the voices and sounds in his/her environment to internalize linguistic input before he/she speaks and learns to read and write (Cahyono & Widiati, 2009). This research can use as a reference for other researchers on YouTube video. Hence, this study can contribute to the knowledge in developing understanding and studies related to a YouTube video. Also, this research can give new information that media YouTube video has a considerable influence on developing listening to a foreign language.

Practically, this research is expected to help students in the critical listening subject. This study provides an alternative learning media, especially in listening skill. Teachers can use this approach to make the learning process more creative or recommendation from the teachers to their students to watch YouTube as their spectacle. This research is also expected to help the next researcher to be information and comparison.

### **E. Rationale**

Listening is one of the four language skills (reading, writing, listening, and speaking). Listening is the first way the learners can communicate with others to achieve specific goals or to understand their opinions, intentions, hopes, and viewpoint. "Listening is a fundamental language skill, but it is often ignoring by

foreign and second language teachers" (Rebecca, 1993). Whereas listening is an important skill which has to be mastered by every people.

In developing listening skill, the use of media is needed, based on Sowntharya, S.Gomathi, & Muhuntarajan (2014) media is vital in education. It can improve every language skill, not only in listening but also in reading, writing, speaking. Moreover, Walker (2004) stated that using media is the key to moving students to reach such higher-level thinking skills as creativity, problem-solving, comparison and contrast, and evaluation.

YouTube video is one of the audio-visual media types. According to TechTerms (2009), YouTube is a video sharing service that allows users to watch videos posted by other users and upload videos of their own. The service was started as an independent website in 2005 and was acquired by Google in 2006. Therefore, this study used YouTube video as a habit in developing students' listening skill.

Having a habit of watching English YouTube videos can be an exciting way to practice and at the same time, can develop students' listening ability, which is related to improve their listening skill as well. On YouTube, many videos contain English conversations which interesting for watching. In other words, YouTube can be a quick way to learn English. Because YouTube makes it easy for us to access video-based lessons, one of them is English, such as native speakers or conversation videos that can add to someone's vocabulary and improve listening comprehension so it can conclude that the fast way to learn English.

As a result, in this case, this research attempts to investigate the correlation between students' habit in watching English YouTube videos and their listening skill. The research uses two kinds of variables. The first is the correlation between the students' habit in watching English YouTube video as the "X" variable which is the independent variable, and the second is students' listening skill as the "Y" variable which is the dependent variable. This research method used correlation design with a quantitative approach. The population was all of

the fourth-grade semester students at English Education Department State Islamic University (UIN) Sunan Gunung Djati Bandung.

Meanwhile, the sample took from 3 classes, which is consisting of 30 students — the research instruments the first one is questionnaire which is adapting from previous research and the second is the score of listening skill from lecturer or archive in English Education Department. For analyzing the data, it was analyzing by Pearson-Product Moment correlation using SPSS version 20 program.

## **F. Hypothesis**

The hypothesis is a statement in quantitative research in which the researcher makes a prediction or conjecture about the outcome of the correlations among characteristics (Creswell, 2012). The hypothesis in this study is an alternative hypothesis ( $H_a$ ) and a null hypothesis ( $H_0$ ).

The formulated hypothesis describes as follows:

1.  $H_a$ : There is a significant correlation between YouTube Video (X) and Students' Listening Skill (Y).
2.  $H_0$ : There is no significant correlation between YouTube Video (X) and Students' Listening Skill (Y).

## **E. Previous Studies**

There are several studies which relate to this research. The researcher gets the idea to do this research from those previous researches. Those related researches explained as follow:

1. Developing EFL Learners' Listening Comprehension through YouTube Videos: A Case Study of Second Year Students at the Mohamed Kheider University of Biskra by Farid MEDOUKALI.

This research conducted in 2015. The primary purpose of this research study is to bring out one of the World Wide Web's most famous sites, which is YouTube and show its ability to evolve listening comprehension of EFL learners. Meanwhile, the differences in the research applications in

the English Education Department UIN Sunan Gunung Djati Bandung, Indonesia. Then, this research using a different method.

2. YouTube Videos in Teaching Listening: The benefits in Experts' Views by Lidia Puspa Ayu\*1.

This library research was conducted by finding out experts' theories and research evidence about how YouTube videos improve students' listening skill. The findings showed that YouTube enables teachers to create activity attempting an improvement on students' listening ability as well as helping them identifying vocabulary, contraction, speed, and tempo of speech Mayoral et al.

On the other hand, the differences in the research are in explicitly methodology. This library research shows some research which relates to YouTube video in enhancing the listening skill.

3. Effectiveness of Using YouTube on Enhancing EFL Students' Listening Comprehension Skills by Ebtessam Thabet Alqahtani. Kingdom of Saudi Arabia Ministry of Higher Education Al-Imam Muhammad I bin Saud Islamic University College of Languages and Translation Department of English Language and Literature.

This research conducted in 2014. This study examined the effect of YouTube videos as a teaching tool to enhance Saudi EFL students on their listening comprehension skills. The subjects were 26 students from the third secondary grade at Al Arqam Saudi Private School for females located in the city of Riyadh. The sample of the study was randomly selected and divided into two groups by the researcher, and the research using the experimental group consisted of 14 students, and the control group consisted of 12 students, and they participated in an eight-week experiment during the first semester of the academic year 2014/2015. This research results implied that the use of YouTube videos provided an authentic native speaker setting that is beneficial to EFL learners. It is also regarded as a motivating factor that encouraged EFL students to develop their listening comprehension skills and gained a deeper understanding of

the foreign language. The differences in this research were where the research applied, participants, and methodology.

This research has several differences with previous studies. The first is in the title itself. The second is research design. In this research uses correlation method and quantitative approach, while in the previous studies used library research and experimental method. The last is the research applied. In this research conducted in UIN Sunan Gunung Djati Bandung, Indonesia. Whereas, the previous studies applied in Algeria and Saudi Arabia.

