

CHAPTER I

INTRODUCTION

This chapter presents background of study, research problem, objective of the study, hypothesis, scope and limitation, significance of the study and definition of key term.

A. Background of the Study

Listening is a part of communication related to giving concrete and meaningful responses. Listening allows people to understand the world around us and it is an important element in establishing effective communication (Irana, Hayati, and Kurniawan, 2021). To achieve good and successful communication, everyone needs to listen and understand what the other person is saying well. Listening has a huge impact on the quality of a person's relationship with another person. It can be measured by how well they listen when talking to that person.

Listening is very important in terms of language learning because it can help language learners understand pronunciation, stress in a word, vocabulary, inflection and intonation. According to Hidayat (2013), listening is an ability that must be mastered by students because it is very important. But there are still many students who have some problems in learning listening. Students' difficulties in learning listening can be caused by several factors, namely lack of vocabulary mastery, lack of interest in learning listening, lack of understanding English accents, and others (Rieni, Rozak,

and Ermawati, 2022). According to Bloomfield (2010) and Walker (2014), the pronunciation of words that are different from the original writing is one of the serious problems of listening comprehension. This is because spoken language is different and more varied than written language. Recognition of words in spoken speech can cause problems faced by students.

In listening, students do not only listen to something directly such as listening to a friend, teacher, or parent, but they also listen to an English program on a television, application in smartphone or internet. They can listen to English songs, watch English films or videos on the internet. Currently students can easily find listening exposures in the form of videos via internet. This is because technology has developed. According to Dharmawati (2017), technology can make learning activities more interesting and innovative as a medium in teaching and learning activities. This can motivate students to be more active in learning activities. Moreover, due to the corona pandemic that has occurred before this time, the acceleration of technological transformation is very supportive for learning on various platforms, applications, or the internet, especially in the form of videos. According to Mayer in Savitrie (2011), video is material in the form of multimedia that contains both aural and visual input that produces sound with moving images. When students watch videos, they do not only listen to speaker's voice but they can also see animations, situations, speaker body language, and speaker expressions contained in the video (Ningtiyas, Suryati, and Ariani, 2020). Video can facilitate students in terms of listening, it can take them out to observe authentic situations when one or several people

express their ideas. In addition, students more easily understand the meaning of the video through animation in a video.

All English materials in the form of videos can be found easily through video sharing websites on the internet. One of the video sharing website on the internet that provides exposure to listening in foreign language is YouTube, the most popular video sharing website founded in 2005. According to Karkera & Chamundeshawari (2018), video can improve students' listening skill especially video on YouTube which is the largest and most complete video provider on the internet. Besides that, it can also develop or update various topics and issues. YouTube is becoming a video sharing site on the internet which is increasingly popular from the many websites available both among adults or young people (Alimemaj, 2010). YouTube video is one of the audiovisual media where people can upload, watch, and share videos in the form of animated images and also listen to the sound of the video (Muhayyang, 2022).

There are about one billion hours of video content streamed on YouTube, with billions of views and more than two billion users who logged in (Irana et al., 2021). YouTube provides videos of various genres in English such as education, news, history, and entertainment which students can watch to gain listening exposure (Ningtiyas et al., 2020). Students can learn English easily with various types or genres of these videos because they can choose interesting and easy to understand videos to watch.

There are previous studies related to the use of YouTube and how it affects students' listening skills. Quasi experimental research by Rizkan, Mukhaiyar,

and Refnaldi (2019) about the effect of using YouTube as a media on the students' listening skill shows that using YouTube is more effective than using audio to teach listening comprehension and there is an interaction between the teaching materials (YouTube) in teaching listening comprehension. Correlational research by Saputri (2018) about watching English vlog on YouTube and student' listening ability shows that there is correlation between student watching English YouTube vlog with their listening skill. Research by Qomariyah, Permana, Hidayatullah (2021) about the effect of YouTube video on students' listening comprehension performance using quasi-experimental with non-equivalent control group design shows that there is a significant effect of the students' listening comprehension performance. Next research is by Chien, Huang, and Peiwen (2020) about YouTube Videos on EFL College Students' Listening Comprehension using pre-test and post-test. The result shows that the YouTube indeed improved students' English listening comprehension.

Based on the previous studies mentioned above, there is a lack of that research. The previous studies do not mention what type of listening is used. One of the previous studies only describes the types of listening but does not mention which type of listening that the research uses. While this research uses one-way listening and two-way listening. According to Newton & Nation (2020), there are two types of listening, one-way listening and two-way listening.

Currently the internet can be accessed very easily so that students prefer to watch videos on the internet, especially on YouTube than watching on

television. Besides, there are also more choices of video variations on YouTube, so students can choose the videos they want. Based on the background of study above, it turns out to be interesting and worthy of research with the title The Correlation between the Intensity of Watching English YouTube Videos and Students' Listening Skill.

B. Research Question

Based on the background of the study above, the research question is formulated as follows: Is there any significant correlation between the intensity of watching English YouTube videos and students' listening skill?

C. Objective of the Study

Based on the statement of problem mentioned above, the objective of the study is to analyze the correlation between the intensity of watching English YouTube videos and students' listening skill.

D. Hypothesis of the Study

To find the answer of the problem, the hypothesis can be formulated with Alternative Hypothesis (H_a) and Null Hypothesis (H_o) as follows:

1. H_a : There is significant correlation between the intensity of watching English YouTube videos and students' listening skill.
2. H_o : There is no significant correlation between the intensity of watching English YouTube videos and students' listening skill.

E. Scope and Limitation of the Study

This research uses quantitative methods with the correlation design in which this research limits the discussion to two variables, namely the

intensity of watching English YouTube videos (x) which focuses on the frequency, duration, attention, and appreciation of the students watch the videos and students' listening skill (y) which focuses on students' abilities in listening and understanding English speakers. This research is applied to 11th grade high school students of SMAN I Nganjuk.

F. Significance of the Study

The findings of the research will be useful and provide additional knowledge to teachers, students, readers, and next researchers. Teachers can get information on the intensity of watching English videos on YouTube for students' listening skill. This can be a reference for teachers to use English videos on YouTube as one of the learning media in listening comprehension. Students can be motivated to watch more English YouTube videos to practice their listening skill. This research also can be a reference for readers or next researchers who will conduct research about intensity of watching English YouTube videos, listening skill, and correlation between them.

G. Definition of Key Terms

1. The Intensity of Watching English YouTube Videos

The intensity of watching English YouTube videos refers to frequency, duration, attention, and appreciation of the students when watching the videos in one day. The videos on YouTube include any kind of English videos such as educational, news, historical, entertainment, or personal videos.

2. Listening Skill

Listening skill refers to a skill that allows people to understand the information that other people convey to them in English.