

**CORRELATION BETWEEN THE INTENSITY OF STUDENTS
WATCHING YOUTUBE PODCASTS IN ENGLISH AND THEIR
LISTENING SKILLS AT SMAN 1 SOLOK SELATAN**

THESIS



BY:

NABILAH PUTRI AFIFA

1910013121016

**ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
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*Submitted to Fulfill a Partial Requirement for Getting S-1 Degree at the English
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BY:

NABILAH PUTRI AFIFA

1910013121016

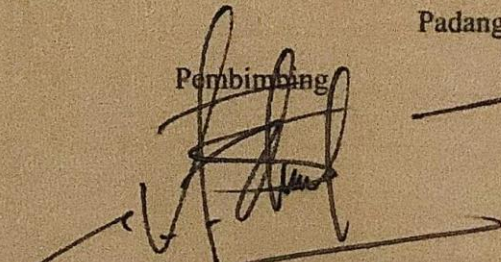
**ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
PADANG
2023**

HALAMAN PERSETUJUAN SKRIPSI

Nama : Nabilah Putri Afifa
NPM : 1910013121016
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul : Correlation between the Intensity of Students Watching
Youtube Podcasts in English and Their Listening Skills
at SMAN 1 Solok Selatan

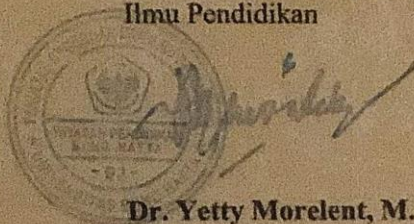
Padang, 09 Agustus 2023

Pembimbing


Drs. Adzanil Prima Septy, M.Pd, Ph.D

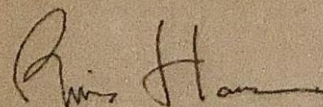
Diketahui oleh:

Dekan Fakultas Keguruan dan
Ilmu Pendidikan



Dr. Yetty Morelent, M. Hum

Ketua Program Studi
Pendidikan Bahasa Inggris



Fitriana Harmaini, S.S., MA

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Nama : Nabilah Putri Afifa
NPM : 1910013121016
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul : Correlation between the Intensity of Students Watching
Youtube Podcasts in English and Their Listening Skills
at SMAN 1 Solok Selatan

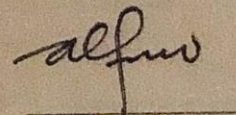
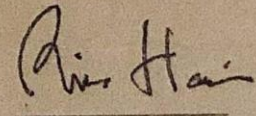
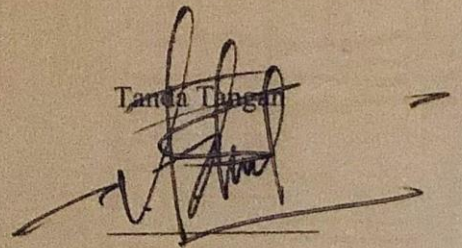
Dinyatakan LULUS setelah dipertahankan di depan Tim Penguji Skripsi
Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan Universitas Bung Hatta pada hari Rabu,
09 Agustus 2023.

Tim Penguji Skripsi

Nama

1. Drs. Adzanil Prima Septy, M.Pd, Ph.D
2. Fitriana Harmaini, S.S., MA
3. Dr. Joni Alfino, S.Pd., M.Pd

Tanda Tangan



ABSTRACT

Afifa, N.P. (2023) “*Correlation Between the Intensity of Students Watching YouTube Podcasts in English and their Listening Skills at SMAN 1 Solok Selatan*”

Advisor: Drs. Adzanil Prima Septy, M.Pd.,Ph.D.

The purpose of this study was to find a correlation between the Intensity of Students Watching YouTube Podcasts in English and their Listening Skills at SMAN 1 Solok Selatan. The design of this research was correlational research. The population of this research is class XI students SMAN 1 Solok Selatan. The cluster random sampling technique was used in this study to collect data and the sample was class XI-IPS 1 which consisted of 36 students. The data collection instruments in this study were the listening test and intensity questionnaire.

Based on data analysis, there is a positive correlation between the Intensity of Students Watching YouTube Podcasts in English and their Listening Skills at SMAN 1 Solok Selatan. It can be shown from the result of the data analysis that the value of $r_{calculated}$ of this research was 0,717, while the value of r_{table} with the level significance 0,05 and the degree of freedom ($df = n - 2$) was 0,329. It means that the $r_{calculated}$ was higher than r_{table} ($0,717 > 0,329$).

Finally based on the finding, it can be concluded that the alternative hypothesis of this research stating that there is a significant correlation between the Intensity of Students Watching YouTube Podcasts in English and their Listening Skills at SMAN 1 Solok Selatan was accepted. By having known that, Teachers should implement learning using YouTube podcasts at school, this can build a more fun learning atmosphere and motivate students to use YouTube for useful things to improve students' listening skills. Students are advised to improve their listening skills and watch more YouTube channels that can practice listening skills such as podcasts or other English audio.

Keywords: listening, intensity, youtube, podcast

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CHAPTER I

INTRODUCTION

This chapter consists of nine parts, namely background of problem, identification of problem, limitations of problem, formulation of problem, research questions, research hypothesis, purposes of research, significance of research, and definition of key terms.

1.1 Background of The Problem

English is not a language of communication used with uniformity only in Britain, but also in Australia, in the USA and in New Zealand, in Canada and in India, etc. In every part of the world this language has its own peculiarities significantly different in the sound system, vocabulary and in own literary norms (Aqil, 2021).

English is the most important language used in almost every aspect of life around the world such as business, industry, nursing, finance, and especially education. Because of that, English must be mastered by people around the world. But there's a certain amount of basic knowledge needed to learn English. The current generation of Indonesians is dominated by students with a high level of digital technology knowledge, during this era of modernization. (Nurhikmah et al., 2021).

According to MS Ummah (2012), learning English is very important. Today, we see this in the progress of our country's education. In Indonesia, from elementary school to higher education, learning English began to be taught from

an early age. Learning English is a complicated matter, because there are four skills in English: Reading, Writing, Speaking and Listening.

According to Roinah (2019), The process of obtaining an English degree is influenced by a number of factors. Two factors, namely the teacher factor as a subject of instruction and the student factor as an object of teaching, are very important in terms of influencing process and outcomes from English education and learning interactions. The process of teaching and learning interaction in the classroom or elsewhere cannot be effectively carried out without having teacher and student factors with a variety of cognitive capacity, affective ability, psychomotor potential.

Listening learning is difficult, but it is generally ignored by most students. It is a fact that continues to occur from year to year in the world of education, especially among high school students. Learning difficulties there's a lot of factors that make you listen to your students, of course. Moreover, there is a significant impact on success in education of the student teaching style. However, there must be a correct way or solution to solve the many problems students are faced with when learning how to listen. For this reason, researcher is very concerned about the problems they face in learning listening.

Based on my experience when teaching at SMA 1 Payakumbuh, students prefer learning activities using media such as watching. Because watching can increase knowledge and make learning activities fun. So it can be said that the learning process will be fun when using media, for example watching YouTube Podcasts in English. The four aspects of English which include reading, writing,

speaking, and listening can be learned simultaneously by means of video media. Watching gives students a powerful incentive to get engaged because it speaks directly of their emotions while allowing us to use our brains to analyze them and what they may do if we like. Watching is a part of the teaching media. For someone learning a language, watching in class can be a very positive experience. Video clips and spoken sound can transform and prepare students for new activities, can entertain, and can create a fulfilling connection between the worlds of entertainment and the world of learning.

Based on previous research by Pradinanty (2023) entitled “Correlation between Students’ Watching Habits of Watching English Videos from YouTube and Understanding of Listening Comprehension at SMA Al-Azhar 3 Bandar Lampung”. The results of this study indicate that there is a low correlation between students’ habits of watching English videos from YouTube and their listening comprehension.

The second previous research by Pamungkas (2016) entitled “The Correlation between Students’ Attitude Towards Watching English Talk Show Videos on YouTube and Their Listening Ability at Eed of Umy Batch 2015”, this research has similarities with previous research by Pamungkas, namely the same using the same 2 variables, but the difference is in the research results. Pamungkas did not find a significant correlation in his research, while this research found a strong and significant correlation.

The third previous research by Rieny (2022) entitled “The Correlation Between Students’ Habit in Watching YouTube Videos and Their Listening

Skill(A Study at English Education Department of Ikip Pgri Bojonegoro)”, this research has similarities with previous research by Rieny, namely both using tests and questionnaires as data collection methods, but the difference is in the research results. Rieny did not find a significant correlation in his research, while this study found a strong and significant correlation.

The next research by Shaba (2022) entitled “The correlation between students’ intensity in watching English TikTok videos and their listening skills at the fourth semester students of English Education Department”. The results of this study indicate that there is no significant relationship between students’ intensity in watching English TikTok videos and their listening skills.

The latest research by Rama (2020) entitled “The Correlation Between The Habit of Watching English Videos on YouTube and Listening Mastery of The 4th Semester Students Of English Education Study Program at Sriwijaya University”, when compared with this study, there are similarities, namely: the same as looking for a correlation value, but the difference is in the data collection technique and the results. Rama used questionnaires and documentation techniques in data collection, and also found no significant correlation in his research, while this research obtained strong and significant correlation results.

Based on the phenomenon that occurred, researcher who is also students of the English Language Education Department at Bung Hatta University, Padang feel responsible and challenged to find out students’ listening skills in relation to students’ daily activities in watching YouTube, especially English

podcast broadcasts. This situation prompted the researcher to conduct a study entitled “Correlation between students intensity of watching YouTube podcast in English and their listening skills at SMAN 1 Solok Selatan” so that researcher know the conditions of listening learning which have been the main obstacle for students in mastering language skills. English especially in English Listening.

1.2 Identification of The Problem

Based on the background of the problems above, there are some problems in listening to English podcasts. The first problem is not catching what the speaker is saying. The second problem is not understanding the meaning of the spoken word. Students must be able to listen well, but it is difficult for them to produce good hearing. By using good and appropriate learning media, this will help students to listen effectively and achieve higher learning outcomes.

According to Qasim and Fadda (2013), given its significant effect on listening skills, podcasts can be used as learning media. In addition to videos that are available on YouTube via the internet and can be accessed or listened to at any time, podcasts are included in learning media.

1.3 Limitation of The Problem

In this research, researcher focused only on the intensity of the students in viewing the English videos of the YouTube podcast and their listening skills at SMAN 1 Solok Selatan in the academic year 2022/2023. The researcher provides podcasts on free themes.

1.4 The Formulation of The Problem

Related to limitation of the problems above, the research problem is formulated into the following questions: What is the correlation between the intensity of watching the YouTube Podcast in English and the listening ability of class XI students at SMAN 1 Solok Selatan.

1.5 Research Question

The researcher formulated the research question based on the title:

1. How intensely do students use YouTube podcasts in English?
2. How is the listening skills of class XI students of SMAN 1 Solok Selatan in answering listening questions?
3. Is there a correlation between students' intensity in watching to English podcast and their listening skills?

1.6 Research Hypothesis

According to Anuraga et al (2021), A hypothesis is a statement or opinion while weak or lacking in truthfulness and thus a tentative assumption.

Based on that notion then the researchers would come up with a hypothesis that's a temporary answer from research to be verified, based on background, the identification, the limitation, and the formulation. In doing this research, the researcher as created a hypothesis or a tentative assumption, that there is a correlation between the intensity of watching YouTube podcast in English and the students' listening skills.

Ha : There is a significant relationship between the intensity of watching English video podcasts and students' listening skills.

H_0 : There is no significant relationship between the intensity of watching English video podcasts and students' listening skills.

1.7 Purposes of the Research

In general, the purpose of this research is to find out if there is a connection between the intensity of watching YouTube podcast in English and their listening skills of the student at SMAN 1 Solok Selatan explains for academic year 2023/2024. Specifically, the purpose of this research is as follows:

- 1) To find out how intensely students watch YouTube podcasts in English at SMAN 1 Solok Selatan.
- 2) To find out students' listening skills in answering questions after listening to English podcasts at SMAN 1 Solok Selatan.
- 3) To find out the correlation between students' intensity in watching to English podcast and their listening skills?

1.8 Significance of The Research

This research is expected to be significant theoretically and practically. Theoretically, it can be one of the references to instructional listening related to the use of IT (video). And practically, It can motivate teachers to use the video in English classes to develop students' motivation and achievement.

1.9 Definition of the Key Terms

To avoid misunderstanding of the key terms used in this study, it is necessary to define them as follows:

1. Correlational research refers to that aims to determine the relationship between the intensity of watching YouTube podcasts in English and their listening skills.
2. Listening refers to understanding YouTube Podcast.
3. Listening skill refers to students' skill to understand YouTube Podcast.
4. Podcast is a video posted on YouTube that talks about news, information, history, and some fascinating things to be heard in English class (Listening Skill).
5. Intensity is the degree to which individuals watch and understand YouTube Podcast.