

**THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING ENGLISH VIDEOS  
FROM YOUTUBE AND THEIR LISTENING COMPREHENSION**

**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements for S-1 Degree**



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## ABSTRACT

### THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING ENGLISH VIDEO FROM YOUTUBE AND THEIR LISTENING OMPREHENSION

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The objective of this research was to know the correlation between students' habit in watching English video from YouTube (X) and their listening comprehension (Y) on the eleventh grade of SMA Al-Azhar 3 Bandar Lampung academic year 2022/2023. There were 30 students taken as the sample of this study who were determined by using random sampling technique. The collected data were analysed by using Pearson Product Moment Correlation and the instruments used were students' listening scores and questionnaire of students' habit in watching English video from YouTube. Subsequently, the research finding indicated that there is very low correlation between students' habit in watching English video from YouTube and their listening comprehension. It proved the  $r_{xy}$  (0.088) which lower than  $r_{table}$  (0.361). it considered that alternative hypothesis ( $H_a$ ) in this research is rejected and the null hypothesis ( $H_o$ ) which state that there is no correlation between students' habit in watching English video from YouTube and their listening comprehension is accepted. In conclusion, there is no correlation between students' habit in watching English video from YouTube and their listening comprehension on the eleventh grade of SMA Al-Azhar 3 Bandar Lampung in Academic Year 2022/2023. However, further examination showed that this result has been affected by several internal threats. First, the respondents' watching habit is still relatively low. Second, respondents still have quite a low tendency to watch movies without subtitle, which may prevent them to optimally acquire the language, especially listening comprehension.

**Keywords:** *Correlation Research, Listening Comprehension, Students' Habit,*

## DECLARATION

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## MOTTO

وَإِذْ تَأَذَّنَ رَبُّكُمْ لَئِن شَكَرْتُمْ لَأَزِيدَنَّكُمْ ۖ وَلَئِن كَفَرْتُمْ إِنَّ عَذَابِي لَشَدِيدٌ (٧)

*And [remember] when your Lord proclaimed, 'If you are grateful, I will surely increase you [in favour]; but if you deny, indeed, My punishment is severe.'* (QS. Ibrahim: 7)



## DEDICATION

This thesis is dedicated to everyone who cares and loves me. This thesis intended to be dedicated in particular to:

1. My dearest parents: Mr. Wagirin and Mrs. Indarty Widyastuti who never stopped encouraging me as I worked on this thesis.
2. My cherished siblings: Dirman Isya Saputra, S.Sos, Arindyas Fenta Pradika S.Sos and Chantika Meyke Pramudya who constantly inquired as to my impending graduation and completion of my studies and my lovely nephew Faeyza Al-Sakhi Attallah the world is so grateful to have you in it.
3. My dearest all lecturers in English Education Department who taught me many things in academic field, and
4. My dearest Almamater UIN Raden Intan Lampung.



## CURRICULUM VITAE

The name of researcher is Nickent Ayunva Pradinanty. She was born in Bandar Lampung June 4<sup>th</sup> 1998. She is the second daughter of Mr. Wagirin and Mrs. Indarty Widyastuti. She has older sister Arindyas Fenta Pradika, S.Sos, brother in law Dirman Isya Saputra, S.Sos and younger sister Chantika Meyke Pramudya.

In her academic background, she started her formal study at the age of five in kinder garden of Bina Harapan. She continued to study in Elementary School 1 Karang Maritim and graduated in 2010. She continued to Junior High School 11 Bandar Lampung and graduated in 2013. On the same year she was continued in Senior High School Utama 2 Bandar Lampung and graduated in 2016. After finishing her high school, she continued her study S1 degree of English Education at State Islamic University of Raden Intan Lampung.





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This thesis entitled “The Correlation between Students’ Habit in Watching English Video from YouTube and Their Listening Comprehension” is handed in as compulsory requirements for S-1 Degree of English Education Department Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Listening is the first language skill a person has acquired. According to Bramantyo & Prasetyo, listening is more important and valuable than speaking. In the language learning process, listening skill is the main point. Ranukadevi stated, without listening without listening skills language, and learning is because listening is not only learning about language but also for learning about other objects.<sup>1</sup>

Listening comprehension is one of the basic skills in the language learning process. As regards Dunkel, listening comprehension is a vital skill in the language acquisition, and its' development is of prime concern to language teachers<sup>2</sup>. In the learning listening comprehension process students can understand by kind of media related to the subject. As a teacher who teaches listening in English learning, the teacher has to choose the media that will be used in the listening process.

However, listening comprehension in the language learning process is uneasy for students. Some students still think that the listening comprehension process is complicated based on interviews. It takes energy to stay focused and pay attention to the subject. They cannot understand, especially when the native speaker speaks too fast.

Furthermore, students have limited vocabulary, and the lack of using English in their environment and society is becoming their problem to increase their listening results. As Ranukadevi says, in contrast to the other language skills, the learners find it comparatively difficult how it has all of its interrelated sub-skills like receiving, understanding, remembering, evaluating, and responding<sup>3</sup>.

Nevertheless, there is a way for students to increase their listening scores in the English learning process. Krashen said to learn a language, there must be input that can be comprehended or language in a form that is understandable and meaningful to the person<sup>4</sup>. The intake is influenced by several factors, including their attitudes toward the information and the exposure they get. The high amount of exposure he gets, whether in the form of teacher's talk, radio shows, movies, videos, or TV shows, also make it possible for him to get more input. Belonging to the previous cases, video can be one of the media that can affect a person's listening skills, especially English video. Nowadays, English videos are easy to access.

One of the media that facilitate access to English videos is YouTube. Unlike the traditional audio-based method, YouTube videos can make students more interested and active in learning. In addition, YouTube can offer plenty of authentic material from around the world<sup>5</sup>. YouTube videos can also stimulate the two channels-visual and auditory- of the working memory in the brain, increasing the long memory content<sup>6</sup>. When students watch videos, the information they learn will remain active in their memory and easy to remember.

Knowing the benefits of watching YouTube videos, makes listening comprehension easy for students to learn. In reference to research conducted by Hootsuite and We Are Social as of January 2021, Monday (15/2/2021), internet users aged 16-24 years spend the most time watching online videos on their devices. It is recorded that 98.5 percent of the 181.9 million

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<sup>1</sup> D. Ranukadevi, *The Role in language Acquisition; the Challenges & Strategies in Teaching Listening*, International Journal of Education Information Studies, Vol. 4, 2014, pp. 59.

<sup>2</sup> Dunkel, P, *Listening in the native and second/foreign language: toward an integration of research and practice*, Tesol Quarterly, 1991 p. 431

<sup>3</sup> D. Ranukadevi, *The Role in language Acquisition; the Challenges & Strategies in Teaching Listening*, International Journal of Education Information Studies, Vol. 4, 2014, p. 60

<sup>4</sup> Krashen, *Principles and Practice in Second Language Acquisition*, Internet Edition, (New York: Pergamon).

<sup>5</sup> Rosenfeld, E. *Beginning the conversation about education 2.0*, Teacher Librarian, 34(4), 6-7.

<sup>6</sup> Berk, R. *Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the College Classroom*, International Journal of Technology in Teaching and Learning, 5(1), 1-2.



population choose to move on the internet by watching online videos or streaming. This means that 179.1 million people in Indonesia have used the internet to watch online videos<sup>7</sup>. This news shows that Indonesian students are used to YouTube social media.

In conformity with preliminary research data obtained by giving questions about watching English videos from YouTube to the students in the second semester of Eleventh Grade of SMA Al Azhar 3 Bandar Lampung. The students often watch YouTube, and sometimes they watch English videos. Various factors may become the reason for the failure in teaching listening. For example, (1) the students still have difficulties comprehending the listening to English videos on YouTube, such as students cannot find the vital information in the videos, (2) some students can identify conversation and the students still struggle, and (3) lack of vocabulary to understand and get information in listening English videos from YouTube. The table about listening scores at the eleventh grade of SMA Al Azhar 3 Bandar Lampung:

**Tabel 1.1**

**Students' Listening score at Eleventh Grade of SMA Al-Azhar 3 Bandar Lampung in the Academic Year of 2022/2023**

No.	Students Score	The number of students	Percentage
1.	$\geq 78$	75	49.32%
2.	$\leq 78$	73	50.68%
	Total	148	100%

Source: *The Score from English Teacher of SMA Al Azhar 3 Bandar Lampung*

From the data in table 1, it can be seen that achievement from students is still yet optimal, that are 49.32% of student's quality from criteria of minimum mastery (KKM) score, while 50.68% of them is not yet complete. The minimum achievement criteria for English subjects in the tenth grade of SMA Al Azhar 3 Bandar Lampung is 78, and it can be seen that many students are weak in listening comprehension.

Besides giving questions to the students, the teacher also interviewed, Tri Handayani, S.Pd the English teacher in SMA Al Azhar 3 Bandar Lampung in view of various factors make the students less attractive in the learning process of listening. (1) One problem is the students hear incorrect sounds, such as incorrect words, and similar sounds.<sup>8</sup> There are many factors affecting students in the English learning process.

English teacher said that the students need to be motivated in English, especially in listening material, students' difficulties in listening, the teacher has used engaging media but some students are still confused about the topic.<sup>9</sup> The teacher used dictating technique in teaching and learning listening comprehension, when the teacher teaches, she read a text and the students listen to her. The teacher uses commercial books for teaching English.

Finding problems that students mostly have difficulty in listening. The student's problems are (1) the result of the students listening interest was low. (2) The students are not interested when the teacher teaches listening in the class. (3) They lacked listening skills because students often claim that their primary problem in acquiring English is the lack of media to understand the material. After interviewing the students, the problems are that the student's learning is difficult. Difficulty catching the sounds of words that cause listening misconceptions.<sup>10</sup> The students' habit of using YouTube can also be used in learning English. However, many students do not realize the benefits of watching YouTube. Most of them open YouTube just looking for videos that are unrelated to learning English. This problem also occurs in students in the eleventh grade of SMA Al Azhar Bandar Lampung.

Depending the reason, is to cope with these students' problems in is listening is needed proper supporting media, such as videos, movies, songs, and podcasts, which also make it possible for

<sup>7</sup> <https://www.suara.com/tekno/2021/02/15/153000/youtube-rajai-media-sosial-di-indonesia>

<sup>8</sup> Tri Handayani, S.Pd, as *English Teacher at The Eleventh Grade of SMA Al Azhar 3 Bandar Lampung*, An Interview on January 16<sup>th</sup> 2020.

<sup>9</sup> Nickent Ayunva P, *Interview to English Teacher*, SMA Al Azhar 3 Bandar Lampung 24<sup>th</sup> Feb 2022

<sup>10</sup> Students' pre- research questions

media to get input into the students' listening comprehension. Conforming to Harmer Audio-visual such as film, video or DVDs can be used as media in learning listening<sup>11</sup>. Video shows more interesting pictures and sounds than audio. Video produces not only sound but also moving pictures; speakers can be seen, their body movements give clues as to meaning; so do the clothes they wear, their location, etc. and background information can be filled in visually<sup>12</sup>. This media attracts the students' in listening class and it will be solved the students' problems. Since students are familiar with technology for learning English it will make their habits in finding the information they want. Andrews specified that the habit, strictly speaking, is a similar form as regards feeling which consciousness repeatedly takes; it is a fixed way in which the stream of mind flows when these familiar feeling processes form its content.<sup>13</sup>

There are several previous studies related to this research, The first previous research have been conducted by some researchers Asnawi Muslem, Sofyan A Gani, Bustami Usman, Rismawati, and Melor Md Yunus at State Senior High School 4 Banda Aceh entitle "The Influence of Authentic English Video Clips on Students' Listening Comprehension" they findings of this research showed that the use of authentic English video clips significantly improved students' achievement in listening comprehension in comparison to those taught by using audio compact disc (CD).<sup>14</sup>

Besides the researcher, Irma Nurlela at Senior High School Tri Bhakti Pekanbaru entitle "The Correlation Between Watching English Movie and Students' Listening Comprehension at The Tenth Grade of Senior High School Tri Bhakti Pekanbaru" she finds the results of this study showed that a significant correlation between watching English movie and students' listening comprehension at the tenth grade of senior high school Tri Bhakti Pekanbaru.<sup>15</sup>

A similar finding is shown by Dewi Puji Lestari at SMAN 8 Tangerang Selatan in 2016 has researched the title "The Effect of Picture and Video on Students' Listening Comprehension". Her study focuses on the teaching by picture and video, she found that the use of video is more effective than the picture.<sup>16</sup>

Referring to those three researchers above. It can be found that are some differences between the previous research with this research. The first researchers focus on students' improvement in listening comprehension. While the second previous research focuses on the correlation between watching English movies and students' listening comprehension. Then, the third previous research focuses on using media pictures and videos to teach listening comprehension.

From the previous research above, this research has similarities and differences from any previous research before. The similarity is using video as media in this research. The difference is any previous research choose video but is not from YouTube. Therefore, this research will choose the video from YouTube.

Previous studies showed that videos have been helpful material for teachers to enhance students' language learning skills. Furthermore, using videos is proved to be efficient in encouraging students' cognitive development<sup>17</sup>. The experts say that video as a medium to teach English as a foreign language can increase skills in learning English. If the students have an interest in watching English videos by listening comprehension, then students will enjoy and understand the content of the videos.

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<sup>11</sup> Harmer, *The Practice of English Language Teaching*, (United Kingdom: Ashford Colour Press, 2007), p. 308.

<sup>12</sup> *Ibid*, p.144.

<sup>13</sup> Andrews, B. R, *Habit*, The American Journal of Psychology, University of Illinois Press, Retrieved 11 April 2020 from <http://www.press.uillinois.edu/journals/ajp.html>. 1903

<sup>14</sup> Asnawi Muslem, Sofyan A Gani, Bustami Usman, Rismawati and Melor Md Yunus, *The Influence of Authentic English Video Clips on Students' Listening Comprehension*, (Banda Aceh: Universitas Syiah Kuala Banda Aceh, 2018), p. 105-114.

<sup>15</sup> Nurlela, Putri, *The Correlation Between Watching English Movie and Students' Listening Comprehension at The Tenth Grade of Senior High School Tri Bhakti Pekanbaru*, (Pekanbaru: Universitas Islam Negeri Sultan Syarif Kasim Riau Pekanbaru, 2018)

<sup>16</sup> Puji Lestari, Dewi, *The Effect of Picture and Video on Students' Listening Comprehension*, (Jakarta: Universitas Islam Negeri Syarif Hidayatullah Jakarta, 2016)

<sup>17</sup> Medina, S, L, (2002). *Using music to enhance second language acquisition: From Theory To practice*. Retrieved from <http://www.forefrontpublishers.com/eslmusic/articles/06.htm> and accessed on December 16<sup>th</sup> 2018

Due to the background above this study was use English Video from YouTube to show whether there is a correlation or not between students' listening comprehension. Therefore, this study tried to propose research entitled "The Correlation Between Students' Habit in Watching English Video from YouTube and Their Listening Comprehension at The Eleventh Grade of SMA Al Azhar 3 Bandar Lampung 2022/2023 Academic Year".

## **B. Identification of the Problem**

In consonance with the background above, there are some problems:

1. The teacher media in teaching listening is not interesting.
2. The students' listening ability is still low.
3. The students have little concern for listening material.
4. Students are less interested in watching English videos on YouTube.

## **C. Limitation of the Problem**

On bases the problem, this study focuses on the topic. In this case, the problems are limited to students' habits in watching English videos from YouTube and their listening comprehension. Thus, in this research only in focus on investigating students' habit in watching English videos from YouTube of the eleventh grade of SMA Al Azhar 3 Bandar Lampung in the academic year 2022/2023. In which, this study will focus on the correlation that shows whether the students' habit in watching English videos from YouTube affects to the students' listening comprehension or not.

## **D. Formulation of the Problem**

As concern the background of the problem this study formulates the questions, as follows: "Is there a correlation between students' habit in watching English videos from YouTube and their listening comprehension at the eleventh grade of SMA Al Azhar 3 Bandar Lampung in the academic year of 2022/2023?"

## **E. Objective of the Problem**

The objective of this study is to find and know the correlation between students' habit of watching English videos from YouTube and their listening comprehension at the eleventh grade of SMA Al-Azhar 3 Bandar Lampung in the academic year 2022/2023.

## **F. Significance of the Problem**

The uses of this study will be as follows:

### **1. For the Students**

This study is hoped that the result of the research can be useful for students in order that the students can improve their listening comprehension by English videos from YouTube and get an experience about how to learn to listen using this media.

### **2. For the Teacher**

From this research, the result of the research can be useful for English teachers who learn the research result, it means that they can use English videos from YouTube to improve their teaching and this research can give the teacher alternative teaching in listening.

## **G. Scope of The Research**

### **1. Subject of the Research**

The subject of the research was the students of the eleventh grade of SMA Al Azhar 3 Bandar Lampung in the academic year 2022/2023.

### **2. Object of the Research**

The object of the research is the use of students' habits in watching English videos from YouTube and students' listening comprehension.

### **3. Time of the Research**

The research was conducted in the second semester of the academic year of 2022/2023.

### **4. Place of the Research**

The research was conducted at SMA Al Azhar 3 Bandar Lampung.

## CHAPTER II

### LITERATURE REVIEWS

#### A. Listening

##### 1. Definition of Listening

Listening is the first language skill that manifests itself in a person's life. As foreign English learners, students must understand listening comprehension if they want to become proficient in English. Like listening, but at the same time different, hearing is more important for students.

Hearing is one of the main human senses that functions to communicate and warn the body. Sound is a vibration that is felt in the sense of hearing. This is called the process of hearing which involves the parts of the ear and brain. In agreement with Rost, hearing is a major psychological system that allows the reception and modification of sound waves.<sup>18</sup> While listening is subject to four orientations or perspectives. First, from a receptive perspective, listening is seen as accepting what the speaker is actually saying. Second, from a constructive perspective, listening can be defined as constructing and representing meaning. Third, seen from a collaborative perspective, listening is giving meaning to the speaker and responding to him. Fourth, from a transformative point of view, it means creating meaning through connections, insights, and empathy.<sup>19</sup>

Coming from the explanations, it can be concluded that listening is a process of hearing, and catching the information. Listening is very important because by listening we know what someone says and get the point of communication.

##### 2. The Type of Listening

As described by Wolvin and Coakley, there are two main types of listening that people commonly use depending on the purpose, these are<sup>20</sup>:

- a. Discriminative listening. Discriminative listening is the most basic form of listening that develops from an early age of people. It focuses more on distinguishing the resulting sound than on understanding the meaning of the word. For example, people can distinguish their parents' voices when they are children, and then they can improve their ability to distinguish sounds and also understand their meaning when they grow up.
- b. Comprehensive listening. Comprehensive listening is more complicated than discriminative listening. Understanding the message requires mastery of vocabulary and proper language skills. More complicated due to the ambiguity of different interpretations of meaning.

In accordance with Brown some types of listening are as follows<sup>21</sup>:

- a. Intensive  
Listening for the perception of the components (phonemes, words, intonation, discourse markers, etc.) of a large stretch of language.
- b. Responsive  
Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response.
- c. Selective  
Processing stretches of discourse such as short monologues for several minutes in order to "scan" for certain information. The purpose of such performance is not necessarily to look for global or general meanings to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, Tv, radio news items, or stories). Assessment tasks in selective listening could

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<sup>18</sup> Michael Rost, *Teaching and Researching Listening*; Second Edition, (Edinburgh:Longman.2002), pp. 11.

<sup>19</sup> *Ibid.*, pp. 2 – 4.

<sup>20</sup> A. Wolvin, Carolyn G Coakley. 1999. *Listening*. Boston.: McGraw-Hill. p. 23

<sup>21</sup> H. Douglas Brown, *Language Assesment Principle and Classroom Practices* (San Francisco: Longman, 2004),



ask students, for example, to listen for names, numbers, a grammatical category, directions (in a mapping exercise), or certain facts and events.

d. Extensive

Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

### 3. Listening Process

Graser has described listening as a six-step process<sup>22</sup>:

- a. Hearing. Hearing is the first step to listening. A person begins to hear when his or her ears pick up sounds.
- b. Paying attention. In this step, the hearer begins to concentrate on a sound that is directed toward him or her and pays attention to the speaker's message.
- c. Organizing. After receiving new information, the hearer needs to organize it. This requires integrating new information with old data that is already in the brain and sorting it into categories that make sense to the listener.
- d. Understanding. Sorting of information into categories must lead to understanding that is, assigning meaning to the information received, and pondering what action to take.
- e. Remembering is the next step. The listener stores the new understood the information in his or her long-term memory.
- f. Responding is the final step of the listening process. Steps 1-5 enable the listener to respond to the person who initiated the communication process. Being able to respond appropriately indicates that the listener was engaged in the conversation and understood the message.

## B. Listening Comprehension

### 1. Definition of Listening Comprehension

Listening is not just about hearing, but we must understand the meaning contained in it, and listening is divided into several types, one of which is listening comprehension. As reported by Howat and Dakin in Hien listening comprehension is the ability to identify and understand what others are saying. The goal of listening comprehension is to comprehend what people said in English form<sup>23</sup>. There are differences of opinion about the meaning of listening comprehension, Rost and Hamouda defined listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and other linguistic or non-linguistic clues<sup>24</sup>.

### 2. The Purposes of Listening Comprehension Lesson

As stated in Paulston and Bruder (1976, as cited in Pourhosein Gilakjani & Ahmadi, 2011), listening comprehension lessons have certain goals and all teachers and learners should be aware of these goals. They are as follows<sup>25</sup>:

- a. Listening comprehension lessons should be carefully and gradually planned. Listening activities progress from simple to more complex while learners get in language proficiency.

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<sup>22</sup> Nan S. Graser, *125 Ways to Be a Better Lis-tener: A Program for Listening Success* (East Mo- line, Ill.: LinguiSystems, Inc., 1992), p. 10.

<sup>23</sup> Hien, Trinh Vinh. *Difficulties And Stategies In Listening Comprehension*. Truong Dai Hoc Lac hong: Lac Hong university, 2015. <http://lhu.edu.vn/139/662/DIFFICULTIES-AND-STRATEGIES-IN-LISTENING-COMPREHENSION-TRINH-VINH-HIEN-03AV4.html>. (Retrived on November 15th , 2016)

<sup>24</sup> Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, 9(6), 123-133.

<sup>25</sup> Pourhosein Gilakjani, A., & Ahmadi, M. R. (2011). A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement. *Journal of Language Teaching and Research*, 2(5), 977-988.

- b. Listening comprehension lessons should demand active student participation. Student participation is his/her written answer to the listening comprehension material and immediate feedback on performance that can keep students' concern and motivation.
- c. Listening comprehension should provide a communicative necessity for remembering to develop concentration. These two factors are very important in recalling and can be done by giving the students the writing task before listening to the material.
- d. Listening comprehension should focus on the conscious memory tasks. One of the aims of listening is to reinforce learners' recall to increase their memory capacity. Listening is receiving, receiving needs thinking, and thinking needs memory. It is impossible to separate listening, thinking, and remembering.

The focus of listening comprehension lessons is on teaching not testing. The aim of checking learners' responses is just feedback that is a way of helping learners to know how they did and how they are advancing.

### 3. Listening Comprehension Strategies

Chamot and Küpper, Henner Stanchina, Murphy, O'Malley and Chamot, and Ak have been interested in strategies for listening comprehension. Listening suggests are the skills raise strategies and can be divided into two groups; bottom-up strategies and top-down strategies.

- a. Bottom-up strategies concentrate on linguistic features and urge students to analyze individual words for their meaning or grammatical structures before gathering the meanings to form propositions.
- b. Top-down strategies concentrate on the overall meaning of phrases and sentences and motivate students to use real-world schematic knowledge to develop expectations of text meaning<sup>26</sup>.

Relative to Vandergrift and Ak, listening strategies are metacognitive strategies, cognitive strategies, and socio-affective strategies. Metacognitive strategies are mental activities for managing language learning which involve planning, monitoring, and evaluating one's understanding. They involve thinking about the learning process like selective attention and comprehension monitoring. Cognitive strategies are mental activities for using the language to do a task that includes using particular techniques for the learning task like explanation and deduction. Socio-affective strategies include cooperating with other learners or the teacher for explanation and using particular techniques to reduce apprehension. They involve activities such as questioning for clarification, cooperation, decreasing worry, and self-encouragement<sup>27</sup>.

### 4. Aspect of Listening Comprehension

Students' listening comprehension varies controlled by many factors that may influence it. Such as students' prior knowledge, their ability in comprehending the listening materials and acquiring the vocabulary, the differences in their intelligence, the facility of the learning activity, and many more that may affect them.

As a results those explanations, the teacher is required to teach the students about the aspects that need to know in listening. In the manner of Underwood<sup>28</sup> teachers need to provide planned and systematic opportunities for the students to learn how to:

- a. Determine what is the conversation or an utterance is about.
- b. Establish who is the speaker and to whom the speaker is talking.
- c. Recognize the mood and the attitude of the speaker.

In conclusion, those aspects can be used to measure students' listening comprehension.

## C. Concept of Habit

### 1. Definition of Habit

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<sup>26</sup> Abbas Pourhosein Gilakjani, *The Significance of listening comprehension in English Language Teaching*, Article in *Theory and Practice in Language Studies*, August 2016

<sup>27</sup> *Ibid*

<sup>28</sup> Underwood, M, *Teaching Listening: Longman Handbooks for Language Teachers*, New York: Longman Inc.

Learning to listen is not only in the classroom, but students can also learn solo at home. The habits of the students can be a medium for learning English, as well as watching English videos from YouTube. You can learn in an easy, fun, and convenient way. They can learn to pronounce words, use real expressions in front of others, they can increase their vocabulary, and they familiar with the voices of native speakers in videos.

A psychologist Andrews, in the American Journal of Psychology it is specific in this way a habit from the standpoint of psychology, is a more or less fixed way of thinking, willingness or feeling acquired through previous repetition of a mental experience<sup>29</sup>. Richard defined Habit as regular behavior system that becomes nearly automatic as an output of repetition<sup>30</sup>.

In relation the definitions above, it can be concluded that Habit is a behavioral system that requires a stimulus and response to act repeatedly, instinctively, and automatically to achieve a predetermined goal.

Two aspects come from two different disciplines: psychology and sociology. In psychology, habits resemble psychological structures and are factors that influence behavior. In sociology, habits manifest themselves as everyday habits<sup>31</sup>. These are as follow:

a. Habit as behavior

Habits appear as a factor in behavior and act as a barrier or impetus to determine the outcome of the behavior<sup>32</sup>. More precisely, habits are also identified as interacting with other important factors such as attitudes, norms, and intentions. Here is an important point in habits as a factor of behavior<sup>33</sup>:

- 1) Habits are not simply defined by their frequency; as well as frequency, the other aspect of habit involves automaticity (the absence of deliberation, or conscious thought), and a stable context (for a habit to be formed, the immediate environment in which the behavior occur needs to remain constant).
- 2) Habit Strength – the extent to which behavior has become an established habit and is not driven by intentions – can be measured, using a set of survey questions that assess the frequency, automaticity, and context stability of behavior for a particular person at a given point in time. In turn, this measure can suggest the type and force of intervention needed to break (or further embed) the habit.

b. Habit as Practice

In this section, looks at what Practical Theory is trying to say about habits and explore its implications for practitioners. Rather than targeting individual motivation, practice theory requires the rearrangement of elements that unite a particular practice<sup>34</sup>.

Practice theory (an emerging branch of sociology) holds that practices are made of three elements:<sup>35</sup>

- 1) Materials (objects, hard infrastructure)
- 2) Competences (skills and know-how)
- 3) Images (meanings, ideas, and interpretations)

From the above two perspectives on habits, habits can be integrated into what is seen as a psychological component that influences behavior in psychology. An important point of behavior is the habit of interacting with factors such as attitudes, norms, and intentions, including frequency, automation, and stable context. In addition, in sociology, habits are considered everyday habits.

<sup>29</sup> Andrews, B. R. *Habit*, The American Journal of Psychology, University of Illinois Press, Retrieved 17 September 2016 from <http://www.Press.uillinois.edu/journals/ajp.html>, 1903

<sup>30</sup> Jack C Richards and Richard Schmidt, *Dictionary of Language Teaching and Applied Linguistic; Third Edition*, (London: Longman, 2002), pp.236

<sup>31</sup> Andrew Darnton, *Habits, Routines and Sustainable Lifestyles*, (London: Department for Environment, Food and Rural Affairs, 2007), pp. 2

<sup>32</sup> *Ibid.*, pp.21

<sup>33</sup> *Ibid.*, pp.25

<sup>34</sup> *Ibid.*, pp.35.

<sup>35</sup> *Ibid.*, pp. 4.

## 2. Habitual Learning

Richard declared, "Learning is the process by which change in behavior, knowledge, skills, etc. Comes about through practice, instruction or experience, and the result of such a process."<sup>12</sup> It means habitual learning is a process of developing something by using repetition in learning. The learners do an activity automatically and repeatedly to improve their achievement. For example, if students want to increase their listening achievement then they use watching the movie as their habit to reach the goal.

It is concluded that habitual learning is learning by using repetition in a way of learning. The learners do something continuously and repeatedly and this activity is used as a way in learning something to improve their achievement. In short, habitually learning by using habit. Some Indonesian students probably like to use their habits of watching English videos to enrich their vocabulary, grammar, pronunciation, spelling, etc.

## D. Watching English Video from YouTube

### 1. Definition of Watching English Video from YouTube

In recent years, a major trend toward the use of technology and its integration into the curriculum has become very important. In particular, the use of video material in foreign language education is growing rapidly<sup>36</sup>. She also defined video as the selection and sequence of messages in an audio-visual context and she described video, at the most basic level of instruction, as a form of communication and it can be achieved without the help of language since we often interact by gesture, eye contact, and facial expression to convey meaning.

Similarly, Harmer indicated the main advantage of video is that students can not only hear the language but also see it through video clues and gestures, which goes beyond what the student is listening to. They can connect words and images to help analyze the language<sup>37</sup>.

Owing to the definition above, watching English videos is a relaxing activity that can help students learn English through currently readily available media.

### 2. YouTube

YouTube is considered an online medium available to trainers and learners through video anytime, anywhere as long as an internet connection is available<sup>38</sup>. In learning English, you can use YouTube videos for vocabulary, accents, pronunciation, listening, reading, writing, and speaking<sup>39</sup>. YouTube videos help learners learn a language and get information that goes beyond the language itself. Therefore, today's learners can easily watch videos by simply connecting their technology device to an internet network. In this fact, YouTube is seen as the most highly rated video site among students<sup>40</sup>. Tied to the understanding, YouTube video is an alternative tool used in language education to teach audiovisual information.

## E. The Assessment of Listening Comprehension and Habit in Watching English Video from YouTube

### 1. Assessment of Listening Comprehension

Tests are a subset of assessment is an ongoing pedagogical process that includes a number of evaluative acts on the part of the teacher. Assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure the teacher subconsciously makes an assessment of the student's performance.

Buck claim, listening comprehension should be fulfilled three aspects, they are phonemic

<sup>36</sup> Canning-Wilson, C, *Practical Aspects of Using Video in The Foreign Language Classroom*, The Internet TESL Journal, VI p.11,2000

<sup>37</sup> Harmer, J, *Teaching with Video*, in A. Pearson Education Limited, Practice of English Language Teaching, pp, 282, England: Editorial Longman.

<sup>38</sup> Educause, *Educause Learning Initiative: 7 things you should know about YouTube*, Cambridge: Cambridge University Press , Retrieved from <http://www.educause.edu/ir/library/pdf/EL17018.pdf>, 2006

<sup>39</sup> Chhabra, P, *Use of E-Learning tools in Teaching English*, *International Journal of Computing & Business Research*, 2012, p 1-7

<sup>40</sup> Burnner, I, *Using Language Learning Resources on YouTube*, *International Conference For Language Teaching*, 2013, p. 1-5



discrimination tasks, paraphrase recognition, and response evaluation.<sup>41</sup> Besides, Brown express that there are eight factors in listening process such as clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation.<sup>42</sup> Furthermore, Kline added that listening comprehension is further an active process involving receiving, attending, understanding, responding, and remembering.<sup>43</sup>

Underwood described that listening is paying attention to and trying to get meaning from something we hear<sup>44</sup>. From this meaning, we conclude that listening is a conscious activity. It involves a deep understanding of the meaning that is sent to us in the form of sounds, words and sentences and these have to be processed by the brain. As specified by the explanation above, it is clear that listening comprehension is an active process where the listener should know what sound is, its source, topic, meaning, and so forth. So, listeners should use their brains for thinking. Listening comprehension is not like listening only without understanding.

This research concluded that listening comprehension is further an active process involving receiving, attending, understanding, responding, and remembering the factual information in the song and an active process where the listener should know what sound is, its source, topic, and meaning. So that the listener especially the students can gist what the meaning is being said and can find and emphasize the specific information inside the video. From the explanation from the experts above, this research took:

- a. Listen for specific information
- b. Obtain the gist of what is being said
- c. Paying attention and try to get meaning from the videos
- d. Respond to the videos that are heard
- e. Recognize the topic of the videos

## 2. Assessment of Habit in to English Video from YouTube

The habit of watching English videos from YouTube is an activity watching the English videos that are done repeatedly over a long period of time and the activity of watching English videos from YouTube is a pleasure. Richard defined Habit as a regular behavior system that becomes nearly automatic as an output of repetition<sup>45</sup>.

In learning English, YouTube videos can be used to improve vocabulary, accents, pronunciations, listening, reading, writing, and speaking<sup>46</sup>. Furthermore, YouTube implementation in the classroom will provide students with a better comprehension of the lesson<sup>47</sup>.

When designing lessons and teaching materials to further develop listening comprehension, students need to be motivated and stay motivated. Hence, Brown avowed that teachers need to

<sup>41</sup> Buck, G, *Assesing Listening*, Cambridge: Cambridge University Press, 2001, p. 4

<sup>42</sup> Brown, G, *Listening to Spoken English Second Edition*, United states: Longman, 1990, p. 147

<sup>43</sup> J.A, Kline, *Listening Effectively*, Alabama: Air University Press, 1996 p.15

<sup>44</sup> Underwood, M. (1989). *Teaching Listening: Longman Handbooks for Language Teachers*. New York: Longman Inc

<sup>45</sup> Jack C Richards and Richard Schmidt, *Dictionary of Language Teaching and Applied Linguistic; Third Edition*, (London: Longman, 2002), pp.236

<sup>46</sup> Chhabra, P, *Use of E-learning tools in teaching English*, International Journal of Computing & Business Research, p.7

<sup>47</sup> Khalid, A., & Muhammad, K, *The Use of YouTube in Teaching English Literature The Case of Al-Majma'ah Community College, Al-Majma'ah University (Case Study)*, International Journal of Linguistics, p. 525

think carefully about making the activities successful and the content interesting<sup>48</sup>. We can create interesting and motivating activities when listening such as using English videos from YouTube.

This study concluded that English videos are very important to teach the students about listening, especially in listening comprehension because it could make them study with pleasure, also when the teacher uses a tool that is English videos the students will be motivated and interested in English learning. From the explanation, this study takes the indicators such as;

- a. Frequency
- b. Materials
- c. Attitude
- d. Automaticity
- e. Competence
- f. Image

The indicators takes from Andrew Damton theory about habit, that is “Habit appears as a factor that influence behavior and routine practice.”<sup>49</sup>

## F. Frame of Thinking

In this era, students learn English not only in the classroom but also learning English by technology. Especially, their smartphone is very helpful for learning. In the listening process, the listener does not only listen to what is being said, but is also required to understand what has been heard. The process of understanding spoken language is often called listening comprehension. Listening comprehension is the ability to listen, process it, and understand its meaning.

Listening is one of the skills needed for learning English, but listening is not just hearing. Listening is the most important skill in language learning. Learners spend most of their time listening rather than reading, writing, or speaking. Listening is one of the receptive skills. This means that listening is a skill to receive something that is being said.

Technology unconsciously makes students have new habits; students can easily access things that can help them learn listening comprehension. For example, YouTube is easy for students to learn with other methods, namely in the form of videos. There are many types of videos that students can watch, such as English videos that can help them improve their listening comprehension. By watching English videos from YouTube, students feel happy when they enjoy videos of their own choosing. Students will determine their own perception when watching English videos related to their listening comprehension. English videos from YouTube are suitable for students' point of view to improve their listening comprehension because they will know how to understand the content in the videos.

Therefore, this research will be conducted to find out whether or not there is a correlation between students' habits of watching English videos from YouTube and their listening comprehension.

## G. Hypotheses

In view of the previous explanation, the hypotheses of this research is:

H<sub>a</sub> : There is a positive correlation between students' habit of watching English videos from YouTube and their listening comprehension

H<sub>o</sub> : There is no correlation between students' habit of watching English videos from YouTube and their listening comprehension.

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<sup>48</sup>Brown, J, Rhymes, *Stories and Songs in The ESL Classroom*, *The Internet TESL Journal*, Available at: <http://iteslj.org/Articles/Brown-Rhymes.html>.

<sup>49</sup>Andrew Damton, *Loc.it*



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