

THE CORRELATION BETWEEN WATCHING ENGLISH VIDEOS AND STUDENTS' LISTENING COMPREHENSION

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Abstract: Listening fundamental language skills that determines the ability to receive and comprehend the messages through voice and sound. The use of authentic material in listening class is essential to make the students familiar with how English are actually used in life. There are abundant authentic materials contained in English based videos where EFL learners are able to practice their extensive listening skills is by watching it. Therefore, the researcher is interested in conducting research about the correlation of watching English videos frequency on students' listening skills. This study used quantitative research method on two variables which are frequency of watching English videos, and English listening skill. The data collected in the form of frequency of watching video questionnaire through Google Form and listening comprehension score from 2nd semester of English department at the University of Islam Malang. The data are analyzed based on the mean of Likert scale and correlated with students' listening comprehension score using SPSS Pearson's product moment analysis. The result of the study indicates that most of the students are at high level of profile at all indicators of frequency of watching videos such as frequency, repetition and attitude. Moreover, the study also indicates significant correlation between students' frequency of watching English videos and their listening comprehension skills. Thus, the more frequent the students watch English videos, the better their listening skills, and indicated that English authentic videos improve students' listening skills. This study suggests that it is important to consider learning English actively while watching English videos. The next researcher should consider the relationship of watching English video frequency and other language skills such as speaking, writing, reading and grammar.

Key Words: Listening skill, extensive listening, activities.

INTRODUCTION

Listening is considered as fundamental language skill to receive and comprehend the messages that is delivered through voice and sound in the communication process. Listening is a receptive process to obtain information by

representing and negotiating meaning from the speaker to produce meaning of the message through imagination and mental process (Brown, 2001). The ability of an individual to listen determines how well they receive information especially the one from oral communication. As stated by Brown (2007) that this auditory skill is much greater in use of time, words, effort, and attention than the oral counterpart whether in the workplace, school, or home. Each student may have a different level of listening proficiency.

However, in the case of EFL learning, listening is considered as challenging skill to master as students have to keep up with the speed and accent that is varied from each speaker. Li and Renandya (2012) stated that listening is a language skill that commonly considered difficult for language learners to master especially in the context of foreign languages due to several factors such as lack of exposure to authentic material and lacking knowledge such as vocabulary and grammar. Listening considered to be more complex than other skills for learner who does not live in an English-speaking environment, as it is more difficult to practice listening and intentionally learn how to listen (Schmidt, 2016). Therefore, it is important to facilitate students to be more adapted to listen directly from authentic material through the natives.

The implementation of authentic material is essential in listening class in order to make the students familiar with how English are used in actual life. According to Alrefai & Bataineh, (2019) In order to advance students' skill in listening, materials applied in EFL classroom, is a vital element in teaching and learning process. Authentic material is oral or written resources that is not intended for teaching purposes, and it is originated and made for native speakers as well as used to communicate between native speakers for a certain purpose (Alimemaj, 2010). It is also defined by Nunan (1999) who stated that authentic learning materials is a form of spoken or written language material that shaped in the of authentic communicative course, and also did not specific to language teaching. In regards to

the level of importance towards listening material, Field (2002) believed that the implementation of authentic listening material enables students to address relative shortage of deliberation to the practice of listening in the EFL classroom.

Based on Gilmore (2007) study, the effect of using authentic materials compared to textbook materials during one-year experiment and it was found that video significantly improves communicative competence of the learners. Moreover, Akbari and Razavi (2016) stated that pictures, movements, colors and body language in a video allows learner to access non-verbal information for easier and comprehensive language learning. Empirical study by (Flowerdew & Miller, 2005) also demonstrated that the positive effects of utilizing authentic texts by language learners leads to development of oral language skills. Moreover, learners also require opportunities for language practice to achieve daily circumstances that the learner might face when doing listening outside the classroom activities learning activity. Zeeland & Schmitt (2013) points out that it is essential to support learners with authentic tasks gradually, rather than just attempt to make tasks realistic from the beginning to determine the next step to prepare students in real-life situations,

There are many ways to develop listening skills with the help of advances in technology. One of many methods where EFL learners are able to practice their extensive listening skills is by watching English based videos on television programs, and movies (Halloran & Hearn, 2017). According to Harmer (2007), extensive listening might usually take place out of classroom activities like in home, car and so on television at home. According to Renandya (2019), in order to improve listening skill effectively through extensive listening, it is required for the learner to expose themselves to authentic materials such as songs and videos.

Videos is considered a good media to learn listening with the support of pictures, animation and audio to help the listener to understand the context. According to Polat (2019), videos delivering material in foreign language is

beneficial for the acquisition of language and develops language skills, because video contains illustration of communication. Many sources of videos like movies, YouTube, television programs, and music might also be applied to enhance language learners' listening comprehension in listening class (Berk, 2009). Moreover, Renandya (2019) stated that authentic material also benefits the other skills in oral communication including observing the real use of colloquial speech, slang expressions, omission, revolutions and abbreviations adopted in modern society. Thus, the finest alternative to promote active listening skills is learning English through technology that provides authentic material through videos that has visual support to aid listening comprehension, as it is considered to be affordable and enjoyable as well as providing greater impact on the eminence of their English language proficiency.

There are many studies that aims to study related to the influence of listening to English videos towards listening skills. For instance, a study by Muslem (2019) aims to examine the impacts of authentic English video clips implementation in improving students' skills in listening comprehension. The results shows that the use of authentic English video clips improved students' learning success in listening comprehension significantly compared to the students who were taught using audio recording. Moreover, Alrefai and Batanieh (2019) studied the effect of using TED Talk videos to improve English listening skill shows that the students have difficulties in understanding the content of the videos. Another study done by Polat (2019) indicated that the relationship between authentic video materials and listening skills is significant. From the result of these studies, it is still unclear whether using English videos can influence listening comprehension skill. In this case a study on the correlation between students' frequency in watching English video and students' skill in listening comprehension need to be conducted.

METHOD

This study was carried out using correlational quantitative design to find the answer of the problem based on generalized data on large number of participants. This design used to investigate the correlation and significance between variables as well as the students' profile in the frequency of watching English videos. The variables used in this study are the frequency of watching English videos acquired from the questionnaire and the students' reading comprehension skills from the students score in listening class.

The study conducted online at the University of Islam Malang, and the population used in this study is the second semester students at English department. This population is chosen because the aims of this study is to draw correlation analysis between frequency of watching English videos and basic listening comprehension, and the students included in the population are studying basic listening comprehension skill at first and second semester. The sampling method used in this study is simple random sampling where the researcher distributed the research instrument on the population and observe how many participants joined in this study. This way all students in the population have the same chance and opportunity to participate on this study.

In collecting the necessary data that reflects variable of the study about frequency of watching English videos and listening comprehension, the researcher included questionnaire to gather primary data from the students' responses as well as secondary data from students' score in listening comprehension from the lecturers of listening course. The instruments used in the study was questionnaires and students' score in listening comprehension. The questionnaire includes 19 items of statements about frequency of watching English videos in the form of the Likert Scale which is distributed into five scales. The questionnaire was adapted from Datsir (2019), there are three indicators to measure frequency of watching English videos including frequency with 6 items, preference with 7 items and behavior with 6 items. Other than that, the researcher will include validity and reliability analysis in the appendix

to ensure the quality of the data used in the analysis. Meanwhile, the score in listening comprehension in this study will be collected from secondary data from listening lecturers.

The data in this study was collected by distributing questionnaire to the whole population of second semester students of English department at the University of Islam Malang. The data from the participants answering the questionnaire was used to measure frequency of watching English videos. After that, the researcher asked the lecturer to provide the students' score in listening comprehension class at second semester. After collecting the data, the researcher used Statistic Package for Social Science or SPSS 24.0 application. The analysis was in the form of a correlational analysis using a bivariate correlation test to analyze the correlation between two variables. The probability score of this study is 5% which means that the correlation is considered as significant if significant value is less than 0.05.

FINDING AND DISCUSSION

The result shows that there are 42 participants participated in this study. In analyzing students' profile of watching English videos for answering the first research question, the researcher found that the mean score indicated high level of profiles of watching English videos. The data are as follows.

Descriptive Statistics		
Classification	Mean	Interpretation
Frequency	3,52	High frequency
Repetition	3,60	High repetition
Attitude	3,53	High attitude
Overall	3,55	High viewing frequency

In terms of frequency result, the mean score is 3.52 which indicates that most students have high frequency in watching English videos. Moreover, in terms of repetition,

the mean score is 3.60 is considered as high score in the habit of watching English videos. Other than that, in terms of attitude, the mean score is 3.53 which is considered as high score in watching English videos attitude. In terms of overall score, the mean score is at 3.55 that is considered as high score, this means that most students have high frequency in watching English videos. This result of the study is not in line with any of the previous studies as those studies focused on the use of authentic material in listening class while this study focused on what the students watch outside the classroom activities. But in terms of students' frequency of watching video, the study by Datsir (2019) also revealed high frequency of watching video which is aligned with this study. However, in Datsir's study, the students' repetition and attitude is considered as medium level.

In relation to the second research questions, this study aims to find out the correlation between watching English video and listening comprehension. The analysis is done with the use of Pearson product moment analysis. The result of analysis is presented as in the following table.

Table 4.2 The Result of Correlation Analysis

		Nilai	Viewing_Habit
Nilai	Pearson Correlation	1	,448*
	Sig. (2-tailed)		,011
	N	31	31
Watching Video	Pearson Correlation	,448*	1
	Sig. (2-tailed)	,011	
	N	31	31

*. Correlation is significant at the 0.05 level (2-tailed).

From the data above, the total correlation between watching video and listening comprehension is at $r = 0.448^*$ that considered as moderate correlation according to correlation coefficient interpretation at table 4.2 with the significant

value of 0.011 that is lower than 0.05 and higher than 0.01. Therefore, the correlation between the two variables is significant at 0.05. Meanwhile, the correlation between students' frequency of watching videos and listening comprehension shows that the correlation is at moderate correlation coefficient that answers the second research question. This indicated that the hypothesis alternative H_a is accepted with moderate correlation. Therefore, the result indicated that the more students' watch English video, the better their listening comprehension. This is in line with the statements of Akbari & Razavi (2016) that the use of authentic materials to identify social topics in EFL learning activity allows the learners to practice actual use of language, to listen and understand different accents. Moreover, this results also in line with the previous studies as Muslem (2018) found that watching English videos have significant effect towards students' listening comprehension skills. Moreover, Polat (2019) also found that the relationship between authentic video materials and listening skills is significant and authentic video materials reflects the real examples of communication in English language that is shown in the high level of influence on the English listening skills development.

CONCLUSION AND SUGGESTIONS

Based on the result of the study, the researcher concludes that the students have high provide in the frequency of watching English videos. Moreover, the researcher also concluded that there is significant correlation between frequency of watching English videos and listening comprehension. Based on statistical calculation, the correlation between two variables has significance of $0.011 < 0.05$ which is considered to be significant at 0.05 with the correlation coefficient of 0.448 that is considered as low correlation. Based on the hypothesis testing, it is confirmed that H_a is accepted and H_o rejected. Thus, indicates that students' habit in watching English videos, improves their listening comprehension. This study suggests that it is important for the students to consider learning English actively while watching English videos. It is also suggested for the lecturer to encourage the students to

practice their listening skills by directing students' preference towards videos that contains abundant of information, language use and vocabulary. The next researcher should consider the relationship of watching English video frequency and other language skills such as speaking, writing, reading and grammar.

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