

**THE CORRELATIONAL STUDY OF THE FREQUENCY OF LISTENING ENGLISH
SONGS USING YOUTUBE AND SPEAKING PERFORMANCE
OF NON- ENGLISH DEPARTMENTS STUDENTS AT UNIVERSITY OF ISLAM
MALANG**

Lisa Amelia

(Mahasiswa Jurusan Pendidikan Bahasa Inggris FKIP Unisma)

Abstract: The main focus of this study is to know the correlational study of the frequency of listening to English songs using YouTube and speaking skills, to evaluate the application YouTube that they mostly use to listen to English songs and speaking skills. This study used descriptive qualitative research methods. The researcher used participants 30 students sixth- semester for questionnaire and interview each student was taken as many as 10 students consisting of 5 male students and 5 female students as the instrument. The results of the discussion, the researcher concluded that the findings in this study were significant and effective for students to useful innovations for non-English students to improve the frequency of listening to English songs and speaking performance.

Keywords: YouTube, Speaking Performance, Frequency Listening English Songs

INTRODUCTION

The research is interested in the correlational study of the frequency of listening to English songs using YouTube and the speaking performance of non-English Departments students. In case of Study illustrated that YouTube is one of the most important tools, which is considered the most famous and widespread in the world and researchers in the field of education and education work must study and take a benefit of the enormous advantages provided in terms of how much information available and free publication of videos where the learner gets easily (Gentry, 2008).

In addition, some studies Millington (2011) that using songs as language learning tasks can help to maximize potential of songs as teaching and language learning tools. As stated above, there are people interesting that their enjoyable activities to learning English.

In the era of information technology, the internet is the most popular of information. People get information from the internet such as working, learning, and entertainment. Digital technology has become important for improving students learning abilities and skills of students.

English one of the language that is universal or worldwide language that is quite widely studied people in various in the world. For the reason students have simple progress in improving learning such a watching video how to improving English. Student's dominance interested about video and audio.

The students' incentive has indeed been presently influenced as a result of using YouTube. As stated by Berk (2009), Videos could include a significant impact on perceptions and ideas. He claimed that in demand to enhance learning at higher education institutions, video clips should have been used in multimedia. These included employing films to engage students, increase their focus, spark their interest in the course, change their attitudes about the material, stimulate their imagination, and make learning enjoyable and meaningful.

Students' preferences for interest in instructional YouTube Videos have such a big impact on the website that is selected. According to Duffy (2008) presented a number of particular examples of how YouTube may be used and embedded into English classroom education and learning. Some of the recommended activities include having students make videos as part of assessments, recording guest presenter videos, uploading them to YouTube, and using the comments section as a discussion forum. In furthermore, he suggested that teachers present students with actual examples of the information and theory discussed in class and allow students to upload video vignettes. These suggestions were offered in response to inquiries that had been posted at the conclusion of lectures.

Another study according Haddel and Ahmad (2021) that teachers' preferences and students' requirements had both been responded to in the implementation of YouTube videos in foreign language instruction. This new website provides quick and immediate access to movies, educational information, and amusing content. Most of these films serve two purposes: they are entertaining to watch and they are useful teaching tools that students like.

The study can offer details on undergraduate students' exposure levels and views on using YouTube for learning at home, in the classroom, and elsewhere. Educators might also benefit from this study by learning which YouTube videos their students choose to use to practice their reading, writing, speaking, and listening abilities. Besides that, this study can also help educators to adopt new technology by using YouTube for enhance students' proficiency for speaking skills. YouTube was reported to be fit for speaking instruction. In a YouTube-based class, the knowledge is shared and the students become more independent in their language learning and overcome the challenges that traditionally prevent them from speaking freely in the class (Zhang, 2010)

Speaking is one of the skills that must be understood in the teaching and learning process. It must have skills in productive speaking. The definition of speaking is the main goal in the process of understanding learning and daily activities. English generally considered difficult to learn, because it requires hard and strong training determination to achieve high proficiency. As long as students study through the internet, a speaker must pay attention to planning, editing, correcting, and simplifying speech so as to achieve the ability to speak. Talking also involves pronunciation and intonation. In EFL contexts, speaking skill has always been a challenge for EFL learners. The EFL students have frequently been taught through traditional methods of language teaching where they are not exposed to the target language or to the channels through which they can speak, communicate, and interact using the target language (Zeng & Takatsuka, 2009). Speaking fluency is also one of the most complex and a unique skill that human beings develop, so reaching a fluent speaking level is certainly important and complex. Children start acquiring it in infancy and it takes all of childhood to develop through interaction between the child and all other members of the language community (Levelt, 1989; Renkema & Schubert, 2018).

Silviyanti (2014) reported that YouTube videos are especially useful for speaking skills since they enhance the learners' motivation and make the content comprehensive to the learner. Based on the results of a study according to Yunus (2010) the goal of teaching speaking skills is communication efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. According to Gani (2015), which suggested that listening to English songs, discussing with partners when there were difficulties, watching English movies, regularly practicing with friends, reading English books, repetitively reading vocabulary, opening the dictionary, and memorizing new words were some of the strategies used by students to learn speaking skills. Some have different possibilities as a result of the various replies' strategies. The findings of the studies showed that using YouTube improved significantly the students' speaking abilities. It had become apparent that one of the strategies for greatly increasing students' speaking abilities was the correlational frequency of listening to English songs while using YouTube speaking performances. The participants of the study however included students who were non-English Department Universities which had unique from participants.

METHOD

This study employed a quasi-experimental design involving a pretest and a posttest to measure the change in the dependent variable after the intervention (Krysik and Finn 2013). The experimental groups reported how frequently they listened to English music on YouTube, whereas the control groups were asked about their speaking abilities while employing English songs from YouTube.

The participants discussed in this study were students of the Islamic University of Malang in the 6th semester of the Department of Indonesian Language Education, Faculty of Teacher Training and Education, the reason the researcher choose 6th semester students as participants was because, in the next 7th semester, Faculty of Teacher Training and Education So that in the statement the use of YouTube in the learning process provides innovation for students the Islamic University of Malang to have the opportunity to practice speaking English with vocabulary, pronunciation, comprehension, fluency in speaking and practice about improved speaking skills.

This technique is done by providing a list of questions for respondents to answer. The researcher created an online questionnaire that the design of the statements and the scale of the questionnaire allowed the students to discuss their thoughts on the subject. The interview is a conversation that aims to find out the perceptions of respondents about the dominant reality. This interview session was done right after the participants fulfilled the questionnaire. In-depth interviews are conducted with a variety of questions and techniques.

The researcher prepared a questionnaire to collect data from participants and focus on using YouTube to develop speaking skills. The survey questionnaire has consisted for four parts. Primary data was collected by distributing questionnaires. Data was collected from Faculty of Teacher Training and Education at University of Islam Malang. Respondents were asked to assess the items of different variable such as the opinion of students, increasing speaking by YouTube, Using YouTube songs and speaking skills based on 5 point likert scales that range from Strongly Disagree (SD:1), Disagree (DA:2), Neutral (N:3), Agree (A:4) and last Strongly Agree (SA:5). Especially, this study distributed 39 students for questionnaires to target respondents (Non- English students from Faculty of Teacher Training and Education at University of Islam Malang) and via Google Form to student's survey.

FINDING AND DISCUSSIONS

In order to conduct a more accurate analysis, the result of the survey showed that 30 out of the 39 students responded to all of the statements. The use of Google Forms made it easier for the researchers to collect data automatically to find and interpret the findings. In the first part of the survey, a participant had to fulfill the questionnaire in their Google Form. Meanwhile, the statements had points 17 statements total; Part A was about the accessibility for 6 statements, Part B was about the usefulness of using YouTube for 6 statements, and Part C was about the practicality of using YouTube for 5 statements.

Questionnaire from the first statement about Accessibility of part A “I have a YouTube Account” it the all participants they have an account YouTube. This could was proven by 73. 3% participants chose the Strongly Agree (SA: 5), 16. 7 % of the participants chose to Agree (A: 4), and 3. 3% chose Neutral (N: 3). Overall, 6. 7% of the participants chose Strongly Disagree (SD: 1).

The second statement that “I usually access YouTube everyday by Smartphone” based on the data questionnaire many of the participants chose Agree (A: 4) 50% and the participants chose Strongly Agree (SA: 5) 26. 7 %, 16. 7% of the participants chose Disagree (DA: 2), 3.3% chose to Strongly Disagree (SD: 1) and the last for component of participants 3. 3 % of the participants chose Neutral (N: 3).

The third statement that questionnaire “I have no problem all to access YouTube”. Meanwhile, based on the data the participants chose to many Strongly Agree (SA: 5) 56. 7 %, Agree (A: 4) 23. 3 %, and Disagree (DA: 2) 16. 7% chose of the participants and strongly disagree (SD: 1) 3. 3%. In an addition no one participants chose Neutral (N: 3).

Based on the data presented in these participants A YouTube was easy to access and all the participants had a YouTube Account. Moreover, the participants had no problems accessing YouTube on Smartphone. The reason in this case related for many participants accessed YouTube every time and everywhere. The participants also used free Wi-Fi to accessing YouTube in their home or rent house.

The first statement of this part B about Usefulness stated that “I access YouTube to study English Grammar”. In this percentage questionnaire in Google Form many participants chose Strongly Agree (SA: 5) 36. 7%, Agree (A: 4) 43. 3% and Disagree (DA: 2) 13. 3%, Strongly Disagree (SD: 1) 3. 3%. Meanwhile, the participants chose Neutral (N: 3) 3. 3%.

The second statement “I study pronunciation practice on YouTube” based on the data obtained by the researcher, the percentage participants many chose Agree (A: 4) 53. 3% and

Strongly Agree (SA: 5) 30%. Meanwhile, Neutral (N: 3) 6. 7%, Disagree (DA: 2) 10% and no one participants chose Strongly Disagree (SD: 1) 0%.

The statements “I think YouTube have contributed to my English vocabulary” many the participants chose Strongly Agree (SA: 5) 43. 3%, Agree (A: 4) 33. 3%, Neutral (N: 3) 3. 3%, Disagree (DA: 2) 16. 7% and the last percentage Strongly Disagree (SD: 1) 3. 3%.

Based on the data presented by these participants B of these YouTube was useful in helping the activities in learning English and providing motivation to practice learning English. The participants appreciate using YouTube and are easy to access YouTube for Media Education to practice speaking English.

In the first statement about practically stated that “I think I have no problem to register on YouTube”. The percentage of this questionnaire by the researcher, many participants chose Agree (A: 4) 51. 7%, Strongly Agree (SA: 5) 41. 4% and Disagree (DA: 2) 6. 9%. Meanwhile, Neutral (N: 3) and Strongly Disagree (SD: 1) 0% no one of the percentage questionnaire.

The second statements stated that “I think the instruction on YouTube can be followed easily”. Based on the data by researcher in percentage, many participants chose Agree (A: 4) 46. 7%, Strongly Agree (SA: 5) 40%, Neutral (N: 3) and Disagree (DA: 2) 6. 7%. Meanwhile 0% no one chooses Strongly Disagree (SD: 1).

The next statements “I think to upload YouTube video is easy to do” many the participants chose Strongly Agree (SA: 5) 60%, Agree (A: 4) and Disagree (DA: 2) 6. 7%. Based on this data percentage no one participants chose Neutral (N: 1) and Strongly Disagree (SD: 1).

Based on the data presented in these participants C, the majority of the subject had no trouble registration on YouTube due to how simple these directions are to follow. The process was also simple for the participants to post videos on YouTube. Furthermore, students might effectively as possible learn a particular sort of English speaker online.

The based on the result of the interview data after participants completed the questionnaire in the Google Form. Meanwhile, researchers used certain codes related to participant responses 6 questions to interview.

This interview the researcher data interview is on the recording of the interview was converted into transcript. The transcripts were analyzed and organized. In addition, the researcher all of the interview inconsequent information contained transcripts for a better comprehension. The researchers carried out data reduction during the course of the study. This is a process that requires them to review the data in order to identify areas of concern. The obtained data are as follows.

(S1): *"I think singing improves my English speaking skills, but I don't know if there are some words solutions for this to see YouTube English lyric with subtitles."*

(S2): *"The reason why students always study is because activities on campus most people join organizations they can improve skills and met other people to sharing experience. Public speaking is so important for people because to know each other always communication."*

(S3): *"In my opinion, for accessing YouTube so easily Students can access it everywhere like in the classroom, home, and outside room. Especially, many platforms to use for practice such as YouTube education to learn. Covid 2019 in the world pandemic students must study at home and work from home (WFH). Meanwhile, students have solutions for situations to learn."*

(S4): *"I think using YouTube every day makes me not boring why because the animation in YouTube videos makes me enjoyable. In channel Nessie Judge also like information about anything in the world such as storyteller and explain English or Indonesian. Students can know how to self-confident in front of the camera to make a video on YouTube."*

(S5): *"In my opinion, the benefit for students in using the internet is that all students have new knowledge by using YouTube. Meanwhile, the attraction of students to learn in home."*

A comprehensive analysis of the interview data showed that the respondents were all students who generally use YouTube on a daily basis for a variety of uses, such as listening to music or watching educational videos. In addition, participants practice public speaking on the channel YouTube, which serves as an excellent way to enhance their practice of learning English.

The findings results according Alimemaj (2010) there is a wide range of ways that YouTube can be utilized in order to assist and enhance the process of learning. Within the context of English language learning, YouTube is arguably even more useful than in other educational context that technological advancements and the proliferation of broadband in traditional classroom situations means that English classes and learners have an enormously varied new tool to improve listening skills. She argues that this presents new challenges as well as opportunities, because even though YouTube offers a vast array of clips of authentic examples of ‘everyday’ English used by ‘everyday’ people within a wide range of context, the poor sound quality, pronunciation and slang featured in many of these short videos can also make them more difficult to understand than traditional listening platforms.

The second question, from all the subjects to response by the researcher discussed about the problems that the participants using YouTube and while uploading videos on YouTube. . It could also see by the way responded to the question by saying:

(S1): *“I don’t have problems with used YouTube and for upload a videos on YouTube easy and free after we have account YouTube. Students can try to have channel YouTube for motivation to and share anything positive activity such as vlog vacation, cover songs and other reason”.*

(S2): *“In my opinion, I don’t have problem to used YouTube and to uploading videos on YouTube it’s simple and free”.*

(S3): *“I have little problems for using YouTube, upload a video on YouTube. Maybe signal network in my home not stable and have error to upload video. I think for upload a video must using Wi-Fi 5G at Café to stable of signal network”.*

(S4): *“I don’t have problem for using YouTube and uploading video”.*

(S5): *“Usually I always using YouTube so far I comfortable using YouTube and for upload a videos on YouTube I think it’s normal.”*

Based on the statement each participant claimed, using YouTube and streaming YouTube, especially for certain participants, both have signal network issues. The majority of participants, consider that video uploads to YouTube must proceed easily.

The participants claimed that there were simple, free guidelines for publishing videos on YouTube.

In the third question, the researcher discussed about various components of English speaking skills actually had a significant impact. Here were the responses of the participants.

(S1): *“For components of English I think I not really sure know about that why because I students of Indonesian Language Education. I just practice English for speaking English and not even known about grammar, pronunciation sometimes I must study English because to take certificate TOEFL it must understand English”.*

(S2): *“So far in public speaking for Indonesia Language or English Language it must know pronunciation because sometimes in public we actually say carefully and focus for audiences understand what we say. Public speaking aims to increase friend relations in attending seminars”.*

(S3): *“In my opinion vocabulary English also important because for test TOEFL almost knows about the entire question TOEFL. Basically to test CPNS must include a TOEFL certificate. Meanwhile, in my opinion so important for teacher test TOEFL.”*

(S4): *“For this components English don’t even understand I using YouTube for listening songs and see lyric songs”.*

(S5): *“I guess speaking skills so important such as pronunciation why because I interested to have friend tourists but sometimes I much more learned English for smoothly communication to tourist.”*

The components of pronunciation and vocabulary were also found the most dominant. The majority of participants stated that pronunciation was the most important element in their increased speaking abilities. The participants had a few reasons for understanding speaking abilities, such as practicing conversation with tourists, listening to music and learning the English song pronunciation, and other reasons for practicing English speaking performances.

Accordinging statement of the question here were the responses from the entire subject, the researcher discussed about what benefits of the knowledge gained of the speaking itself. The obtained data are as follows.

(S1): *"I upload videos on YouTube singing performance I hope people have other talent skills to share on YouTube".*

(S2): *"The positive thing for students advantages of using YouTube to study. Furthermore, in the situation of learning classes via zoom if students have difficulties with online learning materials, actually YouTube provides to solve problems".*

(S3): *"the advantages of using YouTube are other than learning that someone has talents such as playing cover guitar, teaching online through videos, and various interesting things to show."*

(S4): *"There are many benefits of YouTube for Indonesian students. You Tubers they upload creative videos with various content, such as visit the oxford campus, how to get scholarship in Harvard".*

(S5): *"I think benefits for students can watching material but also upload video I never upload videos on YouTube".*

Based on the data interview above, the participants' responses indicated that they also received some advantages from posting videos on YouTube, which allowed them to express their talents by reading poetry public and singing English songs. The participants enthusiastically publish YouTube videos using the platform.

In this part of the question, the researcher discussed about the amount of videos that the participants have upload on their YouTube channel or more than 10 videos that had been uploaded. The responses from all participants:

(S1): *"I upload on my YouTube channel, just one video but not really sure about speaking skills because the videos is singing".*

(S2): *"In my experience for the first time, I uploaded a 1 video on YouTube covering English songs with a guitar".*

(S3): *"I just upload one videos about how to get scholarships but did not using language English".*

(S4): *"upload maybe 2 videos on YouTube channels."*

(S5): *"I never upload videos on YouTube because I always shy on the camera".*

From the data interview above, In general, the percentage of participants rarely posted videos to YouTube. Since all of the participants are from non-English education Departments, the most significant reason for students' lack of self-assurance in students' performance is the reason that they are used to uploading videos in Indonesia. According to the result, just 1 or 2 posted videos are exclusively about speaking abilities. The reality that they made an effort to produce some videos and uploaded them to YouTube makes it a terrific process anyway.

The researcher discusses about what suggestions were conveyed by the participants for future speaking classes. The data from interview are written below.

(S1): *"In my suggestion, even though I student's non-English Education Departments but interest in learning to speaking English for better when one has this kind of confidence".*

(S2): *"My suggestion I learn English speaking using YouTube and for the speaking class English education I did not suggestion because I never join the class about speaking but we as a students can learn other ways and bring a new knowledge to technology".*

(S3): *“Basically for my suggestion keep study as much possible you learn and other ways and for speaking class I did not even know to join class speaking”.*

(S4): *“For me to learn English by using several different media such as Tik Tok because in the situation there are many who use media and there are some people talking about how to fluently speaking English”.*

(S5): *“In my suggestion is that students have a way to learn new things and I think the right advice is to learn to speak English not only using YouTube, maybe by taking a special course it provides a lot of innovation and a new knowledge about the English language. And benefit taking English course is to have many friend and usefully to effective for students”.*

Based on the results above, the participants reached the conclusion that the students had no suggestions for the following speaking class because some of them never had participated in the English speaking class. In addition, three of the respondents had a recommendation that people seek out additional opportunities for education. Participants intend to employ technology intelligently. For an enjoyable atmosphere, students had a new motivation to learned English, moreover students taking classes or using YouTube to learn for free the reasons for feeling more comfortable and far less bored.

Based on the qualitative data analysis, it is known that the participants used YouTube English songs and listening that are usefully. The majority of clips get one thing in common: they are professional videos that feature events from non-celebrity people's life. As a result, the videos offer a vast multimedia library of genuine language used by real people, which is a potentially valuable resource for corpus collections or language learners. The majority of the video is in English, and some ESL/EFL instructors have started using this resource. Others include produced movies of their own with the explicit intention of promoting language acquisition, while some offer example courses for students to observe and debate. Spanish, French, Japanese, and Indonesian language teachers have all found YouTube to be helpful for their students' language acquisition (Ghasemi, 2011; Derewianka, 2008).

CONCLUSION AND SUGGESTIONS

Based on the conclusions from the previous chapter's discussion and the results of relevant research and interviews, it was apparent that the majority of students in non-English

Departments were interested in learning how to speak English. Specifically, students had self-assured to express themselves in speaking activity on YouTube, and the majority of them had been able to overcome their nervousness and anxieties about public speaking. Each of the students stated” YouTube simplicity and accessibility had important components in helping them enhanced basic English Speaking skills. Therefore, the participants honestly believed that the difficulty of uploading videos to YouTube due to signal interference had been a problem that could also encourage the students innovative and had good perception of speaking skills.

Another result Lectures should bring new a variety of learning activities and methods that will allow them to get a new perspective on material. Especially, include using media to share material online to students and interesting learning more effective. Students in English Education Departments as well as other areas should have a greater understanding of campus learning. Motivation is essential for education for students must acquire active rather than passive learning abilities to learn about new things. Students make the most efficient use of technology to support their learning abilities.

For the future researcher hopes that this research the researcher had not been authorized to observe the subjects personally because they had participated in online learning either while the study was conducted due to the pandemic. It conclusion, it is anticipated that the following research must perform the study by having participants complete questionnaires and conduct face-to-face interviews. Especially, the various research techniques were comprehensive and effective as whole.

REFERENCES

- Alimemaj, Z., (2010). Youtube, language learning and teaching techniques. *AngloHigher, International Scient direct 2 (3)*, pp.10-12.
- Berk, R. A. (2009). Multimedia teaching with video clips: TV,movies, YouTube and mtvU in the collage classroom.*International Journal of Teaching and Learning*, 5(1), 1-21.
- De Duffy, 2. R. (2008). Engaging the Youtube google-eyed generation: Startegies for using web 2.0 in teaching and learning.*The Electronic Journal of e-Learning*, 6(2), 119-130.
- Ghasemi, B., (2011). Utube and language learning. *Procedia*, 28, pp 63-67 page 66
doi.org/10.1016/j.sbspro.2011.11.013
- Krysik, J., & Finn, J. (2013). Research for effective social work practice (3rd ed.). New York: Routledge. (Accesed: 3 September 2022)
- Millington, N. (2011). Using songs effectively to teach English to younglearners1. *Language Education in Asia*, 2(1), 134-141. http://dx.doi.org/10.5746/L_EiA/11/V2/I1/A11/Millington
- Peters, A. M. (2009). Connecting the dots to unpack the language.*Philadelphia : John Benjamins*

- Silviyanti, T. (2014). Looking into EFL students' perceptions in listening by using English movie videos on YouTube. *Studies in English Language and Education*, 1(1), 42-58.
- Searle, J. (1979). *Expression and Meaning*. New York: Cambridge University Press.
- Yunus, Muhammad (2010) Improving student's speaking skill through guided questions with Inside outside circle technique at the first grade. *Repository.upi.edu* (Accesed 5 September 2022)
- Zeng, G. & Takatsuka, S. (2009). Text based peer-peer collaborative dialogue in a computer mediated learning environment in the ESL context. *System* 37(3), 434-446. doi.org/10.1016/j.system.2009.01.003.
- Zhang, W. (2010). Blogging for doing English digital: Student evaluations. *Computers and Composition*, 27(4), 266- 283. doi.org/10.1016/j.compcom.2010.09.003

Approved by,
Advisor I,



Dr. Muhammad Yunus, S.Pd., M.Pd.
NIP. 2090200002

