

# **CHAPTER 1**

## **INTRODUCTION**

This chapter will discuss the background of the research, formulation of the research, purpose of the research, formulation of hypothesis, significance of the research, scope, and limitation, and definition of the key term.

### **A. Background of the Research**

The Covid-19 virus has spread in Indonesia since the end of 2019. The Indonesian government has expressed many policies to suppress this virus, which has an impact on internal and external conditions within the Indonesian government. This virus has caused a great deal of material and immaterial damage to humans. One of the government policies that have a wide range of influences is that of the education sector. Therefore, the government emphasizes that all activities involving large numbers of people should be avoided (physical distancing policy). The government has issued regulations regarding the application of online learning. The application of the learning system in educational units has changed the form of operation, which is summarized by learning policies and following social policies.

Online learning is all the learning activities that use an internet network with convenience, connectedness, resilience, and the ability to find different types of learning interactions. According to Kuntarto (2017) learning from teachers can bring together students through the internet. Therefore, students must adapt to the online learning system. Students who were originally sitting in

class were forced to study at home and use learning applications according to teacher instructions. To implement online learning, support for mobile devices such as android phones or smartphones, laptops, tablets, and other devices that can be used to access information whenever needed (Gikas & Grant, 2013). There are several applications to support online learning that teachers often use to help teach students, one of which is the Youtube application.

Youtube is one of the learning media used by students to improve students English skills during pandemics, especially in listening. YouTube listening/viewing activities had a significant effect on the listening skills of the experimental group subjects. Alqahtani (2014) showed that YouTube may advice students to enhance their listening skills. Listening comprehension is one of the important factors related to student success. Listening comprehension can be achieved by aligning students in getting used to listening. According to Riskan, Mukhiyar, and Refnaldi (2018) using YouTube is more effective than using audio to teach listening comprehension. Listening allows students to find out various information about the outside world with audio media. . Thomlison (1984:5) states listening from an active and interactive perspective. Interactive listening is listening comprehensively, namely understanding what is understood and responding objectively. While active listening is the opposite of comprehensive listening, which involves not only the skills of hearing what is said, finding meaning and remembering cases, but also includes listening outside of the work of the affective or feeling component of the message presented. To provide an empathic understanding allied to communication, empathy engages the listener's cognitive and affective. This can be attributed to students who often

listen as a process while listening achievement is the essence. Thus, if students like to listen and are accustomed to listening to English Videos, it would be easier for students to analyze and understand native speakers' words accurately and fluently. Not only that, with students practicing listening skills often, students will become smarter, and able to improve analytical skills in understanding the pronunciation of native speakers, and their listening achievement can be good.

Several studies have been conducted related to this research. The first research from Dewi (2017) found that the correlation coefficient index value between the two variables was found to be 0.077. So she concluded that there was no relationship between the frequency with which students watched English films and narratively listened to them. In other words, the respondent's movie-watching activity does not affect students' listening skills. A second study from Huda (2019) found that there was a low correlation between the frequency of watching English films and their listening comprehension. This is because the calculation results get a correlation of 0.08, which means that the correlation between the frequency of watching films in the fourth semester is weak. The third research from Abdullah and Rohman (2017) in their journal. They found that there is a positive relationship between students' habit of watching English movies and their listening skills. That is because the significant value (0,44) is bigger than the significant level of 5%. The fourth research by Ningsih (2019), found that there was no positive correlation between students' habits in watching English movies and learning style toward listening comprehension. That is because the significance value (0,247) is bigger than the significance value of

5%. The five research by Ijazi (2013), found that there was a significant relationship between the frequency of students watching English programs on television and students' listening comprehension.

The difference between this research and the previous is in the media of predictor variable and when the research was conducted. This research uses English videos on YouTube as the media, while previous studies used English movies, and one of the previous studies used English programs on television. The reason the researchers chose YouTube as a medium is because YouTube has a shorter duration than movies which have a longer duration. Not only that, according to Alqahtani (2014) Youtube is a video sharing web-based mass media that facilitates users to share the videos they have, or enjoy various videos uploaded by various parties. YouTube is also an application that is easy to use, how to get it is also easy, cheap, and has been used by many people, including teenagers to support the online learning process. YouTube is available on the mobile application which is very practical to watch anywhere and anytime. This research is carried out during the pandemic era (new normal) in which limited face-to-face learning activities have begun to be implemented, while previous research was carried out before the pandemic. From that, the research will be conducted with the title “The correlation Between Students' frequency watching English videos on YouTube app and Their Listening Achievement at Eighth-grade students of MTs Assyafi'iyah Gondang Tulungagung”.

## **B. Formulation of Research Problem**

Based on the foregoing, the research question can be phrased as “Is there a correlation between students’ frequency in watching English videos on Youtube app and their listening achievement of the eighth-grade students at MTs Assyafi’iyah?”

## **C. Objectives of the Research**

Based to a research problem, the aim of this research is to verify whether there is a correlation between students’ frequency in watching English videos on YouTube app and their listening achievement of the eighth-grade students at MTs Assyafi’iyah Gondang or not.

## **D. Formulation of Hypothesis**

There are 2 kinds of hypothesis that will be used in this research:

### **1. Alternative Hypothesis ( $H_a$ )**

There is a correlation between student’s frequency in watching English videos on YouTube and students listening achievement of the eight grade students at MTs Assyafi’iyah Gondang.

### **2. Null Hypothesis ( $H_0$ ) :**

There is no correlation between student’s frequency in watching English videos on YouTube and students listening achievement of the eighth grade students at MTs. Assyafi’iyah Gondang.

## **E. Significations of the Research**

The Findings:

- a. For the teacher: The result of the research can be used by the teacher to improve listening achievement with the YouTube app as teaching media.
- b. For another researcher: The result of the research can be used by other researchers for reference who are conducting further research about the correlation between students' frequency of watching English videos on YouTube and students listening achievement at different levels of students.

## **F. Scope and Limitation**

The scope of this research is the correlation between students' frequency of watching English videos on YouTube and students listening achievement. There is a limitation in scope for this research: it examines the relationship between the frequency of students' watching English videos on YouTube and their listening achievement without focusing on the practice of teaching listening.

## **G. Definition of Key Term**

### **1. Frequency**

According to Harahap (1995:144) Frequency is the number of occurrences of an event that repeats it self per unit of time. This research, means the intensity of students in watching English videos on Youtube.

## 2. Watching

According to Hornby (1995:1343), Watching is the activity of looking at someone or something attentively. In this research, watching means students' activities in watching television to improve their listening achievement.

## 3. YouTube

YouTube is a website or application that allows users to save, watch and share videos publicly. YouTube is the best place/means for sharing videos from around the world, ranging from short videos, tutorials, vlogs, short films, movie trailers, music, education, animation, entertainment, news, TV, and various other interesting information.

## 4. Listening Achievement

Listening as a cognitive process in which a person evaluates and responds to spoken messages. It involves the absorption of the meaning of words and sentences by the brain. Then, listening is a person's ability to catch verbal messages. Listening achievement is the result achieved by students in understanding the English lessons they have previously studied. in this study, it means students' scores in listening achievement.