

**The Correlation Between The Students' Intensity of Watching English Channels
on Youtube and Their Listening Ability at A Private Islamic University in Yogyakarta**

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Abstract

This research is purposed to reveal the correlation between watching English channels on YouTube and the students' listening ability in private Islamic University. First, the frequency of watching English channels on YouTube among the students at a Private Islamic university is going to be identified as well as the students listening ability. This research is very interesting because nowadays, the majority of students are watching YouTube. However, there has not been found a research which exactly shows the level of students' watch time and even more its correlation with English listening ability, especially in the university. The researcher used quantitative research and distributed questionnaires to 77 students at the University. The respondents were chosen randomly and the total of 77 students are defined from the 95% confidence level, out of 94 student's population. Based on the research, students of the Private Islamic University often watch English channel. In addition, the students listening ability is also moderate. Moreover, the correlation between students' intensity in watching English channels on YouTube and student listening ability is very low but it is not significant. In other words, there is no tendency that the students' daily watch time would be followed by increase nor decrease of students listening ability

Keywords: YouTube, Listening Ability, English Channel.

Introduction

Listening skills are vital for communication. Without this ability, communication could be misunderstanding. According to Adler et al. (2001), listening are a vital

Adults spend an average of 70% of their time engaged in some sort of communication. The research shows that an average of 45% is spent listening compared to 30% speaking, 16% reading, and 9% writing. For example communication between two people, imagine one of them has weak focus on listening. It could make a misunderstanding. Moreover, it could hurt speaker and make speaker stop speaking because of listener disrespect the speaker.

Many researchers such as Griggs (2009) mention that listening is one of the most loving things that could be done for another human being. Bozorgian and Pillay (2013) also stated that listening is a basic skill for first language acquisition which is crucial for second or foreign language learning.

Based on the researcher's observation, people often said that listening is hard to learn because they don't know how to improve their listening ability. School doesn't give the best method for them to improve their listening ability. Also, the school doesn't prioritize listening skill in class. Some boring method like listening to traditional cassette or CD from 90's makes listening is not interesting in school. The impact is that students' listening skill is low. The researcher's think why don't use YouTube as media to improve listening ability.

Nowadays with the more updated technology, access to learning medium is very easy and can be reach instantly. One of the media that can be used to improve listening skill is YouTube. YouTube is a free video sharing website that makes it easy to watch online videos. Terantino (2011) stated that "YouTube is used for varying purposes, the majority of which are not educationally relevant. For example, many people use YouTube as a form of entertainment". Moreover, most people who browse YouTube videos is for the entertainment such as gaming, TV show, comedy, film, drama and any other entertainment videos. Therefore, those are the strain and student get distracted when they want to watch YouTube for the purpose of educational context.

In addition, students now are digital native. Digital native is an individual who was born after the widespread adoption of digital technology. This means, students can be more easily understanding of technology than people who were born before it was widespread.

Let us take a look at Indonesian student at any stages of education. Perhaps, senior high school up to college student may until now are still confronting a difficulty in listening ability. As it has mention above, there were insufficient and interactive method used by teacher. Listening part is not intensively being taught to student. These can be caused by many aspect; from the teacher, teaching method and limit learning facility. They have limitations to explore their listening skill. But now, student can enhance their listening ability using online media such as YouTube.

Many online videos can be watch on YouTube which one also provide English learning material. In this media, many native speaker share their videos content tips and method to improve second language learners' listening ability. By this way, YouTube provides beneficial for student to watch free video-sharing website. YouTube is able to be accessed by student, both digital native and digital immigrant.

Based on those points, listening is one of the skills that is important for students. However, Since Bozorgian and Pillay (2013) mentioned that listening skill is hard to learn and people having a negative perception of listening skill, the researcher need to find out the people attitude towards watching the English Youtube Channels videos on YouTube. By watching English YouTube channels with rich English videos, students may actually be more familiar with English and improve their listening skill time by time. This is in accordance with the researcher experience as YouTube content creator. The researcher feels that every day there are a lot of content in English that can be viewed unintentionally in YouTube. Therefore, the researcher's listening skills is also improving.

In private Islamic University, there are no previous study about the effectiveness of watching English YouTube channels videos on listening ability. Student in private Islamic University can be said as native digital where most of student have been familiar with internet or technological terms. Therefore, it is very natural if students are already familiar with international content including international languages such as YouTube. Therefore, the research is indirectly wants to see how such habit have improved the listening skills of the students. In other words, the researcher is interested in finding the correlation between watching English YouTube videos with students listening ability. This study hopes to reveal the manifestation whether this YouTube can bring the improvement of their ability or not.

Methodology

This research intended to find out the correlation between two variables. Those are watching English Channels of YouTube and the improvement of student's listening ability at private Islamic University. In conducting this research, the researcher used quantitative correlational research design that suitable on this research. First, it is quantitative as the data of that variables transferred and involved huge data in sort of much numbers (Creswell, 2003). The data of this research derived from large number populations which need to be quantified. Moreover, the researcher used correlation design as the aim of this research to find out the correlation of two variables. According to Creswell (2002), correlational design allows the researcher to describe the score and the association among the variables. The researcher use the correlational design in order to find the correlation between two variables.\

This research will take place in private Islamic University. The researcher elected private Islamic University due to several reasons. The first reason, the researcher observed that almost all student were categorized as native digital. Moreover, every student is familiar with many social platform such as Facebook, Twitter and

YouTube. Regarding to small observation conducted by the researcher through conversation with several selected population that they preferred YouTube to browse video they like to watch. The second, student of private Islamic University used YouTube as learning media which provides much material in learning English. The third, none have been examining students' listening ability at private Islamic University. Therefore, the data about listening ability of student have not exist. By the reasons, the researcher chose population at private Islamic University in attempt to find out the correlation of the research. The researcher choose 77 populations and distributing the questionnaire about watching English Channels and the improvement of students' listening ability. The data were based on students' willingness and accessible to fill the questionnaire. Therefore, the researcher claimed that private Islamic University in Yogyakarta was available and might represent the entire population of the research.

Population on research is the total subject that involved entirely on the research to generalize the result of the research. Sekaran (2003) said that population as "the entire group of people, event, or thing of interest that the researcher wishes to investigate," (p. 266). The population in this study are all of students of private Islamic University in Yogyakarta.

Meanwhile, the sample size is calculated using a power analysis (Cohen, 2011). In deciding the sample, the researcher applied a convenience sampling technique to select respondent. Convenience sampling is a method on electing the sample based on populations' willingness for being observed (Cresswell, 2009). The researcher chose this convenience sampling method in order generate reliable data. As the reliable data is attained from population which have willingness to answer the question based on the feeling without any forces. However, the size of the sample follows Cohen, Manion, and Morrison's (2011) confidence level. Confidence level is an index of how sure we can be that the responses lie within a given variation range (p. 103). Confidence level ranges from 90% to 99%

There are two data that need to be collected in this research to answer the research questions. First, to know the frequency of students watching English channels on YouTube, the researcher uses questionnaire. Second, to know the level of student listening ability, the researcher use student scores in listening class.

Questionnaire. The proses of collecting the data, the researcher distributed the questionnaire to respondent. The questionnaire is designed to identify the frequency of watching English channels. It will be in the following format.

Table 3.1. A checklist of Questions for watching intensity

Channels	Intensity per day				
	Never	Rarely	Sometimes	Often	Always
	0	1	2	3	4
Vlog channels					
Cooking channels					
Gaming channels					
Product review channels					
Prank Channels					
Tutorial Channels					
Beauty Channels					
Average daily					

By the questionnaire, the researcher could identify which channels are the most watched and the frequency of the students of private Islamic University watching this channel. The questionnaire will be distributed to all the participant

in this research. In total, the researcher will distribute 77 questionnaires in the last week of Jan, 2019. First, the researcher will contact a lecturer in the class and ask for permission to collect the data. Also, the researcher will contact the class representative to explain the intention of the research. After confirmations from the two people have

been accepted, the researcher will make schedule and go to the class directly to distribute to the participants. The researcher will explain to the students the intention of the research and how to fill the questionnaire. After that, the students are given 5 minutes to fill out the questionnaire. Finally, the researcher will collect all the distributed questionnaire from the students.

Listening TOEFL score. The listening TOEFL score is the score of the students in TOEFL test that conducted by institution. The score will represent the listening ability of the students. This is because indeed in the course, the lecturer scores only listening of the students. To collect the data, the researcher will contact the relevant lecturer. After that, the researcher will make the schedule. After gaining the permit, the researcher will get the score.

Data validity and reliability

Joppe (2000) provides the following explanation of what validity is in quantitative research: validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit "the bull's eye" of your research object? Researchers generally determine validity by asking a series of questions, and will often look for the answers in the research of others. (p. 1)

Validity of each items. The validity of the items in the instrument is assessed and assured using expert judgment. According to Yasmi (2018), expert judgment is one of the tools & techniques used in plan to assess inputs and processes aimed at developing a project charter in the sense that Expert Judgment is considered an organizational asset because it is able to provide input for planning and estimating important activities for the project. The expert judgement in this research is done by consulting the items with the supervisors. In addition a validity analysis using SPSS is also done to strengthen the validity using expert judgment.

Reliability. Joppe (2000) defines reliability as the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. (p.

1). In this research, the researcher use Cornbach's alpha reliability test to measure the reliability of the instrument. The result show that the reliability is moderate (0.602)

Table 3.4. Reliability Statistics

Cronbach's Alpha	N of Items
.602	8

Data Analysis

There are three research questions, so, there are three data analyses. The first is the analysis of student frequency in watching English channels. There are three frequencies that can be seen from the questionnaire: the most watched channels, the frequency of watching each channel, and the frequency of watching English channels in total.

The data from the questionnaire would be inputted into Microsoft Excel. Into the following format.

Table 3.5. Student's intensity of watching English Channel on YouTube

Respondent	Intensity					Score
	Channel A	Channel B	Channel C	...	Daily Average	
Respondent #1						Score1
Respondent #2						Score2
Respondent #3						Score3

Respondent	Intensity					Score
	Channel A	Channel B	Channel C	...	Daily Average	
Respondent #4						Score4
...						...
	<i>(=Average) Watching time channel A</i>	<i>(=Average) Watching time channel B</i>	<i>(=Average) Watching time channel C</i>		<i>(=Average) English channel</i>	

Then, in each channel column and the daily average column, the researcher will count the average of watching time in each channels. The average of the time can be seen from the formula (=Average). Therefore, which channel watched the most will be identified as well as its frequencies. In addition, daily average of watching English channels is also identified in the last row–second from right of table 3.2.

Second, analysis of student score can be looked in the right column. The scores are going to be classified into excellent, good, and fair listening skills. This is seen from the University's guideline of grading as indicated in table below.

Table 3.6. Classification of students listening score

Listening Score	Code	Category
58-68	5	Very High
51-57	4	High
45-50	3	Moderate

33-44	2	Low
24-32	1	Very Low

Third, the correlation will be done using SPSS. The researcher will correlate only the daily average and students score. The researcher will use bivariate analysis and using Pearson correlation analysis and is two-tailed test significance. Sugiono (2011) divided the reliability indicator into five levels. The table of the indicator of reliability showed as the following:

Table 3.7. Coefficient of Correlation of Cronbach's Alpha

Cronbach's Alpha	Criteria
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	High
0.80 – 1.00	Very High

Findings And Discussion

After conducting the process of collecting data from 77 students in private Islamic university, the researcher makes a classification in order to investigate the result of the questionnaire on this research. All the result can be seen in every table and figure provides in this chapter.

In the questionnaire, there are seven questions to measure the correspondent listening experiences in English YouTube channel. The correspondent should checklist on each question based on their experience. The questions consist of five Likert scales; always, often, sometimes, rarely, never. Every choice of the answer have each score. The score is used to determine the intensity of watching English Channel on YouTube every correspondent. By giving the score in the Likert scale, the result of the calculation score

from correspondent is able to be transferred into SPSS. The table below shows the mean frequency of the data obtained from the questionnaire.

Table 4.0. Mean

	Vlog Channel	Cooking Channel	Gaming Channel	Product Review Channel	Prank Channel	Tutorial Channel	Beauty Channel	Other Channel
Valid	77	77	77	77	77	77	77	77
Missing	0	0	0	0	0	0	0	0
Mean	2.65	2.10	1.89	2.30	2.17	2.52	2.36	2.71
Std. Deviation	.757	.861	.941	.923	.926	.833	1.068	.526
Minimum	1	0	0	0	0	1	0	1
Maximum	4	4	4	4	4	4	4	4

To ease interpretation of the frequency or intensity of students' habit in watching English channels on YouTube, the researcher used the following categorization based on the questionnaire scale.

Range	Label	Intensity
0.00 - 0.99	Rarely	Very low
1.00 - 1.99	Sometimes	Low
2.00 - 2.99	Often	High
3.00 - 4.00	Always	Very high

Intensity of Watching English Video on YouTube. The first research question is private university student's intensity of watching English video on YouTube. Descriptive statistics used to measure student's intensity of watching English video on YouTube. This research reveals the holistic average watching time among the students. The calculation include the all the types of channel watched by the students.

Table 4.1. Intensity of Watching English Channel

Item Means	Summary Item Statistics						N of Items
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	
	2.347	1.922	2.870	.948	1.493	.099	8

From table above, the average watch time of the students on English Channel on YouTube is 2.347. Therefore, according to the classification, students of the English language education department at the private Islamic university has high intensity. Furthermore, the research also reveals the average watch time or frequency of the student's watching English Channel on YouTube. The data below shows the intensity of students in watching specific YouTube channel.

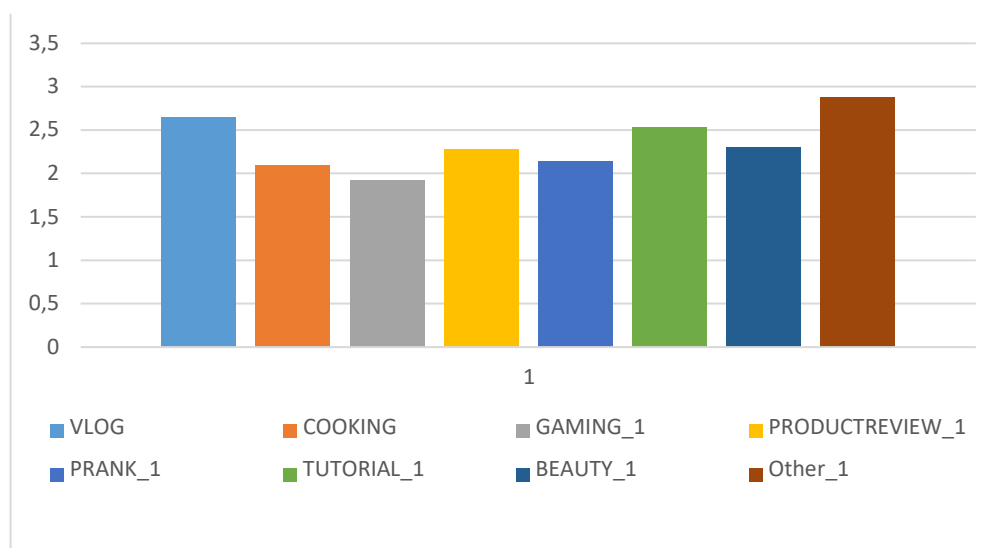


Figure 4.1. Channels preference and Watch time

Vlog channel. Based on Figure 4.1, the intensity of students to watch the vlog channels is 2.65. Based on the classification, students often watch vlog channel or the intensity in watching English vlog in youtube is high. Table 4.2 below describe the student's characteristics of watching English vlog channel.

Table 4.2 Vlog Channel

	Frequency	Percent	Valid Percent	Cumulative Percent
Rare	5	6.5	6.5	6.5
Sometimes	25	32.5	32.5	39.0
Often	39	50.6	50.6	89.6
Always	8	10.4	10.4	100.0
Total	77	100.0	100.0	

According to Table 4.2, 50.6% of students often watch Vlog Channel while 32.5% of the students sometimes watch vlog channel. In addition, 10.4% of the students always watch while the rest 6.5% rarely watch vlog channel.

Cooking channel. Based on Figure 4.1, the intensity of students to watch the cooking channels is 2.10. Based on the classification, students often watch vlog channel or the intensity in watching English vlog on YouTube is high. Table 4.3 below describe the student's characteristics of watching English cooking channel.

Table 4.3 Cooking Channel

	Frequency	Percent	Valid Percent	Cumulative Percent
Never Rare	1	1.3	1.3	1.3
• Sometimes	18	23.4	23.4	24.7
• Often	35	45.5	45.5	70.1
• Always	19	24.7	24.7	94.8
• Total	4	5.2	5.2	100.0
•	77	100.0	100.0	

According to Table 4.3, 45.5% of students sometimes watch cooking Channel while 24.7% of the students often watch the cooking channel. In addition, 23.4% of the students rarely watch while the rest 5.2% often watch the cooking channel.

Gaming Channel. Based on Figure 4.1, the intensity of students to watch the gaming channels is 1.89. Based on the classification, students sometimes watch gaming channel or the intensity in watching English gaming channel on YouTube is medium Table 4.4 below describe the student's characteristics of watching English gaming channel.

Table 4.4 Gaming Channel

	Frequency	Percent	Valid Percent	Cumulative Percent
Never Rare	3	3.9	3.9	3.9
Sometimes	23	29.9	29.9	33.8
Often	33	42.9	42.9	76.6
Always	13	16.9	16.9	93.5
Total	77	100.0	100.0	100.0

According to Table 4.4, 42.9% students sometimes watch gaming Channel while 29.9% of the students rare watch gaming channel. In addition, 16.9% of the students often watch while the rest 6.5% always watch gaming channel.

Product review Channel. Based on Figure 4.1, the intensity of students to watch the product review channels is 2.30. Based on the classification, students often watch product review channel or the intensity in watching product review channel in YouTube is high Table 4.5 below describe the student's characteristics of watching English product review channel.

Table 4.5 Product Review Channel

	Frequency	Percent	Valid Percent	Cumulative Percent
Never Rare	1	1.3	1.3	1.3
• Sometimes	13	16.9	16.9	18.2
• Often	36	46.8	46.8	64.9
• Always	18	23.4	23.4	88.3
• Total	9	11.7	11.7	100.0
•	77	100.0	100.0	

According to Table 4.5, 46.8% students sometimes watch product review channel while 23.4% of the students often watch product review channel. Moreover, 16.9% of the students rare watch product review channel. In addition 11.7% always watch product review channel while the rest 1.3 % never watch product review channel.

Prank Channel. Based on Figure 4.1, the intensity of students to watch the prank channels is 2.17. Based on the classification, students often watch prank channel or the intensity in watching English prank channel in YouTube is high. Table 4.6 below describe the student's characteristics of watching English prank channel.

Table 4.6 Prank Channel

	Frequency	Percent	Valid Percent	Cumulative Percent
Never Rare	3	3.9	3.9	3.9
▪ Sometimes	15	19.5	19.5	23.4
▪ Often	31	40.3	40.3	63.6
▪ Always	24	31.2	31.2	94.8
▪ Total	4	5.2	5.2	100.0
▪	77	100.0	100.0	

According to Table 4.6, 40.3% students sometimes watch prank channel while 31.2% of the students often watch prank channel. Moreover, 19.5% of the students rare watch prank channel. In addition 5.2% always watch prank channel while the rest 3.9 % never watch prank channel.

Tutorial Channel. Based on Figure 4.1, the intensity of students to watch the tutorial channels is 2.52. Based on the classification, students often watch tutorial channel or the intensity in watching English tutorial channel in YouTube is high. Table 4.7 below describe the student's characteristics of watching English tutorial channel.

Table 4.7 Tutorial Channel

	Frequency	Percent	Valid Percent	Cumulative Percent
Rare	9	11.7	11.7	11.7
▪ Sometimes	26	33.8	33.8	45.5
▪ Often	34	44.2	44.2	89.6
▪ Always	8	10.4	10.4	100.0
▪ Total	77	100.0	100.0	

According to Table 4.7, 44.2% students often watch tutorial Channel while 33.8% of the students sometimes watch tutorial channel. In addition, 11.7% of the students rare watch while the rest 10.4 % always watch tutorial channel.

Beauty Channel. Based on Figure 4.1, the intensity of students to watch the beauty channels is 2.36. Based on the classification, students often watch beauty channel or the intensity in watching English beauty channel in youtube is high. Table 4.7 below describe the student's characteristics of watching English beauty channel.

Table 4.8 Beauty Channel

	Frequency	Percent	Valid Percent	Cumulative Percent
Never Rare	5	6.5	6.5	6.5
Sometimes	10	13.0	13.0	19.5
Often	30	39.0	39.0	58.4
Always	21	27.3	27.3	85.7
Total	77	100.0	100.0	100.0

According to Table 4.8, 39.0% students sometimes watch beauty channel while 27.3% of the students often watch beauty channel. Moreover, 14.3% of the students always watch beauty channel. In addition 13.0% rare watch beauty channel while the rest 6.5 % never watch beauty channel.

Other Channel. Based on Figure 4.1, the intensity of students to watch the other channels is 2.71. Based on the classification, students often watch other channel or the intensity in watching other channel in YouTube is high. Table 4.9 below describe the student's characteristics of watching other channel.

Table 4.9 Other Channel

	Frequency	Percent	Valid Percent	Cumulative Percent
Rare	2	2.6	2.6	2.6
• Sometimes	11	14.3	14.3	16.9
• Often	59	76.6	76.6	93.5
• Always	5	6.5	6.5	100.0
• Total	77	100.0	100.0	

According to Table 4.9, 76.6% students often watch other Channel while 14.3% of the students sometimes watch other channel. In addition, 6.5% of the students always watch other channel while the rest 2.6% rare watch other channel.

The Students' Listening Ability. The second research question of this research is the private Islamic university student's listening ability. Therefore to measure the private Islamic university student's listening ability, researcher used data that is obtained from the score of listening part in the TOEFL test. Below is the frequency of listening score among the students.

Table 4.10. Listening Score of the Students

	Frequency	Percent	Cumulative Percent
30	1	1.3	1.4
33	2	2.6	4.1
35	1	1.3	5.5
37	2	2.6	8.2
38	3	3.9	12.3
39	2	2.6	15.1
40	1	1.3	16.4
41	1	1.3	17.8
42	11	14.3	32.9
43	6	7.8	41.1
44	3	3.9	45.2
45	5	6.5	52.1
46	5	6.5	58.9
47	4	5.2	64.4
48	9	11.7	76.7
49	5	6.5	83.6
50	5	6.5	90.4
51	1	1.3	91.8
52	1	1.3	93.2
53	1	1.3	94.5
57	2	2.6	97.3
60	2	2.6	100.0
Total	73	94.8	
Missing System	4	5.2	
Total	77	100.0	

To ease the interpretation, the researcher recoded students listening score, which is acquired from students TOEFL listening score, into five categories namely very high, high, moderate, low, and very low. The categorization below refers to the TOEFL listening scale.

Table 4.11 TOEFL Listening scale

Listening Score	Code	Category
58-68	5	Very High
51-57	4	High
45-50	3	Moderate
33-44	2	Low
24-32	1	Very Low

Table below illustrates the listening ability of the students.

Table 4.12 Listening Score

	Frequency	Percent	Valid Percent	Cumulative Percent
Very low	4	5.2	5.3	5.3
▪ Low	32	41.6	42.1	47.4
▪ Moderate	33	42.9	43.4	90.8
▪ High	5	6.5	6.6	97.4
▪ Very high	2	2.6	2.6	100.0
▪ Total	76	98.7	100.0	
Missing System	1	1.3		
Total	77	100.0		

From Table 4.12, the majority of the students have moderate listening ability with the percentage of 42.9%. In addition, the second majority of the students have low listening ability with percentage of 41.6%. There are 6.5% of the students with high listening ability and only 2.6% of the students have very high ability. Moreover, there are 5.2% of the students have low listening ability. To conclude, the research revealed the average listening score of the students that is presented on Table 4.13 below.

Table 4.13. Listening Score of the Private Islamic University Students'

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
ScoreLISTENING	73	30	60	45.07	5.677
Valid N (listwise)	73				

Based on Table 4.13, the mean of students score is 45.07. Based on the classification, the students at the private Islamic university possessed moderate English listening ability.

The Correlation between Intensity Watching English Channel on Youtube and the Students' Listening Ability in Private Islamic University. The last research question is about correlation between students' frequency of watching English Channel on YouTube and students' listening ability. The correlation of the two variables is presented in the table below.

Table 4.13 Correlations test

	ScoreLISTENING	Ratarata
Pearson Correlation	1	.100
• Sig. (2-tailed)		.386
• N	77	77
Pearson Correlation	.100	1
• Sig. (2-tailed)	.386	
• N	77	77

From the table 4.13, the terms of the significance correlation, the results shows that the r value of correlation coefficient of the correlation between students' intensity watching English Channel on YouTube and students' listening ability was 0.1. The value is very low correlation. As mentioned by Sugiono (2011) the value between 0.00 – 0.199 is very low correlation. (see on table 3.7). However, the score of significance is 0.386. According to Raharjo (2014), if the significance is higher than 0.05, then the correlation is not significance. So, as 0.386 is higher than 0.05, we could conclude that there is no significance correlation.

Therefore, H_0 hypothesis was received that there is no correlation between students' watching English Youtube channel and students' listening ability. It means that if the students had a high intensity in watching English Channel on YouTube, there is no tendency that the students' listening ability is moderate.

Based on the research, students of the Private Islamic University often watch English channel. This is based on the table 4.1 which tells that the mean of students' watch time is 2.347.

This trend is similar to many that happen in various places such as in the US, where students watch learning material to improve their understanding towards material (Cherif, Siuda, Movahedzadeh, Cannon, and Ayesh, 2014), Malaysia, where students use YouTube to enhance students autonomous learning (Shamsuddin, 2012), and Turkey, where students use YouTube to enhance speaking skills (Balbay, Kilis, 2017). In short, there is a trend around the world that YouTube is used as medium of learning, not only as learning material.

In addition, the students listening ability is also moderate. This is generated from the data of students listening score presented on Table 4.12 which shows that the average listening score of the students is 45.07. In a country where English is a foreign language such as Indonesia, it is common to see that the listening ability of the students is not yet at its highest. This is shown by research result from many institutions for example in Banda Aceh by Yusnida, Muslem, and Manan (2017), Makassar by Abdullah and Rahman (2017), Surakarta by Fatmawati (2017), and Riau by Desliana, Marzuki, and Hardiana (2016). All of the research indicates that university students English listening skills is moderate

Last but not least, the correlation between students' intensity in watching English channels on YouTube and student listening ability is not found. Based on the correlational analysis on Table 4.14, the correlation between the two variables is 0.1. In other words, there is no tendency that the students' daily watch time would be followed by increase of students listening ability. This is the contrary with research conducted in some institutions for instance Ayu (2016) and Saputra (2018) in Indonesian university, Alqahtani (2014) in the Kingdom of Saudi Arabia –where English is also Foreign language, and Medoukali (2015) in Algeria. The majority of research had proven that there is no a significant correlation between watching English Channel and students

listening skills. In addition, Ayu (2016) for instance, revealed that teaching to improve students listening skills can be improved using YouTube as medium.

Conclusion and Recommendation

This research aims to analyze the correlation between watching English Channel on YouTube and students' listening ability. In addition, this research has three research question which are "How is the intensity of watching English videos among the students of private Islamic university?" "How is private Islamic university students' listening ability" "How is the correlation between intensity watching English Channel on YouTube and the students' listening ability in private Islamic university". Therefore, this research analyzed the data from these three research question.

This research was accessed with quantitative research method. In addition, this research used descriptive design. Then, this research was conducted at Private Islamic university in Yogyakarta. The population of this was 94 students of Private University in Yogyakarta. The respondents of this research were students which 77 students were selected as the respondents. Moreover, instrument of first research question which has 7 items. Questionnaire was distribute using paper-based questionnaire. Furthermore, the data were accessed using statistic application (SPSS). Therefore, this research used descriptive and inferential statistic to measure the data. The descriptive statistic was used for examining the first and the second purpose of the research. Moreover, inferential statistic was used for examining the third purpose of the research.

The mean score for students' watching English YouTube channel was 2.347. It means students was in moderate intensity based on classification. The mean listening TOEFL score for students' 45.07. It means students had moderate listening

ability. Finally yet importantly, there is no significant correlation between students' intensity in watching English channels on YouTube and student listening ability. Indeed, the level of correlation between the two variable is very low.

For students. The Private Islamic university students are suggested to keep watching English Channel on YouTube because it can help students' to acquire and improve their listening ability.

For lecturers. The lecturers are recommended to suggest the students to practice their listening ability by watching English Channel on YouTube, because the result has a positive correlation between students' watching English Channel on YouTube and students' listening ability.

For the Institution. This study would give input to the institution that watching YouTube is not only for entertainment purposes but it could be used for improving students' listening ability. Therefore, institution is suggested to suggest students' for using YouTube as medium of learning.