CHAPTER IV

FINDINGS AND DISCUSSION

Findings

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

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	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.
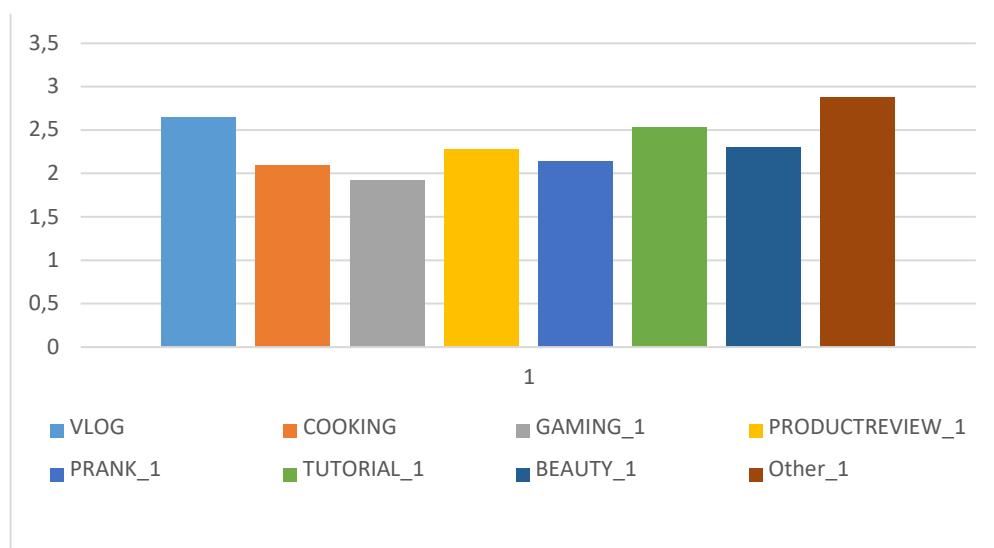

Figure 4.1. Channels preference and Watch time

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	5	6.5	6.5	100.0
	77	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	11	14.3	14.3	100.0
	77	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.

Discussion

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.