

A STUDY ON STUDENTS' HABITS IN VIEWING YOUTUBE PODCAST AND THEIR ENGLISH LISTENING SKILLS

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Abstract: This study was to confirm a significant correlation between students' engagement with English YouTube podcasts and their listening skills. This co-relational research studied students of grade XI IPS-1 at SMAN 1 Solok Selatan of West Sumatra Province selected from some cluster random sampling technique comprising 36 students. The research employed a listening test and a set of questionnaire as to collect the data. As a result of data analysis, this research revealed a positive correlation between the intensity of students' engagement with English YouTube podcasts and their listening skills. The calculated correlation coefficient ($r_{\text{calculated}}$) for this research was 0.717, surpassing the critical value (r_{table}) of 0.329 at a significance level of 0.05 and degrees of freedom ($df = n - 2$). This indicates that the calculated correlation was higher than the critical value ($0.717 > 0.329$). To conclude, the research accepted the alternative hypothesis, affirming a significant correlation between students' intensity in watching English YouTube podcasts and their listening skills. Considering these findings, it is recommended that teachers incorporate YouTube podcasts into their teaching resources, creating a more engaging learning environment and motivating students to use YouTube for educational purposes, thereby enhancing their listening skills. Furthermore, students are encouraged to actively work on improving their listening skills by exploring various YouTube channels, including podcasts and other English audio resources. These efforts will contribute significantly to their language proficiency individually.

Keywords: Listening Skill, Learning Habits, YouTube Podcast, Learning Resources, English Proficiency

INTRODUCTION

Learning habits, also known as study habits or learning strategies, encompass the behaviors and practices that individuals adopt to enhance their ability to acquire and retain knowledge effectively. These habits play a crucial role in the learning process and may significantly impact a person's academic and intellectual development. Generally, there are a number of aspects included in the learning habits, such as time management, active engagement, note-taking, organization, critical thinking, setting goals, self-discipline, practice and review, seeking help, variety and adaptability, and last but not least, reflecting on learning. This highlights that cultivating positive learning habits would make the learning process more efficient and enjoyable. Besides, developing effective habits could lead to better academic performance and a deeper understanding of the subjects being studied.

In the context of English language learning, cultivating effective habits would significantly enhance students' proficiency and fluency. Learning habits play a crucial role in the process of mastering the English language, which, like any other form of learning, demands consistent effort, practice, and effective strategies to achieve success. The strategic use of resources, for instance, may be one key factor contributing to English proficiency; proficient language learners adeptly utilize a variety of tools such as textbooks, online courses, language apps, language exchange partners, and language schools. Possessing the knowledge of where to find these resources and how to use them efficiently is a valuable skill. Consequently, learning habits are pivotal in English language acquisition, fostering consistency, time management, goal setting, active engagement, effective strategies, adaptability, self-discipline, feedback-seeking, patience, and resource utilization.

Developing and maintaining these habits could significantly enhance a learner's ability to acquire and master the English language.

Mastering English, particularly in some non-native English nations, is a complex task due to its four essential skills: Listening, Speaking, Reading, and Writing. In particular, listening is often perceived as one of the most challenging due to the lack of vocabulary, exposure to unfamiliar subjects in everyday conversations, diverse speaking speeds and accents, further multiple the difficulty of listening (Yaacob et al, 2021). These limitations often lead to apprehension and hampers effective listening abilities. However, it is crucial to recognize that listening, like any other skills, could be enhanced through some regular practices. In essence, it may involve some active process of receiving and responding to spoken language (Putri & Sinaga, 2020). So, efforts aimed at improving listening

skills could significantly enhance overall English proficiency.

Listening skill, often underestimated, is the final frontier among the four essential English language skills. Despite its undervalued status, listening remains a crucial skill in the journey of learning English, in particular, as a foreign language (Hameed & Ali, 2022). In this context, intensity to practice may be considered that refers to the level of familiarity and efforts derived from a specific activity (Yuniar & Nurwidawati, 2013). It also signifies the effort individuals invest in executing various actions, actions that occur at specific intervals and involve a consistent number of steps (Fauziah, 2020).

Among the plethora of social media platforms, YouTube stands out as the most widely used. Podcasts, in particular, seem to have gained immense popularity in Indonesia. These podcasts, essentially audio or video recordings transmitted over the

Internet, cover a wide range of content, including news segments, speeches, conversations, and interviews (Fachriza, 2020; Susmayanti, 2022). The practicality of podcasts may significantly seem to enhance language learning experiences, making the process more accessible and fulfilling. Moreover, with advancements in technology, the integration of video and audio podcasts in language learning seems to become increasingly satisfying and effective (Harahap, 2020). Therefore, this study was to identify how students' engagement with English YouTube podcasts influenced their listening skills.

METHODOLOGY

This research employed a correlational design, aimed at determining the existence and degree of the relationship between multiple quantifiable variables (Gay et al, 2012; Refnita, 2018). The study focused on eleventh-grade students at

SMAN 1 Solok Selatan West Sumatra, with a total population of 108 students. A sample of 36 students from Class XI IPS-3 was selected for this study. Data collection was facilitated through questionnaires and listening tests in the form of multiple-choice questions. To ensure the reliability of the listening test, a split-half technique was utilized, while the intensity of watching YouTube podcasts in English was assessed using the alpha formula. Data collection involved administering a 45-minute listening test and a 25-minute intensity questionnaire. Subsequently, the researcher scored the students' responses and calculated the correlation between the intensity of students' engagement with English YouTube Podcasts and their Listening Skills. To determine the significance of this correlation, the data was compared with the critical value, denoted as r_{table} , which was 0.329 for a confidence level of 0.05 ($\alpha=5\%$) with degrees of freedom $df = n-2$ (34). The calculated

correlation value (0.717) exceeded the critical value (0.329) [0.717 > 0.329].

FINDINGS AND DISCUSSION

As the results of data analysis revealed a correlation coefficient of 0.717 between the intensity of students' engagement with English YouTube Podcasts and their listening skill at SMAN 1 Solok Selatan in West Sumatra province, this finding establishes a significant positive correlation between the intensity of students watching YouTube Podcasts in English and their listening skill. The alternative hypothesis (H_a) asserting a significant correlation between students' YouTube Podcast engagement and their listening skills in the study context was accepted. This result indicates a strong relationship between the intensity of students' YouTube Podcast consumption in English and their listening skill. In summary, the research demonstrates a noteworthy connection

between the intensity of students' interaction with English YouTube Podcasts and their listening skills, confirming the importance of multimedia engagement in language learning.

Table 1. Classification Category Correlation (Arikunto, 2014)

rx _{xy} Value	Category
0,81 <rx _{xy} ≤ 1,00	Very High
0.60 <rx _{xy} ≤ 0.80	High
0.41 <rx _{xy} ≤ 0.60	Moderate
0.21 <rx _{xy} ≤ 0.40	Low
0.00 <rx _{xy} ≤ 0.20	Very Low

To discuss, this study identified a significant correlation between the intensity of students' English YouTube podcast consumption and their listening skills ($r_{\text{calculated}} = 0.77$), which exceeds the critical value ($r_{\text{table}} = 0.329$), and referring to Arikunto's classification (2014), this correlation has been considered high. Then, these results confirm a substantial correlation between the intensity of students' English YouTube podcast consumption and their listening skills at the school. This

acceptance of the alternative hypothesis (H_a) and rejection of the null hypothesis (H_o) suggests that students' English YouTube podcast consumption is closely associated with their listening skills.

This study underscores the significance of English listening skills. As Hermawan (2012) stated, listening was a process that involves understanding verbal utterances to gather information and messages from the speaker. Schmidt (2016) further elaborated on intensive listening, describing it as a meticulous process where learners focus on short, challenging video or audio clips. The learning emphasis lied on paying close attention to pronunciation, grammar, and vocabulary, aiming to comprehend the details of the language. As well intensive listening is intentionally demanding to facilitate the learning of new grammar and vocabulary in spoken form, and then it is crucial for these listening sessions to be brief, as prolonged sessions

may lead to fatigue. Concentration could be essential during intensive listening, as highlighted by Ohashi (2019). So, by engaging in intensive listening exercises, learners can develop a strong foundation for language acquisition while honing their listening skills effectively.

Listening is, indeed, a challenging skill to master. Intensive listening is often employed in educational settings, where the primary objective is formal learning. As Harmer (2004) explains, intensive listening serves specific purposes, such as engaging in audio-based exercises. According to Tarigan (2008), listening serves various purposes, including:

- a) acquiring knowledge from the speaker's words, in essence, learning through listening.
- b) deriving enjoyment from the spoken or performed material, particularly in artistic contexts, where the emphasis is on savoring auditory beauty.

- c) distinguishing sounds accurately, identifying which sounds carry distinctive meanings and which do not. This is particularly noticeable in individuals learning a foreign language who immerse themselves in listening to native speakers' speech.
- d) a range of objectives and intentions, making it a multifaceted skill with diverse applications.

In this study, podcasts have been identified as a valuable tool to enhance students' listening skills. YouTube, being the most widely used social media platform, hosts a plethora of content, with podcasts being particularly popular in Indonesia's current context (Susmayanti, 2022). Abdusshomad (2022) highlighted the versatility of podcasts, indicating their use in recording and broadcasting news, uploading educational lessons, capturing teacher presentations, documenting sports events, archiving meetings and conferences, and

even recording conversations for on-demand access. Fachriza (2020) defined podcasts as a form of video content on YouTube that utilizes the Internet to transmit audio or video recordings. These recordings encompass various formats such as news clips, speeches, conversations, and interviews. In the realm of language learning, especially for enhancing listening skills, teachers have multiple media options available.

It is important to note that technology, including podcasts, has served to complement rather than replaced traditional education systems involving teachers, schools, and parents. These technological tools have made teaching more diverse and accessible. Utilizing podcasts could significantly contribute to the improvement of students' listening abilities, providing educators with an effective resource for enhancing language learning experiences. According to Indahsari (2020),

podcasts are seen as inventive resources that may boost students' listening and speaking skills by providing diverse content formats like audio, video, and images. Therefore, the global popularity of podcasting, notably among young individuals, has surged due to widespread internet use, extending its reach even in Indonesia. (Martianto & Toni, 2021).

In recent years, podcasts have gained recognition as effective tools in language learning, providing valuable resources and engaging students in the learning process. Several studies have emphasized the importance of incorporating podcasts in foreign language classes, catering to learners from beginner to advanced levels. A study conducted by Nurhikmah et al. (2021), for example, investigated the impact of using podcasts for practicing listening skills in English. The research revealed that employing podcasts had a positive effect, enhancing participants' confidence in their

overall understanding of the English language. This may emphasize the potential of podcasts as a valuable resource in language education, not only as a means to improve listening skills but also to boost students' overall language proficiency and confidence.

According to Abdusshomad (2022), podcasts offer several advantages, one of which is the flexibility for listeners to access recordings at their convenience. Additionally, producing podcasts can be cost-effective, as there are no charges imposed on listeners, leading to a majority of subscribers being unpaid. Fachriza (2020) emphasized that podcasts provide authentic listening materials accessed through smart phones, motivating students to engage in listening activities. Students are interested in using podcasts during their leisure time to listen and practice the content of audio podcasts. Harahap (2020) supports these points, highlighting the practicality of

podcasts in language learning, making the process easier and more fulfilling. With advancements in technology, the use of video and audio podcasts in language education is becoming increasingly satisfying.

Despite these benefits, it is worth noting that the educational application of podcasts is relatively new in Indonesia, as mentioned by Darwis (2016). While many researchers have explored the educational advantages of podcasts, further investigation is needed to fully understand their implementation and impact, considering the evolving nature of this medium in the Indonesian context.

CONCLUSION

English serves as a global language, not confined to uniform usage solely in certain nations in which English is the first language (L1), but extending its influence to countries where English is a non-native

language. The importance of learning English is evident in a nation's educational advancement. In Indonesia, for instance, English education begins at an early age, from elementary school to higher education. However, as one of the English language skills, developing effective listening skills of English is a challenge for prospective teachers, requiring thoughtful planning to create successful and engaging listening activities. One way to make learning to listen more captivating is by incorporating English podcasts. These activities not only pique students' interest but also significantly enhance motivation, thereby reducing the perceived difficulty in listening tasks. Encouraging active student engagement in listening activities can prevent panic or apprehension during the learning process.

This study has established a significant correlation between students' engagement with English YouTube podcasts and their listening skills. While prior studies

showed various relationships between students' habits of watching English videos on YouTube and their listening comprehension, due to differences in research methods, subjects, and contexts, this study, in particular, underscores the importance of fostering creativity in teaching methods among educators to enhance student motivation and promote effective learning habits for mastering the English language comprehensively.

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