

THE RELATIONSHIP BETWEEN PRESERVICE ENGLISH TEACHERS' PERCEPTION OF WATCHING ENGLISH VIDEO ON YOUTUBE AS A HABIT AND LISTENING SKILL ACHIEVEMENT

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Abstract: Watching English videos on YouTube is one of the alternatives in order to improve students' listening comprehension. The aim of this study is to discover whether or not there is a significant correlation between the perception of habit of watching English videos on YouTube and listening skill achievement. The participants of the study were 51 students of English Education Study Program in Palembang. There were two instruments used: (1) The Habit of Watching English Videos on YouTube Questionnaire, and (2) listening mastery score from listening course they took. The data were then analysed using Pearson Product Moment in SPSS 25. The results show that there is no significant correlation between the habit of watching English videos on YouTube and listening mastery of the students, $r(49) = -.26$, $p < .01$. This study also provided discussions and recommendations for future research.

Keywords: *preservice, teacher, YouTube, English, achievement,*

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INTRODUCTION

Listening as defined by Rost (2011), is a fluid interpretive mechanism in which listeners balance what they hear with what they already know. Listening, according to Rost (2011), lets one understand the world around us and is one of the necessary elements in establishing effective communication. According to Jafari and Hashim (2015), listening is a medium for comprehensible input, and more than half of the time learners spend studying a foreign language is spent listening. It is a challenging task for foreign language learners and since universities focus on grammar, reading, and vocabulary, EFL students struggle with listening comprehension. Many books do not emphasize listening and speaking skills, and teachers do not emphasize these skills in their classes (Hamouda, 2013). The difficulty of listening stems from the fact that "listening is an invisible internal phenomenon that is impossible to explain,"

making the listener's work more difficult. Furthermore, the listener is involved in a variety of processes such as sound discrimination, learning language and grammatical systems, reading stress and intonation, recalling and interpreting this within the immediate as well as the broader socio-cultural meaning of the utterance (Vandergrift, 2007).

The rapid advancement in technology has altered people's lifestyles over time. All has become simpler and more practical. According to Ratheeswari (2018), the rapid growth of technology has resulted in innovative changes in the way we live as well as in societal demands. Along with the rapid growth of ICT, the method of learning has also evolved over time. Nowadays, the internet is used by the millennial generation to explore and learn more than paper books. The internet has made it possible for people to learn something, including foreign languages, by providing an easily accessible source of knowledge. It not only provides entertainment and social interactions, but also educational and scientific information (Dogruer et al., 2011)

Millennials can access learning resources from the internet, including their smartphones and other portable devices, while learning a foreign language. In terms of EFL Learning, the internet allows you to find native speakers as well as numerous English teaching and learning resources (Suryani, 2005), and it is used for English learning (Jamalifar & Chalak, 2014)

One media outlet on the internet that provides exposure to foreign languages is YouTube, the most popular video-sharing website established in 2005. Every month, about a billion hours of video content are streamed on YouTube, with billions of views and more than 2 billion logged-in users (YouTube.com, 2021). According to Alqahtani (2014) there are numerous forms of videos on YouTube, including educational, film, political, historical, medical, and personal videos. It also has very effective search functions that allow us to locate any relevant videos we want to see. YouTube video contents are often used by language learners to help them learning the language (Alimemaj, 2010).

Research have shown that YouTube can help students improve their language skills. It provides real-world contexts and daily videos to students to help them gain a better understanding of what they are studying (Khalid & Muhammad, 2012). Medoukali (2015) discovered that English learners were able to use YouTube in the learning process because it helped them improve their comprehension skills. YouTube content could be used to expose students to practical English (Morat et al., 2017). Furthermore, YouTube, as an online video sharing platform, can display a variety of activities related to the teaching and learning process (Hwang, 2009)

Rorimpandey (2019) found out that using YouTube video for listening comprehension in the Basic Listening course resulted in a higher listening comprehension score than using traditional media. In another report, Rizkan et al. (2019) concluded that YouTube was more successful than audio alone in improving students' listening skills. The tasks are more complex, and the learning environment is not monotonous. Overall, YouTube can be used as an effective educational medium as well as a source of content for intensive listening exercises (Saputra & Fatimah, 2018). Istiqomah (2019) conducted a study showing that using YouTube videos improved students' listening achievement and made the lesson more enjoyable. Furthermore, it encourages teachers to be more innovative and increases students' participation in the listening course. Lestari (2019) discovered that viewing YouTube vlogging videos will boost students' listening skills because it is fun to

learn English in this manner. It can be inferred that viewing English videos on YouTube will be very helpful for students to enhance their listening comprehension.

There have been a number of studies conducted on YouTube videos and listening performance. According to the findings of a study conducted by Mun (2014), the use of YouTube video clips appears to be successful in improving EFL learners' listening comprehension and test results. Similarly, Ayu (2016) concluded that YouTube will enhance students' listening abilities and help them develop knowledge and listening skills because it has made learning more enjoyable, stimulating, engaging, creative, positive, and effective. Alqahtani (2014) discovered that YouTube videos have a great deal of potential for developing and improving EFL students' listening comprehension skills. YouTube has both positive and negative effects on learning according to Naidu et al. (2017). Positively, it has a lot of high-quality content, it is easy to follow and understand, and it allows you to do a mixed course between online and offline. In the negative side, it occasionally has low quality material, long duration, and untrustworthy content. According to the findings of similar studies ((Riswanto, 2019), (Rachmawati, 2018)), there is no association between the practice of viewing YouTube contents and mastery of communication skills. Saputri (2018), on the other hand, discovered a contrary discovery that there was a strong connection between them.

This current research attempted to explore the relationship between the preservice English teachers' perception of watching English videos on YouTube as a habit and listening mastery in the context of an English Education Study Program in Palembang. It is important to do this research so that the findings will inform preservice teachers about alternative approaches to better themselves and, in turn, help their future students improve.

METHODOLOGY

Design and Sample

In this correlational study, 51 preservice teachers were selected as sample from a population of 320. The sample were chosen purposively from two parallel listening course class. It was the most advanced listening class and with that context, it was assumed that they have already had ample training in developing their listening skill.

Data Collection and Data Analysis

The data were collected using questionnaire and documentation. The questionnaire was based on the aspects of habit of (Darnton et al., 2011) which were attitude, frequency, automaticity, materials, competence and image. The questionnaire was tried out to non-sample preservice teachers and the results show that 11 out of 35 questions were invalid. The invalid ones were drop from the questionnaire. The results of the try out also show that it was reliable with Cronbach Alpha of 0.887.

The questions' responses were Never, Seldom, Sometimes, Often, Always, and the corresponding score for each response was 1, 2, 3, 4 and 5. While for questions with negative response, the score for each response is the other way around. The score from questionnaire's result was classified into five categories based on the total score interval; very positive (102-120), Positive (83-101), average (63- 82), negative (44-62), very negative (24-43).

For listening skill mastery score, it was taken from the final score of their listening course, which was the accumulation of scores from daily performances, various assignments, mid-semester test and semester test. The scores were then classified into these categories: very good, good, average, poor, and very poor. Before it was taken into analysis, both data from questionnaire and the documentation were checked for normality and homogeneity.

Both results from questionnaire and documentation were then analyzed using Pearson Product Moment Correlation Coefficient.

FINDINGS AND DISCUSSION

The responses from the questionnaire showed that there were 6 aspects that forms the habit of watching YouTube video in English language. The detailed responses were described in table 1.

Table 1. The result of questionnaire

NO	QUESTIONS	ANSWERS				TOTAL	
		5	4	3	2		1
I. FREQUENCY							
1.	How much do you stream English videos on YouTube?	(10) 20%	(27) 53%	(7) 14%	(7) 14%	(0) 0%	(51) 100%
2.	When I have free time, I watch English videos on YouTube whenever and wherever I want.	(9) 18%	(25) 49%	(8) 16%	(9) 18%	(0) 0%	(51) 100%
3.	How many English-language videos do you watch on YouTube each month?	(14) 27%	(21) 41%	(7) 14%	(9) 18%	(0) 0%	(51) 100%
II. MATERIALS							
4.	I watch English videos on YouTube on my laptop or phone so that I can watch them whenever and wherever I want.	(26) 51%	(18) 35%	(2) 4%	(4) 8%	(1) 2%	(51) 100%
5.	I watch unsubtitled English videos on YouTube.	(2) 4%	(27) 53%	(20) 39%	(11) 22%	(1) 2%	(51) 100%
6.	I enjoy watching English videos with Indonesian subtitles on YouTube.	(5) 10%	(28) 55%	(6) 12%	(11) 22%	(1) 2%	(51) 100%
III. ATTITUDE							
7.	Watching English videos on YouTube helps me learn my English.	(33) 65%	(13) 25%	(5) 10%	(0) 0%	(0) 0%	(51) 100%
8.	Since I watch English videos on YouTube, I am familiar with a variety of English cultures.	(23) 45%	(25) 49%	(1) 2%	(2) 4%	(0) 0%	(51) 100%
9.	Watching English videos on YouTube, I believe, strengthens my listening skills.	(33) 65%	(14) 27%	(3) 6%	(1) 2%	(0) 0%	(51) 100%
10.	I enjoy and am amused by watching English videos on YouTube.	(26) 51%	(19) 37%	(4) 8%	(1) 2%	(1) 2%	(51) 100%
IV. AUTOMATICITY							
11.	I am becoming more familiar with English terms by viewing English videos on YouTube.	(31) 63%	(18) 35%	(0) 0%	(1) 2%	(0) 0%	(51) 100%
12.	Watching English videos on YouTube helps me get acquainted with different English words.	(24) 47%	(23) 45%	(3) 6%	(1) 2%	(0) 0%	(51) 100%

13.	If I get a new phrase when watching English videos on YouTube, I immediately use it in daily life.	(8) 16%	(25) 49%	(10) 20%	(8) 16%	(0) 0%	(51) 100%
V. COMPETENCE							
14.	After viewing English videos on YouTube, I am able to distinguish the proper intonation and pronunciation.	(15) 29%	(26) 51%	(7) 14%	(2) 4%	(1) 2%	(51) 100%
15.	In English videos that I watch, I can imitate what the YouTuber tells.	(15) 29%	(22) 43%	(5) 10%	(8) 16%	(1) 2%	(51) 100%
16.	I understand the plots of the English videos I watch on YouTube.	(12) 24%	(32) 63%	(8) 14%	(0) 0%	(0) 0%	(51) 100%
17.	I know how idioms are used in English YouTube videos depending on the meaning.	(9) 18%	(32) 63%	(6) 12%	(4) 8%	(0) 0%	(51) 100%
18.	Based on English videos I've watched on YouTube, I can retell the plot.	(9) 18%	(30) 59%	(10) 20%	(2) 4%	(0) 0%	(51) 100%
19.	In the English videos I watch, I understand the sentences spoken by the YouTubers.	(17) 33%	(28) 55%	(4) 8%	(1) 2%	(1) 2%	(51) 100%
VI. IMAGE							
20.	Watching English videos on YouTube has helped me learn a lot about the language.	(28) 55%	(17) 33%	(4) 8%	(1) 2%	(0) 0%	(51) 100%
21.	I couldn't see any moral standards in the English YouTube videos I watch.	(15) 29%	(24) 47%	(10) 20%	(2) 4%	(0) 0%	(51) 100%
22.	In the English YouTube videos that I watch, I can find a variety of slang languages.	(23) 45%	(15) 29%	(10) 20%	(3) 6%	(0) 0%	(51) 100%
23.	By seeing the faces on the screen, I can understand the feelings of the YouTubers.	(25) 49%	(21) 41%	(4) 8%	(1) 2%	(0) 0%	(51) 100%
24.	I may use formal or casual language depending on who I talk with after seeing English videos on YouTube.	(17) 33%	(24) 47%	(7) 14%	(2) 4%	(1) 2%	(51) 100%

From the frequency aspects it was shown that most respondents spent their spare time streaming YouTube video in English language. For the material watched, more than half of the preservice teachers stated that they often watch video in English language without subtitle (53%) and with Indonesian subtitle (55%). In terms of attitude aspects, almost all preservice teachers had a positive attitude toward watching YouTube in relation to EFL learning, i.e., it can improve language skill (90%), it gives various information about culture of the English language (94%), it improves listening skill (92%) and it is amusing (88%). In automaticity aspects, almost all preservice teachers perceived the habit as helpful for their language automaticity i.e., English word (98%) and phrases (92%) familiarity; and new words and phrases use in daily life (65%). The results also indicated that most preservice teachers perceived the habit as helpful in improving their language competence, i.e., ability distinguish the proper intonation and pronunciation (80%), language imitation (72%), plot understanding (87%), idioms' use (81%), plot retelling (77%), and spoken sentences understanding (88%). Furthermore, the response from image aspects showed that most preservice teachers have positive perception of the image of the habit, i.e., it helps a lot in learning language (88%), Perception of moral

standard in YouTube (76%), slang language use in video (74%), understanding of feelings (90%) and formal and casual language use (80%).

The results were then categorized into several category as displayed in table 2.

Table 2. Category of the pre-service teachers' perception

Interval	Category	Freq	%
102 - 120	Very Positive	19	37%
83 - 101	Positive	27	53%
63 - 82	Neutral	4	8%
44 - 62	Negative	1	2%
24 - 43	Very Negative	0	0%
Total		51	100%

Table 2 above shows that 19 (37%) the preservice teachers perceived the habit as very positive and 27 (53%) as positive. These results showed that almost all of them perceived the habit of watching video in the English language on YouTube as positive in relation toward their learning of the language. The results also indicated very few of them have negative or neutral perception of the habit (10%).

The results from listening course's final score documentation is displayed in table 3.

Table 3. Listening score

Score	Category	Freq	%
86 - 100	Very Good	12	24%
71 - 85	Good	25	49%
56 - 70	Average	14	27%
46 - 55	Poor	0	0%
0 - 45	Very Poor	0	0%
Tot		51	100%

Most the preservice English teachers showed a better achievement in the listening course (24% graded as very good and 49% as good, 73 % in total). Furthermore, there were still some of them (27%) displayed a lower achievement in the course. However, none failed in the course.

The questionnaire responses and the final scores were checked for normality and homogeneity. For the responses, A Saphiro-Wilk test showed a non-significant departure from normality, $W(51)=.958$. $p=.069m$, while for the final scores, the same test indicated a normal distribution, $W(51) = .101$, $p = 0.20$. Both results show that both were normally distributed. Furthermore, Levene's test results showed that the variances from responses and final score were equal, $F(11,19) = 1,491$, $p = 0.214$. In other word, the data were homogeneous.

Both data were analyzed with Pearson Product Moment Correlation Coefficient with the following results, as seen in table 4.

Table 4. Correlation

		listening	youtube
Final Scores	Pearson Correlation	1	-,261
	Sig. (2-tailed)		,064
	N	51	51
Habit Responses	Pearson Correlation	-,261	1
	Sig. (2-tailed)	,064	
	N	51	51

The results indicated that there is no significant correlation between the habit of watching English videos on YouTube and listening mastery of the students, $r(49) = -.26$, p

Based on the finding, several points are discussed. In the aspects of frequency, it was shown that the preservice English teachers always or often spent their spare time watching YouTube in English. This response is normally what is expected from millennials regarding on they spend their time. This similar to what IDN Research Institute (2020) reported regarding millennials in Indonesia indicated that in terms of media consumption, in average 53.6% chose online video platform to which YouTube is included. Furthermore, in a broader scope of general internet and online behaviors, the majority of them spent a considerable amount money (in average IDR 93,4000) per month to support their internet and online activities. The preservice teachers also stated that whenever it was possible, they would watch YouTube in any location provided that internet was available. This is not surprising since YouTube has a massive accessibility of one billion hours of videos watched daily, more than two billion users, reaching more audience than any TV network on mobile alone, and localized in over 100 countries and can be accessed in 80 different languages (YouTube.com, 2021). With such massive accessibility and such numbers of video in the English language, exposure to the English language is easily available. This in turns if controlled in such a way will help one's progress in English.

As for material watched, subtitle is an important aspect of a video in relation in EFL learning. Several studies' results indicated that it contribute to a better performance or higher achievement in EFL learning ((Alabsi, 2020), (Pratama et al., 2021), (Kadem, 2020), (Vulchanova & Lervåg, 2021)). The preservice English teachers' choice of using subtitle when watching YouTube videos in the English Language might have some contribution their better achievement in the listening course, as it was found out in other studies.

The preservice English teachers displayed a positive attitude toward the habit that it can give them advantages in terms of their progression in EFL learning. This perception might be caused by the fact that from 80 languages used in YouTube 28% of which were in the English Language (van Kessel et al., 2019). This can provide a lot of exposure to the language for the EFL learners. This positive attitude are also

similar to what Sakkir et al. (2020) concluded in their study that their most of the respondents showed a positive attitude toward YouTube Video in terms of EFL learning. They even displayed willingness and the belief that it actually helped them progress. In more general sense of learning, Maziriri et al. (2020) in his study concluded that their respondents believed that YouTube was useful in their learning process. It is also in line to what Kurniawan et al. (2020) and Pitaloka et al. (2020) had concluded that learning activity that enables students to access learning material from the internet can affect students positive attitude toward learning.

In terms of automaticity and competence, almost all the preservice English teachers showed a strong perception that the habit of watching English video on YouTube have help them in terms of vocabulary, phrases, phrases and overall understanding of spoken communication, which is mainly listening skills. The massive exposure provided from the authentic material from YouTube video might be the main reason of the belief. This is in line with what Watkins and Wilkins (2011) concluded that the exposure to authentic English and the promotion of a more independent learning style are the two primary advantages of using YouTube in the classroom. This belief was also supported with the distribution of listening course achievement which was dominantly in very good and good criteria. The belief and the achievement in the listening are somewhat matched.

The results show that there was no significant correlation between the two variables. It is consistent with previous research conducted by Riswanto (2019) and Rachmawati (2018). Despite these findings, Alqahtani (2014) in his experimental study discovered that YouTube videos have a lot of potential for developing and improving listening comprehension abilities. Similar to this, Kurniawan et al. (2020a) also found that internet related teaching and learning activities can actually improve students' English language skills. However, the experimental study did not use YouTube video in the activities but an online collaborative platform. While there was no significant association between the two factors, positive comments from each questionnaire factor may be taken to mean that YouTube is a helpful online video sharing platform. In terms of frequency, 53 percent of preservice teachers responded frequently to the question, "How often do you watch English videos on YouTube?" It meant that more than half of the preservice teachers watched English videos on YouTube on a regular basis. In terms of content, the comment "I watch English videos on YouTube with my laptop or phone to be able to watch them anywhere" was always replied by 51% of preservice teachers. It meant that preservice teachers could watch English videos on YouTube from anywhere using their smartphone or laptop. In terms of attitude, the statements "Watching English videos on YouTube improves my English skill" and "I believe that watching English videos on YouTube improves my listening skill" were both answered by 65 percent of preservice teachers. This meant that English videos on YouTube could help many preservice teachers develop their listening skills. In terms of automaticity, the comment "Through watching English videos on YouTube, I become more familiar with English words" was often answered by 63 percent of preservice teachers, implying that watching English videos on YouTube could improve student English vocabulary. In terms of competence, the comment "I can understand the plot of English videos on YouTube that I watch" was frequently replied by 63 percent of preservice teachers, indicating that YouTube videos could help them understand the meaning better since they contain audio-visual elements. Finally, in terms of picture,

the comment “I learn a lot about English by watching English videos on YouTube” was often answered by 55% of preservice teachers. It meant that English videos on YouTube could be incredibly beneficial to preservice teachers' English learning.

CONCLUSION AND SUGGESTION

The study shows that there was no significant correlation between the habit of watching English videos on YouTube and listening mastery of the pre-service English teachers. Although there was no significant correlation between the two variables. Positive statements from the questionnaire aspects may be taken from each aspect to show that YouTube is a helpful online video sharing platform. Future researchers can dig deeper toward student's perception of YouTube videos in a qualitative manner that the results can show varieties of dimensions. A similar study might result in more significant results if it is done in a bigger sample.

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