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**A CORRELATION BETWEEN STUDENTS' INTENSITY OF WATCHING  
ENGLISH VIDEOS ON YOUTUBE AND THEIR LISTENING  
ACHIEVEMENT IN THE 3<sup>RD</sup> SEMESTER ENGLISH  
EDUCATION DEPARTMENT OF UIN  
SULTAN SYARIF KASIM RIAU**



UIN SUSKA RIAU

BY

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EDUCATION DEPARTMENT OF UIN  
SULTAN SYARIF KASIM RIAU**



**BY**

**SOVIE LIDAITA DERSA**

**SIN. 11810420326**

**A Thesis**

Submitted as partial fulfilment of the Requirements for Bachelor Degree of  
English Education (S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION**

**FACULTY OF EDUCATION AND TEACHER TRAINING**

**STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

**PEKANBARU**

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Certify that this *skripsi* entitled “**A Correlation between Students’ Intensity of Watching English Videos on YouTube and Their Listening Achievement in the 3<sup>rd</sup> Semester English Education Department of UIN Sultan Syarif Kasim Riau**” is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Others’ opinion finding include in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, January 3<sup>rd</sup>, 2023

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## SUPERVISOR APPROVAL

The thesis entitled “*A Correlation Between Students’ Intensity of Watching English Videos on YouTube and Their Listening Achievement in the 3<sup>rd</sup> Semester English Education Department of UIN Sultan Syarif Kasim Riau*” was written by Sovie Lindaita Dersa, SIN. 11810420326. It has been accepted and approved to be examined in the meeting of final examination by the examination committee for the undergraduate degree at the Faculty of Education and Teacher Training of the State Islamic University of Sultan Syarif Kasim Riau, to fulfill a requirement for the Award of an Undergraduate Degree (S.Pd) in the Department of English Education.

Pekanbaru, 17<sup>th</sup> Jumadal Akhirah, 1444 H

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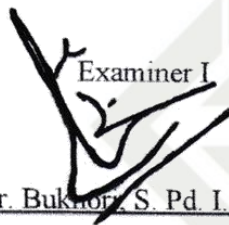
## EXAMINERS APPROVAL

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Pekanbaru, Jumadal Akhirah 17<sup>th</sup> 1444 H

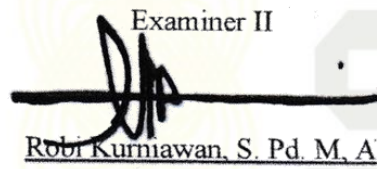
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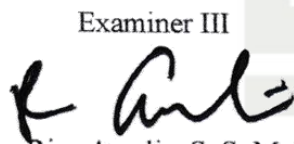
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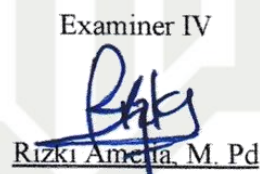
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3. M.Ag., as the Vice of Dean I, Dr. Zubaidah Amir MZ., S.Pd., M.Pd., as the Vice of Dean II, Dr. Amirah Diniaty, M.Pd., Kons., as the Vice of Dean III and all staffs. Thanks for the kindness and encouragement.
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Finally, the researcher realizes this thesis is still far from perfections. Therefore, constructive comments, critiques and suggestions are appreciated very much. Hopefully this thesis can give the meaningful contributions to further writers.

Pekanbaru, January 3<sup>rd</sup> 2023

The Researcher

Sovie Lindaita Dersa

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## ABSTRACT

### **Sovie Lindaita Dersa (2023): A Correlation Between Students' Intensity of Watching English Videos on YouTube and Their Listening Achievement in the 3<sup>rd</sup> Semester English Education Department of UIN Sultan Syarif Kasim Riau**

This research aimed to see whether there is any significant correlation between students' intensity of watching English videos on YouTube and their listening achievement at the 3<sup>rd</sup> semester of English Education Department UIN Sultan Syarif Kasim Riau. This research used quantitative research. This research used correlational research design. This research was held on October 5<sup>th</sup> – 30<sup>th</sup>, 2022 at UIN Sultan Syarif Kasim Riau. The research data was collected from 34 samples and were selected by technique of simple random sampling. The sample of this research was the third semester students of English Education Department UIN Sultan Syarif Kasim Riau. To gather the data, this research used questionnaire and documentation. This research used pearson product moment and simple linear regression to analyse the data. The findings of this research showed that the students' intensity of watching English videos on YouTube had no contribution on students' listening achievement. It means that there is no significant correlation between students' intensity of watching English videos on YouTube on students' listening achievement at the third semester students of English Education Department UIN Sultan Syarif Kasim Riau.

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## ABSTRAK

### **Soyie Lindaita Dersa (2023): Hubungan Antara Intensitas Siswa Menonton Video Bahasa Inggris di YouTube dan Prestasi Mendengarkan Mereka di Semester 3 Jurusan Pendidikan Bahasa Inggris UIN Sultan Syarif Kasim Riau**

Penelitian ini bertujuan untuk melihat apakah ada hubungan yang signifikan antara intensitas siswa menonton video bahasa Inggris di YouTube dan kemampuan mendengar mereka pada semester 3 Jurusan Pendidikan Bahasa Inggris UIN Sultan Syarif Kasim Riau. Penelitian ini menggunakan penelitian kuantitatif. Penelitian ini menggunakan desain penelitian korelasional. Penelitian ini dilaksanakan pada tanggal 5 – 30 Oktober 2022 di UIN Sultan Syarif Kasim Riau. Data penelitian ini dikumpulkan dari 34 sampel dan dipilih dengan teknik *simple random sampling*. Sampel penelitian ini yaitu mahasiswa semester tiga Jurusan Pendidikan Bahasa Inggris UIN Sultan Syarif Kasim Riau. Untuk megumpulkn data penelitian ini menggunakan kuesioner dan dokumentasi. Penelitian ini menggunakan *pearson product moment* dan *simple linear regression* untuk menganalisis data. Hasil penelitian ini menunjukkan bahwa intensitas siswa menonton video bahasa Inggris di YouTube tidak memberikan kontribusi terhadap prestasi mendengarkan siswa. Artinya, tidak terdapat pengaruh yang signifikan terhadap hubungan antara intensitas siswa menonton video Bahasa inggris di YouTube terhadap prestasi menyimak mahasiswa semester tiga Jurusan Pendidikan Bahasa Inggris UIN Sultan Syarif Kasim Riau.



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## ملخص

سوفي ليندايتا ديرسا، (٢٠٢٣): ارتباط بين كثافة مشاهدة الطلاب لمقاطع الفيديو باللغة الإنجليزية على موقع يوتيوب وإنجازهم السمعي في الفصل الدراسي الثالث بقسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رباو

هذا البحث يهدف إلى معرفة ما إذا كان هناك ارتباط هام بين كثافة مشاهدة الطلاب لمقاطع الفيديو باللغة الإنجليزية على موقع يوتيوب وإنجازهم السمعي في الفصل الدراسي الثالث بقسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رباو. وهذا البحث يستخدم طريقة البحث الكمي. وهذا البحث يستخدم تصميم البحث الارتباطي. وتم إجراؤه من التاريخ ٥ - ٣٠ أكتوبر ٢٠٢٢ بجامعة السلطان الشريف قاسم الإسلامية الحكومية رباو. والبيانات تم جمعها من خلال ٣٤ استبياناً تم اختياره من خلال تقنية أخذ العينات العشوائية البسيطة. وعيناته طلاب الفصل الدراسي الثالث بقسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رباو. وجمع البيانات، استخدمت الباحثة الاستبيان والتوثيق. وهذا البحث يستخدم ارتباط ضرب العزوم لبيرسون والانحدار الخطي البسيط لتحليل البيانات. ونتيجة البحث دلت على أن كثافة مشاهدة الطلاب لمقاطع الفيديو باللغة الإنجليزية على موقع يوتيوب لا تؤثر على إنجازهم السمعي. هذا يعني أنه لا يوجد ارتباط بين كثافة مشاهدة الطلاب لمقاطع الفيديو باللغة الإنجليزية على موقع يوتيوب وإنجازهم السمعي في الفصل الدراسي الثالث بقسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رباو.





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UIN SUSKA RIAU

## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

Listening is one of the skills needed to master English well. According to Ningtiyas, Suryati, & Ariani (2020), listening plays an important role in the language acquisition process. Therefore, it can be said that listening is crucial because the listening ability is part of the process of learning a language because listening is one of the receptive skills used to receive information. Moreover, Lestari (2019), states listening is part of the activity of hearing or listening to spoken words. Therefore, listening is an active process because it is very important for the speaker to be able to understand every word spoken by the other person. It indicates participation because the listener is actively listening to the second speaker. The communication process involves both the speaker and the listener, with the speaker intending to convey their thoughts and the listener actively listening to understand the meaning of the utterance.

Learning medium is needed to practice listening, which makes students used to hearing English. Students will also really need media that can be explored easily. Therefore, learning media is needed that is fast and easy to improve listening ability. In this millennial era, there are a lot of technologies that can help students practice such as YouTube, Spotify,





JOOX and etc. One media that can improve listening ability is watching English channels on YouTube.

Qomariyah, Permana, & Hidayatullah (2021) state that YouTube is a video-sharing website that allows users from over the world to watch videos posted by other users and upload videos of their own. So YouTube has become a medium for many people to watch and hear information in the form of videos. Watkins and Wilkins (2011) stated that YouTube can improve students' English learning skills, including reading, writing, speaking, and listening. Therefore, YouTube can be one of the learning media that can be used because it can provide exposure to foreign languages.

YouTube provides information with a variety of channels available with a variety of different content. There are so many channels that can be searched by many people, especially students. So, it is not rare that students will also find channels in foreign languages, especially English. Watching YouTube can be a learning medium for students of the English Education Department of UIN Sultan Syarif Kasim Riau. Students are already familiar with listening to English-language channels on YouTube. This is one way for students to improve their listening skills in the process of learning English.

Lestari (2019), states that listening is an important competency in English. So in the teaching and learning process, listening is the basic ability of students to understand what is explained by the teacher. Therefore, the listening learning process is feasible by familiarizing students with listening to English. Intensity is an activity that is done repeatedly and regularly.

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According to Mendelsohn (2006), if students are directed to listen to English throughout the day, they will develop their listening with experience. High-intensity listening practice can help them improve their listening.

Brown (2001) defines listening intensity is the act of listening which is routinely, frequently, and automatically performed. Being routine and frequent implies that the act of listening is performed on a consistent and regular basis. Students should continue to practice their listening skills in order to increase their intensity and experience. Sudarsono (1999) believes that intensity is a habit that is followed by a constant continues routine or improves step by step. According to those ideas, intensity is someone's routine activity in doing something and repeating it over and over, including aspects of seriousness and diligence.

The researcher concludes from these ideas that intensity and habit have the same meaning, which show an activity that is done by someone and repeated without any orders from other people, but there is also a difference between intensity and habit, habit is a kind of activity to repeat something but there is no supporting act such as remembering the information, understanding the meaning, and knowing the purpose of the activity. On the other hand, intensity provides more opportunities for students to grow and improve their listening skills, because intensity is a type of activity that causes people to be intense and serious about what they are doing, such as watching the English videos on YouTube and understanding the meaning of the dialogs from the video, then knowing the reason of the author's purpose to

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arrange that video, then knowing the story behind that video, and finally we can get the knowledge in that video, that is the reason why, the researcher believe that intensity of watching English videos able to improve their listening.

After doing preliminary research at English Education Department of UIN Sultan Syarif Kasim Riau, the researcher found practical problems at UIN Sultan Syarif Kasim Riau which uses the 2015 Curriculum as a guide in the lecturing process to facilitate students in achieving listening ability. The listening syllabus consists of understanding listening, interpretive listening, critical listening, and academic listening. Academic listening subjects are skills to understand academic contact well. The academic listening curriculum involves the acceptance and understanding of oral material for educational purposes. Academic Listening includes many forms of listening items, including academic talks, debates, seminar presentations, and regularly uses high-level vocabulary and structure related to academic goals. Therefore, students are required to be able to understand English quickly so that the academic material provided can be understood completely. By practicing listening students can overcome difficulties in understand English.

As implied in the curriculum, listening ability is one aspect that can affect their achievement in understanding academic material. Students have some problems related to their listening ability. They usually practice by playing the voice of a native speaker speaking. They admit that sometimes they do not understand what they hear, especially when native speakers speak





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too fast. Some student claimed that they have difficulty understanding the spoken word because they did not hear the word often. Students also feel that to understand listening content takes a lot of energy to stay focused and pay attention to the topic.

Based on the explanation above, the high intensity of watching English-language channels on YouTube is a way to increase listening achievement. Many researchers have conducted research on watching English channels. Based on previous research, it shows good result from students listening by watching English Channel YouTube. such The Use of YouTube Vlog To Improve the Students' Listening Skill of MTS Samarinda (e.g. Lestari, 2019) and The Role of Social Media (YouTube and Snapchat) in Enhancing Saudi EFL Learners' Listening Comprehension Skills (e.g. Al Harbi, 2020), Based on the previous research above, most of the researchers do the research aims to know how to improve listening skills using YouTube but there is no research about the correlation between listening ability and watching YouTube.

There are some research that show using YouTube can increase speaking skill such as Use of YouTube-Based Videos to Improve Students' Speaking Skill (e.g. Riswandi, 2016) and YouTube Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19 (Syafiq, et. al. 2021).

There are also some researches that mentioned that watching can improve students' listening such as The Correlation Between Students' Habit



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in Watching Movie and Listening Skill ( Abdullah & Rahman, 2017) and Students' Intensity in watching English videos on YouTube and Their Listening Skill, A Correlation Study (Ningtiyas, et. al 2020).

Based on some previous research mentioned above, it can be assumed that YouTube is one of the listening medium that increases listening skills 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 needs to find out the people's attitude toward watching English YouTube videos. This is in accordance with the researcher's experience as a YouTube viewer. The researcher feels that every day there is a lot of content in the English language that can be viewed unintentionally on YouTube. Therefore, the researcher's listening skills are also improving. And in this department, there are no previous studies about the effectiveness of watching English Videos on YouTube with listening achievement. Therefore, the researcher indirectly wants to see how student response in such intensity can improve the listening achievement of the students.

Based on explanation above, the researcher is interested in finding out research by the title: "A Correlation between Students Intensity of Watching English Videos on YouTube and Their Listening Achievement in the 3rd Semester of English Education Department (EED) of UIN Sultan Syarif Kasim Riau"



#### Hak Cipta Diindungi Undang-Undang

## B. Problem of the Research

### 1. Identification of the problem

English is an international language that has been used by many people. In Indonesia, the English language has been identified as a foreign language. It has become the most popular foreign language to be learnt by students in Indonesia. Therefore, students must learn it by mastering basic skills, one of which is listening skills. Currently, there are many easy and fast ways to master listening skills, one of which is to use the media to watch English channels on YouTube. YouTube is a platform that contains videos in any language.

Based on research background above, watching English channels on YouTube is one of the media that can improve listening achievement in English language. The statements of the problem of this research that the researcher will analyze are as follows:

- a. Why did some of the students feel difficult to listened clearly native speaker?
- b. Why did some of the students feel hard to understand the listening words that rarely used?
- c. Why did some of the students feel not easy to focus watching English videos on YouTube when they want to get the information?





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## 2. Limitation of the Problem

Based on the identification of the problem, the researcher discovers there are some problems in this research. It is important for the researcher to limit the problem in order to pay attention to the specific problem. Therefore, the limit of the problem is there any correlation between watching English videos on YouTube toward students' listening achievement.

## 3. Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated some questions in the following:

- a. How is the intensity of watching English videos on YouTube of the third Semester Students of English Education Department UIN Sultan Syarif Kasim Riau?
- b. How is the students' listening achievement in the third semester students of English Education Department UIN yaaaiSultan Syarif Kasim Riau?
- c. Is there any significant correlation between intensity of watching English videos on YouTube and their listening achievement in English Education Department UIN Sultan Syarif Kasim Riau?

## C. Objectives and Significances of The Research

### 1. Objectives of the Research

Based on the formulation of the problems above, the researcher finds the objective of the research as follows:



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- a. To get information about the intensity watching English videos on YouTube of third Semester Students of English Education Department UIN Sultan Syarif Kasim Riau
- b. To find out the students listening achievement at the third semester students of English Education Department at State Islamic University of Sultan Syarif Kasim Riau.
- c. To get information about the significant correlation between intensity watching English videos on YouTube and their listening ability in English Education Department UIN Sultan Syarif Kasim Riau

## 2. Significances of the Research

The significance of the research is addressed to give the meaningful insight. There are several significances in this research as follows:

### a. Theoretical

To prove whether there is a positive correlation between students' intensity watching to English videos on YouTube and students' listening achievement of the third semester English Education Department UIN Sultan Syarif Kasim Riau. This research is expected to improve knowledge either for teacher or society. So it can be used as the reference to improve students' English achievement through watching English videos on YouTube and their listening achievement. The researcher wishes this research gives a contribution to develop of English education in Indonesia at large.

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**b. Practical**

For lecturers, it is hoped that the research will make them know more deeply how to guide their students in improving students' listening abilities by watching English videos on YouTube.

For students, they can get information about the habits of watching English YouTube videos to improve their listening skills in a different way.

And for further researchers, they can obtain information about the relationship between watching English YouTube videos, listening abilities, and the intensity associated with them and can also use this research as a reference for further research.

**D. Definition of Terms**

To avoid the misunderstanding and misinterpretation about the title of the research, it is better to define the term as follows:

**1. Correlation**

This research is a research that tries to find a correlation between two variables. According to Creswell (2012) correlation referred to statistical tests to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. In this study, the relationship is defined as the correlation between student's intensity of watching English videos on YouTube and their listening achievement in English Education Department of UIN Sultan Syarif Kasim Riau.





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## 2. YouTube

Refers to Sirait, Harahap, & Handayani (2021) YouTube provides a forum for people to connect with, inform and inspire others around the world, and acts as a distribution platform for original content creators and advertisers, both large and small. The researcher uses YouTube because YouTube can attract many people to visit the website every day. Besides that, YouTube can easily explore any kind of videos that students would like to watch.

## 3. Listening Achievement

According to Hornby (1998), achievement is something achieved, something done successfully with effort and skill. Arikunto (1994) states that achievement is an ability or vivid capability which has been owned by individual after going through a certain experience or when it is applied by individual in certain condition. Therefore, listening achievement is the ability of students get after going through listening experiences that are applied to certain conditions.

## 4. Student's Intensity

Student's intensity is a condition where students have activities with intense indicators. Or it can be said that students carry out an activity repeatedly or frequently (continuously). So that the activities carried out by students become a habit. In this study, student's intensity is the thing that determines whether students with high intensity in watching English

language videos on YouTube have a deeper understanding of their listening abilities.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Listening

###### a. The Nature of Listening

According to Hendrawaty (2019) Listening is the first skill and basic ability in learning a new language that beginners have to learn. It is a receptive skill meaning that the language learning beginners receive new words from what they have heard or listened to. The ability to receive will affect the ability to produce. If they are good at listening; as a result, they will understand and even have a good competency in productive skills namely speaking and writing.

The importance of listening is acknowledged by Brown (2000) who stated that “Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking”. It means that, listening is the important thing in daily activities, through listening we can interpret the meaning.

Rivers in Hasyuni (2006) says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall of the voice, and from this material we create a significance. Listeners





must cope with the sender's choice of vocabulary, structure, and rate of delivery.

According to Lorena Manaj (2015) listening is yet another necessary in language. The more efficient a listener you are the more successful and satisfied you will be. Listening is not merely a hearing: it is a state of receptivity that permits an understanding of what is heard and grants the listener full partnership in the communication process.

Listening skills are the key in receiving messages effectively. Listening skill is a combination of listening to what other people are saying and psychologically relating to the person speaking. Listening is one of the language skills. Listening requires a desire to understand others, an attitude of respect and acceptance, and a desire to open one's mind to see things from another point of view. Listening demands higher concentration.

It can be said that listening has a relationship with hearing even though there are differences between the two. Regarding this, David stated: "Hearing is with the ears, but listening is with the mind." This means that hearing uses the ear, but listening uses thought. The thought in question is that in the listening process, not only listening, but also requires concentration, attention and a serious effort to understand the content of the message or information conveyed.

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#### b. Type of Listening

According to Brown (2004) some types of listening as follow:

- 1) Intensive listening for perception of the components (Phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language.
- 2) Responsive listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response.
- 3) Selective listening is processing stretches of discourse such as short monologues for several minutes in order to “scan” for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, TV or radio news items, or stories ). Assessment tasks in selective listening could ask students, for example, to listen for names, numbers, a grammatical categories, directions (in a map exercise), or certain facts and events.
- 4) Extensive listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the



gist, for the main idea, and making inferences are all part of extensive listening.

### c. Problem of Listening

Listening is skill to comprehend the meaning from the speaker or from the sound sources. Mostly learners spend their major activity in listening. During the process, the learner has plenty of difficulties in listening to foreign languages. As Penny (1996, as cited in Husada 2012, p.7) stated, there are several problems statement forms the student in acquiring listening process. On the other words, listening has more challenging process than the other three skills. Since it become real time process, student might have trouble in acquiring the direct information straight away, each problem presented below:

- 1) Mostly learners have troubles in catching English language sounds
- 2) Learners have to understand each word in a whole sentence. They have no idea in selecting the vital information and ignoring the unnecessary information
- 3) Learners often struggle to get involved on fast conversation with native speakers
- 4) Learner has the urge to listen to the spoken information in a couple times
- 5) Learner is not able to directly resolve all the information in that time

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6) Learner feels less concentrate and exhausted to get along in listening passages

In overcoming all common problems, teachers or lecturers need to frequently involve students in listening practice activities. In addition, the teacher or lecturer presents the course as their actual language level. As a result, students will get a higher chance to improve their listening skills.

d. Listening achievement

Achievement is something that has been done or obtained through hard work. It implies that achievement is what students have to do with the specific skill of a specific lesson they have followed in class. Elgarabel and Dasi (2001) stated that achievement is the proficiency of students in the relation of the field of knowledge. It means that achievement is the result that students obtain after following a teaching-learning process.

Students require listening achievement to identify how a student compares whether their abilities have improved from before, to know the needs of each student, and to evaluate whether teachers' methods used in listening material were appropriate or not. Based on the definitions provided above, the researcher attempts to conclude that listening achievement is the result of students' listening ability.



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## 2. Listening Media

### a. The Nature of Listening Media

Media is a communication tool that makes it easier for speakers to communicate with listeners. According to Smaldino et al. (2011), the term "media" refers to a tool for interacting with sources and recipients of information. In other words, the media is very important for the dissemination of messages during the communication process. Also, Munadi (2008), declared media as an object which can deliver a message from the planned source to conduct an effective and efficient learning activity. This shows that to carry out new innovations, interactive teaching materials must be used after learning activities. According to Smaldino et al. (2011), there are many types of media which are videos, diagrams, printed material, television, and illustration.

One of the media that can be used to improve listening is video. Video is one of the audio-visual media. According to Mustikawati (2013) states that audio-visual aids are provided by video, which is defined as a technique for capturing, recording, processing, storing, transmitting, and reconstructing sequences of still images that represent moving scenes electronically. As a result, students can see how intonation matches facial expressions and what movements correspond to certain statements. In addition, using videos allows students to understand the stress patterns and rhythms of the target language. Therefore, it can be concluded that



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English videos on YouTube can be objects that contain educational content.

#### b. YouTube

##### 1) The nature of YouTube

YouTube is a video sharing site that allows users from all over the world to watch and upload videos posted by other users. It provides a wide variety of educational, entertainment, political, historical, medical and personal videos (Alqahtani, 2014). Another definition from Educase (2006), states that YouTube is a type of online media where students and teachers can learn by watching videos in various locations and as long as there is an internet connection. So, it can be said that videos on YouTube are one of the most common types of audiovisual media that utilize an internet connection.

##### 2) YouTube as Educational Purpose

Kelsen (2009) examined the use of YouTube as a supplementary material with EFL students in Taiwan, he used a survey on two second graders. Then, he found that students liked the use of YouTube in learning English because it was interesting, relevant, and useful. Medoukali (2015), His investigation showed that English language learners were interested in using internet tools like YouTube in their learning process because it represented





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them a new way which they thought would help them in their educational setting and enrich their English knowledge.

Furthermore, YouTube videos can be used to improve vocabulary, accent, pronunciation, listening, reading, writing, and speaking (Ayu, 2016). This shows that the use of YouTube has a positive effect. Many aspects can be improved through YouTube videos.

As previous studies have in common that sharing videos and online videos such as YouTube attracts and entertains students. YouTube is a rich source of culturally authentic material that can increase students' motivation to work together in an educational capacity with contemporary and modern culture through English-language videos. So, it has potential for future research and educational exploration. Using YouTube is a great medium for educators and will have a positive impact.

### 3) Type of YouTube

YouTube videos have many kind of content. Every video sender on YouTube can be called a content creator. Content creators have certain characteristics in their videos. On YouTube, there is a YouTube channel. A YouTube channel is a brand or channel name or can be called a channel that contains content creator YouTube that provides information in the form of videos that have one common type of character. YouTube videos based on



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the previous study by Pasti Mangaraja (2020) entitled The Correlation between The Students' Intensity of Watching English Channels on Youtube and Their Listening Ability at A Private Islamic University in Yogyakarta, there are lots of channels that use English language speakers. There are at least seven types of common English channels on YouTube as follow:

#### a) Tutorial Channel

Tutorial channel is the most searched and watched video on YouTube and contains step-by-step guide videos. Tutorials can also be divided into different categories, such as guided tours, instructions on how to create, and training. The popularity of tutorials on YouTube is increasing every day thanks to their simple format and excellent way of learning by following tutorials that explain things one by one. According to Miller: "In this type of video, you create something truly useful for your target customer and then drive business by direct link from the instructional video." Miller also mentions that "Each video exists unto itself, with the sole goal of providing practical information to the viewers." Miller (2009).

#### b) Gaming Channel

YouTube has become a gathering place for video game enthusiasts, which has led to the emergence of this type of gaming YouTuber. As the title suggests, gaming YouTubers



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are those who create video game-focused content. They help the audience to improve their skills and provide game-focused entertainment to the audience. The most widely produced video format by gaming YouTubers is let's play video. This is when a YouTuber records their screen while playing a video game and provides additional comments.

#### c) Vlog Channel

Vlog is a form of blog recorded in video format. According to Miller, a vlog is a type of blogging in which a person communicates via video instead of text. Miller states that "for many companies, a video blog (a vlog) is an essential part of their online marketing mix" Miller (2009). Video blogs don't have to be of high quality, most vlogs can be recorded with a webcam or cell phone, which doesn't mean that high quality videos are impossible. Nevertheless, content is of the utmost importance. The goal of vlogs is to create new content as often as possible for followers.

#### d) Cooking channel

This type of YouTuber teaches viewers how to prepare food through guided tutorials. Also from the cooking channel, viewers can also be entertained by the availability of videos on YouTube such as Cooking Competitions, videos on cooking techniques, films about cooking, etc.



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#### e) Product reviews channel

There is a clear trend, right now, for people to turn to the internet when they are considering making a purchase. They want to know what other people think about the products they are interested in. YouTube is no different from other social media channels in this respect. People tune in to the channels of people they trust to see what they think about the various products they have reviewed.

#### f) Beauty Channel

Beauty YouTubers are renowned for their expertise in makeup and skin care. As trendsetters in the beauty industry, they often set a precedent for what brands and products are most popular.

#### g) Prank Channel

Creators who are specialize in surprising and/or humorous jokes and/or challenging audiences. Prank YouTubers do it by tricking friends and bystanders. Prank/challenge videos are often the most watched and shared videos on YouTube. These kinds of YouTubers publish content that appeals to people of all ages and backgrounds.



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### 3. Intensity

#### a. The Nature of Intensity

There are a lot of experts that defined intensity in a different way such as Thomas (2012) defines intensity as the quality of being very strong, concentrated, or difficult, or the degree to which something is difficult or strong. Chairunnisa (2010) defines intensity as a kind of activity which is done by someone repeatedly without any orders or pushes from another factor. Andarwati (2005) believes that intensity is a kind of activity which able to be measure and there are a purpose, motive, and aspects of interest to that activity. This research focuses on students' intensity of watching English YouTube videos, so it can be the way to improve students listening ability with the easiest and most inexpensive ways.

According to Brown (2001), listening intensity is the measure of attentiveness that is automatic, frequent, and routine. Being frequent and routine implies that listening is carried out in a consistent pattern. Students should constantly improve their listening ability so that their intensity and experience are enhanced. According to Robbins, and Hunsaker (2012), Active listening consists of four key elements. Intensity is one of them. Students require compassion, empathy, and trust as conditions for active listening in order to understand it. Students learn to listen through accepting, respecting, and comprehending others. So it can be concluded that intensity is an activity that can improve listening using



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several aspects such as frequency, interest, intention, motivation, and time.

#### **b. Students' intensity of Watching English Videos**

Video as one of media in teaching English as foreign and second language has been researched much as an effective media for young and adult learners through some instructional setting in learning process. Irawati (2016) describes that using video and film can provide a unique and interesting learning experience for teacher and learners, as long as the key are used constructively and in varied activities in term of learner-centered. That being stated that the term student-centered uses various media which aimed for amusing teaching and learning activity.

Vlogs or video blogs found on YouTube can be excellent practice media for improving students' listening abilities. English vlogs include users' daily activities, which can help to expand their vocabulary. They creatively package their video to attract more viewers. They include video editing with humor, slang, and fancy fonts to make the vlog look interesting.

Videos that is interesting and easy to understand and practice with intensity. Students' ability to understand English will increase because with intensity students indirectly must require practice to listen effectively as well. Students can evaluate what they hear when listening to others by doing it periodically. Moreover, students can develop a positive impression from the speaker and comprehend what they are trying to





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communicate. As a result, the bond between the parties is growing stronger.

### A. Relevant Research

Relevant research students' intensity of watching English videos on YouTube with listening achievement has been done in different levels and context of education. This section will provide a detailed summary based on the previous studies.

The first relevant research that was conducted by Riswandi (2016), entitled "Use YouTube-Based Videos to Improve Students' Speaking Skill". The purpose of this study was to aims what extent the use of YouTube-based videos can improve the students' speaking skill and to describe how the teaching and learning process when YouTube-based videos when implemented in the class. The method of this research is a qualitative method and use Classroom Action Research design. The result showed that there was an improvement in the students' speaking skill. Some aspects which are improved included the students' fluency, vocabulary, pronunciation, grammar, and content.

The second relevant research that was conducted by Abdullah & Rahman (2017) entitled "The Correlation Between Students, Habit in watching Movie and Listening Skill". The purpose of this study was to find and describe the relationship between students' habit in watching English movie and their listening skill. The method of this research is a quantitative



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method and used correlational design. The result showed that there was a correlation between watching English movie and their listening skill.

The third relevant research that was conducted by Lestari (2019), entitled “The Use of YouTube Vlog to Improve the Students' Listening Skill of MTS Samarinda”. The purpose of this study was to find out that YouTube vlog can improve student' listening skill of eighth grade at MTs DDI Tani Aman Loa Janan. The method of this research is a quantitative method and used Classroom Action Research (CAR) as the design of the research which researcher following Kemmis and McTaggart action research procedures. The result showed that the students' listening skill of eighth grade at MTs DDI Tani Aman Loa Janan can be improved through YouTube vlog.

The fourth relevant research was conducted by Al Harbi (2020), entitled “The Role of social media (YouTube and Snapchat) in Enhancing Saudi EFL Learners' Listening Comprehension Skills”. The purpose of this study was to examine the potential effect of using social media (YouTube and Snapchat) as methods of teaching, specially to enhance Saudi EFL learners' listening comprehension skills for the female section at Taif University. The method of this research is quantitative method and used questionnaire and Listening comprehension passage of YouTube as the research design. The result showed that used social media (YouTube and Snapchat) can enhance the listening skill of Saudi EFL learners.

The fifth relevant research was conducted by Ningtias, et. al (2020) entitled “Students Intensity in Watching English videos on YouTube and



Their Listening Skill: A Correlational Study”. The purpose of this research was to investigate senior high schools students’ intensity in watching English videos on YouTube, their listening skill, and how these two variables are related. The method used in this research is quantitative with correlational design. The result revealed that the students are mostly in the medium category for their watching intensity and listening skill level, and there are also a significant correlation between students’ intensity in watching English videos on YouTube and their listening skill.

The last relevant research was conducted by Syafiq, et.al (2021), entitled “Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19”. The purpose of the study was to find the use of YouTube videos to improve speaking skill of students and how teaching and learning process using YouTube videos are implemented in the class. The method used in this research is a comparative method and descriptive statistic. The result showed that YouTube video as English learning material improved speaking skill of students including fluency, vocabulary, pronunciation, grammar, and content.

From these six studies, it proves that using YouTube as a learning medium can enhance students' achievement in learning English at various levels of education specially for listening and speaking skill. On the basis of educational innovation, especially in the use of learning media in order to create more effective learning in language achievement, the researchers combined one of the variables in the relevant research, namely listening

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achievement with other variables, namely watching English videos on YouTube for 3rd semester students at English Education Department of UIN Sultan Syarif Kasim Riau.

### B. Operational Concept

Operational concept is the concept that is used to avoid misunderstanding and misinterpretation in scientific study. It should be interpreted into particular words to make it easy to measure. Syafi'i (2019) stated that operational concept is derived from related theoretical concepts on all of the variables that should be partially and empirically operated.

This research uses the quantitative approach with correlational method because of this method shows relationship and influence. It is necessary to clarify the variables will use in this research. This research consists of two variables: independent variable (X) and dependent variable (Y). Variable (X) refers to students' intensity of watching English Channel on YouTube and (Y) refers to students' listening achievement.

#### 1. Students' intensity watching English channel YouTube (Variable X)

According to Sulistyadewi in Rianawati (2017) in Ningtiyas, Suryati, & Ariani (2020) there are four indicators of students' intensity of watching English Channel YouTube. The indicators are:





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#### a. Frequency

The frequency refers to how many times an individual watch a program in one day. It can also be seen from how many program titles are watched each day.

#### b. Duration

The duration refers to how long an individual watches a program in one day.

#### c. Attention

Attention is concerned with the activities that an individual engages in while watching, whether they are simply watching or engaging in other activities.

### 2. Students' listening achievement (Variable Y)

Based on the syllabus of the Interpretive Listening course in the English Education Department, it explains that listening make student enables to listen effectively and to select important information from what they hear as well as to provide them opportunities to experience the language of daily conversation, songs, and lectures. The purpose of interpretive listening learning is that students will be able to orally explain the conclusion of the script and students will be able to answer questions that be given. Here it is explained that the students' final abilities are expected to be able to apply about listening skills, to provide students with opportunity to identify words related to the story, and to provide students with opportunity to identify words related to their presentation.

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So it can be concluded that to achieve students' ability in understanding the listening test students need strong listening skills to answer the test questions correctly. Answering English questions correctly requires strong receiving, understanding, remembering, evaluating, and responding skills. According to syllabus of the interpretive listening course there are some indicators to compete the listening achievement. The indicators are:

- a. explain description and aim of the course
- b. answer the question that be given after listen the audio

**C. Assumption and Hypothesis****1. Assumption**

In this research, the researcher assumes the English Videos on YouTube has role as media to learning listening achievement.

**2. Hypothesis**

Based on the assumption above, the researcher formulated the hypothesis as follows:

Ho : There is no significant relationship between students' intensity of watching English Videos on YouTube with their listening achievement.

Ha : There is a significant relationship between students' intensity of watching English Videos on YouTube with their listening achievement.

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## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Research Design

This research focused on students' intensity of watching English videos on YouTube and their listening achievement. It employed the quantitative approach with the correlation method in this research. Quantitative methods involve the processes of collecting, analyzing, interpreting, and writing the result of the study. According to (Creswell 2012), quantitative research is involved research that identifies a research problem based on trends in the field or on the need to explain why something happens in the field. There were two variables in this research, students' intensity of watching English Channel YouTube and students' listening ability.

This research used correlational research design. According to Creswell (2012) correlation is the method to determine the dependence of two or more variables. Correlational research is used when to seek the relation of two or more variables to see if they influence each other (Lodico, Spaulding, & Voegtle, 2010). This correlation research design is used because this research aims to examine the students' intensity towards listening achievement students. Hartono (2015) said if there were two variable, this research included into bivariate correlation. Moreover (Creswell, 2012) said the variable in this research would not be manipulated or controlled by the researcher.



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In this research, the researcher has two kinds of variables, the independent variable and dependent variable. The independent variable is students' intensity of watching English videos on YouTube symbolized by 'X' and the dependent variable is students' listening achievement symbolized by 'Y'

### B. Time and Location of the Research

This research was conducted on October 2022 and the location of this research at UIN Sultan Syarif Kasim Riau. It is located on Soebrantas street, Simpang Baru, Panam, Pekanbaru city.

### C. Subject and Object of the Research

The subject of this research is the third semester of English Education Department of UIN Sultan Syarif Kasim Riau, while the object of this research is students' intensity of watching English videos on YouTube in their listening achievement.

### D. Population and Sample of the Research

#### 1. Population of the Research

According to Cresswell (2012), population is a group of individuals that have the same characteristics which make them different from others group. Crowl (1996) state "Correlational methods are used to determine the extent to which two or more variables relate among a single



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group of people". The target population of this research was the third semester of English Education Department of UIN Sultan Syarif Kasim Riau. The third semester of English Education Department consisted of five classes. The total population is 142 students. The total number of students is as follows:

**Table III.1**  
**Population of the Research**

No	Class	Number of Students
1.	A class of EED	24
2.	B class of EED	29
3.	C class of EED	28
4.	D class of EED	31
5.	E class of EED	30
Total		142

## 2. Sample of the Research

The sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population (Creswell, 2012). A sample is a proportion of a population's number and characteristics. The procedure to get the sample was using probability sampling. In quantitative research, probability sampling is the most rigorous and famous form of sampling. According to Creswell (2012) probability sampling allows the researcher to select individuals from the sample as the representative of the population and make generalizations to the population. Since the populations are homogenous and every person has the same opportunity to be selected as the

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respondents, the researcher used simple random sampling. It means, every student has same and equal probability to be chosen as the sample. Therefore, there was different amount of sample that chosen in each class. Arikunto (2006) state if the population is more than 100, the sample taken between 10-15% up to 20-25% as the sample. So, the researcher took 24% of students as the sample which consist of students. The total number of the population in this research was 34 students as the sample to represent the population.

**Table III.2**  
**Sample of the research**

No	class	Sample of Students
1.	A class of EED	6
2.	B class of EED	7
3.	C class of EED	7
4.	D class of EED	7
5.	E class of EED	7
	Total	34

#### E. Technique of Collecting the Data

In this research, the researcher used the questionnaire to know the intensity of student watching English videos on YouTube. To know the level of student listening achievement, the researcher uses student scores in listening class. The researcher was used Google Form to collect the data. The researcher has shared the link of Google form with participant

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## 1. Questionnaire.

According to Arikunto (2010), the questionnaire is a group of written questions that used to get information from the respondents about their personality or something they had known. Creswell (2012) state that questionnaire is a form used in a survey design that respondents in a study complete and return to the research. The respondents' chose answers from questions and supplies basic personal or demographic information. In this research, the questionnaire is design to identify the intensity of watching English channels. The questionnaire of this research was making by the researcher. The total question of this research was 20 questions. The questionnaire consisted of two sections. The first section collected the respondent's background such as length names, class, students' number, class, and faculty. The second section was the main questionnaire that time to measure the respondent's intensity in watching English videos on YouTube.

To know each students score individually, the data was calculated by using Likert's idea in Creswell (2012)

**Table III.3**  
**Likert Scale Rating**

Option	Score
Always	4
Often	3
Sometimes	2
Never	1

For further information about the contents of the questionnaire, the researcher shows the blueprint of the questionnaire as follows:

**Table III.4**  
**Blueprint of Questionnaire for**  
**Students' intensity of watching English Video YouTube**

Variable	Sub-Variable	Indicator	Item Number
Intensity	Frequency	the number of times the students watch English videos on YouTube in a day.	1,2,3,4,5
		the number of English videos on YouTube that the students watch in a day.	6,7,8,9,10
	Duration	the length students provide to watch English videos on YouTube.	11,12,13,14,15
	Attention	the students' activity while watching English videos on YouTube.	16,17,18,19,20

The questionnaire of this research was making by the researcher. The total question of questionnaire at this research is 20 questions.

## 2. Documentation

The second instrument in this research is a document. As mentioned by Creswell (2012), document collects the records that a researcher needs to carry out a study. Creswell (2012) noted that documents could be classified as either public or private. Meeting minutes, official memos, public record domain documents, and library documents are examples of public documents. Private letter-writing, personal notes and private journals are examples of private document kinds. In this study, public documents were used in the form of listening scores that will take from Interpretive Listening courses in the lecturing process.

The listening achievement is the result of students in the listening section that was conducted by the 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.

In this research, the researcher use the final score of interpretive listening course as the document for the data research, this is because the final score of interpretive listening score include the students' final abilities that to be able to apply about listening skills, to provide students with opportunity to identify words related to the story, and to provide students with opportunity to identify words related to their presentation. Therefore, it can be said that using students' final grades in interpretive listening courses can be one way to ensure that students' listening can be improved properly.

### 3. Validity and Reliability

Based on Sugiyono (2010) validity is the degree of accuracy between the data that actually occurs on the object and the data collected by the researcher. This validity test is carried out to measure the data that has been obtained is valid or not. The validity of the instrument questionnaire was done with the help of the SPSS version 23 for the windows program. The result of the validity instrument is shown in the table below:

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**Table III.5**  
**Validity Statistics**

Item Number	R-table	R-Obtain	Result
Item 1	0.361	0.562	Valid
Item 2	0.361	0.487	Valid
Item 3	0.361	0.651	Valid
Item 4	0.361	0.601	Valid
Item 5	0.361	0.508	Valid
Item 6	0.361	0.603	Valid
Item 7	0.361	0.606	Valid
Item 8	0.361	0.769	Valid
Item 9	0.361	0.606	Valid
Item 10	0.361	0.774	Valid
Item 11	0.361	0.736	Valid
Item 12	0.361	0.715	Valid
Item 13	0.361	0.701	Valid
Item 14	0.361	0.741	Valid
Item 15	0.361	0.656	Valid
Item 16	0.361	0.473	Valid
Item 17	0.361	0.488	Valid
Item 18	0.361	0.617	Valid
Item 19	0.361	0.496	Valid
Item 20	0.361	0.815	Valid

Based on the result of validity above with formulated  $df = (N-2)$  of significant 5%. Because the total sample ( $n$ ) = 30 it will be  $df = 30-2$  that is 28 ( $df = 28$ ). Based on the criteria of  $df$  (degree of freedom) and look at table

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r, it can be concluded that  $r_{table} = 0.361$ . If  $r_{obtain}$  is higher than  $r_{table}$  ( $r_{obtain} > r_{table}$ ) then the instrument item is valid, but on the other hand, if  $r_{obtain}$  is lower than  $r_{table}$  ( $r_{obtain} < r_{table}$ ) then the instrument item is invalid and not used in research. So, from the table above all  $r_{obtain}$  of the items is higher than  $r_{table}$ . It means all items of the test was valid.

Beside the validity instrument, it was necessary to count reliability, According to Sugiyono (2019), reliability is the extent to which the measure will give the same response under similar circumstances. Therefore, reliability shows the measure of consistency in measuring the same phenomenon. Test reliability of the instrument in this study with the help of the SPSS version 23 for the windows program. Cohen, Manion & Marison, (2007), the formula used the Cronbach's Alpha, where any number above 0.67 can be accepted as satisfactory for the reliability of the instrument. The result of the reliability test is known in table below:

**Table III.6**

**Reliability Statistics**

Cronbach's Alpha	N of Items
,918	20

From the table above, it can be seen the value of Cronbach's Alpha is 0.918 which is more than 0.60. Therefore, it could be said that the questionnaire was reliable, and the level of the reliability was highly reliable.



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## F. Techniques of Data Analysis

The purpose of this research is to measure the correlation between students' intensity of watching English videos on YouTube and their listening achievement at 3<sup>rd</sup> semester of English Education Department UIN Sultan Syarif Kasim Riau. Therefore, the data is analyzed by using correlational procedure analysis.

### 1. Percentage

In this research, the researcher used percentages to know the significance of the student's perspective based on the questionnaire. To analyze the percentage of the student's score, the researcher used the formula by Sugiyono (2011) indicated the scale to classify the level of percentage questionnaire as follow:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of Score obtained from student enthusiasm

N = Sum up maximum score

100% = Constant value

### 2. Pearson Product Moment

The analytical technique that used in this study is product moment correlation with the aim of finding the strength of the relationship and direction between the independent variable and the dependent variable as well as the data in the form of ratios and intervals (Siregar, 2013). In this

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research, the analysis calculation utilizes the statistical package and for social sciences (SPSS) software program for windows.

$$r_{xy} = \frac{(n \sum xy) - (\sum x)(\sum y)}{\sqrt{\{(n \sum x^2)\} - (\sum x^2)(n \sum y^2) - (\sum y^2)}}$$

The description of the formula above is explained as follows:

$r_{xy}$  : Pearson correlation coefficient

$n$  : The number of subjects

$\sum xy$  : sum of two variables (x and y)

$\sum x$  : sum of x scores

$\sum y$  : sum of y scores

$\sum x^2$  : sum of the squares x scores

$\sum y^2$  : sum of the squares y scores

### 3. Simple Linear Regression

Regression is a measuring tool that is also used to measure the presence or absence of correlation between variables. Pallant (2010) Simple linear regression based on functional or causal one independent variable with one dependent variable or in other words, this simple linear regression measured the presence or absence the correlation between variable X (student's intensity of watching English channel YouTube) and variable Y (students' listening ability). The simple linear regression equation, as follows:

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$$\hat{Y} = a + bX$$

The description of the formula above is explained as follows:

$\hat{Y}$ : Dependent Variable

a : Constanta

b: Regression Coefficient

X: Value of the independent variable

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## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

After conducting the research, the result of this study notifies that there is no connection between students' intensity of watching English videos on YouTube and students' listening ability. The results of this study are as follows:

1. Students had intensity of watching English videos on YouTube. And the dominant indicators' strategy that often used by students is frequency the number of videos watch in a day.
2. Student listening ability is good. It is proved by the result of the data analysis showing that the mean score is 78.03.
3. There is no correlation between students' intensity of watching videos on YouTube and students' listening ability. It is seen from the  $r_{\text{obtain}}$  was -0.006 lower than  $r_{\text{table}}$  (0.361), it means that  $H_0$  was accepted and  $H_a$  was rejected. It showed that the scores no correlate between vocabulary learning strategies and students speaking skill. So there is no significant correlation between variable X (Students' intensity of watching English videos on YouTube) and the variable Y (Students' listening ability).



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## B. Suggestion

As the researcher has previously stated, the outcome of this study was determined by analyzing the influence of two variables on one another. The researcher wishes to provide some advice to readers, particularly for future research, after studying the findings:

### 1. For Students

All students were can improve their listening by having intensity when watching English videos in order to improve practice in a cheap way and entertainment

### 2. For English Teacher

English teachers can use this research to be one way that can make listening practice more enjoyable.

### 3. Future Researchers

This thesis' design was relatively straightforward. It was not as flawless as the experts said. There were several flaws with it. As a consequence, the findings of the study may be utilized as an extra reference for future researchers who want to conduct a research regarding correlation studies and want to see influence between the same or another skill.





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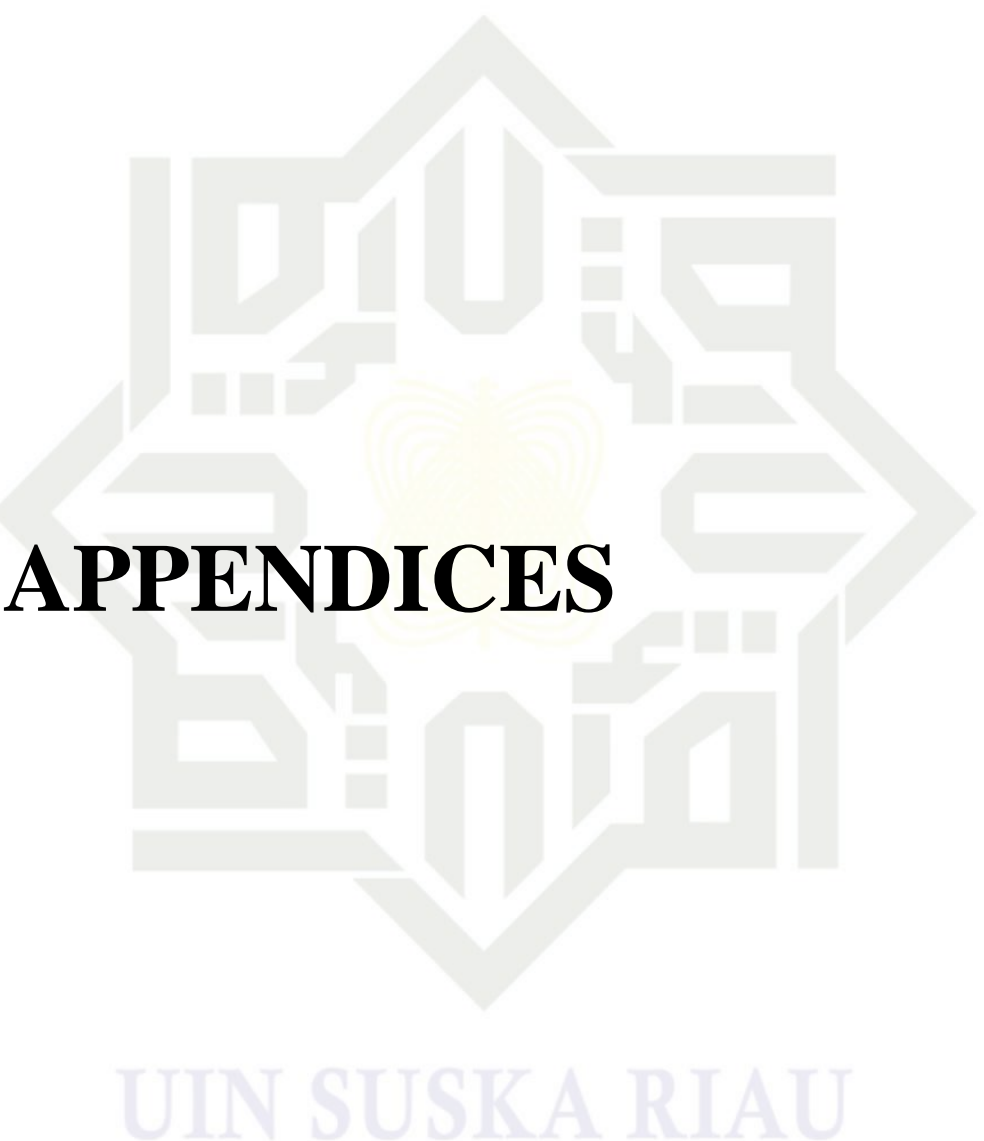
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# APPENDICES

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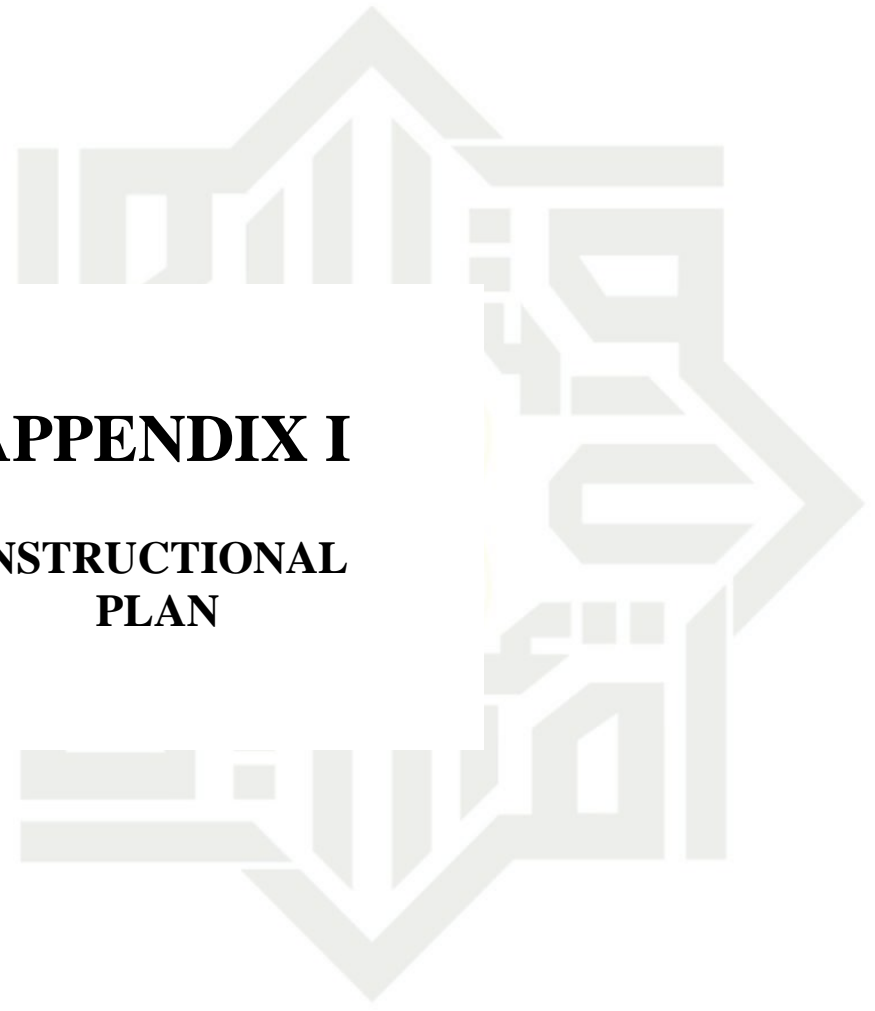
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# **APPENDIX I**

## **INSTRUCTIONAL PLAN**

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**(RENCANA PEMBELAJARAN SEMESTER)**

**FACULTY OF EDUCATION AND TEACHER TRAINING**

**SULTAN SYARIF KASIM STATE ISLAMIC UNIVERSITY OF RIAU**

**Dept./Major (Program Studi)** : English Language Education/Pendidikan Bahasa Inggris Semester : Two (2)  
 (PBI)  
**Course (Mata Kuliah)** Interpretive Listening Credit (Beban : Two (2)  
 sks)  
**Code (Kode Mata Kuliah)** : Instructor (Dosen : Riri Fauzana, S.Pd, M.Sc  
**Pre-requisite (Pra-syarat)** : None Pengampu)  
**Learning Outcome (Capaian Pembelajaran)** : - After listening to the listening files, students will be able to orally explain the conclusion of the files.  
 - Students will be able to answer questions that be given.  
**Course Description (Deskripsi Mata Kuliah)** : This course is to enable students to listen to listen effectively and to select important information from what they hear as well as to provide them opportunities to experience the language of daily conversation, songs, and lectures.  
**Assessment (Penilaian)** : Your final grade consist of individual and structured tasks (15%), participation in the class (15%) mid-term examination (35%), and (final examination (35%).

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Meeting	Learning Objective (Kemampuan Akhir Yang Diharapkan)	Topic (Bahan Kajian)	Instructional Method (Metode Pembelajaran)	Time Allocation (Waktu yang disediakan)	Indicator (Indikator Keberhasilan)	Reference (Referensi)	Task (Tugas)	Weight (Bobot)
I	Students are able to understand about Listening skill.	Introduction	Method-CLT Group discussion Brainstorming Lecturing	100mnts	T explains description and aim of the course.			2 Credits
II	To provide students with opportunity to	School	Method-CLT	100mnts	T asks the Ss to answer the questions that	1	Listen the file and	2 Credits



	identify words related to the story		Group discussion Brainstorming Lecturing		be given by the T after listen the audio.		answer the questions given	
III	To provide students with opportunity to identify words related to the story.	Continue school	Method-CLT Group discussion Brainstorming Lecturing	100mnts	T asks the Ss to answer the questions that be given by the T after listen the audio.	2,3	Listen the file and answer the questions given	2 Credits
IV	To provide students with opportunity to identify words related to the story.	Hobbies	Method-CLT Group discussion Brainstorming Lecturing	100mnts	T asks the Ss to answer the questions that be given by the T after listen the audio.	1,2	Listen the file and answer the questions given	2 Credits
V	To provide students with opportunity to identify words related to their presentation.	Presentation/ vacation	Method-CLT Group discussion Brainstorming Lecturing	100mnts	T asks the Ss to present about their listening files that they had gotten at home.	1,2	Listen the file and answer the questions given	2 Credits
VI & VII	To provide students with opportunity to identify words related to the story.	Picture stories	Method-CLT Group discussion Brainstorming Lecturing	100mnts	T asks the Ss to answer the questions that be given by the T after listen the audio.	1	Listen the file and answer the questions given	2 Credits
VIII								Mid Test
IX	To provide students with opportunity to identify words	Summary	Method-CLT Group discussion Brainstorming Lecturing	100mnts	T asks the Ss to answer the questions that be given by	3	Listen the file and answer	2 Credits

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	related to the story.				the T after listen the audio.		the questions given	
1	To provide students with opportunity to identify words related to the story.	Experience	Method-CLT Group discussion  Brainstorming Lecturing	100mnts	T asks the Ss to answer the questions that be given by the T after listen the audio.	2	Listen the file and answer the questions given	2 Credits
	To provide students with opportunity to identify words related to the story.	Holiday	Method-CLT Group discussion  Brainstorming Lecturing	100mnts	T asks the Ss to answer the questions that be given by the T after listen the audio.	2	Listen the file and answer the questions given	2 Credits
	To provide students with opportunity to identify words related to the story.	Discussion	Method-CLT Group discussion  Brainstorming Lecturing	100mnts	T asks the Ss to answer the questions that be given by the T after listen the audio.	3	Listen the file and answer the questions given	2 Credits
	To provide students with opportunity to identify words related to the story.	Part of Map	Method-CLT Group discussion  Brainstorming Lecturing	100mnts	T asks the Ss to answer the questions that be given by the T after listen the audio.	1	Listen the file and answer the questions given	2 Credits
	To provide students with opportunity to identify words related to the story.	Daily Activities	Method-CLT  Group discussion  Brainstorming Lecturing	100mnts	T asks the Ss to answer the questions that be given by the T after listen the audio.	1,2	Listen the file and answer the questions given	2 Credits


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Head of English Education Dept.	Lecturer
<p><b>Dr. Faurina Anastasia,, S. S, M. Hum</b></p>	<p style="text-align: center;">   <b>Riri Fauzana, S.Pd, M.Sc</b> </p>

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# APPENDIX II

## INTERVIEW GUIDELINE

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This guideline lists the questions or issues to be explored during the interviews which were conducted in the preliminary research.

### The Result of Interview for the Students in English Education Department UIN Sultan Syarif Kasim Riau at third semester

Researcher

Student 1

Student 2

Researcher: All right, assalamu'alaikum. Previously, I would like to thank you for your willingness to be interviewed. Hopefully expedited. Ok brother start with Bismillah. (Baik assalamu'alaikum, Sebelumnya kakak mau berterimakasih atas kesediaannya untuk bisa kakak wawancara. Semoga diperlancar. Baik kakak mulai dengan Bismillah)

Student 1: Waalaikumussalam, bismillah

Student 2: Waalaikumsalam,aamiin

Researcher: First. As we know that in speaking English there are 4 skills that we must be qualified. One of them is listening skills. What is listening skill for you? The answer depends on the perception of each of you, according to personal views its okay. (Pertama. Seperti yang kita tau bahwa dalam berbahasa Inggris ada 4 skill yang harus kita mumpuni. Salah satunya adalah listening skill. Bagi kalian listening skill itu apa? Jawab nya tergantung persepsi kalian masing-masing saja, menurut pandangan pribadi saja tidak apa-apa)

Student 1: We usually understand listening skills as the ability to listen to everything in English, of course. Besides that, it is also the ability to focus on the speaker in the sound source and understand the information provided. (Listening skill biasa kita pahami sebagai kemampuan dalam mendengarkan segala hal dalam bahasa Inggris pastinya. Disamping itu juga kemampuan untuk fokus pada pembicara dalam sumber suara serta memahami informasi yang diberikan)

Student 2: In my own opinion listening is one of our abilities in communicating, especially hearing and understanding, interacting and how we receive information from other people. (Menurut saya sendiri listening itu salah satu kemampuan kita dalam berkomunikasi, terutama mendengar dan memahami, berinteraksi dan bagaimana kita menerima informasi dari orang lain)





R : In your opinion, what are the ways that we can master listening skills? (Menurut kalian apa saja cara-cara yang bisa membuat kita menguasai listening skill?)

S : In this case for me, knowing a lot of vocabulary is very easy for us to master anything including listening, with this we can easily understand what is conveyed from what is heard. (Dalam hal ini bagi saya , mengetahui banyak vocabulary sangat mudah untuk kita menguasai apapun itu termasuk listening , dengan hal ini kita dapat dengan mudah memahami apa yang disampaikan dari apa yg didengar)

R : Actually there are many ways for us to be able to improve nha so that we master listening skills, in everyday life like when watching movies we can use English subtitles maybe or we can look for new vocabulary that we don't know the meaning of, or when listening to English songs. (Sebenarnya banyak cara untuk kita agar dapat meningkatkan nha sehingga kita menguasai listening skill,dalam kehidupan sehari-hari saja seperti ketika watch movie kita bisa menggunakan subtitle bahasa Inggris mungkin atau kita bisa mencari vocabulary baru yg belum kita tau artinya,atau ketika mendengar lagu2 bahasa Inggris)

R : In your opinion, how can we get our listening skills accustomed to hearing English? (Menurut kalian bagaimana cara agar listening skills kita terbiasa untuk mendengar bahasa Inggris?)

S : Making us accustomed to listening to English/listening skills, of course, by increasing the number of daily activities related to this, such as listening to English in movies/songs. Make our habits stick with English whatever it is. But it's too forced just as needed. (Membuat kita terbiasa dalam mendengar bahasa Inggris/ listening skill pastinya dengan memperbanyak kegiatan atau keseharian yang berkaitan dengan hal ini, seperti mendengarkan bahasa Inggris dalam movie/song . Buat kebiasaan kita lekat dengan bahasa Inggris apapun itu. But terlalu memaksakan just sesuai kebutuhan saja)

S : I think we can improve our listening skills by mastering a lot of vocabulary, every time we get a new vocabulary we can immediately apply it through conversations because in my opinion these two skills are interconnected, the more we say the vocab, the more we will get used to hearing it. (Menurut saya kita bisa meningkatkan kemampuan listening kita dengan banyak menguasai vocabulary,setiap kita mendapatkan vocabulary baru bisa kita langsung aplikasi kan lewat conversation karena menurut saya kedua skil ini saling berhubungan, dengan kita sering mengucapkan vocab tersebut maka kita akan semakin terbiasa mendengarnya.)

R : Do you have a certain time to practice listening skills? And do you like practicing listening skills? Do you prefer to practice your listening skills with other people, or alone? (Apakah kalian punya waktu tertentu untuk melatih listening skill? Dan apakah kalian suka



melatih listening skill? Apakah kalian lebih suka melatih listening skill kalian bersama orang lain, atau sendirian saja?)

\*Having a certain amount of time to practice listening skills definitely doesn't exist, because in this case I don't really require it but only as time goes by. (Memiliki waktu tertentu untuk melatih listening skill pastinya tidak ada, krna dalam hal ini saya tidak begitu mengharuskan namun hanya seiring berjalannya waktu saja.)

\*Regarding whether you like or dislike both, preferring an activity that is related unintentionally also trains listening skills. (Mengenai suka atau tidaknya tidak keduanya lebih ke suka kesuatu kegiatan yang berkaitan tanpa sengaja juga melatih listening skill.)

\* Regarding practicing listening skills with other people, it's easier and you can do it yourself, so these two things are balanced for me. (Mengenai Melatih listening skill bersama org lain lebih memudahkan dan sendiri pun juga bisa makadari itu kedua hal ini seimbang adanya bagi saya)

: I personally never take special time to improve listening skills, maybe only when watching movies or when listening to English songs, and when I know vocabulary I will take notes and remember the vocab and practice it or when speaking using the vocab I myself prefer to practice it's with friends so all of them interact, maybe that's how it is sis. (Saya pribadi tidak pernah meluangkan waktu khusus untuk meng improve listening skill, mungkin hanya ketika menonton film atau ketika mendengar lagu berbahasa inggris saja,dan ketika tau vocabulary saya akan mencatat dan mengingat vocab tersebut dan melatihnya atau ketika berbicara memakai vocab tersebut saya sendiri lebih suka melatih nya bersama teman jadi sekalian berinteraksi,ya mungkin begitu kak.)

: If training with other people do you prefer with some people? Or in large quantities as in discussion activities? And where do you feel more focused on practicing listening skills? (Jika melatihnya bersama orang lain apakah lebih suka dengan beberapa orang? Atau dalam jumlah banyak seperti dalam kegiatan berdiskusi? Dan dimana kalian merasa lebih fokus untuk praktik listening skill?)

: For me, practicing listening skills with other people doesn't have a limit, no matter how many it can be, to be more precise, practicing listening skills by watching movies, of course, the same goes with any place as long as it's comfortable and efficient to watch together to practice listening. (Bagi saya Melatih listening skill dengan orang lain tidak memiliki batas jumlahnya berapa pun itu bisa saja, lebih tepatnya melatih listening skill dengan menonton movie pastinya begitu pula dengan tempat dimana saja asal nyaman dan efisien untuk menonton bersama untuk melatih listening)

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S2

: For this question, maybe the same as the one above, I prefer to practice it with other people, such as casual conversation or just joking around, and I don't like something rigid like in discussion forums, so I prefer something that is relaxed. (Untuk pertanyaan yg ini, mungkin sama dengan yg di atas saya lebih suka melatihnya bersama org seperti bercakap santai atau ketika bercanda gurau ssja,dan saya tidak suka sesuatu yg kaku seperti dalam forum diskusi,ya lebih ke sesuatu yg kondisinya santai.)

**R**: I want to ask what do you think about watching English videos on YouTube? And have you ever watched English channels on YouTube? (Kakak mau nanya gimana pendapat kalian tentang menonton video berbahasa Inggris di youtube? Dan apakah kalian pernah menonton channel berbahasa Inggris di youtube?)

**R**: My opinion on this matter is very helpful, of course, we can learn about various kinds of language through the channel on YT, and I've also watched several channels on this subject that were recommended by the lecturer. Yes, very helpful. (Pendapat saya mengenai hal ini sangat membantu pastinya dengan berbagai macam hal mengenai bahasa dapat kita ketahui lewat Channel di yt , dan saya juga pernah nonton beberapa Chanel mengenai hal ini yang direkomendasikan oleh dosen. Ya sangat membantu sekali)

**S2**: To watch English-language channels on YouTube is actually very good because we can search for anything about English on YouTube and even anything we can search for and it's very complete, but I personally very rarely watch English-language channels on YouTube. Maybe I have but not often. (Untuk menonton channel berbahasa Inggris di YouTube sebenarnya sangat bagus karena kita bisa searching apa saja mengenai bahasa Inggris di YouTube bahkan apa saja bisa kita cari dan itu sangat lengkap, namun saya pribadi sangat jarang menonton channel ber bahasa Inggris di YouTube Mungkin pernah tapi tidak sering.)

**R**: What channels do you often watch, are they related to English education, or movies, music, etc? (Channel apa yang sering kamu lihat, apakah berhubungan dengan pendidikan Bahasa inggris, atau movie, music, etc?)

**R**: I'm used to watching Dhar Mann's YouTube channel, there are various kinds of English explanations, even practices that make it easier for us. (Saya biasa nonton Chanel yt dhar ma n disana berbagai macam penjelasan bahasa Inggris Bahkan praktek yang memudahkan kita.)

**S**: Personally, I'd rather have an actual assignment sis, I just watched the channel, like the assignment channel which is still related to English, maybe I've had English music and movies a few times. (Saya pribadi lebih ke jika ada tugas sebenarnya kak,baru menonton channel" tersebut, seperti channel tugas yg masih berhubungan tentang bahasa Inggris, mungkin pernah beberapa kali ttg music dan movie yg berbahasa Inggris.)





R : When watching English channels, are there any difficulties that you face and feel? (Ketika menonton channel berbahasa Inggris apakah ada kesulitan yang kalian hadapi dan rasakan?)

S : So far it's more about getting an understanding sooner or later...if there are no difficulties because I myself also rarely watch Chanel when I want to so yes there are no specific difficulties. (Sejauh ini lebih ke mendapatkan pemahaman cepat atau lambat...klu kesulitan tidak ada krna saya sendiri juga jarang sekali menonton Chanel ketika ingin saja di ya tidak ada spesifik kesulitannya)

S : Surely we will encounter difficulties, sis, such as vocabulary that we don't know the meaning of, or when listening pronouns are not clear so it is difficult for us to understand the meaning. (Pastinya kita akan menemukan kesulitan ya kak, seperti vocabulary yang belum kita ketahui artinya, atau ketika listening pronounce yg kurang clear sehingga kita sulit memahami artinya.)

R : When you hear about the English channel content you watch. Approximately what percentage of you understand the contents of the content? (Ketika mendengar tentang konten channel berbahasa Inggris yang kalian tonton. Kekira berapa persen kalian memahami isi dari konten tersebut?)

S : 75-80%

S : 65%-75%

R : Approximately how much channel content do you listen to in one week? And to practice your listening skills, how much content do you think you need to listen to in one week in English-language channels on YouTube? (Kekira berapa banyak konten channel yang kalian dengarkan dalam satu minggu? Dan untuk melatih kemahiran listening skill kalian, menurut kalian berapa banyak konten channel berbahasa Inggris di youtube yg perlu kalian dengar dalam satu minggu?)

S : For this matter, I also don't really like watching Chanel on YT, not even 1 week, just depending on my mood. Apart from that, of course there is a lot of Chanel content that is necessary, but ignorance of any good Chanel makes a small percentage of the desire to watch it. (Untuk perihal ini saya juga tidak begitu suka dengan menonton Chanel di yt bahkan 1 Minggu tidak ada, tergantung mood saja. Disamping itu pastinya banyak konten Chanel yg perlu namun ketidak tahuan akan apa2 saja Chanel yg bagus membuat persen sedikit keinginan menonton nya)

S : I only listen to channel 4 or 5 content that I like sis, for the English channel itself I rarely watch it regularly so I don't know exactly how much. (Saya mendengar kan konten channel





4 atau 5 konten yg saya sukai saja kak, kalau untuk channel bahasa Inggris sendiri saya jarang menonton nya secara rutin sehingga tidak tau pasti berapa banyak nya.)

Apart from assignment purposes, do you have any other purposes for listening to English channels? If so, when is the right time for you to focus on hearing it? If not, when is the right time for you to listen to the task of watching the English channel to be more focused? (Selain untuk tujuan tugas, apakah kalian ada tujuan lain untuk mendengar channel berbahasa Inggris? Jika ada kapan waktu yang tepat bagi kalian untuk fokus mendengarnya? Jika tidak ada kapan waktu yang tepat bagi kalian untuk mendengarkan tugas menonton channel berbahasa inggrisnya untuk lebih fokus?)

If the form of the content tells a story, then you are definitely interested, but the goal is definitely just to get used to various activities in English. Regarding the exact time when relaxing and not doing anything, it's better to fill it by watching (Jika bentuk kontennya bercerita ya pasti tertarik tpi tujuan pastinya hanya ingin membiasakan diri dengan berbagai kegiatan dalam bahasa Inggris. Mengenai waktu pastinya ketika santai tidak melakukan apapun makadari itu betternya mengisi nya dengan menonton)

: I personally don't have one sis, and only watch English channels when I have assignments. When there is free time it might help us to be more focused, and when we want to start doing the task I will start watching the channel sis. (Saya pribadi tidak ada kak,dan hanya menonton channel berbahasa Inggris ketika ada tugas saja. Ketika ada waktu luang mungkin membantu kita untuk lebih fokus,dan ketika tugas nya ingin mulai kita kerjakan saya akan mulai menonton channel nya kak.)

: How do you feel when you hear English channels on YouTube? (Bagaimana perasaan kalian ketika mendengar channel berbahasa Inggris di youtube?)

: For me, there's no feeling like I'm just studying. (Bagi saya Tidak ada perasaan gimana2 selayaknya sedang belajar saja)

: Depending on the conditions, if we are in the mood to watch it, I will definitely be more excited and enthusiastic about watching it. (Tergantung kondisi,jika kita sedang mood untuk menonton nya maka pastinya saya akan lebih excited dan antusias juga untuk menonton nya.)

: In your opinion, what are the advantages and disadvantages of listening to English-language channels for listening skills? If you do it intensely or continuously, do you think your listening skills will improve? (Menurut kalian apa kekurangan dan kelebihan dari mendengar channel berbahasa Inggris untuk listening skill? Jika dilakukan secara intens atau terus menerus, menurut kalian apakah listening skill kalian akan berkembang?)

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S1

: The advantages are very many, of course, explaining things that are still abstract for us, making it easier to understand, but there are no shortcomings because so far there have been many positive things in this regard. Besides developing or not listening skills certainly develop with increasing knowledge. (Kelebihannya sangat banyak pastinya menjelaskan hal2 yang masi abstrak bagi kita , mempermudah pemahaman namun untuk kekurangan tidak ad krna sampai saat ini banyak hal positif yg didapat dalam hal ini. Disamping berkembang atau tidaknya kemampuan listening pastinya berkembang dengan bertambahnya pengetahuan)

Maybe we will find more of its advantages, for its own shortcomings maybe when listening to audio it doesn't sound clear and can interfere with learning, for its own advantages because we listen to it via the internet which can save space and time so it's more practical, and we can repeat it if you don't understand. (Mungkin kita akan lebih banyak menemukan kelebihan nya, untuk kekurangan nya sendiri mungkin ketika mendengarnya audio yg kurang terdengar jelas dan dapat mengganggu pembelajaran, untuk kelebihan nya sendiri karena kita mendengarkan nya lewat internet yg dapat menghemat ruang dan waktu sehingga lebih praktis,dan kita bisa mengulangi nya jika kurang paham.)

: OK, this is the last question. Please explain your opinion about the relationship between listening to English-language channels on YouTube and listening skills? Are they related or not? (Oke, ini adalah pertanyaan terakhir. Tolong berikan penjelasan opini kalian tentang hubungan antara mendengar channel berbahasa Inggris di youtube dengan listening skill? Apakah saling terkait atau tidak?)

: In my opinion, it is very related, you can see that improving listening skills is even better by listening too, of course, like watching be it Chanel, movies or so on. This is very helpful for getting used to our listening skills. (Menurut pendapat saya , sangat berkaitan sekali, bisa dilihat bahwa listening skill dengan mengimprove lebih baik lagi ialah dengan mendengarkan juga pastinya seperti menonton baik itu Chanel yt, movie atau sebagainya. Hal ini sangat membantu untuk membiasakan diri untuk listening skill kita)

: In my own opinion sis, it's related, because YouTube really helps us when learning, especially listening which incidentally uses our listening abilities a lot, so when we keep repeating listening we can also improve our listening skills, and all learning materials are on YouTube. (Menurut saya sendiri kak,itu berkaitan, karena YouTube sangat membantu kita saat pembelajaran terutama listening yg notabenenya banyak menggunakan kemampuan mendengar kita, sehingga ketika terus mengulangi mendengarkan nya kita bisa juga sambil men improve skill listening kita,dan semua bahan pembelajaran ada di YouTube.)

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R : OK, thanks for the answer and your time. We hope that you will also be successful in your academic activities. Sis, end our interview with alhamdulillah. (Baik terimakasih atas jawaban dan waktunya dek adek. Semoga kalian juga lancar dalam kegiatan perkuliahannya. Kakak akhiri wawancara kita dengan alhamdulillah.)

Thank you again sis . (Terima kasih kembali kak)

Alhamdulillah thank you sis sovie (Alhamdulillah terimakasih kak sovie)


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# **APPENDIX III**

## **QUESTIONNAIRE RESULT**

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UIN SUSKA RIAU





## 1. The Research Questionnaire Online (G-form)

These are the question for research students' intensity of watching English videos on YouTube (variable X)

Read each statement carefully, putting a mark on the answer choice that best suits you (Bacalah setiap pernyataan dengan seksama, berikan tanda pada pilihan jawaban yang paling sesuai dengan diri anda)

I watch English YouTube video more than 2 times a day when I have free time (Saya menonton video YouTube berbahasa Inggris lebih dari 2 kali dalam sehari di saat saya memiliki waktu luang)

- Always
- Often
- Sometimes
- Never

I watch English YouTube video more than 4 times a day when I have a day off (Saya menonton video YouTube berbahasa Inggris lebih dari 4 kali dalam sehari ketika saya memiliki hari libur)

- Always
- Often
- Sometimes
- Never

I watch English YouTube video every night (Saya menonton video YouTube berbahasa Inggris setiap malam hari)

- Always
- Often
- Sometimes
- Never

4. I purposely set aside a special time to watch English YouTube videos every day (Saya sengaja menyediakan waktu khusus untuk menonton video YouTube berbahasa Inggris setiap hari)

- Always

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- Often
- Sometimes
- Never

Having a high intensity in watching English YouTube videos every day makes me feel that my listening skills are getting better (Memiliki intensitas yang tinggi dalam menonton video YouTube berbahasa Inggris setiap hari membuat saya merasa kemampuan listening saya menjadi semakin baik)

- Always
- Often
- Sometimes

Never

I watch more than 4 English videos on YouTube every day (Saya menonton lebih dari 4 video berbahasa Inggris di YouTube setiap hari)

- Always
- Often
- Sometimes
- Never

I watch more than 6 English videos on Youtube when I don't have any assignments to do (Saya menonton lebih dari 6 video berbahasa Inggris di Youtube ketika saya tidak memiliki tugas yang harus dikerjakan)

- Always
- Often
- Sometimes
- Never

I watch more English videos than Indonesian videos on YouTube (Saya menonton lebih banyak video berbahasa Inggris dibandingkan video berbahasa Indonesia di YouTube)

- Always
- Often
- Sometimes
- Never

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9. I watch more English videos a day when I want to hone my listening skills (Saya menonton lebih banyak video berbahasa Inggris dalam sehari ketika saya ingin mengasah kemampuan listening saya)

- Always
- Often
- Sometimes
- Never

10. I watch more English videos in a day because it makes me happy and entertained (Saya menonton lebih banyak video berbahasa Inggris dalam sehari karena membuat saya senang dan terhibur)

- Always
- Often
- Sometimes
- Never

11. I spend a lot of time watching English YouTube videos because it makes me practice my listening skills in a fun way. (Saya banyak menghabiskan waktu dengan menonton video YouTube berbahasa Inggris karena membuat saya berlatih kemampuan listening saya dengan cara yang menyenangkan.)

- Always
- Often
- Sometimes
- Never

12. I watch English YouTube video more than 4 hours a day because I feel used to practice listening that way (Saya menonton video YouTube berbahasa Inggris lebih dari 4 jam sehari karena saya merasa terbiasa untuk berlatih mendengarkan dengan cara tersebut.)

- Always
- Often
- Sometimes
- Never

13. I watch English videos on YouTube at least 2 hours a day because it makes me calmer in practicing my listening skills (Saya menonton video berbahasa Inggris di YouTube

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minimal 2 jam dalam sehari karena membuat saya lebih tenang dalam berlatih kemampuan listening saya)

- Always
- Often
- Sometimes
- Never

14. I spend a lot of time watching English videos when I focus on listening to the content (Saya menghabiskan banyak waktu ketika menonton video berbahasa Inggris ketika saya menjadi focus untuk mendengarkan isi konten)

- Always
- Often
- Sometimes
- Never

15. I spend a lot of time watching English videos in a day because I can choose which content is more entertaining for me (Saya banyak menghabiskan waktu dalam menonton video berbahasa Inggris dalam sehari karena saya dapat memilih konten mana yang lebih menghibur bagi saya)

- Always
- Often
- Sometimes
- Never

16. I watch English videos on YouTube using a laptop or mobile phone so I can watch it anywhere (Saya menonton video berbahasa Inggris di YouTube menggunakan laptop atau handphone agar bisa menonton di mana saja)

- Always
- Often
- Sometimes
- Never

17. I watch English videos on YouTube using a headset or speakers to make the content sound clearer (Saya menonton video berbahasa Inggris di YouTube menggunakan headset atau speaker agar suara konten terdengar lebih jelas)

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Always

Often

Sometimes

Never

18. I watch English videos on YouTube without using subtitles (Saya menonton video berbahasa Inggris di YouTube tanpa menggunakan subtitle)

Always

Often

Sometimes

Never

19. When watching English videos on YouTube I can find which language is formal and which language is informal (Ketika menonton video berbahasa Inggris di YouTube saya dapat menemukan mana Bahasa yang formal dan mana Bahasa yang tidak formal)

Always

Often

Sometimes

Never

20. I can distinguish the correct intonation and pronunciation of words from watching English YouTube videos (Saya dapat membedakan intonasi dan pengucapan kata yang benar dari menonton video YouTube berbahasa Inggris)

Always

Often

Sometimes

Never

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## 2. Score of Students Questionnaire (Try Out)

No.	Question																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Student 1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	39
Student 2	3	3	3	2	4	3	2	2	2	3	3	3	3	3	3	4	3	2	3	4	58
Student 3	2	2	2	2	3	2	2	1	2	2	3	2	2	2	3	2	2	2	2	2	42
Student 4	3	3	2	2	2	2	4	2	3	2	2	2	2	4	4	4	3	3	2	4	55
Student 5	2	2	2	4	4	2	2	4	2	4	4	2	2	2	3	4	4	4	4	4	61
Student 6	2	3	2	1	2	2	1	1	1	2	1	2	1	1	2	4	2	2	1	2	35
Student 7	4	4	2	2	2	3	2	2	2	2	3	2	4	3	3	2	2	3	2	3	52
Student 8	4	4	2	2	3	2	2	2	2	2	3	2	4	3	3	3	2	3	2	3	53
Student 9	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	4	2	4	2	44
Student 10	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	40
Student 11	2	2	2	2	2	2	2	2	4	2	2	2	2	2	2	2	2	2	2	2	42
Student 12	4	3	3	3	3	3	2	3	2	2	3	3	3	2	2	3	2	3	2	2	53
Student 13	3	2	3	3	2	4	2	3	2	3	2	2	2	3	2	2	3	3	2	2	50
Student 14	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	40
Student 15	2	2	3	4	2	2	1	3	3	3	2	2	3	3	2	2	3	3	2	3	50
Student 16	4	4	4	4	3	3	2	3	3	3	3	3	3	3	2	4	3	2	2	3	61
Student 17	3	4	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	63
Student 18	2	2	2	2	2	2	2	3	3	2	2	2	3	2	3	3	4	3	2	2	48
Student 19	3	3	2	2	3	2	2	3	2	2	2	2	2	3	3	3	2	2	3	3	49
Student 20	2	2	2	2	3	2	2	2	2	2	2	2	2	3	2	3	1	2	2	2	42
Student 21	3	2	2	2	3	3	3	2	2	2	3	3	3	3	3	3	3	3	2	3	53
Student 22	4	3	3	1	4	2	2	3	4	3	3	2	3	2	3	3	2	3	3	4	57
Student 23	3	3	4	4	3	3	4	4	4	4	4	4	4	4	4	4	3	4	4	4	75
Student 24	3	3	2	3	2	3	2	3	4	3	2	1	1	2	3	4	3	4	2	3	53
Student 25	2	1	2	1	1	1	2	1	1	1	2	1	1	1	2	2	2	2	1	1	28
Student 26	3	1	1	2	3	1	2	2	2	3	3	1	2	2	3	3	2	3	3	2	44
Student 27	3	2	3	1	3	2	3	3	4	4	4	3	4	3	3	3	3	2	2	3	58
Student 28	3	3	2	2	3	1	1	1	1	1	1	1	1	1	1	3	2	2	2	2	34
Student 29	3	3	1	1	4	1	1	3	3	1	1	1	1	2	3	4	1	2	4	3	43
Student 30	3	3	2	3	2	2	3	3	3	3	2	2	3	3	3	2	2	2	3	3	52



### 3. Score of Students Questionnaire

Hak  
1. Di  
a.  
b.  
2. Di



No.	Student's Name	Class	Question																				Total
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	Nur Miftahul Jannah	A	2	3	2	4	4	2	2	4	4	2	2	4	2	4	2	4	4	4	4	4	63
2	Elsa Oktarina	A	3	2	2	3	2	3	2	4	3	4	3	1	2	2	2	3	3	2	3	2	51
3	Yolanda Gustiani Syam	A	2	3	3	3	3	3	3	2	2	2	2	2	2	3	3	4	4	4	4	2	56
4	Zahra Hairani	A	3	2	2	1	3	2	2	3	4	3	3	2	3	3	3	2	2	4	3	4	54
5	Cindy Lutfi Ramadhona	A	4	4	3	3	4	3	3	3	4	2	2	2	4	2	3	1	2	2	2	3	56
6	Nur Vadilla	A	2	2	2	2	3	2	2	2	3	2	2	1	2	3	2	3	3	2	2	3	45
7	Annisa Riza Fadhila	B	3	2	2	2	2	3	3	4	4	4	4	3	3	3	4	4	4	4	3	2	63
8	Muhammad Yahdi	B	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	41
9	Rayhana Putri Aulia	B	2	2	3	2	3	4	2	3	3	3	3	2	2	2	3	3	1	2	2	2	49
10	Gea Savira	B	2	2	1	2	3	2	1	2	2	2	2	2	2	2	2	2	4	2	2	2	41
11	Roslayni	B	2	2	2	2	3	2	2	3	3	3	2	2	3	3	3	4	3	2	2	2	50
12	Syarifah Indriyani	B	2	2	2	2	4	2	2	4	4	4	2	2	2	2	2	2	4	2	2	2	50
13	Putri Rizki Afdhal Nahri	B	2	2	2	2	4	2	2	2	2	2	2	2	2	2	2	2	4	2	4	2	46
14	Hikmah Ramadhani	C	2	1	3	2	3	3	1	3	4	2	3	2	4	3	3	4	2	2	3	2	52
15	Sinta Rosma Dewi	C	4	4	4	4	4	4	4	4	4	4	3	3	3	3	4	4	4	3	4	4	76
16	Misro Hasiyanni Sukma	C	2	2	2	2	4	2	2	2	4	2	2	2	2	4	2	2	1	2	1	2	44
17	Latifah Aini Marziah	C	2	2	2	2	2	2	2	2	2	2	2	2	2	2	4	4	2	2	4	4	48
18	Feri Dwi Andianto	C	2	2	1	1	2	1	2	2	4	2	2	2	1	1	1	3	3	2	2	2	38
19	Nasywa Hayati	C	4	2	2	1	2	2	2	2	2	2	2	2	2	2	2	4	2	2	2	2	43
20	Luluk Nadzifa Ramadhani	C	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	40
21	Nurul Jannah	D	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	40
22	Siti Nabilah Syazlika	D	2	2	2	2	4	2	2	2	2	2	2	2	2	2	2	4	2	2	4	4	48
23	Rina Agustina	D	2	1	2	2	2	1	1	2	3	3	3	3	1	1	2	2	2	2	2	2	39
24	Nur Deviana Sari	D	3	2	2	1	3	1	2	2	3	3	3	2	2	2	2	2	2	2	2	2	43
25	Azizah Haq	D	3	2	2	2	2	2	2	2	2	3	3	1	1	2	3	4	4	3	2	2	47
26	Zedika Selviana	D	3	3	3	2	4	4	3	4	2	3	4	2	2	2	4	4	2	2	4	4	61
27	Khoiriansah	D	2	2	2	2	3	1	3	2	1	3	2	2	1	4	4	4	4	2	4	4	52
28	Khoirunnisa	E	3	2	3	2	4	2	2	2	4	3	3	3	3	3	3	4	2	1	2	2	53
29	Nursyahira Syahraini	E	4	4	3	2	3	2	2	1	1	1	2	1	1	2	2	2	2	2	2	2	41
30	Muhammad Al Anshari	E	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	39
31	Sonia Violetta	E	4	4	4	4	3	3	3	3	3	3	2	2	2	3	3	3	3	3	3	3	61
32	Diah Kartika	E	4	2	4	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	76
33	Siti Nuraisah Tarigan	E	2	1	2	1	2	2	2	1	2	2	2	1	1	1	2	4	2	4	2	2	38
34	Irda Yanti Siregar	E	2	2	2	2	2	2	2	2	3	2	2	2	3	3	3	4	1	2	3	4	48

UIN Syarif Kasir  
atau tinjauan suatu mas  
ka Riau.



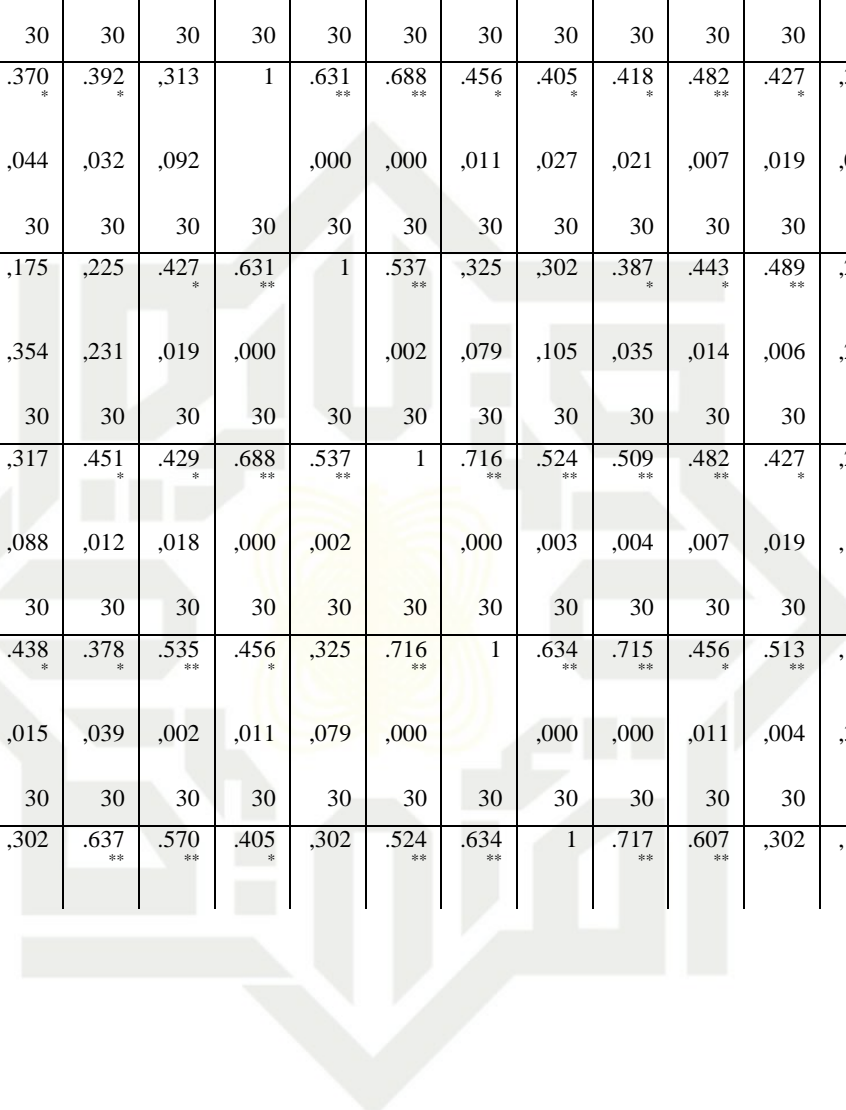




2. Diarng mengumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Questi on 6	Pearson Correlat ion Sig. (2- tailed)	,344 ,062 30	,390 ,033 30	,632 ,000 30	,517 ,003 30	,060 ,752 30	1 ,344 30	,344 ,063 30	,392 ,032 30	,225 ,231 30	,451 ,012 30	,378 ,039 30	,637 ,000 30	,445 ,014 30	,524 ,003 30	,172 ,364 30	,096 ,613 30	,386 ,035 30	,398 ,029 30	- ,901 30	,301 ,106 30	,603** ,000 30
Questi on 7	Pearson Correlat ion Sig. (2- tailed)	,184 ,329 30	,100 ,598 30	,323 ,082 30	,238 ,205 30	,020 ,918 30	,344 ,063 30	1 ,313 30	,427 ,092 30	,429 ,019 30	,535 ,002 30	,570 ,001 30	,476 ,008 30	,687 ,000 30	,672 ,000 30	,141 ,457 30	,312 ,093 30	,329 ,076 30	,197 ,296 30	,432 ,017 30	,606** ,000 30	
Questi on 8	Pearson Correlat ion Sig. (2- tailed)	,281 ,133 30	,218 ,248 30	,447 ,013 30	,596 ,001 30	,370 ,044 30	,392 ,032 30	1 ,313 30	,631 ,092 30	,688 ,000 30	,456 ,011 30	,405 ,027 30	,418 ,021 30	,482 ,007 30	,427 ,019 30	,327 ,078 30	,404 ,027 30	,574 ,001 30	,583 ,001 30	,581 ,001 30	,769** ,000 30	
Questi on 9	Pearson Correlat ion Sig. (2- tailed)	,231 ,219 30	,191 ,313 30	,371 ,043 30	,233 ,214 30	,175 ,354 30	,225 ,231 30	1 ,427 30	,631 ,000 30	,537 ,002 30	,325 ,079 30	,302 ,105 30	,387 ,035 30	,443 ,014 30	,489 ,006 30	,210 ,265 30	,221 ,241 30	,343 ,064 30	,302 ,105 30	,510 ,004 30	,606** ,000 30	
Questi on 10	Pearson Correlat ion Sig. (2- tailed)	,173 ,361 30	,062 ,744 30	,567 ,001 30	,552 ,002 30	,317 ,088 30	,451 ,012 30	1 ,429 30	,688 ,000 30	,537 ,002 30	1 ,716 30	,524 ,003 30	,509 ,004 30	,482 ,007 30	,427 ,019 30	,274 ,142 30	,513 ,004 30	,512 ,004 30	,375 ,041 30	,581 ,001 30	,774** ,000 30	
Questi on 11	Pearson Correlat ion Sig. (2- tailed)	,348 ,060 30	,084 ,658 30	,487 ,006 30	,359 ,051 30	,438 ,015 30	,378 ,039 30	1 ,535 30	,456 ,011 30	,325 ,079 30	,716 ,000 30	1 ,634 30	,715 ,000 30	,456 ,011 30	,513 ,004 30	,173 ,359 30	,377 ,040 30	,474 ,008 30	,301 ,106 30	,491 ,006 30	,736** ,000 30	
Questi on 12	Pearson Correlat ion	,234 ,314 30	,766 ,412 30	,302 ,637 30	,570 ,405 30	,302 ,524 30	1 ,634 30	1 ,717 30	,607 ,302 30	,199 ,349 30	,164 ,167 30	,423 ,715 30										





Dilarang mengutip dan memposting sebagian atau seluruhnya dalam bentuk apapun tanpa izin dari UIN Suska Riau.

	Sig. (2-tailed)	,212	,091	,000	,024	,105	,000	,001	,027	,105	,003	,000		,000	,000	,105	,292	,058	,386	,379	,020	,000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Question 13	Pearson Correlation	,481**	,371*	,548**	,287	,231	,445*	,476**	,418*	,387*	,509**	,715**	,717**	1	,660**	,428*	-,037	,257	,283	,145	,461*	,701**
	Sig. (2-tailed)	,007	,043	,002	,124	,220	,014	,008	,021	,035	,004	,000	,000		,000	,018	,847	,170	,129	,443	,010	,000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Question 14	Pearson Correlation	,367*	,362*	,451*	,426*	,185	,524**	,687**	,482**	,443*	,482**	,456*	,607**	,660**	1	,608**	,183	,226	,304	,263	,629**	,741**
	Sig. (2-tailed)	,046	,050	,012	,019	,327	,003	,000	,007	,014	,007	,011	,000	,000		,000	,333	,230	,102	,160	,000	,000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Question 15	Pearson Correlation	,313	,238	,044	,086	,319	,172	,672**	,427*	,489**	,427*	,513**	,302	,428*	,608**	1	,433*	,237	,512**	,427*	,701**	,656**
	Sig. (2-tailed)	,093	,206	,819	,652	,086	,364	,000	,019	,006	,019	,004	,105	,018	,000		,017	,207	,004	,019	,000	,000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Question 16	Pearson Correlation	,339	,405*	,177	,131	,535**	,096	,141	,327	,210	,274	,173	,199	-,037	,183	,433*	1	,188	,361	,274	,589**	,473**
	Sig. (2-tailed)	,067	,027	,348	,491	,002	,613	,457	,078	,265	,142	,359	,292	,847	,333	,017		,319	,050	,142	,001	,008
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Question 17	Pearson Correlation	-,072	-,051	,367*	,457*	-,018	,386*	,312	,404*	,221	,513**	,377*	,349	,257	,226	,237	,188	1	,462*	,240	,314	,488**
	Sig. (2-tailed)	,707	,790	,046	,011	,923	,035	,093	,027	,241	,004	,040	,058	,170	,230	,207	,319		,010	,201	,091	,006
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Question 18	Pearson Correlation	,293	,147	,210	,528**	,169	,398*	,329	,574**	,343	,512**	,474**	,164	,283	,304	,512**	,361	,462*	1	,262	,485**	,617**
	Sig. (2-tailed)	,116	,438	,266	,003	,373	,029	,076	,001	,064	,004	,008	,386	,129	,102	,004	,050	,010		,162	,007	,000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

Hakcipta milik UIN Suska Riau

State Islamic Univ



Question 19	Pearson Correlation	.119	.114	.024	.285	.581**	-.024	.197	.583**	.302	.375*	.301	.167	.145	.263	.427*	.274	.240	.262	1	.528**	.496**
	Sig. (2-tailed)	.532	.548	.899	.127	.001	.901	.296	.001	.105	.041	.106	.379	.443	.160	.019	.142	.201	.162		.003	.005
		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Question 20	Pearson Correlation	.456*	.508**	.367*	.316	.571**	.301	.432*	.581**	.510**	.581**	.491**	.423*	.461*	.629**	.701**	.589**	.314	.485**	.528**	1	.815**
	Sig. (2-tailed)	.011	.004	.046	.089	.001	.106	.017	.001	.004	.001	.006	.020	.010	.000	.000	.001	.091	.007	.003		.000
		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Total	Pearson Correlation	.526**	.487**	.651**	.601**	.508**	.603**	.606**	.769**	.606**	.774**	.736**	.715**	.701**	.741**	.656**	.473**	.488**	.617**	.496**	.815**	1
	Sig. (2-tailed)	.003	.006	.000	.000	.004	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.008	.006	.000	.005	.000	
		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).



# **APPENDIX IV**

## **LISTENING SCORE**

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim

### **Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.







This listening score is obtained from a lecturer in interpretive listening courses. The researcher used the final exam score data (final exam scores) as data from the study for students' listening skills (Variable Y).

**Kelas A**

No	Student No	Score
1.	Student 1	70
2.	Student 2	65
3.	Student 3	67
4.	Student 4	100
5.	Student 5	85
6.	Student 6	70

**Kelas B**

No	Student No	Score
1.	Student 1	89
2.	Student 2	67
3.	Student 3	80
4.	Student 4	68
5.	Student 5	85
6.	Student 6	78
7.	Student 7	65

**Kelas C**

No	Student No	Score
1.	Student 1	78
2.	Student 2	68
3.	Student 3	70
4.	Student 4	70

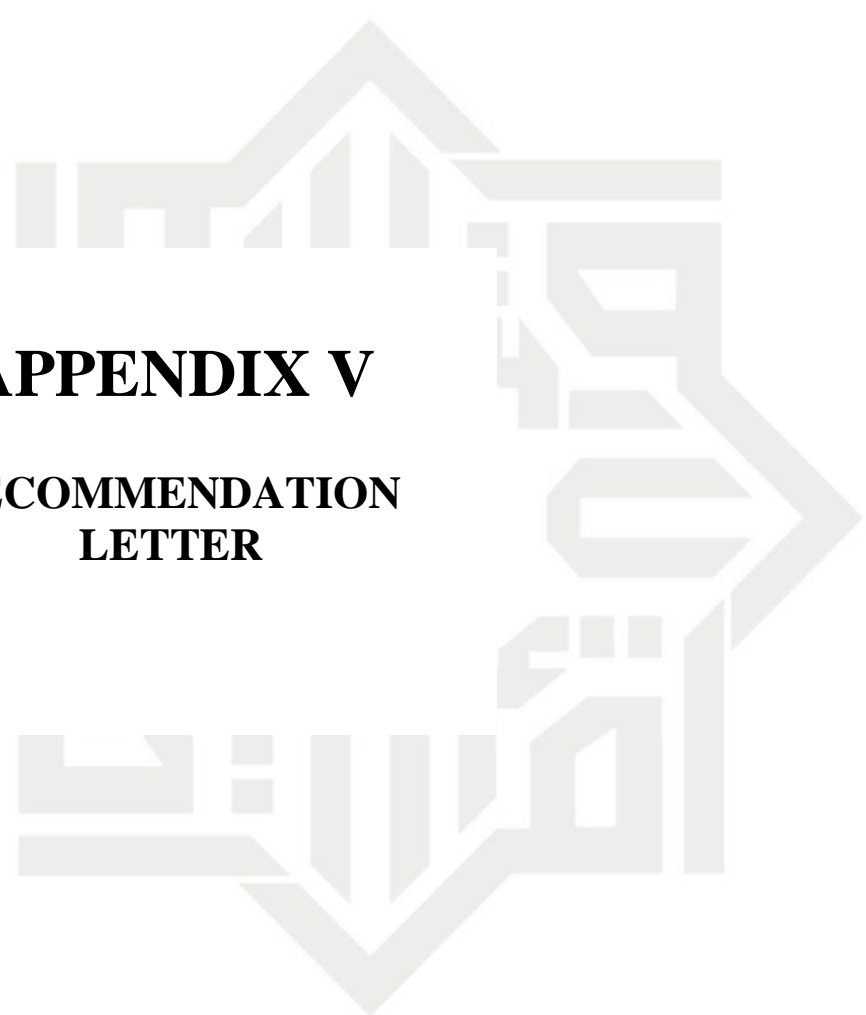
5.	Student 5	85
6.	Student 6	89
7.	Student 7	78

**Kelas D**

No	Student No	Score
1.	Student 1	81
2.	Student 2	70
3.	Student 3	67
4.	Student 4	81
5.	Student 5	95
6.	Student 6	93
7.	Student 7	74

**Kelas E**

No	Student No	Score
1.	Student 1	72
2.	Student 2	93
3.	Student 3	93
4.	Student 4	78
5.	Student 5	81
6.	Student 6	78
7.	Student 7	70



# **APPENDIX V**

## **RECOMMENDATION LETTER**

UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim

### **Hak Cipta Dilindungi Undang-Undang**

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  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.




UIN SUSKA RIAU



1. Pre-Research Letter

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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**UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
 كلية التربية والتعاليم  
**FACULTY OF EDUCATION AND TEACHER TRAINING**  
J. H. R. Sukharias No 165 Km.19 Tampai Pekanbaru, Riau 28283 PG. BOX 1004 Tala. (078) 581647  
 Fax. (078) 581342, Web: www.uinsuska.ac.id, Email: efbk, uinsuska@uinsuska.ac.id

---

Nomor : Un.04/F.II.4.3/P.00.9/7039/2022 Pekanbaru, 10 Juni 2022  
 Sifat : Biasa  
 Lamp. : -  
 Hal : **Mohon Izin Melakukan PraRiset**

Kepada  
 Yth. Ketua Jurusan  
 Pendidikan Bahasa Inggris  
 UIN Suska Riau  
 di  
 Tempat


*Assalamu 'alaikum warrahmatullahi wabarakatuh*  
 Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :


Nama	: Sovie Lindaita Dersa
NIM	: 11810420326
Semester/Tahun	: VIII (Delapan) 2022
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Schubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

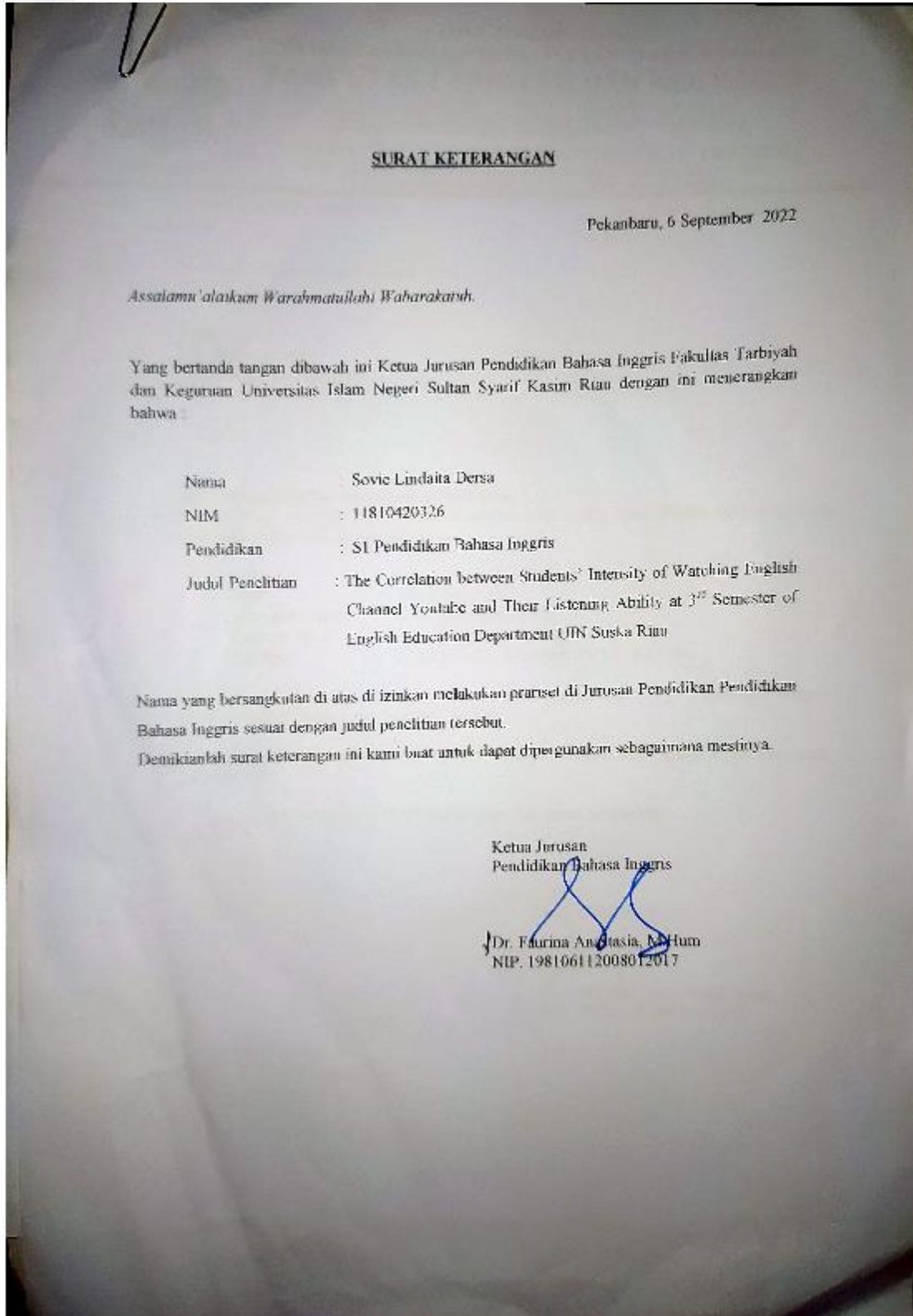
a.n. Dekan  
 Wakil Dekan III  
  
 Dr. Amirah Diniaty, M.Pd. Kons.  
 NIP. 19751113 200312 2 001





2. Permission Letter of Pre-Research

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.







3. Thesis Guidance Activities Letter



KEMENTERIAN AGAMA  
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
 كلية التربية والتعليم  
**FACULTY OF EDUCATION AND TEACHER TRAINING**  
 Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
 Fax. (0761) 561647 Web. www.ft.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/4669/2022  
 Sifat : Biasa  
 Lamp. : -  
 Hal : *Pembimbing Skripsi*

Pekanbaru, 24 Maret 2022

Kepada  
 Yth. Drs. H. Kalayo Hasibuan, M.Ed.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
 Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : Sovie Lindaita Dersa  
 NIM : 11810420326  
 Jurusan : Pendidikan Bahasa Inggris  
 Judul : The Relationship Between Students' Intensity of Watching English Channels on Youtube and Their Listening Ability at 4th Semester Students of English Education Department UIN SUSKA Riau  
 Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam  
 an. Dekan  
 Wakil Dekan I



Dr. Zarkasih, M.Ag.  
 NIP. 197210171997031004


Tembusan :  
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



4. Attachment of Proposal Examination

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

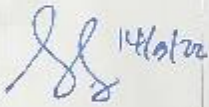
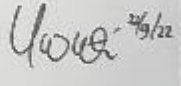


**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU**  
**FAKULTAS TARBİYAH DAN KEGURUAN**  
 كلية التربية والتعليم  
**FACULTY OF EDUCATION AND TEACHER TRAINING**  
Nama: Jl. H. R. Soebriman Km. 15 Tenggarong Pekanbaru Riau 28285 P.O. BOX 1904 Telp. (0781) 7077397 Fax (0781) 521123


**PENGESAHAN PERBAIKAN  
UJIAN PROPOSAL**

Nama Mahasiswa : Sovie Lindarta Dersa  
 Nomor Induk Mahasiswa : 11810420326  
 Hari/Tanggal Ujian : Selasa, 09 Agustus 2022  
 Judul Proposal Ujian : The Correlation Between Students' Intensity of Watching English Channel YouTube and Their Listening Ability at 3<sup>rd</sup> Semester of English Education Department IAIN SUSKA Riau

Isti Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal


No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1	Dr. Faurina Anastasia, S.S., M. Hum	PENGUJI I		
2	Kurnia Budhyanti, M. Pd	PENGUJI II		

Mengetahui  
u.n. Dekan  
Wakil Dekan I



Dr. Zarkandi, M. Ag  
NIP. 19721017 199703 1 004

Pekanbaru, 09 Agustus 2022  
Peserta Ujian Proposal



Sovie Lindarta Dersa  
NIM. 11810420326



5. Research Letter

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU**  
**FAKULTAS TARBIAH DAN KEGURUAN**  
 كلية التربية والتعاليم  
**FACULTY OF EDUCATION AND TEACHER TRAINING**  
 J. H. R. Soebaras No 155 Km 19 Tempur Pekanbaru Riau 28254 P.O. BOX 1031 Tels (0731) 561947  
 Fax (0731) 561947 Web www.uin-suska.ac.id E-mail: info\_uin-suska@puska.ac.id

---

Nomor : Un.04/E.I/PP.00.9/16822/2022 Pekanbaru, 27 September 2022 M  
 Sifat : Biasa  
 Lamp. : 1 (Satu) Proposal  
 Hal : **Mohon Izin Melakukan Riset**

Kepada  
 Yth. Gubernur Riau  
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
 Satu Pintu  
 Provinsi Riau  
 Di Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*  
 Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Sovie Landaira Dersa
NIM	: 11810420326
Semester/Tahun	: IX (Sembilan) / 2022
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : *The Correlation Between Students' Intensity Of Watching English Channels Youtube and Their Listening Ability At The 3rd Semester Students Of English Education Department UIN SUSKA Riau*  
 Lokasi Penelitian : Universitas Islam Negeri Sultan Syarif Kasim Riau  
 Waktu Penelitian : 3 Bulan (26 September 2022 s.d 26 Desember 2022)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



**Dr. H. Kadar, M.Ag.**  
 NIP.19650521 199402 1 001

Tembusan :  
 Rektor UIN Suska Riau





## 6. Recommendation of Riau Governor



### PEMERINTAH PROVINSI RIAU DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU  
Email : [dpmtsp@riau.go.id](mailto:dpmtsp@riau.go.id)

### REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/50833  
T E N T A N G



#### PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.I/PP.00.9/16822/2022 Tanggal 27 September 2022**, dengan ini memberikan rekomendasi kepada:

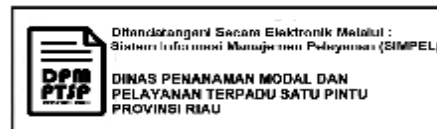
- |                      |   |  |
|----------------------|---|--|
| 1. Nama              | : | SOVIE LINDAITA DERSA   |
| 2. NIM / KTP         | : | 118104203260   |
| 3. Program Studi     | : | PENDIDIKAN BAHSA INGGRIS   |
| 4. Jenjang           | : | S1   |
| 5. Alamat            | : | PEKANBARU  |
| 6. Judul Penelitian  | : | THE CORRELATION BETWEEN STUDENTS' INTENSITY OF WATCHING ENGLISH CHANNEL YOUTUBE AND THEIR LISTENING ABILITY AT THE 3RD SEMESTER OF ENGLISH EDUCATION DEPARTMENT UIN SUSKA RIAU |
| 7. Lokasi Penelitian | : | UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
Pada Tanggal : 5 Oktober 2022



#### **Tembusan :**

Disampaikan Kepada Yth :


1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor UIN Suska Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan





7. Permission of Research Letter

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**SULTAN SYARIF KASIM RIAU**

Jl. H.R. Soepratnas KM. 15 No. 155 Kel. Tuah Madani Kec. Tuah Madani – Pekanbaru 28296 PO Box. 1004  
 Telepon (0761) 562051; Faksimili (0761) 562052 ;  
 Web: www.uin-suska.ac.id, E-mail: rektor@uin-suska.ac.id

---

Nomor : ~~B-146~~ /Un.04/WR./TL.00/10/2022 28 Oktober 2022  
 Sifat : Biasa  
 Lamp : -  
 Hal : Izin Riset

Yth. 1. Dekan Fakultas \_\_\_\_\_  
 2. Kepala PTIPD \_\_\_\_\_  
 3. Kepala Bagian \_\_\_\_\_  
 UIN Suska Riau  
 Pekanbaru

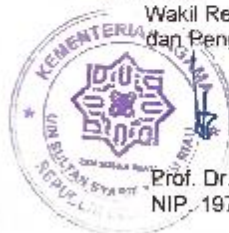
Assalamualaikum Wr. Wb.  
 Dengan hormat, merindakanjuti surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor: 503/DPMPTSP/NON IZIN-RISET/50833 tanggal 5 Oktober 2022 hal Mohon izin Riset Skripsi/Tesis, maka kami minta kepada Saudara agar dapat membantu Penelitian nama tersebut di bawah ini :

**Nama : Sovie Lindaita Desra**  
**NIM : 11810420326**  
**Program Studi : Pendidikan Bahasa Inggris**

Untuk dapat melaksanakan Riset dan Pengambilan Data guna mendapatkan Data dan Informasi yang terkait dengan Judul Penelitian: "The Correlation Between Students Intensity Of Watching English Channel Youtube And Their Listening Ability At The 3RD Semester Of English Education Department UIN Suska Riau" pada unit kerja saudara.

Demikian kami sampaikan atas kerjasamanya diucapkan terimakasih.

Wassalam  
 a.n. Rektor  
 Wakil Rektor Bidang Akademik  
 dan Pengembangan Lembaga



Prof. Dr. Hj. Helmiati, M.Ag.  
 NIP. 19700222 199703 2 0014

Tembusan  
 Rektor UIN Suska Riau (sebagai laporan)

Bag-Akd.5/77/eh/su/10/2022



# APPENDIX VI

## DOCUMENTATION

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim

### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





## 1. Permit Application Letter

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## SURAT PERMOHONAN IZIN

Kepada  
Yth. Dosen Pengampu  
Matakuliah Interpretive Listening  
Pendidikan Bahasa Inggris  
UIN Suska Riau  
di-  
Tempat

*Assalamu 'alaikum warhmatullahi wabarakatuh*


Saya mahasiswa Pendidikan Bahasa Inggris dibawah ini

Nama	: Sovie Lindaita Dersa
NIM	: 11810420326
Semester/Tahun	: VIII/ (Delapan)/ 2022
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

Memohon izin kepada dosen pengampu mata kuliah untuk melakukan penelitian kepada mahasiswa semester 2 jurusan pendidikan bahasa inggris dengan judul penelitian *the relationship between students' intensity of watching english channel YouTube and their listening ability at 2nd semester of English education deparment uin suska riau.*

Sehubungan dengan itu, saya memohon kepada dosen pengampu untuk memberi izin kepada saya agar bisa melaksanakan penelitian pada lokasi tersebut.

Dosen Pengampu

  
Rizky Gushendra, M. Ed  
NIP. 198208282008011008



## SURAT PERMOHONAN IZIN

Kepada  
Yth. Dosen Pengampu  
Matakuliah Interpretive Listening  
Pendidikan Bahasa Inggris  
UIN Suska Riau  
di-  
Tempat

*Assalamu'alaikum warahmatullahi wabarakatuh*

Saya mahasiswa Pendidikan Bahasa Inggris dibawah ini

Nama	: Sovie Lindaita Dersa
NIM	: 11810420326
Semester/Tahun	: VIII/ (Delapan)/ 2022
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

Memohon izin kepada dosen pengampu mata kuliah untuk melakukan penelitian kepada mahasiswa semester 2 jurusan pendidikan bahasa inggris dengan judul penelitian *the relationship between students' intensity of watching english channel YouTube and their listening ability at 3rd semester of English education deparment uin suska riau.*

Sehubungan dengan itu, saya memohon kepada dosen pengampu untuk memberi izin kepada saya agar bisa melaksanakan penelitian pada lokasi tersebut.

Dosen Pengampu

Riri Fauzana, S. Pd, M. Sc  
NIK. 130117075



## 2. Documentation of Questionnaire

Perpanjangan sk pembimbing - 1 | Drive Saya - Google Drive | Formulir tanpa judul - Google Fo

docs.google.com/forms/d/1PGqCyO2WrLdDfa-K3EmYsA4CHIAAZ-AkaNpxbZf\_h0/edit#response=ACYDBNixvGbg68dDdJ7YX7llQdjfNCSavWHaJLhDdyO-BCTuSi...

Formulir tanpa judul

Pertanyaan Jawaban 65 Setelan

Jawaban tidak dapat diedit

### The Correlation Between Students' Intensity of Watching English Channel YouTube and Their Listening Ability at 3rd Semester Students of English Education Department UIN SUSKA Riau

Assalamuaaikum wr, wb.  
Perkenalkan nama saya Sovie Lindaita Dersa mahasiswa S1 jurusan Pendidikan Bahasa Inggris Universitas Islam Negeri Sultan Syarif Kasim Riau yang saat ini sedang melakukan penelitian untuk skripsi. Pada kesempatan ini saya memohon kesediaan mahasiswa semester 3 jurusan Pendidikan Bahasa Inggris untuk berpartisipasi dalam penelitian ini dengan meluangkan waktu untuk mengisi kuesioner penelitian.

Kuesioner ini terdiri dari dua bagian. Mahasiswa diharapkan membaca petunjuk yang tersedia. Pada kuesioner ini tidak ada jawaban benar atau salah, yang ada hanyalah jawaban yang paling sesuai dengan diri anda. Kuesioner akan diberikan dalam bentuk bahasa Inggris dan bahasa Indonesia.

Dalam penelitian ini peneliti mengumpulkan beberapa informasi pribadi yang akan digunakan untuk kepentingan penelitian. Dengan ikut serta dalam penelitian ini, mahasiswa menyetujui penggunaan data tersebut. Semua informasi pribadi yang mahasiswa berikan akan dijaga kerahasiaannya.

Surat Pembimbing....pdf | SURAT BALASAN....pdf | SURAT IZIN RISET.pdf | SURAT IZIN MAM....pdf | SURAT IZIN PRARI....pdf

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1605 01/01/2023

Perpanjangan sk pembimbing - 1 | Drive Saya - Google Drive | Formulir tanpa judul - Google Fo

docs.google.com/forms/d/1PGqCyO2WrLdDfa-K3EmYsA4CHIAAZ-AkaNpxbZf\_h0/edit#response=ACYDBNixvGbg68dDdJ7YX7llQdjfNCSavWHaJLhDdyO-BCTuSi...

Formulir tanpa judul

Pertanyaan Jawaban 65 Setelan

Atas ketersediaan yang mahasiswa berikan, peneliti ucapkan terimakasih.

Hormat Saya,  
Sovie Lindaita Dersa

\* Wajib

Student's full name  
[Nama panjang mahasiswa]  
Nur Miftahul Jannah

SIN  
[NIM mahasiswa]  
12110422752

Surat Pembimbing....pdf | SURAT BALASAN....pdf | SURAT IZIN RISET.pdf | SURAT IZIN MAM....pdf | SURAT IZIN PRARI....pdf

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docs.google.com/forms/d/1PGqCyO2WrLdDfa-K3EmYsA4CHIAAZ-AkaNpxbZf\_h0/edit#response=ACYDBNixvGbg68dDdJ7YX7llQdjfNCSavWHaJLhDdyO-BCTuSi...

Formulir tanpa judul

Pertanyaan Jawaban 65 Setelan

Class during interpretive Listening course (2nd semester course)  
[Kelas saat mata kuliah Interpretive Listening (mata kuliah semester 2)]

A  
 B  
 C  
 D  
 E

Current class  
[Kelas saat ini]  
 A

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30°C Berawan

1606 01/01/2023

1. Uraian yang ringkas, ringkas atau seluruhnya tanpa ini tanpa mencairkan yang ini mencairkan seluruhnya.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Formulir tanpa judul

Pertanyaan Jawaban 65 Setelan

[Kelas saat ini]

A  
 B  
 C  
 D  
 E

Semester \*  
 [Semester]

3

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Pertanyaan Jawaban 65 Setelan

Faculty \*  
 [Fakultas]

Tarbiyah dan keguruan

Research Questionnaire

Read each statement carefully, putting a mark on the answer choice that best suits you (Bacalah setiap pernyataan dengan seksama, berikan tanda pada pilihan jawaban yang paling sesuai dengan diri anda)

I watch English YouTube videos more than 2 times a day when I have free time (Saya menonton videos YouTube berbahasa Inggris lebih dari 2 kali dalam sehari di saat saya memiliki waktu luang)

Always (Selalu)

Surat Pembimbing...pdf SURAT BALASAN...pdf SURAT IZIN RISET.pdf SURAT IZIN MAM...pdf SURAT IZIN PRARI...pdf

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Pertanyaan Jawaban 65 Setelan

I watch English YouTube videos more than 2 times a day when I have free time (Saya menonton videos YouTube berbahasa Inggris lebih dari 2 kali dalam sehari di saat saya memiliki waktu luang)

Always (Selalu)  
 Often (Sering)  
 Sometimes (Kadang-kadang)  
 Never (Tidak Pernah)

I watch English YouTube videos more than 4 times a day when I have a day off (Saya menonton video YouTube berbahasa Inggris lebih dari 4 kali dalam sehari ketika saya memiliki hari libur)

Surat Pembimbing...pdf SURAT BALASAN...pdf SURAT IZIN RISET.pdf SURAT IZIN MAM...pdf SURAT IZIN PRARI...pdf

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1. Di antara tanggung jawabnya adalah seluruh karya tulis ini tanpa menandatangani dan menyebarkan sumber.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

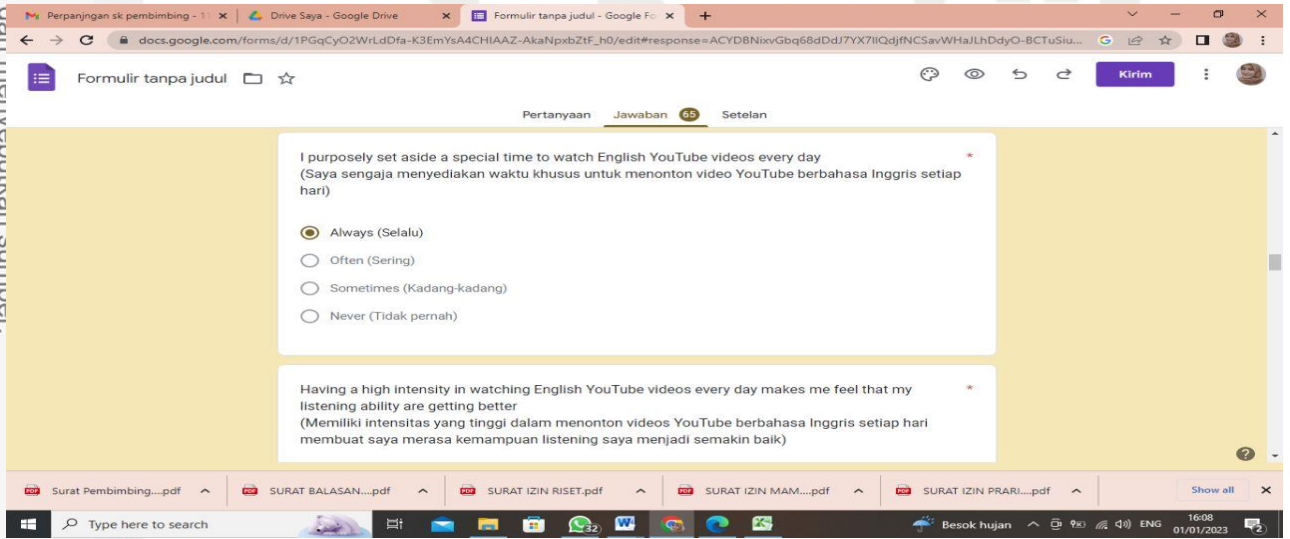
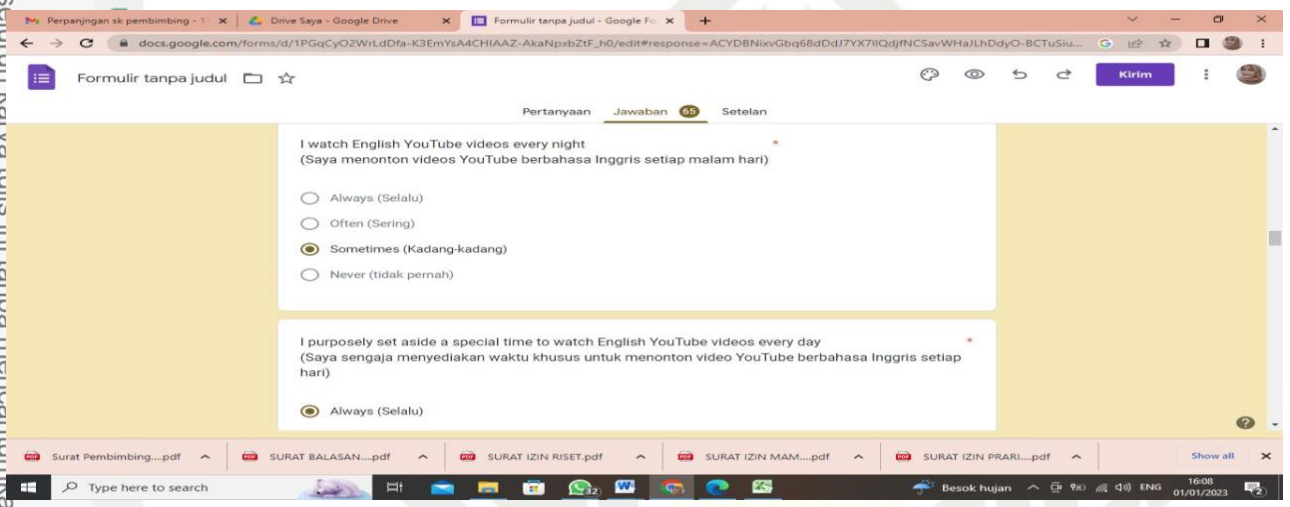
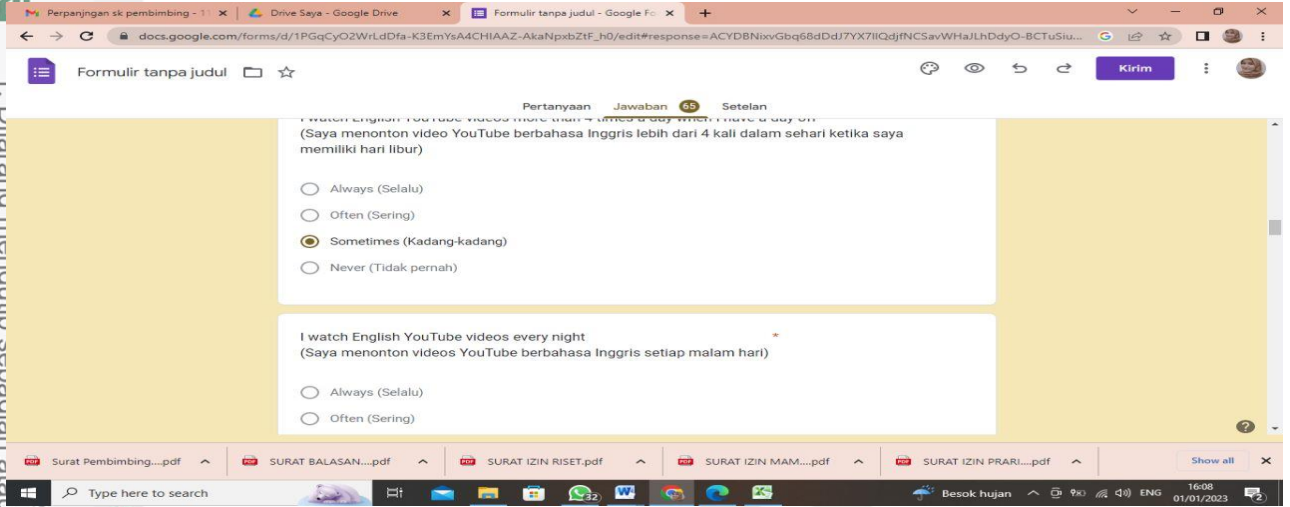


1. Dengan menggunakan sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyatakannya.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





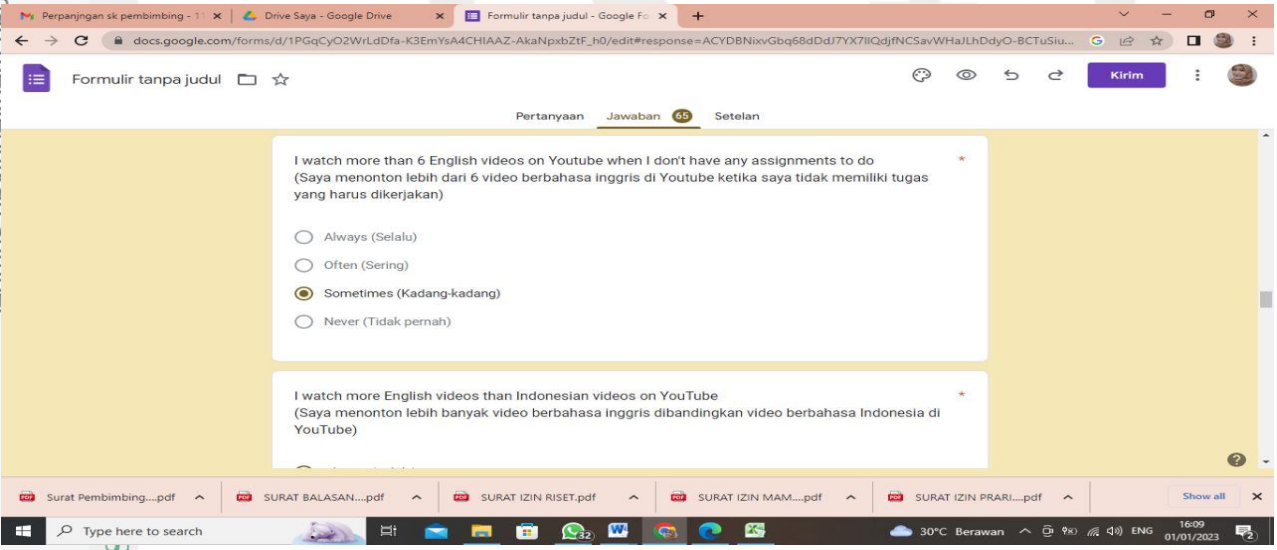
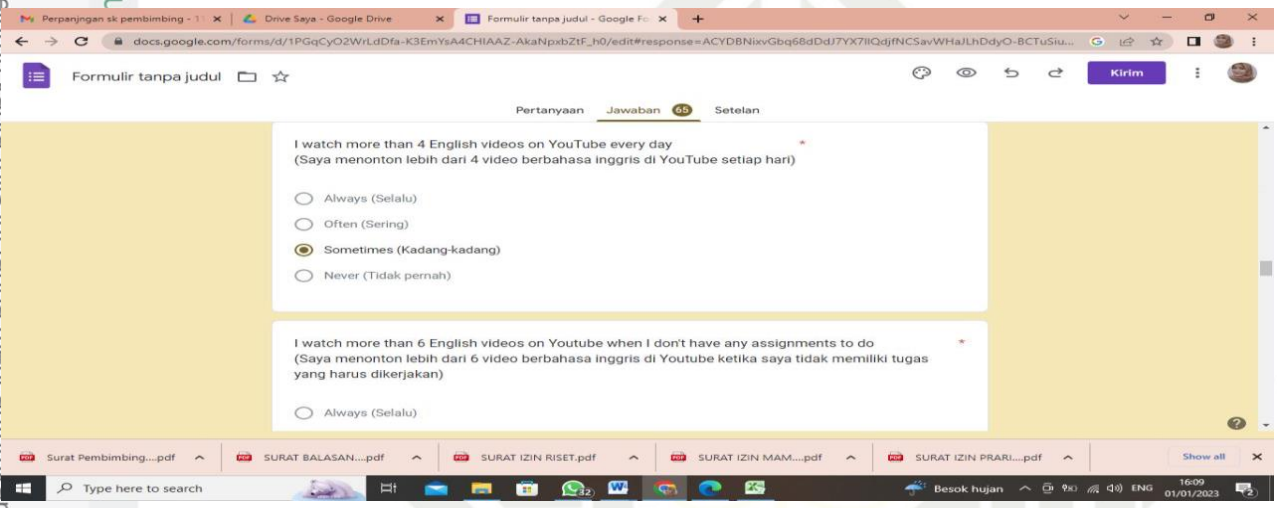
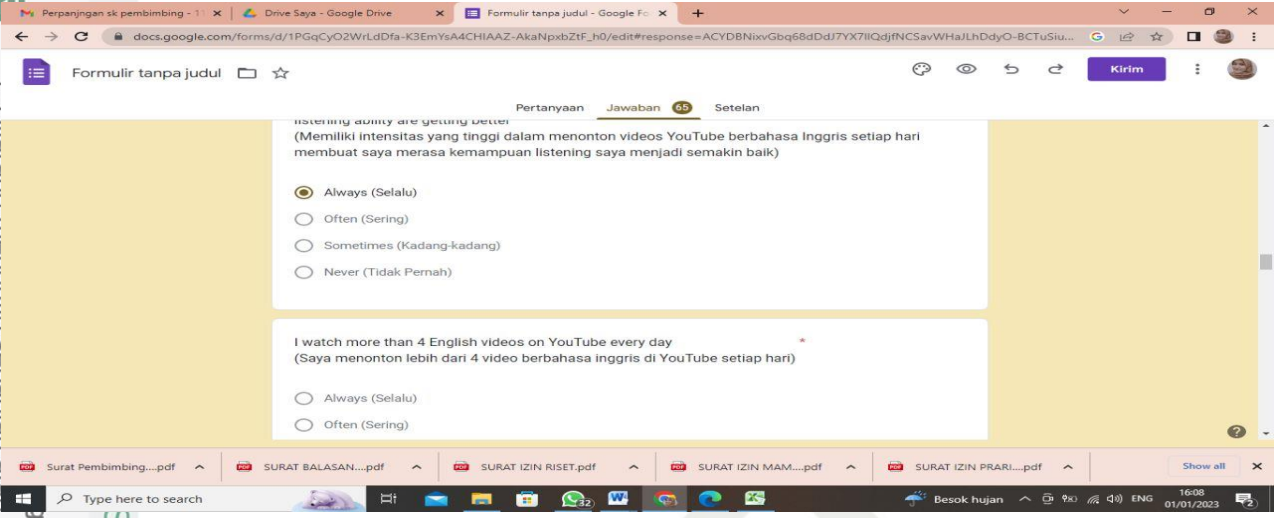


1. Dianggap mengungkap sebagian atau seluruh karya tulis ini tanpa menandatangani dan menyebarkan sumber.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu massa

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.







Formulir tanpa judul

Pertanyaan Jawaban 65 Setelan

(Saya menonton lebih banyak video berbahasa Inggris dibandingkan video berbahasa Indonesia di YouTube)

- Always (Selalu)
- Often (Sering)
- Sometimes (Kadang-kadang)
- Never (Tidak pernah)

I watch more English videos a day when I want to improve my listening ability  
(Saya menonton lebih banyak video berbahasa Inggris dalam sehari ketika saya ingin meningkatkan kemampuan listening saya)

- Always (Selalu)
- Often (Sering)

Formulir tanpa judul

Pertanyaan Jawaban 65 Setelan

I watch more English videos a day when I want to improve my listening ability  
(Saya menonton lebih banyak video berbahasa Inggris dalam sehari ketika saya ingin meningkatkan kemampuan listening saya)

- Always (Selalu)
- Often (Sering)
- Sometimes (Kadang-kadang)
- Never (Tidak pernah)

I watch more English videos in a day because it makes me happy and entertained  
(Saya menonton lebih banyak video berbahasa Inggris dalam sehari karena membuat saya senang dan terhibur)

- Always (Selalu)

Formulir tanpa judul

Pertanyaan Jawaban 65 Setelan

I watch more English videos in a day because it makes me happy and entertained  
(Saya menonton lebih banyak video berbahasa Inggris dalam sehari karena membuat saya senang dan terhibur)

- Always (Selalu)
- Often (Sering)
- Sometimes (Kadang-kadang)
- Never (Tidak Pernah)

I spend a lot of time watching English YouTube videos because it makes me practice my listening ability in a fun way.  
(Saya banyak menghabiskan waktu dengan menonton video YouTube berbahasa Inggris karena membuat saya berlatih kemampuan listening saya dengan cara yang menyenangkan.)

1. Dianggap merupakan sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyatakannya.
2. Dianggap hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
3. Dianggap tidak merugikan kepentingan yang wajar UIN Suska Riau.
4. Dianggap mengumumkannya dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



1. Bagaimana mengungkap sebagian atau seluruh karya tulis ini tanpa mencairkan minat dari masyarakat umum?

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass media.

b. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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Pertanyaan Jawaban 65 Setelan

ability in a tun way.  
(Saya banyak menghabiskan waktu dengan menonton video YouTube berbahasa Inggris karena membuat saya berlatih kemampuan listening saya dengan cara yang menyenangkan.)

Always (Selalu)

Often (Sering)

Sometimes (Kadang-kadang)

Never (Tidak pernah)

I watch English YouTube videos more than 4 hours a day because I feel used to practice listening that way  
(Saya menonton video YouTube berbahasa Inggris lebih dari 4 jam sehari karena saya merasa terbiasa untuk berlatih mendengarkan dengan cara tersebut.)

Always (Selalu)

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Pertanyaan Jawaban 65 Setelan

my listening ability  
(Saya menonton video berbahasa Inggris di YouTube minimal 2 jam dalam sehari karena membuat saya lebih tenang dalam berlatih kemampuan listening saya)

Always (Selalu)

Often (Sering)

Sometimes (Kadang-kadang)

Never (Tidak pernah)

I spend a lot of time watching English videos when I focus on listening to the content  
(Saya menghabiskan banyak waktu ketika menonton video berbahasa Inggris ketika saya menjadi focus untuk mendengarkan isi konten)

Always (Selalu)

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Pertanyaan Jawaban 65 Setelan

I spend a lot of time watching English videos when I focus on listening to the content  
(Saya menghabiskan banyak waktu ketika menonton video berbahasa Inggris ketika saya menjadi focus untuk mendengarkan isi konten)

Always (Selalu)

Often (Sering)

Sometimes (Kadang-kadang)

Never (Tidak Pernah)

I spend a lot of time watching English videos in a day because I can choose which content is more entertaining for me  
(Saya banyak menghabiskan waktu dalam menonton video berbahasa Inggris dalam sehari karena saya dapat memilih konten mana yang lebih menghibur bagi saya)

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Pertanyaan Jawaban 65 Setelan

entertaining for me  
(Saya banyak menghabiskan waktu dalam menonton video berbahasa Inggris dalam sehari karena saya dapat memilih konten mana yang lebih menghibur bagi saya)

Always (Selalu)

Often (Sering)

Sometimes (Kadang-kadang)

Never (Tidak Pernah)

I watch English video on YouTube using a laptop or mobile phone so I can watch it anywhere  
(Saya menonton video berbahasa Inggris di YouTube menggunakan laptop atau handphone agar bisa menonton di mana saja)

Always (Selalu)

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Pertanyaan Jawaban 65 Setelan

I watch English video on YouTube using a laptop or mobile phone so I can watch it anywhere  
(Saya menonton video berbahasa Inggris di YouTube menggunakan laptop atau handphone agar bisa menonton di mana saja)

Always (Selalu)

Often (Sering)

Sometimes (Kadang-kadang)

Never (Tidak Pernah)

I watch English videos on YouTube using a headset or speakers to make the content sound clearer  
(Saya menonton video berbahasa Inggris di YouTube menggunakan headset atau speaker agar suara konten terdengar lebih jelas)

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Pertanyaan Jawaban 65 Setelan

(Saya menonton video berbahasa Inggris di YouTube menggunakan headset atau speaker agar suara konten terdengar lebih jelas)

Always (Selalu)

Often (Sering)

Sometimes (Sering)

Never (Tidak Pernah)

I watch English videos on YouTube without using subtitles  
(Saya menonton video channel berbahasa Inggris di YouTube tanpa menggunakan subtitle)

Always (Selalu)

Often (Sering)

Sometimes (Kadang-kadang)

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1. Dianggap mengungkap sebagian atau seluruh karya tulis ini tanpa mencahkan masalah dan tidak menyuarakan sumbu.
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

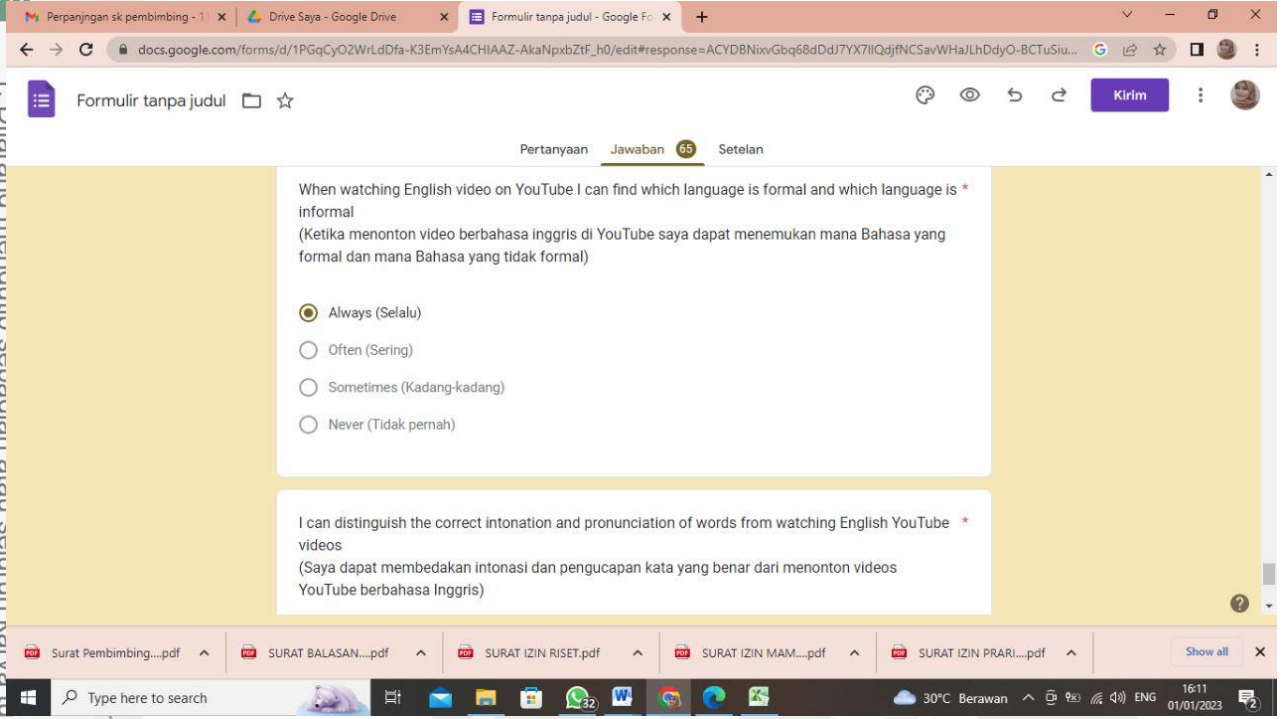




1. Uraian yang ringkas, seobjektif atau selengkap mungkin dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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## CURRICULUM VITAE



**Sovie Lindaita Dersa**, the first daughter from Mr. Derison Sagita and Mrs. Venti Rozanita was born in Tanjung Pinang, February 24<sup>th</sup> 2000. She lived in Batu Hitam, Ranai, Natuna, Kepulauan Riau. In 2012, she was graduated from SD N 002 Ranai and continued her study in

MTsN Natuna. In 2015, she finished her study in SMMTsN Natuna and continued to MAN 1 Natuna in Ranai. She was graduated from MAN 1 Natuna in 2018.

In 2018, she was accepted as one of students in Department of English Education, Faculty of Education and Teacher Training of Sultan Syarif Kasim State Islamic University of Riau. On July until August 2021, she was doing KKN-DR PLUS (Kuliah Kerja Nyata Mandiri dari Rumah Plus) in RT 06, Batu Hiram, Ranai, Natuna, Kepulauan Riau. She also doing Pre-Service Teacher Practice at MTsN 2 Natuna. She has experience as a teacher English for 5 months at Royal Centre Course and Global English Course.

Finally, she followed thesis examination entitled “The Correlation between Students’ Intensity of Watching English Videos on YouTube and Their Listening Ability at the 3<sup>rd</sup> Semester of English Education Department UIN Sultan Syarif Kasim Riau on January 2023.

### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.