



THE CORRELATION BETWEEN STUDENTS' LEARNING AUTONOMY USING YOUTUBE AND STUDENTS LISTENING SKILLS: A STUDY AT STATE ISLAMIC SENIOR HIGH SCHOOL IN WEST LOMBOK

Ahmad Taufiq Hidayat¹, Sudirman wilian², Ahmad Zamzam³, I made sujana⁴

English Education Department, Faculty of Teacher Training and Education,
University of Mataram, Indonesia

*Corresponding Author: cerubak9@gmail.com

Abstract: This study investigated the correlation between learning autonomy using YouTube and students' listening skills at State Islamic Senior High School in West Lombok. A correlational research design was used, with product-moment coefficient correlation analysis. The population of this study consisted of 172 tenth-grade students at State Islamic Senior High School in West Lombok. Simple random sampling was used to select approximately 20% of the population, resulting in 33 participants. This study used a close-ended questionnaire with a Likert scale from very agree to very disagree and a multiple choice listening test as data collection methods. IBM SPSS 25 for Windows was used to help with the data analysis processes. The results showed that the significance value was .049, which was less than .05. It means learning autonomy using YouTube significantly correlates with students' listening skills. So that in this study alternate hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. However, it was also found that learning autonomy using YouTube only has a low contribution of 34% to students' listening skills.

Keywords: *A Correlation Study, Learning Autonomy Using Youtube, and Students' Listening Skills*

INTRODUCTION

Listening is one of the important skills in language learning. It is one of the main skills that students should master. However, learning to listen is a hard skill for students to master. Good listening skills will affect other skills within the study of second language learning, such as oral communication. If students are good at listening, receiving, and understanding the meaning of every sentence the other person conveys, oral or written communication will be easier.

In reality, many English language learners struggle more with listening, which may be attributed to a lack of comprehension of pragmatic messaging as an aspect of socio-cultural and socio-linguistic knowledge conveyed in auditory texts or conversations (Hasan & Susanto, 2012). Many problems that students face when learning about listening come from internal and external factors. Zamzam et al. (2018) state that in their study in senior high schools in East Lombok, they found that teachers rarely conduct tests to measure students' listening skills, and listening receives 0% in test items. Reading tests are teachers' most dominant tests in their assessing section. This indicates that listening activities are less exposed to the students and affect their low listening skills.

From the results of the pre-observation that the researcher conducted on the object of study, several problems students at the school faced were identified, such as the lack of vocabulary that students have mastered. This makes learning to listen quite difficult for them.

Furthermore, teachers rarely provide listening materials in the learning process and sometimes use YouTube as a medium for their learning inside the classroom. Additionally, the school's focus on students' English abilities is on speaking and reading. Therefore, students concentrate more on learning by speaking and reading in class.

With the technological advancements in this era, learning, especially learning to listen, is no longer limited to the classroom. YouTube is among students' most well-liked resources to learn other languages, particularly listening skills. Additionally, many YouTube channels provide lessons for learning to listen. Therefore, YouTube has become the most popular resource for learning a language, especially for listening skills.

YouTube is a highly alluring social media platform with thousands of videos worldwide on entertainment, education, politics, health, and history (Bonk, 2009). It has become a platform that students can utilize it as a medium for autonomous learning in the modern era. Users can communicate in various ways using the synchronous and asynchronous communication features that YouTube offers and the extensive learning resources that are easily integrated with other platforms. Learning a second language, particularly listening skills, can be easier for students through YouTube.

According to Almurashi (2016), Using YouTube videos as supplemental material in EFL classes provides students with a great opportunity to comprehend the teachings. YouTube videos may increase the fun and relevance of education for students. As a result, this study's synthesis gathered important information about how YouTube videos affect the development and enhancement of listening skills, vocabulary sub-skills, and students' motivation in an EFL classroom. Furthermore, Kelsen (2009) adds that students believe watching videos on YouTube while learning has made the material more fascinating.

According to Silviyanti (2014), students most frequently used YouTube because it improved their English, was entertaining, encouraged them to study English, and the YouTube content related to what they were learning in class. The least compelling reason was that they were inspired to learn English outside of class after watching YouTube videos in class. In conclusion, the researchers provided various strategies to overcome problems for students' difficulties in listening. However, the researcher believes several types of activities or strategies have not been carried out in the above research, such as encouraging students to take responsibility for their learning to listen inside and outside the classroom. Specifically, students can learn by using the YouTube platform to improve their listening skills. Furthermore, teachers can also encourage students in the classroom to utilize YouTube as a resource within the learning process. Therefore, this study aims to describe students' learning autonomy using YouTube and its contribution on their listening skills in tenth grade at State Islamic Senior High School in West Lombok.

RESEARCH METHOD

To find out the answers of the research question, namely; "Is there any correlation between learning autonomy using youtube and students listening skills at the tenth grade of State Islamic Senior High School in West Lombok? this study is conducted by using a quantitative method through a correlational research design. "Correlational study" is defined by Gay et al. (2012) as gathering data to determine if and how much there is a relationship between two or more variables. A correlation between two or more variables can exist if the

dependent variable moves in the same direction as other variables (positive correlations) or in the opposite direction (negative correlations). This study examined the correlation between learning autonomy using YouTube as an independent variable (X) and its effect on students' listening skills as a dependent variable (Y) at STATE ISLAMIC SENIOR HIGH SCHOOL IN WEST LOMBOK

The researcher proposed the hypothesis of this study in two parts, such as the alternate hypothesis (H_a) and null hypothesis (H_0). In which, the alternate hypothesis shows that There is a significant correlation between learning autonomy using youtube and students listening skills at the tenth grade of State Islamic Senior High School in West Lombok. While, the null hypothesis shows there is no significant correlation learning autonomy using youtube and students listening skills at the tenth grade of State Islamic Senior High School in West Lombok.

Sugiono (2010) states that a population is a generalized area of things or individuals with specific attributes and characteristics chosen by researchers to be researched before conclusions are produced about them. Then, Sugiono adds the term "population" refers to a wide range of things, not just humans. Additionally, population refers to all of the features of an object or subject, not just the number of individuals present in it. The population in this study is a total of 10th-grade students in STATE ISLAMIC SENIOR HIGH SCHOOL Lombok Barat, West Nusa Tenggara. There are 172 students divided into sixth classes.

This research used the simple random sampling method. As Sugiyono (2012) described, simple random sampling is used when randomly sampling the population regardless of the population's strata. The total sample taken by the researcher was 20% of the entire population before counting the samples in each stratum or group. Arikunto (2006) indicated, "It is preferable to use the entire population as a sample if there are fewer than 100 participants. However, if the population has more than 100 people, a 10-15%, 20-25%, or even more sample can be taken." So, the sample used in this study is approximately 33 participants from tenth grade of Students State Islamic Senior High School in West Lombok who have studied using youtube in their class.

The primary data of the research were collected using the questionnaire and listening test. To answer the first research question, the researcher used a questionnaire. Then, a listening test was used to answer the second research question. This study used numerical data to represent the data.

In analyzing instrument data using the coefficient correlation of product moment formula which helped by the computer program 'IBM SPSS 25 statistic for Windows', both of these data cannot be calculated due to they have different type in which the questionnaire was ordinal while the reading test was interval. Thereby, the researcher converts the ordinal data of questionnaire into the form interval data. So, the correlation value between learning autonomy using youtube (X) and students listening skills (Y) can be calculated accurately. Before analyzing the data using simple linear regression, the researcher will earlier to identify

the results of the normality test (to check whether the data population is normally distributed or not) and the linearity test (to check the consistency level of the test overtime).

FINDINGS AND DISCUSSIONS

This chapter presents the research findings and data interpretation acquired by the questionnaire and listening test as the instrument for collecting the research data.

1. Research Findings

The following are the data descriptions, prerequisite testing, and discussion of the data correlation between students learning autonomy using youtube (X) and students listening skills (Y) variables that have been analyzed.

1.1 The Correlation Between Learning Autonomy Using Youtube And Students Listening Skills

In this study, the researcher collected the questionnaire and test as instruments in this study from 33 students in State Islamic Senior High School in West Lombok using a questionnaire and listening test for tenth-grade students. Then, the result of descriptive statistics between the two variables is presented in Table 1.1.

Table 1.1 Descriptive Statistics between the Variable of Learning Autonomy using Youtube (X) and Listening Skills (Y)

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
learning autonomy using youtube	33	28	57	85	71.91	6.988	48.835
listening skill	33	67	33	100	55.27	19.701	388.142
Valid N (listwise)	33						

The result showed that the lowest and highest learning autonomy (X) scores are 57 and 85. Then, the mean is 71.9, and the standar deviation is 6.988. meanwhile, the lowest and highest listening skill (X) scores are 33 and 100. Then, the mean is 55.27, and the standar deviations are 6.988 and 19.701. The last variance is 48,85 and 388.142.

Before analyzing the correlation between the two variables listed above, namely learning autonomy using YouTube and students' listening skills, the researchers conducted the normality and linearity tests as a prerequisite. The researchers then conducted correlation testing as follows:

A. Prerequisite Testing

1. Normality Test

This test is carried out in order to check whether the data is normally distributed or not. The process to measure the normality test was conducted using the IBM SPSS 25 version for Windows. The one-sample Kolmogorov-Smirnov formula was used to analyse the data. If the significance value is greater than >0.05 , the test result is said to be normally distributed; otherwise, it is said to be abnormally distributed if it is less than < 0.05 . The researcher analysed the normality test based on the descriptive analysis as described in the table below.

Table 1.1.2 Result of the Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		33
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	18.49193927
Most Extreme Differences	Absolute	.149
	Positive	.149
	Negative	-.098
Test Statistic		.149
Asymp. Sig. (2-tailed)		.061 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the table above, the result showed that the significant values from two variables are .061, in which variables were normally distributed in Sig. Value > .05.

2. Linearity Test

The researcher continued to carry out the linearity test after knowing the significance value of the normality test. Linearity is used to know the relationship between the dependent and independent variables. In this test, data can be said to have linearity if the sig (significance) value > 0.05. Whereas the sig. value < 0.05 means there is no linearity between two variables.

Table 1.1.3. Result of the Linearity Test

ANOVA Table			
			Sig.
Learning autonomy using youtube*	Between Groups	(Combined)	.191
		Linearity	.101
Listening skill		Deviation from Linearity	.990

The linearity test results show the significance between learning autonomy using youtube and students listening skills that is viewed in significant value is .101. It means the Value is Higher than .05 or (.101 > .05).

3. Correlation Testing

Based on the result of requirement testing, the normality test found that the data sample representing the population was well-modeled by being normally distributed. Then, the linearity test result showed a significant linearity between the two variables. In this research, the researcher determined the hypotheses to determine whether the two variables have a

significant correlation. This study was conducted on tenth-grade students at State Islamic Senior High School in West Lombok.

To examine the hypothesis of whether both variables are correlated or not, those are learning autonomy using youtube and the listening skill of the tenth-grade students in State Islamic Senior High School in West Lombok, and the researcher analyzed the data using the coefficient correlation of the product-moment formula through the 'IBM SPSS 25 version for windows'. If the significance value is less than $> .05$, the Pearson correlation value has a significant correlation. Then the correlation value greater than $< .05$ means that the variables do not correlate significantly. The result of the analysis can be seen in the presented Table 1.4

Table 1.1.4. Analysis the Correlation by Product Moment Coeffiecent

Correlations

		learning autonomy using youtube	listening skill
learning autonomy using youtube	Pearson Correlation	1	.345*
	Sig. (2-tailed)		.049
	N	33	33
listening skill	Pearson Correlation	.345*	1
	Sig. (2-tailed)	.049	
	N	33	33

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

After analyzing the data to reveal some correlations, the researcher found that the R_{xy} (significant value) in 33 State Islamic Senior High School in West Lombok Lombok students was .049. It can be concluded that the variables of learning autonomy using youtube and students listening skills in tenth grade at State Islamic Senior High School in West Lombok have shown some significant correlation.

4. Hypothesis Test

Table 1.1.5 Result of Hypothesis Test

Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	-14.662	34.332		-.427	.672
	learning autonomy using youtube	.973	.475	.345	2.046	.049

a. Dependent Variable: listening skill

(Ha): There is a significant correlation between learning autonomy and students listening skills in the tenth grade of STATE ISLAMIC SENIOR HIGH SCHOOL IN WEST LOMBOK.

(H0): There is no significant correlation between learning autonomy and students' listening skills in the tenth grade of STATE ISLAMIC SENIOR HIGH SCHOOL WEST LOMBOK

To find out the resulting test of the hypothesis in this study, the researcher analyzed the data using the 'IBM SPSS 25 version for Windows'. If the significance value is less than < 0.05 , Then the significance value greater than > 0.05 means that the variables do not correlate. The alternative hypothesis (Ha) can be accepted, whereas the null hypothesis (H0) must be rejected based on the findings of the hypothesis test table shown above. The significance value obtained was .049.

1.2. The Contribution Learning Autonomy Using Youtube To Listening Skills

Using the product-moment correlation coefficient to measure how much YouTube-based learning autonomy contributes to students' listening skills. The correlation coefficient between learning autonomy using youtube and students' listening skills is .345, which is not very strong. Still, the data above shows that the two variables are linked well. It indicates that learning autonomy using YouTube has a low contribution, around 34%, to students' listening skills.

2. Discussion

The data processed using IBM SPSS 25 show a significant correlation between learning autonomy using YouTube and students' listening skills. The significance point obtained is .049, less than .05, marking its significance. Furthermore, the Pearson correlation coefficient is .345, indicating a weak correlation. According to Berk (2009), using YouTube videos can capture students' attention, improve their concentration, generate interest in the lessons, and enhance their attitudes toward the content. The authentic materials provided by YouTube for learning about listening can be utilized by students to improve their listening skills. They can choose a suitable video to increase their listening skills. Educause (2006) states that YouTube is viewed as an online resource where teachers can teach through videos to students at any time. This will occur if teachers and students use YouTube as a learning resource inside and outside the classroom. This study's correlation coefficient of .345 indicates that these two variables are positively correlated, meaning that the greater the value of variable X, the greater the value of variable Y.

Nevertheless, the correlation coefficient values of the two variables are relatively weak, consistent with the researcher's pre-observation findings, which indicate that West Lombok State Islamic Senior High School students occasionally use YouTube as a learning media, and teachers rarely conduct listening lessons. It conforms to the processed findings of this research data.

Furthermore, according to Holec (cited in Cabugsa, 2022), "autonomous learners" are expected to take responsibility for various activities, including making their own decisions about learning, defining their objectives, selecting appropriate materials and strategies, and monitoring their progress. As the preceding correlation data shows, students currently lack an understanding of their autonomy and rarely use YouTube as a learning medium, as noted by Holec. However, if students at State Islamic Senior High School in West Lombok can become autonomous learners, they can choose suitable learning materials, increasing their chances of achieving their learning goals, such as learning about listening. Additionally, selecting appropriate materials on YouTube can make lessons more engaging and enjoyable. Finally, based on the results of the data analysis, the significance value indicates a positive correlation between learning autonomy through YouTube (X) and students' listening skills (Y), with a relatively weak Pearson correlation coefficient.

CONCLUSION AND SUGGESTION

Based on research findings and data interpretation, the tenth-grade student of State Islamic Senior High School in West Lombok found some correlation between learning autonomy using youtube and students' listening skills.

1. The students in the tenth grade of State Islamic Senior High School in West Lombok revealed that the analysis of the R_{xy} value was .049. It means there is a significant correlation between learning autonomy using youtube and students' listening skills.
2. The tenth grade of State Islamic Senior High School in West Lombok students revealed that the coefficient correlation analysis shows a value of .345. It indicates that learning autonomy using youtube has a low contribution around 34% on students' listening skills.

To conclude, the researchers offer some points of ideas aimed to the students, teachers, and researchers.

1. It is suggested that students improve their listening skills by learning by using youtube as their media. It is beneficial for their insight continuously anytime and anywhere to improve listening skills.
2. The teacher must provide some interesting techniques and more motivation in teaching listening so that students can easily add their knowledge. The teacher must also know what interests' students when listening in English to make the listening activity more engaging
3. Finally, for further research, the researcher hopes that the result of a significant correlation in State Islamic Senior High School in West Lombok can be noticed and continued into a deeper investigation of the influence of learning autonomy using youtube and students' listening skills

REFERENCES

- Almurashi, W. A. (2016). The effective use of YouTube videos for teaching the English language in classrooms as supplementary material at Taibah university in Alula. *International Journal of English Language and Linguistics Research*, 4(3), 32-47
- Arikunto, S. (2006). *Prosedur penelitian suatu pendekatan praktek*, Edisi Revisi V. Jakarta: Penerbit Rineka Cipta
- Arikunto, S. (2002). *Metodologi Penelitian Suatu Pendekatan Proposal*. Jakarta: PT. Rineka Cipta.
- Ary, D., Jacobs, L. C., Sorenson, C., & Walker, D. A. (2010). *Introduction to research in education: Wadsworth. Cengage Learning*.
- Bite, V. (2013). Listening: An important skill and its various aspects. *The Criterion: An International Journal in English*, 12, 2-9.
- Bekleyen, N., & Selimoğlu, F. (2016). Learner behaviors and perceptions of autonomous language learning. *Tesl-Ej*, 20(3), 1–21.
- Benson, P. (2007). Autonomy in language teaching and learning. *Language Teaching*, 40(1), 21–40. <https://doi.org/10.1017/S0261444806003958>
- Berk, R. A. (2009). Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. *International Journal of Technology in Teaching & Learning*, 5(1).
- Bonk, C. J. (2009). *The world is open: How web technology is revolutionizing education* (pp. 3371-3380). Association for the Advancement of Computing in Education (AACE).
- Cabugsa, D. J. (2022). Pre-service teachers' autonomy in English language learning. *Saudi journal of language studies*. 2(2), 107–127.
- Çakiki, D. (2015). Autonomy in language teaching and learning process. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 16(1).
- Chhabra, P. (2012). Use of E-Learning tools in teaching English. *International Journal of Computing & Business Research*, 1-7.
- Chin, J.P.P (2022). The Use of YouTube Videos in the EFL Classroom. *Pedagogía de los Idiomas Nacionales y Extranjeros*. journal Bilingual Vol. 12.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (4th ed.)*. Boston, MA: Pearson.
- Educause. (2006). learning initiative: 7 things you should know about YouTube Cambridge: Cambridge University Press. Retrieved from <http://www.educause.edu/ir/library/pdf/ELI7018.pdf>.
- Hasan, A., & Susanto, S. (2012). Gender-based failure to infer implicatures from pre-TOEFL listening. *International journal of learning and development*, 2(6), 62.
- Ivanovska, B. (2015). Learner autonomy in foreign language education and in cultural context. *Procedia - social and behavioral sciences*, 180 (November 2014), 352–356.
- Kelsen, B. (2009). Teaching EFL to The iGeneration: A Survey of Using YouTube as Supplementary Material with College EFL Students in Taiwan. *CALL-EJ Online*, 10(2), 1-18.
- Khalid, A., & Muhammad, K. (2012). The Use of YouTube in Teaching English Literature The Case of Al-Majma'ah Community College, Al-Majma'ah University (Case Study). *International Journal of Linguistics*, 4(4), 525-551.

- Khotimah, K., Widiati, U., Mustofa, M., & Faruq Ubaidillah, M. (2019). Autonomous english learning: Teachers' and students' perceptions. *Indonesian journal of applied linguistics*, 9(2), 371–381.
- Holec, H. (1981), "Autonomy and foreign language learning", ERIC, available at: <https://eric.ed.gov/?id=5ed192557> (accessed 17 October 2021)
- Mardjuki M.S. (2018). Learner Autonomy: Gender-Based Perception Among EFL Indonesian Students. *Indonesian Journal of EFL and Linguistics*. vol. 3
- Margono. (2004). *Metodologi Penelitian Pendidikan*. Jakarta: Rineka Cipta
- Novawan, A., Alvarez-Tosalem, S. M., Ismailia, T., Wicaksono, J. A., & Setiarini, R. B. (2021). Students' experiences of online English language learning by using youtube. *514(Icoship 2020)*, 220–226.
- Richards, J. C. (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press
- Sakkir, G., Dollah, S., & Ahmad, J. (2020). Students' perceptions toward using youtube in EFL classrooms. *Journal of applied science, engineering, technology, and education*, 2(1), 1–10.
- Silviyanti, T. M. (2014). Looking into EFL students' perceptions in listening by using English movie videos on YouTube. *Studies in English language and education*, 1(1), 42. <https://doi.org/10.24815/siele.v1i1.1119>
- Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Wallace, T., Stariha, W. E., & Walberg, H. J. (2004). *Teaching Speaking, Listening and Writing*. Educational Practices Series-14. *UNESCO International Bureau of Education*.
- Zamzam, A., Thohir, L., & Syahrial, E. (2018). Kajian Ranah Linguistik dan Mutu Soal Ujian SMA dan MA. *Jurnal ilmiah profesi pendidikan*. 3(November), 163–170.