

THE CORRELATION BETWEEN STUDENTS' HABIT IN WATCHING YOUTUBE VIDEOS AND THEIR LISTENING SKILL

(A STUDY AT ENGLISH EDUCATION DEPARTMENT OF IKIP PGRI BOJONEGORO)

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ABSTRACT

The objective of this research is to figure out the correlation between students' habit in watching English YouTube videos (X) and their listening ability (Y) of the English Department Students at IKIP PGRI Bojonegoro. There were 52 students taken as sample of this research. The collecting data was analyzed by using Pearson Product Moment Correlation and the instruments used are questionnaire and listening comprehension test. The research finding indicated that there was low correlation between students' habit in watching English YouTube videos and their listening ability. It proved by the score of the $r_{xy} = 0,269$ and the r_t score of 5% is 0,279 while the r_t score of 1% is 0,361 which means that r_{xy} score is lower than r table. It considered that hypothesis (H1) in this research are rejected and the null hypothesis (H0) which stated that there is no correlation between Students' habit in watching English videos and their listening ability are accepted. In conclusion, there was low correlation between Students' Habit in Watching English Videos and Their Listening Ability.

Keywords : *habit in watching English YouTube videos, listening ability.*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara kebiasaan siswa menonton video YouTube berbahasa Inggris (X) dengan kemampuan mendengarkan (Y) siswa Jurusan Bahasa Inggris di IKIP PGRI Bojonegoro. Sampel penelitian ini berjumlah 52 siswa. Pengumpulan data dianalisis dengan menggunakan Korelasi Product Moment Pearson dan instrumen yang digunakan adalah angket dan tes mendengarkan. Temuan penelitian menunjukkan bahwa ada korelasi yang rendah antara kebiasaan siswa dalam menonton video YouTube berbahasa Inggris dan kemampuan mendengarkan mereka. Hal ini dibuktikan dengan nilai $r_{xy} = 0,269$ dan nilai r_t 5% sebesar 0,279 sedangkan nilai r_t 1% sebesar 0,361 yang berarti nilai r_{xy} lebih kecil dari r tabel. Dengan demikian hipotesis (H1) dalam penelitian ini ditolak dan hipotesis nol (H0) yang menyatakan bahwa tidak ada hubungan antara kebiasaan siswa dalam menonton video berbahasa Inggris dengan kemampuan mendengarkan mereka diterima. Kesimpulannya, ada korelasi yang rendah antara Kebiasaan Siswa dalam Menonton Video Bahasa Inggris dan Kemampuan Mendengarkan Mereka.

Kata Kunci: *kebiasaan menonton video YouTube berbahasa Inggris, kemampuan mendengar.*

INTRODUCTION

There are 4 skills that are required in mastering English: Listening, Reading, Speaking, and Writing. In this research, the researcher will focus on one of the basic skills in English which has an important role in oral English, especially in gaining the information from spoken English. It is listening skill. Listening is an important skill that is highly required in learning English. According to Hidayat (2013: 21), listening is considered as an important ability that has to be mastered. How well someone listens has a major impact on the quality of their relationship with others. In addition, Bozorgian and Pilay (2013) as cited in Zuhairi (2016) state that listening skill for students is one of the English skills that students unconsciously use in the context of a foreign language class because initially they have to listen to all teacher's instructions.

When students attend language classes, they are expected to procure information from the lecturers. It would range from grammar, pronunciation, word stress, vocabulary, syntax, etc. It should be demanded that comprehension of messages transmitted can be based on voice tone, pitch and accent; and it is only possible when we listen. Language learning is impossible without listening skills because there is no communication where there is no human interaction. According to Pateda (2011:2), language is a sound issued by means of human speech that has meaning. As students listen, they construct meaning and make sense of the words they have heard in their brain. We can only perfectly adapt to the sound, rhythm, intonation, and stress of the language when we listen. As we get to understand oral language, it will be easier to improve the other skills and obtain confidence. Listening opens the opportunity to understand the elegance of a language which does not exist in other skills.

Listening is the most significant part of communication as it is pivotal in providing a substantial and meaningful response, Cross (1998). Especially in learning a language for communicative purpose, listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of messages conveyed can be based solely on tone of voice, pitch and accent; and it is only possible when we listen. We need to listen and understand what people say in English well to reach a good and successful communication.

Listening has an important role in the communication process (Pourhosein Gilakjani and Mohammadreza Ahmadi, 2011) but most students have some issues in learning listening. Difficulties faced by students in learning class can be caused by lack of mastery of vocabulary, lack of understanding of English accent, less interest in learning listening, etc. Bloomfield et al. (2010) and Walker (2014) mentioned that one of the serious problems of listening comprehension is related to the pronunciation of words that is different from the way they appear in print. Because the spoken language varies to the form of the written language, the recognition of words that make the oral speech can create some difficulties for learners. In addition, Vandergrift (2007) and Walker (2014), identify the words despite their unfamiliar pronunciation. Students should try to decide which linguistic part belongs to which word.

In listening class, the way teachers transmit the material barely catches the students' attention because they usually feel bored by the monotonous method. Therefore, the vital role of a teacher is not only to increase students' ability in listening, but to find alternative ways that can make students not feel bored in listening class also. According to Raharjo in Rusman (2012: 65) his research stated that teaching and learning activities will be more effective and easier if it is assisted by visual media, where 11% from the

given material occurs through sense of hearing, while 83% through sense of sight. Nowadays, technology invention has made learning listening can be taught not only through audio media but also through audio-visual media. Furthermore, Karkera & Chamundeshawari (2018) states that through video, especially youtube video as the largest video provider on the internet, it can increase students' listening comprehension, and it also can develop a variety of the newest topic or new issue. Video also allows students to recognize mimic and gesture/movement from every speaker in conversation (Harmer, 2007).

Harmer (2002:228) states that improving students' listening skills is important since it helps students to gain many valuable language inputs. Nowadays technology development has provided several preferences in teaching and learning activities as language inputs. One of them is using the YouTube video application. YouTube is the largest and the most popular online video sharing website on the internet. Damronglaopahan and Stevenson (2013) and More (2015) investigated students' habit towards the implementation of YouTube videos and the result was the students have a positive attitude toward the utilization of Youtube in the classroom. It was found that not only increased students' motivation but also their attendance in the class. In addition, Watkins and Wilkins (2011) mentions that YouTube has the potential to enhance students' reading skills, writing skills, speaking skills, and listening skills. Meanwhile, Kabooha and Elyas (2018) emphasized that YouTube has a big impact on increasing students' vocabulary.

The use of YouTube is spread throughout the worldwide from various ages and realms. It provides various videos from around the globe from education, news and information, music, daily vlog, etc. Every day there are millions of people who access YouTube that make a very potential learning media in listening class. If the

students perpetually watch English YouTube Videos in their daily life, it will be a habitual for them in order to improve and develop their listening skill. By having habitual in watching English YouTube Videos, the students will be able to improve their listening skills constantly because when we watch the videos, our brain will automatically think of what we watch and what we heard. That is why having the habit of watching English YouTube Videos can develop our listening skills.

Based on the researcher's observation and experience, watching English YouTube Videos is a fun way to learn English especially in listening class. Students will not only listen to the English recording tape, but they will also watch some fun English videos that can increase their knowledge and absolutely their listening skills. It would be an alternative for students to understand spoken English, find new words and context, and also how to pronounce it properly. So, based on the discussion above, the researcher is interested in conducting a research to know the correlation between students' habit in Watching English YouTube Videos and Their Listening Skill on the English Department Students of Higher Education.

RESEARCH METHOD

According to Suharsimi (2002) Research Design is a plan or program made by a researcher, as the activity target that will be done. The objective of the research design is to make research activities running easier and more efficient. Basically, research is classified into two categories: quantitative and qualitative research. Both of these approaches have their own methodology and terminology. In the Quantitative research approach, the researchers use measurement to collect numerical data. Meanwhile, in the Qualitative research approach, the researchers focus on understanding the perspective of the participants in order to understand social phenomena. In this

research, the researcher chose a quantitative approach to conduct the study, especially correlational research. The researcher prefers to choose correlation research as a branch of quantitative research as the design of the present research. The reason behind why the researcher chose this research design is because the correlative research design is the most suitable one to imply on variables which are difficult to solve by experiment. This type of design can also show the high and low relation of the variables. In addition, this research allows the researcher to examine some variables in one research at the same time and it can be used to predict a variable based on its free variables.

As Sukardi (2004) said there are three characteristics in correlational research; correlational research is suitable to be used on complex variable so the researcher can not manipulate and control the variable, correlational research may allows the variables to be measured intensively in their real condition, correlational research may allows the researcher to get significant association degree.

In this research, the researcher will use a descriptive quantitative method because this study is compatible to analyze and describe the data. This research will describe and analyze students' habit towards watching English YouTube Videos by having surveys through questionnaires. The students have to answer it correctly based on their real personal experience and conditions. After distributing the questionnaire, the students will have a test to figure out their comprehension in listening to English. There will be several questions in the audio tape that they need to answer. After the listening test has been done, the researcher will use the result of the questionnaire and test as the data that will be processed. The researcher wants to find out whether students' habit in watching English YouTube Videos have any impact on their listening skill or not. In

addition, the researcher will correlate between pre-service English teachers of IKIP PGRI Bojonegoro habit in watching English YouTube Videos and their listening comprehension.

Population and Sample

Population

There are plenty of definitions about population in previous literature. According to Creswell (2012) Population is a group of individuals who have the same characteristic. Meanwhile, Suharsimi (2002) said that Population is people or other things discussed in the research. Therefore, the researcher can make the conclusion that population is the researcher's number of groups of interest in which the sample will be taken in order to find the results of the study that will be reported. In this research, the population of the study is pre-service English teachers of IKIP PGRI Bojonegoro in the 2nd and 3rd level in the academic year of 2021/2022.

Sample

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell (2012). Beside, according to Ary, et.al. (2002) sample is a small group that is observed. In addition, Cooper and Schindler (2008) say that a sample is a part of the target population, carefully selected to represent that population. From the previous statements, it can be concluded that a sample is a subject which is selected from the population to be observed and analyzed. There are four levels in the English Education Department of IKIP PGRI Bojonegoro. From those levels, the researcher will focus in the 2nd and the 3rd level consists of 60 students as an experiment and also as a sample of this study because the subject is chosen in proportional random sampling and each class has the same opportunity to observe.

Sampling

As declared above that sample is a part of the target population that represent the population, the process of taking samples is called sampling. As Bungin (2006) stated, sampling is the process of selecting units from a population so the sample will represent the population and yet, by which the results can be generalized back to the population from which they were chosen. In this research, the researcher will use a sampling technique that is called cluster random sampling.

Techniques of Data Collection

Techniques of Data Collection is a systematic and standard procedure used to collect data that is required. In this research, the researcher uses to collect data through distributing questionnaires and administering tests.

Distributing Questionnaires

The questionnaire is one of the research tools for collecting specific information from the participants. According to Sugiyono (2013) questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer. Meanwhile, Kusumah (2011) stated that a questionnaire is a list of written questions given to the subject under study to gather the information needed by the researcher. In this research, the questionnaire is given to the students in order to figure out about the students' habits related to their attitudes and behavior toward watching English YouTube videos. The result of the questionnaire is in the form of score and it will be used to correlate with the score of the listening test of the students.

In this research, the questionnaire will be given in Google form and the students have to answer it kindly based on their real condition. The questionnaire is in multiple choice form which consists of 10 questions.

At this moment, the participants are only needed to choose one of the providing choices which is most related and reflected to their real condition. According to the statement before, there are four options for each question, and each option has a different score. The writer gave 4 points for option A (YES), 3 points for option B (OFTEN), 2 points for option C (SOMETIME), and 1 point for option D (NO).

Administering Test

A test is an essential tool to be given to the students in order to figure out students' comprehension in listening. As stated by Arikunto (2010), a test is a list of questions used to measure the ability or talent of an individual or group. In addition, Ary et.al, (2006) defined that the test is a systematic procedure for measuring a sample of behavior to represent an educational or psychological characteristic. In this research, the researcher will give a test after distributing the questionnaire in order to know their ability in listening after investigating their habit in watching English YouTube videos.

In this research, the writer gave a test in the form of audio tape. There are 20 available questions that should be answered by the students. Each question has four optional answers which only have one correct answer. The scoring system in the test is quite different with the questionnaire scoring. The students who have chosen the correct answer will get the highest score, meanwhile those who choose the answer incorrectly will get the lowest score. The highest score is 5 points and the lowest score is 0 point.

Research Instrument

Research instrument is the tool that is used to gain data for the research in order to processed to become research result as the output. As Arikunto (2010) said, research instruments are tools used by researchers to

collect data. The research instruments have an important role in collecting data since research instruments are the source of obtaining data. The researcher should consider some variables such as its validity, reliability, objectivity, and usability when he wants to design a good research instrument. As a result, the point of the research instrument is a way for researchers to get the important information effectively from the data collection (Fraenkel and Wallen, 2009). In conducting this research, the researcher will use two instruments, they are Questionnaires and a listening comprehension test.

a. Validity of the Instrument

Validity of the Instrument is the measurement to figure out whether the instrument valid or not. According to Cresswell (2012), Validity is the degree to which all of the evidence points to the intended interpretation of test scores for the proposed purpose. The testing validity formula can be seen below:

$$r_{xy} = \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

b. Reliability of the Instrument

Reliability is the score that shows trusted instrument. If the measurement reliable, the data should have a high level of consistency. The criteria of reliability using Cronbach's Alpha coefficient mentioned by Cohen et al. (2011) are:

| Score | Criteria |
|-----------|-------------------------------|
| >0.90 | Very High Reliable |
| 0.80-0.90 | High Reliable |
| 0.70-0.79 | Reliable |
| 0.60-0.69 | Marginally/Minimally Reliable |

| | | |
|-------|-----------------------|-----|
| <0.60 | Unacceptably Reliable | Low |
|-------|-----------------------|-----|

Techniques of Data Analysis

Bodgan (in Sugiyono, 2009) stated that data analysis is the process of systematically searching and arranging the interview transcripts, interview records and other materials that researchers accumulate to increase understanding and to enable the researcher to present what the researcher has discovered to others. In correlational research, the analyzing data is using statistical data analysis and the data analysis is using the coefficient correlation of Pearson Product Moment technique. In this research, the researcher will use a statistical method which is used to investigate the correlation between students' habit in watching English YouTube Video and their listening comprehension.

The formula is:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

r_{xy} = the correlation index numbers "r" product moment

N = the number of respondents

X = the habit of watching English YouTube videos score

Y = the listening test score

$\sum xy$ = the amount of multiplying the deviation scores x & y deviation scores

$\sum X$ = the sum of questionnaire score

$\sum Y$ = the sum of listening test score

$\sum x^2$ = the sum of deviation after the first score of x squared

$\sum y^2$ = the sum of deviation after the first score of y squared

The degree of correlation is represented as correlation coefficient or r . The correlation coefficient interpreted as following table:

| Correlation Coefficient | Interpretation |
|-------------------------|-----------------------|
| 0,00-0,20 | Very Low Correlation |
| 0,20- 0,39 | Low Correlation |
| 0,40-0,59 | Moderate Correlation |
| 0,60-0,79 | High Correlation |
| 0,80-1,00 | Very High Correlation |

After degree of the correlation found, it compared with the r table from Product Moment Table. The degrees of the freedom calculated using the following formula:

$$\begin{aligned} dF &= N-nr \\ &= 52-2 \\ &= 50 \end{aligned}$$

Notes:

- dF = Degree of Freedom
- N = Number of Cases
- nr = Number of Research Variables

After the calculation, null hypothesis will accepted and alternative hypothesis will be rejected if $r_{xy} < r_t$. In contrast, alternative hypothesis will be accepted and null hypothesis will be rejected if $r_{xy} > r_t$.

DATA ANALYSIS AND FINDING

Data Presentation

The writer presents the data presentation of questionnaire of watching English YouTube Videos by showing the frequency and percentage based on the options of each statement of questionnaire. The result of the questionnaires of habit in watching English YouTube videos are; option "Yes" has 177 frequency, option "Often" has 67 frequency, option "Sometime" has 217 frequency, and option "No" has 61 frequency.

Distribution of Students' Listening Comprehension Test Score

| Score | Interpretation Level | Frequency |
|--------|----------------------|-----------|
| 80-100 | Very High | 0 |

| | | |
|----------|----------|----|
| 70-79.99 | High | 7 |
| 60-60.99 | Average | 5 |
| 50-59.99 | Low | 10 |
| 0-49.99 | Very Low | 30 |

(Salkind, 1994)

From the table of distribution of students' listening comprehension test score, it shown that there are 7 students have "High" score, 5 students have "Average" score, 10 students have "Low" score, and 30 students have "Very Low" score.

Data Analysis

From the calculation of variable X and Y, it was found that:

$$\begin{aligned} \sum X &= 1397 \\ \sum Y &= 2385 \\ \sum XY &= 65075 \\ \sum X^2 &= 38861 \\ \sum Y^2 &= 121475 \end{aligned}$$

Based on the Pearson Product Moment formula, the product of r_{xy} can be calculated as follow:

$$\begin{aligned} r_{xy} &= \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}} \\ r_{xy} &= \frac{52 \times 65075 - (1397)(2385)}{\sqrt{\{52 \times 38861 - (1397)^2\}\{52 \times 121475 - (2385)^2\}}} \\ r_{xy} &= \frac{56246}{\sqrt{(2020772 - 1951609)(6316700 - 5688225)}} \\ r_{xy} &= \frac{56246}{\sqrt{(69163)(628475)}} \\ r_{xy} &= \frac{56246}{\sqrt{43467216425}} \\ r_{xy} &= \frac{56246}{208487,929} \\ &= 0,269 \end{aligned}$$

After the r_{xy} score was gained, it was compared with the score of r table (r_t) with degrees of significance 5% as follows:

$$\begin{aligned} dF &= N-nr \\ &= 52-2 \\ &= 50 \end{aligned}$$

Notes:

- dF = Degree of Freedom

N = Number of Cases
nr = Number of Research Variables
 r_t at the degree of significance 5% = 0,279
 r_t at the degree of significance 1% = 0,361
 $r_{xy} : r_t$ (5%) = 0,269 : 0,279; $r_{xy} < r_t$ (5%)
 $r_{xy} : r_t$ (1%) = 0,269 : 0,361; $r_{xy} < r_t$ (1%)

The data analysis showed that there is no significant correlation between the two variables because $r_{xy} < r_t$ (the r correlation is smaller than r table). It proved by the value of $r_{xy} = 0,269$ and the r_t score of 5% is 0,279 while the r_t score of 1% is 0,361. From the result of the calculation, it showed that there is no correlation between students' habit in watching YouTube english videos and their listening ability.

Testing Hypothesis

This research is answer the following hypothesis:

a. Alternative Hypothesis (H_A) : There is significant correlation between students' habit of watching YouTube english videos and their listening skill.

b. Null Hypothesis (H_0) : There is no significant correlation between students' habit of watching YouTube english videos and their listening skill.

From the result of the calculation above, it showed that $r_{xy} < r_t$ (the r correlation is smaller than r table), it means that H_0 is accepted and H_1 is rejected.

Discussion

The Data Analysis in this research was meant to measure the correlation between students' habit in watching english YouTube videos and their listening ability on English Department Students in Teacher Training institute in Bojonegoro in the academic year of 2021/2022. According to the calculation above, it indicated that there was low correlation between students' habit in watching English YouTube videos and their listening comprehension. It can be seen that the value of the coefficient correlation (r_{xy})

was smaller than the score of r table (r_t) with the coefficient correlation score 0,269 and the result was compared with r table score of 5% (0,279) and 1% (0,361). Thus, the relationship is categorized into low correlation which is Hypothesis alternative is rejected and null hypothesis is accepted.

From the result of the finding, it can be seen that students' habit in watching English YouTube videos is have no correlation with their listening comprehension. It means that no matter how high their habit intensity in watching English YouTube videos, it has no tendency that they will have good ability in listening. This is relevant with the previous research by Mangaraja () which stated that the majority of research had proven that there is no significant correlation between watching English channel and students' listening skill.

This result is contrary with the research conducted in some institutions by Saputra (2018) from Indonesian university and Alqahtani (2014) from the Kingdom of Saudi Arabia which found the correlation between watching english video and listening comprehension.

Since it showed that coefficient correlation score is smaller in comparison with the r table score, It can be concluded that alternative hypothesis is rejected and null hypothesis is accepted. Therefore there is no significant correlation between students' habit in watching english Youtube videos and their listening ability.

CONCLUSION

According to the research finding and discussion in the previous chapter, there is no significant correlation between students' habit in watching english YouTube videos and their listening ability. The total score of the variable X (students' habit in watching english YouTube videos) and variable Y

(students' listening ability) was calculated by using Pearson Product Moment.

The data analysis showed that there is no significant correlation between two variables because $r_{xy} < r_t$ (the coefficient correlation is smaller than r_t table). It can be proved by the value of r_{xy} is 0,269 and the r_t score of 5% level if significant is 0,279, and the r_t score of 1% level if significant is 0,361. Meanwhile the value of r_t level of significant 5% and 1% was gained from the r table list. The calculation proved that there is negative correlation between students' habit in watching english YouTube videos and their listening ability.

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