

## Chapter Four

### Findings and Discussion

This chapter presents findings for three research questions. The first research question is “What are the attitudes of the EED UMY Batch 2015 students’ towards watching English talk show videos on YouTube?”. The second is “How is the EED UMY Batch 2015 students’ listening ability?” and the third is “Is there any correlation between students’ attitude towards watching English talk show videos on YouTube and their listening ability at EED UMY Batch 2015?”. The discussion of the findings is also elaborated in this chapter.

### Findings

#### The Students’ Attitude towards Watching English Talk Show Videos on YouTube

The findings below were the result of the students’ attitude questionnaire which already done by the total 51 students of A and B class EED of UMY in the academic year 2015/2016.

The result has done by the researcher using SPSS version 22.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.0	2.0	2.0
	Agree	24	47.1	47.1	49.0
	Strongly Agree	26	51.0	51.0	100.0
	Total	51	100.0	100.0	

In the statement “*I accessed talk show videos on YouTube for English language learning*” based on the table above, from the total of 51 respondents, there were 26 students

(51%) who strongly agree, 24 students (47%) who agree and 1 student who disagree with this statement. This means a half of the students were strongly agree about the statement they access English talk show videos on YouTube for English language learning.

<b>Table 8. I often access talk show videos on YouTube in my daily life</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	13	25.5	25.5	25.5
	Agree	30	58.8	58.8	84.3
	Strongly Agree	8	15.7	15.7	100.0
	Total	51	100.0	100.0	

In the statement “*I often access talk show videos on YouTube in my daily life*” based on the table above, 30 students (58%) which was more than a half students said agree that they often access talk show videos in their daily life. 13 students (26%) said disagree and the other 8 students (16%) said strongly agree for the statement. This means that they rare to access English talk show videos on YouTube.

<b>Table 9. I use English talk show videos to improve my process of learning English.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	7.8	7.8	7.8
	Agree	21	41.2	41.2	49.0
	Strongly Agree	26	51.0	51.0	100.0
	Total	51	100.0	100.0	

In the statement “*I use English talk show videos to improve my process of learning English*” there were 26 students (51%) who strongly agree, 21 students (41%) said agree and 4

students (8%) who disagree with this statement. The highest number was in the strongly agree. It means that students used English talk show videos to improve their learning English process.

<b>Table 10. I provide YouTube as a fun access to my needs in language learning through English talk show videos.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	13.7	13.7	13.7
	Agree	21	41.2	41.2	54.9
	Strongly Agree	23	45.1	45.1	100.0
Total		51	100.0	100.0	

Based on the statement “*I provide YouTube as a fun access to my needs in language learning through English talk show videos*” the result showed that there was only one student who gave different answer in agree and strongly agree. 23 students (45%) said strongly agree and 21 students (41%) said agree, while the other 7 students (14%) still disagree with this statement. It could be said that almost half of the students provided YouTube as a fun access in learning English through talk show videos.

<b>Table 11. I provide YouTube as a fast access to my needs in language learning through English talk show videos.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	13.7	13.7	13.7
	Agree	26	51.0	51.0	64.7
	Strongly Agree	18	35.3	35.3	100.0
Total		51	100.0	100.0	

Based on the statement “*I provide YouTube as a fast access to my needs in language learning through English talk show videos*” it showed a significant number of students who said

agree, there were 26 students (51%), half of the total 55 respondents. The other 18 students (35%) said strongly agree and the smallest was the students who said disagree there were 7 students (14%). This statements' result showed that half of the respondents agreed that they used YouTube as a fast access to their need in English language learning.

<b>Table 12. I enjoy learning English through talk show videos on YouTube</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	7.8	7.8	7.8
	Agree	31	60.8	60.8	68.6
	Strongly Agree	16	31.4	31.4	100.0
	Total	51	100.0	100.0	

In the statement “*I enjoy learning English through talk show videos on YouTube*” showing a significant result in agree option which has 31 students (61%) who said agree. It is more than a half from the total 51 students. 16 students (31%) said strongly agree, still the lowest number is in disagree option which only 4 students (8%) who said disagree to this statement. It proved that students enjoyed in learning English through talk show videos on YouTube.

<b>Table 13. I learn English in and out of classroom using English talk show video on YouTube.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	12	23.5	23.5	23.5
	Agree	30	58.8	58.8	82.4
	Strongly Agree	9	17.6	17.6	100.0
	Total	51	100.0	100.0	

The statement “*I learn English in and out of classroom using English talk show video on YouTube*” showed that there were big number of students who learn English both in and out classroom using talk show videos on YouTube. It was proved by the result, 30 students (59%) students said agree to this statement, it means more than a half students. The other 12 students (23%) said disagree and only 9 students (18%) who said strongly agree to this statement.

<b>Table 14. I have an opportunity to be more engaged in English language learning when I access talk show videos on YouTube.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	9.8	9.8	9.8
	Agree	35	68.6	68.6	78.4
	Strongly Agree	11	21.6	21.6	100.0
	Total	51	100.0	100.0	

In the statement “*I have an opportunity to be more engaged in English language learning when I access talk show videos on YouTube*” the highest number was still in an agree option, there were 35 students (69%) who said agree means that they have an opportunity to be more engaged in learning English process when they access talk show videos on YouTube. 11 students (21%) said strongly agree and only 5 students (10%) said disagree to this statement.

<b>Table 15. I assist my process in English language learning through English talk show videos on YouTube.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	5.9	5.9	5.9
	Agree	32	62.7	62.7	68.6
	Strongly Agree	16	31.4	31.4	100.0
Total		51	100.0	100.0	

Based on the table above with the statement “*I assist my process in English language learning through English talk show videos on YouTube*” it could be said that 32 students (63%) which more than a half from 51 students are assist their process in learning English language through English talk show videos on YouTube. The other 16 students (31%) were strongly agree that their assist of process in learning English through talk show videos. The smallest number was the 3 students (6%) who said disagree to this statement.

<b>Table 16. I would rather use English talk show videos on YouTube than any other educational tools, such as book.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.0	2.0	2.0
	Disagree	24	47.1	47.1	49.0
	Agree	14	27.5	27.5	76.5
	Strongly Agree	12	23.5	23.5	100.0
Total		51	100.0	100.0	

In the statement “*I would rather use English talk show videos on YouTube than any other educational tools, such as book*”, the finding showed that the biggest number of students was in disagree option 24 students (47%) almost hit a half of students who disagree. Then, even just one

student (1%) it still exist who strongly disagree to that statement, means that student rather to use book instead of English talk show videos as the educational tools. There were still 14 students (27%) who agree and 12 students (23%) who strongly agree to this statement.

**Table 17. I build my autonomy with Watching English talk show videos on YouTube continuously.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	12	23.5	23.5	23.5
	Agree	23	45.1	45.1	68.6
	Strongly Agree	16	31.4	31.4	100.0
Total		51	100.0	100.0	

In the statement “*I build my autonomy with watching English talk show videos on YouTube continuously*”, showed that 23 students (45%) from the total 51 respondents agreed that they build their autonomy with watching English talk show videos on YouTube continuously. There were 16 students (31%) who strongly agree with that, but still 12 students (23%) who disagree that they build autonomy by watching English talk show videos continuously.

**Table 18. I use English subtitles when Watching English talk show videos on YouTube.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	5.9	5.9	5.9
	Disagree	7	13.7	13.7	19.6
	Agree	29	56.9	56.9	76.5
	Strongly Agree	12	23.5	23.5	100.0
Total		55	100.0	100.0	

Based on the statement “*I use English subtitles when watching English talk show videos on YouTube*”, showed that 29 students (57%), more than half from the total 51 respondents agreed to use English subtitles when they watched English talk show videos on YouTube for their learning importance. The second was in strongly agree option which had been chosen by 12 students (23%) means that they also agreed to use English subtitles. The other 7 students (14%) were disagreed and 3 students (6%) said strongly disagreed to use English subtitles when watching English talk show videos on YouTube.

<b>Table 19. I learn a lot of vocabulary by learning English through talk show videos on YouTube.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.0	2.0	2.0
	Agree	21	41.2	41.2	43.1
	Strongly Agree	29	56.9	56.9	100.0
Total		51	100.0	100.0	

Based on the statement above “*I learn a lot of vocabulary by learning English through talk show videos on YouTube*”, the findings shows that those 29 students (57%) which more than a half students are strongly agree that they learn lot of vocabulary by watching English talk show videos. In the second high number is in the agree option which has chose by 21 students (41%) students that feel the same. It is only 1 student (2%) who does not agree that English talk show videos could give the students more knowledge in vocabulary.



<b>Table 20. I listen to a formal language in English talk show videos on YouTube.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	9.8	9.8	9.8
	Agree	29	56.9	56.9	66.7
	Strongly Agree	17	33.3	33.3	100.0
	Total	51	100.0	100.0	

In the statement “*I listen to a formal language in English talk show videos on YouTube*”, the agree option was the most chosen by 29 students (57%). This means that they listened to a formal language when they watched English talk show videos. Also there were 17 students (33%) who strongly agreed, there is a formal language in English talk show videos. The smallest number was in disagree 5 students (10%) who did not feel that formal language existed in English talk show videos on YouTube.

<b>Table 21. I listen to an informal language in English talk show videos on YouTube.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.0	2.0	2.0
	Disagree	9	17.6	17.6	19.6
	Agree	30	58.8	58.8	78.4
	Strongly Agree	11	21.6	21.6	100.0
	Total	51	100.0	100.0	

In the statement “*I listen to an informal language in English talk show videos on YouTube*”, the finding showed that 30 students (59%) which more than a half from the total 51 respondents agreed that they listened to an informal language in English talk show videos on

YouTube. 11 students (22%) are strongly agree, while 9 students (18%) are disagree that they listen an informal language. With a very small number, there is just 1 student (1%) who strongly disagreed to the statement above.

		Frequency	Percent
Valid	Disagree	2	3.9
	Agree	41	80.4
	Strongly Agree	8	15.7
Total		51	100.0

N	Valid	51
	Missing	0
Mean		3.13
Std. Deviation		.391

The average above showed that there were 41 students (80%), more than a half from the total 51 respondents who agreed, 8 students (16%) strongly agreed and only two students (4%) who disagreed. The mean score is 3.13, based on the mean criteria, it could be said that most of the students have a good attitude towards watching English talk show videos on YouTube. The Students' Listening Ability of English Education Department Batch 2015

### **The Students' Listening Ability at EED of UMY Batch 2015**

The second research question is "How is the EED UMY Batch 2015 students' listening ability?". Based on the finding from two classes of EED UMY Batch 2015 class A & B, there

were 51 students who have done the listening test by the lecturer in speaking and listening for academic purpose subject.

Score	Grade	Category	Frequency	Percent
85 – 100	(A)	Excellent/Perfect	24	47.0
80 – 84.9	(A-)	Very Good	13	25.0
75 – 79.9	(B+)	Very Good	6	12.0
70 – 74.9	(B)	Good	5	10.0
65 – 69.9	(B-)	Almost Good	3	6.0
Total			51	100.0

Average Score	Category	Frequency	Percent
83	(A-) Very Good	51	100.0

Based on the result above, the researcher found that all students from class A & B had a very good score in listening test which seen by the average score, there is 83 (A-). It is shows from the result that there are 24 students (47%) in a excellent level who got 85-100 score. There were also 13 students (25%) who have good score between 80-84,9 or very good. In a very good level, it only 6 students (12%). 5 students (10%) were in a good level and in a good enough level was only 3 students (6%) who got the lowest score between 65-69,9.

## The Correlation between Students' Attitude towards Watching English Talk Show videos on YouTube and their Listening Ability

The third research question is “Is there any correlation between students’ attitude towards watching English talk show videos on YouTube and their listening ability?”. For answering this research question, the researcher used SPSS version 22 refers to the probability value.  $H_a$  (alternative hypothesis is accepted when probability value is  $< 0.005$ ). The finding showed that the probability value is 0.157 or  $> 0.005$ . It means that alternative hypotheses ( $H_a$ ) was rejected. Then, it was said that students’ attitude towards watching English talk show videos on YouTube has no correlation to the students’ listening ability.

In addition, the strength and weakness level of correlation could be seen from the significance correlation value. The finding showed that the significance correlation value is 0.201, this means that the correlation strengthens is low. Sugiyono (2003) develops the correlation criteria. The significance correlation between 0.20 – 0.399 is in a low or weak level. The result of the correlation is elaborated below.

		Students' attitude	Listening score
Students' attitude	Pearson Correlation	1	.201
	Sig. (2-tailed)		.157
	N	51	51
Listening score	Pearson Correlation	.201	1
	Sig. (2-tailed)	.157	
	N	51	51

## **Discussion**

### **The Students' Attitude towards Watching English talk show videos on YouTube**

This research found that students have a good attitude in watching English talk show videos on YouTube. There were 41 students (80%) from the total 51 students who have an average in choosing the “agree” option. The mean number is 3.13, so it could be said that most of the students were in a good level of attitude. This research illustrates positive and negative attitudes. Haerudin (2005) stated that students' positive and negative attitudes are determined by the Likert scale number strengthens. For example, 1 (strongly disagree) and 2 (disagree) which are negative options, it is represent negative attitude. Likert scale 3 (agree) and 4 (strongly agree) which are positive options, it is represent positive attitude. Positive attitude showed from the 14 statements and negative attitude shows from 1 statement (Table 16). Their positive attitude in 14 statements indicated that they are frequently use English talk show videos on YouTube. Students also engaged in the process of acquiring language towards English talk show videos on YouTube. In short, this research describes both students' positive and negative attitude towards watching English talk show videos on YouTube.

According to Ahmed, Yossatorn and Yossiri (2012), the students' positive attitude could develop their confidence to participate actively in classroom activities which is connected to the material that given by the lecturers. Researchers like Elyidirim and Ashton (2006), Sadighi and Zarafshan (2006), and Çetingöz and Özkal (2009) as cited in Bui and Intaraprasert (2013) concluded that “students who have positive attitude towards language learning use more strategies than those with negative attitude” (p. 5). It was beneficial for students who have a

positive attitude that they accessed English talk show videos on YouTube were more confident in classroom.

Interestingly, in one statement of the questionnaire about students' preference about English talk show videos as an educational tool, there are 24 students (47%) who disagreed. Students are preferred to use books rather than English talk show videos for learning English. It implies that, students have a negative attitude about the preference in using English talk show videos on YouTube. Students prefer to not make English talk show videos as their media to learn and prefer to use another educational tool like books. This implies that although the students have a good attitude in watching English talk show videos, but the use of English talk show videos for educational tool was not a favorable thing for the students at EED of UMY batch 2015.

### **The Students' Listening Ability at EED of UMY Batch 2015**

The researcher found that EED UMY batch 2015 students have a very good listening skill. The EED of UMY Standard Score Regulation (2014) has divided listening comprehension criteria into 10 scores there are A (excellent/perfect), A- and B+ (very good), B (good), B- (almost good), C+ and C (fair/satisfactory), D (poor), E and F (failed). Based on the result, the average from 51 students listening score is 83. It is in a very good level.

The Common European Framework of Reference for Language (2001) stated that students in very good level have capability to have a conversation with the tension on how the communication going on, in case of sensitiveness, appropriateness and their capacity to deal with unfamiliar topics. Students in this level usually deal with the adverse questioning in a confident way. In another case, in this level, students also can get and hold themselves in answering or waiting for their turn to speak.

In short, students who passed the listening test and receive a very good level score were the one who applied their receptive skill into a good productive skill in the communication because they can listen well.

### **The Correlation between Students' Attitude towards Watching English Talk Show videos on YouTube and their Listening Ability in EED UMY Batch 2015**

The result showed that there is no correlation between students' attitude in watching English talk show videos on YouTube and their listening ability with the number of correlation 0.157 Sig. (2-tailed) and low significant correlation with the number 0.201. In table 23, it showed that no \* or \*\* in the corner of the significant correlation. According to Azwar (2005) showing no stars means that the result of the correlation is not significant. This implies that, there is no guarantee that having good attitudes can also have a good listening score too. Also the students' negative attitude in watching English talk show videos on YouTube did not correlated to their performance in learning listening skill in class.

The finding showed that 24 students (47%) disagreed to use English talk show videos as an educational media, they prefer to use another educational media like books. While in the other side, 24 students (47%) are also in a very excellent level of listening score. From the total population, there were 0% students who got F score or in failed level, their minimum score is in B- (almost good) level which is good. It could be concluded that there is no relation when students at EED of UMY having positive and negative attitude, they also having good listening score too. Vice versa, when students having positive and negative attitude towards watching English talk show videos on YouTube, their also having low proficiency in listening ability. In short, the students' attitude in watching English talk show videos on YouTube and their listening level proficiency are independent from each other.

To be highlighted, there was no previous research before who already found that students' attitude in watching English talk show videos on YouTube has no relation to the students' listening ability in scope of English Education Department UMY.