

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

##### 1. Students perceptions of the use of video Talk Shows for listening skill

The questionnaire includes two types of questions, namely closed questions and open questions. Each type consists of several questions used to determine students' perceptions of using English video talk shows for listening skills, following the research results :

- a. English talk shows video that is very useful

Table 4.1

		<b>Question_1</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	3	7.5	7.5	7.5
	Agree	16	40.0	40.0	47.5
	Strongly agree	21	52.5	52.5	100.0
	Total	40	100.0	100.0	

Shows that the majority of respondents agreed that English talk show videos were very useful, the percentage of students who said they strongly agreed was 52,5%, agreed 40%, while 7,5% of students choose undecided about using English talk show videos as media learning. After collecting all the scores, the positive perception statement gets a result of 92,5%. So it can be concluded that this statement is positive. This shows that students feel that the use of English talk shows videos is very useful.

## b. Watching talk show videos can discover new vocabulary

Table 4.2

**Question\_2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	7	17.5	17.5	17.5
	Agree	13	32.5	32.5	50.0
	Strongly agree	20	50.0	50.0	100.0
	Total	40	100.0	100.0	

Shows that the majority of respondents agreed that watching talk show videos can discover new vocabulary, the percentage of students who said they strongly agreed was 50%, agree 32,5%, while 17,5% of students chose undecided watching talk show videos can discover new vocabulary . After collecting all the scores, the positive perception statement gets a result of 82,5%. So it can be concluded that this statement is positive. This shows that most students feel that watching talk show videos can discover new vocabulary.

## c. English video talk shows are use formal and informal words

Table 4.3

**Question\_3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	3	7.5	7.5	7.5
	Agree	21	52.5	52.5	60.0
	Strongly agree	16	40.0	40.0	100.0
	Total	40	100.0	100.0	

Shows that the majority of respondents agreed that English video talk shows are use formal and informal words, the percentage of students

who said they strongly agreed was 40%, agreed 52,5%, while 7,5 of students choose undecided. After collecting all the scores, the positive perception statement gets a result of 92,5%. So it can be concluded that this statement is positive. This shows that most students feel that English video talk shows use formal and informal words.

d. English talk show videos can create effective listening material

Table 4.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	8	20.0	20.0	20.0
	Agree	20	50.0	50.0	70.0
	Strongly agree	12	30.0	30.0	100.0
	Total	40	100.0	100.0	

Shows that the majority of respondents agreed that English talk show videos can create effective listening material, the percentage of students who said they strongly agreed was 30%, agreed 50%, while 20% of students chose undecided. After collecting all the scores, the positive perception statement gets a result of 80%. So it can be concluded that this statement is positive. This shows that most students feel that English talk show videos can create effective listening material.

e. English talk show videos can be used for listening because they are entertaining and authentic

Table 4.5  
Question\_5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.5	2.5	2.5
	Undecided	9	22.5	22.5	25.0
	Agree	21	52.5	52.5	77.5
	Strongly agree	9	22.5	22.5	100.0
	Total	40	100.0	100.0	

Shows that the majority of respondents agree that English talk show videos can be used for listening because they are entertaining and authentic, the percentage of students who strongly agree is 22,5%, agree 52,5%, while 22,5% of students choose undecided . And 2,5% of students disagree that English talk show videos can be used for listening because they are entertaining and authentic. After collecting all the scores, the positive perception statement gets a result of 75%. So it can be concluded that this statement is positive. This shows that most students feel that English talk show videos can be used for listening because they are entertaining and authentic.

- f. Watching English talk show video can provide a variety of language and pronunciation models

Table 4.6  
Question\_6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	15.0	15.0	15.0
	Undecided	12	30.0	30.0	45.0
	Agree	15	37.5	37.5	82.5
	Strongly agree	7	17.5	17.5	100.0
	Total	40	100.0	100.0	

Shows that the majority of respondents agree that Watching English talk show video can provide a variety of language and pronunciation models, the percentage of students who strongly agree is 17,5%, agree 37,5%, while 30% of students choose undecided. And 15% of students chose disagree that watching English talk show video can provide a variety of language and pronunciation models. After collecting all the scores, the positive perception statement gets a result of 55%. So it can be concluded that this statement is positive.

- g. Talk shows use various regional languages and cultural accent English videos

Table 4.7

		<b>Question_7</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	10.0	10.0	10.0
	Undecided	15	37.5	37.5	47.5
	Agree	16	40.0	40.0	87.5
	Strongly agree	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

Shows that the majority of respondents agree that the talk show uses various regional languages and cultural accents in English videos. The percentage of students who strongly agree is 12,5%, agrees 40%, while 37,5% of students are undecided. And 10% of students choose disagree that the talk show used various regional languages and the videos were in English with a cultural accent. After collecting all the scores, the positive perception statement gets a result of 52,5%. So it can be concluded that this statement is positive.

## h. English video talk shows can expose students to a variety of vocabulary

Table 4.8

**Question\_8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	7.5	7.5	7.5
	Undecided	9	22.5	22.5	30.0
	Agree	18	45.0	45.0	75.0
	Strongly agree	10	25.0	25.0	100.0
	Total	40	100.0	100.0	

Shows that the majority of respondents agree that English video talk shows can expose students to a variety of vocabulary, the percentage of students who strongly agree is 25%, agree 45%, while 22,5% of students choose undecided. And 7,5% of students choose disagree that English video talk shows can expose students to a variety of vocabulary. After collecting all the scores, the positive perception statement gets a result of 70%. So it can be concluded that this statement is positive.

## i. English video talk shows can expose students to grammatical structure

Table 4.9

**Question\_9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	10.0	10.0	10.0
	Undecided	9	22.5	22.5	32.5
	Agree	22	55.0	55.0	87.5
	Strongly agree	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

Shows that the majority of respondents agree that English video talk shows can expose students to grammatical structure, the percentage of students who strongly agree is 12,5%, agree 55%, while 22,5% of students choose undecided. And 10% of students choose Disagree that English video talk shows can expose students to grammatical structure. After collecting all the scores, the positive perception statement gets a result of 67,5%. So it can be concluded that this statement is positive.

- j. Listening to English talk show videos help you analyze the discussion topics, the arguments presented, and the nonverbal cues used by the speaker

Table 4.10

**Question\_10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	10	25.0	25.0	25.0
	Agree	24	60.0	60.0	85.0
	Strongly agree	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

Shows that the majority of respondents agree that listening to English talk show videos help you analyze the discussion topics, the arguments presented, and the nonverbal cues used by the speaker, the percentage of students who strongly agree is 15%, agree 60%, while 25% of students chose undecided. After collecting all the scores, the positive perception statement gets a result of 75%. So it can be concluded that this statement is positive.

- k. English video talk shows are often entertaining, interesting and thought-provoking to develop listening skill

Table 4.11

**Question\_11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	5	12.5	12.5	12.5
	Agree	31	77.5	77.5	90.0
	Strongly agree	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

Shows that the majority of respondents agree that English video talk shows are often entertaining, interesting and thought-provoking to develop listening skills, the percentage of students who strongly agree is 10%, agree 77,5%, while 12.5% of students choose undecided. After collecting all the scores, the positive perception statement gets a result of 87,5%. So it can be concluded that this statement is positive.

- l. English video talk show provide and authentic and dynamic environment to practice students listening skills in real-life situations.

Table 4.12

**Question\_12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	2.5	2.5	2.5
	Disagree	2	5.0	5.0	7.5
	Undecided	9	22.5	22.5	30.0
	Agree	20	50.0	50.0	80.0
	Strongly agree	8	20.0	20.0	100.0
	Total	40	100.0	100.0	



Shows that the majority of respondents agree that English video talk shows provide an authentic and dynamic environment to practice students' listening skills in real-life situations, the percentage of students who strongly agree is 20%, agree 50%, while 22,5% of students chose undecided. And 5% of students chose to disagree and 1% of students stated that they strongly disagreed that English video talk shows provide an authentic and dynamic environment to practice students' listening skills in real-life situations. After collecting all the scores, the positive perception statement gets a result of 70%. So it can be concluded that this statement is positive.

## **2. Using Video Talk Shows on Youtube for Students Listening Skills**

In this section the data discussion is about how students use video talk shows on Youtube for listening skills. Based on interviews, most students perceive positively to support listening skills. This is revealed in the results of the interviews. According to question number 1 (Q1), question number 2 (Q2), question number 3 (Q3), question number 4 (Q4), question number 5 (Q5), question number 6 (Q6), question number 7 (Q7), question number 8 (Q8), question number 9 (Q9), question number 10 (Q10), question number 11 (Q11), question number 12 (Q12), question number 13 (Q13), question number 14 (Q14), and question number 15 (Q15).

From the Q1 “*What made you choose an English talk show video to listen to?*” Most students' reasons for choosing video talk shows are because video talk shows have a variety of interesting topics and themes.

One of the sources, SH stated that:

*"I chose talk shows because they have useful information and can improve my English vocabulary and listening. I was attracted to English talk shows because of their comprehensive coverage of a variety of topics and interesting discussions, which aligned with my interests and curiosities"*

Another source interviewed, PM stated that:

*"I chose to watch video talk shows in English because I felt the benefits were quite good, namely being able to listen to native speakers discussing current topics in a more relaxed, fun and entertaining manner. The presenters and guest stars have various speaking styles, some are funny, use slang, and I really enjoy listening to their accents, be it American, British, etc., which makes me even more interested in following their ways. speaking to practice my language skills. This makes the experience of learning English more natural without feeling burdened and fun for me."*

Based on the results of the interview above, it can be concluded that the reason students choose video talk shows to listen to is because video talk shows have various topics or themes that they can choose according to their wishes, and video talk shows also feature audio-visuals so that they can not only hear native voices. speakers, but they can also see the expressions and gestures of the native speakers and their delivery tends to be more enjoyable so that students don't feel bored. Apart from that, this video talk show has a

variety of topics presented so that there is also a lot of new vocabulary and accents that can be heard clearly so that they can train their listening skills.

From the Q2 *"Why did you choose to use an English talk show rather than other media?"* several students stated the reason they chose the video talk show was because the speakers and topics of the English speaking talk show were varied. One of the sources, SH stated that:

*"Talk shows are more interesting audio-visually than just listening. The appeal of English-language talk shows lies in their ability to provide an authentic immersion in the language, offering real-life conversations and diverse perspectives that other media formats often lack."*

Another source interviewed, by AP stated that:

*"Because it is easy to access and discussions on talk shows are fun and suitable for listening practice"*

Another source interviewed, PM stated that:

*"My choice fell on English language talk shows because there are usually jokes and interactions that are more interesting and relevant than watching through films, news or other media. The topics they discuss are also often more related to my daily life, so I feel more connected and interested in listening to them. And the most interesting thing is that they speak in more relaxed everyday language, slang, so they can get a lot of new vocabulary compared to other media."*

The results of the interview above show several reasons why students choose English video talk shows compared to other media, namely

because the speakers and topics of English talk shows are varied, so they can choose according to their wishes and needs. Apart from being easy to access, Video Talk shows are more interesting audio-visually than just listening. The appeal of English-language talk shows lies in their ability to provide an engaging and informative experience, offering real-life conversations and diverse perspectives that other media formats often lack.

From the Q3 "*How do I choose the English talk show video you want to watch?*" Most students answered that they were interested in watching it because the source was an actor or actress they liked. AA and PM said that their reason was because of this.

*"Looking for topics that I like, usually I watch several actors or actresses that I like"*

*"When choosing a talk show video to watch, I usually consider who the guest is or what topic they are discussing. If there are public figures I admire, like my favorite models and singers, or topics I'm interested in, that's my main reason to watch them. In my opinion, choosing content that is relevant to my interests will make the viewing experience more rewarding and satisfying."*

Based on the results of the interview above, it can be concluded that students choose the talk show video they want to watch. Some choose it because it suits the theme or topic they like, there are also those who choose it because the speaker in the video talk show is an actor or actress they like.

From the Q4 “*When do you think videos of English talk shows serve as authentic listening material?*” Most students stated that the talk show video served as authentic material. One of the sources, PM said that:

*“For me, an English talk show video becomes truly authentic when they discuss things that are real and relevant to everyday life or discuss their culture, especially when they add supporting props to tell the story, for example about the warmth of celebrating Halloween with each other, celebrities and so on. When they tell life stories, debate social issues, or simply discuss the hottest trends, I feel truly connected to their conversations.”*

The results of the interview above show that English talk show videos function as authentic listening material when the topics discussed are things that are relevant to their daily lives using informal language, the conversation is presented in a relaxed manner, such as talking about life stories, debate social issues, or simply discuss the hottest trends. So that students can better understand the culture, accent and language they usually use.

From the Q5 “*What are your reasons for choosing English video talk shows as a tool to improve your listening skills?*” Most students say that video talk shows are an interesting and easy to access medium, and YouTube also contains several features that can make it easier for students to learn. ZRD, AA and PM said that their reason was because of this.

*"Because I think the speaker's pronunciation is clear. Not too fast or slow. Plus we can adjust the appearance of the text"*

*"Because it's easier to find on YouTube, and also this media is very easy to use"*

*"The reason I chose English video talk shows to hone my listening skills was not only to learn English, but also to get entertainment. I enjoy the pleasure of listening, which makes the learning process more enjoyable and effective. This way I can enjoy my time while studying without feeling burdened. The downside is that sometimes it's too fast or unclear so I need to slow down the speed of the video I'm watching or activate the subtitle feature."*

The results of the interview above show that the reasons why students choose English video talk shows as a tool to improve listening skills are that video talk shows are easy to access, the conversations are relaxed with a predetermined theme and can be chosen according to their individual desires and needs. Learning with this media is quite fun because apart from getting entertainment, students can also study with this media without feeling bored. Apart from that, we can also adjust the text display and video speed on talk show videos on YouTube.

From the Q6 *"What is your experience using English talk show videos on YouTube to improve your listening skills in English?"* Most students answered that their listening skills could improve after learning to use video talk shows. One of the sources, ZRD said that:

*"My experience is in improving my listening skills using English talk shows, I can learn according to my interests and the topics I want. And my favorite has subtitles so I can see the translation too."*

Another source, SH said that:

*"My experience utilizing English talk shows on YouTube to improve my listening skills was characterized by the ability to pause, rewind, and rewind segments, allowing me to understand the intricacies and refine my comprehension abilities gradually. When I was in college I was given the task of making an English talk show in front of the class and also when other groups appeared I was required to listen to their talks."*

Another source, PM said that:

*"For talk show programs on YouTube, I usually watch "The Ellen Show", "Steve Harvey TV Show", and "Tonight Show starring Jimmy Fallon". There are segments that are funny and exciting, sometimes there are even challenge segments that make me laugh the whole time. But there are also challenges, especially when they speak quickly. I have to really focus so I don't miss anything. However, overall, watching it really helped improve my English listening skills in a fun way."*

Based on the results of the interview above, it can be concluded that learning by using English talk show videos on YouTube is to improve listening skills in English, namely that students feel that when studying using this media it is very fun and interesting because students can learn based on their interests in topics and artists or actors. they like it, and

learning using this media is not boring because usually some video talk show programs also present exciting and funny segments. Apart from that, YouTube also has subtitles, making it easier for students to see the translation of words spoken by native speakers. Students can also pause, rewind, and rewind segments, making it possible for students to understand the intricacies and refine their comprehension skills gradually. Based on their viewing experience, they feel that using this media can improve their listening skills.

From the Q7 *“How often do you use English talk show videos to practice listening skills?”* Most students answered that they don't watch video talk shows very often, but they watch it at least twice a week. EA and PM said that:

*“I use English talk show videos to practice my listening skills about 2 times a week”*

*“Not often, but in a month I definitely make time to watch English talk show videos around 5-8 times, especially when I feel like I need entertainment or am looking for inspiration. I think watching talk shows is a great way to pass the time and relax.”*

The interview results above show how often students use video talk shows to practice listening skills. Some students stated that they did not use this media very often to practice their listening skills, but at least once or twice or even three or four times a week, especially when they had free time to watch it.



From the Q8 *“When do you use English talk show videos to learn listening?”* Most students answered they watched video talk shows when they had free time. MH and PM also said this.

*“I usually use video talk shows in my free time, and when I find interesting information in the video talk shows. So I search for information while practicing my listening skills.”*

*“Usually I use English video talk shows when I want to learn to listen in a relaxed atmosphere, without feeling pressured or forced. I am sure that a comfortable mood will make the learning process more effective and enjoyable.”*

From the results of the interview above, it can be concluded that students learn with this media when they have free time or when relaxing. There are also students who deliberately take the time to study with this media to improve their listening skills.

From the Q9 *“What inspired you to practice listening while watching YouTube videos about English talk shows?”* Some students answered because they wanted to improve their English skills so they were fluent like native speakers. AP and MH also said that:

*“Most of the discussions in the talk show videos are easy to understand and do not use complicated language, so I was inspired to practice using them”*

*“What inspired me to practice my English skills with video talk shows was that I wanted to be able to talk like them without being confused*

*about what to say and be able to remember all the vocabulary effectively when trying to speak, and I could. It's easy to communicate with other people because I'm used to listening on talk shows."*

From the results of the interview above, it can be concluded that students feel that the discussions in the video talk show are mostly easy to understand and do not use complicated language, so students are inspired to practice using this media. And some students are inspired by native speakers, students feel motivated to study harder, one of which is using this media because they also want to speak English fluently.

From the Q10 *"How do video talk shows influence your listening skills and social interaction skills in English?"*, most students answered that video talk shows have quite an influence on students' listening skills and the way they interact with other people. One of the sources, EA said that:

*"English talk show videos have had a positive impact on my listening and social interaction skills by introducing me to a variety of conversational styles that I can employ when interacting with others."*

Another source, MH said that:

*"Video talk shows have had quite an impact on my listening skills, absorbing new vocabulary, ranging from standard words to English slang, and also social interactions in English. I feel more confident talking to foreigners in English or when I want to write narratives in English such as for social media content captions, or just creating Instagram Stories or WhatsApp Stories, and I also learn a lot about their speaking style."*

From the results of the interview it can be concluded that video talk shows have quite an influence on their listening skills and social interaction skills. Students feel more confident talking to foreigners in English or when students want to write narratives in English such as to caption social media content, or just create Instagram Stories or WhatsApp Stories, and I also learn a lot about their speaking style. Apart from that, because they watch talk show videos they also learn accents, the daily language used there, and the culture that exists there.

From the Q11 *"What makes an English talk show video interesting so that it can be used as a listening medium?"* Most students answered because it had a variety of topics and the presence of different guest stars made it more interesting. EA and PM also said that:

*"Because the topics are varied, it presents interesting presenters and guests so you don't get bored easily when watching it."*

*"In my opinion, what makes English talk show videos so interesting is the humor of the host and the presence of interesting guest stars. They often discuss interesting topics or cover the latest news in creative ways, making me want to keep listening. For example, when Steve Harvey invited very intelligent and funny children as guest stars. From there I was able to understand how children abroad understand how to pronounce words in the language of children who are not yet fluent or still make mistakes so that we can also understand that interpreting a language does require a process, especially if it is not our mother tongue."*

From the results of the interview, it can be concluded that the reason that makes students interested in using talk shows as a medium for learning listening is that the speakers and even the presenters are usually various native speakers, and the conversation is two-way so that students can listen from different points of view. Apart from that, video talk shows are quite fun because they often feature speakers that students like. Video talk shows also present varied segments and interesting discussions. Students feel that apart from getting entertainment, they can also learn without feeling bored, so students are interested in using this media.

From the Q12 "*What English talk show videos do you find interesting?*" Most students answered interesting talk show videos based on the topics presented depending on what they liked or what they wanted to hear. One of the sources, ZRD stated that:

*"Usually I'm random, but I like watching Tedx Talk, The Ellen Show, and The Tonight Show starring Jimmy Fallon."*

Another source, SH stated that:

*"I find English talk shows particularly interesting because they feature dynamic discussions, insightful guests, and an interesting balance of entertaining and informative content, which keeps me engaged and interested throughout the show. Which talks about life and its interesting guest stars."*

Another source, MH stated that:

*“What I watch is usually Joe Rogan's channel which has good discussions. So on the PowerfulJRE channel we discuss issues like that with related guest stars, from medicine to comedy. but presented in such a way that it surprises us with the facts.”*

From the results of the interview, it can be concluded that video talk shows that students find interesting are talk shows from Tedx Talk, The Ellen Show, The Tonight Show starring Jimmy Fallon, PowerfulJRE which discuss certain issues according to the relevant sources. There are also students who are interested in watching talk show videos because the speakers are actors or actresses they like, the material is interesting and informative.

From the Q13 *“Do English talk show videos always make you curious?”* Most students answered that talk show videos always make them curious about the topic they like. AP, AA, and SH said that:

*“Yes, that's right, I always want to watch talk show videos because I'm curious about their next presentation in making the conversation interesting and presenting a very enjoyable event.”*

*“Yes, I always want to watch talk show videos. What's more, he talks about things I like.”*

*“Yes, they are curious because English talk shows consistently pique my curiosity and leave me eager to find out more, thanks to thought-provoking topics, engaging presentations, and the anticipation of discovering new insights and perspectives ”.*

Based on the results of the interview above, it can be concluded that talk show videos are interesting videos so that students are often curious to watch the next episode, especially if the topic discussed is very fun and interesting to listen to. Because students feel that apart from being able to improve their listening skills, talk shows can also add new insights and new perspectives for students.

From the Q14 *“Are you motivated to watch more English talk shows?”* Most students answered because they wanted to improve their listening skills and improve their English skills. One of the sources, ZRD stated that:

*“What keeps me motivated is that I definitely want to improve my listening skills. I feel that English talk show videos are a good and suitable medium for me. Because, after watching it, there is a lot of knowledge that we can take away.”*

Another source, KA stated that:

*“Watching videos of talk shows because I want to be as proficient in English as the ones I watch, and I admire their extensive vocabulary and my listening skills. That's why I was motivated to watch it.”*

Another source, PM stated that:

*“The main reason I watch more English talk show videos is because I really like the content. Apart from that, I also feel entertained and happy when watching it, so I want to continue following it. And also by watching*

*video talk shows I can improve my listening skills, increase my vocabulary and become a fun learning media."*

Based on the interview results, it can be concluded that their motivation is to improve their listening skills, improve students' pronunciation and increase their vocabulary. Although some students said that some of the reasons students watched more English talk show videos was because they really liked the content. Apart from that, I also feel entertained and happy when watching it, so students want to continue following it. And also by watching video talk shows students can improve their listening skills, increase their vocabulary and become a fun learning media.

From the the Q15 "*How do you use Video Talk Shows for Listening Skills?*" Most students answered how they watch talk shows for listening skills, that is, the first thing they do is they choose a talk show video that is interesting to them, then they watch it repeatedly and note down new phrases or vocabulary for them to study again.

Another source, ZRD stated that:

*"I watch talk shows on YouTube to hear different accents and speaking styles. I focus on intonation, rhythm, and the way the speakers express themselves. I also like to watch with subtitles, then try listening without subtitles to practice my understanding."*

Another source, KA stated that:

*"I use video talk shows to improve my listening skills by watching shows that interest me. I usually listen carefully, note new words and phrases, and try to understand the context of the talk. If there is a part I don't understand, I will play repeat the section several times."*

Another source, PM stated that:

*"I use video talk shows to get familiar with conversational English. I take notes on new vocabulary and expressions, and then I practice using them in sentences."*

From the results of the interview, it can be concluded that the most common approach chosen by students is watching talk shows with subtitles first and then re-watching without subtitles to test their comprehension. This method allows them to gradually improve their listening skills by providing a scaffolded learning experience. Additionally, pausing and replaying difficult parts is also a frequently used strategy to ensure thorough understanding of the material. These techniques highlight the importance of both supported and active listening practices in enhancing language skills.

## **B. Discussion**

### **1. Students perceptions of the use of video Talk Shows for listening skill**

This research aims to find out how students perceive the use of Talk Show videos for listening skills. Based on participant responses from the questionnaire, it was found that the majority of students perceived positively that the use of video talk shows was very useful for listening skills for



learning English. This is supported by Merriam-Webster which states that English talk shows are another form of video that is very useful and can be used as a medium for teaching English. According to Nejati (2010) as quoted in Pamungkas (2015), viewers of video talk shows can find new vocabulary, words and formal and informal language that are useful for introducing various topics in English, and based on the results of the questionnaire that most students perceptions positive that videos can discover new vocabulary and words as well as formal and informal language that is useful for introducing various topics in English. In addition, based on the questionnaire, most of the students' perceptions were positive, they agreed that English talk show videos can create effective listening material and English talk show videos can be used for listening because they are entertaining and authentic. This is line with Rahmaningtyas & Al Mardhiyyah (2021) which states that English language talk show videos create effective listening material because they are entertaining and authentic (p. 1454). It provides an authentic and dynamic environment for students to practice their listening skills in real-life situations.

Watching English talk show videos can also provide students with a variety of language and pronunciation models, because the talk shows use various regional languages and English videos with cultural accents so that most students give positive perceptions. Watching talk show videos provide a variety of language models, pronunciations and various accents can help students to improve listening skills, and also this English video talk show

can expose students to a variety of vocabulary and can expose students to grammatical structure. This is accordance Harmer (2007) which states that using English talk show video can provide a variety of language and pronunciation models. The host and guests speak at a natural pace and use a variety of regional languages and cultural accents, which can expose students to the diversity of English styles, as well as “how the intonation matches what facial expressions and gestures accompany certain phrases, and it can capture a variety of cross-cultural instructions”. In addition, talk show discussions can expose students to various vocabulary and grammatical structures.

## **2. Using video talk shows on YouTube for students listening skills**

First, based on the results of interviews in Q1, Q2, and Q3, students chose talk show videos to watch because talk show videos have various topics or themes that they can choose according to their wishes. They have freedom and involvement in choosing the content they want to hear (Imarshan, 2021). Some students watch talk show videos because the speakers in the talk show videos are actors or actresses they like. And Video Talk shows are more interesting audio-visually than just listening. This is related to the theory from Fadhillah et al. (2021) which states that "English video talk shows are authentic listening material", in this theory it is explained that students choose video talk shows because they can be used as extensive listening. This is in line with the opinion that students are

expected to be able to learn the language freely based on their interest in learning how to use it.

Second, based on the results of interviews in Q4, video talk shows function as authentic listening material, because video talk shows present material that is relevant to everyday life because the conversation is presented in a relaxed manner such as talking about life stories, debating issues, social, or simply discussing the hottest trends. So that students can better understand the culture, accent and language they usually use. The use of video talk shows can also improve students' ability to capture main ideas, detect the speaker's emotional tone, and understand informal language used in everyday conversations. This is also related to the theory of Fadhillah et al. (2021) which states that English talk show videos are authentic listening material.

Third, based on the results of interviews in Q5, Q6, Q7, and Q8, students use video talk shows to improve listening skills. Some of the reasons students choose video talk shows to improve listening skills are because talk show media is easy to access and the talks can be chosen according to their individual wishes and needs. According to Fadillah & Saleh (2023), media not only provides access to diverse and interesting learning materials, but also motivates students, provides relevant context, allows useful interactions, and offers flexibility in learning. This is also related to the theory of Rahmaningtyas & Al Mardhiyyah (2021) which states that English video talk shows create effective listening material

because they are entertaining and authentic. It provides an authentic and dynamic environment for students to practice their listening skills in real-life situations. According to Kim (2015) found in his research, students responded well to video talk shows on YouTube as authentic material to improve listening skills. Based on students' experience, they use English talk show videos on YouTube because they can improve their listening skills, because this media is very fun and interesting to use.

According to Andini (2023), students felt that video talk shows provided a more enjoyable and less boring learning experience. This could increase students' involvement in listening activities and encourage them to participate more actively. Apart from that, YouTube also provides subtitles, making it easier for students to see the translation of words spoken by native speakers. Students can also pause, rewind, and rewind segments, making it possible for students to understand the intricacies and refine their comprehension skills gradually. Based on their viewing experience, they feel that using this media can improve their listening skills. This is in line with the theory from Fadhilah et al. (2021) which states that English talk show videos are a tool to improve students' listening skills and students use video talk shows to practice listening skills two or even four times a week, especially in their free time.

Fourth, based on the results of the interview in Q9, what inspired students to practice listening by watching English talk show videos on YouTube was because talk show videos were a strong source of inspiration

for many individuals to learn and improve their English skills. The reasons given include admiration for the speakers' speaking abilities, use of language that is easy to understand, and motivation to speak fluently like native speakers. Video talk shows also help in remembering and listening to English vocabulary, and make the learning process more interesting and less boring.

According to Silviyanti (2014), students are more interested in learning English by using YouTube because they can practice their English by paying attention to native speakers. The engaging interactions between hosts and guests also motivate them to improve their listening and speaking skills in English. This is in line with the theory from Fadhillah et al. (2021) which states that Listening skills will be enhanced if students are interested in using YouTube video talk shows. According to Mayer (2009), learning that uses audio-visual media can improve understanding and retention of information because it involves more than one sense in the learning process. This shows that video talk shows can inspire the use of English in social interactions and strengthen communication skills.

Fifth, based on the results of interviews in Q10, the influence of video talk shows on students' listening skills and social interaction skills in English, video talk shows have a significant impact on English language learning, especially in listening skills, vocabulary and social interaction. These effects include increased understanding of spoken words, familiarity with native speakers' pronunciation, and quickly remembering new slang

and vocabulary. Additionally, video talk shows inspire the use of English in social interactions, strengthen communication skills, and provide an understanding of various conversational styles.

According to Fadillah (2014), choosing the right media in learning English has proven to be very effective in increasing student motivation and academic results. Studies show that students tend to understand conversations and topics in video talk shows more easily compared to just listening to audio. Visualizations and body language of speakers in videos help students interpret the context of the conversation better (Putri, 2021). According to Fadillah (2013), digital media also helps reduce anxiety about learning English by providing exercises that students can access independently. This experience makes individuals feel more confident in communicating in English, both orally and in writing, such as for social media content. In addition, positive impacts are also felt in terms of broader cultural understanding and the ability to share language knowledge with others. This is in line with the theory from Chhabra (2012) which states that students' listening abilities can also be improved by watching English talk show videos because they will be exposed to native speakers' talks. YouTube videos have been suggested as a resource for polishing pupils' pronunciation and accents. And the theory from Harackiewicz et al (2016) which states that reference these studies and offer two instances from them. Thus, using English video talk shows on YouTube as a listening media can spark students' curiosity, have a significant impact on their academic

performance, and encourage them to go back to the content often to continue learning.

Sixth, based on the results of interviews in Q11, video talk shows have great appeal in English language learning because of the variety and fun they offer. The positive effects of video talk shows include the ability to listen from multiple perspectives, an organized conversation structure, and segments that are funny and not boring. Using video talk shows as a learning medium provides the opportunity to get to know new vocabulary, enjoy various interesting topics, and get entertainment from programs featuring interesting presenters and guests. According to Suryani (2022), using video talk shows as a medium for learning listening skills can increase student motivation and interest. Students feel more interested in learning to listen because the video content is interesting and interactive, and can help them understand the material better. These factors not only make learning English fun, but also encourage natural improvement in listening skills. In addition, the experience of watching talk shows involving humor and celebrities provides a cultural context that enriches the learning process and motivates individuals to continue improving their English language skills.

Seventh, based on the results of interviews in Q12, it can be concluded that video talk shows have a varied appeal to viewers in terms of content and format. Students have different preferences for the type of video talk show they like. Some like shows like Tedx Talk, The Ellen Show, and The Tonight Show featuring Jimmy Fallon, while others prefer video talk

shows with an educational theme or English-language talks featuring guests with inspiring life stories. According to Orderer et al. (2004) stated that audiences will be interested in media content that can provide a sense of fun and entertainment. Energetic, humorous and non-stuffy delivery in video talk shows can meet students' entertainment needs. Because of this, students also like interesting and varied conversation topics, ranging from dynamic discussions to funny segments or entertaining challenges. Talk show videos are liked because they present interesting conversational dynamics between two or more people. The discussions that occur tend to flow naturally and often discuss interesting topics or issues.

Eighth, based on the results of interviews in Q13, it can be concluded that interest in watching video talk shows is influenced by several factors. Students tend to want to watch video talk shows if the topic is interesting and exciting for them. They are interested in finding out more about topics of interest or topics that interest them, students love a fun viewing experience and want to see how the conversation will develop in the next episode. And continued engagement and interest in a talk show video can also influence interest in continuing to watch it. If there is an ongoing event involving the audience's favorite public figure, they tend to be more interested in following the development of the event. Utilizing the TED YouTube channel has been proven to be able to motivate students to practice English listening skills. Strong motivation can make students



continue to practice and will have a good impact on improving their English listening skill (Lidia & Septi, 2022).

Ninth, based on the results of interviews in Q14, it appears that there are several motivations that encourage individuals to watch more English talk show videos, such as improving their English language skills. Students feel that watching talk show videos is an effective way to improve their understanding and use of English in everyday context, the entertainment provided by video talk shows can also increase intrinsic motivation to learn and improve English language skills, and students feel inspired by the character of the presenter and the learning opportunities provided by video talk shows, such as improving listening and language vocabulary English. The use of audio-visual learning media gets increased results from learning before using audio-visual learning media, and getting involved in an English talk show provides the satisfaction of learning while being entertained, as well as the opportunity to expand your knowledge of culture and current topics in English. This is also a motivation to continue participating in video talk shows. These motivations encourage them to continue participating in the event and improve their overall English skills. This is in accordance with the theory of Fadhillah et al (2021) The benefits of using English talk show videos on YouTube as a listening medium can motivate students' curiosity, have a significant impact on their academic performance, and encourage them to frequently return to the content to continue learning.

Tenth, based on interviews in Q15 with students regarding how they use video talk shows for improving their listening skills, a common approach emerges: students first select talk show videos that are interesting to them and at an appropriate language level. They watch these videos repeatedly, taking notes on new phrases or vocabulary for further study. Students often use subtitles initially to aid comprehension and then watch without subtitles to challenge their understanding. They focus on different accents, intonation, and rhythm, often pausing and replaying difficult sections to ensure thorough comprehension. This method allows them to familiarize themselves with conversational English and improve their listening skills through active engagement with the material. This is in accordance with the theory of Mayer's (2005), Cognitive Processing theory emphasizes the active role of learners in selecting, organizing, and integrating information, making it a valuable framework for improving listening skills through multimedia sources such as video talk shows.