

**A THESIS**

**THE PERCEPTION OF SECOND SEMESTER ENGLISH  
DEPARTEMENT STUDENT OF IAIN PAREPARE ON USING  
ENGLISH TALK SHOW VIDEO ON YOUTUBE TO IMPROVE  
LISTENING SKILL**



**BY**

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**ENGLISH EDUCATION PROGRAM**

**TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE  
PAREPARE**

**2024**

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Submitted to the English Program Tarbiyah Faculty of State Islamic Institute of  
Parepare in Partial Fullfillment of the Requirements for the Degree of Sarjana  
Pendidikan (S.Pd)

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Sarjana Pendidikan (S.Pd)**

**English Education Program**

**Submitted By**

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**ENGLISH EDUCATION PROGRAM**

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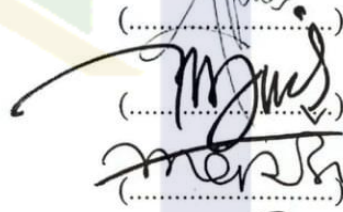
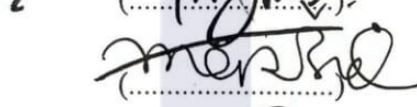

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بَعْدُ مَا ، أَجْمَعِينَ وَصَحْبِهِ إِلَيْهِ وَعَلَى مَدِّحَهُ

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Parepare, July 19<sup>th</sup> 2024  
13<sup>rd</sup> Muharram 1446



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## AUTHOR'S DECLARATION OF ORIGINALITY

I so certify that the ideas contained in this thesis are original to me and have not been submitted to any other university or academic institution.

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Additionally, I affirm that this copy of my thesis is authentic, having been accepted by both the English Language Education Department office and my thesis committee.

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## ABSTRACT

AMRIYAN, *The Perception of Second Semester English Departement Student of IAIN Parepare on Using English Talk Show Video on Youtube to Improve Listening Skill* (supervised by Kalsum, M.Pd. and Munawir, M.Pd.).

This research aim is to explore students' perceptions of the use of English talk show videos on YouTube as a tool for learning listening skills. In today's digital era, video platforms such as YouTube have become an important resource for learning materials, especially in the context of foreign language learning.

This study uses a qualitative approach with interview and questionnaire methods to collect data from students involved in the English language learning program. The research results show that the majority of students have a positive view of the use of English talk show videos on YouTube. They felt that the videos not only helped improve listening skills, but also provided cultural context and authentic language use. Additionally, students appreciate the flexibility and accessibility of YouTube which allows them to study anytime and anywhere. However, several challenges were also identified, including difficulty in understanding different accents and a fast-speaking rate.

Based on these findings, it is recommended that English-language talk show videos on YouTube can be used as an effective learning aid, noting that additional support such as subtitles and targeted listening exercises can help overcome existing challenges. This research is expected to provide insight for educators and curriculum developers in integrating digital resources into English language learning programs.

**Keywords:** *Perceptions, Talk show, YouTube. English Study Program, Qualitative.*

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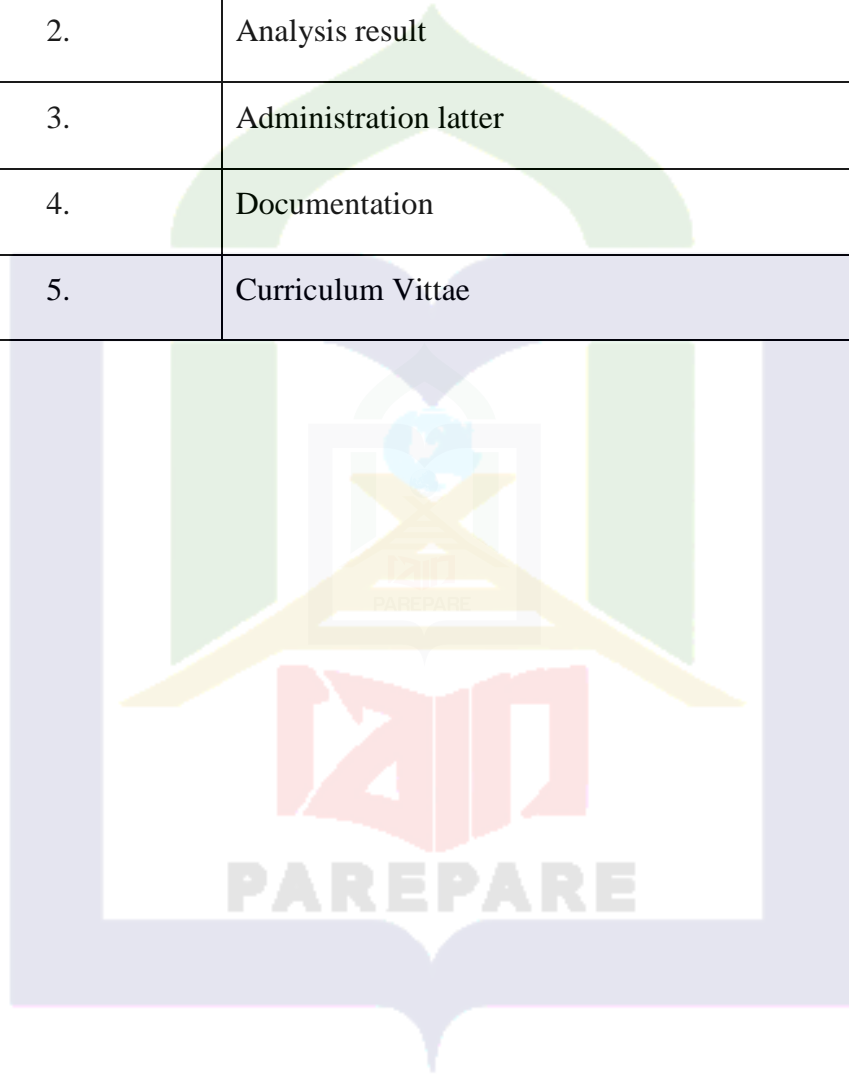
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# CHAPTER I

## INTRODUCTION

### A. Background

Effective communication requires both speaking and listening skills. Listening is an essential component of communication and is vital in understanding the message being conveyed. However, listening is a complex skill that requires attention, focus, and concentration. It is often challenging for language learners to develop their listening skills as they are not always exposed to real-life conversations.

One way to improve listening skills is through watching talk shows. Talk shows are television programs that involve a host interviewing guests on a variety of topics. These programs offer a rich source of authentic language and can be an effective tool for language learners to improve their listening skills. By listening to conversations between native speakers, language learners can develop their ability to understand different accents, intonations, and use of language in context.

Moreover, talk shows often cover a wide range of topics, which allows learners to learn about different cultures, lifestyles, and perspectives. This exposure to diverse content can enhance learners' vocabulary and help them to understand the nuances of the language better.

Therefore, this research aims to investigate the effectiveness of using talk shows as a tool to improve listening skills among language learners. The study focusses on the impact of watching talk shows on learners' comprehension, vocabulary, and overall listening ability. The findings of this research can be useful in

developing more effective language learning strategies that focus on improving listening skills.

The ability to listen to and comprehend spoken language is a fundamental skill for English language learners. Developing listening skills is often considered as the foundation for the development of other language skills, such as speaking, reading, and writing (Nunan, 2015). However, many English Department students at IAIN Parepare, Indonesia, face difficulties in developing their listening skills, which could lead to various academic and professional setbacks.<sup>1</sup>

A study conducted by Fitriana and Jufri (2020) revealed that Indonesian university students generally have low listening proficiency due to various factors, such as limited exposure to English in their daily lives, a lack of interest in English language learning, and a lack of motivation to improve their listening skills.<sup>2</sup> This is consistent with the findings of a study by Zainuddin (2017) that showed Indonesian EFL learners' listening proficiency is below average.<sup>3</sup>

One potential solution to this problem is the use of technology in language learning. YouTube, as one of the most popular video-sharing platforms, has become a popular platform for language learning due to its accessibility, variety, and interactive features (Abdullah, 2021).<sup>4</sup> Nowadays Talkshow are not only found on TV, but also on Youtube. English talk show videos on YouTube offer a range of benefits for language

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<sup>1</sup> Nunan, D. (2015). *Practical English language teaching: Listening*. McGraw-Hill Education.

<sup>2</sup> Fitriana, A., & Jufri, A. W. (2020). Indonesian University Students' Listening Proficiency and Its Relationship with Motivation and Attitude. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 5(8), 1032-1041.

<sup>3</sup> Daulay, Fajar Efendi and Zainuddin and Darwin (2017) Analysis of Implementation of Vocational High School Supervision Policy in Tebing Tinggi. 2017 IJSRSET, 3 (6). pp. 961-969. ISSN Print ISSN: 2395-1990 / Online ISSN : 2394-4099

<sup>4</sup> Abdullah, M. I. (2021). The Use of YouTube Videos for Learning English: A Systematic Review of Literature. *Journal of Language and Linguistic Studies*, 17(1), 89-103.

learners, such as exposure to authentic language use, exposure to various accents, and opportunities for listening practice (Chávez-Gutiérrez & Hernández-González, 2017).<sup>5</sup>

Therefore, the aim of this study is to investigate the perspective of English Department students of IAIN Parepare on the use of English talk show videos on YouTube to improve their listening skills at the second semester. The study aims to explore the students' attitudes towards this learning resource, the challenges they face, and the strategies they use to improve their listening skills. This study is expected to provide valuable insights into the effectiveness of English talk show videos on YouTube as a learning resource for improving listening skills among English Department students at IAIN Parepare.

According to the previously mentioned references, researcher want to try to find out whether the same thing happens in IAIN Parepare, Indonesia, experience difficulties in developing English listening skills. One of the factors causing this difficulty is the lack of exposure to English in daily life. In addition, the lack of interest and motivation to learn English is also a factor that affects the low listening skills of learners. In addition, research by Zainuddin and Arifin (2017) also shows that Indonesian students' English listening skills are still below average, which can lead to difficulties in understanding material in English.

These difficulties faced by students of the English Department at IAIN Parepare indicate the importance of efforts to improve their English listening skills. One proposed solution is to utilize technology in English learning, such as English

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<sup>5</sup> Chávez-Gutiérrez, J. A., & Hernández-González, S. (2017). Developing Listening Skills through the use of Videos. *HOW Journal*, 24(2), 107-123.



talk show videos on YouTube. Therefore, this study is expected to provide insight into the effectiveness of using English talk show videos on YouTube as a learning resource to improve the listening skills of English Department learners at IAIN Parepare.

### **B. Research Questions**

Based on the background above, the research formulates the research question as follows:

1. What are IAIN Parepare students' perceptions on the implementation of the use of English talk shows on YouTube in improving listening skills?

### **C. The Objective of the Research**

The Objectives of the study are as follows:

1. To find out The perception of IAIN Pare students' on the implementation of the use of English talk shows on YouTube in improving listening skills.

### **D. Research Significance**

This research "The perspective Student using English talk show videos on Youtube to improve listening skills" can make some valuable contributions in the field of English education, among others:

1. Providing alternative learning methods that are interesting and effective for improving English listening skills, namely by using talk show videos on the Youtube platform. This learning method can provide a more authentic experience for students in acquiring English language skills.
2. It shows the importance of implementing technology-based learning in English language learning. By utilizing technology in learning, students can

gain access to more diverse and flexible resources, and can obtain more effective and efficient learning outcomes.

3. Emphasize the importance of developing English language skills outside the classroom. English learning can be done not only in the classroom, but also through activities outside the classroom such as watching videos, reading books, or communicating with native English speakers.
4. Encourage the development of further research on the use of video talk shows in English language learning, so as to provide a deeper understanding of the most effective ways to use technology in English language learning.



## CHAPTER II

### LITERATURE PREVIEW

#### A. Previous Findings

Some research was done regarding the use of English talk show video on Youtube they are the title "The perspective of Second Semester English Department Student IAIN Parepare using English talk show video on Youtube to improve listening skill," a pertinent research review drew attention to earlier investigations into listening abilities, especially those pertaining to talk shows in the media. The use of qualitative research techniques to evaluate listening abilities also was covered in the review.

Dayinta Kadya on her research *The Implementation Of Talk Show Technique In Teaching Speaking A Narrative Text In Sma Ulul-Albabsidoarjo*, According to this study, the frequency with which students utilize television to access political material, the frequency with which they regularly watch discussion shows, the frequency with which they regularly watch variety shows, and their degree of political understanding all have an impact on their political interest. The audience for talk shows and variety shows is a direct indicator of political interest rather than a moderator.<sup>6</sup>

Second, Elly on her research title "The Implementation Of Talk Show Technique In Teaching Speaking A Narrative Text In Sma Ulul Albabsidoarjo" The researcher found There were numerous successful teaching and learning strategies that employed talk shows, including: (1) increasing the students' interest in

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<sup>6</sup> Dayinta Kadya Palupi, *The Implementation Of Talk Show Technique In Teaching Speaking A Narrative Text In Sma Ulul Albabsidoarjo* [ejournal.unesa.ac.id](http://ejournal.unesa.ac.id), 2015<<https://ejournal.unesa.ac.id/index.php/retain/article/view/12383>>

participating in the speaking class; and (2) maximizing the speaking abilities of both the class and the students while keeping them engaged, enthusiastic, and joyful.<sup>7</sup>

And the last, DS Intyaswati on her research “Impact of talk shows and variety show television programs viewership on political interest among Indonesian college students” based on the completed questionnaire, the researcher discovered that half of the class showed interest in this technique, while the other half showed no interest. Nonetheless, the researcher discovers that the talk show approach improved students' confidence and speaking skills when it came to speaking in front of the class.<sup>8</sup>

## **B. Partinent Ideas**

### **1. Listening Skill**

#### **a. Definition of Listening**

Although the terms hearing and listening are frequently used synonymously in daily speech, they have important distinctions. Although sound perception is the starting point for both hearing and listening, the main distinction between the two is largely one of degree. We know what their intention is. It can entail multiple layers, but the primary goal is to recognize a distant source and express a readiness to be impacted by it (Allwood, 2006).

<sup>7</sup> Elly Syhadati, The Use Of Talk-Show Video As A Reflective Practice To Improve Students' Vocabulary in English Speaking Skill, *Jurnal Pendidikan Bahasa*, 2016, <https://digilib.uns.ac.id/dokumen/abstrak/44965/The-use-of-talk-show-video-as-a-reflective-practice-to-improve-students-vocabulary-in-english-speaking-skill-A-Classroom-Action-Research-at-the-Second-Semester-of-English-Education-Department-of-IKIP-PGRI-Pontianak-20132014>

<sup>8</sup> DS Intyaswati<sup>1</sup>\*, Fitria Sningtyas<sup>2</sup>, Witanti Prihatiningsih<sup>3</sup>, M. Oktavia Vidiyanti<sup>4</sup>, Impact of talk shows and variety show television programs viewership on political interest among Indonesian college students, *Volume 5, Issue 1, June 2022, Page 57–68*, [https://www.researchgate.net/publication/361550595\\_Impact\\_of\\_talk\\_shows\\_and\\_variety\\_show\\_tlevision\\_programs\\_viewership\\_on\\_political\\_interest\\_among\\_Indonesian\\_college\\_students?\\_tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1Ym9uY2F0aW9uIiwicGFnZSI6InB1Ym9uY2F0aW9uIn19#read](https://www.researchgate.net/publication/361550595_Impact_of_talk_shows_and_variety_show_tlevision_programs_viewership_on_political_interest_among_Indonesian_college_students?_tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1Ym9uY2F0aW9uIiwicGFnZSI6InB1Ym9uY2F0aW9uIn19#read)

Listening is the process of receiving and understanding information through the sense of hearing. It is one of the key skills in language ability, especially in the context of language learning. Listening skills involve the ability to understand, interpret and respond to information conveyed through audio or speech.

Listening skills play a crucial role in the process of communication and language learning. Good language learners usually develop their listening skills to improve their understanding of the language being learned. This can be achieved through audio listening practice, participating in discussions, or interacting with learning materials that support listening skills.

Stephen Krashen, an expert in linguistics and language education, emphasizes the importance of relevant and meaningful "input" or exposure to language. According to him, listening experiences that are enjoyable and have a real context can enrich understanding. Improving listening skills is a common goal in language learning, and linguists suggest various strategies.

#### **b. Types**

Listening skill is the ability to understand and interpret information that is conveyed orally. According to communication and language experts, there are several different types of listening skills. One framework that is often used is the one developed by H. Douglas Brown in his book entitled "Principles of Language Learning and Teaching." Here are some types of listening skills according to this framework:

- 1) **Discriminative Listening:** The ability to distinguish between different language sounds. This includes understanding the differences in intonation, accent, and voice usage in language.
- Comprehensive Listening:** The ability to

understand the general meaning of a spoken conversation or text. This includes understanding words, phrases, and sentences.

- 2) **Critical Listening:** The ability to assess and evaluate information heard. Critical listening involves the ability to recognize the speaker's point of view, assess evidence, and make inferences.
- 3) **Biographical Listening:** The ability to understand and recognize elements of culture, background, or social context that may influence the message being conveyed.
- 4) **Interactive Listening:** The ability to participate in a conversation effectively. This includes giving appropriate responses, asking questions, and responding correctly to verbal and non-verbal communication.
- 5) **Extensive Listening:** The ability to listen broadly without focusing too deeply on small details. It is often used to understand the general context or main idea of a text or conversation.
- 6) **Intensive Listening:** The ability to listen carefully with a focus on specific details and information. This is necessary when understanding complex or in-depth material.
- 7) **Task-Oriented Listening:** The ability to listen with a specific purpose, such as gathering specific information or completing a specific task.
- 8) These listening skills are interrelated and can be developed through practice and diverse listening experiences. By mastering different types of listening skills, one can become a more effective listener in various communication situations.

## 2. Talk Show

A talk show is a television or radio program in which the host invites guests to talk and discuss about various topics. Talk shows usually involve interviews, discussions, and interactions between the host, guests, and possibly the audience. Topics in talk shows can vary, including celebrity interviews, discussions of contemporary issues, or entertainment shows.

Due to the process of organizing and planning the broadcast, talk show hosts typically already know a good deal of the stories that was covered on their program. As such, these

They do not find stories newsworthy in the context of conversation. Furthermore, unlike conversational narratives, in which the teller and the listener individually negotiate the space in which to tell a story, many of these stories are solicited by the host at pertinent periods in talk programs. In these situations, the host's responsibility is to make sure that these stories are presented to their intended audiences, who are the studio audience.

For example, talk shows like "The Waght Show Starring Jimmy Fallon" or "The Oprah Winfrey Show" are well-known examples of talk shows. While I can't provide a straightforward definition from experts, the concept is generally recognized as a television or radio format that features conversation and interaction between a host and a guest.

**a. Talkshow as learning media**

Talk shows serve as a valuable and engaging form of learning media, providing audiences with a unique opportunity to acquire knowledge across a wide range of topics. One of the key advantages of talk shows is their accessibility and relatability. The conversational format allows complex subjects to be broken down into more digestible and entertaining segments, making information more accessible to a diverse audience. Whether it's science, politics, or pop culture, talk shows cater to various interests and learning preferences, fostering a sense of curiosity and expanding viewers' intellectual horizons.

Furthermore, talk shows often feature experts, specialists, and thought leaders as guests, offering a chance for audiences to learn from authoritative voices in specific fields. The in-depth discussions and interviews allow viewers to gain insights directly from individuals with expertise and experience, providing a deeper understanding of complex subjects. The dynamic and interactive nature of talk shows also encourages critical thinking, as hosts and guests engage in thought-provoking conversations, challenging conventional wisdom and prompting viewers to question their own perspectives.

In addition to formal education, talk shows contribute to lifelong learning by addressing current events and real-world issues. They provide a platform for open dialogue and the exploration of different viewpoints, promoting a well-rounded understanding of complex societal issues. By presenting information in an engaging and accessible manner, talk shows play a vital role in making learning a continuous and enjoyable process, appealing to a broad audience and contributing to a more informed and educated society.



Talk shows can be an effective tool in language learning as they involve active communication, oral skill development, and utilization of vocabulary and language structures in real contexts. Here are some ways in which talk shows can be used in language learning:

a) **Listening Skill Development:**

Students can gain listening skills by listening to the hosts and guests in talk shows. This helps them adapt to different accents and ways of speaking.

b) **Language Use in Interactive Situations:**

Talk shows provide interactive situations where students can practice live language use. They can respond to questions, collaborate with classmates, and express their opinions.

c) **Increased Self-Confidence:**

Participating in talk shows can increase students' confidence in using language. They can feel more comfortable speaking in public and interacting with classmates.

d) **Use of Language to Present Information:**

Students can learn how to effectively present information using language. They can organize their thoughts, frame questions, and convey ideas or arguments clearly.

e) **Cultural and Daily Life Learning:**

Talk shows often cover topics related to culture, lifestyle, and daily life. This gives students an insight into life in different places and the diversity of languages used in real contexts.

f) **Social Skills Enhancement:**

Students can develop their social skills, such as how to communicate politely, ask relevant questions, and respond in a friendly manner, which are important in communicating in a social context.

g) Evaluation and Critique:

Students can learn to evaluate and give polite criticism to classmates' presentations or even talk shows they watch together. This helps them develop language analysis skills.

h) Utilization of Learning Media:

The use of recorded talk shows or related shows can provide an authentic and interesting source of material for students. They can use these recordings to understand everyday language use.

The use of talk shows in language learning can be a fun and interactive experience for students, helping them overcome nervousness in speaking the target language, and stimulating active participation in the learning process. Watching talk shows can be a beneficial learning experience in several ways. Here are some of the benefits and learning aspects that can be gained from watching talk shows:

i) Listening Skills Practice:

Watching talk shows provides an opportunity to practice listening skills. Speakers in talk shows use a variety of accents and speech styles, which can help viewers get used to the variety in English.

j) New Vocabulary and Phrases:

Talk shows often include new vocabulary and common expressions used in everyday situations. This helps viewers expand their vocabulary and understand how they are used.

k) Cultural Introduction and Current Issues:

Many talk shows discuss current issues and cultural trends. Watching talk shows can help viewers understand different views on these issues and gain insight into contemporary culture.

l) Understanding of Speech Styles and Humor:

Talk shows often include certain speech styles and elements of humor. Viewers can understand how language is used to create humorous effects, as well as understand different communication styles.

m) Analytical Skills and Critical Thinking:

Watching talk shows can stimulate critical thinking and analysis, especially when speakers discuss complex or controversial issues. Viewers are invited to consider different points of view.

n) Model Speaking Skills:

Watching talk show hosts and guests can be a good model of speaking skills. This includes how they ask questions, interact with guests, and manage conversations.

o) Understanding Formal and Informal Language:

Talk shows often mix formal and informal language. This can help viewers understand the difference between formal language used in presentations and informal language used in everyday conversations.

p) Knowledge of a Specific Profession or Topic:

If a talk show focuses on a specific topic or has guests who are experts in a particular field, viewers can gain knowledge about that profession or topic.

q) General Language Skills Improvement:

Watching talk shows can help improve general understanding of language. This involves developing listening skills, the ability to understand context, and recognition of language structures.

It is important to note that while watching talk shows can provide benefits, it is also important to engage in a variety of more active language learning activities such as speaking, writing, and participating in discussions to maximize learning.

### 3. Youtube

YouTube is an online video sharing platform founded in 2005 by Chad Hurley, Steve Chen, and Jawed Karim, and since 2006 owned by Google. With key functions such as uploading and watching videos, subscribing to channels, interacting, and sharing content, YouTube has become one of the largest and most popular platforms in the world. The wide range of content categories, from music, vlogs, education, to sports, makes it extremely diverse and accessible to a wide range

of people.<sup>9</sup> YouTube is a media platform that allows users to share the most well-liked videos on the internet. In order to help students and teachers develop autonomous and creative learning profiles, Youtube is another free video library service (Latifah & Prastowo, 2020).

YouTube also offers monetization opportunities for content creators through partner programs, allowing them to generate revenue from ads featured on their videos. YouTube's recommendation algorithm serves videos based on viewer history and preferences, making the viewing experience more personalized and relevant. Despite its success, YouTube is not free from controversies related to harmful content and copyright issues, which it continues to address through policy changes.<sup>10</sup>

Apart from being an entertainment and sharing platform, YouTube also has significant relevance in the context of listening learning, especially for foreign language learning.<sup>11</sup> Students can use different types of audio-visual content, including podcasts, lectures, and interviews, to improve their listening skills. Subtitling and translation features, as well as language lesson videos, enrich students' learning experience. YouTube also allows for active listening exercises and understanding of culture and language context. In these various ways, YouTube becomes a valuable PAREPARE for improving listening skills and language comprehension for learners.<sup>12</sup>

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<sup>9</sup> Alwehaibi, H. O. (2015). The impact of using YouTube In EFL classroom on enhancing EFL students' content learning. *Journal of College Teaching & Learning (TLC)*, 12(2), 121–126

<sup>10</sup> S, L. P. (2016). YouTube videos in teaching listening: The benefits in experts' views. *Research in English and Education (READ)*, 1(2), 152–160

<sup>11</sup> Bonk, C. J. (2011). YouTube anchors and enders: The use of shared online video content as a macro context for learning. *Asia-Pacific Collaborative Education Journal*, 7(1), 13–24

<sup>12</sup> Br nner, I. (2013). Using language learning resources on Youtube. *Proceedings of ICT for Language Learning 6th*. Retrieved from [https://conference.pixel-online.net/conferences/ICT4LL2013/common/download/Paper\\_pdf/215-ELE13-FP-Bruenner-ICT2013.pdf](https://conference.pixel-online.net/conferences/ICT4LL2013/common/download/Paper_pdf/215-ELE13-FP-Bruenner-ICT2013.pdf)

#### 4. Perspective and Perception

The word "perspective" can refer to two different concepts, depending on the context: perspective in visual art or drawing and perspective in the general sense as a point of view or way of looking at things. Other definitions used in more of an interpretative or behavioural sense include “a view or prospect”, “a particular way of regarding something”, or “an understanding of the relative importance of things”.<sup>13</sup> Perspectives offers a chance to draw attention to the finest research that has been published in Archives by utilizing the extensive dependable source that the magazine can consult for knowledgeable viewpoints and dialogue. The readership had benefit most from the depth of knowledge produced by a diverse range of topics and authors. One of the more significant characteristics that set humans apart from other primates is language. Although it is essential to cognition, mood, and social psychology, its precise relationship to these domains are not fully known at this time (Fiedler, 2008).

##### 1) Perspective in Visual Arts:

In visual arts, perspective refers to the way a drawing or painting creates the illusion of depth and space on a two-dimensional surface. There are several types of perspective, such as vanishing point perspective, two vanishing point perspective, and three vanishing point perspective. The concept was first systematically explained by Renaissance artists such as Filippo Brunelleschi and Leon Battista Alberti, who developed rules and techniques to create the illusion of space in artworks.

##### 2) Perspective in the General Meaning:

In general, perspective refers to a point of view or way of looking at things. Everyone has a unique perspective, influenced by individual experiences, values and

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<sup>13</sup> Leuan a Hughes n Archives of Disease in Childhood · September 2005 DOI: 10.1136/adc.2005.073536 · Source: PubMed

background. A person's view of the world can affect how they understand and interpret information, as well as how they interact with people and the environment.

For example, in the context of a conversation or debate, we often hear the term "seeing from someone's perspective." This indicates the importance of understanding the other person's point of view to enrich our understanding of an issue or situation. This indicates the importance of understanding another person's point of view to enrich our understanding of an issue or situation.<sup>14</sup>

Perspective can also refer to a point of view in terms of ideology, politics or philosophy. People with different perspectives may have different views on values, goals, or solutions to a particular problem. In both uses of the word, the basic idea is that perspective reflects the way we see and understand the world around us, be it in the context of visual art or in the context of our thoughts and worldview.

The Perception is the cognitive process that allows individuals to understand and make meaning of sensory information received from the environment. In psychology, perception involves how we organize, interpret, and give meaning to the information we receive through our senses. Once David G. Myers said (2014) Perception is how we process and make meaning of stimuli from our environment. It is the result of the interaction between external stimuli and our internal cognitive structures, including existing experiences and knowledge

Perception can be viewed as a bridge between external stimuli and our internal reactions. When interacting with the world around us, information from the

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<sup>14</sup> Martin, F., Wang, C., & Sadaf, A. 2018. Student perception of helpfulness of facilitation strategies that enhance instructor presence, connectedness, engagement and learning in online courses. *The Internet and Higher Education*, 37:52–65. <https://doi.org/10.1016/j.iheduc.2018.01.003>

environment, such as light, sound, or touch, is received by our sensory organs—eyes, ears, skin, nose, and tongue. The process of perception involves several key stages:

- a) **Reception of Stimuli:** Our sensory receptors receive stimuli from the environment.
- b) **Sensory Processing:** The received information is processed by our nervous system.
- c) **Organization:** The brain organizes this information into a comprehensible structure.
- d) **Interpretation:** The organized information is interpreted based on individual experiences, knowledge, and context.

The process of perception depends not only on the received stimuli but also on internal factors such as previous experiences, expectations, and social-cultural context:

- 1) **Individual Point of View:**

Every individual has a unique point of view or way of seeing the world. This is influenced by life experiences, values, cultural background, and various other factors. Individual perspectives play an important role in how one understands and interacts with the surrounding environment.

- 2) **Interpretation:**

Perspective is closely related to the process of interpreting information. The way we see an event or information can vary greatly depending on our point of view or perspective.



3) Culture and Social Context:

Culture and social context can significantly influence perspective. Cultural values, social norms and shared experiences can shape the way people see the world around them.

4) Visual Arts and Photography:

In visual arts, the concept of perspective relates to the way artists create the illusion of space or depth in their work. The use of perspective techniques in visual arts such as drawing or photography plays a key role in creating certain visual effects.

5) Cognitive Psychology:

In cognitive psychology, perspective can be linked to the way the brain organizes and understands information. How the brain categorizes information, recognizes patterns, and assigns meaning can be understood through the lens of perspective.

6) Philosophical Views:

Philosophy often includes consideration of perspective in thinking and outlook on life. How individuals shape their understanding of reality and truth often involves philosophical questions about perspective.

7) Intercultural Understanding:

In a global context, perspective understanding is also relevant in intercultural situations. Awareness of intercultural differences in perspective can help in effective communication and mutual understanding.

8) Views on Change:

Perspective can also influence how people view change. Some people may see change as an opportunity, while others may see it as a threat, depending on their point of view. Through these various aspects, the concept of "perspective in general" reflects the complexity of how humans perceive and interact with the world around them.

Individual perspective refers to the unique way in which each person sees, understands and interprets the world. It encompasses the way a person responds to stimulus, processes information, and gives meaning to his or her life experiences. An individual's point of view is influenced by various factors.

9) Life Experience:

The experiences a person has throughout their life can shape their point of view. Positive or negative experiences, successes or failures, all play a role in shaping how a person sees the world.

10) Values and Beliefs:

Personal values and beliefs influence how one views issues and situations. These values may include views on ethics, morality and life principles.

11) Culture and Social Background:

A person's cultural and social background has a significant impact on his or her point of view. Cultural norms, traditions and social norms shape the way a person views the world.

12) Education and Knowledge:

A person's level of education and knowledge also play a role in shaping his or her point of view. People with a high level of education or extensive knowledge may have a different point of view compared to those with a lower level of education.

13) Emotions and Personal Feelings:

Personal emotions and feelings can influence a person's point of view. For example, someone who is happy may see the world in a different way compared to someone who is experiencing sadness.

14) Media and Environmental Influences:

The influence of the media and the environment one lives in can also shape one's point of view. Mass media, information received and popular culture all have an impact on the way a person views issues and events.

15) Views on Life and Purpose:

A person's views on the meaning of life, purpose and direction of his life also play a role in determining his point of view. Individuals who have a clear purpose and vision may have a different point of view compared to those who feel confused or unsure.

Individual viewpoints are subjective and unique to each person. This reflects the complexity of human diversity and how these factors work together to form a distinctive way of seeing.<sup>15</sup>

## 5. Components of Perception

In the context of perception and point of view, there are several components or elements that play an important role in shaping the way we see and understand the

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<sup>15</sup> Tsang, E.Y.M. 2010. Learner-content interactions and learning effectiveness: A study of student perceptions (Capella University)

world. Some of these components involve psychological, social and contextual aspects.

Perspective in understanding is a multifaceted concept encompassing various components that contribute to the nuanced interpretation of information and experiences. One crucial component is individual perception, shaped by personal beliefs, values, and cognitive processes. Each person's unique background and cultural context influence how they perceive and make sense of the world, leading to diverse perspectives.<sup>16</sup> Additionally, cognitive biases, such as confirmation bias or the halo effect, can further color one's viewpoint, affecting the way information is processed and interpreted.

Another essential component of perspective is contextual awareness. Understanding a situation or concept requires considering the broader context in which it exists. Historical, cultural, and societal factors play a pivotal role in shaping perspectives, as they provide a backdrop against which events unfold. Recognizing the impact of context allows individuals to appreciate the complexity of issues and fosters a more comprehensive understanding. Moreover, the ability to empathize and see a situation from someone else's point of view is crucial in building a well-rounded perspective, promoting effective communication, and cultivating a more inclusive and tolerant society.<sup>17</sup> In essence, perspective in understanding is a dynamic interplay between individual perception, cognitive processes, contextual awareness, and empathy, working in tandem to shape our comprehension of the world. Here are some of the main components of perspective or point of view taken from Dahl, C. (2021) effectiveness of using YouTube videos in improving students' English listening

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<sup>16</sup> Isman, A., Gazi, Z. A. & Aksal, F. A. (2010). Students' perceptions of online learning. *Educational Technology*, 50(3), 53-54. Retrieved March 30, 2021

<sup>17</sup> Laili, R. N., & Nashir, M. (2021). Higher education students' perception on online learning during covid-19 pandemic. *Edukatif : Jurnal Ilmu Pendidikan*, 3(3), 689–697

comprehension skill, providing empirical data on how videos from this platform affect listening skills from the perceptual aspect<sup>18</sup> as follows:

a. Personal Experience

An individual's life experiences play a major role in shaping his or her point of view. Positive or negative experiences, significant events, and daily interactions contribute to the way one sees the world.

b. Values and Beliefs

Personal values and beliefs form the basis of one's morals and ethics. One's perspective on issues is often influenced by these values and beliefs.

c. Cognitive Ability

A person's cognitive abilities, such as the ability to process information, recognize patterns, and make inferences, affect how he or she interprets stimulus and develops his or her point of view.

d. Emotions and Feelings

Personal emotions and feelings play an important role in shaping viewpoints. An individual's current mood and feelings can influence how he or she sees and responds to a particular situation.

e. Education and Knowledge

A person's level of education and knowledge affects the depth and context of his or her understanding of various topics. Education opens doors to broader knowledge and perspectives.

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<sup>18</sup> Dahl, C. (2021). "The Effectiveness of YouTube in Learning English Listening Comprehension." *Journal of Educational Technology Development and Exchange (JETDE)*, 14(2), 45-60.

f. Current Psychological State

A person's psychological state, including levels of stress, anxiety, or excitement, can affect how he or she sees and responds to certain situations.

g. Views on Life Purpose and Meaning

A person's views on the purpose and meaning of his life also play a role in shaping his perspective on the world.

h. Cognitive Framework and Interpretation

The way a person organizes information, builds patterns, and gives meaning to everyday experiences forms the cognitive framework on which his or her point of view is based.

i. Temporal Context

Viewpoints can also be influenced by temporal context or time. Changes in time or phase of an individual's life can bring about changes in the way he or she sees the world.

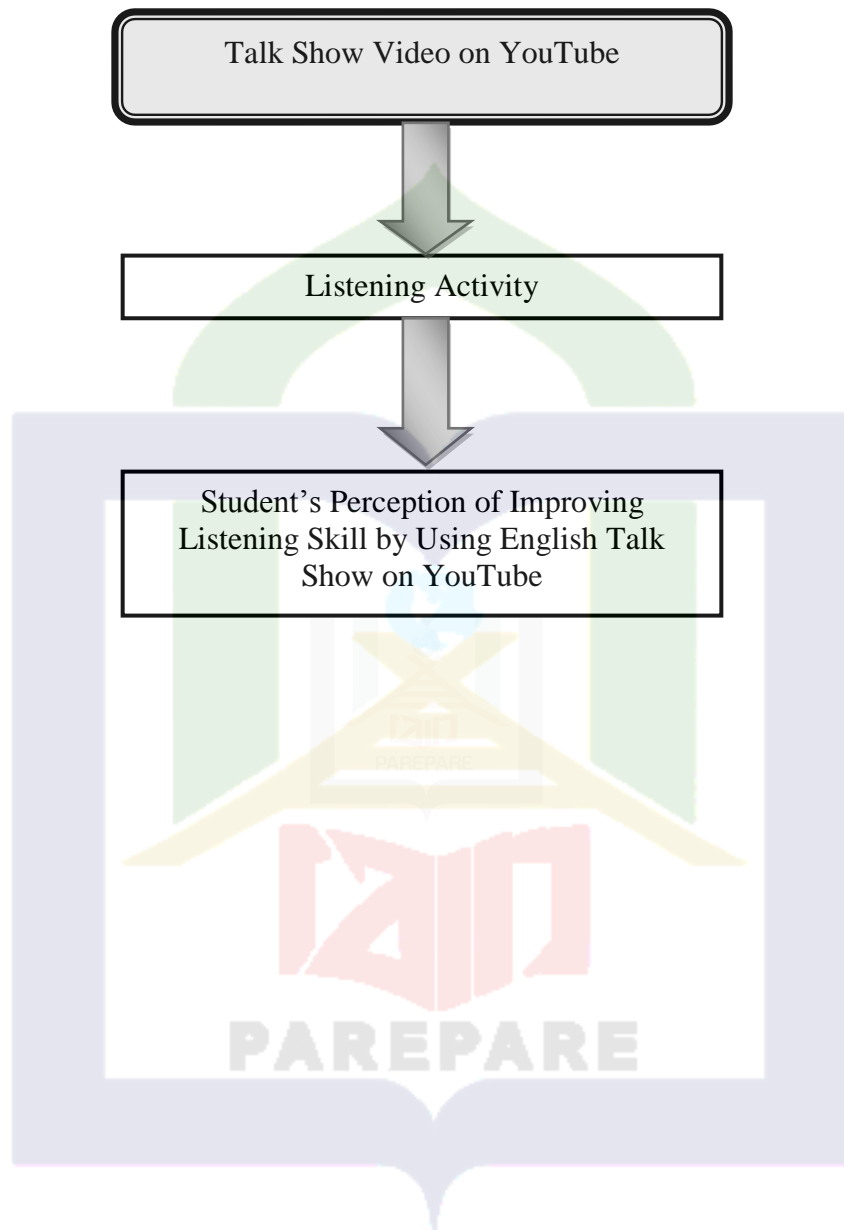
All these components interact with each other and together form each individual's unique perspective on the world.<sup>19</sup>

**C. Conceptual Framework**

The operational notion stems from associated theoretical frameworks pertaining to every variable that needs to be operationalized in a research study. As a result, the researcher concentrates on just one variable. It is the opinions of the students regarding the use of a YouTube channel for a course on academic speaking skills.

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<sup>19</sup> Otara, A. (2011). Perception: a guide for managers and leaders. *Journal of Management and Strategy* 2(3), 21-24



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The research design that used in this study is a qualitative design with a case study approach. This design was chosen because this study aims to gain an in-depth understanding of the perspectives of second semester students of IAIN Parepare's English Department regarding the use of English talk show videos on YouTube.

The case study approach was adopted because this research focuses on the specific context of a group of students, namely second semester students of the English Department. This approach allows the researcher to investigate the phenomenon in its real context and extract rich and detailed information. The data collected had been analyzed using a qualitative analysis approach. Data analysis will involve steps such as data reduction, data presentation, and conclusion drawing.

This research design is expected to provide a comprehensive understanding of how the use of English talk show videos on YouTube affects the perceptions and learning experiences of students of IAIN Parepare's English Department in developing their listening skills.

#### B. Location and Duration of The Research

This research had conduct at the Institut Agama Islam Negeri Parepare, Jl. Amal Bhakti No.8, Bukit Harapan, Kec. Soreang, Parepare City, South Sulawesi 91131. Because this research is qualitative, the research time limit is not strictly determined until the researcher reaches a very deep understanding of the object of research. However, given various considerations related to the limitations of time, money, and energy, this research can be ended and the report can be prepared when it



is considered to have reached the data and analysis in accordance with the predetermined research design.

### **C. Population and Sample**

Second semester English Department students at IAIN Parepare who use English talk show videos on YouTube as a learning resource.

The steps of the research design involved:

#### 1. Population of Research and Sample

##### a. Population

The Population of this research is 35, the second semester students of English Department of IAIN Parepare in academic year 2023/2024

##### b. Sample

The sample of this research had determined by using sampling technique. The research total took all of 35 the students of second semester to become sample of this research as the researcher can handle. Choosing people who are reachable and available can yield insightful information and data that would otherwise go unnoticed. As a result, while selecting volunteers, researchers frequently take into account variables including availability, closeness, and willingness to engage.

Researchers may make sure that their samples are representative and diverse by taking these criteria into account. In research, the population consists of all the people, things, or events that fit certain criteria and pique the interest of the researcher. It stands for the broader population that the sample is taken from or the population to whom the research findings are meant to be applied.

### **D. Instrument of The Research**

Data collection methods involve participatory observation, in-depth interviews, and collect data from questionnaire. Questionnaire obtain data and information as basic materials for compiling research results observe how students use English talk show videos as learning materials. In-depth interviews provided opportunities for students to express their experiences, views and understandings in more detail. Document analysis included a review of students' notes or reflections on their learning experience.

#### **E. Research Procedure**

Participatory observation, in-depth interviews, and document analysis had been used to collect data. In the study "The Perspective of Second Semester English Department Students of IAIN Parepare Using English Talk Show Videos on YouTube to Improve Listening Skill," observational data collection involved steps that focus on direct observation of second semester English Department students as they use English talk show videos on YouTube to improve listening skills. The following is a further description of the observational data collection:

##### **1. Interview**

Apart from requiring a considerable amount of time to collect data, the interview method also demands special attention to its implementation. Giving questionnaires to respondents with requests for written answers is simpler when compared to digging up answers directly through face-to-face. An interview can be considered as a conversation that has a specific purpose, involving two parties, namely the interviewer who asks questions and the respondent who provides answers. At IAIN Pare, interviews are conducted by dialoguing and asking questions with students. The results of the interviews were then compiled in a summary format that began with a brief explanation of identity, description of the situation or context,

identification of problems, description of data, unitization, and ended with the presentation of emerging themes.

The researcher conducts focus groups with four to six interviewees each, either in person or virtually. A series of unstructured, usually open-ended questions are used in these interviews to elicit thoughts and opinions from the participants. Further information about participants' favorable responses and their use of English talk show videos on YouTube was obtained through interviews.

## **2. Questionnaire**

A questionnaire is a tool or instrument used to collect data or information from respondents through a series of pre-designed questions. In a research context, questionnaires are used to measure variables or obtain the required empirical data. Questionnaires can be used in a variety of research fields, including social sciences, health, education, and marketing.

Scientifically, questionnaires are a data collection method that is often used because it allows researchers to obtain information from a large number of respondents in a relatively short time. In addition, questionnaires also allow standardization in data collection, so that the data obtained can be compared and analyzed more easily.

Data collection techniques using questionnaires actually provide several benefits to researchers. The benefits of the questionnaire are as follows.

- a. Obtain data and information as basic materials for compiling research results.
- b. Produce data and information with a high level of validity.
- c. Obtain comparative data as material for in-depth evaluation.

- d. The questions are standardized, because all respondents are given the same questions and in the same order.
- e. Knowing the attitudes of respondents directly.
- f. There are three types of questionnaires, namely open, closed and mixed types. Following is the complete review.

1) Open Questionnaire

An open questionnaire is a questionnaire with descriptive questions. In this case, respondents need to provide answers in the form of opinions or explanations in the empty column provided. Open questionnaires are usually used to obtain in-depth information.

2) Closed Questionnaire

Meanwhile, in a closed questionnaire, the questions given are in the form of multiple choices or checklists. That way, respondents can only answer questions with the available options. The results of closed questionnaires are relatively easy to process and do not take much time.

3) Mixed Questionnaire

So, what is a mixed questionnaire? Mixed questionnaires are actually a combination of open and closed questionnaire types. Apart from being useful for obtaining in-depth information, this method also provides a number of data in the form of numbers.

This is done to see how the students feel about the way the listening skills course's YouTube channel is used. In order to learn how students' feel about using YouTube channels for English listening skills classes, the English Department at

IAIN Parepare has created an online questionnaire with multiple assertions explained to responders by using the concept of “perception in general” by Dahl, C. (2021).

#### The Blue Print of the Questionnaire of Students’ Perceptions

Perception Indicator	List
Individual Point of View	Have you been watching entertainment content on social media?
Interpretation	Does watching talk show help you learn a new vocabulary?
Culture and Social	How can students improve listening ability by watching talk show (conversation between hosts and guests)?
Visual Art	How do visual elements such as graphics, colors, and layout influence audience engagement and perception of talk show content on social media?
Cognitive Psychology	How does the choice of topics and the atmosphere of a talk show or podcast affect audience engagement and retention?
Life Experience	Does watching talk show help you learn grammar?
Intercultural Understanding	Are talk shows or podcasts featuring guests from different countries, languages, cultures, races, and religions still relevant for you to listen to?
Philosophical Views	How the interaction between the presenter and guests in a talk show can affect the audience's listening ability?
Value and	Is there anything new you learned or discovered from the talk that

Benefits	you might not have known before?
Value and Benefits	What do you think are the disadvantages of listening to talk shows on YouTube?

#### **F. Technique of Data Analysis**

The researcher analyzes the data after it has been collected using the following techniques

##### **1. Collecting Data**

All research participants receive a questionnaire and interview created by the researcher in Google Forms. A total of x students participates in the study by responding to the questionnaire, and 5 students participate in the interview.

##### **2. Describing the Data**

The researcher conducts an analysis and describes the data based on the tabulated results of the questionnaire and interview.

##### **3. Making Final Conclusions**

The researcher draws conclusions about self-regulation strategies in reading comprehension based on the data collected and analyzed throughout the investigation

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

##### 1. The students' perception about using video talk shows to listening skill

After the online research findings, a number of questions were used to find out how students felt about using English video chat shows to improve their listening abilities.

##### a. Have you been watching talk show or podcast on social media?

table 4.1: Student respond from Q1

Student Initial	Q1
Ah	Yes, regularly
B	No, not interested
An	Yes, occasionally
D	Yes, regularly
De	No, but I plan to
Ka	Yes, occasionally
Sk	No, not interested
Ha	Yes, regularly
Ai	No, but I plan to
He	Yes, occasionally
Li	No, not interested
Lu	Yes, regularly
Ma	No, but I plan to

May	Yes, occasionally
S	No, not interested
Si	Yes, regularly
St	No, but I plan to
T	Yes, occasionally
Ti	No, not interested
Tio	Yes, regularly
Tin	No, but I plan to
To	Yes, occasionally
Se	No, not interested
Z	Yes, regularly
De	No, but I plan to

Based on a questionnaire conducted on 25 interviewees regarding the habit of watching talk shows or podcasts on social media, the results obtained show interesting variations. A total of seven people, regularly watching the event, showed high interest and consistency in keeping up with the content on social media.

Eight other people reported that they watched talk shows or podcasts on social media occasionally. They enjoy this content but may not always have consistent time or interest. There are also six people who stated that they haven't watched yet, but have plans to start watching in the future. They may need more encouragement or recommendations to actually start watching.

Finally, four people showed no interest at all in watching talk shows or podcasts on social media. Their reasons can vary, from a lack of interest in the format to a preference for other types of content.



Overall, the results of this questionnaire show that while there is significant interest in talk shows and podcasts on social media, there is still variation in the frequency and interest in watching among individuals.

**b. Does watching talk show help you learn a new vocabulary?**

Here is a table with the names of 25 speakers who answered the question "Does watching talk show help you learn a new vocabulary?" with a choice of answers:

table 4.2: Student respond from Q2

Student Initial	Q2
Ah	Yes
B	Yes
An	Yes
D	Yes
De	Yes
Ka	Yes
Sk	Yes
Ha	Yes
Ai	No
He	Yes
Li	Yes
Lu	Yes
Ma	No
May	Yes
S	Yes
Si	Yes
St	Yes
T	Yes
Ti	Sometimes
Tio	Yes
Tin	No
To	Yes
Se	Yes
Z	No
De	Yes

Most of the interviewees (20 people) stated that watching talk shows helped them learn new vocabulary. Several speakers (4 people) said no, and only one speaker answered "Sometimes".

**c. How can students improve listening ability by watching talkshow?**

Here is a table with the names of 25 speakers who answered the question "How can students improve listening ability by watching talk show?" with a choice of answers:

table 4.3: Student respond from Q3

Student Initial	Q3
Ah	By learning new vocabulary
B	By paying attention to different accents
An	By understanding various contexts
D	By learning new vocabulary
De	By learning new vocabulary
Ka	By learning new vocabulary
Sk	By paying attention to different accents
Ha	By learning new vocabulary
Ai	By learning new vocabulary
He	By understanding various contexts
Li	By learning new vocabulary
Lu	By learning new vocabulary
Ma	By paying attention to different accents
May	By learning new vocabulary

S	By understanding various contexts
Si	By learning new vocabulary
St	By learning new vocabulary
T	By understanding various contexts
Ti	By learning new vocabulary
Tio	By practicing active listening skills
Tin	By learning new vocabulary
To	By learning new vocabulary
Se	By paying attention to different accents
Z	By learning new vocabulary
De	By learning new vocabulary

Most of the interviewees (16 people) believed that "By learning new vocabulary" is an effective way to improve listening skills by watching talk shows. Some others answered "By paying attention to different accents" (5 people), "By understanding various contexts" (3 people), and only one person answered "By practicing active listening skills".

**d. How do visual elements such as graphics, colors, and layout influence audience listening ability of talk show content on social media?**

Berikut adalah tabel dengan 25 nama orang narasumber yang menjawab pertanyaan "How do visual elements such as graphics, colors, and layout influence audience listening ability of talk show content on social media?" dengan pilihan jawaban:

table 4.4: Student respond from Q4

Student Initial	Q4
Ah	Enhances engagement
B	Distracts from content
An	No significant impact
D	Enhances engagement
De	Enhances engagement
Ka	No significant impact
Sk	Distracts from content
Ha	Enhances engagement
Ai	Enhances engagement
He	No significant impact
Li	Enhances engagement
Lu	Enhances engagement
Ma	Distracts from content
May	Enhances engagement
S	Enhances engagement
Si	Distracts from content
St	Enhances engagement
T	Enhances engagement
Ti	Enhances engagement
Tio	No significant impact
Tin	Distracts from content
To	Enhances engagement
Se	No significant impact
Z	Enhances engagement
De	Enhances engagement

Most of the interviewees (16 people) believe that visual elements such as graphics, colors, and layouts can increase audience engagement. Some others (5 people) felt that the visual elements could distract from the content, while 4 people

stated that the visual elements had no significant impact on the audience's ability to listen.

**e. How does the choice of topics and the atmosphere of a talk show or podcast affect audience listening ability?**

Here is a table with the names of 25 speakers who answered the question "How does the choice of topics and the atmosphere of a talk show or podcast affect audience listening ability?" with a choice of answer:

table 4.5: Student respond from Q5

Student Initial	Q5
Ah	Makes it more engaging
B	Helps retain information better
An	Can cause distraction
D	Increases curiosity
De	Makes it more engaging
Ka	Helps retain information better
Sk	No significant effect
Ha	Makes it more engaging
Ai	Can cause distraction
He	Helps retain information better
Li	Makes it more engaging
Lu	Increases curiosity
Ma	Makes it more engaging
May	Helps retain information better
S	No significant effect
Si	Makes it more engaging
St	Increases curiosity
T	Can cause distraction
Ti	Helps retain information better
Tio	No significant effect
Tin	Makes it more engaging

To	Increases curiosity
Se	Can cause distraction
Z	Helps retain information better
De	Makes it more engaging

Most of the speakers (10 people) believe that the choice of topic and atmosphere of a talk show or podcast can make it more interesting (engaging). Six people stated that this helped them retain information better. Five people thought that this could increase curiosity, while four people thought that it could cause distractions. The other three felt that the choice of topics and atmosphere had no significant effect on their listening skills.

**f. Does watching talk show help you learn grammar**

Here is a table with 25 names of speakers who answered the question "Does watching talk show help you learn grammar?" with a choice of answer:

table 4.6: Student respond from Q6

Student Initial	Q6
Ah	Yes
B	Sometimes
An	No
D	Yes
De	Yes
Ka	Sometimes
Sk	Yes
Ha	Sometimes
Ai	No
He	Yes
Li	Sometimes
Lu	Yes
Ma	No
May	Yes
S	Sometimes
Si	Yes
St	Sometimes
T	Yes
Ti	Sometimes

Tio	Yes
Tin	No
To	Yes
Se	Sometimes
Z	Yes
De	Sometimes

Most of the interviewees (14 people) believed that watching talk shows helped them learn grammar. Some others (8 people) felt that it sometimes helped them learn grammar, while only 3 people stated that watching talk shows did not help them learn grammar.

**g. Are talk shows or podcasts featuring guests from different countries, languages, cultures, races, and religions still relevant for you to listen to**

Here is a table with the names of 25 speakers who answered the question "Are talk shows or podcasts featuring guests from different countries, languages, cultures, races, and religions still relevant for you to listen to?" with a choice of answer:

table 4.7: Student respond from Q7

Student Initial	Q7
Ah	Yes, very relevant
B	Somewhat relevant
An	Not very relevant
D	Yes, very relevant
De	Somewhat relevant
Ka	Not very relevant
Sk	Yes, very relevant
Ha	Somewhat relevant
Ai	Not relevant at all
He	Yes, very relevant
Li	Somewhat relevant
Lu	Yes, very relevant
Ma	Not very relevant
May	Somewhat relevant
S	Yes, very relevant
Si	Somewhat relevant
St	Yes, very relevant

T	Not relevant at all
Ti	Somewhat relevant
Tio	Yes, very relevant
Tin	Somewhat relevant
To	Yes, very relevant
Se	Not very relevant
Z	Yes, very relevant
De	Somewhat relevant

Most of the speakers (12 people) felt that talk shows or podcasts featuring guests from different countries, languages, cultures, races, and religions were very relevant to listen to. A total of 9 people consider this quite relevant. Meanwhile, 3 people felt that this was not relevant, and only 1 person thought that this was completely irrelevant.

**h. How the interaction between the presenter and guests in a talk show can affect the audience's listening ability?**

The following is a table with the names of 25 speakers who answered the question "How the interaction between the presenter and guests in a talk show can affect the audience's listening ability?" with a choice of answers:

table 4.8: Student respond from Q8

Student Initial	Q8
Ah	Enhances engagement
B	Provides deeper understanding
An	Creates a dynamic atmosphere
D	Enhances engagement
De	Provides deeper understanding
Ka	Creates a dynamic atmosphere
Sk	Enhances engagement
Ha	Provides deeper understanding
Ai	Can cause distraction
He	Enhances engagement
Li	Provides deeper understanding



Lu	Creates a dynamic atmosphere
Ma	Enhances engagement
May	Provides deeper understanding
S	Creates a dynamic atmosphere
Si	Enhances engagement
St	Provides deeper understanding
T	Can cause distraction
Ti	Enhances engagement
Tio	Provides deeper understanding
Tin	Creates a dynamic atmosphere
To	Enhances engagement
Se	Provides deeper understanding
Z	Creates a dynamic atmosphere
De	Enhances engagement

In this questionnaire, most of the speakers (11 people) stated that the interaction between the host and guests in a talk show can increase audience engagement. Meanwhile, 8 people felt that the interaction provided a deeper understanding. There are also 4 people who think that this interaction creates a dynamic atmosphere. However, 2 people thought that the interaction could cause a disturbance.

**i. What do you think are the disadvantages of listening to talk shows on YouTube?**

Here is a table with the names of 25 speakers who answered the question "What do you think are the disadvantages of listening to talk shows on YouTube?" with several answer options:

table 4.9: Student respond from Q9

Student Initial	Q9
Ah	Quality of content varies widely
B	Distraction from comments and related videos
An	Too many ads interrupting the flow
D	Limited interaction with the presenter
De	Data consumption and internet speed issues
Ka	Quality of content varies widely
Sk	Limited interaction with the presenter
Ha	Too many ads interrupting the flow
Ai	Distraction from comments and related videos
He	Quality of content varies widely
Li	Data consumption and internet speed issues
Lu	Limited interaction with the presenter
Ma	Too many ads interrupting the flow
May	Distraction from comments and related videos
S	Quality of content varies widely
Si	Limited interaction with the presenter
St	Data consumption and internet speed issues
T	Too many ads interrupting the flow
Ti	Distraction from comments and related videos
Tio	Quality of content varies widely
Tin	Limited interaction with the presenter
To	Data consumption and internet speed issues
Se	Too many ads interrupting the flow
Z	Distraction from comments and related videos
De	Quality of content varies widely

It provides a variety of opinions from speakers about the disadvantages of listening to talk shows on YouTube, including annoying ads, variations in content quality, interruptions from comments and related videos, limited interaction with the host, and problems with data consumption and internet speed.

**j. Is there anything new you learned or discovered from the talk that you might not have known before**

Here is a table with 5 names of speakers who answered the question "Is there anything new you learned or discovered from the talk that you might not have known before?" with several answer options:

table 4.10: Student respond from Q10

Student Initial	Q10
Ah	Yes, I learned about a new concept
De	Yes, I discovered a different perspective
Li	Yes, I gained knowledge about a specific topic
St	No, I was already familiar with the information
Tio	Yes, I discovered a different perspective

From the table above, it can be seen that of the five speakers who answered the question "Is there anything new that you learned or found from the conversation that you may not have known before?", the majority gave positive answers about the new things they learned. In detail, three of the five speakers stated that they gained new insights from the talks. new concepts, discovering different perspectives, and gaining knowledge about a particular topic.

However, there are also resource persons who feel that they do not get new information. stated that he was familiar with the information conveyed in the talks. None of the speakers answered "I didn't learn anything at all. In conclusion, the conversation was quite informative and able to provide new insights to most of the speakers, although there were also those who felt that they did not get new information because they were familiar with the material presented.

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

The data discussion in this section focuses on how students use YouTube video chat programs to improve their listening abilities. According to interviews, the

majority of students evaluate supporting listening skills favorably. The results of the interviews are shown here. In line with queries 1 through Q1, 2 through Q2, 3 through Q3, 4 through Q4, 5 through Q5, 6 through Q6, 7 through Q7, 8 through Q8, 9 through Q9, and 10 through Q10,

From Q1, "What are the main benefits of watching talk shows in improving one's listening skills?" Here are the answers from five people regarding the main benefits of watching talk shows in improving one's listening skills. One of the sources, S stated that:

"In my opinion, the main benefit of watching talk shows is that they help enrich vocabulary and understand different accents and speech styles. This is very important in improving listening skills, especially when dealing with different types of speakers."

Another source interviewed; WA stated that:

"For me, watching talk shows allows us to hear conversations that are natural and varied. It helps in training our ears to pick up on different intonations, tones, and rhythms of speech, so that our listening abilities become sharper."

FS:

"I feel that watching talk shows can improve listening skills because we can learn how to listen better. Talk show hosts are usually very good at listening to their guests, so we can emulate their techniques in everyday conversation."

DR.:

"In my opinion, watching talk shows helps in paying attention to the details and context of the talks. This is important in improving listening skills because we learn to not only hear words, but also understand the meaning and emotions behind them."

SA:

"The main benefit for me is exposure to a variety of topics and viewpoints. This makes us accustomed to listening to and understanding complex and diverse information, so that our listening skills become better and more responsive to various situations."

Based on the answers from five people regarding the main benefits of watching talk shows in improving listening skills, it can be concluded that talk shows have many diverse advantages in honing listening skills. S highlighted that talk shows help enrich vocabulary and understand different accents and speaking styles, which are important in dealing with different types of speakers. WA, adds that talk shows allow us to hear conversations that are natural and varied, helping to train the ear to pick up on different intonations, tones, and rhythms of speech.

FS, argues that watching talk shows teaches us how to listen better, observe the hosts' techniques in listening to their guests, and apply them in everyday conversations. DR, emphasizes the importance of paying attention to details and context in conversations, so that we not only hear the words but also understand the meaning and emotions behind them. SA, meanwhile, highlights exposure to a wide range of topics and viewpoints that make us accustomed to listening to and understanding complex and diverse information.

Overall, watching talk shows provides various benefits in improving listening skills, ranging from enriching vocabulary, understanding different accents and intonations, to learning to listen better and understand the meaning and emotions behind words.

From Q2, "How can watching talk shows help someone improve their listening comprehension?" Here are five people's answers about how watching talk shows can help a person improve their listening comprehension:

One of the sources, S stated that:

"Watching talk shows allows us to listen to conversations that are rich in context and nuance. This helps improve listening comprehension because we learn to interpret messages from different points of view and understand the hidden intent behind the words."

Another source interviewed, by WA stated that:

"In my opinion, talk shows often present guests with different backgrounds and ways of speaking. It provides training for our ears to adapt to different communication styles, so our ability to understand the speaker quickly and accurately increases."

Another source interviewed; FS stated that:

"I feel that watching talk shows can improve listening comprehension because there are often in-depth discussions about various topics. Listening to how guests explain complex concepts helps us to learn to capture key ideas and important details more effectively."

DR:

"Talk shows usually feature interviews that require full attention to be able to understand the content of the conversation well. By getting used to listening to talk shows, we can practice the ability to stay focused and listen carefully, which is very useful in everyday life."

SA:

"In my opinion, talk shows help improve listening comprehension because there is often interaction between the host and guests that involves questions and answers. It teaches us how to actively listen and respond appropriately, as well as how to ask relevant questions to dig deeper into the information."

Based on the answers from five people about how watching talk shows can help improve listening comprehension, it can be concluded that talk shows provide a rich and diverse environment to practice listening skills. S highlighted that talk shows help understand contexts and nuances from different points of view, while WA emphasizes adaptation to different communication styles. FS added that in-depth discussions in the talk show help capture key ideas and important details. DR noted the importance of focus exercises and careful listening provided by the talk show, and SA underlined the question-and-answer interaction that taught active listening and appropriate response. Overall, watching talk shows provides comprehensive practice in various aspects of listening that are essential for better comprehension.

From Q3, "Are there any special techniques you can learn from watching talk shows to improve your listening skills?" Here are five people's answers about whether there are any special techniques that can be learned from watching talk shows to improve listening skills:

S and WA said that their reason was because of this:

"From watching talk shows, we can learn paraphrasing techniques, which is repeating what the speaker says in our own words. This helps ensure that we really understand what is being talked about and also strengthens our memory of the information."

"One of the techniques that can be learned is to read body language and facial expressions. In the talk show, we can see how the speaker uses body movements and facial expressions to emphasize certain points, which helps us understand the message conveyed in more depth."

FS:

"In my opinion, an important technique that can be learned is active listening. This involves giving the speaker their full attention, showing interest through eye contact and nods, and providing relevant responses. This is very evident in the interaction between the host and the guests on the talk show."

DR:

"Watching talk shows can teach us how to ask good questions. Talk show hosts are usually very skilled at asking open-ended questions that encourage deeper conversations. We can apply this in daily conversations to get more complete and clear information."

SA:

"One of the techniques that can be learned is how to manage interruptions well. On talk shows, hosts and guests often have to navigate interruptions politely, ensuring that the conversation stays flowing. It helps us learn how to appreciate other people's turns and keep the conversation flowing."

Based on the answers from five people regarding special techniques that can be learned from watching talk shows to improve listening skills, it can be concluded



that talk shows offer a variety of useful techniques. S highlighted paraphrasing techniques to ensure comprehension, while WA emphasized the importance of reading body language and facial expressions. FS notes active listening techniques that involve full attention and relevant responses. DR underlines the skill of asking in-depth open-ended questions, and SA emphasizes how to manage interruptions politely to keep conversations flowing. Overall, watching talk shows can teach a variety of techniques that enrich and improve listening skills.

From Q4, “Does the variety of topics in talk shows have an effect on the effectiveness of improving someone's listening ability?” Here are the answers from five people regarding whether the variety of topics in talk shows has an effect on the effectiveness of improving one's listening skills:

WA said that:

"In my opinion, the variety of topics in talk shows has a great influence on the effectiveness of improving listening skills. With various topics discussed, we can get used to listening and understanding various types of content, ranging from politics, entertainment, to science, so that our listening skills become more flexible and comprehensive."

FS:

"The variety of topics in the talk show keeps us interested and not bored. When topics change, we are challenged to understand new terms and different concepts, which ultimately enriches our vocabulary and knowledge, as well as improves our listening skills."

DR.:

"I believe the variety of topics is very important. This helps us not just to get used to one type of content or speaking style. By listening to a wide variety of topics, we learn to capture the main messages and important details of different types of conversations."

SA:



"In my opinion, the variety of topics in the talk show is indeed influential. By listening to discussions on different topics, we can practice our ability to focus and get to the heart of each conversation, regardless of how familiar we are with the topic."

S said that:

"The variety of topics in talk shows helps us to adapt to various speaking styles and ways of conveying information. This is important to improve listening skills because we learn how to understand the information conveyed in different ways."

From these answers, it can be seen that the variety of topics in DRggap talk shows is very influential in improving one's listening skills, because it helps enrich vocabulary, understand various types of content, and adapt to various speaking styles.

Based on the answers from five people regarding the influence of topic variations in talk shows on the effectiveness of improving listening skills, it can be concluded that topic variations play an important role in the development of listening skills. WA, stated that the variety of topics helps to present different types of content that expand the flexibility of listening and understanding of various topics. FS, observed that topic variations prevent boredom and enrich vocabulary and knowledge. DR highlights the importance of understanding the main message and details of various conversations. SA, notes that topic variations train focus and the ability to capture the essence of the conversation. S acknowledges that the variety of topics helps in adapting to different communication styles.

Overall, talk shows with a variety of topics not only offer a variety of information, but also expand the ability of listeners to listen better, face challenges in understanding different types of content, and adapt to various ways of conveying information.

From Q5, "How does the interaction between the host and guests in a talk show affect the audience's listening ability?" Here are five people's answers about

how the interaction between the host and guests on the talk show can affect the audience's ability to listen:

S said that:

"The interaction between the host and guests in a talk show can be an example of how to listen actively. When the host asks relevant questions and the guest gives detailed answers, the audience learns to focus and listen better."

Another source, WA said that:

"I believe that the interaction between hosts and guests can teach us to capture the nuances of conversations. The way the host responds or interprets the guest's answer can help us understand the deeper context of the conversation."

FS and DR also said that:

"Talk show hosts often use clarifying techniques to ensure that what the guests are expressing is truly understood by the audience. This helps us practice our listening skills carefully to clearly understand what is being discussed."

"Warm and open interactions between hosts and guests can create an atmosphere that allows the audience to feel more engaged. It motivates us to listen more intensely and take lessons from the dialogue that happens."

SA:

"I believe that the interaction between host and guest can broaden our perspective. By seeing how hosts manage different viewpoints from different guests, we learn to listen more openly and receive information from different perspectives."

These answers show that the interaction between the host and guest on a talk show can provide a direct example of how to actively listen, understand the nuances of a conversation, use clarification techniques, create emotional engagement, and broaden the perspective of listening.

Based on the answers from five people regarding how the interaction between the host and guests in the talk show can affect the audience's listening ability, it can be seen that the interaction has a significant impact on the development of listening

skills. S, highlights that this interaction can be an example of active listening, where hosts and guests exchange information in depth. WA, observed that the way hosts respond to guest answers can help viewers understand the deeper context of the conversation.

FS, stated the importance of clarification techniques used by the host to ensure proper understanding of the audience of the conversation. TL;DR, notes that warm and open interactions can create emotional engagement that motivates viewers to listen more intensely. SA, highlights that the interaction between the host and guest can also broaden the audience's perspective by presenting a variety of perspectives.

Overall, the interactions that occur in talk shows not only present information, but also teach effective listening techniques, allowing the audience to understand the context, use clarification techniques, engage emotionally, and broaden their views on the topics discussed.

From Q6, "Is there a difference between watching serious and entertainment talk shows in terms of improving listening skills?" here are the answers from five people regarding the difference between watching serious talk shows and entertainment in terms of improving listening skills. S, WA and FS said that their reason was because of this.

"In my opinion, serious talk shows tend to focus more on in-depth discussions about important issues. This forces us to listen more carefully and understand the arguments and analyses presented by the speakers."

"I see that entertainment talk shows prioritize humor and fun, while serious talk shows tend to demand a focus on the details and complexity of the topics discussed. Each affects listening ability in different ways."

"Serious talk shows usually present speakers who are experts in their fields, who explain in-depth concepts. This helps improve listening skills by deepening understanding of specific topics."

DR.:

"I believe that serious talk shows often challenge viewers to consider different points of view and dig deeper into complex issues. This expands listening capabilities in capturing more complex arguments."

SA:

"Entertainment talk shows are usually more relaxed and do not overload the audience too much with technical information. Serious talk shows, on the other hand, require a higher level of concentration to follow the talks that are often technical and in-depth."

These answers reflect that serious talk shows and entertainment have different approaches in how they affect listening ability. Serious talk shows tend to be in-depth and require a high level of focus, while entertainment talk shows focus more on fun and humor without burdening the audience with information that is too complex.

Based on the answers from five people regarding the difference between watching serious talk shows and entertainment in terms of improving listening skills, it can be seen that the two types of talk shows have different impacts on the development of listening skills.

S highlighted that serious talk shows tend to focus on in-depth discussions on important issues, encouraging viewers to listen more carefully and understand the arguments being made. WA, sees that entertainment talk shows emphasize more on humor and fun, while serious talk shows demand a focus on the details and complexity of the topic.

FS, noted that serious talk shows often present experts in their field to explain in-depth concepts, which can deepen the audience's understanding of a particular topic. DR, believes that serious talk shows challenge audiences to consider different points of view and dig deeper into complex issues, helping to improve listening skills in capturing complex arguments.

SA, meanwhile, observed that entertainment talk shows tend to be more relaxed and less technical, allowing viewers to enjoy content without deep understanding.

Overall, both serious and entertaining talk shows have their own value in influencing the way audiences listen to and understand information, with different focuses and approaches according to the purpose and format of the show.

From Q7, "Can watching talk shows in a foreign language improve a person's listening skills in that language?" Here are five people's answers about whether watching talk shows in a foreign language can improve a person's listening skills in that language:

One of the sources, S said that: "In my opinion, watching talk shows in foreign languages is very effective in improving listening skills. We are used to authentic intonation, vocabulary, and ways of speaking, which are difficult to learn from ordinary books or courses."

Another source, WA said that:

"I believe that watching talk shows in foreign languages helps us to sharpen our ears in catching words quickly and accurately. It also expands our vocabulary in the language."

Another source, FS said that:

"I often watch talk shows in foreign languages to improve my understanding of the language. The spontaneous interaction between the host and the guest helped me learn everyday vocabulary and informal language that wasn't taught in class."

DR.:

"In my experience, watching talk shows in foreign languages helps train our hearing against different accents and speaking styles. This is very important to improve listening skills in general."

SA:

"I believe that watching talk shows in a foreign language not only helps improve listening skills, but also deepens our understanding of the culture and social context of the country that speaks the language."

These answers show that watching talk shows in a foreign language is an effective method to improve listening skills in that language. This can help in honing intonation, vocabulary, understanding informal language, and expanding understanding of the culture and social context associated with the language.

From Q8, "How does the use of subtitles when watching talk shows affect the audience's listening ability?" Here are five people's answers about how the use of subtitles in watching talk shows can affect viewers' listening skills:

S and WA said that:

"I believe the use of subtitles is very helpful in improving listening comprehension. Subtitles allow us to check unfamiliar vocabulary and understand the proper way to pronounce it."

"For me, subtitles help connect what we hear with the written word. This strengthens vocabulary recognition and facilitates understanding of context in conversations."

FS:

"The use of subtitles helps train our hearing against intonation and accents that may be difficult to understand orally. It allows us to understand the language better overall."

DR.:

"In my opinion, subtitles help in improving the speed of understanding and response to speech. We can train ourselves to listen quickly and follow the flow of the conversation more effectively."

SA:

"I see that subtitles help in checking our understanding of the foreign language being studied. It also allows us to focus on the content and other details of the talk show without losing the overall understanding."

These answers show that the use of subtitles in watching talk shows can contribute significantly to improving the audience's listening ability. Subtitles help in checking and strengthening vocabulary, understanding intonation and accents, practicing response and comprehension speed, and allowing for a better focus on the content delivered in the talk show.

Based on the answers from five people regarding the use of subtitles in watching talk shows, it can be seen that the influence of subtitles is very significant in improving the audience's listening ability.

S, emphasizes that subtitles help to check and reinforce unfamiliar vocabulary, as well as understand the proper way of pronunciation. WA, sees that subtitles help connect what is heard with written words, reinforce vocabulary recognition, and facilitate understanding of context.

FS, notes that subtitles train hearing on intonation and accent, allowing for better overall language comprehension. DR, observed that subtitles help in improving the speed of understanding and response to conversations.

SA, stated that subtitles help in checking the understanding of the foreign language being learned, as well as allowing for a better focus on the talk show content without losing overall understanding.



Overall, the use of subtitles in watching talk shows not only supports improved vocabulary and pronunciation comprehension, but also trains hearing for various intonations and accents, and facilitates faster responses and comprehension of the content of the conversation.

From Q9, "Are there risks or challenges associated with relying on talk shows as a way to improve listening skills?" Here are the answers from five people regarding the risks or challenges associated with relying on talk shows as a way to improve listening skills. S and WA also said this:

"One risk I see is that talk shows often present conversations that are organized and engineered to grab the audience's attention. This may not represent the real conversations we can have in our daily lives."

"The challenge that may arise is the lack of diversity in speaking styles and accents displayed in talk shows. It can get us used to one particular style, while in real life, we need to adapt to different types of speech."

FS:

"One of the risks is being too passive in listening. Sometimes we tend to be spectators who just receive information without actually interacting or trying to apply the listening skills that have been learned."

DR.:

"I see that talk shows can be a good resource for enriching vocabulary and understanding cultural contexts, but the biggest challenge is making sure that we really focus on listening with the purpose of learning, not just entertainment."

SA:

"The risk I see is the tendency to rely on talk shows as the only source to improve listening skills. Ideally, we also need to complement it with active listening practices in daily life to gain a more diverse experience."

These answers describe some of the risks and challenges associated with relying on talk shows as a way to improve listening skills, such as



regulated conversations, lack of diversity in speaking styles, a tendency to be a passive spectator, an excessive focus on entertainment, and a possible dependence on a single learning resource.

Based on the answers from five people regarding the risks or challenges associated with relying on talk shows as a way to improve listening skills, it can be concluded that there are several aspects that need to be considered.

S, reminds that talk shows often present conversations that are organized and engineered to grab the audience's attention, which may not fully reflect the everyday conversation situation. WA, highlights the shortcomings in the diversity of speaking styles and accents that can make the audience get used to only one type of speech.

FS, emphasizes the risk of being too passive in listening, where we tend to receive information without actually interacting or actively applying listening skills. DR, saw the main challenge in maintaining a focus on deeper learning objectives amidst the entertainment offered by the talk show. SA, noted the risk of relying too much on talk shows as the only source to improve listening skills, while active listening experiences in daily life also need to be considered to get a more diverse experience.

Overall, talk shows can be an effective tool to improve listening skills, but viewers also need to be aware of some risks such as limitations in the representation of everyday conversations, a tendency to be passive, and dependence on only one learning resource. Listening actively and seeking out diverse listening experiences will further enrich and expand your overall listening capabilities.

From Q10, "How can consistently watching talk shows contribute to the long-term development of a person's listening skills?" Here are five people's answers on how consistency in watching talk shows can contribute to the development of a person's listening skills in the long term:

S and WA also said that

"In my opinion, consistency in watching talk shows can train our ears to listen to various speech styles and accents consistently. This helps strengthen listening skills in the long run."

"I believe that consistency in watching talk shows helps in building the habit of active listening. We become more trained at capturing the essence of a conversation and applying it to everyday communication situations."

FS:

"Consistency in watching talk shows not only improves technical listening skills, but also helps us understand different social dynamics and communication contexts."

DR.:

"For me, consistency in watching talk shows opens the door to continue learning and deepen my understanding of the topic of interest. It builds a strong foundation for communicating more effectively."

SA:

"I see that the consistency of watching talk shows broadens my insight and understanding of the various perspectives and issues discussed. It helps me become a more open and informed listener."

These answers show that consistency in watching talk shows can make a significant contribution to the development of a person's listening skills in the long term. This includes training in listening to different speech styles, building active listening habits, expanding social and contextual understanding, and deepening knowledge of diverse topics.

Here's a brief narrative explanation of five people's answers about how consistent listening to talk shows can contribute to the development of a person's listening skills in the long term:

S, highlights that consistency in watching talk shows can train the ear to better recognize different speech styles and accents over time. This helps strengthen overall listening ability.

WA, believes that this consistency helps build active listening habits, where the audience not only listens, but is also active in capturing the essence of each conversation.

FS, emphasized that the consistency of watching talk shows not only improves technical listening skills, but also enriches understanding of different social dynamics and communication contexts.

DR, sees that this consistency opens the door to continuous learning and a deeper understanding of topics of interest, which in turn builds a stronger communication foundation.

SA, as observing that the consistency of watching talk shows broadens horizons and deepens understanding of the various viewpoints and issues discussed. This helps SA become a more open and widely informed listener.

Overall, consistency in watching talk shows not only helps in developing technical listening skills, but also broadens perspectives, builds positive habits in active listening, and deepens understanding of diverse communication contexts.

## **B. Discussion**

### **1. The students' perception about using video talk shows to listening skill**

The results of this questionnaire provide diverse insights into the interests and habits of watching talk shows and podcasts on social media among respondents. Here are the main findings obtained from the questionnaire:

#### **a. Learning New Vocabulary**

Most of the interviewees (20 people) thought that watching talk shows helped them learn new vocabulary. This shows that talk shows can be an effective source to enrich the audience's vocabulary. However, there were also a small number of speakers (4 people) who felt that talk shows were not helpful in this regard, and one person who answered "sometimes," which showed variations in the effectiveness of talk shows as a vocabulary learning tool.

#### **b. Improves Listening Skills**

The majority of the interviewees (16 people) believed that learning new vocabulary was an effective way to improve listening skills by watching talk shows. However, there are also those who choose other methods such as paying attention to different accents (5 people), understanding different contexts (3 people), and practicing active listening skills (1 person). This shows that there are various approaches used by the interviewees to improve their listening skills through talk shows.<sup>20</sup>

#### **c. Influence of Visual Elements**

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<sup>20</sup> Sakkir, G., Dollah, S., & Ahmad, J. (2020). Students' perceptions toward using YouTube in EFL classrooms. *Journal of Applied Science, Engineering, Technology, and Education*, 2(1). doi: <https://doi.org/10.35877/454RI.asci2125>

Most of the interviewees (16 people) agreed that visual elements such as graphics, colors, and layouts can increase audience engagement. However, there are also those who feel that visual elements can distract from the content (5 people) or have no significant impact on listening ability (4 people). This indicates that visual elements can have different effects depending on individual preferences. Talk shows are designed to be entertaining and engaging, which can make the listening practice more enjoyable and less tedious. When viewers are interested in the content, they are more likely to pay attention and retain information.<sup>21</sup>

d. The Influence of Topic and Mood Choice

Most of the interviewees (10 people) believe that the choice of topic and atmosphere of a talk show or podcast can make it more interesting. In addition, six people said it helped them retain information better, five felt it increased curiosity, and four thought it could cause distractions. The other three felt that the choice of topic and atmosphere had no significant effect on their listening skills. These findings suggest that the choice of topic and atmosphere can affect the level of engagement and effectiveness of talk shows in different ways. Talk shows often touch on current events, cultural trends, and social issues. Listening to these discussions helps viewers gain a broader understanding of the world, enhancing their ability to comprehend and participate in conversations about diverse topics.<sup>22</sup>

e. Grammar Learning

Most of the interviewees (14 people) felt that watching talk shows helped them learn grammar, while eight people felt that it sometimes helped them, and three people stated that watching talk shows did not help them learn grammar. This

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<sup>21</sup> Silviyanti, T. M. (2014). Looking into EFL students' perceptions in listening by using English movie videos on YouTube. *Studies in English Language and Education*, 1(1), 42. doi: <https://doi.org/10.24815/siele.v1i1.1119>

<sup>22</sup> <https://repository.umy.ac.id/handle/123456789/7140>

suggests that talk shows can play a role in grammar learning, although their effectiveness can vary.

People can learn grammar from watching English talk shows for several scientific reasons such as Implicit Learning, Contextual Learning and Reinforcement through Repetition

Implicit learning is a subconscious process through which people acquire knowledge about language structures and patterns without explicit instruction. When watching talk shows, viewers are exposed to correct grammatical structures repeatedly, which helps them internalize these patterns naturally. Research in cognitive psychology supports the idea that language acquisition often occurs implicitly through exposure to spoken language.

Talk shows provide language input within a meaningful context. Viewers can see how grammatical structures are used in real-life conversations, which aids in understanding the appropriate usage of various grammar rules. The context helps in associating the grammatical forms with specific functions and meanings, enhancing retention and comprehension.<sup>23</sup>

Regular exposure to talk shows allows for the reinforcement of grammatical structures through repetition. The brain's neural networks strengthen with repeated exposure to the same patterns, making it easier for individuals to recognize and use these structures in their own speech and writing. And also, according to Vygotsky's sociocultural theory, language learning is a social process that occurs through interaction with more knowledgeable others. Talk shows often feature interactions between hosts and guests, providing a rich source of social language input. Observing

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<sup>23</sup> Komalig, F. (2020) English Department students' perceptions towards YouTube as learning resources to improve listening skills (Unpublished undergraduate thesis, Universitas Negeri Malang, Malang, Indonesia).

these interactions helps viewers understand the pragmatic and syntactic aspects of language use.<sup>24</sup>

f. Guest Diversity

Most of the interviewees (12 people) felt that talk shows or podcasts featuring guests from various backgrounds were very relevant to listen to. Nine people found this to be quite relevant, three people found it irrelevant, and one person found it completely irrelevant. These findings show that the diversity of guests in talk shows is appreciated by the majority of speakers. Guests on talk shows come from different backgrounds and regions, bringing a variety of accents and speaking styles. This variety helps viewers become more adept at understanding different pronunciations, speech patterns, and colloquial expressions.<sup>25</sup>

g. Interaction between Host and Guest

Most of the interviewees (11 people) believed that the interaction between the host and guests could increase audience engagement, while eight people felt that the interaction provided a deeper understanding. Four people thought that this interaction created a dynamic atmosphere, but two people felt that the interaction could cause distractions, and one person felt that this interaction had no significant effect. This suggests that interaction in talk shows can improve the quality of the show, although some see it as a potential distraction.

The interaction between the host and guest in a talk show offers a dynamic and rich environment that can significantly improve a viewer's listening skills. The dialogue between the host and guest in a talk show mirrors real-life conversation, including natural pauses, overlaps, and back-and-forth exchanges. This exposes

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<sup>24</sup> Nofrika, I. (2019). EFL students' voices: The role of youtube in developing English competences. *Journal of Foreign Language Teaching and Learning*, 4(1), 51–52. doi: <https://doi.org/10.18196/ftl.4138>

<sup>25</sup> <https://journal.ibsu.edu.ge/index.php/ibsusj/article/view/17>



viewers to authentic speech patterns, helping them understand how people naturally interact. The familiarity with these patterns aids in improving listening comprehension as it better prepares viewers for real-world listening scenarios. In summary, the interaction between the host and guest in a talk show provides a multifaceted and engaging listening experience.<sup>26</sup>

#### h. Disadvantages of Watching Talk Shows on YouTube

The interviewees also mentioned several disadvantages of watching talk shows on YouTube, including annoying ads, variations in content quality, interruptions from comments and related videos, limited interaction with the host, and problems with data consumption and internet speed. This shows that while there is significant interest in talk shows and podcasts on social media, there are also some barriers that can affect the viewing experience.

Overall, the questionnaire shows that talk shows and podcasts on social media have great potential as learning tools and entertainment resources, but there are also various factors that affect the effectiveness and viewing experience of each individual. The questionnaire shows that while there is significant interest in talk shows and podcasts on social media, there is variation in individual views and experiences. The majority of speakers felt the educational benefits of watching talk shows, especially in terms of vocabulary enrichment and improvement of listening skills. Visual and interactive elements in talk shows are also considered important in increasing audience engagement. However, some drawbacks such as ad interruptions and varying content quality are concerns that need to be addressed to improve the

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<sup>26</sup> Ayu, L. P. (2016). YouTube videos in teaching listening: The benefits in experts' views. *Research in English and Education (READ)*, 1(2), 112–113.



viewing experience. By understanding these different views, content providers can better tailor their programs to meet the needs and preferences of diverse audiences.<sup>27</sup>

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

Based on Q1, watching talk shows provides various benefits in improving listening skills, ranging from enriching vocabulary, understanding different accents and intonations, to learning to listen better and understand the meaning and emotions behind words. The reason is because watching talk shows helps in enriching vocabulary through the context of real use, understanding the various accents and intonations used in conversations helps improve the ability to distinguish the nuances of meaning contained in each word.<sup>28</sup>

Based on Q2, watching talk shows provides comprehensive practice in various aspects of listening that are essential for better understanding. Talk shows not only offer entertainment, but they are also an effective learning tool, enriching the listening experience with a variety of techniques and situations that are beneficial for the development of overall listening skills. Talk shows are not only entertainment but also as an effective learning tool. It provides a comprehensive exercise in understanding different situations and the use of different languages, which is essential for better understanding in various communication contexts.

Based on Q3, watching talk shows can teach various listening techniques that enrich and improve listeners' abilities. By paying attention to and practicing these techniques, the audience can comprehensively improve their listening skills, which is

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<sup>27</sup> Chen, A. (2013). EFL listeners' strategy development and listening problems: A process-based study. *Journal of Asia TEFL*, 10, 81–101. Retrieved from [http://journal.asiatefl.org/main/main.php?inx\\_journals=37&inx\\_contents=57&main=1&sub=2&submode=3&PageMode=JournalView&s\\_title=EFL\\_Listeners\\_Strategy\\_Development\\_and\\_Listening\\_Problems\\_A\\_Process\\_Based\\_Study](http://journal.asiatefl.org/main/main.php?inx_journals=37&inx_contents=57&main=1&sub=2&submode=3&PageMode=JournalView&s_title=EFL_Listeners_Strategy_Development_and_Listening_Problems_A_Process_Based_Study)

<sup>28</sup> Brünner, I. (2013). Using language learning resources on Youtube. *Proceedings of ICT for Language Learning* 6th.

beneficial in a variety of communication contexts.<sup>29</sup> Viewers can practice various listening techniques such as paying attention to intonation, using context to understand meaning, and identifying the emotions contained in the conversation. This contributes to an overall improvement in listening ability.

Based on Q4, talk shows with a variety of topics not only offer a variety of information, but also expand the ability of listeners to listen better, face challenges in understanding various types of content, and adapt to various ways of conveying information. By exploring a variety of topics in talk shows, viewers not only develop better listening skills but also improve their skills in understanding different types of content and how they are delivered. Talk shows that feature a variety of topics not only provide a variety of information but also expand the ability of listeners to listen better. This is important because listening to different types of conversations helps viewers to adapt to different ways of conveying information, including different language styles.

Based on Q5, the interactions that occur in talk shows not only present information, but also teach effective listening techniques, allowing the audience to understand the context, use clarification techniques, engage emotionally, and broaden their views on the topics discussed. Interactions between hosts and guests on talk shows teach effective listening techniques, such as understanding the context of the conversation, using clarifying techniques, and engaging emotionally in the topics discussed. The interactions that occur in talk shows not only present information but also teach effective listening techniques. For example, through understanding the context of the conversation and using clarification techniques, the audience can

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<sup>29</sup> Lee, L. (2016). "Using YouTube for English Language Learning: A Study of Learner Attitudes and Outcomes." *Language Learning & Technology*, 20(2), 89-105.

improve their ability to understand the implicit and explicit meanings in the conversation.<sup>30</sup>

Based on Q6, both serious and entertaining talk shows have their own value in influencing the way audiences listen and understand information, with different focuses and approaches according to the purpose and format of the event.

These answers show that watching talk shows in a foreign language is an effective method to improve listening skills in that language. This can help in honing intonation, vocabulary, understanding informal language, and expanding understanding of the culture and social context associated with the language. This not only helps in the development of intonation and vocabulary, but also expands the understanding of the culture and social context associated with the language, thereby increasing the audience's cross-cultural competence<sup>31</sup>

Based on Q7, the use of subtitles in watching talk shows not only supports the improvement of vocabulary and pronunciation comprehension, but also trains listening to various intonations and accents, and facilitates faster response and understanding of the content of the talk. By facilitating a faster response to the content of the conversation, subtitles support the audience to develop their listening skills progressively.

Based on Q8, talk shows can be an effective tool to improve listening skills, but the audience also needs to be aware of some risks such as limitations in the representation of everyday conversations, a tendency to be passive, and dependence on only one learning resource. Listening actively and seeking out diverse listening experiences will further enrich and expand your overall listening capabilities.

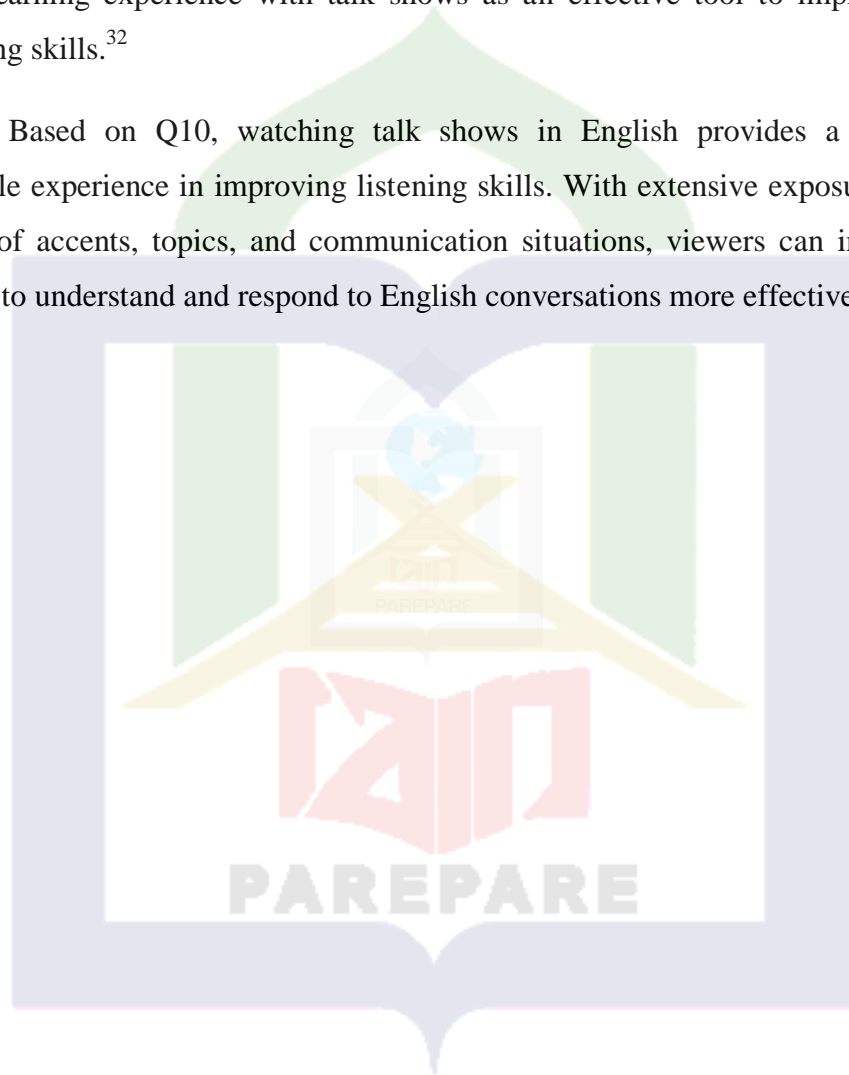
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<sup>30</sup> Ghasemi, B., Hashemi, M., & Bardine, S. H. (2011). UTube and language learning. *Procedia - Social and Behavioral Sciences*, 28, 53–87

<sup>31</sup> Harackiewicz, J. M., Smith, J. L., & Priniski, S. J. (2016). Interest matters: The importance of promoting interest in education. *Policy Insights from the Behavioral and Brain Sciences*, 3(2), 233-234

Based on Q9, consistency in watching talk shows not only helps in developing technical listening skills, but also broadens perspectives, builds positive habits in active listening, and deepens understanding of diverse communication contexts. By continuing to involve themselves in the learning process, the audience can optimize their learning experience with talk shows as an effective tool to improve English listening skills.<sup>32</sup>

Based on Q10, watching talk shows in English provides a diverse and valuable experience in improving listening skills. With extensive exposure to a wide range of accents, topics, and communication situations, viewers can improve their ability to understand and respond to English conversations more effectively.<sup>33</sup>



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<sup>32</sup> Harmer, J. (2003). The practice of English Language Teaching. *ELT Journal*, 57(4), 401–405. doi: <https://doi.org/10.1093/elt/57.4.401>

<sup>33</sup> Bonk, C. J. (2011). YouTube anchors and enders: The use of shared online video content as a macro context for learning. *Asia-Pacific Collaborative Education Journal*, 7(1), 20

## CHAPTER V CLOSING

This chapter provides an explanation of the following: (1) findings; and (2) recommendations. The students' opinions of watching English talk show videos on YouTube to improve their listening abilities and their perceptions of doing so are discussed in the conclusion. All of the recommendations made for students and other researchers are included in the suggestions.

### A. Conclusion

Twenty-five students' opinions indicate that using video talk shows to listening skills is highly beneficial. Even so, some students disagree that English talk shows offer a lively and real-world setting for practicing listening in true contexts. Nonetheless, the majority of students firmly concur that watching English chat show videos is a great way to learn something new like vocabulary, broad exposure to a variety of accents, topics, and communication situations.

### B. Suggestion

#### 1. Student

It is intended that they can keep watching English-language talk show videos to improve their listening abilities.

#### 2. Next Researcher

It is envisaged that researchers in the future would be able to perform study utilizing various techniques. video talk shows with varying degrees of participation.

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# APPENDICES

## Appendix 1. Research Instrument

	<p align="center"><b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b>  <b>INSTITUT AGAMA ISLAM NEGERI PAREPARE</b>  <b>FAKULTAS TARBIYAH</b></p> <p align="center">Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307,          Fax. (0421) 24404</p>
	<p><b>INSTRUMEN PENELITIAN PENULISAN SKRIPSI</b></p>

Name of The Student	:	Amriyan
The Title of Thesis	:	The perspective of Second Semester English Departement Student IAIN Parepare using English talk show video on Youtube to improve listening skill
Student Reg. Number	:	17.1300.094
Faculty	:	Tarbiyah
Study Program	:	English Education Program
Instrument	:	Questioner

### APPENDIX 1

#### QUESTIONNAIRE ITEM

STUDENTS' PERCEPTION OF THE USE OF ENGLISH TALKSHOW ON  
 YOUTUBE IN LISTENING SKILLS Questionnaire Filling Instructions

Main Question:

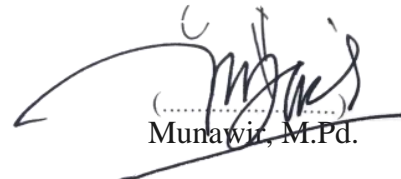
“Can listening to talk shows or podcasts improve an individual's listening skills?”

Questionnaire List	
Q1	Have you been watching talk show or podcast on social media?
Q2	Does watching talk show help you learn a new vocabulary?
Q3	How can students improve listening ability by watching talk show?
Q4	How do visual elements such as graphics, colors, and layout influence audience listening ability of talk show content on social media?
Q5	How does the choice of topics and the atmosphere of a talk show or podcast affect audience listening ability?
Q6	Does watching talk show help you learn grammar?
Q7	Are talk shows or podcasts featuring guests from different countries, languages, cultures, races, and religions still relevant for you to listen to?
Q8	How the interaction between the presenter and guests in a talk show can affect the audience's listening ability?
Q9	Is there anything new you learned or discovered from the talk that you might not have known before?
Q10	What do you think are the disadvantages of listening to talk shows on YouTube?

Parepare, 13 November 2023

Consultant Commission

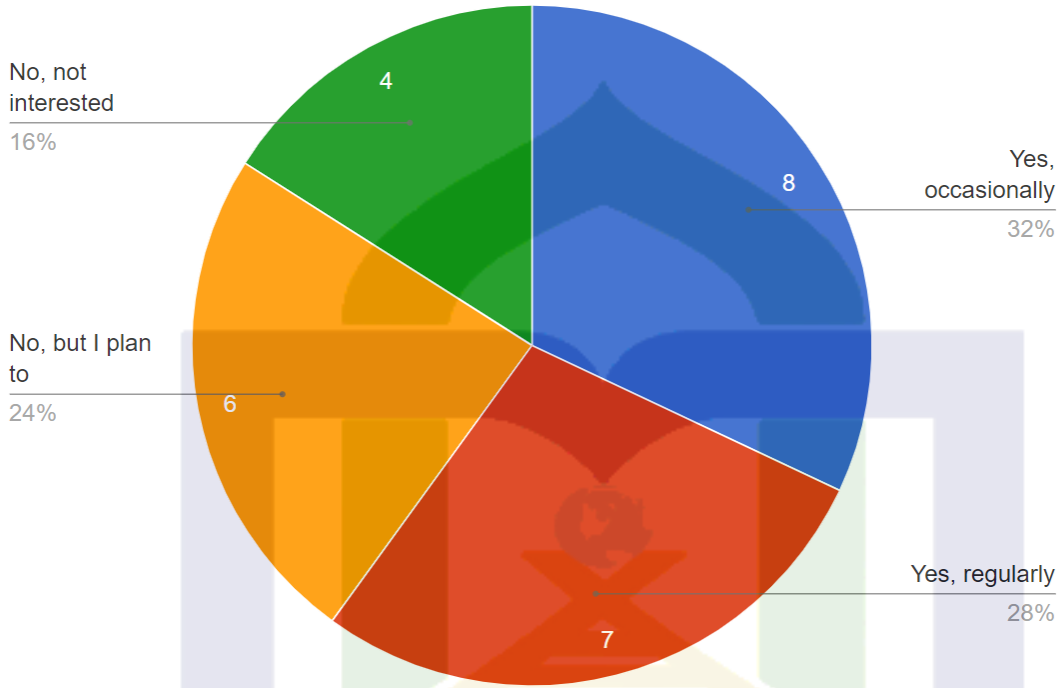
  
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Munawir, M.Pd.  
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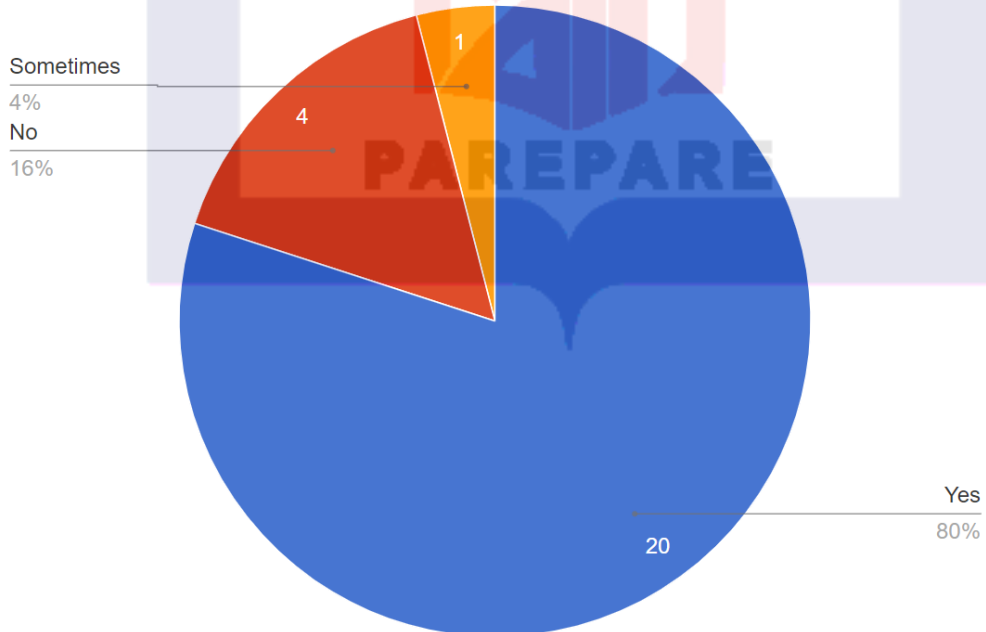


## Appendix 2. Analysis result

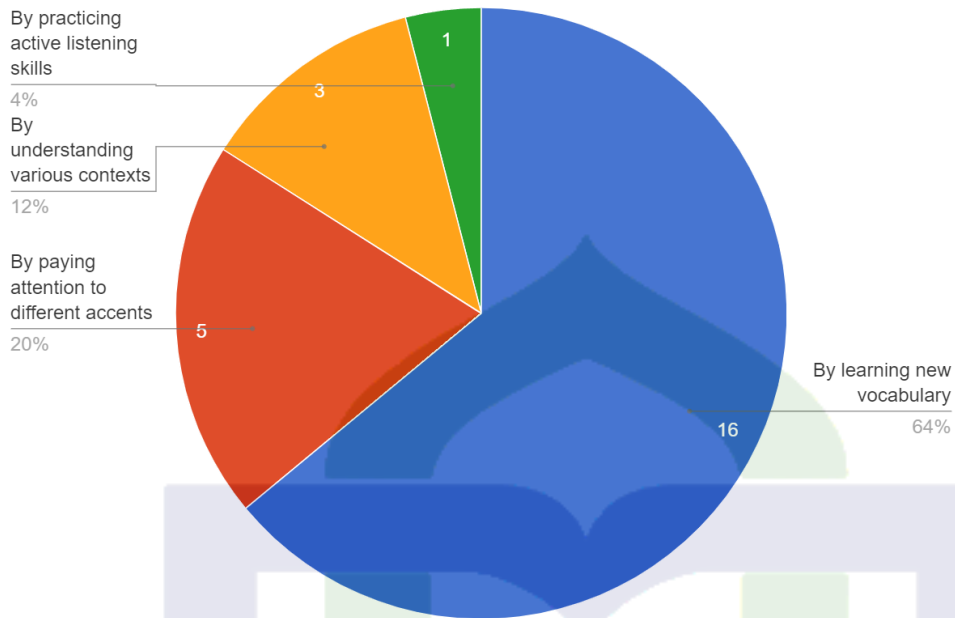
a. Have you been watching talk show or podcast on social media?



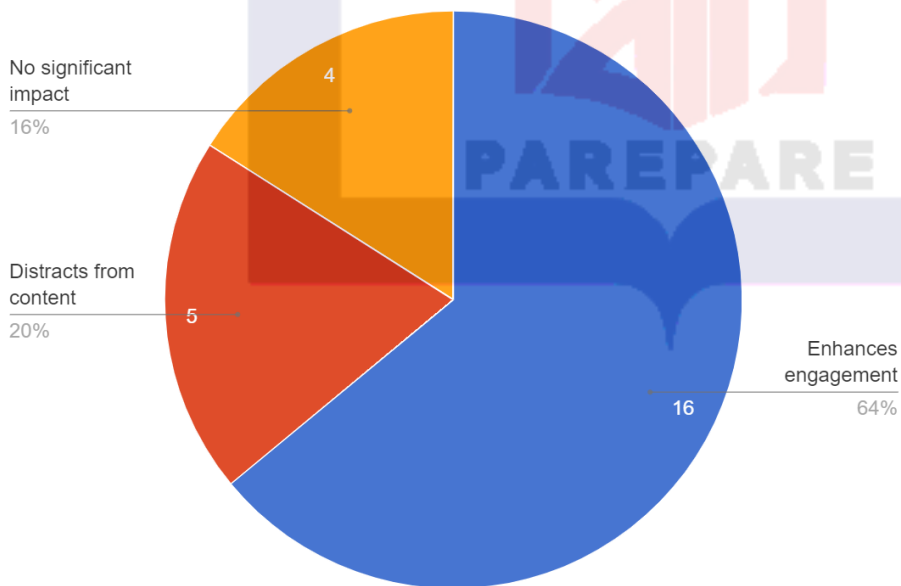
b. Does watching talk show help you learn a new vocabulary?



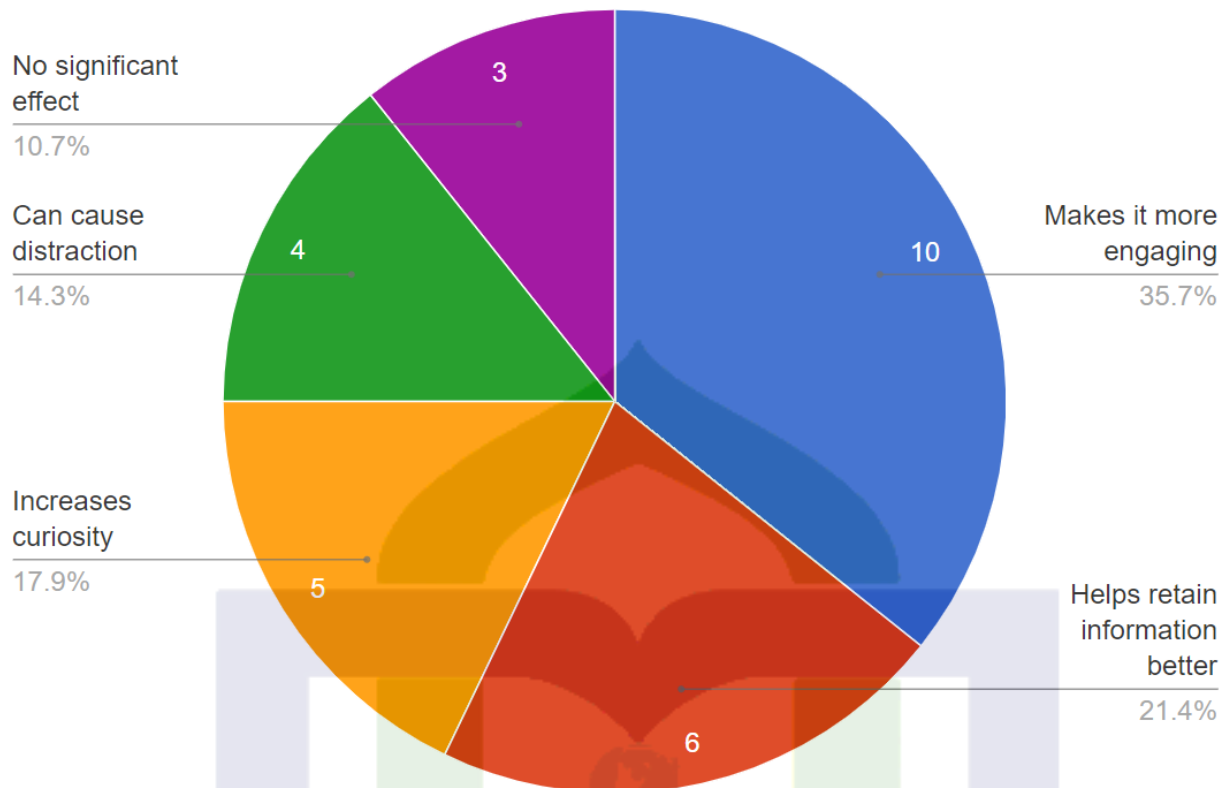
c. How can students improve listening ability by watching talk show?



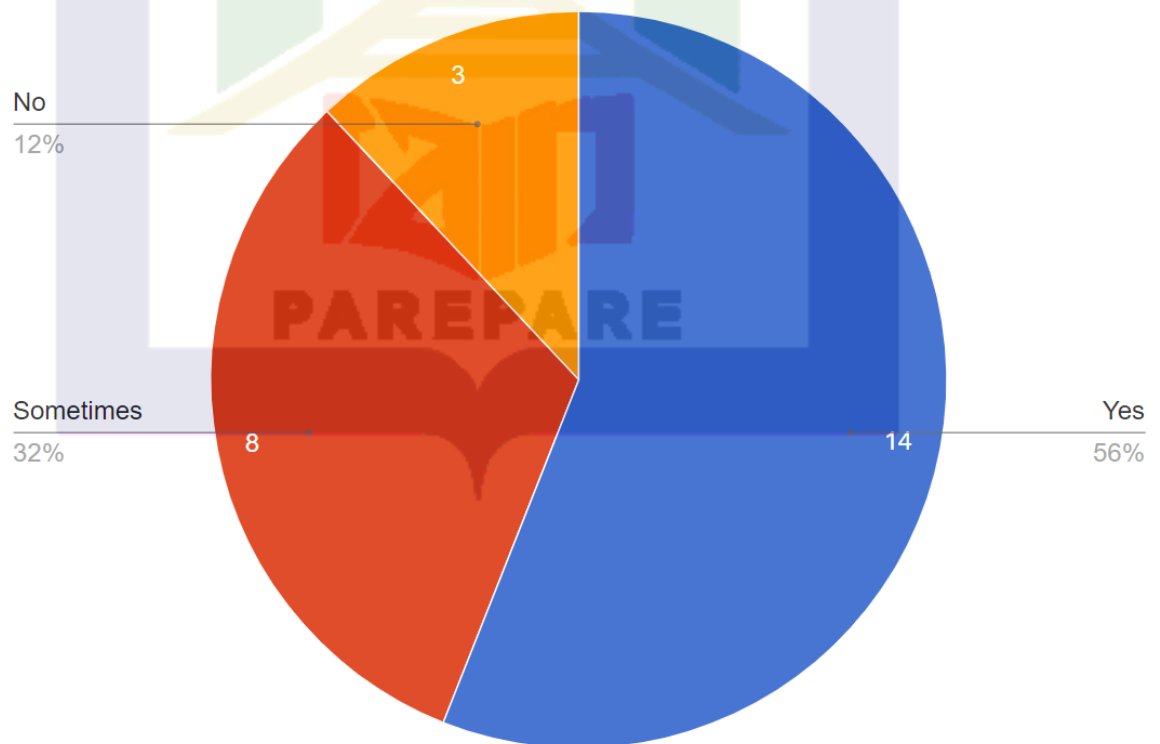
d. How do visual elements such as graphics, colors, and layout influence audience listening ability of talk show content on social media?



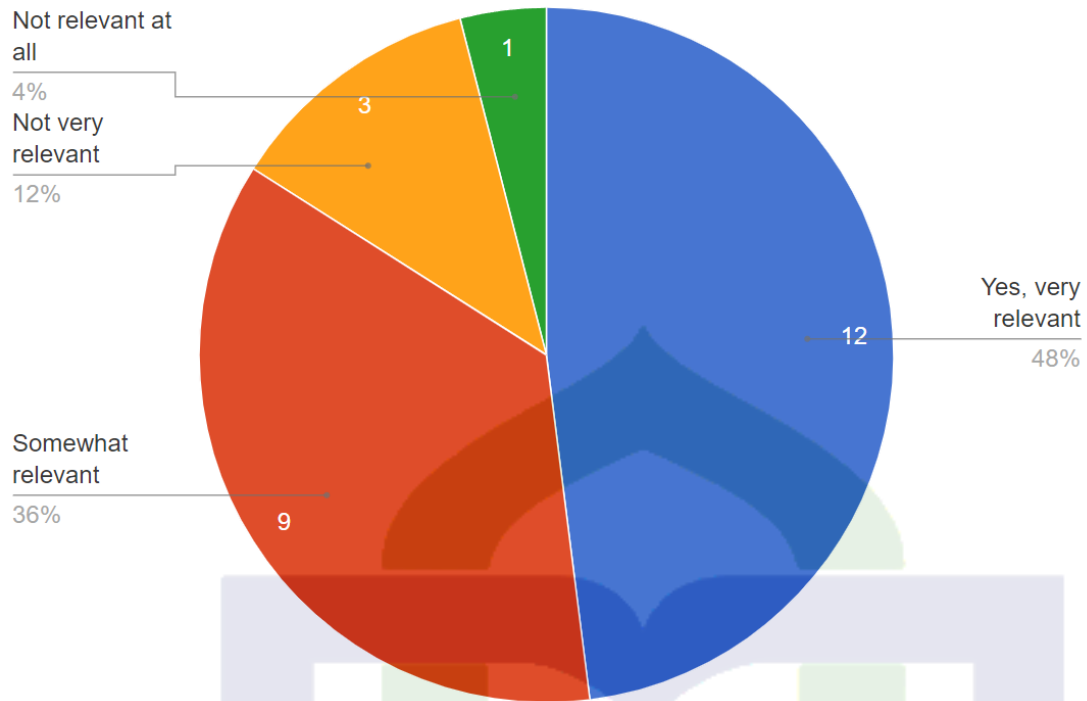
**e. How does the choice of topics and the atmosphere of a talk show or podcast affect audience listening ability?**



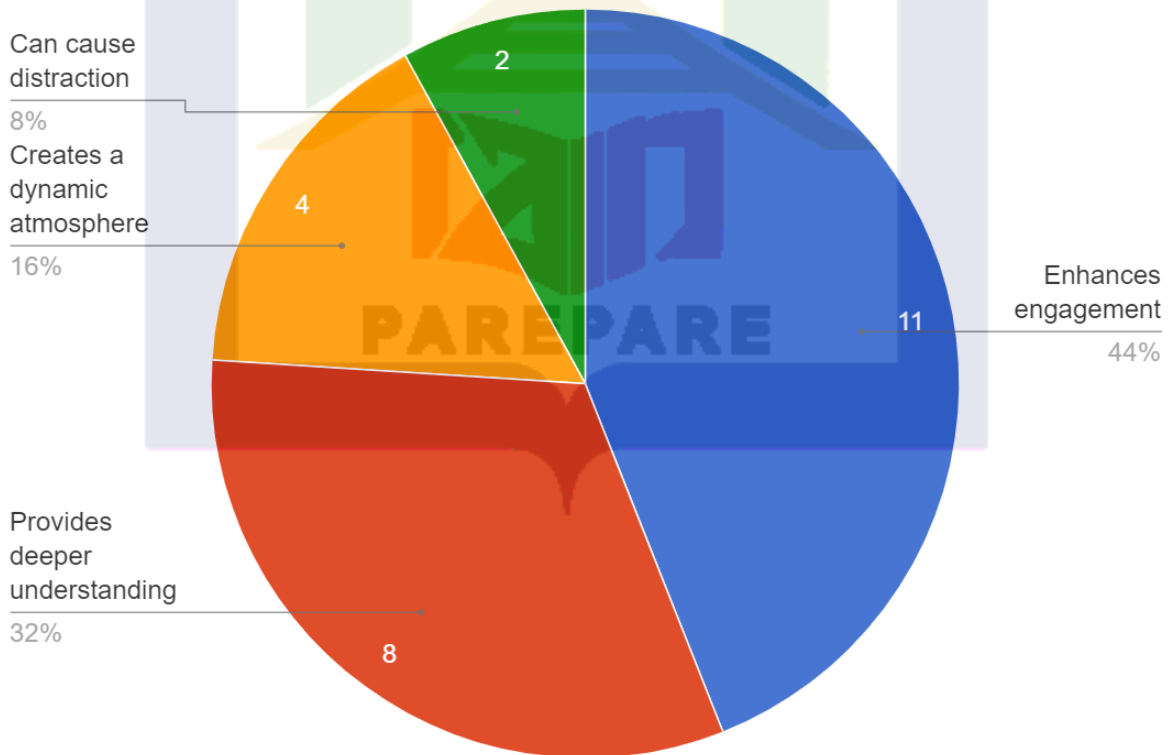
**f. Does watching talk show help you learn grammar**



**g. Are talk shows or podcasts featuring guests from different countries, languages, cultures, races, and religions still relevant for you to listen to**

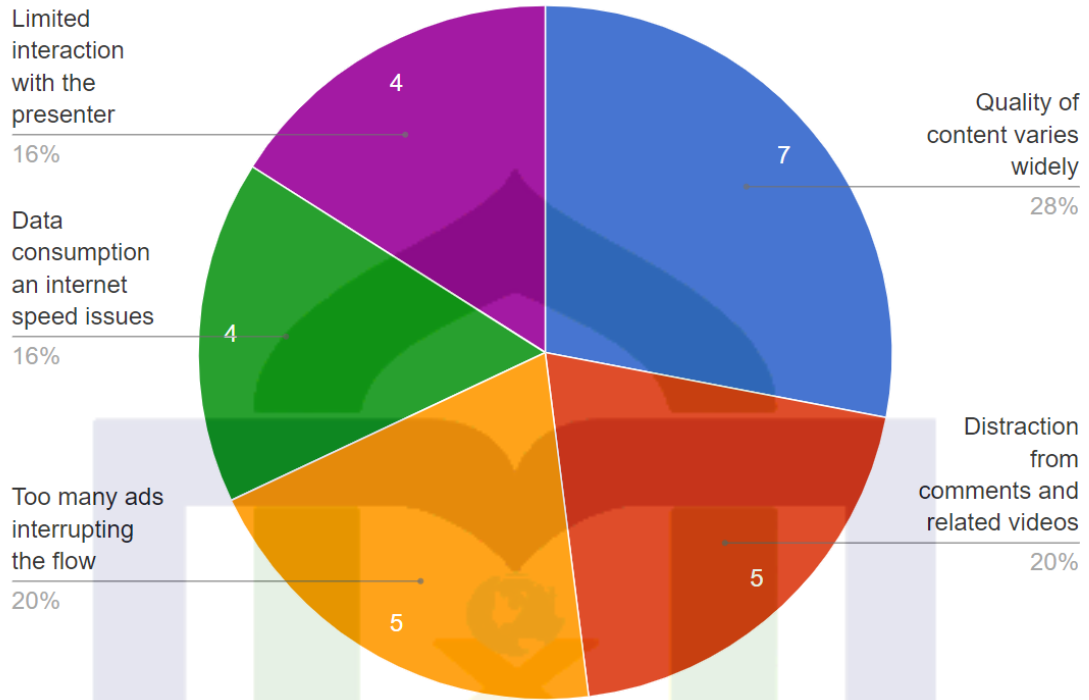


**h. How the interaction between the presenter and guests in a talk show can affect the audience's listening ability?**





**i. What do you think are the disadvantages of listening to talk shows on YouTube?**





## INTERVIEW TRANSCRIPT

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Informant 1

Name : S

Age : 19

Gender : Female

Interview time : 10 July 2024

Place/Time : Tarbiyah Building

1. Good morning, S! Thank you for taking the time to talk to us today?  
**Answer:** Good morning! Thank you for inviting me as well. It's a pleasure to be here.
2. We are very happy to talk to you. Before we start, can you tell us a little bit about your background and how you got involved with the United Kingdom?  
**Answer:** Sure! I have been working as a United Kingdom teacher for more than 10 years now. I also have a background in linguistics and have been involved in several projects related to the development of United Kingdom teaching materials.
3. Wow, so interesting! There must be a lot of valuable experience that you can share. Before we dive deeper, is there anything specific you want to convey or any specific expectations of this interview?  
**Answer:** I hope this interview can provide useful insights into the challenges and opportunities in learning United Kingdom. I also hope to provide some practical tips that can be applied by readers.

4. Of course, we'll be sure to cover them all. So, without further ado, let's start with the first question: What do you think is the biggest challenge in learning United Kingdom today?

**Answer:**

5. What are the main benefits of watching talk shows in improving one's listening skills?

**Answer:** In my opinion, the main benefit of watching talk shows is that they help enrich vocabulary and understand different accents and speech styles. This is very important in improving listening skills, especially when dealing with different types of speakers

6. How can watching talk shows help someone improve their listening comprehension?

**Answer:** Watching talk shows allows us to listen to conversations that are rich in context and nuance. This helps improve listening comprehension because we learn to interpret messages from different points of view and understand the hidden intent behind the words

7. Are there any special techniques you can learn from watching talk shows to improve your listening skills?

**Answer:** From watching talk shows, we can learn paraphrasing techniques, which is repeating what the speaker says in our own words. This helps ensure that we really understand what is being talked about and also strengthens our memory of the information

8. Does the variety of topics in talk shows have an effect on the effectiveness of improving someone's listening ability?

**Answer:** The variety of topics in talk shows helps us to adapt to various speaking styles and ways of conveying information. This is important to improve listening skills because we learn how to understand the information conveyed in different ways

9. How does the interaction between the host and guests in a talk show affect the audience's listening ability?

**Answer:** The interaction between the host and guests in a talk show can be an example of how to listen actively. When the host asks relevant questions and the guest gives detailed answers, the audience learns to focus and listen better.

10. Is there a difference between watching serious and entertainment talk shows in terms of improving listening skills?

**Answer:** In my opinion, serious talk shows tend to focus more on in-depth discussions about important issues. This forces us to listen more carefully and understand the arguments and analyses presented by the speakers

11. Can watching talk shows in a foreign language improve a person's listening skills in that language?

**Answer:** In my opinion, watching talk shows in foreign languages is very effective in improving listening skills. We are used to authentic intonation, vocabulary, and ways of speaking, which are difficult to learn from ordinary books or courses

12. How does the use of subtitles when watching talk shows affect the audience's listening ability?

**Answer:** I believe the use of subtitles is very helpful in improving listening comprehension. Subtitles allow us to check unfamiliar vocabulary and understand the proper way to pronounce it

13. Are there risks or challenges associated with relying on talk shows as a way to improve listening skills?

**Answer:** One risk I see is that talk shows often present conversations that are organized and engineered to grab the audience's attention. This may not represent the real conversations we can have in our daily lives.

14. How can consistently watching talk shows contribute to the long-term development of a person's listening skills?

**Answer:** In my opinion, consistency in watching talk shows can train our ears to listen to various speech styles and accents consistently. This helps strengthen listening skills in the long run



## INTERVIEW TRANSCRIPT

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Informant 2

Name : WA  
Age : 19  
Gender : Female  
Interview time : 10 July 2024  
Place/Time : Tarbiyah Building

1. Good morning, WA! Thank you for joining us today.  
**Answer:** Good morning! Thank you for inviting me.
2. It's great to talk to you. Before we start, can you tell us a little bit about your background and your experience in the world of social media?  
**Answer:** Sure!
3. Extraordinary! I am sure this interview will be very informative. So, let's start with the first question?  
**Answer:**
4. What are the main benefits of watching talk shows in improving one's listening skills?  
**Answer:** For me, watching talk shows allows us to hear conversations that are natural and varied. It helps in training our ears to pick up on different intonations, tones, and rhythms of speech, so that our listening abilities become sharper.
5. How can watching talk shows help someone improve their listening comprehension?  
**Answer:** In my opinion, talk shows often present guests with different backgrounds and ways of speaking. It provides training for our ears to adapt to different communication styles, so our ability to understand the speaker quickly and accurately increases.
6. Are there any special techniques you can learn from watching talk shows to improve your listening skills?

**Answer:** One of the techniques that can be learned is to read body language and facial expressions. In the talk show, we can see how the speaker uses body movements and facial expressions to emphasize certain points, which helps us understand the message conveyed in more depth.

7. Does the variety of topics in talk shows have an effect on the effectiveness of improving someone's listening ability?

**Answer:** In my opinion, the variety of topics in talk shows has a great influence on the effectiveness of improving listening skills. With various topics discussed, we can get used to listening and understanding various types of content, ranging from politics, entertainment, to science, so that our listening skills become more flexible and comprehensive.

8. How does the interaction between the host and guests in a talk show affect the audience's listening ability?

**Answer:** I believe that the interaction between hosts and guests can teach us to capture the nuances of conversations. The way the host responds or interprets the guest's answer can help us understand the deeper context of the conversation.

9. Is there a difference between watching serious and entertainment talk shows in terms of improving listening skills?

**Answer:** I see that entertainment talk shows prioritize humor and fun, while serious talk shows tend to demand a focus on the details and complexity of the topics discussed. Each affects listening ability in different ways

10. Can watching talk shows in a foreign language improve a person's listening skills in that language?

**Answer:** I believe that watching talk shows in foreign languages helps us to sharpen our ears in catching words quickly and accurately. It also expands our vocabulary in the language.

11. How does the use of subtitles when watching talk shows affect the audience's listening ability?

**Answer:** For me, subtitles help connect what we hear with the written word. This strengthens vocabulary recognition and facilitates understanding of context in conversations.

12. Are there risks or challenges associated with relying on talk shows as a way to improve listening skills?

**Answer:** The challenge that may arise is the lack of diversity in speaking styles and accents displayed in talk shows. It can get us used to one particular style, while in real life, we need to adapt to different types of speech.

13. How can consistently watching talk shows contribute to the long-term development of a person's listening skills?

**Answer:** I believe that consistency in watching talk shows helps in building the habit of active listening. We become more trained at capturing the essence of a conversation and applying it to everyday communication situations.





## INTERVIEW TRANSCRIPT

Informant 3

Name : FS  
Age : 19  
Gender : Male  
Interview time : 10 July 2024  
Place/Time : Tarbiyah Building

1. Good morning, FS! Thank you for taking the time to talk to us today.  
**Answer:** **Good** morning! Thank you for inviting me as well. I'm happy to be here.
2. We are also very happy. Before we start, can you share a little bit about your background?  
**Answer:** Sure! I'm a content creator on YouTube and have created a variety of videos
3. Very interesting! I'm sure we can learn a lot from your experience. So, let's start with the first question:  
**Answer:**
4. What are the main benefits of watching talk shows in improving one's listening skills?  
**Answer:** I feel that watching talk shows can improve listening skills because we can learn how to listen better. Talk show hosts are usually very good at listening to their guests, so we can emulate their techniques in everyday conversation.
5. How can watching talk shows help someone improve their listening comprehension?  
**Answer:** I feel that watching talk shows can improve listening comprehension because there are often in-depth discussions about various topics. Listening to



how guests explain complex concepts helps us to learn to capture key ideas and important details more effectively.

6. Are there any special techniques you can learn from watching talk shows to improve your listening skills?

**Answer:** In my opinion, an important technique that can be learned is active listening. This involves giving the speaker their full attention, showing interest through eye contact and nods, and providing relevant responses. This is very evident in the interaction between the host and the guests on the talk show.

7. Does the variety of topics in talk shows have an effect on the effectiveness of improving someone's listening ability?

**Answer:** The variety of topics in the talk show keeps us interested and not bored. When topics change, we are challenged to understand new terms and different concepts, which ultimately enriches our vocabulary and knowledge, as well as improves our listening skills.

8. How does the interaction between the host and guests in a talk show affect the audience's listening ability?

**Answer:** Talk show hosts often use clarifying techniques to ensure that what the guests are expressing is truly understood by the audience. This helps us practice our listening skills carefully to clearly understand what is being discussed.

9. Is there a difference between watching serious and entertainment talk shows in terms of improving listening skills?

**Answer:** Serious talk shows usually present speakers who are experts in their fields, who explain in-depth concepts. This helps improve listening skills by deepening understanding of specific topics.

10. Can watching talk shows in a foreign language improve a person's listening skills in that language?

**Answer:** I often watch talk shows in foreign languages to improve my understanding of the language. The spontaneous interaction between the host and the guest helped me learn everyday vocabulary and informal language that wasn't taught in class.

11. How does the use of subtitles when watching talk shows affect the audience's listening ability?

**Answer:** The use of subtitles helps train our hearing against intonation and accents that may be difficult to understand orally. It allows us to understand the language better overall.

12. Are there risks or challenges associated with relying on talk shows as a way to improve listening skills?

**Answer:** One of the risks is being too passive in listening. Sometimes we tend to be spectators who just receive information without actually interacting or trying to apply the listening skills that have been learned.

13. How can consistently watching talk shows contribute to the long-term development of a person's listening skills?

**Answer:** Consistency in watching talk shows not only improves technical listening skills, but also helps us understand different social dynamics and communication contexts.





## INTERVIEW TRANSCRIPT

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Informant 4

Name : DR  
Age : 19  
Gender : Female  
Interview time : 11 July 2024  
Place/Time : Tarbiyah Building

14. Good morning, DR! Thank you for joining us today.  
**Answer:** Good morning! Thank you for having me. I'm excited to be here.
15. We're excited to have you as well. Before we dive in, could you share a bit about your background and your experience?  
**Answer:** Of course!
16. That's very interesting! I'm sure we can learn a lot from your experience. So, let's start with the first question:  
**Answer:**
17. What are the main benefits of watching talk shows in improving one's listening skills?  
**Answer:** In my opinion, watching talk shows helps in paying attention to the details and context of the talks. This is important in improving listening skills because we learn to not only hear words, but also understand the meaning and emotions behind them.
18. How can watching talk shows help someone improve their listening comprehension?  
**Answer:** Talk shows usually feature interviews that require full attention to be able to understand the content of the conversation well. By getting used to

listening to talk shows, we can practice the ability to stay focused and listen carefully, which is very useful in everyday life.

19. Are there any special techniques you can learn from watching talk shows to improve your listening skills?  
**Answer:** Watching talk shows can teach us how to ask good questions. Talk show hosts are usually very skilled at asking open-ended questions that encourage deeper conversations. We can apply this in daily conversations to get more complete and clear information.
20. Does the variety of topics in talk shows have an effect on the effectiveness of improving someone's listening ability?  
**Answer:** I believe the variety of topics is very important. This helps us not just to get used to one type of content or speaking style. By listening to a wide variety of topics, we learn to capture the main messages and important details of different types of conversations.
21. How does the interaction between the host and guests in a talk show affect the audience's listening ability?  
**Answer:** Warm and open interactions between hosts and guests can create an atmosphere that allows the audience to feel more engaged. It motivates us to listen more intently and take lessons from the dialogue that happens.
22. Is there a difference between watching serious and entertainment talk shows in terms of improving listening skills?  
**Answer:** I believe that serious talk shows often challenge viewers to consider different points of view and dig deeper into complex issues. This expands listening capabilities in capturing more complex arguments.
23. Can watching talk shows in a foreign language improve a person's listening skills in that language?  
**Answer:** In my experience, watching talk shows in foreign languages helps train our hearing against different accents and speaking styles. This is very important to improve listening skills in general.
24. How does the use of subtitles when watching talk shows affect the audience's listening ability?  
**Answer:** In my opinion, subtitles help in improving the speed of understanding and response to speech. We can train ourselves to listen quickly and follow the flow of the conversation more effectively.
25. Are there risks or challenges associated with relying on talk shows as a way to improve listening skills?

**Answer:** I see that talk shows can be a good resource for enriching vocabulary and understanding cultural contexts, but the biggest challenge is making sure that we really focus on listening with the purpose of learning, not just entertainment.

26. How can consistently watching talk shows contribute to the long-term development of a person's listening skills?

**Answer:** For me, consistency in watching talk shows opens the door to continue learning and deepen my understanding of the topic of interest. It builds a strong foundation for communicating more effectively.





## INTERVIEW TRANSCRIPT

Informant 5

Name : SA  
Age : 19  
Gender : Male  
Interview time : 11 July 2024  
Place/Time : Tarbiyah Building

27. Good morning, SA! Thank you for joining us today.  
**Answer:** Good morning! Thank you very much. It's nice to have conversation with you today.
28. Nah, the pleasure is mine. Before we dive in, could you share a bit about your background and your experience in listening skills?  
**Answer:** Of course!
29. That's very interesting! I'm sure we can learn a lot from your experience. So, let's start with the first question:  
**Answer:**
30. What are the main benefits of watching talk shows in improving one's listening skills?  
**Answer:** The main benefit for me is exposure to a variety of topics and viewpoints. This makes us accustomed to listening to and understanding complex and diverse information, so that our listening skills become better and more responsive to various situations.
31. How can watching talk shows help someone improve their listening comprehension?

**Answer:** In my opinion, talk shows help improve listening comprehension because there is often interaction between the host and guests that involves questions and answers. It teaches us how to actively listen and respond appropriately, as well as how to ask relevant questions to dig deeper into the information.

32. Are there any special techniques you can learn from watching talk shows to improve your listening skills?

**Answer:** One of the techniques that can be learned is how to manage interruptions well. On talk shows, hosts and guests often have to navigate interruptions politely, ensuring that the conversation stays flowing. It helps us learn how to appreciate other people's turns and keep the conversation flowing.

33. Does the variety of topics in talk shows have an effect on the effectiveness of improving someone's listening ability?

**Answer:** In my opinion, the variety of topics in the talk show is indeed influential. By listening to discussions on different topics, we can practice our ability to focus and get to the heart of each conversation, regardless of how familiar we are with the topic.

34. How does the interaction between the host and guests in a talk show affect the audience's listening ability?

**Answer:** I believe that the interaction between host and guest can broaden our perspective. By seeing how hosts manage different viewpoints from different guests, we learn to listen more openly and receive information from different perspectives.

35. Is there a difference between watching serious and entertainment talk shows in terms of improving listening skills?

**Answer:** Entertainment talk shows are usually more relaxed and do not overload the audience too much with technical information. Serious talk shows, on the other hand, require a higher level of concentration to follow the talks that are often technical and in-depth.

36. Can watching talk shows in a foreign language improve a person's listening skills in that language?

**Answer:** I believe that watching talk shows in a foreign language not only helps improve listening skills, but also deepens our understanding of the culture and social context of the country that speaks the language.

37. How does the use of subtitles when watching talk shows affect the audience's listening ability?

**Answer:** I see that subtitles help in checking our understanding of the foreign language being studied. It also allows us to focus on the content and other details of the talk show without losing the overall understanding.

38. Are there risks or challenges associated with relying on talk shows as a way to improve listening skills?

**Answer:** The risk I see is the tendency to rely on talk shows as the only source to improve listening skills. Ideally, we also need to complement it with active listening practices in daily life to gain a more diverse experience.


39. How can consistently watching talk shows contribute to the long-term development of a person's listening skills?

**Answer:** I see that the consistency of watching talk shows broadens my insight and understanding of the various perspectives and issues discussed. It helps me become a more open and informed listener.





## Appendix 3 Administration Letter

  
**KEPUTUSAN  
DEKAN FAKULTAS TARBIAH  
NOMOR : 1413 TAHUN 2023  
TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIAH  
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

---

**DEKAN FAKULTAS TARBIAH**

**Menimbang** : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;

**Mengingat** : b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;

4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;

5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;

6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;

7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;

8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;

9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;

10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

**Memperhatikan** : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023;

b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 307 Tahun 2023, tanggal 08 Februari 2023 tentang Revisi Tim Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023.

**MEMUTUSKAN**

**Menetapkan** : **KEPUTUSAN DEKAN FAKULTAS TARBIAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;**

**Kesatu** : Menunjuk saudara; 1. Kalsum, M.Pd.  
2. Munawir, M.Pd.


Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :


Nama : Amriyan  
NIM : 17.1300.094  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Perspective Of Using English Talk Show Video On Youtube To Improve Listening Skill At 2<sup>nd</sup> Semester IAIN Parepare

**Kedua** : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

**Ketiga** : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

**Keempat** : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare  
Pada Tanggal : 28 Maret 2023  
Dekan,  
  
Dr. Zulhah, M.Pd.  
NIP. 19830420 200801 2 010





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBİYAH**

Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404  
PO Box 909 Parepare 91110, website : [www.iainpare.ac.id](http://www.iainpare.ac.id) email: [mail.iainpare.ac.id](mailto:mail.iainpare.ac.id)

**SURAT KETERANGAN SELESAI MENELITI**

Nomor: B-3059/In.39/FTAR.01/PP.00.9/07/2024

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Parepare

Nama : Dr. Zulfah, S.Pd., M.Pd.  
NIP : 198304202008012010  
Pangkat / Golongan : Pembina / IV a  
Jabatan : Dekan  
Instansi : Institut Agama Islam Negeri Parepare

menerangkan dengan sesungguhnya bahwa :

Nama : AMRIYAN  
NIM : 17.1300.094  
Alamat : JL. AGUSSALIM, BACUKIKI BARAT, KOTA PARE  
Fakultas : Tarbiyah  
Program Studi : Pendidikan Bahasa Inggris  
Semester : XIV (Empat Belas)  
Tahun Akademik : 2023-2024

Benar yang bersangkutan telah melakukan penelitian dalam rangka penyusunan skripsi pada IAIN Parepare.

Demikian Surat Keterangan ini dibuat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya

Parepare, 25 Juli 2024

Dekan,



Dr. Zulfah, S.Pd., M.Pd.

NIP 198304202008012010



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBİYAH**

Alamat : Jl. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404  
PO Box 909 Parepare 91110, website : [www.iainpare.ac.id](http://www.iainpare.ac.id) email: [mail.iainpare.ac.id](mailto:mail.iainpare.ac.id)

Nomor : B-3019/In.39/FTAR.01/PP.00.9/07/2024  
Sifat : Biasa  
Lampiran : -  
Hal : Permohonan Izin Pelaksanaan Penelitian

24 Juli 2024

Yth. WALIKOTA PAREPARE  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di  
KOTA PAREPARE

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : AMRIYAN  
Tempat/Tgl. Lahir : PAREPARE, 07 Juni 1999  
NIM : 17.1300.094  
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : XIV (Empat Belas)  
Alamat : JL. AGUSSALIM, BACUKIKI BARAT, KOTA PAREPARE

Bermaksud akan mengadakan penelitian di wilayah WALIKOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

**THE PERSPECTIVE SEMESTER ENGLISH DEPARTEMENT STUDENT IAIN PAREPARE USING ENGLISH TALK SHOW VIDEO ON YOUTUBE TO IMPROVE LISTENING SKILL**

Pelaksanaan penelitian ini direncanakan pada tanggal 25 Juni 2024 sampai dengan tanggal 25 Juli 2024.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*

Dekan,



Dr. Zulfah, S.Pd., M.Pd.  
NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare





SRN IP0000627

**PEMERINTAH KOTA PAREPARE**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

*Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpisp@pareparekota.go.id*

**REKOMENDASI PENELITIAN**

**Nomor : 627/IP/DPM-PTSP/7/2024**

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
  2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
  3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

**MENGIZINKAN**

KEPADA  
NAMA

: **AMRIYAN**

UNIVERSITAS/ LEMBAGA

: **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Jurusan

: **TADRIS BAHASA INGGRIS**

ALAMAT

: **JL. RAMBUTAN NO. 83 PAREPARE**

UNTUK

: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE RESPECTIVE SEMESTER ENGLISH DEPARTEMENT STUDENT IAIN PAREPARE USING ENGLISH TALK SHOW VIDEO ON YOUTUBE TO IMPROVE LISTENING SKILL**

LOKASI PENELITIAN : **INTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **24 Juli 2024 s.d 26 Juli 2024**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**  
Pada Tanggal : **24 Juli 2024**

**KEPALA DINAS PENANAMAN MODAL  
DAN PELAYANAN TERPADU SATU PINTU  
KOTA PAREPARE**



**Hj. ST. RAHMAH AMIR, ST, MM**

Pembina Tk. 1 (IV/b)

NIP. 19741013 200604 2 019

**Biaya : Rp. 0.00**



SRN IP0000627

**PEMERINTAH KOTA PAREPARE**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

*Jl. Bandar Madani No. 1 Telp (0421) 23594 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id*

**REKOMENDASI PENELITIAN**

**Nomor : 627/IP/DPM-PTSP/7/2024**

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
  2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
  3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perzinan dan Non Perzinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

**MENGIZINKAN**

KEPADA  
NAMA

: **AMRIYAN**

UNIVERSITAS/ LEMBAGA

: **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Jurusan

: **TADRIS BAHASA INGGRIS**

ALAMAT

: **JL. RAMBUTAN NO. 83 PAREPARE**

UNTUK

: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE RESPECTIVE SEMESTER ENGLISH DEPARTEMENT STUDENT IAIN PAREPARE USING ENGLISH TALK SHOW VIDEO ON YOUTUBE TO IMPROVE LISTENING SKILL**

LOKASI PENELITIAN : **INTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **24 Juli 2024 s.d 26 Juli 2024**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**  
Pada Tanggal : **24 Juli 2024**

**KEPALA DINAS PENANAMAN MODAL  
DAN PELAYANAN TERPADU SATU PINTU  
KOTA PAREPARE**



**Hj. ST. RAHMAH AMIR, ST, MM**

**Pembina Tk. 1 (IV/b)**

**NIP. 19741013 200604 2 019**

**Biaya : Rp. 0.00**



## Appendix 4. Documentation











## Appendix 5. Curriculum Vitae

### Curriculum Vitae



**Amriyan** was born in Parepare, South Sulawesi on June 7, 1999. The author's address is Jl. Rambutan Lorong Masigi no2 RT 3 RW 4 Kampung Baru Village, West Bacukiki Regency. He started his education at DDI Parepare Kindergarten, continued to SD N 15 Parepare, continued to SMP N 9 Parepare City, and continued to SMA N 2 Parepare. Currently, the author is pursuing S1 education at the State Islamic Institute of Parepare City, majoring in Tarbiyah and Adab of the United Kingdom Language Study Program starting from the Class of 2017. That's all from the author, hopefully this work can be useful for anyone.

