

THE EFFECT OF USING ENGLISH TALK SHOW VIDEO FOR IMPROVING LISTENING COMPREHENSION AT TENTH GRADE SMA IT FADHILAH PEKANBARU

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ABSTRACT

This research aimed at finding out the effect of using English talk show video on increasing student listening comprehension at the tenth grade of Islamic Integrated Senior High School of Fadhillah Pekanbaru. Pre-experimental design was used in this research with one experimental class given a talk show as a treatment. Data were collected through pretest and posttest with student worksheets compiled based on the indicators of the ability to understand the gist or general overview of the text listened to, the ability to understand main ideas or important information, the ability to understand specific information and remember important details, the ability to understand the speaker attitude or meaning toward the listener or the topic discussed, and the ability to understand implied meaning through inference and deduction from spoken information. The research findings showed an increase in the mean score from 32.67 in the pretest to 66.67 in the posttest. Analyzing data with paired sample t-test yielded the score of significance 0.000 (<0.05), so it indicated a significant difference in student listening comprehension between before and after the treatment. Thus, it could be concluded that there was a significant effect of using talk show video on increasing student listening comprehension. This research recommended the use of talk show video as an effective and enjoyable learning medium in English learning at Senior High School level.

KEYWORDS: Talkshow video, Listening Comprehension, Experimental Research

1 INTRODUCTION

In the Indonesian educational context, the importance of developing these listening skills is further emphasized by the implementation of the Independent Curriculum. This curriculum, which is currently taught at SMA IT Fadhillah Pekanbaru. The learning goal for tenth-grade students at SMA IT Fadhillah Pekanbaru refers to Phase E of the Merdeka Curriculum. It states that students should be able to use English to communicate with teachers, peers, and others in a range of settings and for different purposes. Specifically, in listening, students are expected to identify main ideas, specific information, and implicit meanings from various types of oral texts (narrative,

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descriptive, or recount) presented in authentic contexts, demands a student-centered approach where learners are expected to achieve specific Learning Outcomes. In the tenth grade, students are required to independently process and respond to various oral texts in different contexts. They must be able to recognize important vocabulary, identify main ideas, and understand implied meanings from authentic spoken language. Under this curriculum, teachers are encouraged to use diverse and innovative strategies, such as using audiovisual media, the Independent Curriculum creates a bridge for students to engage with real-world English through authentic materials.

However, the ideal expectations of the curriculum are often not met in practice. Based on preliminary observations, researcher found phenomena, sometimes student have difficulty with listening comprehension, listening sessions are rarely conducted in schools, so students are inexperienced with listening comprehension skills, students lack the motivation to learn listening comprehension because they assume it is hard mastering the English language, the pronunciation and accents used by the native speaker are still unfamiliar for students to recognize, the teacher tends to stick to a traditional method (audio only) of teaching listening comprehension which makes the students feel bored.

Based on the problems mentioned above, educators ought to improve their approach in order to improve their students' listening comprehension. The medium used for teaching and learning is one of the many factors that could influence the learning process when the method is upgraded. It is imperative to employ genuine teaching resources and furnish suitable homework assignments. Using English talk show video, including songs, movies, podcasts, and other types of media, will help students improve their listening skills. Because they lack the necessary equipment or are unable to use it, some teachers still rarely or never use English talk show video, even though using it to teach listening could have a greater impact on students today.

One kind of educational media that is used to communicate information or subject matter is audio-visual. The term "audio-visual" refers to the possibility of simultaneous presentation of both hearing and visual elements. Students can concentrate more on adjusting and aligning what they see and hear by using audiovisual, which provides both sound and visual (images) elements. In addition to helping students focus more when they use this kind of technology, audio-visual instruction also makes learning more fun than merely depending on the teacher to explain things. Students can interpret and understand words they hear more easily when they can see what they hear.

One distinctive feature of talk show is their authentic, unscripted nature. Unlike traditional classroom dialogues or textbook recordings, talk shows feature real conversations between native speakers, often covering a variety of topics, tones, and registers. This provides learners with exposure to natural spoken language, including spontaneous speech, idiomatic expressions, turn-taking, hesitation, and varied intonation. As a result, students are not only trained to understand individual words but also to grasp meaning from context and respond to real-life communicative situations.

Experts support the idea that authentic materials like talk shows enhance language learning. According to Gilmore (2007), "*Talk shows provide learners with authentic language input, showcasing spontaneous conversation, a variety of accents, and real-life language use.*" In addition, Krashen (1982) emphasized the importance of comprehensible input, suggesting that learners acquire language more effectively when

they are exposed to real, meaningful communication rather than artificial or overly simplified texts. Talk shows align with this theory by presenting natural language in an engaging and relatable context.

Furthermore, talk shows often include visual cues such as facial expressions, gestures, and reactions from speakers and audiences, which help learners interpret meaning more easily. This aligns with the findings of Mayer (2001) on multimedia learning, which suggest that combining verbal and visual information can improve comprehension and retention. One audio-visual tool that teachers may use in the classroom is video. The kind of video the researcher is going to use is a Talk Show video that is taken from YouTube; it combines the visuals and speech of an English speaker, and it could be used as an alternative teaching resource. These factors motivate the conduct of this study, which aims to determine the impact of audiovisual instruction on learning outcomes and whether it can enhance students' listening comprehension. The researcher chooses SMA IT Fadhilah Pekanbaru as a sample school to investigate this topic entitled "The Effect of Using English Talk show video for Improving Listening Comprehension at Tenth Grade SMA IT Fadhilah Pekanbaru"

Talk Show video as the type of video in teaching listening

Using television or videos in the classroom allows the learners to access to more information when listening. That is, the learners can listen and see what is happening at the same time. According to Miller (2003) Non-verbal behavior or paralinguistic features of the spoken text are now available to the learners (compared with radio), so learners can develop their listening skills in a richer language context. Many language learners watch movies outside of class time, but few of them consider this as an opportunity to develop their listening skills (perhaps because they become used to reading the sub-titles of English movies) Hence, watching movies is an opportunity for students to increase their knowledge of the English language outside the classroom. But facilitators should advise students to be aware of the listening practice instead of reading of subtitles.

According to William & Lutes (2007), visual materials give students the chance to participate and observe; as a result, they believed that learning would be more organic because videos allow the English classes should be less traditional and more creative.

According to Ting Hung's (2009) research, students gain from watching videos because the visual aspect of the material helps them to evaluate their own performance and develops their independence. Students and critical thinkers for both their own and other students' learning processes; concentrate on image analysis, watch the video, and pinpoint their "weaknesses and strengths." Furthermore, videos help students become more aware of their learning process, claims Beare (2008). Videos are more effective than "simple teacher correction" because they give the student immediate feedback. According to Esseberger (2000), videos are an excellent teaching tool that can be incorporated into language classes in a variety of ways. Nonetheless, as Ramal (2006) notes, videos can be utilized in distance learning environments as well, where facilitators can communicate with student's online.outside. In this way, videos offer the chance for self-monitoring and self-evaluation procedures along with the ability to give instant feedback.

Similarly, Harmer (2001) notes that one significant benefit of videos is that they allow language learners to see the language in addition to hearing it; videos also include

visual cues like gestures and expressions that enable students to view the video more deeply and to go beyond what they are just hearing. Because they can observe language in action in real-world settings, learners are able to draw connections between words and images, which aids in language learning as well as self-analysis.

The use of video as a medium in teaching listening

According to Riyana (2007) as cited in (Gazali et al., 2019) video-based learning media is media that presents audio and visuals that contain good learning messages containing: concepts, principles, procedures, and knowledge application theory to help understand learning material. Video-based learning media can be an alternative to encourage the occurrence of changes in the learning process that is more effective to improve student learning outcomes.

“Without effective listening skills, learners will never learn to communicate effectively” (Nunan, 1998). From that statement, it can be concluded that it is essential to improve listening skills to communicate effectively. One way to improve listening skills is by the medium used in teaching.

However, when teaching listening to students, we should take into account the frequency with which we play the recording. "An issue that also needs to be addressed is how often we are going to play the audio tracks we ask students to listen to" (Harmer, 2007: 305). According to Field 1998 a, 2000 b, cited in (Harmer, 2007), students benefit significantly more from a substantial amount of listening than from a lengthy pre-listening period followed by only one or two exposures to the listening material. We don't want to waste time on pointless repetition or boring the students with the same recorded content. "What students do before they listen will have a significant effect on how successfully they listen, especially when they listen for the first time" (Ching-Shyang Chang and Read 2006: 375-397) cited in (Harmer 2007). Giving students background information before they begin the listening test is more successful than allowing them to preview questions or teach them crucial terminology before they begin listening.

Additionally, students can watch "language in action." This allows them to observe a great deal of paralinguistic activity. It is imperative that we ensure they receive high-quality viewing and listening exercises to ensure they focus entirely on what they Listen and observe. As they are accustomed to watching movies at home, students may associate it with unwinding.

2 METHODOLOGY

The applied method in this research is Pre-Experimental Design with one group pre-test and post-test design, it consist of single class. The researcher will give pre-test, a treatment and post-test.

The research procedure consisted of three main stages: pre-test, treatment, and post-test. The pre-test was administered in the first meeting to measure the students' initial level of listening comprehension before any instructional treatment was given. This test aimed to identify students' prior ability in understanding spoken English.

The treatment stage involved eight instructional sessions using the English talk show method to improve students' listening comprehension. During the lessons, students listened to audio materials and completed incomplete dialogue scripts. The audio was played three times with pauses; students listened without taking notes during the first playback and took notes during the second and third playbacks. Afterward, students answered comprehension questions, and the researcher discussed the correct answers with them to help clarify understanding and improve accuracy.

Finally, a post-test was conducted after the completion of the treatment to evaluate the effectiveness of the English talk show method. In this test, students listened to audio recordings, completed dialogue scripts, and answered comprehension questions related to the material taught during the treatment sessions. The results of the post-test were used to determine improvements in students' listening comprehension.

This research was conducted at SMA IT Fadhilah Pekanbaru during the 2024/2025 academic year and was carried out from June to August 2025. The subjects of the study were tenth-grade students of SMA IT Fadhilah Pekanbaru, while the object of the research was the effect of using English talk show videos on students' listening comprehension. The population of the research consisted of all tenth-grade students at the school, totaling 85 students from three classes: X Bilingual (30 students), X Tahfidz (25 students), and X Multimedia (30 students). Due to school policy, only one class was involved as the sample; therefore, convenience sampling was applied, and class X Bilingual with 30 students was selected as the experimental class.

This study involved two main variables: the independent variable was the use of English talk show videos, and the dependent variable was students' listening comprehension. The indicators of listening comprehension included students' ability to understand the gist of the text, identify main ideas and supporting details, comprehend specific information, recognize the speaker's attitude or intention, and infer implied meanings from the spoken text. After the tests were administered, the researcher verified the students' responses to the fill-in-the-blank and question-and-answer tasks, and only correct answers were calculated as post-test data to measure students' listening comprehension achievement.

The students' listening comprehension was assessed using a scoring rubric adapted from Arikunto (2013). The rubric classified students' performance into four categories. Students who scored between 81–100 were categorized as *Excellent*, indicating comprehensive understanding of the talk show, accurate identification of main ideas and specific details, and clear, correct answers. Scores ranging from 61–80 were categorized as *Good*, showing that students understood most of the content and provided mostly correct answers with minor errors. Students who scored between 41–60 were categorized as *Fair*, meaning they understood only parts of the talk show and missed several important details. Scores of 40 or below were categorized as *Poor*, indicating minimal understanding, with most details missed and answers being incorrect or irrelevant.

The test blueprint was designed to ensure that the listening test measured all targeted indicators of listening comprehension in both the pre-test and post-test. These indicators included identifying the general gist, main ideas, specific information, the speaker's attitude, and making inferences. Each indicator was represented by specific

item numbers in both tests to maintain content validity and allow for meaningful comparison of students' listening performance before and after the treatment.

Table 1: Scoring Rubric for Listening Comprehension

Category	Criteria
Excellent (81–100)	The student demonstrates a comprehensive understand of the talk show identifies all main ideas and specific details accurately, and provides clear, correct answer
Good (61–80)	The student understands most of the talk show, identifies sufficient details, and provides mostly correct answer with only minor errors.
Fair (41–60)	The student understands only parts of the talk show, misses several details, and provides incomplete or less accurate answers.
Poor (≤ 40)	The student fails to understand the talk show, misses almost details, and provides incorrect or irrelevant answers.

3 RESULT AND DISCUSSION

A. Results

The data for this study were collected through a pre-test and a post-test to investigate the effect of using English talk show videos on improving the listening comprehension of tenth-grade students at SMA IT Fadhilah Pekanbaru. The participants were tenth-grade students, and the data were obtained using students' worksheets (LKPD) and a questionnaire. The data collection process was conducted in several stages to measure students' listening comprehension before and after the treatment.

In the pre-test phase, the researcher administered a listening comprehension test using an LKPD containing short listening tasks. These tasks were designed to measure the students' initial listening ability, including identifying the main idea, specific information, and general gist of short spoken texts taken from English talk show dialogues. During the treatment phase, students participated in four learning sessions using selected English talk show videos from YouTube channels such as *The Ellen Show* and *The Tonight Show Starring Jimmy Fallon*. Each session focused on different listening skills, including understanding main ideas, identifying specific information, interpreting speakers' attitudes, and recognizing implied meanings. After watching the videos, students completed guided worksheets with comprehension and reflective questions to enhance engagement and understanding of authentic spoken English.

In the post-test phase, the researcher administered a more comprehensive listening comprehension test using an LKPD. This test included tasks such as answering comprehension questions, identifying speakers' intentions, interpreting implied meanings, and recognizing discourse markers in authentic talk show conversations. Students' answers in both the pre-test and post-test were scored based on correct responses, and the results were analyzed by comparing the two sets of scores. The scores

were converted into percentages and interpreted to determine the effectiveness of using English talk show videos in improving students' listening comprehension.

Table 2: The Frequency Distribution of Students' Pre-Test Score

Frequency			Percent	Valid percent	Cumulative percent
Valid	10	3	10%	10%	10%
	20	5	16.67%	16.67%	26.67%
	30	8	26.67%	26.67%	53.33%
	40	8	26.67%	26.67%	80%
	50	4	13.33%	13.33%	93.33%
	60	2	6.67%	6.67%	100%
Total		30	100%	100%	

Based on Table 2, a total of 30 students participated in the pre-test, with scores distributed across six categories ranging from 10 to 60. The lowest score (10) was obtained by 3 students (10%), while the highest score (60) was achieved by only 2 students (6.67%). The most frequent scores were 30 and 40, each obtained by 8 students (26.67%), indicating that more than half of the students (53.33%) were concentrated in the middle score range. In addition, 5 students (16.67%) scored 20, and 4 students (13.33%) scored 50. The cumulative percentage shows that the majority of students achieved low to moderate scores, suggesting that students' listening comprehension before the treatment was generally at an average level and still required improvement.

Table 3: The Descriptive Statistic of Pre-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Valid N (listwise)	30	10	60	33.67	13.767

Furthermore, Table 3 presents the descriptive statistics of the pre-test results. The minimum score was 10 and the maximum score was 60, with a mean score of 33.67 and a standard deviation of 13.767. All data from the 30 students were valid and included in the analysis. These results indicate that students' initial listening comprehension ability was relatively low, with considerable variation among students, reinforcing the need for instructional intervention to improve their listening skills.

Table 4: The Frequency Distribution of Students' Post-Test Score

Frequency			Percent	Valid percent	Cumulative percent
Valid	4	3	10%	10%	10%
	5	4	13.33%	13.33%	23.33%
	6	7	23.33%	23.33%	46.67%
	7	6	20%	20%	66.67%
	8	5	16.67%	16.67%	83.33%
	9	3	10%	10%	93.33%
	10	2	6.67%	6.67%	100%
	Total	30	100%	100%	

Based on Table 4, a total of 30 students participated in the post-test after being taught using English talk show videos. The students' scores ranged from 4 to 10. Specifically, 3 students (10%) obtained a score of 4, 4 students (13.33%) scored 5, 7 students (23.33%) scored 6, 6 students (20%) scored 7, 5 students (16.67%) scored 8, 3 students (10%) scored 9, and 2 students (6.67%) achieved the highest score of 10. The data indicate that the majority of students (60%) scored between 6 and 8, which can be categorized as good to excellent levels of listening comprehension. This suggests that most students demonstrated an improvement in their listening comprehension after the treatment, although only a small number of students reached the highest performance levels.

Table 5: The Descriptive Statistic of Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
Pos-Test Valid N (listwise)	30	40	100	67.67	16.955

Furthermore, Table 5 presents the descriptive statistics of the post-test results. The minimum score obtained by the students was 40, while the maximum score reached 100. The mean post-test score was 67.67, with a standard deviation of 16.955. All data from the 30 students were valid and included in the analysis. These results indicate a substantial improvement in students' listening comprehension compared to the pre-test, confirming that the use of English talk show videos had a positive effect on students' listening comprehension achievement.

Table 6: The Descriptive Statistic of Post-Test

Pair	Pre-test	Lower	Upper	t	df	Sig.(2-tailed)
1	Post-test	-37.747	-30.253	-18.559	29	.000

Based on Table 6, the result of the Paired Samples T-Test shows that the Sig. (2-tailed) value is 0.000, which is lower than the significance level of 0.05. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This indicates that there is a statistically significant difference between the students' pre-test and post-test scores in listening comprehension.

B. Discussion

Based on the research findings, the pre-test results showed that among the 30 students who participated in this study, 80% were categorized as *Poor*, 20% as *Fair*, and none were classified as *Good* or *Excellent*. These results indicate that most students had low to moderate listening comprehension before the treatment using English talk show videos. After the treatment was conducted using videos from *The Tonight Show Starring Jimmy Fallon*, the post-test results revealed a significant improvement in students' listening comprehension. In the post-test, 16.67% of students were categorized as *Excellent*, 36.67% as *Good*, 36.67% as *Fair*, and only 10% remained in the *Poor* category.

These findings clearly demonstrate a substantial improvement in students' listening comprehension after being taught using English talk show videos. The improvement was evident not only in the shift of score classifications but also in the statistical results. The mean score increased from 32.67 in the pre-test to 66.67 in the post-test, indicating a gain of 34.00 points. Moreover, the Paired Samples T-test showed a significance value of 0.000 ($p < 0.05$), confirming a statistically significant difference between students' listening comprehension before and after the treatment.

4 CONCLUSION

This study was conducted to determine students' listening comprehension before and after being taught using English talk show videos from *The Tonight Show Starring Jimmy Fallon* as a learning medium. As discussed in Chapter IV, the findings indicate that the use of English talk show videos had a significant impact on students' listening comprehension. Based on the data analysis, the researcher was able to answer the research questions as follows.

First, the findings revealed that tenth-grade students of SMA IT Fadhilah Pekanbaru achieved higher listening comprehension scores after being taught using English talk show videos. The highest percentage after the treatment reached 80.00, indicating that the use of English talk show videos was effective in improving students' listening comprehension. Second, before the treatment, the students' listening comprehension level was categorized as *poor to moderate*, with a maximum percentage of 40.00, as shown in the pre-test results discussed in Chapter IV.

Finally, there was a significant difference between students' listening comprehension before and after the treatment. The result of the paired sample t-test showed that the Sig. (2-tailed) value was 0.000. Since this value was lower than 0.05, the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) was rejected. This confirms that the use of English talk show videos significantly improved the listening comprehension of tenth-grade students at SMA IT Fadhilah Pekanbaru.

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