

## English Department Students' Perceptions of Using English Talk Show Videos on YouTube to Improve Listening Skill

### Persepsi Mahasiswa Sastra Inggris terhadap Penggunaan Video *Talk Show* Berbahasa Inggris di YouTube untuk Meningkatkan Keterampilan Menyimak

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#### Abstract

This study investigates students' perceptions of using English talk show videos to improve listening skills. The research design employed was a survey involving forty-six students enrolled in the Intermediate Listening Class and Advanced Listening Class. The data collection was done by using an online questionnaire and interview. The findings show that the students demonstrate positive attitudes to using English talk show videos to improve their listening skills. Students perceived English talk show videos as useful in three aspects. First, students used English talk show videos as their authentic listening materials to listen to various English accents and the use of the language formally or informally. Second, they used talk show videos to improve their listening skills because they can enrich their vocabulary, identify the topic in spoken language, and differentiate English accents. Third, students used English talk show videos to motivate themselves because they thought English talk show videos are fun ways to practice their listening skills. However, the finding also indicated that some students perceived talk show videos as boring.

**Keywords:** students' perceptions; English talk show video; YouTube; listening

#### Abstrak

Penelitian ini menyelidiki persepsi mahasiswa dalam menggunakan video *talk show* bahasa Inggris untuk meningkatkan keterampilan menyimak. Desain penelitian yang digunakan adalah survei yang melibatkan empat puluh enam mahasiswa di Kelas *Intermediate Listening* dan *Advanced Listening*. Pengumpulan data dilakukan dengan menggunakan angket online dan wawancara. Temuan menunjukkan bahwa mahasiswa menunjukkan sikap positif dalam menggunakan video *talk show* bahasa Inggris untuk meningkatkan keterampilan menyimak mereka. Mahasiswa menganggap video *talk show* bahasa Inggris berguna dalam tiga aspek. Pertama, mahasiswa menggunakan video *talk show* bahasa Inggris sebagai bahan menyimak otentik mereka untuk mendengarkan berbagai aksen bahasa Inggris dan penggunaan bahasa secara formal atau informal. Kedua, mereka menggunakan video *talk show* untuk meningkatkan keterampilan menyimak mereka karena mereka dapat memperkaya kosa kata mereka, mengidentifikasi topik dalam bahasa lisan, dan membedakan aksen bahasa Inggris. Ketiga, mahasiswa menggunakan video *talk show* bahasa Inggris untuk memotivasi diri mereka sendiri karena mereka berpendapat video *talk show* berbahasa Inggris adalah cara yang menyenangkan untuk melatih keterampilan menyimak. Namun, temuan lain dalam penelitian juga menunjukkan bahwa beberapa mahasiswa menganggap video *talk show* membosankan.

**Kata kunci:** persepsi mahasiswa; video *talk show* bahasa Inggris; Youtube; menyimak

## 1. Introduction

In this information era, technology has developed rapidly. Therefore, the development of technology plays a vital role in education, especially in English language teaching. The significant development in technology has forced educators and students to be creative and

innovative to search for suitable teaching and learning materials. As a result, there are many new teachings and learning materials, especially in English. One of the examples is the development of video-based learning materials. A study shows that using videos effectively increases English language students' skills, especially listening (Ayu, 2016).

Listening is an essential skill that needs to be mastered to learn English. Listening involves students' awareness of the language being spoken (Renukadevi, 2014). She also states that listening does not represent a simple word-by-word translation, but it involves a deeper understanding of the meaning. Harmer (2003) describes listening as follows: listeners should have the skill of identifying the topic, predicting and guessing, and interpreting spoken words. However, Chen (2013) argues that comprehension breaks down quickly because of the listeners' lack of working memory and linguistic knowledge. Linguistic knowledge covers the sounds, the structures, meaning, words, and rules for putting them together. Therefore, to master listening, students should have the skill of identifying the topic, predicting and guessing, and interpreting spoken words, but they should also improve their working memory and linguistic knowledge.

Furthermore, using videos helps students to understand the various contexts and interpret spoken words. Video provides audio and visuals for students, allowing them to figure out the speech or words they heard while watching the content. Hence, not only do students listen to the audio but also, they have visual exposure from the video. Thus, watching an English video seems to be beneficial for students because they can see the interaction between native speakers and practice important linguistic structures. It helps students contextualize the language and depict the foreign culture more effectively (Ismaili, 2013). Therefore, using video to practice listening skills can give the students a clear picture of how the language is used and reduces ambiguities in native speakers' voices and act.

In addition, there are three listening practices according to Rost (2011) namely interactive listening, intensive listening, and extensive listening. Interactive listening requires students to interact and listen to a collaborative conversation. Furthermore, students need to listen closely to precise sounds, words, phrases, grammatical units, and pragmatic units to study the target language in intensive listening practice. In comparison, extensive listening refers to an extended period of listening to the target language outside the time given in the classroom. In extensive listening, students choose their listening materials based on their preference and listen to understand the material's meaning.

Therefore, the most prominent type correlated with watching videos to improve a listening skill is extensive listening. Students can watch videos for pleasure during their spare time and practice their listening. They focus on understanding the meaning of the video. Harmer (2003) supported this claim by stating that doing extensive listening dramatically affects students' language learning. Renandya and Jacobs (2016) found that repeated exposure to language through extensive listening enhances students' ability to develop fast and automatic word recognition skills, increase their listening vocabulary, cope with fast speech rate, and process language more fluently and accurately. Recent evidence suggests that when it came to experimenting with Learning English Videos from the Voice of America (VOA), an American international broadcaster, throughout the practice of prolonged listening tasks, students had their favored techniques. Most of the students participated in the activity more than once each week, exceeding the recommended amount of time. Students also found the

information relevant while having fun improving their language knowledge (Rahmaningtyas & Mardhiyyah, 2021)

It can be seen that regularly listening outside of class hours positively impacts students' listening skills. However, choosing suitable materials for listening practice is needed to improve students' listening skills. Several studies have been conducted to find good material applied to improve students' listening skills. Furthermore, an authentic video is one of the effective materials in enhancing students' listening skills (Kim, 2015). Authentic video is a video in which students can hear and see the interaction between natives and the actual English language made by the natives. Other than that, Anderson in Kadagidze (2006) specifies criteria for choosing suitable listening materials based on a survey of the preferences for particular published listening materials among EFL teachers working in Britain, Europe, and Japan, namely 1) suitable for starting discussions 2) can be used for self-access learning 3) contains a variety of tasks 4) entertaining and amusing 5) easy to use 6) practices guessing from context 7) uses authentic material and 8) integrates different skills.

Accordingly, learners nowadays can search for videos by connecting their gadgets to the Internet. However, there is one popular video-sharing website that will be fit for searching for suitable listening materials which is YouTube. Brünner (2016) shows that YouTube is a top-rated video website among students. YouTube is a platform for people to find and upload videos based on their interests. With all the criteria above, YouTube can be a platform for searching the suitable materials. To strengthen the argument that YouTube is the right place to find suitable material for listening, here are five-theoretical-linkages related to YouTube videos in instruction at the American Educational Research Association conference by Bonk (2011)

1. The videos provide a context for learning.
2. The videos increase learner retention via visual and auditory information rather than the traditional textual and auditory.
3. The videos provide a shared learning experience for learners in reflection on the subjects.
4. The nature of shared online videos is organized to be later used in lectures, discussions, and study activities.
5. The videos promote participation from the learners because the videos can be created, watched, shared, and commented on.

Furthermore, several studies explain that students are more interested in learning English by using YouTube. Silviyanti (2014) mentions that students are more interested in learning English by using YouTube because they can practice their English by watching native speakers, so it is easy for students to understand the topic. Alwehaibi (2015) states that YouTube is helpful in the educational context. In support of this, Ayu (2016) states that YouTube enables teachers to create an activity to improve students' listening ability as well as helping them identify vocabulary, contraction, speed, and tempo of speech. Hence, those findings can support the criteria of suitable materials because YouTube provides authentic videos, easy to use, entertaining, and amusing, and has various contexts that can be used for learning- and teaching listening. Therefore, YouTube has the potential as a tool to improve students' listening skills.

Here are two types of videos on YouTube that are aligned with the criteria proposed by some researchers, for example, Ghasemi, Hashemi, and Bardine (2011). The first type is a video created by language teachers who explain a particular grammar point or some lesson on the language. In contrast, the second type of video includes those videos created by native speakers of the target language (Ghasemi et al., 2011). In addition, as there are so many videos that can be found on YouTube, art, and humanities is one of the most popular categories that are often watched by students (Nofrika, 2019). One of those types of videos found in art and humanities is the English Talk show video. According to Merriam Webster dictionary talk show is a television program in which well-known people engage in discussions or are interviewed. Furthermore, English talk show is a specific type of video that can help English foreign students learn English. English talk show video is suitable as listening material for it is authentic and amusing. Watching English talk shows videos will help the learners hear accurate, unscripted, spontaneous, conversational English.

Some famous English talk show channels can be found on YouTube with millions of subscribers. Based on YouTube data in 2020, some of those are The Ellen Show with 37.6 million subscribers, The Tonight Show Starring Jimmy Fallon with 26.8 million subscribers, The Late-Late Show with James Corden with 24.9 million subscribers, and many more. For each video, the total viewers of those talk show channels are usually more than a million viewers. Those are proof that watching English talk show videos on YouTube is quite a trend these days. Moreover, these English talk shows often invite celebrities as their guests. Therefore, students can find suitable English talk show videos based on their interests. Since many English talk shows invite celebrities, as stated before, this could be a bait to attract students to learn from these talk show videos. Using English talk show videos can sharpen students' listening skills by hearing the conversations between native speakers. As Chhabra (2012) mentioned, YouTube videos can be used as media to improve students' accents and pronunciation. English talk show videos show students how the words are pronounced by the native and hear the native accent is used. Nejadi, as cited in Pamungkas (2015), finds that in talk show videos, people could find formal and informal language and new vocabulary useful to introduce various things in English. If students find it challenging to understand the videos' content, they can turn on the video subtitle. Furthermore, using English subtitles in watching videos on YouTube will help students to acquire the language.

A growing body of research shows students' positive attitude toward using English videos on YouTube as a listening practice. As stated in Sakkir, Dollah, and Ahmad (2020), they found that most students in the English Education Department, Universitas Negeri Makassar Indonesia showed a positive perception and willingness to use YouTube in the EFL classroom. It was also discovered that the students used YouTube to help them complete their course assignments and study tasks. Although such a study has shown a positive attitude towards using English videos on YouTube as listening practice, Pamungkas (2015) finds no correlation between watching English talk show videos and students' listening skills. However, an increasing trend of using YouTube is seen among Department of English students at Universitas Negeri Malang. Komalig (2020) found that English students at Universitas Negeri Malang usually use YouTube as their learning resource in looking for authentic videos. Students often look for other learning resources besides what they get in class to find various English accents, pronunciation, and vocabulary. Especially in listening class, students often look for video conversations between native speakers to practice their listening skills. At the Department of English Universitas Negeri Malang, students learn listening skills in four

semesters. Based on the course profile, listening is designed to understand spoken English in various types and develop students' competence in the theories. Practical skills for listening include listening to various accents, sounds, and talks. Thus, some students choose to watch English talk show videos to be able to hear and follow the conversations with native speakers to improve their listening skills.

Furthermore, watching YouTube can be utilized to assist and enhance the process of improving listening skills. However, there is no evidence of students' opinions towards using English talk show Videos on YouTube. Also, less is known about whether they are motivated to enhance their listening skills by watching YouTube English talk show videos. Therefore, this study investigates students' perceptions of using English talk show Videos on YouTube to improve listening skills. Although some studies have been conducted on the students' perception of YouTube in EFL classrooms at Universitas Negeri Malang, limited information is found in listening using English talk show videos. Therefore, this study is intended to fill in this gap. The present study aims to answer how English Department Students perceive English talk show videos on YouTube to enhance their listening skills.

## **2. Method**

This study employed a survey research design. Survey research design is administered to samples or to a population of people who describe their opinions, behaviors, characteristics, or perceptions (Creswell, 2015). The subjects in this study were 46 undergraduate English Department students in the second and fourth semesters at Universitas Negeri Malang. The second and fourth-semester students were chosen because they were undertaking Intermediate Listening and Advanced Listening courses at the time of the data collection process, which aims at examining the extensive listening. The instruments used to collect the data in this study were an online questionnaire in Gform and semi-structured interview guidelines. An expert validated the instruments. The questionnaire was distributed online through WhatsApp.

Five questions were adopted from the questionnaire from (Kelsen, 2009) for his study entitled "Teaching EFL to the iGeneration: A Survey of Using YouTube as Supplementary Material with College EFL Students in Taiwan." The first section of the questionnaire was used to collect students' personal information. The second part of the questionnaire was used to determine the frequency of students accessing YouTube and to filter students who watch English talk show videos and do not watch English talk show videos.

In the third section of the questionnaire, the researcher used the Likert scale to investigate the students' perceptions by measuring their attitudes. According to Latief (2016), the researcher needs to measure the students' attitudes by asking them to respond to a specific topic. There were thirteen statements showing agreement or disagreement to a particular point of view with five provided alternatives; strongly agree, agree, uncertainly, disagree, and strongly disagree. In addition, there are six statements adopted from Pamungkas (2015) for his study entitled "The Correlation between Students' Attitude towards Watching English Talk Show videos." The statements in this section cover the usefulness of English Talk show videos on YouTube, such as to be used as authentic listening materials, to improve listening skills, and to motivate students to practice listening. All the statements were used to figure out how far they use English Talk Show Video to improve their listening skills.

In the fourth section, there were five open-ended questions to obtain in-depth answers and better understand what students felt about using English Talk Show videos on YouTube. From the responses to the given statements and questions, the issue can be analyzed to infer their attitude.

The data collection were done firstly by sharing the online questionnaire to some English Department students of 2019 & 2020 cohorts. Then, the process was followed by calculating and analyzing the data of the online questionnaire, classifying those who have watched English talk show videos on YouTube, eliminating those who have not watched English talk show videos on YouTube, and classifying those who have positive attitudes and negative attitudes of each aspect. The subjects were taken from students who have watched English talk show videos on YouTube. Next, follow-up action was done by doing focus group interviews after collecting data through an online questionnaire. Focus group interviews were used to gather further information from participants who have shown their positive responses to using English talk show Videos on YouTube to improve their listening skills in their questionnaire. The semi-structured focus group interviews were conducted online via Google Meet. According to (Creswell, 2015), a focus group interview consists of 4-6 people. Therefore, there were two groups of interviews. Each group consists of 4 students. The first group was the second-semester students, and the second group was the fourth-semester students. Students from the same cohort were gathered to make them more comfortable during the interview session.

According to Latief (2016), the collected data should be analyzed by computing how many percent of the subjects choose strongly agree, agree, no opinion, disagree, and strongly disagree toward each question of the questionnaire. Then, the data were analyzed by finding the mode which reflects most of the choices to conclude students' attitudes, as it shows students' attitudes toward the issue. To find the percentage, the researcher uses the following formula:

$$\frac{\text{the number of respondents who choose the option}}{\text{total number of respondents}} \times 100\%$$

Next, the findings were described and interpreted to students' responses to answer the research questions. There were also some qualitative data in students' answers from the open-ended questions from the questionnaire and the interview that could enrich the analysis. The qualitative data were analyzed by transcribing the data, reading through all the data, and representing the data through narratives (Creswell, 2015). Finally, conclusions were made and presented in coherent points to answer the research questions dealing with how English Department students report their perception of using English talk show videos on YouTube as learning resources to improve their listening skills.

### **3. Finding and Discussion**

The findings of this study were presented into three themes—1) the frequency of students' access to YouTube and whether they watch English talk show videos on YouTube; 2) English Department students' perceptions on the usefulness of English Talk show videos on YouTube to improve students' listening skills; and 3) students' experiences after watching English talk show videos regarding their listening skills.

### **3.1 The Frequency of Students Accessing English talk show videos on YouTube**

This aspect of the questionnaire covers the frequency of students accessing YouTube and whether they watch English talk show videos on YouTube. Fifty-four-point three percent of students said they use YouTube outside of class very often, and 41.3 % of students often use YouTube outside of class. Meanwhile, 4.3% of students said that they sometimes use YouTube outside of class. The data above means that many students use YouTube very often outside of class. Most of them are using YouTube mainly for entertainment and education. Moreover, 91.3% of students spend 1-4 hours on YouTube daily, while only 8.7% of them only spend no more than an hour on YouTube. From the data above, it can be inferred that students tend to spend their time accessing YouTube.

Furthermore, this part of questionnaire is intended to filter students who watched English talk show video and those who have not watched English talk show videos. However, of 46 respondents, there were 4 students who have not watched English talk show Videos. Therefore, there were 42 students who have watched English talk show videos on YouTube. From the questionnaire, following are the reasons why the 4 students have not watched English talk show videos:

- (R1) *Talk show could be very boring. There are still other ways to get knowledge and experience in terms of learning English.*
- (R2) *Because sometimes I prefer podcasts I could find on Spotify.*
- (R3) *I did not find it interesting as I am watching series or movies.*
- (R4) *I do not choose the formal English Talk Show because I got bored so easily.*

As this study is intended to record the responses of students who have watched English talk show videos, these four students who have not watched English talk show videos will be excluded from the next parts of finding and discussion.

Since the majority of students have watched English talk show videos, it means that students are already familiar with English talk show videos. Supported by the interview findings, a student stated that they could watch English talk show videos in 2 hours straight a day when there are some good recommendations. Other students stated that they could watch English talk show videos 2-6 times a week or when they have spare time.

The finding ties well with previous studies wherein YouTube is one of the popular video websites among students (Brünner, 2013). The finding is also in accordance with Nofrika (2019) who stated that one of the popular categories that is watched by students is English talk show video. Thus, it is notable that English talk show videos are popular among students because they are familiar with them. Supported by Alwehaibi (2015), watching videos on YouTube is helpful in the education context. Furthermore, English talk show video can be a suitable listening material because it is acceptable with the criteria of suitable material. Some of the criteria of suitable material proposed by Anderson in Kadagidze (2006) are: 1) it can be used for self-access learning, 2) it is entertaining, amusing and 3) it is easy to use. As English talk show videos can be found on YouTube, here are the supporting criteria of YouTube videos in instruction proposed by Bonk (2011) from the American research and education conference, 1) the videos provide a context for learning, 2) it increases students retention via visual and auditory information and 3) it provides shared learning experience. Moreover, English talk show videos on YouTube are in accordance with all criteria that are mentioned above.

Therefore, watching English talk show videos can help students to practice listening while having fun improving their language knowledge.

### 3.2 English Department Students’ Perception on the Usefulness of English Talk Show Videos on YouTube to Improve Listening Skills

Students respond positively on the use of English talk show videos on YouTube to improve listening skills. Furthermore, they perceive the usefulness of English talk show videos on YouTube in three aspects: being authentic listening materials, improving students’ listening skills, and motivating them to practice their listening skills. English talk show video as an authentic material motivates students to practice listening which will lead the students to improve their listening skills. Therefore, these three aspects support the improvement of students’ listening skills and will be discussed further in the following sections.

#### 3.2.1 English Talk Show Videos as authentic listening materials

This questionnaire involves students’ viewpoints on using English talk show videos as authentic listening materials to enhance their listening skills. Based on the questionnaire result, 42.9% of students strongly agree, and 35.7% agree with the statement “I listen to various accents on English talk show videos on YouTube.” Meanwhile, 4.8 % of students disagree, and 16.7% of students show uncertainty about that statement. Thus, it shows that most students can learn some new accents while watching an English talk show video. Moreover, 31% of students strongly agree, and 38% agree with the statement “I listen to formal language in English talk show videos on YouTube.” Not only that, but students also show positive responses to the statement “I listen to informal language in English talk show videos on YouTube,” with 33% of students strongly agree, and 57% of students agree with that statement. It means that by watching English talk show videos, students can learn how the language is used both formally or informally.

**Table 1. The result of the English Department Students’ questionnaire on English Talk Show videos as authentic materials**

Statements	SA	%	A	%	U	%	D	%	SD	%
2. I listen to various accents on English talk show videos on YouTube	18	43%	15	36%	7	17%	1	2%	1	2%
3. I listen to a formal language in English talk show videos on YouTube. (Formal modal verb, e.g., “May I...” “Could you please..., etc.”	13	31%	16	38%	8	19%	5	12%	0	0%
4. I listen to an informal language in English talk show videos on YouTube. (Slang words, abbreviation, acronym, etc., e.g., “Dude,” “gonna go...”, “meet me ASAP,” etc.”	14	33%	24	57%	2	5%	2	5%	0	0%

\*SA: Strongly Agree; A: Agree; U: Uncertain; D: Disagree; SD: Strongly Disagree

Table 1 shows that students gave positive responses to the English video talk show as authentic listening material. Therefore, one way to use English talk show videos on YouTube to improve listening skills is to use them as authentic listening materials. Kim (2015) stated that using authentic videos was quite adequate to enhance students’ listening skills. Therefore,

the English talk show video is authentic videos used as authentic listening materials where students listen to some new accents, formal English Language, and informal English language. Furthermore, by using English talk show videos on YouTube as authentic listening material, students can learn how natives use the language. As Kim (2015) found in his research, students responded well to videos on YouTube as authentic material to improve listening skills. It was also found in this study.

The findings from the interview data enrich the findings of students' positive attitudes toward English talk show videos on YouTube. For example, one student stated that she could listen to some new English accents such as Irish and Scottish. Another student mentioned that he could be familiar with the British accent. Those were proof that students could listen to some English accents through English talk show videos on YouTube. As an authentic material, students also mentioned that listening to audiovisual material and watching the actual interaction between natives were enjoyable for practicing listening. Thus, they can also listen to formal and informal English language throughout a talk show.

Specifically, as authentic material, English talk show video is suitable for Extensive listening. Rost (2011) stated that extensive listening refers to an extended period of listening to the target language outside the time given in the classroom. In extensive listening, students are expected to learn the language freely based on their interest in learning how it is used. Therefore, an English talk show video is one of the correct answers to achieve extensive listening targets. Students can listen to native speakers and listen to formal and informal English. In addition, various kinds of English talk show videos offer different topics, guesses, and styles. The students mentioned their favorite talk show channel during the interview: Tonight, Show by Jimmy Fallon, The Ellen Show, TEDTalks, and The Late-Late Show with James Corden. Thus, students can find their best talk shows based on their current interests. Since students gave positive responses to English talk show videos as authentic material, English talk show video can be one of the alternatives authentic videos which can be used as authentic extensive listening materials.

Students' positive perceptions of using YouTube English talk show videos as authentic materials indicate that they have more exposure to the English language while watching YouTube English talk shows. Using authentic video to learn language skills can give the students a clear picture of how the language is used and reduce ambiguities present in native speakers' voices and acts (Ismaili, 2013). As authentic material, English talk show videos contribute to help students' familiarity with spoken language. As stated by Renukadevi (2014), listening deals with how students can understand spoken language. Therefore, watching English talk show videos will help them be familiar with the English spoken language, which can also improve their listening skills. Others have shown that repeated exposure to language can enhance students' listening ability to develop fast and automatic word recognition skills, increase their listening vocabulary, better cope with fast speech rate, and process language more fluently and accurately (Renandya & Jacobs, 2016)

### 3.2.2 English talk show video as a tool to improve students listening skills

This aspect of the questionnaire deals with students' viewpoints on how English talk show videos on YouTube may improve their listening skills. Based on the questionnaire result, 31% of students strongly agree, and 50% agree that watching English talk show videos on YouTube can assist their process in enhancing listening comprehension. Accordingly, 60% of

students strongly agree that they also learn many vocabularies by watching English Talk show videos. Meanwhile, 2% of students do not find that watching an English talk show video will help them acquire new vocabulary. Since most students can learn new vocabulary, it also influences their ability to understand the topic while listening to an English talk show video. It is proven by the statement “I can identify the topic while listening to an English talk show video on YouTube,” with 52% of students strongly agree with that statement. Moreover, after watching English talk show videos, some students can differentiate some English accents, with 26% strongly agree, 26% agree, and 33% uncertain responses to this statement. The exact percentage of each statement of this aspect can be seen in the table below.

**Table 2. The result of English Department Students’ questionnaire on English Talk Show video as a tool to improve listening skill**

Statements	SA	%	A	%	U	%	D	%	SD	%
5. I assist my process in enhancing listening comprehension through English talk show videos on YouTube	13	31%	21	50%	7	17%	1	2%	0	0%
6. I learn a lot of vocabulary by watching and listening to English talk show videos on YouTube	25	60%	11	26%	5	12%	1	2%	0	0%
7. I can identify the topic while listening to an English talk show video on YouTube	22	52%	18	43%	1	2%	1	2%	0	0%
8. I am able to differentiate some English accents	11	26%	11	26%	14	33%	6	14%	0	0%
9. Watching English talk show videos has improved my listening skill	22	52%	17	40%	3	7%	0	0%	0	0%

\*SA: Strongly Agree; A: Agree; U: Uncertain; D: Disagree; SD: Strongly Disagree

Table 2 indicates that most of the students show positive attitudes on the use of English talk show videos as a tool to improve their listening skills in terms of assisting the listening comprehension process, learning loads of vocabulary, identifying the topic, and differentiating some English accents. Furthermore, the last statement of the questionnaire on this aspect has shown that most students with 52% strongly agree, and 40% of students agree that watching English talk show videos has improved their listening skills. Therefore, more than 90% of students show positive attitudes on English talk show videos as a tool to improve students’ listening skills.

The interview results can better picture how students felt after watching English talk show videos on YouTube related to their listening skills improvement. Students agree that they could do their listening test very well after watching English talk show videos. They were doing the test confidently, for they have already learned the language from an English talk show video on YouTube. One of them said that his listening skill has improved when he regularly starts watching English talk show videos. He enriches his vocabulary by watching an English talk show video, and it made him understand the topic being spoken at that time. In addition, some students mentioned that by watching English talk show videos, they could listen to how the words are pronounced correctly by native speakers. They also enjoyed the interaction between the speakers.

Following Harmer (2003), to improve students’ listening skills, students should identify the topic, predict and guess, and interpret spoken words. Furthermore, students have shown positive perceptions of the use of YouTube English talk show videos as a tool to improve listening skills. Thus, it indicates that students believe watching YouTube English talk show videos helps them improve their listening skills. After watching English talk show videos, they can identify the topic in spoken language, enrich their vocabulary, and differentiate English accents correctly. Kim (2015) stated that listening does not represent a simple word-by-word translation, but it involves a deeper understanding of the meaning. Chen (2013) also stated that to master listening, students should improve their working memory and linguistic knowledge. Accordingly, regularly watching English talk show videos will enhance students’ linguistic knowledge because they gain new vocabulary and learn the words’ meaning and pronunciation. Also, using English talk show videos can sharpen students’ listening skills by hearing the conversations between native speakers. Chhabra (2012) mentioned that YouTube videos can be used as media to improve students’ accents and pronunciation.

### 3.2.3 Motivation in using English talk show video on YouTube

This aspect of the questionnaire deals with students’ motivation to use English talk show videos to improve their listening skills. According to the questionnaire result, 50% of students strongly agree that they enjoy practicing listening through English talk show videos on YouTube. On the other hand, 12% of students are still not sure whether they enjoy it. Next, they can be more engaged in English language learning when they access English talk show videos on YouTube, with 36% of students strongly agree, and 43 % agree. Finally, responses to the statement “I use YouTube English talk show as a fun way to exercise my listening skill” are positive, with 48% of students strongly agree, and 33% of students agree with it. So far, there are no students who show strong disagreement toward those three statements. However, there are still 2-5% of students who disagree with the previous three statements. Therefore, it shows that students tend to use English talk show videos to motivate them to practice their listening skills. Furthermore, it is because English talk show videos are enjoyable. Therefore, 45% of students strongly agree that they are motivated to practice listening while watching English talk show videos on YouTube, as shown in the Table 3 below.

**Table 3. The result of English Department Students’ questionnaire on the motivation of using English Talk Show video to improve listening skill**

Statements	SA	%	A	%	U	%	D	%	SD	%
10. I enjoy practicing listening through English talk show videos on YouTube	21	50%	15	36%	5	12%	1	2%	0	0%
11. I have an opportunity to be more engaged in English language learning when I access English talk show videos on YouTube.	15	36%	18	43%	8	19%	1	2%	0	0%
12. I use YouTube English talk show as a fun way to exercise my listening skill	20	48%	14	33%	6	14%	2	5%	0	0%
13. I am motivated to practice listening while I am watching English Talk Show videos on YouTube	19	45%	14	33%	8	19%	0	0%	1	2%

\*SA: Strongly Agree; A: Agree; U: Uncertain; D: Disagree; SD: Strongly Disagree

Furthermore, there are other reasons why students choose English talk show videos on YouTube for listening practice based on the interview results. First, the interview results have shown that students tend to be motivated to use English talk show videos to practice listening because they can learn while watching their favorite guest star being interviewed. For instance, one of them mentioned that he watched “The Tonight Show,” which invited Jay Sinatra, a professional Valorant player. After watching that video, he got excited to watch other guest stars and practice his listening skill further. Second, they feel less pressure and stress when watching English talk show videos. Third, they prefer to use audiovisual content, which is more enjoyable than audio or text content only.

Overall, these findings are in accordance with findings reported by Bonk (2011) that YouTube videos provide the environment for learning, which increases learners’ retention of information through visual and aural information rather than traditional textual and auditory information. It can be seen that using YouTube videos provide a common learning experience for learners in terms of reflection on the subject and encourage student participation because the videos may be generated, watched, and shared based on their interest.

To conclude, students are motivated to practice their listening skills by showing their interest in watching English talk show videos. If students are interested in using the listening materials, it will improve their overall listening skills. As Harackiewicz, Smith, and Priniski (2016) mentioned, they provide two examples from previous studies, such as Ainley, Hide & Bendorf (2002) and Hidi and Renninger (2006), which find that both situational and individual interest encourage students’ attention, recall, task persistence, and effort. Therefore, English talk show videos on YouTube as the media for listening can boost students’ interest, impacting their academic achievement and motivating students to use English talk show videos on YouTube for learning repeatedly.

### **3.3 Students’ Experiences of Using English Talk Show Videos on YouTube**

The findings were taken from the open-ended part in the questionnaire where students can write their opinions using English talk show videos on YouTube. The first question is related to the reasons of choosing English talk show videos. The following responses from the questionnaire present the students’ opinions on this aspect.

- (R3) *Because it is good for me to learn listening skills with certain topics.*
- (R6) *Because it is exciting and entertaining. Also, it can help me improve my listening skills a lot.*

The students mostly choose to watch English talk show videos because it is a fun and interesting way to practice their listening skills. After all, they can choose certain topics and guests. Also, it is beneficial to improve their skills. The next question asked about in what ways English talk show videos improve their listening skills. Most of the students stated that they could learn new vocabulary throughout the videos. They can also cope with fast speech rates and better understand a certain topic in spoken language. The following responses from the questionnaire present the students’ opinions on those aspects.

- (R4) *it gives me more chances to force myself to hear everything the speakers say. No matter their accent, how fast they talk, and what vocabularies they use. I need to listen carefully so I could understand.*
- (R27) *It helps me to enrich my vocabulary, learn how to pronounce words, and get used to process and respond to the English words that I hear.*

When asked whether they are motivated to practice listening using English talk show videos on YouTube, students stated that they feel motivated because watching English talk show videos is interesting. Furthermore, they feel less stress compare to when they watch other videos. The following responses from the questionnaire show the students' opinions accordingly.

- (R7) *Yes, I do. Because it's very interesting as well as entertaining so that I don't feel bored.*  
(R9) *I don't feel stressed while studying with English talk show videos. Instead, I'm entertained with them.*

When asked about their favorite English talk show channels on YouTube and their reasons behind choosing those channels, they mentioned some popular channels such as The Late-Late Show with James Corden and The Ellen Show.

Most of the students are very familiar with English talk show videos, and they have good experiences in accessing English talk show videos on YouTube. It ties well with previous study by Silviyanti (2014) that students are more interested in learning English by using YouTube because they can practice their English by watching native speakers. Hence, it is easy for students to understand the topic. Accordingly, it shows that students tend to use English talk show videos to practice listening because it is fun and interesting.

#### 4. Conclusion

The findings have shown that most students were using YouTube to watch English talk show videos. The present findings find that students have positive attitudes toward using English talk show videos on YouTube to enhance their listening skills. They perceive the usefulness of English talk show videos in three aspects. First, they use English talk show videos as their authentic listening materials to hear various English accents and how they are used formally or informally. Second, they use it to improve their listening skills because they can enrich their vocabulary, identify the topic in spoken language, and differentiate English accents. Third, they use English talk show videos to motivate them because English talk show videos are a fun way to practice their listening skills. In addition, most of the students were enthusiastic when they learned listening skills through English talk show videos because they can see the real interaction between natives. However, some students still did not choose English Talk show videos for their listening materials because they were bored when they watched English Talk Show videos.

Nonetheless, there are some limitations to this study. First, this study only reported the students' perceptions of using English talk show videos on YouTube to improve listening skills. Ideally, future research should test whether there is an improvement in the students' listening scores after watching English talk show videos. Second, the findings only can be implemented for forty-two English Department Students in a certain university in Malang who participated in this study. Therefore, it is suggested that future research could explore this issue by examining a larger population with other sampling techniques and conducting a test for the effect of using English talk show videos to improve listening skills.

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