

Using English Talk Show Videos on Youtube to Enhance Listening Skill: A Learners' Voices

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Abstract—This study explores how students use YouTube videos of English talk shows to improve their listening comprehension as learners' voices. This study combined a narrative research design with a qualitative methodology. Interviews and observation were used to gather data. Two University of Cirebon students majoring in English education who were familiar with YouTube and used English talk shows to improve their listening skills were the research participants. Overall, the results indicate that students have a positive attitude toward using English talk show videos, which are helpful in three ways. Students first listened to a variety of English dialects and learned about both formal and informal language use by watching English talk show videos, which served as their authentic listening materials. Second, they used talk show videos to enhance 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.

Keywords: *English talk show video; listening skill; learners' voices; YouTube.*

I. INTRODUCTION

The previous ten years have seen a remarkable advancement in technology. Thus, technological advancement is essential to education, particularly when it comes to teaching English as a second language. Due to the rapid advancement of technology, educators and students

now need to use creativity and innovation to find appropriate teaching and learning resources. There are consequently a ton of new instructional resources available, particularly in English. The creation of learning resources based on videos is one example. According to a study, watching videos helps English language learners improve their listening comprehension. Talk shows in English and content such as TED Talks are excellent tools for teaching and studying the language. Studies have indicated that the use of real resources, like videos of English talk shows, can improve students' listening comprehension. (Fadhillah et al., 2021) Students can better comprehend and analyze spoken language by using videos. With the use of audio and visuals provided by the video, students can identify the words or speech they heard while viewing the information. Because of this, students watch the video in addition to listening to the audio. Students appear to benefit from watching English videos as a result, as they can practice key linguistic patterns and observe how native speakers interact. It facilitates pupils' ability to more effectively describe foreign cultures and contextualize language (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. 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 skill (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. Additionally, a number of studies clarify that students are more interested in using YouTube to learn English. According to Silviyanti (2014), students are more interested in learning English on YouTube because they can see native speakers and practice their language skills, making the subject matter easier for them to understand. According to Alwehaibi (2015), YouTube is beneficial in an educational setting. Ayu (2016) provides evidence for this claim, stating that teachers can design an exercise on YouTube to help students detect vocabulary, contractions, speed, and tempo of speech, in addition to enhancing their listening skills. Because YouTube offers real videos that are user-friendly, engaging, and humorous, and because it offers a variety of contexts for learning and engagement, those findings can therefore support the requirements for appropriate resources. Therefore, YouTube has the potential as a tool to improve students' listening skills. Furthermore, because there are so many videos on YouTube, one of the most popular categories that students frequently watch is art and humanities (Nofrika, 2019). The English talk show video is one of those kinds of videos that may be found in the humanities and arts. Talk shows are television programs where celebrities are interviewed or participate in conversations (JoLLA, 2021: 1451–1465). Additionally, one particular kind of film that can aid English language learners studying abroad is the English talk show. Videos of English conversation shows make good listening material since they are funny and real. Viewing videos of English talk programs will assist learners in hearing precise, natural, conversational English. There are a few well-known English chat show channels with millions of subscribers on YouTube. Some of these include The Ellen Show (38.3 million subscribers), The Tonight Show Starring Jimmy Fallon (30.5 million subscribers), The Late-Late Show with James Corden (28 million subscribers), and many more, according to YouTube data from 2023. The combined viewership of such chat show channels typically exceeds one million for each video. These demonstrate how popular it is these days to watch English chat show videos on YouTube. Also, celebrities are frequently invited to appear on these English chat shows as guests. As a result, depending on their interests, students can select appropriate English talk show videos. Since many English talkshows 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. YouTube videos can be utilized as media to help pupils with their pronunciation and accents, as suggested by Chhabra P (2012). Students can hear and see how native speakers pronounce words by watching English talk show videos. According to Nejati (quoted in Pamungkas, 2015), people may find new terminology and

both formal and casual language in talk show films helpful for introducing different topics in English. Students can enable the video subtitle if they are having trouble understanding the content of the videos. Additionally, students will benefit from watching YouTube videos with English subtitles as it will aid in their language learning.

II. METHOD

This study employs a narrative research design and a qualitative methodology. Creswell (2012) asserts that qualitative research is a tool for investigating and comprehending the significance that individuals or groups attribute to a social human problem. Ideas, impressions, views, and beliefs of the subject of the study are all related to qualitative research and cannot all be quantified. One method of conducting research that focuses on the stories we tell about our life is called narrative inquiry. Two University of Cirebon students majoring in English education who were familiar with YouTube and used English talk shows to improve their listening skills served as the study's subjects. The study included observation and interview procedures as data collection instruments. An expert validated the instruments.

The necessary criteria, which included University of Cirebon students majoring in English education, having access to YouTube, and using English talk shows to improve their listening comprehension, were used to collect observations through online surveys. Just two of the 14 students who replied were chosen to move on to the interview round. Subsequently, the procedure involved computing and evaluating the data obtained from the observations, categorizing individuals who had viewed English talk show videos on YouTube, removing those who had not, and grouping those with favorable and unfavorable attitudes regarding each component. The subjects were taken from students who have watched English talk show videos on YouTube. Next, follow-up action was carried out by conducting interviews after collecting data through an observation. Interviews were used to gather further information from participants who have shown their positive responses to using English talk show Videos on YouTube to enhance their listening skills.

Subsequently, an explanation and interpretation of the results were given to the students' answers to the research questions. Additionally, some qualitative information from the students' responses to the open-ended questions from the interview and observation could improve the analysis. Transcribing, going over, and presenting the data as narratives were the methods used to examine the qualitative data (Creswell, 2015). Ultimately, conclusions were drawn and presented in a logical manner to address the research questions regarding the effects of English foreign learners using English talk show videos on YouTube to improve their voices as learners and how these learners use these videos to improve their listening skills..

III. RESULTS AND DISCUSSIONS

The results of this study were presented into two themes

- 1) Students' experiences of using English talk show videos regarding their listening skills.
- 2) Impact of the students' utilizing English talk show videos as a learners' voices.
- 3) Students' experiences of using English talk show videos regarding their listening skills

In this aspect, it tells the stories of two students through interview sessions. In the interview there were seven questions related to this aspect.

No.	Interview Question
1.	How was your experience using English talk show to enhance your listening skills?
2.	Of the many types of videos on YouTube, what is your reason for choosing English talk show videos as a learners' voice?
3.	What kind of English talk shows do you usually watch?
4.	Do you think that learning English using English talk show videos on YouTube can make you more understand what native speakers are saying?
5.	Based on your experience, is it effective to learn english by using English talk show to enhance your listening skills? Can it achieve your learning goals?
6.	Do you enjoy learning English by using English talk show videos on YouTube as learning medium?
7.	What problems did you experience when using English talk show videos as learning medium?

Student 1 – Story

S1 uses English talk show video, the initial goal is to enhance listening skills. Apart from that, another goal is to listen to the native speaker's authentic language, listen to the accents, be able to pay attention to formal and informal language use and be able to add vocabulary. The reason S1 choose English talk shows out of the many types of videos on YouTube is because S1 wants to watch her favorite artists. Therefore, S1 became able to more understand what was discussed in the talk show. This shows that S1 likes English talk shows which are entertainment in nature because entertainment talk shows usually present well-known artists that she really like. Apart from getting the latest information or updates from her favorite artists, she is also indirectly learning English especially in the aspect of listening skills, for example like being able to more understand what native speakers are saying, get to know the accents used and so on.

“Pretty effective. But now it comes from music as well so I prefer music, understand it better through music but the drawback of music is that there are many words that use parables so it's a bit difficult to understand unless we really go deep into it. English talk shows are more natural like regular conversations and usually use informal language, but

it depends on whether the English talk show is formal or informal”.

The conditions above indicate that S1 feels effective when practicing listening skills using English talk show videos. Actually S1 prefers listening to music compared to English talk shows but she thinks that music usually has figurative language so it is difficult to understand. English talk shows are more natural, like talking with each other and usually using informal language. S1 really enjoys using English talk show videos. Because talk shows are authentic and amusing so that anyone who watches them will feel entertained. As already said, S1 really enjoys watching English talk show videos when the talk show invites her favorite artists and discusses light topics, for example discussing the life and works of her favorite artists. In choosing the language, S1 likes English talk shows that use informal language and interspersed with humor. This will attract S1's attention to deepen her listening skills.

On the other hand, S1 also experienced problems when using English talk shows, for example, S1 sometimes found it difficult when native speakers spoke at a fast tempo because not all English talk shows she could understand. However, S1 has a solution to this problem, which is to turn on the video subtitle to more understand the essence of the conversation. But when it comes to listening learning activities, S1 usually chooses something that is easier to understand. Suppose the discussion is not too heavy.

Student 2 – Story

S2 learning to use English talk shows was initially forced because there was an extensive listening course which required her to observe 16 English talk show videos. at first she felt bored but the longer she likes it. So S2's experience through this English talk show depends on the type of video, the videos that S2 watch the most are videos that use a language she understands or informal language. According to S2, English talk show enhanced her listening skills quite a bit because she got a lot of new vocabulary and learned how to pronounce them. Moreover, S2 really likes the type of video talk show that is currently speech. The reason for S2 choosing English talk show videos as her learning media is because English talk shows are not boring. For example, when S2 use other learning media from YouTube, they are usually rigid and based on the script. But the English talk show is interspersed with entertainment, humor, question and answer sessions so it's more interactive and S2 really likes and enjoys it. Then, the type of English talk show video that S2 likes depends on her mood and needs. For example, if S2 wants to watch English talk shows related to education, then S2 will watch talk shows that discuss education and so on. The point is that S2 is not much different from S1, namely that she prefers light English talk show videos so that they are easy to understand.

According to S2, by using or watching English talk shows she feels more understands what native speakers are saying.

The reason is because S2 is getting more used to watching English talk show videos. Then S2 can find out how native speakers speak, such as how fast they speak, what accent is used and so on. This really helps S2 in learning listening.

"I personally think it is very effective in learning listening skills because I have become accustomed to native speakers' pronunciation. But it didn't reach the learning goals because my learning goals were able to master the TOEFL test such as from dualingo, IELTS and so on."

From the text above S2 argues that using English talk show videos is very effective in learning listening skills because S2 becomes familiar with the pronunciations conveyed by native speakers. Then, in relation to learning goals, S2 feels unrelated because S2 has other learning goals, namely being able to master the TOEFL, Duolingo and IELTS tests. According to her, this English talk show is indeed effective if it is used to hone listening skills but is not included in the learning goals.

Furthermore, S2 felt that she enjoyed watching English talk show videos that matched her interests. Conversely, if the topic is heavy, it will seem boring and S2 won't watch it until it's finished. Overall, S2 really enjoyed it because she definitely watched English talk show videos with light topics. Besides that, S2 sometimes has problems when using English talk shows. The problem that is usually faced is when there are demands from subjects that are required to watch English talk shows with heavy topics. Because S2 feels that there are a lot of vocabularies that were previously unknown, so misunderstandings often occur.

2) Impact of the students' utilizing English talk show videos as a learners' voices

From the interview results, the participants expressed their positive attitude towards using English talk show to enhance their listening skills. S1 believes that this English talk show is one of the most effective learning media because it is flexible, amusing, and authentic video. Therefore, of course S1 gets its positive impact. For example, S1 becomes more sensitive to her hearing towards native speakers' speech, knows slang words,

understands what native speakers say, becomes more interested in learning English, and the most important thing is being able to imitate or practice it. S1 also believes that choosing an English talk show as a medium for learning English is not a useless thing, in addition to practicing the listening skills, she is also experiencing improvements in her public speaking. In this English talk show media, S1 not only get insight on one topic, but can get a lot of insight. For examples are regarding entertainment (music or the latest movies), education, social and so on depending on S1 interests. That is the impact of using English talk show videos obtained by S1.

S2 also expressed her opinion regarding the impact felt when using an English talk show video to enhance listening skills.

Initially, S2 were forced to watch or use English talk shows as a medium for learning listening. but after watching a lot of english talk show videos, S2 enjoyed it even more and made this english talk show videos as a learners' voice. The reason is that it is not boring, there is an interactive question and answer session, and flexible. S2 felt many impacts, for example being able to get information on current issues, feel comforted, become familiar with the pronunciation and accent of native speakers, and more understand when hearing native speakers speak. Just like S1, S2 also gained a lot of useful insight and knowledge from the talk show. Topics that S2 usually watch are light topics or English talk shows that use informal language and about education (related to her subject). Based on the learning English using talk show videos on YouTube, the writer found several differences in the processes, goals and methods of the two students even though they used the same learning media, namely English talk shows. The main reason for choosing an English talk show as a learners' voice is because they feel that English talk show is flexible, authentic and amusing so it is very suitable to be used as listening material because it is not boring. then, another reason put forward the reason is to watch her favorite artists through talk shows so that she gets the latest information from these artists, because English talk show often invite artists as their guests. Since many English talk shows invite artists/celebrities, as stated before, this could be a bait to attract students to learn from these talk show videos. This can be a motivation for student to learn listening skills. Choosing a learning material, of course, must have a strong reason or must have an interest in something so that we feel pleasure in learning.

Nejati, 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. This is in accordance with what students feel. In their experiences, when using English talk shows students are more likely to choose the light type of talk show because the native speakers on the talk show use informal language so that students can more understand what native speakers are saying. Besides that, watching English talk show videos show students how the words are pronounced by the native and hear the native accent is used. Students choose

English talk shows from the many types of videos from YouTube because English talk shows are not boring. For example, when students use other learning media, it seems stiff and very based on the script. however, the English talk show is natural, interspersed with humor, there is a question and answer session so it is more interactive and the students really like it. Students also think that this English talk show is very effective if it is used as listening material because students are getting used to the native speaker's pronunciation. From the interview results, the writer found differences opinion from students both in terms of learning goals,

effectiveness and problems faced. For example, S1 thinks that she prefers to listen to music and understands it more than English talk shows. However, S1 also said that the music lacked similes so it was quite difficult to understand unless we really went into it. While S2 felt effective when using English talk shows. Another difference is regarding learning goals. S2 said that her learning goals were to master the TOEFL test, IELTS and so on. So, to get there, S2 did not involve English talk shows in the learning process, but S2 admitted that she enjoyed and was effective when using English talk shows. On the other hand, S1 feels that by using English talk shows she achieves her learning goals, namely being able to understand what native speakers are saying and being able to imitate it. The third difference that the writer encountered is regarding the problems faced. S1 said that the problem she faced was that sometimes the tempo of speaking native speakers was too fast so that S1 often had misunderstandings when listening to video content. Meanwhile, the problem faced by S2 was when she got an assignment from an extensive listening course, because usually she was asked to listen to English talk shows with heavy discussion and the result was that S2 did not understand the contents of the talk shows, not knowing the meaning because there are unfamiliar words used. Usually English talk shows with heavy discussions use formal language and S2 often find unknown vocabulary.

IV. CONCLUSIONS

Based on the results and discussions that explain learner's voices on the use of English talk show videos on YouTube to enhance their listening skills, the writer could draw the conclusion that students have positive voices or experiences of using English talk show videos on YouTube to enhance their listening skills, namely English talk show videos can be used as a learners' voices in learning English because it helps students enhance listening skills. The writer found, students perceived English talk show videos as useful in three aspects. First, students use English talk show videos as their authentic listening materials to listen to various English accents and use the language formally or informally. Second, they use talk show videos to enhance their listening skills because they can enrich their vocabulary, identify topics in spoken language, and differentiate English accents. Third, students used English talk show videos to motivate themselves because they thought English talk show videos were fun ways to practice their listening skills. Besides that, English talk show videos can also be used as an evaluation tool for students' listening comprehension, where students are greatly helped by the features provided by YouTube such as subtitles, quality, and playback speed to evaluate their listening comprehension. Some of the difficulties experienced by students when watching English talk show videos on YouTube were rate of speech, accent, pronunciation, slang or unfamiliar words used, not knowing the meaning, and unclear statements

of the speakers. Apart from using English talk show videos, students also use other additional applications such as Duolingo, Apple Music, and Spotify to enhance their listening skills.

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