

The Influence of Using English Video Talk Shows on YouTube on Students' Listening Skill at SMPN Benteng No.1 Kepulauan Selayar

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ABSTRACT

This study aims to determine the influence of using English Video Talk Shows on YouTube on the listening skills of eight-grade students at SMPN Benteng No.1 Kepulauan Selayar. Listening is a fundamental skill in English learning that is often considered difficulty by students; therefore, engaging learning media are needed to help improve this skill. This study used a pre-experimental design with a one-group pre-test and post-test involving 31 students selected through purposive sampling. The instrument consisted of 20 items, including 10 multiple-choice listening tests and 10 fill-in-the-blank tests administered before and after the treatment. The findings revealed that the average pre-test score was 74.19, categorized as good, indicating an improvement in students' listening skills after being taught through English Video Talk Shows on YouTube. The Shapiro-Wilk normality test confirmed that the pre-test and post-test data were normally distributed, and the paired sample t-test showed a significant difference between the two tests ($0.000 < 0.05$). therefore, it can be concluded that English Video Talk Shows on YouTube have a positive influence on students' listening skills. The study implies that using video-based media such as English Video Talk Shows can enhance students' motivation and significantly improve their listening achievement. Furthermore, this finding emphasizes the importance of integrating digital media and authentic spoken materials into English learning to create more interactive, enjoyable, and meaningful learning experiences that foster students' comprehension and active engagement in the classroom.

Keywords: *English Video Talk Shows, YouTube, Listening Skill, Students' Motivation, Learning Media.*

1) INTRODUCTION

Listening is an important skill to master and learning English nowadays, especially in English class. Thanks to the rapid development of technology, students and educators who are creative and innovative find and use appropriate teaching and learning materials. Now there are lots of new teaching and learning materials, especially English. One example is the development of video-based teaching materials.

Using videos can also help students understand context and interpret spoken words. Because when they use video teaching materials, students have audio and video so students can find out the statements or words they hear while watching. In this way, students not only listen, but can also

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experience the video visually. The use of video chat programs is also good for practicing listening skills, giving students a clear picture of language use and reducing the ambiguity of sound.

In the development of ELT materials, accessibility and relevance are essential elements. Magdalena et al. (2020) emphasize that effective ELT materials must be easy for both teachers and students to access and must align with learners' needs. Therefore, good materials are not only pedagogically sound but also practical for classroom use. One of the most commonly used forms of ELT materials is the instructional module, which is designed to guide students systematically toward specific learning outcomes. As defined by Sanjaya et al. (2022), a module is a self-contained unit that presents information in a structured and comprehensive way, allowing students to learn independently while increasing their motivation and self-confidence. Its structured, goal-oriented nature makes the module an effective tool for supporting students' language learning success.

According to Rost, there are three listening practices, namely extensive listening, intensive listening, and interactive listening. Through interactive listening, students interact and listen to conversations collaboratively. Students must also listen carefully to the correct sounds, words, sentences and grammar to learn the target language in intensive listening exercises. However, extensive listening is the activity of listening for a long duration with the aim of understanding the content or meaning as a whole, not to capture every detail or word one by one. In this exercise, students choose material according to their preferences and listen to understand the meaning of the material. In this research, the type of listening that we want to experiment with is extensive listening. Therefore, writing is the most visible correlation of watching videos to improve listening skills. Listening is a broad listening skill. Thus, students can watch videos at their leisure.

In addition, there are a lot of videos on YouTube, the English Talk video program is one of the most popular categories which is frequently watched by students, especially those who want to improve their listening skills. English Talk Show is a type of video that can help foreign students learn English. English video chat shows are great to listen to because they are authentic and entertaining. In addition, watching English video chat shows can help students listen carefully to unscripted or so-called improve to conversations in English.

Watching English video chat shows on YouTube has become a trend these days especially in these English talk shows, celebrities are often invited, i.e. guests. Therefore, students can find English conversation programs that suit their interests so that students are encouraged to learn from the videos

Talk show videos. Using an English video chat program can improve students' listening skills by listening to native speakers' conversations. As noted by Chabra, YouTube videos can be used to improve student accents and pronunciation. English talk show videos show students how native speakers pronounce words and hear native accents used. Nejati, quoted by Pamungkas, found that video chat shows allow people to find formal and informal language as well as new vocabulary that is useful for presenting something in English.

Thus, learning English as a foreign language can help students in the future build relationships between nations and religious communities around the world. Furthermore, English is an international language, providing access to broaden knowledge and gain experience in the world of education.

2) METHODS

This study used a pre-experimental method, which only involves one class as an experimental class without a control class. This study uses a pre-experimental research design, which is a type of quantitative research that aims to determine the effect of independent variables on dependent variables in a group without using a control group or randomization. In this study, the experimental group was given special treatment, namely using English Video Talk Shows in Listening learning. These variables are tested and measured to see whether there are changes by comparing the initial condition of the sample before treatment with the final condition of the sample after treatment.

This research uses a quantitative approach that emphasizes numerical data and statistical analysis to measure and understand phenomena. This research often involves structured methods such as experiments, and controlled observations. According to Merriam et al Quantitative research is characterized by its inductive, interpretive, nature using various data collection methods, and focusing on meaning and context. According to Sugiyono, the quantitative approach is research based on the philosophy of positivism to examine certain populations or samples and random sampling with data collection using instruments, statistical data analysis.

The results of this study were analyzed using statistical methods to determine whether there was a significant increase in students' listening skills after being given treatment. This research was conducted at SMPN Benteng No. 1 Kepulauan Selayar which was the research location because based on initial observations, students at this school still experienced difficulties in listening skills, especially because the learning methods used emphasized conventional methods such as listening to teacher explanations without much variation in learning media. Considering this condition, this school was chosen as the place of research to see whether the use of video talk shows on YouTube can be a more interesting and effective learning method in improving students' listening skills.

Specifically, this research involved one class as an experimental group, which was given treatment in the form of listening learning using talk show videos from YouTube during several meetings. This class was chosen based on the availability of students' who could participate in this research and support from the school to use video-based learning methods.

In this research, the test instrument consisted of 20 questions that measured students' listening skills. Each correct answer was scored 5 points, while each incorrect was scored 0 points. Therefore, the maximum score a student could obtain was 100 points (if all answers were correct), while the minimum score was 0 points.

The data obtained from the listening test were interpreted using descriptive statistics and statistical packages for social sciences (SPSS), this analysis includes the presentation of tables, diagrams, mean values, medians, modes, standard deviations, variances, minimum and maximum values.

The normality test is the initial stage in data analysis conducted to determine whether the collected data are normally distributed or not. this step is crucial for deciding the subsequent steps in data analysis, specifically whether to employ parametric or non-parametric statistics, Setyawan. Furthermore, Agung explains the parametric statistics is a field of study that is applicable when data are normally distributed. Conversely, if the data are not normally distributed, the data analysis in a research study is performed using non-parametric statistics. From the preceding explanation, it can be

concluded that the normally test is a crucial step in determining the subsequent stage to be undertaken by the researcher. A normally test is considered to show a normal distribution if the data calculation results in a value greater than 0.05

The paired sample T-test is a parametric statistical test used to determine whether there is a significant difference between two groups of related data. According to Sugiyono, the paired t-test is used to test the difference in the means of two related samples, for example, test results before and after treatment is given to the same group. This also in line with Santoso opinion, which explains that the Paired Sample T-Test is used when data comes from the same group of subjects, but is measured under two different conditions (pre-test and post-test).

3) RESULTS AND DISCUSSION

3.1. Result

To ensure the effect of the implementation, the researcher used the test results' data as a guide. The pre-test and post-test were administered to determine whether implementing the module for class IX students at MTs Madani Alauddin Pao-Pao had any impact.

3.1.1. Test Result

3.1.1.1 Students' Listening Skill Before Using English Video Talk Shows

Pre-test results showed that students' that listening skill at SMPN Benteng No.1 Kepulauan Selayar before using English Video Talk Shows on YouTube were in the good category, with an average score of 74.19. However, students still experienced difficulties in understanding new vocabulary, pronunciation, and grasping the main idea of the conversation. This illustrates that before using learning media in the form of English video talk shows, students' listening skills still need to be improved.

Table 3.1: *Students' Pre-Test Score*

Score	Frequency	Percentage (%)	Category
81 -100	6	19.35	Very Good

61-80	23	74.19	Good
41-60	2	6.45	Enough
21-40	0	0	Less
0-20	0	0	Very Less
Total	31	100	

Based on the table regarding the results of pre-test of students' listening skills, it is known that there are 6 students or 19.35% who obtained a score in the range of 81-100 with the category of Very Good. Meanwhile, the majority of students, namely 23 people or 74.19%, were in the score range of 61-80 with the category of Good. Furthermore, only 2 students or 6.45% obtained a score of 41-60 with the category of Enough. No students obtained a score in the range of 21-40 or 0-20.

3.1.1.2 Students' Listening Skill After Using English Video Talk Shows

Post-test results showed an improvement in students' listening skills after using English Video Talk Shows on YouTube. The average score increased to 86.61, categorized as very good. Students found it easier to understand English conversations, recognize vocabulary, and connect meaning through expressions and contexts presented in the videos.

Score	Frequency	Percentage (%)	Category
81 -100	21	67.74	Very Good
61-80	10	32.25	Good
41-60	0	0	Enough
21-40	0	0	Less
0-20	0	0	Very Less
Total	31	100	

Based on the table regarding the results of the post-test of students' listening skills, it is known that the majority of students, namely 21 people or 67.74%, are in the Very Good category with scores in the range of 81-100. This indicates that the majority of students are able to achieve a very good level of listening proficiency. In addition, there are 10 students or 32.25% who fall into the good category with a score range of 61-80

3.1.1.3. Comparison of Students Pre-Test and Post-Test

Table 3.3: *Scoring classification*

Score	Pre-Test		Post-Test		Category
	Frequence	Percentage (%)	Frequence	Percentage (%)	
81-100	6	19.35	21	67.74	Very Good
61-80	23	74.19	10	32.25	Good
41-60	2	6.45	0	0	Enough
21-40	0	0	0	0	Less
0-20	0	0	0	0	Very Less
Total	31	100	31	100	

Based on the table above, there is an increase in students' listening skills after being treated using video talk shows on YouTube. During the pre-test, most students, namely 23 students (74.19%) were in the good category, 6 students (19.35%) were in the very good category, and 2 students (6.45%) were in the enough category. However, after the treatment, the post-test results showed a significant increase, where 21 students (67.74%) were in the very good category and 10 students (32.25%) were in the good category. There were no more students in the enough, less and very less categories.

3.1.2. The SPSS Calculation Results

Table 3.4: *Descriptive Statistics*

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretest	31	55	90	74.19	8.072	65.161
Posttest	31	75	100	86.61	7.570	57.312
Valid N (listwise)	31					

The table above shows a summary of the pre-test and post-test result of 31 students. In the pre-test results, the minimum score obtained by students was 55, while the maximum score was 90, with an average (mean) of 74.19. the standard deviation of 8.072 indicates a significant variation in scores among students.

In the post-test results, the minimum score increased to 75 and the maximum scored reached 100, with an average (mean) of 86.61. the standard deviation of 7.570 shows that despite the increase, the variation in students' scores was relatively more even compared to the pre-test.

Table 3.5: Test of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest	.955	31	.216
Posttest	.935	31	.062

The table shows the results of the normality test for pre-test and post-test data with a sample size of 31 students. The significance value (sig). for the pre-test is 0.216 and for the post-test is 0.062. since both significance values are greater than 0.05, it can be concluded that both the pre-test and post-test data are normally distributed.

Table 3.6: Paired Sample T test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-12.419	6.038	1.084	-14.634	-10.205	-11.453	30	.000

Based on the paired sample t-test results in the table above, a mean difference of -12.419 was obtained, indicating a difference in the average pre-test and post-test scores of 12.419 points, with the post-test score being higher than the pre-test. The calculated t-value was -11.453 with degrees of freedom (df) = 30, this value was obtained from the sample size used in the study, which was 31 students, subtracted by 1 according to the formula $df = N - 1$. Thus, $df = 31 - 1 = 30$. The significance value (2-tailed) was $0.000 < 0.05$, indicating a significant difference between the pre-test and post-test results. Therefore, it can be concluded that the use of video talk shows on YouTube significantly improves students' listening skills.

3.2. Discussion

The results of this research showed that students' listening skills before the treatment were still in the good category, with an average score of 74.19. While some students had already achieved the very good category, the majority remained in the good and enough categories. This indicates that students' listening skills in early stages are not yet optimal and require more supportive learning media. After being treated with English Video Talk Shows, post-test results showed significant improvement. The average students' score rose to 86.61, categorized as very good. Nearly all students showed improvement, with some even achieving the maximum score. This demonstrates that video-based media can provide a more engaging and effective learning experience improving students' listening skills.

The statistical analysis results also supported these findings. Normality tests showed that the pre-test and post-test data were normally distributed, leading to a Paired Sample T-Test. The T-test result showed a significance value of $0.000 < 0.05$, indicating a significant difference between the pre-test and post-test results. Thus, the use of English Video Talk Shows has been proven effective in significantly improving students' listening skills.

These findings align with the theory proposed by Harmer, which states that authentic media significantly assists students in developing listening skills because students are exposed to real language, natural intonation, facial expression, and the context of everyday conversation. Using talk shows that feature communicative interactions make it easier for students to understand the message. This is evident in research, where students become more focused and motivated to participate in learning.

The implications of these findings suggest that listening instructions are not sufficient simply by using written texts or structured audio recordings. Teachers need to provide authentic material that more closely resembles everyday language use, so students become accustomed to hearing English in various contexts. The use of English Video Talk shows on YouTube has been shown to increase students' motivation because students find the learning more engaging and relevant to the real world. This aligns with Richard's perspective, which emphasizes the importance of student engagement with authentic material to improve language skills.

Furthermore, the results of this research also emphasize the importance of teachers' role in selecting appropriate learning media. Not all videos are suitable for use in learning, so teachers must

be able to select talk shows with language appropriate to the students' level and relevant to the learning objectives. Thus, overall, it can be concluded that the use of English Video Talk Shows on YouTube positively contributes to improving students' listening skills. The increase in average scores, significant statistical test results, and findings consistent with theory and previous research demonstrate that this media is effective for use as an alternative in listening instructions in junior high school.

4) CONCLUSIONS

This study shows that the use of English Video Talk Shows on YouTube can effectively improve the listening skills of eight-grade students at SMPN Benteng No.1 Kepulauan Selayar. This is evident from the significant increase in students' post-test scores compared to pre-test scores. This finding is in line with previous research that emphasized the effectiveness of using authentic video materials in improving students' listening comprehension and learning motivation.

English video talk shows offer significant benefits, they provide authentic English language exposure, create a fun and engaging learning environment, and encourage students to actively participate in the learning process. Furthermore, it can also increase students' confidence in understanding spoken English and support the development of listening strategies, so it worth recommending as an effective learning tool to improve listening skills in the context of learning English as a foreign language.

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