

**THE EFFECT OF USING TALK SHOW VIDEOS AS AN  
AUDIO-VISUAL MEDIA IN IMPROVING THE STUDENTS'  
LISTENING COMPREHENSION  
(A Study at Senior High School 5 Parepare)**



**A THESIS**

*Submitted to the Faculty of Cultural Sciences of Hasanuddin University  
in Partial Fulfillment of Requirements to Obtain Bachelor Degree  
in English Literature Study Program*

**TRI SUCITRA SUSILOWATI  
F041191034**

**ENGLISH LITERATURE STUDY PROGRAM  
FACULTY OF CULTURAL SCIENCES  
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**LEGITIMATION**

**THESIS**

**THE EFFECT OF USING TALK SHOW VIDEOS AS AN AUDIO-VISUAL MEDIA IN IMPROVING THE STUDENTS' LISTENING COMPREHENSION**

**(A STUDY AT SENIOR HIGH SCHOOL 5 PAREPARE)**

**BY**

**TRI SUCITRA SUSILOWATI**


Student ID Number: F041191034

It has been examined before the Board of Thesis Examination on Friday, September 8<sup>th</sup>, 2023 and is declared to have fulfilled the requirements.

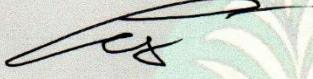
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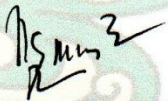
  
**Dra. Ria Rosdiana Jubhari, M.A., Ph.D.**  
NIP. 196602071991032003

Dean of Faculty of Cultural Sciences

  
**Dr. Abidin Pammu, M.A., Dipl.TESOL.**  
NIP. 196012311986011071

Head of English Literature Study Program  
of Hasanuddin University

  
**Prof. Dr. Akin Duli, M.A.**  
NIP. 196407161991031010

  
**Dra. Nasmilah, M.Hum, Ph.D**  
NIP. 196311031988112001




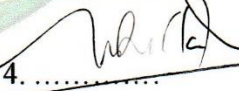


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HASANUDDIN UNIVERSITY**

**AGREEMENT**

On Friday, September 8<sup>th</sup>, 2023, the Board of Thesis Examination kindly approved a thesis by **TRI SUCITRA SUSILOWATI** (F041191034) entitled "*The Effect of Using Talk Show Videos as an Audio-Visual Media in Improving the Students' Listening Comprehension (A Study at Senior High School 5 Parepare)*" submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 15<sup>th</sup> September 2023

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The thesis by **TRI SUCITRA SUSILOWATI** (F041191034) entitled "*The Effect of Using Talk Show Videos as an Audio-Visual Media in Improving the Students' Listening Comprehension (A Study at Senior High School 5 Parepare)*" has been revised as advised during the examination on Friday, September 8<sup>th</sup> 2023 and is approved by the Board of Undergraduate Thesis Examiners:

1. Dra. Nasmilah, M.Hum, Ph.D

Examiner I

1. 

2. Dra. Marleiny Radjuni, M.Ed

Examiner II

2. 

## STATEMENT OF ORIGINALITY

The undersigned;

Name : Tri Sucitra Susilowati

ID Number : F041191034

Department : English Literature

**Thesis Tittle : The Effect of Using Talk Show Videos as an Audio-Visual  
Media in Improving the Students' Listening Comprehension  
(A Study at Senior High School 5 Parepare)**

Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any material which have been published by other people, and it does not cite other's people idea except the quotations and the reference.

Makassar, 15<sup>th</sup> September 2023

The writer,



**Tri Sucitra Susilowati**  
**NIM. F041191034**

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**APPROVAL FORM**

With reference to the letter of the Dean of Faculty of Cultural Sciences Hasanuddin University No.1730/UN.4.9.1/KEP/2022 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by **TRI SUCITRA SUSILOWATI (F041191034)** to be examined at the English Literature Study Program of Faculty of Cultural Sciences.


Makassar, 14<sup>th</sup> August, 2023

Approved by

First Supervisor

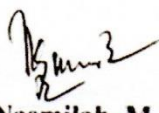
Second Supervisor

  
**Dra. Ria Rosdiana Jubhari, M.A., Ph.D.**  
NIP. 196602071991032003

  
**Dr. Abidin Pammu, M.A., Dipl.TESOL.**  
NIP. 196012311986011071

Approved by the Execution of Thesis Examination by  
The Thesis Organizing Committees

On Behalf of Dean  
Head of English Literature Study Program

  
**Dra. Nasmilah, M.Hum, Ph.D.**  
NIP. 196311031988112001

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Makassar, 20<sup>th</sup> September 2023



Tri Sucitra Susilowati



## ABSTRACT

**Tri Sucitra Susilowati (2023)**, “The Effect of Using Talk Show Videos as an Audio-Visual Media in Improving the Students’ Listening Comprehension Skill (A Study at Senior High School 5 Parepare)” (Supervised by **Ria Rosdiana Jubhari** and **Abidin Pammu**).

This research is aimed to (1) find out the effect of utilizing audio-visual media (talk show video) in enhancing students’ listening comprehension skills and (2) show factors that might affect the students learning through Talk Show Videos based on their experience.

This research was conducted at SMAN 5 Parepare, with the targeted population of second-grade students and a sample of XI MIPA 3 which consisted of 30 students. The method used in this research was the mixed method that combined quantitative and qualitative research methods.

The research findings showed that the mean score of the students’ post-test score increased by 40.3% from their pre-test which showed that talk show videos increased the students’ listening comprehension skills. It also showed some factors that affect the student’s learning by using talk show videos as their medium. The availability of English subtitles and how often the recording was played, the native speaker’s speaking pace, the atmosphere and environment of the classroom, and the pronunciation and accent used by the speakers. Talk show videos improved the students’ listening comprehension skills, new vocabulary enrichment, correct pronunciation, and motivation in learning English.

**Keywords:** *Audio-Visual Media, Talk Show Video, Listening Skill.*

## ABSTRAK

**Tri Sucitra Susilowati (2023)**, “Pengaruh Penggunaan Video Talk Show sebagai Media Audio-Visual dalam Meningkatkan Keterampilan Menyimak Siswa (Sebuah Studi di SMAN 5 Parepare)” (dibimbing oleh **Ria Rosdiana Jubhari** and **Abidin Pammu**).

Penelitian ini bertujuan untuk (1) mengetahui pengaruh penggunaan media audio-visual (video talk show) dalam meningkatkan keterampilan pemahaman mendengarkan siswa dan (2) menunjukkan faktor-faktor yang mungkin mempengaruhi pembelajaran siswa melalui Talk Show Video berdasarkan pengalaman mereka.

Penelitian ini dilakukan di SMAN 5 Parepare, dengan populasi sasaran siswa kelas II dan sampel kelas XI MIPA 3 yang terdiri dari 30 siswa. Metode yang digunakan dalam penelitian ini adalah metode campuran yang menggabungkan metode penelitian kuantitatif dan kualitatif.

Temuan penelitian menunjukkan bahwa skor rata-rata post-test siswa meningkat sebesar 40,3% dari pre-test mereka yang menunjukkan bahwa video talk show meningkatkan keterampilan pemahaman mendengarkan siswa. Terdapat juga beberapa faktor yang mempengaruhi hasil belajar siswa dengan menggunakan media video talk show. Ketersediaan teks bahasa Inggris dan seberapa sering rekaman diputar, kecepatan berbicara penutur asli, suasana dan lingkungan kelas, serta pengucapan dan aksen yang digunakan oleh penutur. Video talk show meningkatkan keterampilan mendengarkan siswa, pengayaan kosa kata baru, pengucapan yang benar, dan motivasi dalam belajar bahasa Inggris.

**Kata Kunci:** *Media Audio-Visual, Video Talk Show, Keterampilan Menyimak.*

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# CHAPTER I

## INTRODUCTION

### 1. 1.      **Background**

Basically, four essential basic skills must be taught to students while teaching English, especially to students whose mother tongue is not English or who are learning English as a second or foreign language. The four basic skills include reading, writing, listening, and speaking, which are all intertwined in developing individual capacities. Reading and listening are regarded as receptive skills. Meanwhile, writing and speaking are regarded as productive skills. To strengthen the productive skill, the receptive skill should be trained and upgraded, specifically the listening skill, since listening is the foundation for all four skills.

Listening is a skill that is sometimes overlooked in the teaching and learning process. Meanwhile listening serves as the foundation for speaking, as it provides the input required for responding through speech. Therefore, speaking cannot exist independently without the preceding process of listening. This underscores the inseparable nature of listening from our daily lives. Students tend to give up on learning listening because they assume that mastering English is tough, most students are weak in comprehending listening and they even do not understand what is being pronounced, especially by the native speaker. This is due to the unfamiliar words and different accents used between the teacher and the native



speaker. Listening is not just about the ability to listen but also the capacity to filter and comprehend the information received.

The process of teaching and learning Listening is difficult because, in addition to being able to hear what is being said students must also evaluate, analyze, and comprehend what they have heard. It necessitates a high degree of attention, focus, vocabulary, and grammatical knowledge, as well as the ability to recognize pronunciation and accents.

Based on the problems mentioned above, teachers should upgrade the method to enhance the student's listening comprehension. In upgrading the method, many aspects could affect the learning process, one of those is the medium used in teaching and learning. It is essential to utilize authentic instructional materials and provide appropriate assignments. Students will substantially benefit from the utilization of media such as podcasts, movies, songs, and other audio-visual media to strengthen their listening abilities. The use of audio-visual media is still rare and unfamiliar for some teachers due to the lack of facility or the inability to operate the tool, whereas the utilization of audio-visual in teaching listening nowadays could give more effect on students.

Audio-visual is a type of learning media that is used to convey information or subject matter. It is termed audio-visual because both hearing and seeing elements could be presented simultaneously. Audio-visual serves both sound and visual (images) so that students could focus more on adjusting and aligning what they see and what they hear. Using

this type of device allows students to interpret and comprehend the words they hear easily because they see what they hear thus their concentration will increase further, besides that, audio-visual will also make the learning process more enjoyable than just relying on explanations from the teacher.

Video is one of the audio-visual tools that the instructor might use in the classroom. Because it combines the visuals and speech of an English speaker, the type of video that the researcher is going to utilize is a Talk Show video that is taken from YouTube, the video might be utilized as an alternate instructional material for teaching. According to these reasons, this research is conducted to see the effect of using audio-visual in teaching and learning and whether it could improve students' listening comprehension. The researcher chooses SMAN 5 Parepare as a sample school to investigate this topic entitled **“The Effect of Using Talk Show Videos as an Audio-Visual Media in Improving Students' Listening Comprehension (A Study at Senior High School 5 Parepare)”**

## **1. 2. Identification of Problems**

Based on the background above, the researcher identified some problems as follows:

1. Students are lacking the ability to listening comprehension.
2. The lack of vocabulary and grammatical knowledge.
3. Listening sessions are rarely conducted in schools, so students are inexperienced with listening comprehension skills.

4. Students lack the motivation to learn listening comprehension because they assume it is hard mastering the English language.
5. The pronunciation and accents used by the native speaker are still unfamiliar for students to recognize.
6. The teacher tends to stick to a traditional method (audio only) of teaching listening comprehension which makes the students feel bored.
7. The facility is limited and the inability of teachers in operating the tools.

### **1. 3. Research Questions**

Based on the explanation above, some questions are going to be answered in this study:

1. What are the effects caused by utilizing audio-visual media in terms of Talk Show videos in enhancing students' listening comprehension at SMAN 5 Parepare?
2. What factors might affect the students learning through Talk Show Videos based on the student's experience at SMAN 5 Parepare?

### **1. 4. Objective of Study**

1. To find out the effect of utilizing audio-visual media (talk show video) in enhancing students' listening comprehension skills at SMAN 5 Parepare.

2. To show factors that might affect the students learning through Talk Show Videos based on the student's experience at SMAN 5 Parepare.

#### **1. 5. Scope of the Problems**

This study is focused on what effect can occur when using audio-visual media in terms of video and how it affects students' listening comprehension skills and the factors that might affect their learning through talk shows videos based on the student's experience at SMA Negeri 5 Parepare, specifically the students in the second grade. The media used in this study is limited to video only, the type of video is Talk Show that is taken from YouTube.

#### **1. 6. Significance of Problems**

The result of this research is expected to be used as a reference for English language educators, specifically Senior High School teachers to improve their teaching strategy in enhancing the students' listening comprehension skills. The utilization of the audio-visual medium in teaching could enhance the quality of the teaching. The information presented in this study might be used as a resource for students and teachers who want to learn more about the same topic for future research or to learn more about utilizing audio-visual aids to improve listening comprehension from a different perspective. It is expected that the

findings of this research serve beneficial information and knowledge to the reader, the researcher, students, and teachers.

## CHAPTER II

### LITERATURE REVIEW

#### 2. 1. Previous study

This chapter aims to present the literature on the topic of this research. It incorporates previous research as a resource for this study, as well as guidance for the development of the theoretical framework. There have been various studies done on the topic of this study. One of the studies was carried out by Yaacob et al. (2021) entitled *Impact of YouTube and Video Podcasts on Listening Comprehension Among Young Learners*. Their study focused on how to teach listening comprehension using YouTube and Video-Podcast and they used 40 Primary Year 4 students from a high-performing primary cluster school in Malaysia's northern area as their sample. Their research showed that YouTube and video podcasting have a great impact on primary ESL students' listening comprehension abilities. It improved young learners' interest and motivation by increasing their involvement and comprehension, developing team chemistry, and increasing their engagement and enthusiasm.

Similarly, the study that Namaziandost and Nasri (2019) conducted entitled *The Impact of Using Audio-Visual Aids on Teaching Listening Among Iranian Pre-Intermediate EFL Learners*. They intended to see how audio-visual tools affected teaching listening comprehension to Iranian pre-intermediate students. The findings revealed that students who were

taught using authentic video had better listening outcomes than those who were taught using an audio compact disk (CD) only. The findings showed that adopting audiovisual aids might assist EFL students to improve their listening comprehension.

Another research that had been already conducted is the study by Hana (2022) entitled *Using Short Films as Audio Visual Media in Teaching Listening at Grade X Students of SMK Diponegoro Purwosari*. They intended to discuss the use of short films as audiovisual media and teachers' perceptions of students' acquisition of English listening skills through short films. The findings revealed that short films as audio-visual media increased student motivation and made it simple for them to comprehend the lessons being taught. According to the teachers' perception, employing short films as audio-visual aids during class can help students to pay attention, receive instruction well, and gain a better understanding of the information. However, the researcher as well found some obstacles in using audio-visual in teaching in the form of deficient facilities and infrastructure also not all materials can utilize short films as teaching media.

The research conducted by Nindiyana (2021) entitled *The Use of Audio Media vs. Audio-Visual Media in Teaching Listening*. Her study aimed to compare audio and audio-visual media's effectiveness in enhancing learners' comprehension. The result of her study proved that the use of audio-visual media in teaching and learning had a bigger impact

than only utilizing audio media. From the test conducted by the researcher, it turned out the mean score of audio-visual media was higher than audio media.

Naidionoya and Ponomarenko (2018) had as well conducted a study entitled *Use of Podcasting Technology to Develop Students' Listening Skills* which is also related to this study. The first-year students of the Mechanical and Technology Faculty at the Nation University of Life and Environmental Sciences of Ukraine become the population of the researcher and focused to identify the effect of utilizing a podcast to improve the student's listening comprehension at the university level. This study demonstrated that by utilizing podcasts to promote listening to students, it is possible to improve students' listening skills since the technology gives students access to real-world information. The results also imply that such listening practice ought to be a fundamental component of ESL instruction at the college.

Liando et al. (2018) with a study entitled *English Major Students' Perceptions towards Watching English Movies in Listening and Speaking Skills Development* had been conducted. This study focused on learning what English major students thought about watching English movies to improve their speaking and listening abilities. Specifically, this study was carried out on the students who took Listening and Speaking classes at one university in North Sulawesi. The result of this study showed that the students know that watching English-language films can help them better



at listening. Compared to other media tools, subtitles are thought to be more useful for assisting pupils in understanding communication.

Another study was conducted by Maritu et al. (2021) entitled *The Seventh-Year Students' Perception of Teaching and Learning English for Young Learners by Using Audio-Visual Style*. The purpose of this study is to identify the seventh-year students' perception of teaching and learning English by using an audio-visual style. The result showed that according to the student's perception, the audio-visual teaching method is a suitable method of teaching and learning English for students at Palopo Cokroaminoto University since it can be seen and heard, making learning easier and more enjoyable.

Dheghu et al. (2021) conducted a study entitled *Improving Students' Listening Skill Using Audio Visual Aids*. This research aimed to collect data on how employing audio-visual aids affects students' listening abilities and the result showed that students' engagement and academic performance can be enhanced through audio-visual materials. This is clear from the Cycle I result, which shows a learning achievement score of 6.3. For learning achievement, it climbed to 7.9 between Cycles I and II which indicated that there was a significant effect of using audio-visual materials in the teaching and learning process, especially for the student's listening comprehension skill.

The previous studies above claimed that audio-visual can be very beneficial in enhancing the student's listening skills than using audio-only

media which is indicated by the result of their study showing the student's scores in the pre-test and post-test increased significantly and the different scores gained between the experimental group and controlled group, the experimental group gained a higher score than the controlled group. However, some studies showed the opposite result of their study. It claimed that using audio-visual in teaching and learning does not give a significant effect on the student's listening comprehension skills. As the study carried out by Trianawaty (2018) entitled *Comparing the Effectiveness of Audio and Video Materials in Listening Comprehension* indicated the result of this study that the students who were taught with video did receive a higher grade than those who were taught with audio-only materials. However, based on the mean score gained between pre-and post-test from both students with audio-only and audio-visual media revealed that the  $t_0$  was lower than the  $t_{table}$ . As a result, it was inferred that there was no discernible difference between the students' pre- and post-listening test scores after using various techniques.

Similarly, the study conducted by Chasanah (2022) entitled *The Effectiveness of Using Video in Teaching Listening Comprehension at SMA NU 3 Gresik*. According to the results, the control class's mean pre-test score was 79,66 while the experimental class was 66,83. The post-test results, however, revealed that the control class's mean score was 81.5 and the experimental class's mean score was 79.6. It showed that there was no significant difference between the groups of students instructed via video

and those taught via audio. When using videos in the classroom, the researcher found that students occasionally become so engrossed in the content that they unintentionally miss the lesson's intended takeaway.

From those existing studies, the researcher discovered that all the researchers are using audio-visual aids on people of diverse ages and educational backgrounds, some of them also compared the use of audio-visual media and audio media to identify which one is more effective. One of the researchers above also included the teacher's perception in their research related to the use of audio-visual media in teaching. The researchers above used different types of videos to conduct their research such as movies, short films, video podcasts, and videos related to the student's material in the classroom. However, what puts this study apart from others is that the researcher chooses talk shows as the type of video of this research because it is more into a spontaneous conversation so it shows a more natural conversation and body language between the speakers, they also speak at a natural pace with a variety of accents and pronunciation models which can expose students to a diverse range of English-speaking styles. Additionally, the researcher wants to know how effective utilizing audio-visual aids, especially talk show videos in improving students' listening comprehension skills and what factors that affect them while learning through Talk Show Videos based on their experience. The researcher chooses the second-grade students of SMAN 5 Parepare as the sample of the study.

## **2. 2. Theoretical Background**

### **2.2.1. Listening**

Listening is part of the receptive skill and is sometimes categorized as a “passive” skill (Nunan, 1998), it is a type of skill where learners receive and understand the things they listen to. (Rost, 2013: 2) had divided the definition of listening into four orientations; “receptive, constructive, collaborative, and transformative”. To elaborate on the explanations of the four orientations, he said listening as receptive means the selected process of reacting to, hearing, interpreting, and retaining auditory signals.

The transmission of pictures, perceptions, ideas, opinions, behaviors, and sentiments from the speaker to the listener, is a two-way process that comprises both hearing and receiving. Listening as constructive means determining why the speaker is communicating with you and determining what interests you about the individual who is sharing their thoughts with you. Meanwhile listening as collaborative means the act of bargaining with the speaker on shared facts or ideals. And listening as transformative means engaging with the speaker without passing judgment. Listening is the sensation of your mind flowing while you pay attention to anything. It joins the current formed by the confluence of several media. What they hear

is being heard loud and clear, touched, and appreciated by the audience.

Listening is not only “a one-way street”, but also more than just hearing audio symbols in a single direction. The psychomotor process of receiving sound waves through the ear is one aspect—the initial step—of listening comprehension. However, when the brain reacts to signals, this is only the beginning of what is the process of interaction (Wang, 2020: 62).

Hearing and listening are the two things that people find the same, but it turns out they are two different things. As noted by Kelly Workman, a psychologist at Columbia University Medical Center (as cited in Gupta, 2021), the difference between hearing and listening is that hearing is simply the act of receiving sound while listening is actively trying to understand and make sense of the sounds being heard, such as words or background noise. Hearing does not focus on what is being spoken but it is more about a psychological process of hearing effortlessly, the process of receiving sounds and tones as stimulation. The fundamental physiological system that permits sound waves to be received and converted is hearing (Rost, 2013: 11). According to him, it is the sense that is typically associated with our emotive experience of participation in events, beyond the conversion process of external inputs to auditory impressions. Kline (1996) also mentioned the

difference between hearing and listening, he stated that “hearing is the reception of sound, listening is the attachment of meaning to the sound.” Hearing is passive, and listening is active (p. 7).

Meanwhile listening, it includes our attention to what is being heard and our effort to comprehend it (Underwood, 1989: 1). Richards (1983) and Rubin (1995) as cited by (Van Duzer, 1997: 3) argued that listening is “an active process” even though it is mostly categorized as a “passive skill” because it is actively choosing and analyzing data which comes from “auditory and visual clues”. Active in that term means that the listener actively receives the information and connects it to his/her understanding. Then “choosing” means the listener sorts the information while they are listening and “analyzing data” means that the listener is trying to produce the output that is related to what they have heard.

Among the four basic skills in learning English. Listening is the most essential input material that students need to communicate and learn the English language. It's a complicated procedure that requires mastery of both the language form and the skilled technique.

### **2.2.2. Listening Comprehension**

Listening comprehension is a fundamental language skill that plays a crucial role in effective communication. It involves the ability to understand spoken language accurately, extract meaning,

and interpret information conveyed through oral communication. Whether in academic, professional, or social settings, strong listening comprehension skills are essential for successful interactions and acquiring a deeper understanding.

Many experts throughout the world have proposed definitions of listening comprehension, with the capacity to grasp native speech at normal speed being the most common. Listening comprehension, according to Mendelsohn (1994), is the capability of comprehending the oral language spoken by native speakers. He emphasized that listening comprehension is when the listener is able to understand both linguistic and non-linguistic knowledge of the language. O'Malley, Chamot, and Kupper (1989) argued that listening comprehension is an "active and conscious process" where the listener generates meaning from context and prior knowledge while depending on various strategic resources to accomplish the task (p. 434). They basically said that listening comprehension can be improved through the effective use of language learning strategies

Buck (2001) stressed that listening comprehension is more than just deciphering words. It means that the listener generates what they hear in an active process of reasoning and hypothesis formation, rather than just extracting what is in the text (p. 29). According to him, listeners are predisposed to guess what will be

said next in the flow of speech throughout the listening process. It is highly effective in listening comprehension for experienced learners who have the capacity to predict what is to be spoken next. The ability to form a hypothesis and make a reason from what has been spoken is the highlight of listening comprehension.

Listening comprehension assesses the learner's ability to comprehend the context of the conversation and reply appropriately. In listening comprehension skill, there are two abilities to measure. The first is fundamental knowledge, and the second is a pragmatic understanding and how to relate the information heard. In measuring listening comprehension, the process of how it works must be understood first. "Linguistic and non-linguistic knowledge" should be included while analyzing how the system of language comprehension is supposed to work (Buck, 2001: 1). The listening comprehension lesson is the medium for teaching grammatical structure and contextualizing new vocabulary items within a corpus of communicative conversation.

Listening comprehension is a vital skill that underpins effective communication, language proficiency, and academic success. By actively developing and refining listening comprehension skills, individuals can enhance their ability to understand, interpret, and respond to spoken language. Through active engagement, practice, and exposure to diverse listening



materials, individuals can unlock the full potential of this skill, leading to more meaningful interactions, deeper learning, and greater understanding.

### **2.2.3. The Types of Listening**

In teaching listening skills to the students, the teacher should be aware that there are many distinct forms of listening. While understanding how to convey what you want to say is vital, knowing how to listen utilizing various types of listening skills is as critical. It can not only assist you in processing information on many levels, but it can also assist you in developing relationships with people. Because listening entails more than simply hearing. Kline (1996) emphasized that “different situations require different types of listening” (p. 29). In his book, he divided the types of listening into five types as follows:

#### **1. Informative Listening**

This type of listening is mainly to understand the message of what is being spoken. It necessitates intense focus, putting aside previously held opinions so that the information obtained is not tainted by internal prejudice. It is a huge part of everyday life because intentionally or not, this type of listening is used every time every day specifically in learning, “Much of our learning comes from informative listening” (Kline, 1996: 30). He said in his

book that “careful informative listening is crucial” because careless listening can cause misinformation in our brain so, that is why intense focus is needed while listening.

## 2. Relationship Listening

This type of listening intends to understand the other. While listening to other people, feelings are included in implementing relationship listening. We focus on what it tells us about our conversational friends/partners and their feelings. Kline (1996) stated that in some cases, silence is needed as a response. A "sounding board," not a "resounding board," is sometimes required by the speaker. Wise relationship listeners know when to speak and when to listen, and they listen more than they speak. To conclude, effective relationship listening requires empathy.

## 3. Appreciative Listening

Appreciative listening is when you listen to a story, song, or piece of information to enjoy it. Appreciative listening is a type of hearing in which the listener searches out information that they will value, such as listening to music for pleasure, speakers because they have a style they like, or your selections in theater, television, radio, or film. Appreciative listening is defined by the listener's reaction rather than the source of the message.

#### 4. Critical Listening

The goal of critical listening is to evaluate and analyze information. This is a more active type of listening in which you evaluate and make decisions. To decide, the listener interacts with the information. Many jobs require the implementation of critical listening, specifically in democracy and as politicians. There is almost no situation in which critical listening is unessential. Even “our own financial, emotional, intellectual, physical, and spiritual needs” necessitate that we prioritize critical listening and the accompanying thought.

#### 5. Discriminative Listening

When a listener understands and gives meaning to sound rather than words, this is known as discriminative listening. In discriminative listening, the listener perceives the distinctions and nuances of sounds and body language. The listener is attentive to factors such as speech rate, volume, pitch, and emphasis. This is the most fundamental type of hearing. This type of listening is something we learn early in childhood. Discriminative hearing includes things like accent recognition and interpretation.

#### **2.2.4. The Importance of Listening**

“The importance of facilitating effective communication through active listening and the skilled use of non-verbal communication is clear and should not be underestimated in the practice setting” (Kacperck, 1997: 278). Based on that statement, it is essential to give specific attention to improving active listening and non-verbal communication skills to gain effective communication skills. Improving listening skills could bring many benefits and play an important role in everyday life, learning activities, and even in the workplace.

Iwankovitsch (2001) argued that one of the benefits of listening is obtaining information from the speaker. This has been elaborated on in the previous topic which discussed the type of listening, this applies to informative listening which people listen to understand the message. “Much of our learning comes from informative listening” (Kline, 1996: 30) which could be concluded that listening is beneficial for learners to gain information and explanation from the lecturer.

“Another benefit of good listening is establishing better relationships with people and family members” (Iwankovitsch, 2001). This also has been elaborated on the previous topic. This applies to relational listening which means that the listener is listening to comprehend the speaker. Becoming an effective

relational listener should be able to understand the speaker's feelings and by doing this, a good relationship also could be established between the listener and the speaker.

#### **2.2.5. Audio-visual Media**

A sort of learning medium called audio-visual is utilized to deliver information or topic matter. Because both hearing and seeing aspects can be displayed at the same time, it's called audio-visual. Students can focus more on changing and synchronizing what they see and hear with audio-visual media that serve both sound and visual. Using this type of tool allows students to readily analyze and comprehend the words they hear since they can see what they hear, increasing their concentration. Additionally, audio-visual will make the learning process more pleasurable than relying just on teacher explanations.

One of the audio-visual aids is video. It is defined as the electronic storing of moving images. The video refers to any electronic media type that uses motion pictures to convey a message. Video is an audiovisual medium that may be used to communicate and receive messages, making it easier for students to study certain subjects. Video is pictured in frames where frames by frames is projected through the projector lens mechanically so that the screen looks like the image is alive. This media is generally used for entertainment, documentation, and educational

purposes. Videos can present information, describe processes, explain complex concepts, teach skills, shorten, or extend time, and influence attitudes.

#### **2.2.6. The Use of Video as a Medium in Teaching Listening**

Scholars provide videotape, audiotape, or computer-based tasks to students to help them enhance their listening abilities. Students can use these tools to practice hearing vocabulary terms, sentence structures, and dialogues in the target language at home or in the language lab setting. Educators and publishers used a distinct approach to listening comprehension for many years, presenting aural content without any visual or verbal/textual aids.

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, in teaching listening to students, we should consider how often 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). (Field 1998a, 2000b) cited in (Harmer, 2007) indicated that a large amount of listening is considerably more beneficial to pupils than a protracted pre-listening period followed by only one or two exposures to the listening material. We don't want to bore the students by playing the same recorded content over and over, nor do we want to waste time on meaningless repetition.

“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.

Students can also observe 'language in action.' They can witness a lot of paralinguistic activity because of this. We need to make sure that we provide them with effective viewing and listening activities so that they pay their full attention to what they

hear and see. Students are used to watching movies at home and may link it with relaxing.

#### **2.2.7. Talk Show Videos as the Type of Video in Teaching Listening**

The talk show, as defined by Merriam-Webster, is a television program in which famous individuals participate in discussions or are interviewed. English talk shows are another form of video that is specifically useful for teaching English to foreign students. According to Nejati (2010), as quoted in Pamungkas (2015), viewers of talk show videos may find new vocabulary words as well as formal and informal language helpful for introducing various topics in English. Fadhillah and Rahmaningtyas (2021) claimed that English talk show videos create effective listening material because they are entertaining and authentic (p. 1454). It provides an authentic and dynamic environment for students to practice their listening skills in real-life situations.

One benefit of using talk show videos is that they provide a wide range of language and pronunciation models. Talk show hosts and guests speak at a natural pace and use a variety of regional and cultural accents, which can expose students to a diverse range of English-speaking styles, also “how intonation matches facial expression and what gestures accompany certain phrases, and they can pick up a range of cross-cultural clues” (Harmer, 2007: 308).



Additionally, talk show discussions can expose students to a variety of vocabulary and grammar structures.

Furthermore, talk show videos can be used to develop critical listening skills. Students can analyze the discussion topics, the arguments presented, and the nonverbal cues used by the speakers. This type of analysis can help students understand the nuances of language and develop their own opinions on the topics discussed. Talk shows are often entertaining, engaging, and thought-provoking, making them a popular and enjoyable way for students to develop their listening skills. However, choosing a suitable topic for the student should also be considered in preparing the material.

Students tend to be up to date, especially about the latest issues among celebrities. Since many English talk shows feature celebs, this might serve as a hook to entice students to watch the talk show videos to keep them updated. Some famous English talk show channels can be used as a medium for teaching and learning English such as The Tonight Show Starring Jimmy Fallon, The Late-Late Show with James Corden, The Ellen DeGeneres Show, Jimmy Kimmel Live, and many more. Furthermore, celebrities are frequently invited as guests on these English talk show programs. In light of this, students can choose the English talk show videos according to the topics they enjoy. By hearing native speakers

converse, students can improve their listening skills by watching English talk show videos. The use of subtitles also can be helpful. If the video includes speakers who have a strong accent or who speak quickly, subtitles can be added to assist the learners. This will help to reinforce the language being used and support their comprehension of the video.