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APPENDICES

APPENDIX A. PRE-TEST AND POST-TEST

PART A – Multiple Choice

Pay attention to the talk show entitled "Did Jimmy Almost Date Nicole Kidman? – Tonight Show Stories" minute 0.00 – 5.03 to answer question no. 1-10 https://www.youtube.com/watch?v=6_PI1l5NKL8&t=32s

Direction- listen to the recording and choose one correct answer!

1. Their mutual friend introduced them to each other. What is their friend's name?
   a. Sofia
   b. Nick
   c. Daniel
   d. Kevin
   e. Rick
2. Where did the story happen?
   a. At her house
   b. At the restaurant
   c. At his apartment
   d. At the hotel
   e. At their mutual friend's apartment
3. What type of food did his friend suggest?
   a. Cheese and crackers
   b. Sneakers
   c. Chicken nugget
   d. Hamburger
   e. Brie cheese and chic
4. "I just remember I liked you" What does she mean by saying that?
   a. She still likes him
   b. She used to like him
   c. She is planning to date him
   d. She rejected him
   e. She pretended to dislike him at that time
5. "What are you talking about?" what did he feel while saying that?
   a. Mad and embarrassed
   b. Sad and touched
   c. Shocked and unbelieving
   d. Glad and confused

e. Embarrassed and scared

6. "Did I date Nicole Kidman?" what does he mean by saying that?
    a. He is planning to date her but got rejected
    b. He asked her for a date
    c. He was having a date with her then but didn't know it was a date
    d. They were in a relationship at that time
    e. He was rejected by her

7. What made her think that he had no interest?
    a. He told her that he didn't like her
    b. He didn't talk at all and just played video games
    c. He was doing something bad to her
    d. He was calling someone else
    e. He was talkative

8. What did Nicole Kidman assume about Jimmy Fallon because he seems uninterested in her?
    a. She thought he was game-addicted
    b. She thought he was having a bad day
    c. She thought he was a freak
    d. She thought he was gay
    e. She thought he was not ready for dating

9. Which of the following describes their relationship right now?
    a. They are married to each other and have kids
    b. They both are married to other people, and they both already have kids
    c. They both are engaged with other people
    d. They are planning to get married to each other
    e. They have kids together but are married to other people

10. Who is Nicole's spouse?
    a. Jimmy Fallon
    b. Jon Hamm
    c. Keith Urban
    d. Keith David
    e. Jimmy Kimmel

PART B – True/False Statement

Pay attention to the talk show entitled "Emma Myers on Preparing to be a Werewolf in Wednesday and Her SEVENTEEN Obsession" minute 0.00 – 6.20 to answer questions no.1-10 https://www.youtube.com/watch?v=vmfqlkWLIDE

Direction – listen to the recording and choose between True or False. Write True when the statement is correct and write False when the statement is incorrect!

1. The Tonight Show Starring Jimmy Fellon was Emma Myers's talk show debut. _____
2. Emma Myers is obsessed with one K-pop band named SEVENTEEN which consists of 17 people. _____
3. There are three different sub-units in SEVENTEEN, they are hip-hop, performance, and dance. _____
4. "To You" is Emma Myers's favorite song from SEVENTEEN. _____
5. Her show "Wednesday" is the most-watched show in the history of Netflix. _____
6. Emma Myers wanted to be Wednesday who is the main role of the show. _____
7. Emma Myers thinks that Jenna Ortega portrays a perfect Wednesday character. _____
8. In real life, Emma Myers has a lot in common with her role Enid from the movie series. _____
9. Emma Myers got the role which can turn into a werewolf. _____
10. Emma Myers got the werewolf training for her role. _____

ANSWER KEY

PART A – Multiple Choice

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    b. They both are engaged with other people

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Direction – listen to the recording and choose between True or False. Write True when the statement is correct and write False when the statement is incorrect!

1. The Tonight Show Starring Jimmy Fellon was Emma Myers's talk show debut. **(True)**

2. Emma Myers is obsessed with one K-pop band named SEVENTEEN which consists of 17 people. **(False) (there are 13 people in the K-pop group SEVENTEEN)**
3. There are three different sub-units in SEVENTEEN, they are hip-hop, performance, and dance. **(False) (hip-hop, performance, and vocal)**
4. "To You" is Emma Myers's favorite song from SEVENTEEN. **(True)**
5. Her show "Wednesday" is the most-watched show in the history of Netflix. **(False) (it is the second-most-watched show in the history of Netflix)**
6. Emma Myers wanted to be Wednesday who is the main role of the show. **(False) (she thought she is not "a good Wednesday")**
7. Emma Myers thinks that Jenna Ortega portrays a perfect Wednesday character. **(True)**
8. In real life, Emma Myers has a lot in common with her role Enid from the movie series. **(False) (she doesn't like colorful things while Enid does and she in real life is an introvert while Enid in the movie show is an extrovert)**
9. Emma Myers got the role which can turn into a werewolf. **(True)**
10. Emma Myers got the werewolf training for her role. **(True)**

APPENDIX B. QUESTIONNAIRE

NAME:

STUDENT NUMBER:

Petunjuk – Didalam angket ini ada beberapa pertanyaan yang harus anda jawab dengan cara memberikan tanda centang **(√)** pada salah satu jawaban yang menurut Anda paling tepat dan paling sesuai dengan diri anda

NO.	PERNYATAAN	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	Saya merasa listening skill saya meningkat saat menggunakan *English talk show videos*				
2.	Saya menikmati belajar Bahasa inggris melalui *English talk show video*				
3.	Menurut saya subtitle Bahasa inggris membantu saya dalam memahami percakapan dari *English talk show video*				
4.	Saya belajar banyak kosakata dalam belajar Bahasa inggris melalui *English talk show videos*				
5.	Saya kesulitan memahami percakapan dari *English talk show videos* karena kecepatan bicara para *native speaker*				
6.	Saya lebih termotivasi untuk belajar Bahasa inggris saat diajar dengan menggunakan *English talk show videos*				
7.	Saya menggunakan *English talk show video* untuk meningkatkan proses saya dalam belajar Bahasa inggris				
8.	Saya sering mengakses *English talk show videos* dalam keseharian saya				

9.	Suasana kelas dan lingkungan sekitar saya memengaruhi keefektifan belajar saya ketika menggunakan *English talk show video*				
10.	Saya belajar cara pengucapan dari kosa kata Bahasa inggris dengan benar melalui *English talk show videos*				
11.	Saya kesulitan memahami percakapan dari *English talk show videos* karena aksen dan pengucapan dari *native speaker* berbeda dengan aksen dari guru/pengajar.				
12.	Saya dapat memahami konteks pembicaraan dari *English talk show videos* dengan mudah walaupun ada beberapa kosa kata yang belum saya ketahui				
13.	Saya merasa penggunaan media video lebih efektif untuk meningkatkan *listening skill* saya				
14.	Saya merasa bosan belajar menggunakan *video* sebagai media pembelajaran				
15.	Saya lebih memilih menggunakan *video recording* daripada media pendidikan yang lain seperti *audio recording* saat pelajaran menyimak				

APPENDIX C. OBSERVATION FIELD NOTE DURING THE TREATMENT

Date: 4 May 2023
Time: 10.45 – 12.15
Location: SMA Negeri 5 Parepare (XI MIPA 3)
Observer's Name: Tri Sucitra Susilowati

On May 4, 2023, researchers carried out treatment for grade XI MIPA 3 students at SMA Negeri 5 Parepare. This observation is the first observation made by the researcher during the treatment process to observe the students' reactions, the class situation, and how well student engagement was during the activity to see the factors that affected their study using audio-visual, especially talk show videos. The researcher acted as a teacher accompanied by an English teacher who accompanied the researcher during the teaching and learning process.

The class started at 10.45, there were 30 students in the class and the students began the class by greeting the teacher and continued with a prayer. Then the researcher brought an introduction to the material that would be presented, the students listened to the researcher carefully. The students actively participated as long as the researcher presented the material interspersed with several questions.

The research results show that only a few students often access video talk shows, especially English talk shows. They access songs and movies more often. When the researcher played a talk show to be identified, there were various student reactions, some were excited to watch the video, some were doing other things on their laptops, and some looked bored. After the video ended, the researcher asked questions about the "Ellen Taught This Fan How to Speak English" video talk show. One of the students, namely X, argued that the video explained how someone who previously could not speak English at all, in the end, she was motivated to learn, one of which was by watching talk shows from Ellen because her talk shows were funny. Other students agreed with student X's opinion. After that, the researcher divided students into 4 groups for discussion with the topic of discussion: looking for one of the video talk shows and discussing the main topic, their reasons for having the talk show, and vocabulary that they don't know the definition of.

During the treatment process, the class atmosphere was quite conducive. Students sometimes joke with their friends to make the class atmosphere fun and not stressful. However, during group discussions, the class atmosphere began to become unconducive because students were noisy because they were busy discussing with each other, some took advantage of the discussion activities to do other things such as doing assignments for other subjects, and some mostly joked with their group mates also some who looked bored and didn't participate in group discussion activities.

Observation field note during the treatment:

Date: 11 May 2023
Time: 10.45 – 12.15
Location: SMA Negeri 5 Parepare (XI MIPA 3)
Observer's Name: Tri Sucitra Susilowati

On May 11, 2023, researchers carried out treatment for grade XI MIPA 3 students at SMA Negeri 5 Parepare. This observation is the second observation made by the researcher during the treatment process to observe student group discussion activities. The researcher acted as a teacher accompanied by an English teacher who accompanied the researcher during the teaching and learning process.

At 10.45 the English class in class XI MIPA 3 started, there were 30 students in the class and the students started class by greeting the teacher and continued with a prayer. Then the researcher conducted a review of the activities that had been carried out in the previous meeting. The researcher then started randomizing the group that appeared first to present the results of their discussion.

From the overall results of the group discussions, the researcher can conclude that many students still struggle with speaking English, and from 4 groups, there is 1 group that cannot define vocabulary that they do not know without using a translation application. The other 3 groups can define the vocabulary they find. The vocabulary found by Group 1 is "payroll" they define it as "slip gaji", then by Group 2 "inaudible" they cannot define it, Group 3 "disgusting" they define it as "menjijikkan", then Group 4 "accomplished" they define it as "tercapai"

From the results of observations, the researcher found that during the process of presenting the results of group discussions, students on average read their discussion papers due to limitations in speaking English, some of them also did not actively participate during the discussion presentation activities, and some students also joked a lot while presenting their discussion results. On the same day, the researcher also conducted a post-test and distributed questionnaires to students. The researcher also shared the results of the students' pre-test after carrying out the post-test and questionnaire so they could identify their mistakes in the pre-test.

APPENDIX D. DOCUMENTATION

PRE-TEST

TREATMENT

POST-TEST