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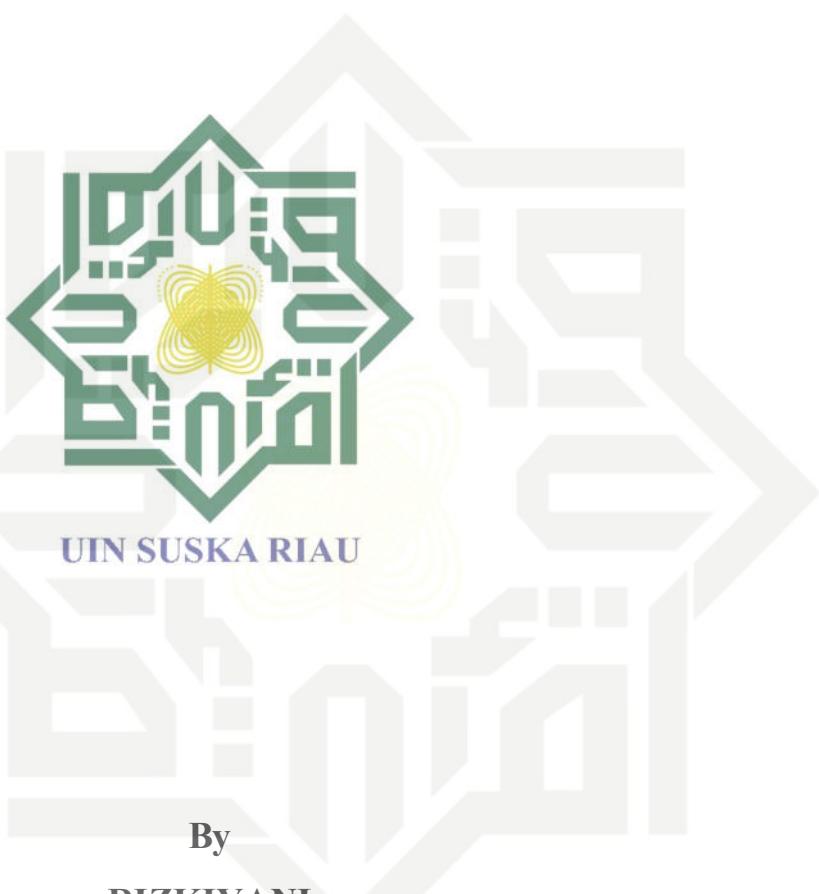


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THE EFFECT OF USING ENGLISH TALK SHOW VIDEO FOR IMPROVING LISTENING COMPREHENSION AT TENTH GRADE SMA IT FADHILAH PEKANBARU



FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
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THE EFFECT OF USING ENGLISH TALK SHOW VIDEO FOR IMPROVING LISTENING COMPREHENSION AT TENTH GRADE SMA IT FADHILAH PEKANBARU



UIN SUSKA RIAU

By

RIZKIYANI
SIN 12110420623

Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor Degree of English Education (S. Pd)

UIN SUSKA RIAU

ENGLISH EDUCATION DEPARTMENT

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STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU

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Ceritify that this skripsi entitled "**The Effect of Using English Talk Show Video for improving Listening Comprehension at tenth grade SMA IT Fadhilah Pekanbaru**" is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this thesis. Others' opinion finding include in this thesis are quoted in accordance with ethical standards.

Pekanbaru, Desember, 24th 2025



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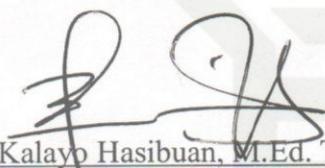
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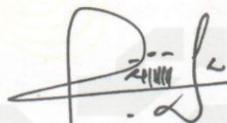
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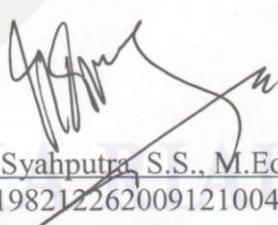
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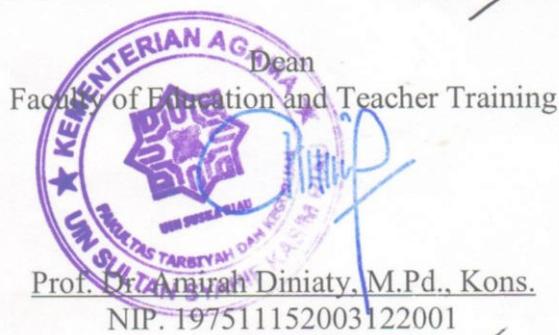


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beginning until now. Your constant presence, encouragement, and friendship have been a source of strength throughout this journey

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Finally, the researcher realized that this thesis is still far from perfection. Therefore, constructive comments, critiques, and suggestions are appreciated very much. May Allah, the Most high, the Ruler of the Universe, bless us. Aamiin.

Pekanbaru, Desember, 24th 2025

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ABSTRACT

Rizkiyani (2026): The Effect of Using English Talk Show Video for Improving Listening Comprehension at the Tenth Grade of Islamic Integrated Senior High School of Fadhilah

This research aimed at finding out the effect of using English talk show video on increasing student listening comprehension at the tenth grade of Islamic Integrated Senior High School of Fadhilah Pekanbaru. Pre-experimental design was used in this research with one experimental class given a talk show as a treatment. Data were collected through pretest and posttest with student worksheets compiled based on the indicators of the ability to understand the gist or general overview of the text listened to, the ability to understand main ideas or important information, the ability to understand specific information and remember important details, the ability to understand the speaker attitude or meaning toward the listener or the topic discussed, and the ability to understand implied meaning through inference and deduction from spoken information. The research findings showed an increase in the mean score from 32.67 in the pretest to 66.67 in the posttest. Analyzing data with paired sample t-test yielded the score of significance 0.000 (<0.05), so it indicated a significant difference in student listening comprehension between before and after the treatment. Thus, it could be concluded that there was a significant effect of using talk show video on increasing student listening comprehension. This research recommended the use of talk show video as an effective and enjoyable learning medium in English learning at Senior High School level.

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ABSTRAK

Rizkiyani (2026): Pengaruh Penggunaan Video Talk Show Bahasa Inggris terhadap peningkatan Mendengar di SMA IT Fadhilah

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan video talk show bahasa inggris terhadap peningkatan pemahaman mendengar siswa kelas X di SMA IT Fadhilah Pekanbaru. Penelitian ini menggunakan desain pre – experiment dengan satu kelas eksperimen yang diberikan perlakuan berupa media talk show. Data dikumpulkan melalui pretest dan posttest menggunakan lembar kerja peserta didik (LKPD) yang disusun berdasarkan indicator kemampuan memahami inti atau ikhtisar umum teks yang didengarkan, kemampuan memahami gagasan utama atau informasi penting, kemampuan memahami informasi spesifik, dan mengingat detail penting, kemampuan memahami sikap atau maksud pembicara terhadap pendengar atau topic yang dibahas, kemampuan memahami makna tersirat melalui inferensi dan deduksi dari informasi lisan. Hasil penelitian menunjukkan adanya peningkatan skor rata rata dari 33,67 pada pretest menjadi 66,67 pada posttest. Analisis data menggunakan uji Paired Simple T – test menghasilkan nilai signifikansi sebesar $0.000 (< 0,05)$, yang menunjukkan bahwa terdapat perbedaan yang signifikan antara pemahaman mendengar siswa sebelum dan sesudah diberikan perlakuan. Dengan demikian, dapat disimpulkan bahwa penggunaan talk show video secara signifikan berpengaruh terhadap peningkatan pemahaman mendengar siswa. Penelitian ini merekomendasikan pemanfaatan talk show video sebagai media pembelajaran yang efektif dan menyenangkan dalam pembelajaran Bahasa Inggris di tingkat SMA.

ملخص

رزقاني، (٢٠٢٦): تأثير استخدام فيديو الحوار التلفزيونية باللغة الإنجليزية على تعزيز فهم الاستماع في مدرسة فضيلة الثانوية الإسلامية المتكاملة

هذا البحث يهدف إلى معرفة تأثير استخدام فيديو الحوار التلفزيونية باللغة الإنجليزية على تعزيز فهم الاستماع في مدرسة فضيلة الثانوية الإسلامية المتكاملة. استخدم هذا البحث تصميماً سهلاً تجريبياً مع فصل تجريبي واحد تم إعطاؤه معالجة بشكل وسيلة تعليمية على شكل حوار تلفزيوني. جمع البيانات من خلال اختبار قبلي واختبار بعدي باستخدام أوراق عمل المتعلمين التي أعدّت على مؤشرات، هي: القدرة على فهم الفكرة العامة أو الملخص العام للنص المسموع، والقدرة على فهم الفكرة الرئيسية أو المعلومات المهمة، والقدرة على فهم المعلومات المحددة وذكر التفاصيل المهمة، والقدرة على فهم موقف المتحدث أو مقصدته تجاه المستمع أو الموضوع المطروح، والقدرة على فهم المعنى الضمني من خلال الاستنتاج والاستدلال من المعلومات الشفوية. أظهرت نتائج البحث وجود زيادة في متوسط الدرجات من ٣٢,٦٧ في الاختبار القبلي إلى ٦٦,٦٧ في الاختبار البعدي. وأدى تحليل البيانات باستخدام اختبار تلقيع المزدوجة إلى قيمة دلالة مقدارها ٠,٠٠٠٥، مما يدل على وجود فرق دال بين فهم الاستماع لدى التلاميذ قبل المعالجة وبعدها. وبناء على ذلك، يمكن الاستنتاج بأن استخدام فيديو الحوار التلفزيونية له تأثير كبير في تحسين فهم الاستماع لدى التلاميذ. ويوصي هذا البحث بالاستفادة من فيديوهات الحوار التلفزيونية كوسيلة تعليمية فعالة ومحبطة في تعليم اللغة الإنجليزية في المرحلة الثانوية.

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APPENDIX 3 STUDENT ANSWER

APPENDIX 4 THE RESULT OF PRE-TEST

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Basically, when teaching English to students especially those whose mother tongue is not English or who are learning it as a second or foreign language four fundamental basic skills must be imparted. The four fundamental abilities are speaking, writing, listening, and reading. These abilities are all connected to the growth of the individual. It is believed that listening and reading are receptive skills. Conversely, speaking and writing are recognized as useful abilities. Since listening is the basis for all four skills, it is important to train and improve the receptive skill in order to strengthen the productive skill.

One ability that is occasionally disregarded in the teaching and learning process is listening. In the meantime, listening provides the input needed to respond verbally, which forms the basis for speaking. Speaking therefore requires listening before it can occur on its own. This emphasizes how essential listening is to our day-to-day existence. Due to misconceptions about how difficult it is to learn English, the fact that most students struggle with listening comprehension, and the fact that they often cannot understand native speakers of the language, students frequently give up on learning listening skills. This is because the teacher and the native speaker use words that are unfamiliar to them and have different accents. It takes more than just the ability to listen to be able to filter and understand what is being heard.

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Additionally, the visual context provided in talk show videos can aid in understanding, making it an effective and enjoyable method for honing their listening abilities. Talk shows provide learners with authentic language input, showcasing spontaneous conversation, a variety of accents, and real-life language use (Gilmore, 2007). Listening is a basic act used primarily in communicating and teaching learning processes. The listener must understand what the speaker is saying (Clark and Clark 1997:223). For many years, learning takes place only in the classroom. Typically, the listening sessions were conducted in the language laboratory (Asyiqin et al., 2022). People typically judge students who study foreign languages by their aptitude. YouTube is one of the most popular online video websites globally and it offers plenty of authentic material created by people worldwide (Nasrullah, 2021; Rusmanayanti & Nasrullah, 2020).

The method by which instruction is imparted and acquired it is challenging for students to listen because they have to assess, dissect, and understand what they have heard in addition to being able to hear what is being said. It demands a great deal of concentration, focus, vocabulary, and grammatical understanding in addition to the capacity to distinguish accents and pronunciations.

In the Indonesian educational context, the importance of developing these listening skills is further emphasized by the implementation of the Independent Curriculum. This curriculum, which is currently taught at SMA IT Fadhilah Pekanbaru. The learning goal for tenth-grade students at SMA IT

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Fadhilah Pekanbaru refers to Phase E of the Merdeka Curriculum. It states that students should be able to use English to communicate with teachers, peers, and others in a range of settings and for different purposes. Specifically, in listening, students are expected to identify main ideas, specific information, and implicit meanings from various types of oral texts (narrative, descriptive, or recount) presented in authentic contexts, demands a student-centered approach where learners are expected to achieve specific Learning Outcomes. In the tenth grade, students are required to independently process and respond to various oral texts in different contexts. They must be able to recognize important vocabulary, identify main ideas, and understand implied meanings from authentic spoken language. Under this curriculum, teachers are encouraged to use diverse and innovative strategies, such as using audiovisual media, the Independent Curriculum creates a bridge for students to engage with real-world English through authentic materials.

However, the ideal expectations of the curriculum are often not met in practice. Based on preliminary observations, researcher found phenomena, sometimes student have difficulty with listening comprehension, listening sessions are rarely conducted in schools, so students are inexperienced with listening comprehension skills, students lack the motivation to learn listening comprehension because they assume it is hard mastering the English language, the pronunciation and accents used by the native speaker are still unfamiliar for students to recognize, the teacher tends to stick to a traditional method

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(audio only) of teaching listening comprehension which makes the students feel bored.

Based on the problems mentioned above, educators ought to improve their approach in order to improve their students' listening comprehension. The medium used for teaching and learning is one of the many factors that could influence the learning process when the method is upgraded. It is imperative to employ genuine teaching resources and furnish suitable homework assignments. Using English talk show video, including songs, movies, podcasts, and other types of media, will help students improve their listening skills. Because they lack the necessary equipment or are unable to use it, some teachers still rarely or never use English talk show video, even though using it to teach listening could have a greater impact on students today.

One kind of educational media that is used to communicate information or subject matter is audio-visual. The term "audio-visual" refers to the possibility of simultaneous presentation of both hearing and visual elements. Students can concentrate more on adjusting and aligning what they see and hear by using audiovisual, which provides both sound and visual (images) elements. In addition to helping students focus more when they use this kind of technology, audio-visual instruction also makes learning more fun than merely depending on the teacher to explain things. Students can interpret and understand words they hear more easily when they can see what they hear.

One distinctive feature of talk show is their authentic, unscripted nature. Unlike traditional classroom dialogues or textbook recordings, talk shows

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feature real conversations between native speakers, often covering a variety of topics, tones, and registers. This provides learners with exposure to natural spoken language, including spontaneous speech, idiomatic expressions, turn-taking, hesitation, and varied intonation. As a result, students are not only trained to understand individual words but also to grasp meaning from context and respond to real-life communicative situations.

Experts support the idea that authentic materials like talk shows enhance language learning. According to Gilmore (2007), “*Talk shows provide learners with authentic language input, showcasing spontaneous conversation, a variety of accents, and real-life language use.*” In addition, Krashen (1982) emphasized the importance of comprehensible input, suggesting that learners acquire language more effectively when they are exposed to real, meaningful communication rather than artificial or overly simplified texts. Talk shows align with this theory by presenting natural language in an engaging and relatable context.

Furthermore, talk shows often include visual cues such as facial expressions, gestures, and reactions from speakers and audiences, which help learners interpret meaning more easily. This aligns with the findings of Mayer (2001) on multimedia learning, which suggest that combining verbal and visual information can improve comprehension and retention.

One audio-visual tool that teachers may use in the classroom is video. The kind of video the researcher is going to use is a Talk Show video that is taken from YouTube; it combines the visuals and speech of an English speaker, and

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it could be used as an alternative teaching resource. These factors motivate the conduct of this study, which aims to determine the impact of audiovisual instruction on learning outcomes and whether it can enhance students' listening comprehension. The researcher chooses SMA IT Fadhilah Pekanbaru as a sample school to investigate this topic entitled "The Effect of Using English Talk show Video for Improving Listening Comprehension at Tenth Grade SMA IT Fadhilah Pekanbaru"

B. The Problem of the Research

1. Identification of the Problem

Based on the background of the problem above, there were some identifications of the research,

- a. Students have difficulty with listening comprehension.
- b. Listening sessions are rarely conducted in schools, so students are inexperienced with listening comprehension skills.
- c. Students lack the motivation to learn listening comprehension because they assume it is hard mastering the English language.
- d. The pronunciation and accents used by the native speaker are still unfamiliar for students to recognize.

The teacher tends to stick to a traditional method (audio only) of teaching listening comprehension which makes the students feel bored.

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2. Limitation of the Problem

The researcher determined the limits of the research to focus on The Effect of Using English Talk show Video for Improving Listening Comprehension.

3. Formulation of the Problem

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

- a. Is there any significant difference of using English Talk Show Videos on Student Listening Comprehension at Tenth Grade of SMA IT Fadhilah Pekanbaru?

C. Objective and Significant of the Research

1. Objective of the Research

To examine whether there is significant difference of Using English Talk Show Videos on Improving Listening Comprehension among Tenth Grade students at SMA IT Fadhilah Pekanbaru.

2. Significance of the Research

It is anticipated that the findings of this study will serve as a guide for English language instructors, particularly those in senior high school. Enhance their instructional approach to help students become more proficient listeners. The quality of instruction could be improved by utilizing the English talk show video. Students and teachers who wish to learn more about the same subject for future research or who want to learn more about using audio-visual (English talk show video) to improve

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listening comprehension from a different angle may find the information presented in this study to be useful. It is anticipated that the six research findings will provide useful knowledge and information to readers, researchers, teachers, and students.

Definition of term**1. Listening Comprehension**

Listening comprehension is an active process of constructing meaning, and this is done by applying knowledge to the incoming sound.” Buck, G. (2001, p. 31). Listening is the process of receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination and empathy Rost (2002)

2. English talk show video

English Talk show video is a type of media channel, usually available through digital platforms such as YouTube that broadcasts English-language talk shows. The show usually features a dialogue between the host and one or more guests, discussing topics such as culture, society, politics, entertainment, and current affairs.

The hallmark of a talk show is the use of authentic, unpretentious spoken language, reflecting the natural way of speaking of native speakers. This includes the use of idiomatic expressions, natural intonation, varying speaking speed, and a variety of accents. Gilmore, A. (2007). *Authentic*

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materials and authenticity in foreign language learning. Language Teaching, 40(2), 97–118.

Burke, et al (2009) also defined that YouTube is a public-access web based platform that allowing people to easily upload, view and share video clips through other platform all over the world.

YouTube is a video-sharing website on which users can upload, share and view videos (Khalid, 2012).

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

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. The definition of listening was split into four categories by (Rost, 2013: 2): "receptive, constructive, collaborative, and transformative." He explained that listening as receptive refers to the chosen process of responding to, hearing, interpreting, and remembering auditory cues. This further clarified the meanings of the four orientations.

Hearing and receiving are both parts of the two-way process through which images, perceptions, ideas, opinions, behaviors, and sentiments are transferred from the speaker to the listener. To listen constructively, one must ascertain the purpose of the speaker's communication. With you and figuring out what appeals to you about the person who is discussing their ideas with you. Conversely, engaging in collaborative listening entails negotiating shared truths or ideals with the speaker. Moreover, active listening involves conversing with the speaker without making assumptions about them. When you listen, you feel as though your thoughts are running through anything. It becomes a part of the current

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created by multiple media coming together. The audience is clearly hearing what they are saying, is moved by it, and finds it admirable.

Not only is listening "a one-way street," but it involves more than just focusing on one direction of auditory signals. One component of the psychomotor process of hearing sound waves through the ear is the first step, which is listening comprehension. Nevertheless, the brain's response to signals is just the start of the interaction process (Wang, 2020: 62).

Hearing is the basic physiological mechanism that enables sound waves to be received and processed (Rost, 2013: 11). He claims that it is the sense that goes beyond the process of converting outside inputs into auditory impressions and is usually connected to our emotional experience of taking part in events. In addition, Kline (1996) distinguished between hearing and listening, saying that the former is the reception of sound and the latter is the attachment of meaning to the sound. While listening is active, hearing is passive.

Meanwhile, listening entails paying attention to what is being said and making an attempt to understand it (Underwood, 1989: 1). Rubin (1995) and Richards (1983) as referenced by (Van Duzer, 1997: 3) claimed that because listening involves actively selecting and evaluating information from "auditory and visual clues," it is "an active process" even though it is typically regarded as a "passive skill." When a listener is said to be active, it indicates that they actively take in the information and apply it to what they already know. Subsequently, "picking" denotes the process by which

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the listener arranges the information as they hear it, and "analyzing data" denotes the process by which the listener attempts to generate an output that is connected 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. Listening Comprehension

One of the most important language skills for efficient communication is listening comprehension. It entails having the capacity to precisely comprehend spoken language, deduce meaning, and evaluate data communicated orally. Proficiency in listening comprehension is crucial for fostering fruitful interactions and gaining a more profound comprehension in various contexts, including academic, professional, and social ones.

The ability to understand native speech at a typical pace is the most widely accepted definition of listening comprehension, which has been put forth by numerous experts worldwide. According to Mendelsohn (1994) defined comprehension as the capacity to understand spoken language by native speakers. He stressed that the ability of the listener to comprehend both linguistic and non-linguistic language knowledge is known as listening comprehension. According to O'Malley, Chamot, and Kupper (1989), listening comprehension is an "active and conscious process" in which the listener uses a variety of strategic resources to complete the task

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while also generating meaning from context and prior knowledge. In essence, they claimed that using language learning techniques effectively can increase listening comprehension.

Buck (2001) emphasized that word decoding alone is not the only aspect of listening comprehension. It implies that rather than merely taking in information from the text, the listener actively forms hypotheses and generates what they hear. He asserts that during the listening process, listeners have a tendency to predict what will be said next in the speech's flow. For seasoned students who can anticipate what will be said next, it is very beneficial for improving listening comprehension. The hallmark of good listening comprehension is the capacity to formulate an assumption and derive a conclusion from what has been said.

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.

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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.

3. The type of Listening

The teacher should be aware that there are various types of listening when instructing the students in listening skills. As important as it is to know how to express yourself, it is just as important to know how to listen effectively using a variety of listening techniques. It can help you build relationships with people in addition to helping you process information on a variety of levels. Because hearing is not the only aspect of listening. According to Kline (1996), "different situations require different types of listening." He classified listening into five categories in his book, which are as follows:

a. 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

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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.

b. Relationship listening

The goal of this kind of listening is to comprehend the other person. Relationship listening involves incorporating feelings into the process of listening to others. We pay attention to what it reveals about our conversational friends' and partners' emotions. Kline (1996) said that sometimes the appropriate response is to remain silent. Sometimes the speaker needs a "sounding board," not a "resounding board." Listeners who are wise in relationships know when to talk and when to listen, and they talk less often than they listen. In conclusion, empathy is a prerequisite for relationship listening that works.

c. Appreciate listening

Listening to a story, song, or piece of information with appreciation is known as appreciative listening. When a listener practices appreciative listening, they look for providing information that will be valuable to them, like speakers who fit their particular aesthetic, or your choices of movies, TV shows, theater, or radio. Rather than the message's origin, the listener's response defines appreciative listening.

d. Critical listening

Critical listening is the process of assessing and analyzing data. This kind of listening is more active since it involves evaluation and decision-making. The listener engages with the information to make a decision. Critical listening is a skill that is needed for many professions, especially in political and democratic settings. Hardly any circumstance exists where critical listening is not necessary. We must prioritize critical listening and the accompanying thought even in light of "our own financial, emotional, intellectual, physical, and spiritual needs."

e. Discriminative listening

Listening that distinguishes between meanings expressed through words and sounds is called discriminative listening. When someone listens discriminatively, they are able to distinguish between different sounds and body language cues. The listener pays close attention to elements like emphasis, pitch, volume, and speech rate. The most basic kind of hearing is this one. We start learning this kind of listening early in life. Interpretation and recognition of accents are examples of discriminative hearing.

There are several types of listening according to Kline (1996): informative, relationship, appreciative, critical, and discriminative listening. Among these types, this research mainly focuses on informative and discriminative listening. Informative listening is

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essential as the students are required to grasp the main ideas and specific information from the English talk show videos. Meanwhile, discriminative listening is involved as students need to recognize the speakers' accents and intonations in the authentic videos.

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.

According to Iwankovitsch (2001), learning from the speaker is one of the advantages of listening. This was covered in more detail in the prior topic, which covered the kinds of listening; this includes listening that is informative, where listeners do so in order to comprehend the content. According to Kline (1996), "Much of our learning comes from informative listening," it is possible to draw the conclusion that listening helps students understand the lecturer's information and explanations.

According to Iwankovitsch (2001), "Building better relationships with people and family members is another benefit of good listening." On the previous topic, this has also been expanded. As this pertains to relational

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listening, in which the goal of listening is to understand the speaker. A good relationship between the listener and the speaker can be built by developing the ability to understand the speaker's feelings, which is a necessary skill for effective relationship listening.

5. Audio – visual Media

An educational tool known as audio-visual is used to present content or information. Its dual nature allows for simultaneous presentation of auditory and visual elements, hence the term audiovisual. Pupils can concentrate more on adjusting and coordinating using audio-visual materials that support both sound and vision, what they see and hear. Students can easily analyze and understand the words they hear when they use this kind of tool because it increases their concentration because they can see what they are hearing.

Moreover, using audiovisual aids instead of just teacher explanations will make learning more enjoyable. Audio-visual media itself is a combination of audio and visual or can be called the view and hearing media (Hamdani, 2011). With the presence of audio-visual media, it makes the teaching materials content to students becomes easier, complete, and optimal. In addition, audio visual media can replace teacher role and duties in presenting the learning materials. Teachers are one of the critical success factors in school learning. According to Haryoko (2009) "role of today's teacher is no longer as a learning center (teacher center). Further, along with the change of learning paradigm where

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students are required to be more active in learning (student center) the teacher only gives a role as a facilitator, which is to provide easiness for students to learn.

6. The use of video as a medium in teaching listening

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, when teaching listening to students, we should take into account the frequency with which 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). According to Field 1998 a, 2000 b, cited in (Harmer, 2007), students benefit significantly more from a substantial amount of listening than from a lengthy pre-listening period followed by only one or two exposures to the

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listening material. We don't want to waste time on pointless repetition or boring the students with the same recorded content.

“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.

Additionally, students can watch "language in action." This allows them to observe a great deal of paralinguistic activity. It is imperative that we ensure they receive high-quality viewing and listening exercises to ensure they focus entirely on what they Listen and observe. As they are accustomed to watching movies at home, students may associate it with unwinding.

7. Talk Show video as the type of video in teaching listening

Using television or videos in the classroom allows the learners to access to more information when listening. That is, the learners can listen and see what is happening at the same time. According to Miller (2003) Non-verbal behavior or paralinguistic features of the spoken text are now available to the learners (compared with radio), so learners can develop their listening skills in a richer language context. Many language learners watch movies outside of class time, but few of them consider this as an opportunity to develop their listening skills (perhaps because they become

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used to reading the sub-titles of English movies) Hence, watching movies is an opportunity for students to increase their knowledge of the English language outside the classroom. But facilitators should advise students to be aware of the listening practice instead of reading of subtitles.

According to William & Lutes (2007), visual materials give students the chance to participate and observe; as a result, they believed that learning would be more organic because videos allow the English classes should be less traditional and more creative.

According to Ting Hung's (2009) research, students gain from watching videos because the visual aspect of the material helps them to evaluate their own performance and develops their independence. Students and critical thinkers for both their own and other students' learning processes; concentrate on image analysis, watch the video, and pinpoint their "weaknesses and strengths." Furthermore, videos help students become more aware of their learning process, claims Beare (2008). Videos are more effective than "simple teacher correction" because they give the student immediate feedback. According to Esseberger (2000), videos are an excellent teaching tool that can be incorporated into language classes in a variety of ways. Nonetheless, as Ramal (2006) notes, videos can be utilized in distance learning environments as well, where facilitators can communicate with student's online.outside. In this way, videos offer the chance for self-monitoring and self-evaluation procedures along with the ability to give instant feedback.

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Similarly, Harmer (2001) notes that one significant benefit of videos is that they allow language learners to see the language in addition to hearing it; videos also include visual cues like gestures and expressions that enable students to view the video more deeply and to go beyond what they are just hearing. Because they can observe language in action in real-world settings, learners are able to draw connections between words and images, which aids in language learning as well as self-analysis.

B. Relevant Research

The purpose of this chapter is to provide the literature on the subject of this study. It draws on earlier research as a source for this investigation and as direction for creating the theoretical framework. There On the subject of this study, several studies have been conducted. A study titled "Impact of YouTube and Video Podcasts on Listening Comprehension among Young Learners" was conducted by Yaacob et al. in 2021. Their study used 40 Primary Year 4 students from a high-performing primary cluster school in the northern region of Malaysia as a sample, and it concentrated on how to teach listening comprehension using YouTube and Video-Podcast. Their findings demonstrated the significant influence that YouTube and video podcasting have on the listening comprehension skills of primary ESL students. It improved young learners' interest and motivation by increasing their involvement and comprehension, developing team chemistry, and increasing their engagement and enthusiasm.

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Similar findings were found in The Impact of Using Audio-Visual Aids on Teaching Listening among Iranian Pre-Intermediate EFL Learners, a study done in 2019 by Namaziandost and Nasri. Their goal was to observe how Iranian pre-intermediate students were taught listening comprehension through the use of audio-visual aids. The results showed that students who received instruction via real-world video had superior listening results than those who received instruction solely through audio CDs. The results indicated that using audiovisual aids could help EFL students become more proficient listeners.

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 planned to talk about how short films are used as audiovisual materials and how teachers think that students can learn English listening skills by watching short films. The results showed that students were more motivated to learn and found it easier to understand the lessons being taught when they watched short films as audio-visual materials. Teachers believe that using short films as audio-visual aids in the classroom can improve students' comprehension of the material, help them pay attention, and improve their ability to receive instruction. 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

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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.

This study is related to one that was also conducted by Naidionoya and Ponomarenko (2018) and was titled Use of Podcasting Technology to Develop Students' Listening Skills. The freshmen the population of the researcher was the Mechanical and Technology Faculty at the National University of Life and Environmental Sciences of Ukraine, and their focus was to determine the impact of using a podcast to enhance university-level students' listening comprehension. This study showed that since technology provides students with access to real-world information, it is possible to improve students' listening skills by using podcasts to encourage listening to students. The findings also suggest that this kind of listening practice should be a cornerstone of the college's ESL curriculum.

Operational Concept

Operational concepts are derived from related theoretical concepts on all the variables that should be operated practically and empirically in an academic writing, such as a research paper, according to Syafi'i (2018). Functional idea, which is applied in scientific research to prevent misunderstandings and misinterpretations. To make measuring it easier, it

should be understood in specific terms. The operational notion that made the research's theories more understandable.

The listening comprehension in this research refers to the students' ability to achieve the learning goals of Phase E in Merdeka Curriculum, which include students are able to use English to communicate with teachers, peers, and others in a variety of situations and for a variety of purposes. Students are able to identify main ideas, specific information, and implied meanings from various types of spoken texts (such as video talk shows) presented in authentic contexts at a normal speaking rate. The English Talk Show videos used in this research are categorized as authentic oral texts that primarily contain recount and descriptive elements, where the speakers share their past experiences or describe certain topics in a natural conversational setting.

According to Istiqomah (2019) implemented several steps using YouTube videos to enhance students' listening comprehension:

1. To start the teaching listening process, explain the strategy and the material.
2. After that, play the YouTube videos three times. In the first time of playing the video, the students only listened and watched the videos completely.
3. After they were listening and watching the videos, play the video and pause in every sentence or important part to make students more easily to pay attention and fill in the gaps.
4. After the students filled in the gaps completely, the researcher and students discussed the material and its difficulty.

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English talk show videos can be a useful tool for raising students' listening comprehension skills by implementing these techniques.

Weir in Buck (2001) classified indicators of listening into several classifications. They are such as:

1. Ability to understand the gist or general overview of the listened text.
2. Ability to understand the main idea or important information, and distinguish it from supporting details or examples.
3. Ability to understand specific information and recall important details from what is heard.
4. Ability to understand the speaker's attitude or intention towards the listener or the topic discussed.
5. Ability to understand implied meaning through inference and deduction from the spoken information.

D. Assumption and Hypothesis

1. Assumption

In this study, the researcher assumed that students in the experimental class have better listening comprehension skills by using video talk shows. Then, it is also assumed that there is a significant influence between the uses of English talk shows improving of listening comprehension of senior high school students in Pekanbaru.

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2. Hypothesis

Ho: There is no significant difference between effect of using English talk show and without effect of using English talk show for improving listening comprehension at tenth grade SMA IT Fadhilah Pekanbaru

Ha: There is significant difference between effect of using English talk show and without effect of using English talk show for improving listening comprehension at tenth grade SMA IT Fadhilah Pekanbaru

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CHAPTER III

RESEARCH METHOD

A. Research Design

The applied method in this research is Pre-Experimental Design with one group pre-test and post-test design, it consist of single class. The researcher will give pre-test, a treatment and post-test.

This research design present in the following table:

Table III.1
Pre-Experimental Design

Y ₁	X	Y ₂
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(Emzir, 2008:96), Campbell and Stanley's (1963)

Y₁= Pre-test

X= Treatment

Y₂ Post-test

1. Pre – Test

Before giving the treatment to the students, the researcher will give a listening test to know the prior level of the students' listening comprehension. This test will be administered during the first meeting.

2. Treatment

The students will receive eight treatments from the researcher. The English talk show method will be used to teach listening comprehension. This method is intended to enhance the listening comprehension of the students. The researcher's goal in treating the students was to increase their

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listening comprehension in terms of general understanding of the dialogue text and accuracy of their answers.

The procedures of the treatment are as follow:

- a. The researcher provided the students with a listening assignment that included an unfinished dialogue script based on the audio.
- b. The researcher then gives the students an explanation of the subject.
- c. The audio was then played three times, with pauses in between, for the students to listen to.
- d. During the first listening, students did not take notes; they simply listened to the audio.
- e. After their second and third listenings, students began to take notes based on what they heard or understood from the audio.
- f. The researcher instructed students to respond to the question in order to determine their level of comprehension of the text after they had all completed filling in the blanks on the incomplete dialogue script. Then verify their response.
- g. Finally, after all students finished to check their answer, the researcher and the students discussed the correct answer and match with the students answer, so the students can know the students' capability in listening test.

3. Post – Test

The listening test was administered by the researcher following the treatment to evaluate the efficacy of the approach. During the listening



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test, students were required to listen to the audio in order to complete the dialogue script's blanks and respond to questions regarding their comprehension of the text. It was relevant at the previous meeting.

B. Time and Location of the Research

This research will be conducted at SMA IT Fadhilah Pekanbaru, in 2024/2025 of the academic year. The research is planned to be carried out from June to August 2025

C. Subject & Object of the Research

The subject of this research will be the students in tenth grade at SMA IT Fadhilah Pekanbaru, the object of the research is the effect of using English talk show video for improving listening comprehension at tenth grade SMA IT Fadhilah Pekanbaru

D. Population and Sample of the Research

1. Population

Research's primary focus is the population (Arikunto, 2010). A population is a generalization area made up of items or subjects with specific quantities and attributes chosen by researcher to be investigated before drawing conclusions. The population of tenth-grader at SMA IT Fadilah Pekanbaru was used by the researcher for the study.

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Table III. 2
Population of the Research

No.	Class	Students
1.	X Bilingual	30
2.	X Tahfidz	25
3.	X Multimedia	30
Total	Three classes	85 students

The population of this research was all of the students at the tenth grade of SMA IT Fadhilah in Pekanbaru. They were 85 students. They consisted of three classes.

2. Sample

There was only one experimental class used as the sample in this study. The researcher applied a convenience sampling technique because, according to the school's policy, only one class could be involved in the research. Convenience sampling, also known as availability sampling, is a type of non-probability sampling method that involves selecting participants who are readily accessible and willing to participate in the study. Additionally, one class has 30 participant. As a result, the researcher employed a research sample from class X Bilingual.

Table III. 3
Research Sample

No.	Class	Total
1.	X Bilingual	30

Variable and Indicator

1. Variables

There are independent and dependent variables in this study. The English talk show technique is the independent variable, and the students' listening comprehension is the dependent variable.

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2. Indicator
 - a. Ability to understand the gist or general overview of the listened text.
 - b. Ability to understand the main idea or important information, and distinguish it from supporting details or examples.
 - c. Ability to understand specific information and recall important details from what is heard.
 - d. Ability to understand the speaker's attitude or intention towards the listener or the topic discussed.
 - e. Ability to understand implied meaning through inference and deduction from the spoken information.

After the students do the test, the researcher verified the students' responses to the fill-in-the-blank and question-answering tasks. Whether or not they had filled in the blank with the appropriate words, and just the words that the students had selected correctly were computed as the research's post-test data.

Data Collection Technique

1. Pre – Test

Prior to receiving the treatment, students' listening comprehension was assessed using a pre-test. Here, the students were given a listening comprehension test to complete by the researcher. Students were required to listen to a laptop-played English dialogue or talk show for this exam. Students were instructed to complete the dialogue written by the speaker by filling in some blanks from the dialogue script as they listened on the

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laptop. Students were asked to fill in the dialogue's blanks before answering questions to determine whether or not they had understood what they had heard. The 50 minute test was conducted.

After the test, the researcher verified the students' responses to the fill-in-the-blank and question-answering tasks. Whether or not they had used the right words to fill in the blank, and only the right words to be selected by the pupils were computed as the pre-test data for this study.

2. Treatment

The pre-test was administered, and then the students received treatment. Five treatment sessions were conducted, with two hours of instruction per session. The researcher used a different topic for each meeting.

3. Post – Test

As similar as pretest, the researcher administered a post-test with the goal of observing the increase in students' listening comprehension in order to determine the impact of the treatment. Here, the listening comprehension test was given to the students by the researcher.

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4. Scoring rubric

The student's responses were assessed based on following criteria:

Category	Criteria
Excellent (81–100)	The student demonstrates a comprehensive understand of the talk show identifies all main ideas and specific details accurately, and provides clear, correct answer
Good (61–80)	The student understands most of the talk show, identifies sufficient details, and provides mostly correct answer with only minor errors.
Fair (41–60)	The student understands only parts of the talk show, misses several details, and provides incomplete or less accurate answers.
Poor (≤ 40)	The student fails to understand the talk show, misses almost details, and provides incorrect or irrelevant answers.

Arikunto, 2013

Table III.4
Blueprint of the Test

NO	Indicators	Pre-Test	Post-Test
1.	Identifying General Gist	1	1
2.	Identifying Main Ideas	2, 6, 10	2, 6,
3.	Identifying Spesific Information	3, 4, 7	3, 7
4.	Understanding Speaker's attitude	9	5, 8
5.	Making Inferences	5, 8	4, 9, 10

5. Validity

A test is considered legitimate, according to Hughes (2003), if it measures the subject matter accurately. A test is considered valid if it accurately measures the variables that we intended to measure. Validity is defined as the fit between a measure and a construct, or how a researcher defines the concept in a conceptual definition. It implies thoughtfulness. It describes the degree to which a concept of reality "fits" with the real

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world. It refers to how well the conceptual and operational definition mess with indicator is valid for a particular purpose and definition the calculation uses SPSS program.

6. Reliability

As a tool for measurement, a test needs to be trustworthy. Any good test must have reliability as a necessary component in order for it to be valid in the first place as a measuring tool. If the pupils receive the identical test twice, or with two distinct raters. When measurements made using the same tastes produce consistent or stable results, the instrument is considered reliable. It implies that the same thing happens again or again in the same or extremely similar circumstances.

The researcher to know whether the data was valid or not, the data obtained was calculated by using SPSS 20 version. The item is valid if the value of r-item is higher than r-table that r-table at significance level 0.05 or 5%. The test was tried by 30 students, meaning that $N= 30$ with $df = N - 2 = 28$. So, the researcher took $df = 28$ on rtable acquired was 0.3610

Table III.5
Test of Validity

Item number	r-item	r-table	Result
1	0,482	0,361	Valid
2	0,421	0,361	Valid
3	0,603	0,361	Valid
4	0,367	0,361	Valid
5	0,395	0,361	Valid
6	0,412	0,361	Valid
7	0,446	0,361	Valid
8	0,514	0,361	Valid
9	0,388	0,361	Valid
10	0,405	0,361	Valid



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1. Normality Of the Test

Before analyzing the data by using a paired sample test, the researcher found out the normality of the data. The normality test of the data was analyzed by using the Shapiro-Wilk technique with SPSS 20.

Analysis:

H_0 : Data is normally distributed

H_a : Data is abnormally distributed

If probability value (sig) > 0.05 , H_0 is accepted

If probability value (sig) < 0.05 , H_0 is rejected

2. Paired Sample T- test

The data was analyzed by the researcher using the Paired- Sample T-Test. A paired t-test is used to determine whether the means of two related measurements, such as pre-test and post-test scores, differ significantly. Using SPSS 20, the researcher used the paired samples t-test in this investigation. To ascertain whether the difference between the pre-test and post-test mean scores was statistically significant, the significant value was examined.

- a. H_0 : sig. (2 tailed) > 0.05 or t_0 (tobtain) $< ttable$

There is no significant difference in the effect of using English talk show video for improving listening comprehension at tenth grade SMA IT Fadhilah Pekanbaru.

- b. H_a = sig. (2 tailed) < 0.05 or t_0 (tobtain) $> ttable$



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There is significant in the effect of using English talk show video for improving listening comprehension at tenth grade SMA IT Fadhilah Pekanbaru.

Data Technique of Data Analysis

Understanding and evaluating listening comprehension are influenced by a variety of cognitive and linguistic factors. According to Buck (2001) and Weir (2005), listening comprehension involves several essential components, such as identifying the general gist, recognizing main ideas, capturing specific information, understanding the speaker's attitude, and making inferences. These elements are crucial for high school students to effectively process spoken language and advance their overall communicative competence.

Following the intervention, the students' listening comprehension was assessed using a pre-test and post-test. The purpose of this test was to gauge their ability to understand and interpret spoken information from English Talk Show videos during the course of treatment. The pre-test and post-test results shed light on whether or not the use of English Talk Show videos significantly enhanced their listening comprehension, as indicated by the improvement in their ability to process various types of auditory information.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was conducted to determine students' listening comprehension before and after being taught by using English talk show video Jimmy Fallon Channel as a learning medium to improve their listening comprehension. As discussed in Chapter IV, the use of English talk show has a significant impact on students' listening comprehension. After analyzing the data, the researcher was able to answer the following research questions:

1. The findings revealed that the tenth grade of SMA IT Fadhilah Pekanbaru achieved a higher score after being taught by using English talk show videos. The highest percentage after treatment reached 80.00, which indicates that the use of English talk show videos was effective in improving students' listening comprehension
2. Furthermore, the tenth grade students at SMA IT Fadhilah had a "Poor to Moderate" level of listening comprehension before using English talk show video, with the maximum percentage of 40.00, based on the data analysis described in Chapter IV.
3. There was a significant difference in students' listening comprehension before and after being taught by using English talk show video. The paired sample T-test result shows that the sig. (2-tailed) value was 0.000. Since $0.000 < 0.05$, it indicates that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

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B. Suggestion

Based on the results of the research that has been conducted regarding the effect of using English talk show video (Jimmy Fallon channel) on students' listening comprehension, some suggestions can be given as follows:

1. For the teachers, it is recommended to use English talk show video such as Jimmy Fallon channel as an engaging and effective learning media to teach listening. The selected episodes should match the students' language level and learning objectives to maximize listening comprehension and retention.
2. For the students, it is suggested to watch English talk show video regularly as a form of independent listening practice. Students can explore English talk show or educational talk show video that are enjoyable and suitable for their level to enhance both understanding and practice.
3. For future researchers, it is recommended to explore the impact of English talk show video on other language skills such as speaking, reading, or writing. Further research can also involve larger sample sizes, different grade levels, or a combination of media types to provide broader insights.

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APPENDICES



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APPENDIX 1
LESSON PLAN

UIN SUSKA RIAU

MODUL PEMBELAJARAN

LISTENING COMPREHENSION THROUGH ENGLISH TALK

SHOW VIDEO (JIMMY FALLON)

INFORMASI UMUM	
A. IDENTITAS MODUL	
Nama Penyusun:	Rizkiyani
Mata Pelajaran:	Bahasa Inggris
Satuan Pendidikan:	SMA
Kelas:	X
Alokasi Waktu:	40 JP
Tahun Pelajaran:	2024/2025
B. CAPAIAN PEMBELAJARAN	
1.	Kemampuan memahami inti atau gambaran umum dari teks yang didengar.
2.	Kemampuan memahami ide utama atau informasi penting, dan membedakannya dari detail atau contoh pendukung.
3.	Kemampuan memahami informasi spesifik dan mengingat detail penting dari apa yang didengar.
4.	Kemampuan memahami sikap atau niat pembicara terhadap pendengar atau topik yang dibahas.
5.	Kemampuan memahami makna tersirat melalui inferensi dan deduksi dari informasi yang diucapkan.
C. KOMPETENSI AWAL	
➤ Ability to understand the gist general overview of the listened text	
D. PROFIL PELAJAR PANCASILA	

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1. (Semakin) beriman, bertakwa kepada Tuhan YME, dan berakhhlak mulia, mandiri, bernalar, kreatif, bergotong royong, dan berkebinekaan global.
2. Berpikir kritis untuk memecahkan masalah (kecakapan abad 21).
3. Menganalisis, mengevaluasi, dan menyusun teks lisan dan tulis dengan lancar dan spontan secara teratur tanpa ada hambatan dalam berinteraksi dan berkomunikasi dalam jenis teks naratif.
4. Mentransfer informasi verbal menjadi informasi visual (keterampilan literasi).

E. SARANA DAN PRASARANA

1. Laptop/PC dan proyektor untuk menayangkan video.
2. Speaker untuk memperjelas audio dari film animasi.
3. Video Talk show yang telah dipilih sebagai sumber belajar.
4. Kamus atau aplikasi penerjemah (opsional).
5. Papan tulis/white board
6. LKPD

F. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: Umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

G. MODEL PEMBELAJARAN

1. Audio-Visual Learning
 - Menggunakan video talk show sebagai media utama untuk meningkatkan keterampilan mendengar dan memperkenalkan kosakata dalam konteks nyata.
2. Task Based Language Teaching (TBLT)
 - Siswa menyelesaikan tugas tugas bermakna menggunakan bahasa target, focus pada komunikasi dan pemahaman makna

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KEGIATAN PEMBELAJARAN	
PERTEMUAN KE 1	
Tujuan Pembelajaran	<ul style="list-style-type: none">- Memahami gambaran umum (Gist dan general overview)
Pendahuluan	<ul style="list-style-type: none">- Doa dan absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran.- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebhinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.
Kegiatan Inti	<ol style="list-style-type: none">1. Pre Listening<ul style="list-style-type: none">- Tampilkan judul video dan nama narasumber (Emma Myers)- Ajak siswa berdiskusi singkat: "Apa yang kalian tahu tentang Emma Myers?" atau "Topik apa yang mungkin dibahas dalam wawancara selebriti?"2. While Listening<ul style="list-style-type: none">- Putar video Emma Myers (sekali atau dua kali, tergantung tingkat kesulitan dan fokus siswa).- Minta siswa focus pada: Siapa yang di wawancarai? Apa saja topic besar yang dibahas? Bagaimana suasana wawancaranya? (santai, lucu, serius)3. Post Listening<ul style="list-style-type: none">- Bagikan kuis true/false- Minta siswa menjawab secara pribadi- Setelah selesai, bahas jawaban bersama dan minta siswa menjelaskan mengapa memilih true/false merejuk pada pemahaman umum mereka



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Penutup

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

PERTEMUAN KE 2

Tujuan Pembelajaran

- Memahami Ide Utama & Informasi Penting

Pendahuluan

- Doa dan absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran.
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinaaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti

1. Pre Listening
 - Tampilkan judul video dan nama narasumber (Miley Cyrus).
 - Brainstorming: "Apa saja pencapaian besar Miley Cyrus yang mungkin dibahas?"
 - Berikan beberapa *vocabulary* penting yang akan muncul.
2. While Listening
 - Putar video Miley Cyrus (sekali atau dua kali).
 - Minta siswa fokus pada:
 - Apa poin-poin utama yang ingin disampaikan Miley?
 - Informasi apa yang terasa paling signifikan atau krusial?
 - Adakah anekdot atau contoh yang bisa dibedakan dari poin utama?

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3. Post Listening

- Bagikan kuis *Fill-in-the-Blanks* yang sudah disiapkan untuk pertemuan 2 (fokus ide utama & informasi penting).
- Minta siswa mengisi bagian yang kosong dengan informasi penting yang mereka dengar.
- Diskusikan jawaban dan minta siswa menjelaskan mengapa informasi tersebut penting.

Penutup

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- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

PERTEMUAN KE 3**Tujuan Pembelajaran**

- Memahami Informasi Spesifik & Detail Penting

Pendahuluan

- Doa dan absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran.
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti**1. Pre Listening**

- Tampilkan judul video dan narasumber (Tom Cruise).
- Ajak siswa mendiskusikan *stunt* atau film aksi Tom Cruise yang mereka tahu.
- Berikan beberapa kata kunci teknis yang mungkin muncul (misalnya,

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wingwalking, submarine, mph, pounds).

2. While Listening
 - Putar video Tom Cruise (mungkin perlu dua kali pemutaran untuk detail).
 - Minta siswa untuk membuat catatan singkat tentang fakta atau angka yang mereka dengar (tanpa harus paham konteksnya dulu).
 - Fokus pada: "Siapa? Apa? Kapan? Berapa banyak? Bagaimana?"
3. Post Listening
 - Bagikan kuis *Multiple Choice* yang sudah disiapkan untuk pertemuan 3 (fokus detail spesifik).
 - Minta siswa menjawab soal.
 - Bahas jawaban bersama dan koreksi pemahaman detail

Penutup

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

PERTEMUAN KE 4**Tujuan Pembelajaran**

- Memahami Sikap, Niat, & Makna Tersirat

Pendahuluan

- Doa dan absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran.
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebhinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti	
1. Pre Listening	<ul style="list-style-type: none">- Tampilkan judul video dan narasumber (Ana De Armas).- Ajak siswa membahas siapa itu Ana De Armas dan bagaimana mereka membayangkan kepribadian aslinya.- Berikan beberapa frasa atau ekspresi yang bisa menyiratkan perasaan atau pendapat.
2. While Listening	<ul style="list-style-type: none">- Putar video Ana De Armas (mungkin perlu jeda di beberapa bagian untuk diskusi).- Minta siswa memperhatikan:- Nada suara Ana/pewawancara.- Pilihan kata yang mereka gunakan (positif, negatif, netral).- Ada humor atau sindiran?- Apa yang bisa kita simpulkan dari perkataan mereka, meskipun tidak diucapkan secara eksplisit?
3. Post Listening	<ul style="list-style-type: none">- Bagikan kuis <i>True/False</i> yang sudah disiapkan untuk pertemuan 4 (fokus sikap & makna tersirat).- Minta siswa menjawab soal.- Bahas jawaban dan minta siswa menjelaskan dasar inferensi mereka (misalnya, "Saya memilih ini karena nadanya terdengar seperti...")
Penutup	<ul style="list-style-type: none">- Siswa dan guru menyimpulkan pembelajaran hari ini.- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.



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ASSESMEN PENILAIAN				
NO	Aspek yang dinilai	Bentuk Penilaian	Instrumen Penilaian	Waktu Penilaian
1.	Sikap	Observasi dan Jurnal	Pengamatan sikap jurnal	Selama KBM
2.	Pengetahuan	Tes Tertulis	Soal Tes	Setelah KBM
3.	Keterampilan	<ul style="list-style-type: none"> - Untuk kerja - Laporan Tertulis 	<ul style="list-style-type: none"> - Pengamatan Untuk Kerja - Penilaian Laporan Tertulis 	<ul style="list-style-type: none"> - Pada saat tertulis - Pengumpulan tugas

PENGAYAAN DAN REMEDIAL				
<p>Pengayaan: Bagi peserta didik yang telah mencapai tujuan pembelajaran, dapat diberikan tugas tambahan untuk pemahaman pendengaran yang lebih kompleks atau mencoba mengucapkan sepotong dialog.</p> <p>Remedial: Bagi peserta didik yang belum mencapai tujuan pembelajaran, dapat diberikan bimbingan individual atau kelompok kecil, penjelasan ulang tentang tujuan utama dalam pahaman pendengaran, atau latihan tambahan dengan menampilkan talk show yang lebih fun.</p>				

REFLEKSI				
<p>Refleksi Guru</p> <ul style="list-style-type: none"> - Apakah semua peserta didik terlibat aktif dalam pembelajaran? - Apakah media dan sarana yang digunakan efektif? - Apakah ada bagian dari materi yang sulit dipahami peserta didik? - Strategi apa yang akan saya ubah atau tingkatkan untuk pembelajaran berikutnya? <p>Refleksi Peserta Didik</p> <ul style="list-style-type: none"> - Apa yang paling kalian pahami dari materi ini? - Bagian mana yang paling sulit bagi kalian? - Bagaimana perasaan kalian saat memahami pendengaran lewat talk show video? - Apa yang akan kalian lakukan untuk meningkatkan pemahaman pendengaran kalian? 				

Guru Bidang Studi

Mahasiswa Praktik

Zon Hedri, M. Pd

Rizkiyani



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APPENDIX 2

INSTRUMENT OF THE RESEARCH

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PRE TEST

Name :

Class :

1. What is the main topic discussed by Rosé in this interview?
 - a. The production process of BLACKPINK's albums.
 - b. Rosé's career journey and personal life.
 - c. Guitar playing tips for beginners.
 - d. The history of drinking games in Korea.
2. Why did Rosé initially never dream of becoming a singer?
 - a. She didn't like singing in front of people.
 - b. She felt it was an unlikely possibility.
 - c. Her parents forbade her from becoming a singer.
 - d. She was more interested in musical instruments.
3. How much did the first guitar her dad bought for Rosé cost?
 - a. \$50
 - b. \$70
 - c. \$100
 - d. \$120
4. What song did Rosé sing during her BLACKPINK audition?
 - a. "Solo"
 - b. "On The Ground"
 - c. "I Won't Give Up"
 - d. "Gone"
5. Who convinced Rosé to name her solo album "Rosie"?
 - a. Jimmy Fallon
 - b. Other BLACKPINK members
 - c. Bruno Mars
 - d. Her father
6. What primarily inspires Rosé in her songwriting process?
 - a. Catchy melodies
 - b. Stories and phrases
 - c. Childhood experiences
 - d. Popular songs
7. How long did the song "APT." top the Billboard Global 200 chart?
 - a. Three weeks
 - b. Five weeks
 - c. Seven weeks

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- d. Nine weeks
8. What is "APT." as mentioned by Rosé in the interview?
 - a. A music application
 - b. Her new stage name
 - c. A Korean drinking game
 - d. A ballad song title
9. At what age did Rosé learn the "APT." drinking game?
 - a. 18 years old
 - b. 19 years old
 - c. 20 years old
 - d. 21 years old
10. What was Rosé's primary goal in explaining the "APT." game to Jimmy Fallon?
 - a. To promote her new song.
 - b. To show off her skills in the game.
 - c. To teach Jimmy Fallon how to play.
 - d. To explain the origin of her song title



Name :

Class :

LKPD 1

“Ability to understand the gist or general overview of the listened text”

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.	Question	True (✓)	False (✗)
1.	The video primarily discusses Emma Myers' experience playing a character named Enid in a show called 'Wednesday' and related preparation.		
2.	The main focus of the interview was on Emma Myers' extensive career as a film director.		
3.	The interview extensively covered various scientific theories related to werewolf mythology.		
4.	A significant portion of the talk show segment was dedicated to Emma Myers sharing details about her favorite K-pop group.		
5.	The video's overall purpose was to announce the premiere date of the second season of 'Wednesday'.		



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LKPD 2

Name :

Class :

“Ability to understand the main idea or important information, and distinguish it from supporting details or examples”

Pay attention to the talk show entitled “Miley cyrus got something beautiful advice from Harrison Ford teaches Jimmy how to dance in heels”

https://youtu.be/cVpS4qbMIN0?si=ZI7Z-v3fa_6tUh3R to answer questions:

1. Miley Cyrus discussed her feelings of nervousness before her performance at _____
2. A major achievement Miley celebrated was winning a Grammy for her hit song titled _____
3. The title of Miley's new album, which also serves as the title for her upcoming film, is _____
4. After receiving blunt but useful advice from _____, Miley changed her expensive tour concept.
5. The song 'Every Girl You've Ever Loved' is a special collaboration on her album featuring the supermodel _____

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LKPD 3

Name :

Class :

“Ability to understand specific information and recall important details from what is heard”

Pay attention to the talk show entitled “Tom Cruise dangle from upside down plane in the BTS of Mission Impossible The final Recnocking” <https://youtu.be/7ZFh7qI1xyg?si=saEPzOTSGgdewIAO> to answer question:

1. According to Jimmy Fallon, which song's success was helped by Tom Cruise's lip-sync battle performance?
 - a. Starboy
 - b. Can't feel my face
 - c. Blinding Lights
 - d. Save my tears
2. Approximately how long did the preparation for the wing walking stunt take, including testing?
 - a. A year and a Half
 - b. Two years
 - c. Six month
 - d. one year
3. What speed did Tom Cruise mention experiencing due to the air force during the wingwalking stunt?
 - a. 100 mph
 - b. 160 mph
 - c. 125 mph
 - d. 145 mph



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How much did the wet suit increase in weight for the underwater submarine sequence?

- a. 75 pounds
- b. 100 pounds
- c. 50 pounds
- d. 125 pounds

Which organization provided assistance for the underwater submarine scene?

- a. US Army
- b. Coast Guard
- c. US Navy
- d. US Air Force



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LKPD 4

Name :

Class :

Ability to understand the speaker's attitude or intention towards the listener or the topic discussed, and ability to understand implied meaning through inference and deduction from the spoken information.

Pay attention to the talk show entitled “Ana De Armas was terrified to play Marilyn Monroe and Blonde (extended)”

https://youtu.be/PSiOX4MpuK8?si=9D85z_ej3lDefQwt to answer question:

NO.	Question	True (✓)	False (✗)
1.	Ana de Armas's comment about eating 'The Tonight Dough' even on a diet implies she strictly adheres to her diet without any indulgences.		
2.	When Ana de Armas recounts screaming upon hearing about her Golden Globe nomination, it suggests she was mildly pleased but tried to contain her emotions.		
3.	The director's use of two monitors, playing original Marilyn footage alongside their takes, implies a casual approach to recreating iconic scenes.		
4.	Ana de Armas referring to her first scene as Marilyn as a 'terrifying experience' suggests she found the role easy and comfortable from the start.		
5.	The film 'Blonde' primarily aims to celebrate Marilyn Monroe's public persona and iconic status.		



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POST TEST

Name :

Class :

Pay attention to the talk show entitled “Jenna Ortega spills on how she came up with her viral dance in Wednesday”

<https://youtu.be/GA7K17XW0mM?si=XbuMVrcD2bBM5HHH> to answer the question:

What is the main topic of Jenna Ortega's interview?

- a. Her favorite movies and TV shows.
- b. Her experiences filming the new 'Scream' movie and the 'Wednesday' series.
- c. Her plans for future acting projects and collaborations.
- d. Her personal life and daily routines.

2. Which statement best represents a main idea from the discussion about the 'Wednesday' dance scene?

- a. The dance was originally planned as a flash mob.
- b. Jenna Ortega choreographed the viral dance herself with limited time and resources.
- c. The song 'Goo Goo Muck' was chosen because it was the director's favorite.
- d. Netflix predicted the dance would go viral on TikTok.

3. How many views did the new 'Scream' movie reportedly get on its first day?

- a. One million
- b. Two million
- c. Three million
- d. Four million

What does Jenna Ortega's statement 'I enjoy doing horror films, finding them therapeutic and fun, despite the blood and screaming' imply about her personality?

- a. She is easily scared by horror elements.
- b. She prefers lighthearted comedies over intense horror.
- c. She has an unusual or unconventional way of coping with stress.
- d. She finds the physical demands of horror films exhausting.

When Jenna Ortega describes the cast and crew of 'Scream' as being 'like family' and often 'struggling to take scenes seriously, even laughing during

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intense moments with Ghostface,' what is her attitude towards working on the film?

- a. She finds the work highly stressful and difficult to manage.
- b. She views the set as an unprofessional environment.
- c. She has a comfortable and enjoyable relationship with her colleagues.
- d. She believes the serious nature of the film is undermined by the cast's behavior.

What was the original idea for the 'Wednesday' dance scene before it was changed?

- a. Solo ballet performance.
- b. Choreographed group dance.
- c. An improvised dance by Wednesday.
- d. A traditional ballroom dance.

7. Which of the following artists or groups did Jenna Ortega NOT mention as an inspiration for the 'Wednesday' dance?

- a. Siouxsie and the Banshees
- b. Lene Lovich
- c. Madonna
- d. Nina Hagen

8. What does the interviewer's comment that Jenna Ortega is 'mesmerizing' and 'dazzling to look at' primarily convey?

- a. Critique of her acting skills.
- b. An observation about her physical appearance only.
- c. Admiration for her captivating on-screen presence.
- d. A suggestion that she is better suited for modeling.

What does Jenna Ortega's homage to Lisa Loring in the 'Wednesday' dance, by incorporating her 'shuffle,' imply about Ortega's respect for the character's history?

- a. She believes the original 'Wednesday' was outdated.
- b. She is trying to completely reinvent the character.
- c. She values and acknowledges the legacy of previous portrayals of Wednesday.
- d. She was instructed by the director to include the 'shuffle'.



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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- She was confident in the dance's viral potential.
- She often underestimates the public's reaction to her work.
- She believes social media trends are unpredictable.
- She was disappointed by Netflix's prediction.



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APPENDIX 3

STUDENT ANSWER

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PRE TEST

Name : Rathan Daifullah

Class : ~~Bilingual~~

1. What is the main topic discussed by Rosé in this interview?
 a. The production process of BLACKPINK's albums.
b. Rosé's career journey and personal life.
c. Guitar playing tips for beginners.
d. The history of drinking games in Korea.

2. Why did Rosé initially never dream of becoming a singer?
 a. She didn't like singing in front of people.
b. She felt it was an unlikely possibility.
 c. Her parents forbade her from becoming a singer.
d. She was more interested in musical instruments.

3. How much did the first guitar her dad bought for Rosé cost?
 a. \$50
 b. \$70
c. \$100
d. \$120

4. What song did Rosé sing during her BLACKPINK audition?
 a. "Solo"
 b. "On The Ground"
c. "I Won't Give Up"
d. "Gone"

5. Who convinced Rosé to name her solo album "Rosie"?
 a. Jimmy Fallon
 b. Other BLACKPINK members
c. Bruno Mars
d. Her father

6. What primarily inspires Rosé in her songwriting process?
 a. Catchy melodies
b. Stories and phrases
 c. Childhood experiences
d. Popular songs

7. How long did the song "APT." top the Billboard Global 200 chart?
 a. Three weeks
b. Five weeks
 c. Seven weeks
d. Nine weeks



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8. What is "APT." as mentioned by Rosé in the interview?
 a. A music application
 b. Her new stage name
 c. A Korean drinking game
 d. A ballad song title

9. At what age did Rosé learn the "APT." drinking game?
 a. 18 years old
 b. 19 years old
 c. 20 years old
 d. 21 years old

10. What was Rosé's primary goal in explaining the "APT." game to Jimmy Fallon?
 a. To promote her new song.
 b. To show off her skills in the game.
 c. To teach Jimmy Fallon how to play.
 d. To explain the origin of her song title



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PRE TEST

Name : Ria

Class : bilingual

1. What is the main topic discussed by Rosé in this interview?
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 b. Rosé's career journey and personal life.
c. Guitar playing tips for beginners.
d. The history of drinking games in Korea.
2. Why did Rosé initially never dream of becoming a singer?
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b. She felt it was an unlikely possibility.
c. Her parents forbade her from becoming a singer.
d. She was more interested in musical instruments.
3. How much did the first guitar her dad bought for Rosé cost?
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d. \$120
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 d. Her father
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 a. Catchy melodies
b. Stories and phrases
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7. How long did the song "APT." top the Billboard Global 200 chart?
 a. Three weeks
 b. Five weeks
c. Seven weeks
d. Nine weeks



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8. What is "APT." as mentioned by Rosé in the interview?
X a. A music application
b. Her new stage name
c. A Korean drinking game
d. A ballad song title

9. At what age did Rosé learn the "APT." drinking game?
X a. 18 years old
b. 19 years old
c. 20 years old
d. 21 years old

10. What was Rosé's primary goal in explaining the "APT." game to Jimmy Fallon?
X a. To promote her new song.
b. To show off her skills in the game.
c. To teach Jimmy Fallon how to play.
d. To explain the origin of her song title



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PRE TEST

Name : Syifa alya putri

Class : bilingual

1. What is the main topic discussed by Rosé in this interview?
 a. The production process of BLACKPINK's albums.
 b. Rosé's career journey and personal life.
 c. Guitar playing tips for beginners.
 d. The history of drinking games in Korea.
2. Why did Rosé initially never dream of becoming a singer?
 a. She didn't like singing in front of people.
 b. She felt it was an unlikely possibility.
 c. Her parents forbade her from becoming a singer.
 d. She was more interested in musical instruments.
3. How much did the first guitar her dad bought for Rosé cost?
 a. \$50
 b. \$70
 c. \$100
 d. \$120
4. What song did Rosé sing during her BLACKPINK audition?
 a. "Solo"
 b. "On The Ground"
 c. "I Won't Give Up"
 d. "Gone"
5. Who convinced Rosé to name her solo album "Rosie"?
 a. Jimmy Fallon
 b. Other BLACKPINK members
 c. Bruno Mars
 d. Her father
6. What primarily inspires Rosé in her songwriting process?
 a. Catchy melodies
 b. Stories and phrases
 c. Childhood experiences
 d. Popular songs
7. How long did the song "APT." top the Billboard Global 200 chart?
 a. Three weeks
 b. Five weeks
 c. Seven weeks
 d. Nine weeks

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8. What is "APT." as mentioned by Rosé in the interview?
 a. A music application
 b. Her new stage name
 c. A Korean drinking game
 d. A ballad song title

9. At what age did Rosé learn the "APT." drinking game?
 a. 18 years old
 b. 19 years old
 c. 20 years old
 d. 21 years old

10. What was Rosé's primary goal in explaining the "APT." game to Jimmy Fallon?
 a. To promote her new song.
 b. To show off her skills in the game.
 c. To teach Jimmy Fallon how to play.
 d. To explain the origin of her song title



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LKPD 1

Name : Eniqa alyaa putri

Class : ~~Bi~~ bilingual

“Ability to understand the gist or general overview of the listened text”

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.	Question	True (✓)	False (✗)
1.	The video primarily discusses Emma Myers' experience playing a character named Enid in a show called 'Wednesday' and related preparation.	✓	
2.	The main focus of the interview was on Emma Myers' extensive career as a film director.		✓
3.	The interview extensively covered various scientific theories related to werewolf mythology.	✓	
4.	A significant portion of the talk show segment was dedicated to Emma Myers sharing details about her favorite K-pop group.	✓	
5.	The video's overall purpose was to announce the premiere date of the second season of 'Wednesday'.	✓	



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LKPD 1

Name : Raitan Daifullah

Class : ~~10~~ X Bilingual

“Ability to understand the gist or general overview of the listened text”

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.	Question	True (✓)	False (✗)
1.	The video primarily discusses Emma Myers' experience playing a character named Enid in a show called 'Wednesday' and related preparation.		✗
2.	The main focus of the interview was on Emma Myers' extensive career as a film director.		✓
3.	The interview extensively covered various scientific theories related to werewolf mythology.	✓	
4.	A significant portion of the talk show segment was dedicated to Emma Myers sharing details about her favorite K-pop group.	✓	
5.	The video's overall purpose was to announce the premiere date of the second season of 'Wednesday'.	✓	



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LKPD 1

Name : Putri
Class : Pendidikan

“Ability to understand the gist or general overview of the listened text”

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.	Question	True (✓)	False (✗)
1.	The video primarily discusses Emma Myers' experience playing a character named Enid in a show called 'Wednesday' and related preparation.	✓	
2.	The main focus of the interview was on Emma Myers' extensive career as a film director.		✓
3.	The interview extensively covered various scientific theories related to werewolf mythology.	✓	
4.	A significant portion of the talk show segment was dedicated to Emma Myers sharing details about her favorite K-pop group.	✓	
5.	The video's overall purpose was to announce the premiere date of the second season of 'Wednesday'.		✓

Hak Cipta Dilindungi Undang-Undang

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

LKPD 2

Name : Engen after Pustri

Class : M11mgm

“Ability to understand the main idea or important information, and distinguish it from supporting details or examples”

Pay attention to the talk show entitled "Miley cyrus got something beautiful advice from Harrison Ford teaches Jimmy how to dance in heels" https://youtu.be/cVpS4qbMIN0?si=zI7Z-v3fa_6tUh3R to answer questions:

1. Miley Cyrus discussed her feelings of nervousness before her performance at Oscars
2. A major achievement Miley celebrated was winning a Grammy for her hit song titled Flowers
3. The title of Miley's new album, which also serves as the title for her upcoming film, is Something Different
4. After receiving blunt but useful advice from Harrison Ford, Miley changed her expensive tour concept.
5. The song 'Every Girl You've Ever Loved' is a special collaboration on her album featuring the supermodel Naomi Campbell



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LKPD 2

Name : *Puri*

Class :

“Ability to understand the main idea or important information, and distinguish it from supporting details or examples”

Pay attention to the talk show entitled “Miley cyrus got something beautiful advice from Harrison Ford teaches Jimmy how to dance in heels” https://youtu.be/cVpS4qbMIN0?si=ZI7Z-v3fa_6tUh3R to answer questions:

1. Miley Cyrus discussed her feelings of nervousness before her performance at SHL 50
2. A major achievement Miley celebrated was winning a Grammy for her hit song titled Dove's
3. The title of Miley's new album, which also serves as the title for her upcoming film, is Something
4. After receiving blunt but useful advice from Ford, Miley changed her expensive tour concept.
5. The song 'Every Girl You've Ever Loved' is a special collaboration on her album featuring the supermodel Naomi Campbell



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LKPD 2

Name : Rihana Papullah

Class : x Dijugur

“Ability to understand the main idea or important information, and distinguish it from supporting details or examples”

Pay attention to the talk show entitled “Miley cyrus got something beautiful advice from Harrison Ford teaches Jimmy how to dance in heels” https://youtu.be/cVpS4qbMIN0?si=ZI7Z-v3fa_6tUh3R to answer questions:

1. Miley Cyrus discussed her feelings of nervousness before her performance at SNL 50
2. A major achievement Miley celebrated was winning a Grammy for her hit song titled Flowers
3. The title of Miley's new album, which also serves as the title for her upcoming film, is Something beautiful
4. After receiving blunt but useful advice from Harrison Ford, Miley changed her expensive tour concept.
5. The song 'Every Girl You've Ever Loved' is a special collaboration on her album featuring the supermodel Naomi



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LKPD 3

Name : Rihan Darfullah

Class : XI IPS 09

"Ability to understand specific information and recall important details from what is heard"

Pay attention to the talk show entitled "Tom Cruise dangle from upside down plane in the BTS of Mission Impossible The final Recnocking" <https://youtu.be/7ZFh7ql1xyg?si=sEPzOTSGgdewIAQ> to answer question:

1. According to Jimmy Fallon, which song's success was helped by Tom Cruise's lip-sync battle performance?
 a. Starboy
b. Can't feel my face
c. Blinding Lights
d. Save my tears
2. Approximately how long did the preparation for the wing walking stunt take, including testing?
 a. A year and a Half
b. Two years
c. Six month
d. one year
3. What speed did Tom Cruise mention experiencing due to the air force during the wingwalking stunt?
a. 100 mph
b. 160 mph
c. 125 mph
 d. 145 mph
4. How much did the wet suit increase in weight for the underwater submarine sequence?
a. 75 pounds
b. 100 pounds
c. 50 pounds
 d. 125 pounds
5. Which organization provided assistance for the underwater submarine scene?
a. US Army
b. Coast Guard
 c. US Navy
d. US Air Force



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LKPD 3

Name : Syaiful Rizki Putra

Class : XI.11.1

"Ability to understand specific information and recall important details from what is heard"

Pay attention to the talk show entitled "Tom Cruise dangle from upside down plane in the BTS of Mission Impossible The final Recnocking" <https://youtu.be/7ZFh7q11xvg?si=saEPzOTSGgdewIAQ> to answer question:

1. According to Jimmy Fallon, which song's success was helped by Tom Cruise's lip-sync battle performance?
 a. Starboy
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 d. US Air Force



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LKPD 3

Name : *Yuniti*

Class : *X.11.13.14.15*

“Ability to understand specific information and recall important details from what is heard”

Pay attention to the talk show entitled “Tom Cruise dangle from upside down plane in the BTS of Mission Impossible The final Recnocking” <https://youtu.be/7ZFh7qJ1xyg?si=saEPzOTSGgdewIAQ> to answer question:

1. According to Jimmy Fallon, which song's success was helped by Tom Cruise's lip-sync battle performance?
 a. Starboy
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 c. Blinding Lights
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2. Approximately how long did the preparation for the wing walking stunt take, including testing?
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5. Which organization provided assistance for the underwater submarine scene?
 a. US Army
 b. Coast Guard
 c. US Navy
 d. US Air Force

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LKPD 4

Name : *Putri*
Class : *11111*

Ability to understand the speaker's attitude or intention towards the listener or the topic discussed, and ability to understand implied meaning through inference and deduction from the spoken information.

Pay attention to the talk show entitled "Ana De Armas was terrified to play Marilyn Monroe and Blonde (extended)"

https://youtu.be/PSiOX4MpuK8?si=9D85z_ej3lDefOwt to answer question:

NO.	Question	True (✓)	False (✗)
1.	Ana de Armas's comment about eating 'The Tonight Dough' even on a diet implies she strictly adheres to her diet without any indulgences.		✗
2.	When Ana de Armas recounts screaming upon hearing about her Golden Globe nomination, it suggests she was mildly pleased but tried to contain her emotions.	✓	
3.	The director's use of two monitors, playing original Marilyn footage alongside their takes, implies a casual approach to recreating iconic scenes.		✗
4.	Ana de Armas referring to her first scene as Marilyn as a 'terrifying experience' suggests she found the role easy and comfortable from the start.		✗
5.	The film 'Blonde' primarily aims to celebrate Marilyn Monroe's public persona and iconic status.		

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LKPD 4

Name : Raitan Daifullah

Class : Pendidikan

Ability to understand the speaker's attitude or intention towards the listener or the topic discussed, and ability to understand implied meaning through inference and deduction from the spoken information.

Pay attention to the talk show entitled "Ana De Armas was terrified to play Marilyn Monroe and Blonde (extended)"

https://youtu.be/PSiOX4MpuK8?si=9D85z_ej3lDefOwt to answer question:

NO.	Question	True (✓)	False (✗)
1.	Ana de Armas's comment about eating 'The Tonight Dough' even on a diet implies she strictly adheres to her diet without any indulgences.		✗
2.	When Ana de Armas recounts screaming upon hearing about her Golden Globe nomination, it suggests she was mildly pleased but tried to contain her emotions.		✗
3.	The director's use of two monitors, playing original Marilyn footage alongside their takes, implies a casual approach to recreating iconic scenes.		✗
4.	Ana de Armas referring to her first scene as Marilyn as a 'terrifying experience' suggests she found the role easy and	✓	
5.	The film 'Blonde' primarily aims to celebrate Marilyn Monroe's public persona and iconic status.		✗



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LKPD 4

Name : Syifa Aisyah putri
Class : XI

Ability to understand the speaker's attitude or intention towards the listener or the topic discussed, and ability to understand implied meaning through inference and deduction from the spoken information.

Pay attention to the talk show entitled "Ana De Armas was terrified to play Marilyn Monroe and Blonde (extended)"

https://youtu.be/PSiOX4MpuK8?si=9D85z_ej3lDefQwt to answer question:

NO.	Question	True (✓)	False (X)
1.	Ana de Armas's comment about eating 'The Tonight Dough' even on a diet implies she strictly adheres to her diet without any indulgences.		✗
2.	When Ana de Armas recounts screaming upon hearing about her Golden Globe nomination, it suggests she was mildly pleased but tried to contain her emotions.		✗
3.	The director's use of two monitors, playing original Marilyn footage alongside their takes, implies a casual approach to recreating iconic scenes.	✓	
4.	Ana de Armas referring to her first scene as Marilyn as a 'terrifying experience' suggests she found the role easy and comfortable from the start.		✗
5.	The film 'Blonde' primarily aims to celebrate Marilyn Monroe's public persona and iconic status.	✓	



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APPENDIX 4

THE RESULT OF PRE-TEST

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STUDENTS ANSWER FOR PRE-TEST

No	Student	Pre-test		Score
		True Answer		
1	Student 1	2		20
2	Student 2	3		30
3	Student 3	2		20
4	Student 4	6		60
5	Student 5	4		40
6	Student 6	5		50
7	Student 7	4		40
8	Student 8	4		40
9	Student 9	4		40
10	Student 10	5		50
11	Student 11	3		30
12	Student 12	2		20
13	Student 13	3		30
14	Student 14	1		10
15	Student 15	1		10
16	Student 16	3		30
17	Student 17	2		20



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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

18	Student 18	5	50
19	Student 19	6	60
20	Student 20	2	20
21	Student 21	1	10
22	Student 22	3	30
23	Student 23	5	50
24	Student 24	4	40
25	Student 25	3	30
26	Student 26	3	30
27	Student 27	3	30
28	Student 28	4	40
29	Student 29	4	40
30	Student 30	4	40
	Total	99	980
	Mean	3.30	32.67



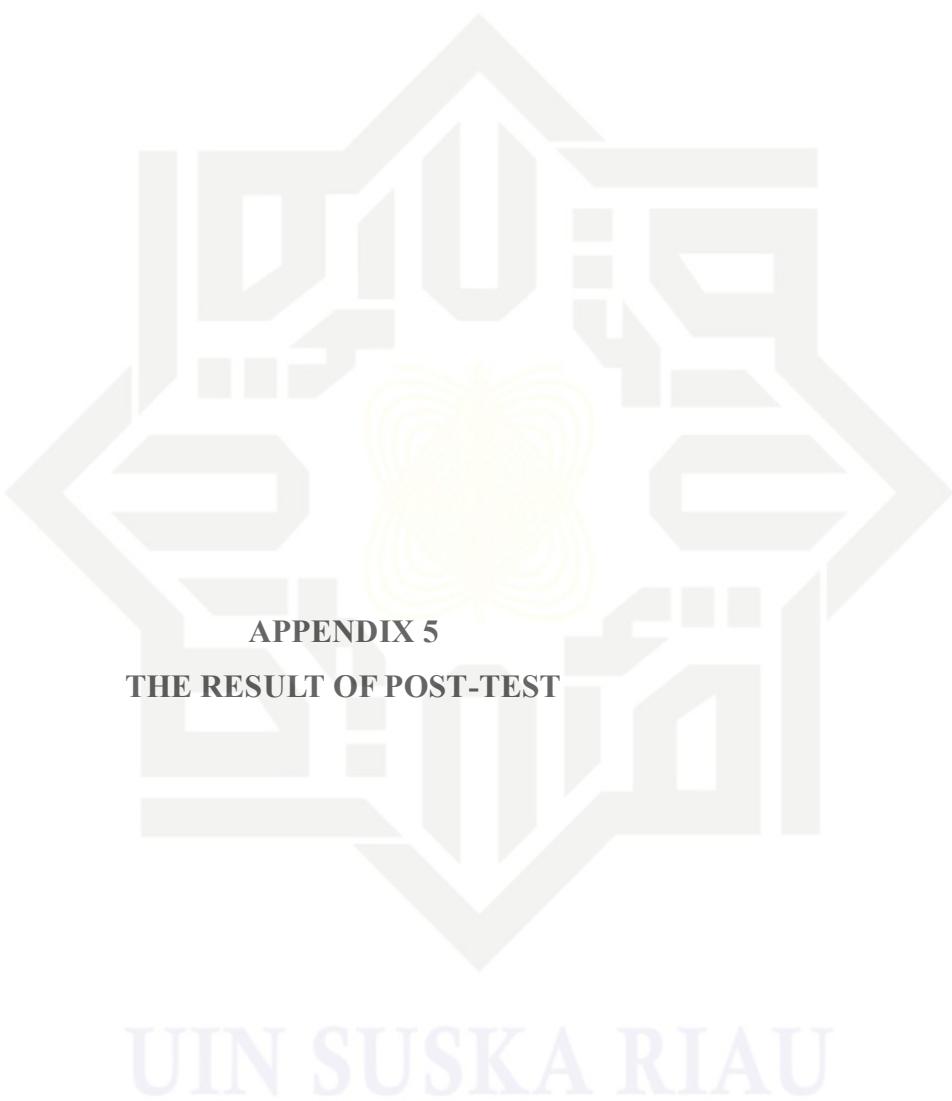
UIN SUSKA RIAU

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APPENDIX 5

THE RESULT OF POST-TEST

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

STUDENTS ANSWER FOR POST-TEST

No	Student	Post-test		Score
		True Answer		
1	Student 1	5		50
2	Student 2	7		70
3	Student 3	7		70
4	Student 4	10		100
5	Student 5	6		60
6	Student 6	8		80
7	Student 7	6		60
8	Student 8	6		60
9	Student 9	7		70
10	Student 10	10		100
11	Student 11	5		50
12	Student 12	4		40
13	Student 13	5		50
14	Student 14	4		40
15	Student 15	6		60
16	Student 16	7		70
17	Student 17	5		50



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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

18	Student 18	8	80
19	Student 19	9	90
20	Student 20	6	60
21	Student 21	4	40
22	Student 22	6	60
23	Student 23	8	80
24	Student 24	9	90
25	Student 25	7	70
26	Student 26	6	60
27	Student 27	7	70
28	Student 28	8	80
29	Student 29	9	90
30	Student 30	8	80
	Total	200	2000
	Mean	6.67	66.67



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APPENDIX 6

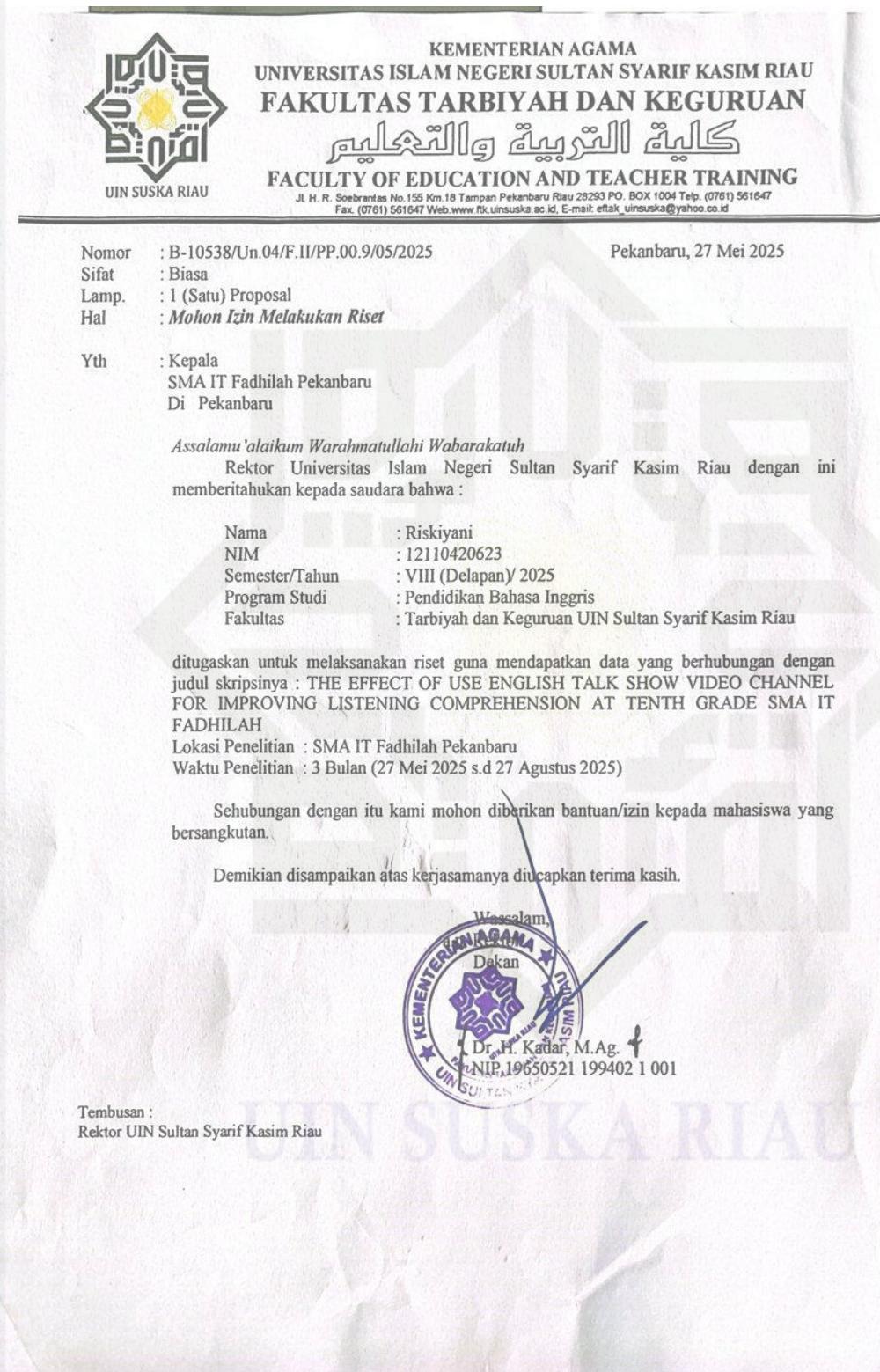
RECOMMENDATION LETTERS

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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم**

FACTOR OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647

Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id. E-mail: eftak_uinsuska@yahoo.co.id

Pekanbaru, 23 Januari 2025

Nomor : Un.04/F.II.4/PP.00.9/1350/2025
Sifat : Biasa
Lamp. : -
Hal : *Mohon Izin Melakukan PraRiset*

Kepada
Yth. Kepala Sekolah
SMA IT Fadhilah Pekanbaru
di
Tempat

Assalamu'alaikum warhamatullahi wabarakatuh

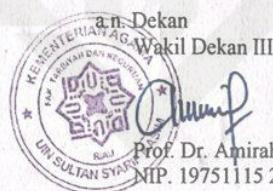
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : RISKIYANI
NIM : 12110420623
Semester/Tahun : VII (Tujuh)/ 2025
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

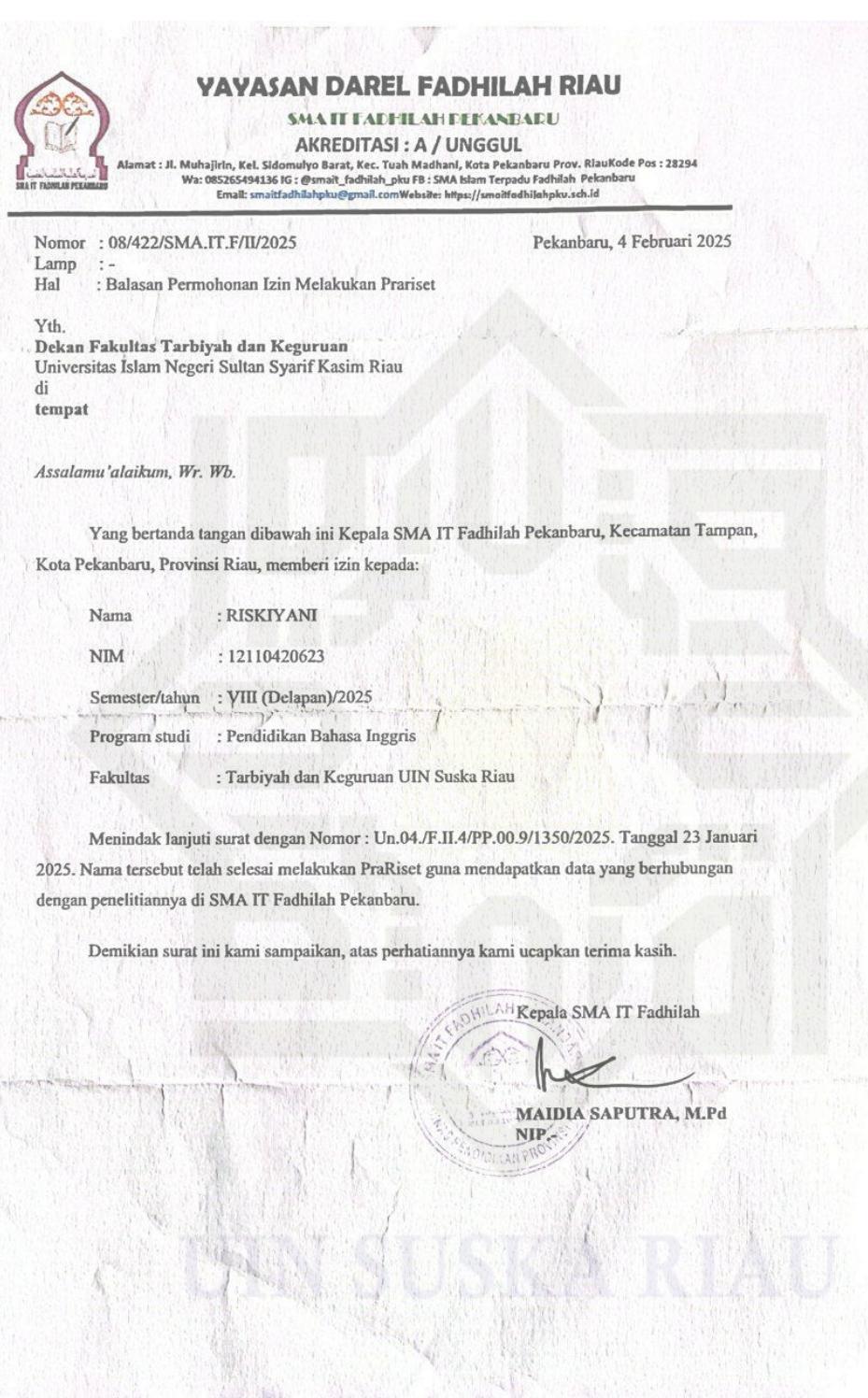


Prof. Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001



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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Riskiyani
Nomor Induk Mahasiswa : 12110420623
Hari/Tanggal Ujian : Senin, 10 February 2025
Judul Proposal Ujian : The effect of use English Talk Show Channel For Improving
Listening Comprehension at Tenthgrade SMA IT Fadhlillah
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang
Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Cut Raudhatul Miski, M.Pd	PENGUJI I		
2.	Nelvia Ibrahim, S.Pd.I., M.Pd	PENGUJI II		

a.n. Mengetahui
Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru, 10 February 2025
Peserta Ujian Proposal

Riskiyani
NIM. 12110420623

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LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

RISIYAH YANI
12.11.09.20.6.23
SEVEN TO FEBRUARY 2025
THE EFFECT OF USE ENGLISH TALK SHOW CHANNEL
FOR IMPROVING LISTENING COMPREHENSION
AT TENTH GRADE SMA IT FATHIYAH

NO	URAIAN PERBAIKAN
1.	find the expert statement of English talk show channel
2.	find the relate strategy in learning related to video (English talk show channel)
3.	revise the term !
4.	make it clear your background of the problem
5.	make your operational concept

Pekanbaru, 10 FEBRUARY 2025
Pengaji I
Pengaji II
JFer
MEVIA IBRAHIM, S.Pd.I, M.Pd

CUT RAUDHATUL MISKI, M.Pd

Note:
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



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Pekanbaru, 02 September 2025

Hal : Permohonan Perpanjangan SK pembimbing
Lampiran : -
Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama	: Rizkiyani
NIM / HP	: 12110420623/ 082299100987
Tempat / tanggal lahir	: Simpang Kanan / 19 Mei 2003
Semester / Tahun	: IX / 2025
Jurusan	: Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu perpanjangan SK pembimbing dengan judul "The Effect of Use English Talk Show Channel For Improving Listening Comprehension At Tenth Grade SMA IT Fadhilah". Adapun pembimbing yang direkomendasikan oleh ketua jurusan sebelumnya adalah Sir Rizky Gushendra, M.Ed.

Dengan ini saya melampirkan sebagai persyaratan :

1. Surat SK pembimbing yang sebelumnya
2. Foto copy kartu tanda mahasiswa
3. Foto copy kartu rencana study
4. Foto copy kartu hasil study
5. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapan terima kasih.

Wassalmua'alaikum Wr. Wb

MENGETAHUI
Ketua Jurusan

[Signature]

Roswati, S.Pd.I., M.Pd.
NIP. 19760122 200710 2001

Hormat Saya,

[Signature]

Rizkiyani
NIM. 12110420623



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NOTA PERBAIKAN SKRIPSI

Hari/ Tanggal : Rabu/ 7 Januari 2026
Pukul : 08.00 sd Selesai
Dewan Pengaji :
Pengaji I : Dr. H. Kalayo Hasibuan, M.Ed. TESOL
Pengaji II : Nurdiana, S.Pd.I, M.Pd.
Pengaji III : Dr. Riza Amelia, S.S., M.Pd.
Pengaji IV : Idham Syahputra, S.S., M.Ed.
Nama Kandidat : Riskiyani
Nim : 12110420623
Perbaikan :

① State the Learning goals in the Curriculum Implemented
② Revise the formulation and of problem
③ Adjust the objective of the research based on the formulation
④ Use the Indicators of listening comprehension based on the learning goals in curriculum used in the

.....
.....
.....
.....
.....

Lama perbaikan : 1 (satu) bulan sejak tanggal ujian
Catatan untuk pemeriksaan setelah diperbaiki :

Telah diperiksa dan disetujui Pengaji I : (Dr. H. Kalayo Hasibuan, M.Ed. TESOL)

Telah diperiksa dan disetujui Pengaji II : (Nurdiana, S.Pd.I, M.Pd.)

Telah diperiksa dan disetujui Pengaji III : (Dr. Riza Amelia, S.S., M.Pd.)

Telah diperiksa dan disetujui Pengaji IV : (Idham Syahputra, S.S., M.Ed.)

Ketika perbaikan skripsi yang dicoret-coret waktu ujian harus dibawa.

Pekanbaru, ____ Januari 2026
Pengaji/H/ Panitia

Nurdiana, S.Pd.I, M.Pd.

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 - b. Pengutipan tidak mengujikan kepentingan yang wajar UIN Suska Riau.
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**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Skripsi
a. Seminar usul Penelitian :
b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Rizky Gushendra, M.Ed
a. Nomor Induk Pegawai (NIP) : 19820828 2008011008
3. Nama Mahasiswa : Riskiyani
4. Nomor Induk Mahasiswa : 12110910623
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	17 maret 2025	Bimbingan bab 3	<i>f</i>	
2.	9 Juli 2025	Bimbingan Instrumen	<i>f</i>	
3.	11 Juli 2025	Bimbingan Instrumen	<i>f</i>	
4.	14 Juli 2025	Bimbingan Instrumen	<i>f</i>	
5.	14 nov 2025	Bimbingan bab 4 & 5	<i>f</i>	
6.	23 Des 2025	Acc bab 4 & 5	<i>f</i>	

Pekanbaru, 23/10/2025
Pembimbing,

Rizky Gushendra, M.Ed
NIP. 19820828 2008011008



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APPENDIX 7
DOCUMENTATION

UIN SUSKA RIAU

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



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 - b. Pengutipan tidak mengujikan kepentingan yang wajar UIN Suska Riau.

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 - b. Pengutipan tidak mengutip kepentingan yang wajar UIN Suska Riau.

**CURRICULUM VITAE**

Rizkiyani is the third daughter of Mr. Satiok and Mrs. Saripah. She is born in Simpang Kanan, May 19 2003. In 2014, she graduated from SD 012 Bukit Sembilan. She also finished her studies at MTS Al- Falah Simpang Kanan in 2017 and MAS Modern Islamic Boarding School in 2020. In 2021, she was accepted to be a student at the English Education Department, Faculty of Education and Teacher Training, UIN Suska Riau. In July 2024, she participated in (*Kuliah Kerja Nyata*) program in Rambah Hilir, Rokan Hulu.

Then, she was doing the Pre-Service Teacher Practice (*PPL*) program at SMA IT Fadhilah Pekanbaru from September until November 2024. Finally, she passed the thesis examination for her undergraduate program entitled "*The Effect of Using English Talk Show Video for Improving Listening Comprehension at Tenth Grade SMA IT Fadhilah Pekanbaru*".

UIN SUSKA RIAU