

**EFL Students' Perceptions and Challenges in Using Talk Shows  
to Improve Listening Skills**

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**Abstract**

In response to the increasing need for authentic, engaging materials in English language teaching, this study explores the potential of talk shows as a medium to enhance listening comprehension. This study aims to investigate students' perceptions, challenges, and learning experiences in using talk shows as a medium to improve listening skills. In the context of the digital era, media-based learning, such as talk shows, offers valuable opportunities to enhance listening comprehension. As authentic audio-visual materials, talk shows expose learners to natural spoken English, diverse accents, and real-life conversational contexts. This research employed an explanatory sequential mixed-method design, beginning with a quantitative phase involving 74 sixth-semester students, followed by a qualitative phase with seven participants selected to provide deeper insights. Data were collected through a 25-item questionnaire and structured interviews. The findings indicate that students held positive perceptions of talk shows, particularly in five areas: language exposure, listening skill development, motivation and engagement, learning methods and habits, and personal preferences. Nevertheless, some challenges were noted, including difficulties with fast speech, unfamiliar vocabulary, and accent variation. Overall, students viewed the use of talk shows to be both beneficial and meaningful. Future research is encouraged to explore the long-term impact of talk shows or to compare their effectiveness with other language learning media.

**Keywords:** EFL students, talk shows, listening skill, learning media

## **INTRODUCTION**

Listening is widely recognized as the first language skill acquired when learning a foreign language. It involves more than passive hearing; effective listening requires active cognitive engagement to process and understand spoken information (Ludovikus et al., 2023). As a cognitively demanding process, listening requires both bottom-up skills, such as recognizing words and grammar, and top-down strategies like interpreting context and meaning (Boornazian, 2023). Accordingly, listening is essential for comprehending spoken input and responding appropriately (Uzun, 2023). To improve learning, the input must be clearly understood (Noor & Daulay, 2023). This is particularly relevant in listening activities, where accurate comprehension of spoken language enables learners to follow instructions, participate in discussions, and absorb new information effectively (Gultom et al., 2023). Thus, listening should be a core focus of English language education because it helps students build vocabulary and improve pronunciation by mimicking native speakers, which is crucial for clear communication. In addition, developing students' listening skills can serve as a foundation for all-round language proficiency (Dilbar, 2023).

Despite its importance, listening is considered one of the most challenging skills for EFL students (Alzamil, 2021). The most common challenge while listening is understanding different accents and dialects, which vary greatly across regions and can influence pronunciation and intonation (Diaz & Iqbal, 2024). Another significant challenge for EFL students in listening is the use of idiomatic expressions. Additionally, unfamiliar vocabulary, informal language, and background noise in authentic materials like talk shows can add to the difficulty (Levis, 2024). These challenges highlight the importance of structured exposure and supportive learning strategies to help students become more competent and confident when listening to native speakers.

To address these challenges, various researchers recommend using real-life and interactive learning materials. Strategies such as integrating digital tools, visual aids, and active listening tasks have been shown to create more engaging and effective listening experiences (Mukhtorova & Ilxomov, 2024; Sarbunan, 2024; Shirzai, 2019). Among these, talk shows are considered especially effective due to their authentic content and dynamic format. Easily accessible online, talk shows feature real conversations, varied topics, and diverse accents, making them a relevant and interactive tool for EFL learners (Fadhillah et al., 2021; Zein et al., 2021).

According to Darginavi & Navickien (2021), Efendi et al. (2024), Fadhillah et al. (2021), Hasibuan & Male (2022), Renzella et al., (2021), and Sakan & Utanto (2019), an authentic media such as talk shows, is effective for improving listening skills. Talk shows expose learners to real-life language use, including varied accents and both formal and informal expressions. They also enhance comprehension by expanding vocabulary and enabling learners to identify key ideas in spoken texts. Moreover, engaging and diverse topics make learning more enjoyable, increasing students' motivation and focus. The flexibility and accessibility of talk shows allow them to be incorporated easily into students' daily routines, supporting independent learning habits.

Additionally, numerous studies have explored the benefits of using talk shows or similar media in enhancing students' listening skills. Fadhillah et al. (2021), found that English Department students positively perceived YouTube talk shows as useful for learning and understanding vocabulary and different accents. However, some students expressed concerns about the fast delivery and difficult expressions. Similarly, Setiani et al. (2024) noted that students valued talk shows as engaging and authentic,

particularly when supported with subtitles, although challenges such as speed and unfamiliar vocabulary persisted. Other studies, like those by Prasetyo et al. (2023), and Ramadhani & Noni (2022), explored podcasts as alternative media and found them beneficial for listening development.

More specifically, the previous studies often lack attention to how students interact with talk shows outside of classroom instruction, how they navigate linguistic difficulties, and how individual learning habits shape their listening development. This creates a gap in understanding the comprehensive role of talk shows not only as learning tools but as part of students' real learning environments.

To address this gap, the present study employs an explanatory sequential mixed-methods design to investigate EFL students' perceptions, challenges, and learning experiences in using talk shows as a medium to improve their listening skills. By combining quantitative and qualitative approaches, this study aims to provide a deeper and more contextualized understanding of how talk shows influence listening development. In doing so, it contributes practical insights into the integration of authentic digital media in language instruction and supports the design of more engaging, learner-centered listening practices.

## METHOD

This study employed an explanatory sequential mixed-methods design to investigate students' perceptions, challenges, and learning experiences in using talk shows to improve listening skills. This design integrates both quantitative and qualitative approaches in two consecutive phases. First, quantitative data were collected through a 25-item close-ended questionnaire using a four-point Likert scale, and then was followed by qualitative data collection through structured interviews to elaborate and provide deeper insights from the quantitative findings. The participants were sixth-semester students in the English Study Program at Faculty of Teacher Training and Education (*Fakultas Keguruan dan Ilmu Pendidikan/FKIP*) Universitas Riau. A total 74 students were selected through cluster random sampling for the quantitative phase, while seven students were purposively chosen for interviews to provide diverse perspectives

The questionnaire was adopted and adapted from Fadhillah et al. (2021) and Hasibuan & Male (2022) and validated using the Pearson correlation ( $r$ -value  $>$   $r$ -table = 0.2913). In addition, the reliability was confirmed using Cronbach's Alpha, with a coefficient of 0.852. the quantitative data were analyzed using descriptive statistics and is interpreted based on the framework proposed by Pornel & Saldaña (2013) as follows.

Table 1. Score Interpretation Criteria

| Mean        | Descriptive Information |
|-------------|-------------------------|
| 3.50 - 4.00 | Very Positive           |
| 2.50 - 3.49 | Positive                |
| 1.50 - 2.49 | Negative                |
| 1.00 - 1.49 | Very Negative           |

On the other hand, the qualitative data analysis, the interviews were conducted to validate and complement the findings from the questionnaire. The analysis followed Miles and Huberman's model (2014), which includes three stages: data reduction (simplifying and organizing data), data display (presenting the data in an organized form), and conclusion drawing/verification (interpreting and verifying the findings).

## FINDINGS AND DISCUSSION

### Findings

#### *Students' Perceptions of Using Talk Shows*

The first results on this study investigate students' perceptions of using talk shows as a medium to improve listening skill. The data are organized into five key indicators: language exposure, listening skill development, motivation and engagement, learning method and habit, and preferences.

Table 2. The Use of Talk Shows as a Language Exposure

| No.                     | Statement  | SA            | A             | D             | SD              | Mean               |
|-------------------------|--|---------------|---------------|---------------|-----------------|--------------------|
| 1                       | Talk shows expose me to various English accents, which helps me understand different speakers.                     | 20<br>(27.0%) | 49<br>(66.2%) | 4<br>(5.4%)   | 1<br>(1.4%)     | 3.18<br>(Positive) |
| 2                       | I listen to formal language in English talk show videos on YouTube (e.g., "May I...", "Could you please...")       | 9<br>(12.2%)  | 54<br>(73.0%) | 10<br>(13.5%) | 1<br>(1.4%)     | 2.95<br>(Positive) |
| 3                       | I listen to informal language in English talk show videos on YouTube (e.g., "Dude," "gonna go...", "meet me ASAP") | 21<br>(28.4%) | 43<br>(58.1%) | 7<br>(9.5%)   | 3<br>(4.1%)     | 3.10<br>(Positive) |
| 4                       | Native speakers on the talk show videos show me clearly how to pronounce words accurately in real communication.   | 16<br>(21.6%) | 48<br>(64.9%) | 8<br>(10.8%)  | 2<br>(2.7%)     | 3.05<br>(Positive) |
| 5                       | Some talk shows use unclear pronunciation, which makes it difficult to understand what the speakers are saying.    | 11<br>(14.9%) | 48<br>(64.9%) | 8<br>(10.8%)  | 7<br>(9.5%)     | 2.14<br>(Negative) |
| The Overall Mean Score: |  |               |               |               | 2.88 (Positive) |                    |

Table 2 presents that from 74 respondents, the overall mean score was 2.88 implies that students' perception on the use of talk shows as a language exposure is very positive. The highest mean score was 3.18 in Statement 1, indicating that talk shows expose students to different English accents and help them understand different speakers. Statement 5 ( $M = 2.14$ ), a negatively worded item, had the lowest mean score which reflects that students have struggles with unclear pronunciation in some talk shows.

The following are some of the students' response during the interview:

P1: ".....Talk shows are great for hearing different accents and learning natural vocabulary and pronunciation."

P3: ".....Talk shows are a great resource because they ..... expose me to different English accents, and then real-life vocabulary and natural pronunciation....."

P6: ".....They expose to different accents, vocabulary and pronunciation. By watching talk shows, me, you, us can learn new words and phrases and get used to how people speak in different parts of the world....."

P7: ".....Talk shows are a good way to increase exposure to the English language, especially with various accents, vocabulary and pronunciation....."

The interviews showed that students view talk shows as a valuable source of authentic language exposure, such as accents, real-life vocabulary, and natural pronunciation. For example, P1 and P3 emphasized the value of hearing different

accents and vocabulary in real conversations. P6 and P7 highlighted the flexibility and authenticity of learning from how people actually speak across regions. These responses show that students are aware of the importance of contextual and accent-rich input for improving their comprehension.

Table 3. The Use of Talk Shows in Developing Listening Skill

| No.                     | Statement   | SA            | A             | D             | SD            | Mean               |
|-------------------------|---|---------------|---------------|---------------|---------------|--------------------|
| 1                       | I learn a lot of vocabulary by watching and listening to English talk show videos on YouTube.                     | 23<br>(31.1%) | 46<br>(62.2%) | 3<br>(4.1%)   | 2<br>(2.7%)   | 3.21<br>(Positive) |
| 2                       | I can identify the topic while listening to an English talk show videos on YouTube.                               | 13<br>(17.6%) | 52<br>(70.3%) | 7<br>(9.5%)   | 2<br>(2.7%)   | 3.02<br>(Positive) |
| 3                       | Talk shows provide authentic listening practice that improves my comprehension in everyday English conversations. | 16<br>(21.6%) | 50<br>(67.6%) | 6<br>(8.1%)   | 2<br>(2.7%)   | 3.08<br>(Positive) |
| 4                       | Watching English talk show videos has improved my listening skill.  | 22<br>(29.7%) | 47<br>(63.5%) | 3<br>(4.1%)   | 2<br>(2.7%)   | 3.20<br>(Positive) |
| 5                       | Talk shows don't help me to develop my listening skill  | 4<br>(5.4%)   | 10<br>(13.5%) | 33<br>(44.6%) | 27<br>(36.5%) | 3.12<br>(Positive) |
| The Overall Mean Score: |   |               |               |               |               | 3.13 (Positive)    |

Table 3 indicates that students have a positive perception toward the use of talk shows to develop listening skills, as shown in the overall mean score (3.13). The highest mean score was 3.21 (Statement 1), suggesting that students positively perceived that talk shows enrich their vocabulary. In addition, the lowest mean score was 3.02 (Statement 2) also implies that students positively perceived that talk shows helped them to understand topics while listening. Furthermore, Statement 5 is a negatively worded item. The majority of students disagreed (44.6%) or strongly disagreed (36.5%) with the statement “Talk shows don't help me to develop my listening skill”, and indicates that most students believed talk shows did help them develop their listening skills.

The following are some of the students' response during the interview:

P2: “.....They improve my listening through real conversation and different speaking styles.”

P5: “.....Talk shows contribute significantly to improving my English listening skills, .....They offer real-life language use, including hesitations, pauses, and overlapping speech, something I rarely find in standard materials.....”

P6: “Okay, talk shows can really help improve listening skills. When I watch the talk show, I'm exposed to different speaking styles, accents and vocabulary, .....talk shows can also help me improve my ability to follow conversations.....”

P7: “Talk shows have helped me improve my English listening skills to some extent, ..... I understand the conversation, which is a good sign for me.”

This is further supported by interview responses, where students explained how talk shows help them deal with natural, unscripted English; something they rarely encounter in traditional classroom materials. For instance, P2 noted that talk shows improve listening through exposure to real conversation and varied speaking styles, which mimic real-life interactions. P5 elaborated on this by mentioning specific features

of authentic speech, such as pauses, hesitations, and overlapping dialogue, which help students adapt to more realistic language flow. Similarly, P6 described that watching talk shows trains them to understand different accents, speech speeds, and vocabulary, which ultimately improves their ability to follow conversations in English.

P7 highlighted how talk shows had gradually built her listening confidence:  
*“I understand the conversation, which is a good sign for me.”*

This shows that students are not only benefiting cognitively (by recognizing language patterns), but also effectively gaining confidence and motivation through understanding.

In summary, both the quantitative results and interview feedback indicate that talk shows offer real-world listening input that strengthens students’ comprehension, vocabulary, and confidence. The authentic nature of the content helps students develop the listening strategies necessary for successful communication in English.

Table 4. The Use of Talk Shows as a Motivating and Engaging Medium

| No.                     | Statement   | SA            | A             | D             | SD          | Mean               |
|-------------------------|---|---------------|---------------|---------------|-------------|--------------------|
| 1                       | I use English talk shows videos as a fun way to improve my listening skill.                         | 11<br>(14.9%) | 52<br>(70.3%) | 8<br>(10.8%)  | 3<br>(4.1%) | 2.95<br>(Positive) |
| 2                       | I feel motivated to practice listening while watching English talk show videos.                     | 14<br>(18.9%) | 51<br>(68.9%) | 7<br>(9.5%)   | 2<br>(2.7%) | 3.04<br>(Positive) |
| 3                       | Talk shows have a lot of audio features that attract my attention to improve listening.             | 9<br>(12.2%)  | 49<br>(66.2%) | 13<br>(17.6%) | 3<br>(4.1%) | 2.86<br>(Positive) |
| 4                       | The talk show can support me in building self-confidence and make the learning situation enjoyable. | 15<br>(20.3%) | 45<br>(60.8%) | 12<br>(16.2%) | 2<br>(2.7%) | 2.98<br>(Positive) |
| 5                       | Talk shows don’t always make me feel motivated to practice my listening skill.                      | 7<br>(9.5%)   | 32<br>(43.2%) | 28<br>(37.8%) | 7<br>(9.5%) | 2.47<br>(Negative) |
| The Overall Mean Score: |   |               |               |               |             | 2.86 (Positive)    |

Table 4 shows the overall mean as 2.86, which indicates students have a positive perception toward talk shows as a motivating and engaging medium. The highest mean score (3.04) was found in Statement 2. In addition, the lowest mean score (2.47) was found in Statement 5, is a negatively worded item that suggests talk shows don’t always motivate students to practice listening.

The following are some of the students’ response during the interview:

P1: “Yes, because they are fun and engaging, which means it keeps me motivated to listen and learn more.”

P3: “Yes, I feel more motivated because the content is often entertaining and current. I enjoy listening to interviews with celebrities, experts, or influencers, which keeps me engaged and eager to improve my listening skills.”

P7: “Yes, I do. Watching a talk show makes me feel engaged when practicing listening because I find the conversation interesting and relatable for me....”

These responses suggest that motivation stems not just from the format of talk shows, but also from the freedom of topic choice, familiarity with pop culture, and the

informal tone that makes students feel more at ease with listening tasks. In turn, this sense of enjoyment and relevance enhances intrinsic motivation, which is a key factor in successful language learning.

Table 5. The Use of Talk Shows as a Learning Method and Habit

| No.                     | Statement  | SA            | A             | D             | SD          | Mean               |
|-------------------------|--|---------------|---------------|---------------|-------------|--------------------|
| 1                       | Talk shows are an interesting tool for language learning.                                | 13<br>(17.6%) | 55<br>(74.3%) | 4<br>(5.4%)   | 2<br>(2.7%) | 3.06<br>(Positive) |
| 2                       | With talk show videos, I can choose the content and form that fits my particular lesson. | 15<br>(20.3%) | 51<br>(68.9%) | 5<br>(6.8%)   | 3<br>(4.1%) | 3.05<br>(Positive) |
| 3                       | With talk shows, I can determine what topics I will listen to learn English.             | 14<br>(18.9%) | 55<br>(74.3%) | 4<br>(5.4%)   | 1<br>(1.4%) | 3.10<br>(Positive) |
| 4                       | Talk shows are very compact and simple to use.   | 16<br>(21.6%) | 51<br>(68.9%) | 5<br>(6.8%)   | 2<br>(2.7%) | 3.09<br>(Positive) |
| 5                       | I rarely use talk show videos as materials for my homework.                              | 8<br>(10.8%)  | 38<br>(51.4%) | 23<br>(31.1%) | 5<br>(6.8%) | 2.33<br>(Negative) |
| The Overall Mean Score: |  |               |               |               |             | 2.93 (Positive)    |

Table 5 presents the overall mean score as 2.93 and indicates the students have a positive perception toward the use of talk shows as a learning method and habit. The highest mean score was 3.10 in Statement 3, suggesting that they can determine the topics they want to listen to. However, the lowest mean score was 2.33 (Statement 5) is a negatively worded item that indicates that while talk shows are generally used as a part of students' learning, it is not always used for their homework materials.

The following are some of the students' response during the interview:

P3: ".....I think they're very practical because I can watch them anytime on YouTube or streaming platforms using my phone or laptop."

P4: ".....What I really like is that I can choose the content based on what I need.....This flexibility helps me stay consistent because I don't get bored....."

P6: ".....I think they are flexible and practical because I can watch them anywhere, anytime. I can also pause or rewind the video if I don't understand something and search for them, which helps me learn at my own pace."

P7: "I use talk shows occasionally as a supplement to my learning methods. I find them relatively flexible since I can watch them at home or even in the car....."

Interview responses support the idea that students view talk shows as a practical, flexible, and self-directed learning tool. Several students described how the accessibility and customizability of talk shows allow them to fit English practice into their everyday routines like at home, during leisure, or even while multitasking. These insights show that students value talk shows not just as a one-time resource but as part of a habitual, student-driven approach to language learning. The ability to choose, repeat, and access content anytime makes talk shows a convenient and motivating medium, especially for students who prefer informal, tech-based learning experiences.

Table 6. Perceptions on the Use of as a Preferred Medium

| No.                     | Statement   | SA            | A             | D             | SD          | Mean               |
|-------------------------|---|---------------|---------------|---------------|-------------|--------------------|
| 1                       | I prefer to use talk shows to learn listening.              | 14<br>(18.9%) | 48<br>(64.9%) | 11<br>(14.9%) | 1<br>(1.4%) | 3.01<br>(Positive) |
| 2                       | The quality of the Talk show is sufficient for me.          | 8<br>(10.8%)  | 51<br>(68.9%) | 13<br>(17.6%) | 2<br>(2.7%) | 2.87<br>(Positive) |
| 3                       | Talk shows contribute positively to my learning experience. | 13<br>(17.6%) | 55<br>(74.3%) | 4<br>(5.4%)   | 2<br>(2.7%) | 3.06<br>(Positive) |
| 4                       | Listening to talk show videos makes me fluent in English.   | 12<br>(16.2%) | 44<br>(59.5%) | 15<br>(20.3%) | 3<br>(4.1%) | 2.87<br>(Positive) |
| 5                       | Not all topics in talk shows match my personal interests.   | 16<br>(21.6%) | 40<br>(54.1%) | 11<br>(14.9%) | 7<br>(9.5%) | 2.12<br>(Negative) |
| The Overall Mean Score: |   |               |               |               |             | 2.79 (Positive)    |

Table 6 presents the overall mean score as 2.79, which indicates students positively perceived talk shows as a preferred medium. The highest mean score was 3.06 in Statement 3 suggests that talk shows contribute positively to students' learning experience. In contrast, the lowest mean (2.12) in Statement 5, is a negatively worded item, indicating that not all topics in talk shows match students' personal interest.

The following are some of the students' response during the interview:

P3: "I do prefer talk shows because they reflect how English is used in real conversations..."

P4: "Yes, I do prefer them because talk shows are more interactive, ..... They help me understand meaning, especially when the words are difficult....."

P6: ".....Sometimes there are talk shows that are really interesting for me that I can prefer talk shows over other media for learning English. I find them more engaging and dynamic than traditional learning materials....."

P7: ".....I prefer using talk shows to improve listening skills because it has benefits and talk shows are really helpful when I watch them, ..... Listening to talk show videos makes me fluent in English."

From the interview, it indicates that talk shows are students' preferred medium because they use real conversation, interactive, engaging, and help students understand the English language better.

### ***Students' Challenges While Watching Talk Shows***

All participants admitted that they had experienced certain challenges while watching talk shows, which can be seen from their response during the interview.

P1: "Yes, sometimes the slang, fast speech, or overlapping voice can be hard to understand."

P2: "Yes, sometimes I struggle with fast speech or slang that's hard to catch."

P3: "Yes, sometimes the guests speak too fast, or they use slang and idioms that I don't understand. Accents can also be difficult, especially British or regional American ones."

P4: "Sometimes the pronunciation is not very clear. Especially when guests speak quickly or use heavy slang. That can be frustrating to me."

P5: "Yes, sometimes my challenges are speakers talk too fast or use high-frequency words, slang, or idioms that I don't understand."

P6: "Yeah, sometimes I struggle to understand certain accents or fast speech. When speakers talk quietly or have strong accents, it can be hard for me to follow what they are saying."

P7: "When I watch English talk shows, I sometimes struggle with fast-paced conversations or unfamiliar vocabulary."

From the responses above, it is clear that fast speech, slang, idioms and accents are the challenges students encountered when watching talk shows. These responses indicate that while students value the authenticity of talk shows, that same authenticity also presents real linguistic challenges. The combination of natural speed, cultural references, idioms, and accent diversity requires advanced listening strategies, which some students are still developing.

### ***Students' Overall Experience***

All participants reported that their experience using talk shows for listening practice was overwhelmingly positive and meaningful.

Several students described a clear sense of improvement in their ability to understand spoken English in everyday contexts. For instance, P1 and P2 highlighted the experience as both “enjoyable” and “confidence-building,” suggesting that talk shows made the learning process feel natural and effective.

- P1: “Overall, it’s been a positive and enjoyable experience that improved my listening skills.”
- P2: “Overall positive, I’ve learned a lot and feel more confident in listening.”
- P3: “It has been a positive and enjoyable experience. I feel like I’ve improved a lot, especially in understanding everyday spoken English. And it’s helped me become more confident in my own speaking and pronunciation.”
- P4: “My experience has been very positive. I have gained a lot, not just in vocabulary but also in pronunciation and comprehension. Watching talk shows feels like a balance between learning and having fun.”
- P5: “Overall, my experience using English talk show videos has been very positive. At the beginning, it was a bit overwhelming because of the fast speech and unfamiliar expressions, but I got used to it.....My listening skill has improved.”
- P6: “For my experience, using talk shows for listening practice has been great. I’ve improved my listening skills and learned new vocabulary. I think talk shows are a fun and effective way to learn English.”
- P7: “My experience with using English talk show videos for listening practice is positive. When I watch talk show videos, I find it helpful in improving my listening skills and I enjoy the engaging conversation between them.”

These reflections suggest that students not only benefited academically but also developed a stronger emotional connection to the learning material. The combination of interest, relevance, and real-life exposure contributed to an overall experience that students found both enriching and sustainable. In summary, students perceived their use of talk shows as highly rewarding. They reported improvements in listening, vocabulary, pronunciation, and even speaking confidence, making talk shows an effective and enjoyable medium for long-term language development.

### **Discussion**

The findings of this study indicate that EFL students generally hold positive perceptions toward the use of talk shows as a medium for improving their listening skills. This is consistently reflected across five key indicators: language exposure, listening skill development, motivation and engagement, learning methods and habits, and preferences. In addition to positive perceptions, the study also highlights specific challenges students encounter while engaging with talk shows, as well as their overall learning experiences.

In terms of language exposure, many students acknowledged that talk shows significantly contributed to increasing their familiarity with spoken English. They reported that talk shows provided authentic input through a variety of accents, vocabulary, and natural pronunciation used by native speakers. These findings are in line with Fadhillah et al. (2021), who found that using talk shows enhanced students' exposure to real English usage, which in turn supported their listening development.

Regarding listening skill development, students shared that they were able to improve in areas such as recognizing vocabulary, identifying main ideas, and following the flow of spontaneous conversation. This aligns with Setiani et al. (2024), who emphasized that talk shows help learners comprehend natural dialogue and conversational features such as turn-taking, fillers, and topic shifts, elements that are often absent in scripted listening materials.

In the domain of motivation and engagement, students expressed that talk shows helped sustain their interest and focus during listening practice. The combination of educational and entertaining content was perceived as beneficial. This supports the findings of (Sakan & Utanto, 2019), who observed that the use of authentic media can enhance student engagement by making learning more enjoyable and relatable.

For learning methods and habits, students appreciated the practicality and flexibility of integrating talk shows into their daily routines. The accessibility and variety of content allowed them to engage with English listening practice at their own pace. This observation is consistent with Efendi et al. (2024), who concluded that flexible media formats allow learners to adjust their learning schedules based on personal preferences and availability.

In terms of learning preferences, students showed a strong inclination toward talk shows as a preferred medium due to their dynamic, unscripted dialogue and broad range of topics. Many students noted that they found this type of content more effective and engaging than traditional scripted materials. This corroborates the findings of Fadhillah et al. (2021), who reported that learners favor materials that reflect real-life language use as it helps them remain engaged and better understand context.

Despite these benefits, students also reported several challenges in using talk shows for listening practice. The most common difficulties included understanding fast-paced speech, unfamiliar idiomatic expressions, slang, and accent variation. These challenges are consistent with the observations of Setiani et al. (2024), who identified rapid speech and informal language as common obstacles in media-based listening activities, especially when support tools like subtitles are not available.

Overall, students described their experiences with talk shows as both beneficial and meaningful. Many reported improved listening comprehension and increased confidence in understanding spoken English. This supports the findings of Mukhtorova & Ilxomov (2024), who emphasized that enhanced listening skills help students become more familiar with everyday conversational patterns, facilitating more fluent and natural comprehension of spoken English.

In conclusion, this study suggests that talk shows serve not only as engaging content but also as effective pedagogical tools for developing listening skills in EFL contexts. Their authenticity, accessibility, and alignment with real-world communication make them a valuable resource in language learning. These findings reinforce and extend existing literature by demonstrating that talk shows contribute meaningfully to both skill development and learner engagement in contemporary, media-rich learning environments.

## CONCLUSION

This study investigated EFL students' perceptions of using talk shows as a medium to improve their listening skills, along with the challenges they encountered and their overall learning experiences. The findings revealed that students perceived talk shows positively across several aspects, including language exposure, listening skill development, motivation and engagement, learning methods and habits, and personal learning preferences. Talk shows provided authentic, unscripted language input, helping students engage with real-life communication and improving their ability to understand various accents, vocabulary, and pronunciation. Despite these benefits, students also reported several challenges, particularly related to fast-paced speech, unfamiliar slang and idiomatic expressions, and accent variation. Nevertheless, students' overall learning experiences indicated that talk shows are a helpful and meaningful medium for language learning. Incorporating talk shows into language instruction has the potential to enhance students' listening comprehension while making the learning process more engaging and relevant. For educators, these findings support the integration of authentic media to increase student motivation, expose learners to natural language use, and promote independent learning strategies. Future research is encouraged to explore the long-term effects of using talk shows on language proficiency and to compare their effectiveness with other media formats such as podcasts or news broadcasts.

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