

Students' Perceptions of Using TED Talks on Students' Listening Comprehension in English Language Teaching

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ABSTRACT

For pupils to acquire English, listening skill is a key component. TED Talks have emerged as a useful resource for teaching students the importance of being able to listen. The aim of this research is to distinguish students' perceptions of Using TED Talks on listening comprehension in English Language Teaching at The English Education Study Program of Bengkulu University. The research design was descriptive quantitative research which involved 33 undergraduate students from classes A of semester V in the 2022-2023 academic year. They are all enrolled in the English department at Bengkulu University. In this research, the data were collected using a questionnaire adopted from Izzah et al., (2020) through google forms consisting of 10 questions. Hereinafter, the data were analyzed using IBM SPSS (Statistical Package for the Social Science) 26.0 program. The result showed that students' perceptions of using TED Talks on public speaking were positive perspectives. Since the students are already aware of TED Talks from a previous course, students generally had positive perceptions of using TED Talks to improve listening skills

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Introduction

Listening is one of the most important aspects of teaching languages. Students must be able to hear and grasp the speaker in order to communicate effectively. In order to master English as a foreign language, pupils must first develop their listening abilities (Izzah et al., 2020). The secret to effective communication is listening. It is the method by which the listener is able to understand, ascertain, and distinguish what the speaker is saying. (Atiyah & Izzah, 2019). In addition, listening is considered as the most difficult ability in a subsequent language because listening requires giving and receiving feedback. It is an expertise that a few understudies need to work harder than others (Izzah et al., 2020). Listening abilities require understudies to gain a specific measure of vocabulary essential for figuring out data in a message (Izzah et al., 2020; Takaesu, 2014). However, despite its important role in communication, understudies frequently track down listening troublesome, this oral responsive expertise has not been generally examined. The sensation of worry, panic, fear, and frustration that results from not being able to make sense of what has been

heard throughout the listening process can be characterized as student anxiety. (Astika & Kurniawan, 2020; Izzah et al., 2020; Li et al., 2015; Takaesu, 2014).

To improve listening abilities, student need to obtain more vocabulary, perceive different accents, and work on their articulation and speaking. It's crucial to select listening materials that are appropriate for the learners' level (Gavenila et al., 2021). Therefore, at the English Language Education Program at the Bengkulu University using technology as an opportunity to learning English as a second language. (Cárdenas Gómez, 2019) stated that technology is viewed as an incredible asset that can perform instructing and learning. These days, learning through the web is the commonsense and quickest way, particularly learning public talking through YouTube. These days, learning through the web is the most helpful and quick way, particularly learning public talking through YouTube. (Snelson, 2011) guaranteed that one of the obvious benefits of using YouTube in web-based schooling is that it gives online permission to immense measures of free open video on a great many subjects.

There are many channels on YouTube that assist English students with working on their English capability. Although YouTube's primary purpose is not education, there are several initiatives to improve its use in English language instruction. Greater study into the use of YouTube (as well as other online video streaming services) would be very beneficial for the EFL and SLA community (Watkins & Wilkins, 2011). Teachers trying to enhance their courses with vivid, topical content might still consider using YouTube. Specifically, one of the channels is TED Talks. TED is constituted of authentic videos in which presenters interact with the audience and share their own thoughts and experiences (Saputra & Fatimah, 2018). To act as an illustration of innovation use, TED is one of the YouTube channels utilized as a hotspot for learning English, particularly learning listening skill. In like manner, TED Talks is one of the web media that give in excess of 2000 discussions. TED Talks is a strong vehicle of showing public talking (Li et al., 2015).

Henceforth, TED Talks are used as resources for the Academic Listening for lecturer course in the fourth year of the program in Bengkulu University. According to the official website of TED Talk (<https://www.ted.com/>), A TED Talk is utilized as an exhibit for speakers introducing very much shaped thoughts in less than 18 minutes. Additionally, non-native speakers frequently give TED Talks, which offers a variety of accents and pronunciation that is very helpful for the students to be conscious of the spoken expressions presented (Saputra & Fatimah, 2018). Similarly, TED Talks is one of the web media that give in excess of 2000 discussions. (Li et al., 2015) expressed that TED Talks is a strong mechanism of showing public talking.

There are a few benefits of utilizing TED Talks in English Language Educating. a couple of focal points are using TED presentations as study language material. In the first place, ease of use. The primary use of TED is seen concerning listening works out, yet for the students prepared to clean their insight aptitudes a substance and inscriptions are a huge asset. Then, content. Given the amount of gathering individuals, raising students' awareness of different accents and English varieties is possible (Baeva, 2017).

Understudies give a positive discernment toward TED Talk recordings to further develop their listening abilities and the greater part of the understudies recognizing that the actions upgraded their listening understanding, for example, gain new vocabulary, foster their listening familiarity and perception, and work on their inspiration (Gavenila et al., 2021; Izzah et al., 2020; Takaesu, 2014).

Moreover, perceptions are a technique of viewing, comprehending, or interpreting something. Perception is an impression of an item that is accepted by the individual through

perceiving, organizing, and interpreting objects therefore it is an integrated activity within the individual (Walgito, 2010). and perception is the process through which people arrange and interpret their sensory inputs to give the environment meaning (Robbins & Judge, 2011). Individual behavior frequently depends more on how they see the world than on the actual world. Sensation and perception are frequently used interchangeably. When a new stimulus is acquired by the brain and is not organized with other inputs and the memories linked with that stimulus, the sensation is merely a fleeting impression. For instance, a rough-feeling table refers to how the table feels to the touch. On the other hand, a perception includes instances of tables that are uncomfortable for writing, such as when the brain experiences a rough touch from a table, a vision of a table covered in scribbles, and recollections of the past while using a similar table and writing becomes unsatisfactory.

On that account, the researchers are intrusive on the students' perception of using TED Talks on listening comprehension in English Language Teaching at The English Education Study Program of Bengkulu University since the students were quite familiar with TED Talk from the previous subject. Furthermore, the aim of this research is to distinguish students' perceptions of Using TED Talks on listening comprehension in English Language Teaching at The English Education Study Program of Bengkulu University.

Method

This research was investigated students' perceptions of using TED talks on students' listening comprehension. To respond to that inquiry, this exploration utilized a graphic quantitative strategy. Bell (2010) claimed that quantitative analysis concentrates on the relationship of one bunch of realities to another. Therefore, it uses numerical data as a structured and predetermined study, and the results tend to produce quantifiable conclusions.

This research population was 33 undergraduate students from classes A of semester V. They are all enrolled in the English department at Bengkulu University. The researchers choose the population from semesters V because they are pretty familiar with TED Talk in previous subjects.

The questionnaire was employed as the instrument by the researchers to carry out this study. This research questions were adopted from Izzah et al., (2020), which included ten questions. The participants' backgrounds, including name and class details, are covered in the opening sections. The statements made by the students regarding their use of TED Talks are covered in the second part. The following section of the questionnaire was written in English. Participants completed the survey by clicking a Google Forms link on WhatsApp Messenger after it was provided to them online. There are ten different questions.

The data were obtained from the questionnaires. In analyzing the data, the researchers calculated the percentage of each response to each questionnaire by using descriptive analytics in IBM SPSS (Statistical Package for the Social Science) 26.0 program. After that, the numeric data was interpreted in the form of descriptive data.

The criteria of the perceptions were set up in order to analyze and interpret the data. Categorization of the level of respondent's perceptions used the classification proposed by (Riduwan, 2012):

Percentage Range	Criteria
90% - < 100 %	Very High
80% - < 89 %	High
65% - < 79 %	Moderate
55% - < 64 %	Low

0% - < 54 %

Very low

After that, descriptive data were used to interpret the numerical results. Data from a closed-ended questionnaire were analyzed using this method. The researchers developed tables that condense the data to present the findings.

Results and Discussion

The researcher obtained the data for this research by using a questionnaire as the instrument. The questionnaire was adapted from Izzah et al., (2020). The outcomes of the study were the questionnaire responses listed below. There were 33 participants in the section of the questionnaire. The study examines whether or not students think using TED Talks videos to teach listening comprehension is beneficial.

Table 1. Questionnaire result of students' perceptions about TED Talks on listening comprehension.

No	Statement	Yes	No	Total
1	Do you know about TED TALK?	100%	0	100%
2	Did you like the English Talk Show?	75.8%	24.2%	100%
3	Is an English talk show can improve your listening skill?	87.9%	12.1%	100%
4	TED TALK Videos can improve your English listening skill?	90.9%	9.1%	100%
5	Watching TED TALK videos can add some new vocabulary?	90.9%	9.1%	100%
6	Did you interested to watching a TED Talk show for a long time?	51.1%	48.5%	100%
7	Is TED TALK video duration being too long for you?	63.6%	36.4%	100%
8	Is the transcript on the talk show is useful to make you understand the meaning of the topic of the talk show?	90.9%	9.1%	100%
9	Did you have a problem with the English accent?	81.8%	18.2%	100%
10	When someone do a speech, is their speed makes you confuse?	81.8%	18.2%	100%

The table above shows that: 100% of the students distinguish TED Talks. For this reason, the first question on the questionnaire is used as a cue to move on to the following step. Next, question number 2 explain that 75.8% student like the English talk show which mean students perceptions comes to the moderate level classification. Then, question number 3 show that 87.9% English talk show can improve students listening skill which is included in high perceptions. Furthermore, question number 4 show that 90.9% students agree that TED Talks Video improve their English listening skill which is included into very high classification. For question number 5 the result show that 90.9% students approve that TED Talk Videos can add their vocabulary and it is included in a very high classification.

Furthermore, the result number 6 show that only 51.1% student agree that they had a long-standing interest in viewing TED Talks which is in a very low classification. Then, question number 7 show that 63.6% student think the length of the TED Talks video is excessive which mean included in a low classification. Next, the result from question number 8 show that 90.9% student agree student could fully understand the meaning of the talk show's theme by reading the transcript which means in a very high classification. For question number 9, the result show that 81.8% student have a problem with the English accent from the video. Lastly for question number 10, 81.8% most of the student have

problem with the speed of the speech in the TED Talks video which show high perception classification.

This research aimed to distinguish students' perceptions of Using TED Talks on listening comprehension in English Language Teaching at The English Education Study Program of Bengkulu University. To answer the research question, the researcher collected the data using a questionnaire. Based on the result Students agree that watching TED Talk helps them develop their listening abilities, in addition to assisting them in expanding their vocabulary. According to Atiyah & Izzah, (2019) The audiovisual approach was more efficient or appealing for students. Aside for adding new vocabulary TED Talks also help student to increase their understanding because of the situation and facial expression of the speaker in the video.

Whereas certain students remain struggle with their listening abilities. Some students also have a lack interested in watching TED Talks in a long time. According to Gavenila et al., (2021) Listening is frequently challenging for EFL students. Nikmah, (2020) also added, students encounter difficulties to distinguish between similar word pronunciations and to understand the word since it is said too quickly.

Furthermore, students may feel perplexed when a native speaker speaks at a different pace. According to Izzah et al., (2020) The sensation of worry, panic, fear, and frustration that results from not being able to make sense of what has been heard throughout the listening process can be used to define students' anxiety.

Conclusion

One of the hardest skills to accomplish in a second language is listening. Therefore, the use of TED Talks altered the learning and teaching environment for listening skills. Additionally, it was evident from the overall data shown in the preceding sections that the participants highly valued the usefulness, difficulty, and variety of the listening skills material that included TED Talk videos as a media to improve listening skills. On the contrary a part of students remain struggle in various English accent while watching TED Talks. After analyzing the data obtained from the questionnaire, it can be terminated that this research supports the earlier study which students have favorable views of using TED Talks in listening skills.

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