


The Effectiveness of TED-ED Videos as Audiovisual Input in Listening Activities

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ABSTRACT

Technology, Entertainment, Design, and Education (TED-Ed) is a free online website which provides several authentic video materials covering educational topics and current issues for public consumers, particularly EFL teachers and students. Listening skill is an important part in second or foreign language learning because the students acquire new spoken language and target vocabularies used in daily communications. Hence, TED-ED can be applied as authentic listening materials in EFL classrooms to enhance student's listening skill. This present study aims to find whether there is a significant difference in listening skills between students who were taught by TED-ED videos and those who were taught by other kinds of videos. The population of the study was 60 eleventh grade students from one of the private schools in Surabaya. This quantitative research collected the data from a listening comprehension test and a questionnaire. The researcher used an independent sample T-test to analyse the data in IBM SPSS 25 application. The result found that t-test score was 2.176 higher than critical value for 58 degrees of freedom (df), the mean of the experimental group (TED-ED) was 71.30 and the control group (other kinds of videos) was 66.20. Therefore, it proved that there was a significantly difference in listening skills between students who were taught by TED-ED videos and those who were taught by other kinds of videos. This study also got positive perception toward TED-ED utilized in listening activities from students.

Keywords: TED-ED, Audio-visual, Listening skill, Animated video, and Listening Activity.

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INTRODUCTION

The rapid development of modern technology influences the educational sector in which it can ease the L2 learners and teachers in achieving the goals of teaching and learning process (Tananuraksakul, 2016; Anggraeni & Indriani, 2018). In reaching the language learning objectives, second or foreign language students need some kinds of input to support their learning in the EFL classroom. The learning inputs can be reading or listening comprehension. Listening has been considered as a powerful and primary source of comprehensible input for second language acquisition (Krashen, 1996; Rost, 2011). By listening, the students can learn how to acquire spoken language and target vocabulary knowledge used in daily communication. In listening to recordings or videos, the students should use their prior knowledge to comprehend and interpret the information (Brown,

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2006). Thus, developing a learner's listening comprehension can influence in improving general communicative skills and language competences (Hwaider, 2017).

Developing listening skill becomes a major priority being taught in EFL classrooms (Hamouda, 2013). The teacher should consider teaching listening in the classroom because it can affect the development of other English skill, particularly in speaking and writing. Teaching listening should be considered and paid attention by the EFL teachers to fulfil their students' needs in language learning. The teachers are required to create the advanced lesson plans in which they can modify the learning process by having more listening activities. It is used to facilitate the students training their listening comprehension skill frequently. The listening comprehension skill not only should be mastered but also should be measured where it is to know what English proficiency level the students are. In Indonesia Curriculum 2013, teaching listening in senior and junior high school has been stated because listening skill is one of basic competence should be measured (Jufri, 2014)

In order to facilitate students developing their listening skill, the learning activities should be supported by an appropriate learning media through finding authentic listening materials and English sources (Anggraeni & Indriani, 2018). The teachers have been applying various types of English resources to search the most compatible and effective in second language learning (Cook, 2016). Certainly, there are several websites and platforms on the internet offering people the authentic listening materials which can be authentic audios and videos. Using authentic videos in EFL classroom can influence the development of L2 learner's proficiency in target language (Metruk, 2018b). It means that the L2 learners are supposed to learn the L2 language in authentic settings and real contexts used by the native speakers (Metruk, 2018a). Thus, the teachers have to looking for authentic audio and video materials frequently in order to help student's listening comprehension and vocabulary development (Nurmukhamedov, 2017).

In the current situation, the students view that they rarely have listening activities in the EFL classroom because there are limitations of authentic listening materials and the time allocation for training listening comprehension which is given in the classroom. The difficulty of finding authentic listening materials happens because it is supposed to be in line with the school textbooks which rarely provide the listening comprehension part of English books (Gilakjani & Sabouri, 2016; Tuanany & Bharati, 2017). Although there is a learning improvement where the students are taught by authentic listening materials, the time management also should be considered in learning process. Pamuji et al., (2019) states that teaching listening takes more time spent than developing other skills and might not be sufficient to provide L2 students some meaningful listening input. Hence, the students need the improvement of learning environment in which the teachers are supposed to integrate new teaching media or sources, as an example integrating audio-visual teaching aid in classroom.

Audio-visual or videos are widely used in EFL classrooms. Saeedi and Biri (2016) explain that authentic audio-visual or videos can be a beneficial aid toward L2 learners when it is used for language features in real context. Audio-visual is one of teaching media which provides information through audio (recordings) and visual components (short video or motion images) (Rasul et al., 2011). Through this media, students prefer audio-visual than the only audio because it is more comprehensible in which L2 audio-visual materials involve aural and visual input as well as nonverbal clues to ease the spoken input process. As an example, Technology, Entertainment, Design, and Education (TED-ED) website, a part of the TED website, provides animated videos in which it consists of the speaker's explanation through audio and animation to describe what the speaker is talking about. Thus, the audio-visual media can make classroom activities more interesting and interactive for the learners (Margono, 2010; Wang, 2015).

In this era, the popularity of the Technology, Entertainment, and Design (TED) website has increased a lot as one of many websites which serves people authentic meaningful videos and free access for everyone. In TED websites, people will find some channels such as

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TEDxTalk, TED-ED, TEDxYouth, and others. Although all videos on the TED website can be the authentic listening source, there is one channel, TED-ED, in which the videos are created for educational purposes. TED-ED videos can be an authentic listening source whose videos have attractive educational topics and unique animation and illustrations (Anggraeni & Indriani, 2018). Beside the extraordinary topics, there is one thing which makes TED-ED videos different from other video channels: almost all videos are made of the speakers' own drawing or production. Moreover, the TED-ED videos mostly have a short duration around 4 up to 10 minutes so it is suitable one to be implemented in an ELT classroom (Nguyen & Boers, 2019). Hence, TED-ED videos which focus on educational context should be applied as the teaching media or authentic listening sources to make the learning process more innovative and attractive.

Previous studies have been conducted to explore how the TED-ED videos are used in second and foreign language learning. Rashtchi et.al, (2021) demonstrate that TED-ED is efficient and innovative in second language learning at university level as an audio-visual input because the videos provide students with interesting topics with attractive animations and are beneficial for vocabulary learning by guessing several words through TED-ED videos. Another research conducted by Anggraeni & Indriani (2018) illustrates that teachers believe the use of Technology, Entertainment, Design, and Education (TED-ED) was the innovative way to teach listening in which TED website was a lot of interesting educational videos and they stated the students could feel the significant changes on their listening comprehension if they were trained continuously through given assignments or while listening to.

The previous research above has investigated the effectiveness of TED-ED videos applied at university level and viewed from teachers' perspectives. This shows that more study is needed to investigate the effectiveness of TED-ED in senior high level and student's response towards the TED-ED videos. Therefore, this present study aims to investigate whether there is a significant difference in listening skill between students who were exposed by TED-ED videos and those who were exposed by other kinds of videos and see the student's perception towards using TED-ED videos in listening practices. The researcher also formulated the research questions; 1) is there any significant difference in listening skills between students who were taught by TED-ED videos and those who were taught by other kinds of videos? 2) How do the students perceive about the use of TED-ED in listening comprehension?. Furthermore, this research also involves a statistical hypothesis consisting two tentative predictions; 1) the null hypothesis (H₀), means that there is not a difference in listening skill between students who were exposed by TED-ED videos and those who were taught by other kinds of videos. 2) The alternative hypothesis (H_a), means that there is a difference in listening skill between students who were taught by TED-ED videos and those who were taught by other kinds of videos.

METHOD

This research aimed to investigate whether there is any significant difference in listening skill between students who were taught by TED-ED videos and those who were taught by other kinds of videos. This present study was quantitative research with quasi-experimental design. A quasi-experimental involves the manipulation of an independent variable whose subjects are not randomly assigned to conditions (Ary et al., 2010). It means that the sample of the research would be chosen by the researcher based on the same proficiency level. In this study, the sample was from eleventh grade of SMA Dharma Wanita Surabaya which the school has three classes, two natural science classes and one of social science class. Therefore, the researcher considered choosing the sample of this research on two natural science classes which have the same proficiency level than a social science class. It was viewed from the final score on the first semester of eleventh grades to measure what proficiency level the students are.

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The variables of this research are; the independent variable was the use of Technology, Entertainment, Design, and Education (TED-ED) videos, whereas the dependent variable was the listening skill. Furthermore, both groups were taught explanation text material in which the experimental group was taught by TED-ED videos and the control group was taught by other kinds of videos.

Participants

The research participants were 60 students who are natural science majors in eleventh grade. They were assigned into two groups which each consisted of 30 students. The first group was an experimental group (XI IPA 1) and the next group was a control group (XI IPA 2) in this study. This study was conducted in Dharma Wanita senior high school, Surabaya. The researcher needed six meetings to gather the data during the English lesson from March to April, 2022.

Instruments

For answering the research questions above, the researcher collected the data in form of numbers which are the listening posttest score and the students' perception score. In order to answer the first research question whether there is any significant difference between students who were taught by TED-ED videos and those who were taught by other kinds of videos, the data obtained from listening comprehension test consisted of 30 multiple choices which was administered on pretest and posttest. To answer the second question how the students perceive towards the use of TED-ED videos in listening practice, the researcher collected the data through a closed-ended questionnaire, which consisted of 7 items. Five Likert scales are used to measure the students' perceptions. Before collecting the main data, the researcher gave a listening comprehension test to try-out group beside the sample of the research to examine whether the test could be used or not. In measuring the validity and the reliability of the instruments, the researcher applied content validity through giving a try-out to another tested group which involved 30 students. Table 1 showed the content validity of multiple choices test.

Table 1. Content Validity of Multiple Choices Test

Multiple Choice	<i>r</i>	<i>r table</i>	
Item 1	.525	.361	Valid
Item 2	.692	.361	Valid
Item 3	.597	.361	Valid
Item 4	.668	.361	Valid
Item 5	.592	.361	Valid
Item 6	.366	.361	Valid
Item 7	.661	.361	Valid
Item 8	.739	.361	Valid
Item 9	.412	.361	Valid
Item 10	.494	.361	Valid
Item 11	.531	.361	Valid
Item 12	.605	.361	Valid
Item 13	.734	.361	Valid
Item 14	.472	.361	Valid
Item 15	.549	.361	Valid
Item 16	.536	.361	Valid
Item 17	.759	.361	Valid
Item 18	.632	.361	Valid
Item 19	.493	.361	Valid
Item 20	.464	.361	Valid
Item 21	.554	.361	Valid
Item 22	.397	.361	Valid
Item 23	.392	.361	Valid

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Item 24	.461	.361	Valid
Item 25	.542	.361	Valid
Item 26	.461	.361	Valid
Item 27	.524	.361	Valid
Item 28	.644	.361	Valid
Item 29	.537	.361	Valid
Item 30	.733	.361	Valid

It indicated that the test was valid because the r value of all items was higher than the r table. After computing the validity, the researcher computed the reliability of the test instrument. Table 2 presented the result of the reliability test.

Table 2. The Result of Reliability Test

Cronbach's Alpha		
Based on		
Cronbach's Alpha	Standardized Items	N of Items
.762	.736	30

Based on the calculation above, the result of the reliability coefficient value was 0.762. According to Ary et.al (2014), if the reliability coefficient is closer to 1.00, the research instrument has a low error and high reliability. It can be concluded that the test was reliable and acceptable to be used in this research.

Data Collection Technique

During the experiment, the data were collected through following steps in six meetings. In the first meeting, the researcher gave the listening comprehension test to the try-out class to ensure that the test is valid and reliable. The second meeting, the researcher provided a pretest which was a listening comprehension test to the experimental and control groups. After conducting a pretest, the researcher gave treatments in which the experimental group was taught to the TED-ED videos while the control group was taught to other videos for listening. The treatments were given three times which began on the third until fifth meetings. During the treatments, the researcher applied different topics every meeting in which the TED-ED videos and other channel videos were filtered based on the explanation text materials. Then, in the six meetings, the researcher gave the posttest which was the same as the pretest before and asked the participants to fulfil it. The researcher also administered a closed-ended questionnaire for the experimental group only to know the students' perception after watching TED-ED videos.

Data analysis

The gathered data were analysed through quantitative data analysis by comparing the result of posttest scores and a descriptive statistics analysis. The researcher used the T-test formula on IBM SPSS 25 application to show the significance difference in the students' listening skill achievement between TED-ED videos and other channel videos in listening activities. To demonstrate the data analysis, this study used an independent sample t-test. For the questionnaire data, the researcher used a descriptive statistic by presenting the mean score of the student's perception on every item. In creating the level of agreement on the result of students' perception questionnaire, the researcher created the interpretation based on the range table of Likert scale measurement.

Table 3. The Range Table of Likert Scale Measurement

Range	Level of Agreement
1.00 – 1.79	Strongly Agree
1.80 – 2.59	Agree

2.60 – 3.39	Neutral
3.40 – 4.19	Disagree
4.20 – 5.00	Strongly Disagree

FINDINGS AND DISCUSSION

As mentioned above, the researcher administered the listening comprehension posttest after giving the treatments. The result of the independent sample t-test showed that there was a significant difference in listening skill between students who were taught by TED-ED videos and those who were taught by other kinds of videos. Table 4 illustrates the result of posttest scores.

Table 4. The Result of Students' Listening Posttest

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Students' Score	Experimental Group	30	71.30	8.902	1.625
	Control Group	30	66.20	9.253	1.689

The table above showed that the mean score of the experimental group was 71.30 while the mean score of the control group was 66.20. It revealed that there was a significant difference in students' listening comprehension posttest between experimental group and control group. Hence, it indicated that the students who were taught by TED-ED videos achieve better listening skills than students who were taught by other kinds of videos.

Table 5. The Result of the independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' Gained Score	Equal variances assumed	.501	.482	2.176	58	.034	5.100	2.344	.407	9.793
	Equal variances not assumed			2.176	57.914	.034	5.100	2.344	.407	9.793

As evidenced in table above, it showed that the mean difference was 5.100, the significance (2-tailed) value was 0.034, and the t value was 2.176. The t value was greater than the critical value of .05 level for 58 degrees of freedom, which was $2.176 > 2.009$. Because the t value was higher than the critical value, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted in this study. It proved that there was a significantly difference in students' listening skill between students who were taught by TED-ED videos than those who were taught by other videos.

In finding out why the experimental group which was taught by TED-ED videos achieve listening comprehension score better than the control group which was taught by other videos, the second research question has been designed in this present research about "How is the student's response toward TED-ED videos utilized in listening practice?". Table 6 figured out the result of students' perception towards using TED-ED videos in listening activities.

Table 6. Students' Perception of the Use of TED-ED in Listening Activities

No	STATEMENTS	Mean	SD	Meaning
1	I think the TED-ED video can be used in English learning	4.37	.765	Strongly Agree
2	I feel there is a vocabulary improvement after I watched TED-ED videos	3.93	.691	Agree
3	I have motivation to increase my listening comprehension skills after I watched TED-ED videos	4.20	.847	Agree
4	I think the TED-ED video can be applied inside or outside classroom	4.17	1.117	Agree
5	I am interested to watch again TED-ED video because it has a new interesting topics and informative contents	4.13	.681	Agree
6	I like watching TED-ED videos because it has appropriate and attractive illustration	4.27	.785	Strongly Agree
7	I like watching TED-ED videos because the speakers' intonation and the pronunciation are very clear and understandable	4.07	.785	Agree

As it can be seen clearly from the table 2, the use of TED-ED video integrated in EFL classroom, particularly listening activities, reached positive perception from the participants in which they mostly agreed that using TED-ED videos can help and motivate them to engage in innovative and advanced listening activities in this era. The statements 1 and 6 of the questionnaire result got a strong agreement, with the means were at 4.37 and 4.27. The finding showed that the students confirmed that the use of TED-ED videos can be the authentic listening material in which the videos have appropriate and attractive illustrations to support the speaker's explanation. The next statements 2, 3, and 4 indicate that the students completely agree that the use of TED-ED videos can motivate and influence their vocabulary knowledge and listening skill improvement inside or outside the classroom. The mean of agreed items was at 3.93 (statements 2), 4.20 (statement 3), and 4.17 (statement 4). The next agreed statements with the mean, 4.13 and 4.07, were the statements 5 and 7. Statement 5 points out that TED-ED videos can attract the participants' interest to re-watch those videos because it has a lot of new interesting topics and informative contents. Last, Statement 7 indicates that the participants like and recommend to play TED-ED videos because the speakers' intonation and the pronunciation are very clear and understandable.

This study revealed that TED-ED became an effective audiovisual media to improve students' listening skills. The result proved that there was a statistically significant difference in student's listening skill scores of two groups. The result showed that the T value ($t = 2.176$) was higher than the critical value of T-Table ($t = 2.009$). It could be interpreted that the students who were taught TED-ED videos had a better achievement than those who were taught other channel videos in EFL classroom. Hence, the role of TED-ED videos as teaching media can support foreign language learning (Anggraeni & Indriani, 2018).

Teaching listening using TED-ED videos provides some benefits for the EFL students. The richness of TED-ED contents could attract students' attention to increase their vocabulary knowledge (Rashtchi et al., 2021). In their research, they also demonstrate that TED-ED videos provide a richer context to guess the word meanings through the animations. The animated visual pictures on TED-ED videos are created to facilitate the students comprehending the speaker's explanation well. Furthermore, the students view that TED-ED videos serve not only interesting topics but also the speaker's pronunciations and intonations are very clear and easy to understand for all student's proficiency level. Thus, TED-ED videos can help the students to increase their motivation in developing listening comprehension skill.

Beside the students achieve their listening comprehension mastery by using the TED-ED videos, EFL students have an opportunity offered by TED-ED website which they can collaborate with their classmates to develop their communicative skills (Sanjmyatav &

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Sumiya, 2020). In their research, they found that TED-ED videos can influence to student's communicative skill because the students can express and share their ideas about the relevant issues after watching the videos. In a discussion, the students need to elaborate what they have collected from the TED-ED video by presenting properly the main points discussed on the videos using their own explanation. Both students and the teachers can enhance the listening activities by finding the TED-ED videos which are appropriate to today's lesson, and the goals of the learning.

According to the explanation above, using TED-ED videos for authentic listening sources has a beneficial impact on the student's listening skill achievement. The animated videos taken from TED-ED websites can be the appropriate way to enrich the listening class with new authentic listening materials which have a certain issues and topics. Consequently, the students can train and enhance better their listening comprehension skill and they are able to develop their communication skill through discussions. Based on the result of the mean of those groups, it can be concluded that exposing TED-ED videos is an efficient and effective way to teach and train the listening skill in senior high level.

CONCLUSIONS

Exposing TED-ED videos led a better listening comprehension achievement than exposing other videos in listening activities. It is supported by the result of this study in which there was a statistically significant difference in student's listening posttest scores between experimental group (TED-ED) and control group (other channels). Exposing TED-ED videos got positive perception from the students where they believe those videos can be beneficial for everyone who wants to learn new things and discuss current issues, especially studying a new language. By focussing on the benefits offered by TED-ED, the students would experience the new innovative learning atmosphere, increase their vocabulary knowledge, and develop their communicative skills. Therefore, TED-ED videos are recommended to be applied in foreign language learning because those videos can lead and raise student's interest and motivation to join the listening activities continuously and actively. Based on the conclusion, there were several suggestions and recommendations for further research. The students can be helped in enhancing their listening skill by the existence of TED-ED videos as famous audiovisual input and get a new advanced learning process in which the students learn the real-world problems through the videos. Meanwhile, the teacher should create an optimal learning environment by using TED-ED videos and mastering the teacher's listening skills before helping students to develop their skills. The teachers are expected to expose TED-ED videos in continuous and further listening activities.

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