

Students' Perception toward Independent Listening Using TED Talks

 <https://doi.org/10.31004/jele.v9i2.490>

Nitra Windhachaya Nenti^{1*}, Widya Caterine Perdhani² 

Universitas Brawijaya Malang

Corresponding Author: nitrawindha123@gmail.com

ABSTRACT

The utilization of video content offers visually captivating elements that captivate pupils, while its accessibility across several platforms renders it very adaptable. Various videos, including those from TED Talks, can be used for English language acquisition. The research focused on the perspectives from learners on using TED Talk videos for the purpose of self-directed listening. The study utilizes a quantitative survey design as its approach and conducts surveys as the researcher instrument. The researcher administered an online questionnaire consisting of close-ended questions to a sample of 12th grade students at SMAN 10 Malang. Findings indicated TED conference videos had a beneficial effect on enhancing the listening abilities of learners. Most learners have the capacity to improve their vocabulary and their ability to understand several diverse accents. Moreover, participating in individual listening can equip students with a foundational understanding of the complexities.

Keywords: *Independent listening, TED Talks videos, EFL Learners' Perception*

Article History:

Received 1st April 2024

Accepted 28th April 2024

Published 30th April 2024



INTRODUCTION

Listening comprehension has a strong positive transfer to reading and writing, depending on the fit between phonology, and this is especially true for speaking a foreign language. When listening to stories, students can develop their imagination, creativity, and critical thinking skills. They learn to make predictions, infer meaning, and draw conclusions based on what they hear. Students need substantial and thorough listening training to learn to tune in to individual sounds, parse out individual words, and construct meaning progressively and backward. The distribution of language competency, as outlined by Humeniuk et al. (2021), is as follows: hearing comprises 45%, speaking comprises 30%, reading comprises 15%, and writing comprises 10%, in a sequential fashion. Undoubtedly, the cultivation of proficient listening skills is an essential aptitude that necessitates a deliberate and purposeful engagement. Nevertheless, a prevalent belief among numerous students pursuing English as a Foreign Language (EFL) is that attaining competency in auditory comprehension can pose a certain level of difficulty. According to Anggraeni, C. W., & Indriani, L. (2018) and Humeniuk et al. (2021), challenges faced by learners in enhancing their listening abilities can attributed to their ability to perceive auditory stimuli, assimilate lexical and syntactic components, assess fluctuations in stress and intonation, and comprehend the intended semantic meaning conveyed by the speakers. Learners perceive that presenters often speak at a rapid pace, which hinders comprehension. Moreover, it is important to acknowledge that there is currently a deficiency in a comprehensive curriculum that effectively supports the enhancement of listening abilities and provides sufficient time for

classroom teaching. Furthermore, despite the common use of British accents in exams, which may be unfamiliar to students, instructors mostly prioritize American accents.

Audio-visual media has been identified as an excellent learning medium due to its utilisation of varied methodologies and multimedia resources. The effectiveness of this approach can be attributed to its widespread popularity among students. Moreover, the use of audio-visual media not only produces favourable results for students but also provides benefits to educators. The incorporation of audio-visual media will enhance the pedagogical process for educators due to its exceptional efficacy and the capacity to effortlessly revise instructional resources at any given moment. A wide range of audiovisual tools, including films, audiobooks, and videos, play a crucial role in the instruction of listening skills. The utilisation of video content offers visually captivating elements that captivate pupils, while its accessibility across several platforms renders it very adaptable. Various videos, including those from TED Talks, can be utilised for English language acquisition.

The enormous utilization of TED Talks as a helpful educational tool and their thorough study in several specialized sectors, such as language training and acquisition, can be attributed to their global popularity across multiple languages and nationalities. Al-Jarf (2021) cited the research conducted by Loyaa and Klemm (2016), which proposed the utilization of TED Talks as a significant educational resource by teachers. Educators and students in social work education particularly appreciate TED Talks. The video invites esteemed speakers into the classroom, fostering intellectual exchanges and providing social work educators with important instructional prospects. Furthermore, TED Talks provide citations to specific proficiencies and professional conduct as defined by the Council on Social Work Education. According to Lidia Ratnaningsih's (2022) research study that examined the influence of TED Talk on senior high school students. This study, which used a descriptive quantitative technique and survey administration, discovered that watching TED Talks videos on YouTube improved students' listening proficiency in English. Academic studies and expert opinions both agree that using new media platforms with greater benefits is essential for successful English language study in the present day. While many studies have looked at the benefits of TED Talks for college students, very few have looked at how high school kids might improve their listening abilities on their own using TED Talks. This is why the results of these studies vary.

METHOD

To investigate learners' perceptions of independent listening using TED Talk, this study used a descriptive quantitative approach and conducted surveys as the research's instrument. The use of a descriptive quantitative design is an appropriate approach for investigating a variable within a particular population and acquiring data pertaining to it. The present study employs quantitative descriptive data to elucidate, explicate, forecast, or regulate the phenomena under investigation, with a focus on statistical or numerical data (Gay, Mills, and Airasian.2012, p. 7).

Respondents

This study utilized a survey methodology and distributed a closed-ended questionnaire to gather data from 12th grade students at SMAN 10 Malang who are engaged in autonomous learning of listening comprehension through TED Talks.

Instruments

This study prioritizes the utilization of surveys as a suitable approach for performing descriptive research, particularly when researchers aim to investigate student perspectives. The primary goal of the survey method that could be used to collect information from students about their perceptions and experiences using TED Talks videos in their independent learning. Researchers can make inferences regarding the benefits of TED Talks films by distributing questionnaires with closed-ended questions. The authors modified the survey based on work by Izzah (2020) and Lidia Ratnaningsih (2022). This study used a battery of twelve claims to investigate how watching TED videos affected students' listening

comprehension. According to Perdana et al. (2021) and Georgiou et al. (2020), the survey in question uses a Likert scale, which is a closed-ended format with a range of 1–4.

Table 1. Likert-Point Scale

Category	Scale
Strongly disagree	1
Disagree	2
Agree	3
Strongly agree	4

The scale for this grading system ranges from "strongly disagree" to "strongly agree." A direct study with 12th graders at SMAN 10 Malang will be conducted as part of the data collection process. By sending out questionnaires, the researchers were able to enroll 164 people in the study.

Procedures

To get the data, researchers used the procedure adapted from Cresswell (2015), first, the researcher identifies the purpose to explore the challenges of using TED Talks for independent learning and to identify strategies for overcoming these challenges. Second is to determine the sample. Third developing online questionnaire. Fourth is distributing the instrument, and the last is collecting and analyzing the data using SPSS. The study used purposive sampling. Purposive sampling is more appropriate because it can ensure that the sample collected later on is appropriate, can address research issues, and yields more representative results, a study must adhere to specific criteria.

Data Collection and Data Analysis

The data collection method will involve the use of a questionnaire delivered through an online form link. Mostly using social media tools like WhatsApp chat with grade 12 students at SMAN 10 Malang, individuals will have the chance to take the survey on their own leisure and from wherever they are. Using questionnaires, the researchers will gather student opinions on how effective and how they perceive TED Talks films for self-directed learning.

FINDINGS AND DISCUSSION

This study consists of three aspects: students' perceptions of independent listening, students' knowledge about TED Talks, and students' perceptions of using TED Talks as independent listening. The introduction section of the questionnaire examines students' details, including their full name and class. Section two, which consists of statements 1 to 3 (yes/no) questions, discusses students' perceptions of independent listening. Section three contains three yes-or-no questions. The questions in this section are asked to find out students' knowledge about TED Talks and whether they have watched videos from the TED Talks YouTube channel. Section four consists of twelve questions on a likert scale, and these questions aim to find students' experiences after using TED Talks videos as their independent listening.

Students' Perceptions in Independent Listening

Table 1. Students' Perceptions in Independent Listening

No	Statement	Rating Scale	
		Yes	No
1	Do you think learning to listen in school is sufficient?	70.1%	29.9%
2	Do you think independent listening is necessary to support your listening?	94.5%	5.5%
3	Does independent listening have a positive impact on learning English?	98.8%	1.2%

According to the data analysis in Table 1, 70.1% of students concur that acquiring listening skills at school is satisfactory. whereas 29.9% of students hold a contrary viewpoint. The second result, indicating that 94.5% of students responded positively to independent listening, is crucial for improving students' listening skills. Most students concur that engaging in independent listening has a beneficial influence on the process of learning. Following the conclusion of 12 grade students at High School 10 Malang implemented the independent listening methodology for a duration of 2 weeks during the P4 activities. The majority of students expressed that engaging in independent listening activities is highly effective in facilitating their listening learning process. Participating in such activities empowers students to assume responsibility for their own learning. Students have the ability to customize their listening material and adjust the speed of their practice according to their specific requirements and preferences.

In addition to its favourable influence on English language acquisition, independent listening offers students the opportunity to engage with a diverse range of authentic resources, including podcasts, audiobooks, and real-life conversations, which may not be readily accessible inside traditional classroom environments.

Student's Knowledge about TED Talks

Table 2. Student's Knowledge about TED Talks

No	Statement	Rating Scale	
		YES	NO
1	Do you know about the TED Talks on YouTube channel?	70.7%	29.3%
2	Have you ever seen an English talk show like TED Talks?	72.6%	27.4%
3	Do you watch TED Talks for your Independent learning on listening?	60.4%	39.6%

In this section, it shows that the result of 70.7% students have known about TED talks, 72.6% students have seen events like TED Talks, and 60.4% students have studied listening independently and using the learning media from TED Talks videos. From this conclusion, the

results show that many students have known TED Talks as a learning media for listening as well as many students who have done independent listening using TED Talk videos.

Students' Perception using TED Talks as Independent Listening

Table 3. Student's Perception using TED Talks as Independent Listening

No	Statement	Rating Scale			
		SD	D	A	SA
1	I'm interested in viewing a video from TED for a long time as a learning media on independent listening.	1.8%	17.1%	65.9%	15.2%
2	TED Talk Videos can improve my process of learning English listening	1.2%	8.5%	64.0%	26.2%
3	Watching TED Talks videos can overcome my difficulties in adding some new vocabulary.	6%	9.1%	56.1%	34.1%
4	TED Talks are an effective way to improve my listening skills	1.2%	9.8%	58.5%	30.5%
5	I enjoy practising English skills through the TED YouTube channel as a way to improve my English language skills.	2.4%	13.4%	62.8%	21.3%
6	I feel motivated to practise listening skills, while watching videos from The TED YouTube.	3%	9.1%	65.2%	22.6%
7	TED Talks help me to understand different accents and vocabulary in English.	1.8%	6.7%	59.8%	31.7%
8	The length of TED Talks is appropriate for extensive listening.	6%	9.1%	67.1%	23.2%
9	The speaker's delivery in TED Talks is clear and easy to understand.	3%	9.1%	59.8%	28.0%
10	The topics covered in TED Talks are interesting and engaging.	3%	8.5%	57.95	30.5%
11	TED Talks are a useful resource for improving my listening fluency.	1.8%	7.3%	65.2%	25.6%
12	I would recommend using TED Talks for extensive listening to other English language learners.	1.2%	8.5%	59.8%	30.5%

The responses of students about their perception of using TED Talks as a kind of independent listening are presented in Table 3. The statement elicited both favourable and negative replies. According to the first statement, a majority of 65.9% of students expressed an intense interest in engaging with TED Talks as a means of acquiring knowledge in the domain

of independent listening. The video platform known as TED provides a venue for delivering high-quality presentations that showcase remarkable issues or opinions from native speakers. These presentations have the potential to increase students' language acquisition. As per the second statement, a majority of 64.0% of students expressed agreement with the notion that films sourced from TED Talk have the potential to enhance their listening skills. The hearing process comprises four distinct stages: reception, comprehension, assessment, and reaction. Students' learning processes improve when they use TED Talks videos, which help them perceive and recognize voices, understand the meanings those sounds convey, critically evaluate the message, retain the information, and respond to it. Videos from TED Talks The third statement suggests that a significant proportion of pupils provide a positive response. A total of 56.1% of students express agreement, while 34.1% strongly agree, on the ability of TED Talk videos to assist them in overcoming challenges related to vocabulary acquisition. The speakers of TED Talks employ a novel language or vocabulary, employing a delivery style that is readily comprehensible to students, facilitating their acquisition of English vocabulary. However, it was found that 9.1% of the students expressed disagreement, while 1.2% of the students strongly disagreed, indicating a lack of agreement. 58.5% of students concur that TED Talks are an efficacious means to enhance their listening skills. Students exhibit favourable sentiments towards TED Talks as a very effective educational medium for independent listening. According to the fifth assertion, 62.8% of students concur that TED Talk videos are a pleasurable educational tool for practicing the English language and enhancing their listening abilities.

65.2% of students concur with the sixth statement. Based on the available evidence, it can be inferred that a majority of students exhibit a strong inclination towards utilising TED Talks as a means of engaging in autonomous listening exercises. Ratnaningsih (2022) posits that a heightened level of motivation within the educational context might function as a catalyst for students to persevere in their academic endeavours, as it furnishes them with a distinct goal to enhance their listening skills. According to the seventh statement, 59.8% of students are in agreement. It can be inferred that TED Talks facilitate students' comprehension of diverse English accents and terminology. This is attributed to the utility and accessibility of TED Talk videos as tools for enhancing students' listening skills, as they provide an opportunity to engage with multiple English accents inside a single YouTube channel. Video provides pupils with the chance to learn about many cultures and languages, according to Tilwani (2022). Data presented in eight statements indicates a general consensus among students of the convenience of TED content as a learning media for independent listening. 59.8% of students agree with nine statements. Nine statements indicate that the TED Talks speaker's presentation is lucid and comprehensible. 57.9% of students concur with declaration ten. In conclusion, it is widely acknowledged among students that the subjects addressed in TED Talks possess a captivating and captivating quality. TED Talks offers an extensive variety of conversational topics allowing students pick their own topic. ED Talks videos offer a variety of interesting information, cover many discussion subjects and use a variety of language. The accessibility of TED Talk content is such that, according to the 11th statement, 65.2% of students expressed agreement. The prevailing consensus among students is that TED Talks serve as a valuable tool for enhancing students' listening proficiency. According to the data, 59.8% of students responded affirmatively, 30.5% strongly agreed, 8.5% disagreed, and 1.2% extremely disagreed with the final conclusion. The majority of students would suggest utilising TED Talks as a means of engaging in prolonged listening with fellow English language learners.

The responses in the third section clearly indicate that respondents have voiced favourable opinions about the appropriateness of TED Talk videos as an educational tool for high school students, specifically in improving their listening skills. Furthermore, students widely acknowledge that TED Talks videos significantly enhance their listening abilities. Students primarily attribute this to the opportunity to interact with English speakers with a

wide range of accents, the flexibility to choose conversation topics that align with their personal preferences, and the speakers' ability to communicate at a level appropriate for high school students. Furthermore, it is evident that pupils have a strong desire to achieve high levels of proficiency in the English language.

The study results suggest that the incorporation of TED Talk videos as a method of self-directed listening has yielded favourable outcomes in terms of increased motivation among 12th grade students at SMA 10 Malang in the development of their listening abilities. An important outcome is that the inclusion of TED Talks videos has been found to enhance pupils' motivation, enthusiasm, and motivation to develop their listening abilities, which could potentially lead to improved academic achievement. By participating in autonomous listening exercises using TED Talks films, students have the opportunity to select their preferred speaker's subject matter, conduct practice sessions at their convenience and from any location, and revisit videos without any time constraints, unlike traditional educational methods environments.

CONCLUSIONS

The research revealed that students exhibit a preference for utilizing TED Talks videos as an instructional instrument to enhance their listening abilities. There is a positive relationship between the use of TED conference content and the improvement of students' listening skills. Students can enhance their vocabulary proficiency by comprehending and interpreting diverse accents. Individual listening can help to establish a fundamental understanding of the complexities at play. The data obtained from the Likert scale and yes/no questions support the validity of the study. Video-based learning, which integrates oral communication, written materials, and visual aids, has the potential to enhance students' comprehension of fundamental concepts and offer additional resources within a condensed time frame. This study has the potential to offer significant contributions to English instructors and inspire individuals to enhance their English language proficiency beyond conventional educational settings. Utilizing TED Talks videos as a means of self-directed listening in an educational environment has the potential to cultivate a personalized learning experience.

ACKNOWLEDGEMENTS

First of all, I want to thank God for the gift, for the given mental and physical health I can complete this research. Secondly, for my supervisor who has given advice, direction, and support for me in writing this study. Third, for parents, boyfriends, and friends who have given me prayer, enthusiasm, as well as help me while the research is ongoing, and lastly for students of 12th grade SMAN 10 who have helped to fill in the research questionnaire without your presence this research could not be completed. May God always bless us all, amin.

REFERENCES

- Al-Jarf, R. (2021). TED talks as a listening resource in the EFL college classroom. *International Journal of Language and Literary Studies*, 2(3), 256–267. <https://doi.org/10.36892/ijlls.v2i3.691>
- Anggraeni, C. W., & Indriani, L. (2018). Teachers' perceptions toward TED-ED in Listening Class insight the Era of Disruptive Technology. *Metathesis: Journal of English Language, Literature, and Teaching*, 2(2), 222.
- Creswell, J. W. (2015). *Educational Research: Planning, Conducting, And Evaluating Quantitative and Qualitative Research* (5th ed.). Pearson Education.
- Farid, M. (2019). The effectiveness of using TED Talks video in improving students public speaking skills in senior high school. *Journal of Applied Linguistics and Literacy*, 3(1), 61-74.

- Kathirvel, K., & Hashim, H. (2020). The use of audio- visual materials as strategies to enhance speaking skills among ESL young learners. *Creative Education*, 11, 2599-2608.
- Humeniuk, I., Kuntso, O., Popel, N., & Voloshchuk, Y. (2021). Mastering listening comprehension at ESP classes using Ted Talks. *Advanced Education*, 27-34.
- Izzah, L., Hadi, M. S., & Rosa, M. S. (2020). Student's Perception of TED TALK Video to Improve Listening Skill. *Jurnal Studi Guru Dan Pembelajaran*, 3(3), 518-523.
- Pourhosein Gilakjani, Abbas & Sabouri, Narjes. (2016). The Significance of Listening Comprehension in English Language Teaching. *Theory and Practice in Language Studies*. 6. 1670. 10.17507/tpls.0608.22.
- Ratnaningsih, L., &Gumiandari, S. (2022). The Impact of TED YouTube Channel to Improve Listening in English Learning Students of TBI IAIN Cirebon. *International Journal of Educational Qualitative Quantitative Research*, 1(1), 8-15.
- Ghory,S and Ghafory. H, "The impact of modern technology in the teaching and learning process," *International Journal of Innovative Research and Scientific Studies*, vol. 4, no. 3, pp. 168-173, 2021.
- Tilwani, Shouket & Vadivel, Balachandran & Uribe-Hernández, Yrene & Wekke, Ismail & Haidari, Mir. (2022). The Impact of Using TED Talks as a Learning Instrument on Enhancing Indonesian EFL Learners' Listening Skill. *Education Research International*. 2022. 1-9.
- Willy A. Renandya, Thomas S.C. Farrell, 'Teacher, the tape is too fast!' *Extensive listening in ELT*, *ELT Journal*, Volume 65, Issue 1, January 2011, Pages 52-59.
- Wu, C. P. (2020). Implementing TED Talks as authentic videos to improve Taiwanese students' listening comprehension in English language learning. *Arab World English Journal (AWEJ)* Special Issue on CALL, (6).
- Yeni Febriani et. al (2018). Students' Perceptions of the Media Used by Teachers in Teaching English in Junior High Schools.