TED Talks: An Influential Medium to Improve Students' Listening Skill

Rifqi Ramadhan[1*]
Dyah Aminatun[2]

[1*,2] Universitas Teknokrat Indonesia Lampung, Indonesia

rifq1ramadh4n@gmail.com [1*)]
dyah_aminatun@teknokrat.ac.id [2)]

Abstract

English is a global language with broad characteristics. People all over the world recognize English as the language they use to communicate. However, English is still considered difficult, especially in listening. Difficulty in listening to English often comes from a lack of confidence and focus, especially seen in eleventh grade students at SMAN 1 Pringsewu, therefore this study was conducted to solve this problem. a learning approach that increases focus and confidence is very important. researchers have chosen TED Talks as the solution. This talk offers concise yet profound ideas in a span of 18 minutes, presenting interesting and informative content that can improve listening skills. Using a quantitative research method with a quasi-experimental design, researchers collected data from students' pre-test and post-test scores. The findings showed that TED Talks effectively helped students, sparking their interest and enthusiasm for learning English. Researchers argue that when students have the opportunity to listen at their own pace, they show increased concentration in listening and are more mentally prepared to learn.

Keywords: English, Listening, Students', TED Talks

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1. Introduction

English is a global language with inclusive or broad characteristics. People around the world acknowledge English as the language they use to communicate. Several superpowers such as the United States, United Kingdom, and Singapore have made English their main and official language. Moreover, since these nations are nations that overwhelm the world economy, this has made the advancement of English increasingly rapid and has started to be learned in numerous nations, including Indonesia.

In today's era, it is important for everyone to realize that language proficiency includes four main components: listening, speaking, writing, and reading. Of the four skills above, listening is one of the skills that must be honed. Listening, in particular, is a deliberate and focused activity that requires the audience's attention to understand the substance and purpose conveyed by the speaker. However, Adnan, (2011) highlights that mastering listening skills in Indonesia is often considered challenging and consequently neglected, as educators primarily prioritize speaking, reading, and writing skills. Furthermore, there is a prevailing societal assumption that effective communication depends solely on one's speaking ability, ignoring the important role of listening skills in verbal interactions.

Listening skills are the main ability in language acquisition, which involves the process of understanding the speaker's message through attentive perception. According to Tarigan, (2008), listening includes actively paying attention to verbal expressions, understanding, appreciating, and interpreting to capture information, capture the essence of the message, and understand the underlying communication conveyed through speech. Subyantoro and Hartono, (2003) emphasized that listening is a deliberate activity, which requires focused attention to auditory stimuli, especially linguistic sounds in communication. Thus, listening is a bilateral communication skill, which requires the listener's full concentration to understand the speaker's message. Initially, when individuals encounter a new language, they try to get used to the sounds without understanding their meaning. Listening is an important pillar among language skills, playing an integral role in communication by facilitating the exchange of ideas. It is a fundamental skill that is widely used in everyday interactions. Brown, (2001) emphasizes the importance of listening in language learning and teaching, noting that students are largely engaged in listening activities in the classroom. Essentially, listening allows us to decipher meaning and understand information in a variety of contexts, underlining its importance in

everyday life.

A study by Shi, (2004) revealed that 43.2% of students considered listening comprehension as the most difficult task, with some students having difficulty understanding the English lessons delivered by their instructors. This highlights the common difficulties faced by students in understanding listening skills, which hinders their progress in learning English. In particular, students dedicate most of their study time, around 53%, to listening activities (Munadi, 2008). Furthermore Rintaningrum, (2018) identifies several reasons contributing to the complexity of listening skills, including the need to process incoming information and translate it before formulating a response. Rintaningrum, (2018) identified several reasons that contribute to the complexity of listening skills, including the need to process incoming information and translate it before formulating a response. This is related to the researcher's experience, students at SMAN 1 Pringsewu revealed that listening is a challenging skill and their preferences depend on delivery of material by the teacher and the media used. Many students find English a difficult and uninteresting subject, especially in listening comprehension

By examining this problem, we can employ numerous strategies the teaching and learning of listening skills. Implementing appropriate methods and activities can effectively support students in developing their listening proficiency. Sudjana & Rivai, (2011) propose that the integration of learning media can significantly enhance student learning outcomes. These media serve as valuable tools for teachers to effectively convey messages, ensuring smooth communication and minimizing errors (Sanjaya, 2011). Moreover Musfiqon, (2012) emphasizes the importance of utilizing suitable learning media tailored to students' needs, which can facilitate and enhance their listening skills development. Authentic media, such as songs, articles, and films, are particularly effective in this regard. Brian et al., (2017) further advocate for the use of audiovisual media in the classroom, noting that students exhibit greater interest and motivation when exposed to such media during listening sessions. Conversely, relying solely on audio media may fail to capture students' attention and engagement. Therefore, integrating various media formats can foster enthusiasm and active participation among students, particularly in the context of improving English listening skills.

Media encompasses all methods of conveying lesson information to students', stimulating their thoughts, feelings, attention, and willingness to participate in the learning process. It plays a crucial role in education, serving as an intermediary or channel in the communication process between educators and learners.

Teachers have a variety of media that can be used to enhance the teaching and learning experience in the classroom. As described by Satrianawati, (2018), there are four main types of

media: audio, visual, audio-visual, and multimedia. These forms of media play an important role in facilitating learning activities by functioning as aids that stimulate students' thoughts, emotions, attention, and skills, thereby encouraging the learning process. By combining different types of media, educators can create a dynamic and engaging learning environment that caters to a variety of learning styles and preferences.

Integration of learning media in the classroom offers benefits to both teachers and students. As highlighted by Satrianawati, (2018), there are four main types of learning media: visual, audio, audio-visual, and mixed media. With the advancement in innovation, interactive media has emerged as a popular choice for creating learning materials due to its intuitive nature and capacity to successfully capture students' attention. By utilizing mixed media, teachers can increase engagement and promote dynamic collaboration in lesson preparation, thereby fostering an energetic and refreshing learning environment.

Over time, the methods used to teach have continued to evolve, with new and innovative approaches emerging. One such method involves the use of TED Talks. TED Talks (Technology, Education, Design) are a platform for speakers to share their ideas through short presentations that last less than 18 minutes. According to Chang and Huang, (2015), TED Talks provide high-quality presentations on a variety of topics, delivered by native speakers, greatly enhancing the language learning experience for students. These talks are derived from presentations given at the main TED conference or various satellite events around the world.

Rubenstein, (2013) stated that the TED Talks website is a major platform for delivering engaging video content, offering a constant stream of fresh and relevant material. TED Talks has gained significant prominence as a powerful medium for disseminating cutting-edge concepts on a global scale. Teachers can use TED Talks to spark students' interest and enthusiasm for a particular subject, enriching the curriculum with additional information and insights. By integrating TED Talks into their teaching practices, educators can foster a dynamic learning environment that encourages exploration and critical thinking.

As noted by Maria, Junior & Astrid, (2020), TED Talks cover a wide range of topics, including sports, culture, fashion, politics, and technology, among others, presented by speakers from diverse backgrounds worldwide who communicate in English. This diversity in speakers means that students can encounter various accents, vocabulary, and expressions in an engaging and educational manner during English classes. Moreover, TED offers the convenience of accessing translated texts and corresponding transcriptions of the talks, facilitating comprehension and language learning for students.

Direct observations and brief interviews with teachers at SMAN 1 Pringsewu revealed

they primarily used conventional teaching methods, not previously using TED Talks to teach listening skills. Pre-research interviews with several students revealed a strong preference for alternative learning methods. Consequently, students perceive media like TED Talks as potential alternatives for enhancing their engagement. Chhabra, (2012) suggests that YouTube videos can effectively enhance students' accents and pronunciation. Given these considerations, the researcher aims to introduce TED Talks as a teaching tool for English and evaluate its impact on improving students' listening skills. Thus, the study seeks to investigate whether TED Talks videos can influence students' listening proficiency.

2. Research Methods

In this study, the researcher involved students of class XI F.1 and XI F.2 of SMAN 1 Pringsewu, each class having 30 students. The research method used in this study is a quantitative method with a quasi-experimental approach. Participants were divided into two groups, namely the experimental class and the control class, where class XI F.1 was the experimental class and XI F.2 was the control class. Each group was given a pre-test and post-test. Treatment was only given to the experimental class using TED Talks media with the title "Uber's plan to get more people into few cars", while the control class was given a conventional method, namely only using books and audio recordings. The instrument used to collect data was a test. The test consisted of a pre-test and post-test in the form of multiple choices totaling 40 questions to measure how effective TED Talks are as a learning medium for listening skills. This study consisted of a pre-test and post-test to measure the effectiveness of TED Talks as a learning medium for listening skills. Next, the researcher continued with additional analysis, namely by checking normality, homogeneity, and conducting a t-hypothesis test, and statistical calculations were carried out using SPSS software version 26 to analyze the collected data and draw conclusions from the research findings.

3. Result and Discussion

After the researcher collected the data, the researcher continued the analysis to obtain the final results. Before conducting the pre-test and post-test, the researcher discussed the frequency of comparison of scores between the experimental class and the control class. The test results were calculated using SPSS and there were 30 students from class XI F. 1 who participated and received the pre-test and post-test in this study.

Table 1. Descriptive Statistic of Experimental Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	30	32	92	67.60	15.090
Post-Test Experimental	30	64	100	82.00	10.225
Valid N (listwise)	30				

Descriptive analysis in class XI F. 1 is presented in table 1. Based on the table, it can be seen that the maximum score obtained by the experimental class is 92 with a minimum score of 32, the standard deviation is 15,090 and the average score obtained is 67.60. In the post-test, students obtained higher scores than the pre-test. This can be seen in table 1, the maximum score is 100 and the minimum score is 64. Their average post-test score is 82.00 with a standard deviation of 10.225. The frequency of scores is calculated through Excel and presented in table 2.

Table 2. Frequency distribution of experimental class

No	Class Interval	Category	Frequency	Percent
1	81-100	Very High	6	20%
2	61-80	High	13	44%
3	41-60	Medium	10	33%
4	21-40	Low	1	3%
5	0-20	Very Low	0	

Based on table 2, the highest student scores are in the range of 61-80 obtained by 13 students, while the lowest scores are in the range of 21-40 obtained by only 1 student. Unlike the pre-test in the table below, the frequency of the post-test experienced quite significant changes. The frequency of very high scores, namely between 80-100, was obtained by 15 students. Likewise, high scores, namely between 61-80, were obtained by 15 students and none were below 60.

Tabel 3. Frequency Distribution of Experimental Class

No	Class Interval	Category	Frequency	Percent
1	80-100	Very High	15	50%
2	61-80	High	15	50%
3	41-60	Medium	0	
4	21-40	Low	0	
5	0-20	Very Low	0	

Based on table 4, the students' test results were calculated using SPSS. This study was attended by 30 students in class XI F. 2, who received a pre-test and post-test.

Tabel 4. Descriptive Statistic of Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Control	30	32	80	62.40	13.680
Post-Test Control	30	44	92	73.20	11.751
Valid N (listwise)	30				

The descriptive analysis of their pre-test score was presented in the table 4. Based on the table, it is shown that the maximum score obtained of the control class was 80 while the minimum score was 32 with the deviation standard is13.680. While the mean score obtained was 62.40. The score frequencies are calculated via Excel and presented in the table below.

Tabel 5. Frequency Distribution of Control Class

No	Class Interval	Category	Frequency	Percent
1	80-100	Very High	0	
2	61-80	High	16	53%
3	41-60	Medium	11	37%
4	21-40	Low	3	10%
5	0-20	Very Low	0	

As explained above, the highest student score was between 61-80, which was obtained by 16 students, while the lowest score was 21-40, which was only obtained by Three student. different from the pre-test in the table 6, the post-test frequency experienced a significant change. The very high frequency of scores between 80-100 was obtained by seven students. Likewise, 18 students obtained a high score between 61-80 and medium was obtained by five students'.

Table 6. Frequency Distribution of Control Class

No	Class Interval	Category	Frequency	Percent
1	80-100	Very High	7	23%
2	61-80	High	18	60%
3	41-60	Medium	5	17%
4	21-40	Low	0	0%
5	0-20	Very Low	0	0%

Learning assessment analysis can be obtained from the results of the pre-test and post-test score calculations. Obtaining pre-test and post-test scores is done through several stages. The initial stage is the pre-test activity, and the final stage is the post-test activity. After the trial is running, it is ready to be used, and data collection is carried out using the selected research

methods and techniques. The data analysis design for pre-test and post-test scores is as follows.

1. Normality Test

To find out whether the data collected corresponds to a normal distribution or not, a normality test is used. Researchers use one general method to determine normal conditions using the Kolmogorov-Smirnov test. Based on the test results, the scores before and after the test for both classes showed a normal distribution. Based on the test results, the pre-test and post-test scores for both classes showed a normal distribution. The results can be distributed as follows:

H0: The data is normal distributed.

H1: Data is not normal distributed.

Table 7. Test of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students'	Pre-Test Experimental	.148	30	.092	.958	30	.267
Learning	Post-Test Experimental	.121	30	.200*	.958	30	.279
Outcome	Pre-Test Control	.159	30	.052	.925	30	.036
	Post-Test Control	.159	30	.050	.942	30	.105

The experimental class's significant value for the normality test on the pre-test value was 0.092, while the control class's result was 0.052. Additionally, the experimental class's post-test value has a significance value of 0.200* for the normality test, while the control class's is 0.050. Additionally, the data was found to be normally distributed based on the outcomes of the normality test conducted on the pre- and post-test scores in both classes because the value was above 0.05.

2. Homogeneity Test

The standard significance level assigned to education is 0.050. That the following results generated by SPSS indicate that the test was considered homogeneous if the significant score is more than 0.050. According to the table which can be found above, the data is consistent because the significance is 0.088, which is greater than 0.050. H0 is accepted, but H1 is not appropriate in this context. As a direct consequence of this, it is possible to conclude that the data shows homogeneity of variance.

Table 8. Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Based on Mean	2.233	3	116	.088
Based on Median	1.561	3	116	.203

Students'	Based on Median and with	1.561	3	102.685	.203
Learning	adjusted df				
Outcome	Based on trimmed mean	2.138	3	116	.099

The significance value of the homogeneity test should be less than 0.05. and based on the table above, the significance value is 0.088 and shows that the data is homogeneous or almost identical.

3. Hyphothesis Test

After the researcher obtained the results of the homogeneity and normality tests, the next step was to confirm the Hypothesis using the t-test. The t-test was used to evaluate the research hypothesis, which tested whether TED Talks had a significant impact on students' listening comprehension. IBM Statistic SPSS was used to calculate the independent sample test. The test used data from the controlled class post-test and the experimental class post-test.

Table 9. Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students' Learning Outcome	Equal variances assumed	.078	.781	3.094	58	.003	8.800	2.844	3.107	14.493
	Equal variances not assumed			3.094	56.912	.003	8.800	2.844	3.105	14.495

The table above indicates that the post-test's significance (2-tailed) is 0.003, which is less than 0.05. It implies that there is a statistically significant difference between the experiment class and the control class based on the post-test results.

Table 10. Group Statistic

	Class	N	Mean	Std. Deviation	Std. Error Mean
Students' Learning Outcome	Post-Test Experimental	30	82.00	10.225	1.867
	Post-Test Control	30	73.20	11.751	2.146

By focusing on the subject's response, calculations were made to find the mean value and standard deviation in the experimental class (M = 82.00, SD = 10.225) and the control class

(M = 73.20, SD = 11.751). The standard error for each class can be seen in table 10. The SE of the control class is 2.146, while the SE of the experimental class is 1.867.

The researcher provides an overview of the findings from the examination of the research data in this discussion section. The lack of listening practice that students receive in class, along with problems such as lack of confidence and difficulty in focusing, which causes anxiety and hesitation when speaking in English, are the main causes of this study. To determine whether the use of the TED Talks method can help eleventh grade students at SMA 1 Pringsewu improve their listening skills, the author used a pretest-posttest methodology.

After analyzing the data and obtaining the final findings, the researcher presents the overall results obtained from the analysis of the research data in this discussion section. This research was conducted because students lacked listening practice in class, and other reasons were due to lack of self-confidence and concentration problems, so that students experienced fear and lack of confidence in communicating using English in class. Therefore, the author used a pre-test and post-test to find out whether the use of TED Talks media could improve the listening skills of eleventh grade students of SMA 1 Pringsewu. And based on the results of the study, compared to the control class, students in the experimental class were better able to understand what the speaker was saying and could be more confident in showing their skills.

The researchers found a significant difference between the two study groups, especially with the group trained through TED Talks. This finding is supported by previous research by Takaesu, (2017) who found that students' listening skills were improved by TED Talks, which corroborates the results of this study. Not only that Ahluwalia, (2018) supports our own findings, which show that TED Talks improve listening and communication skills. Likewise, and also (Gagen-Lanning, 2015) who suggested that after learning metacognitive techniques, students can use TED Talks to improve their listening skills in a self-paced learning environment.

The results of the study are also in line with (Willmot et al., 2012) who asserted that the use of digital video in language learning can increase student motivation, enrich their learning journey, produce better academic performance, improve subject understanding, encourage independence, and foster communication and teamwork skills. Based on their findings. and also in line with (Westera's, 2012) thesis, students' desire to be actively involved in their own educational process plays an important role. The relationship between technology and communication greatly influences language education and acquisition. Theoretical frameworks such as multimedia and flexible learning theories can explain the cognitive advantages of technology (Cakir Ismail, 2012).

One potential explanation for our research findings is that the use of digital videos such as TED Talks can stimulate and engage students, fostering higher interest in English lessons with increased enthusiasm. The autonomy given to students at SMAN 1 Pringsewu, allowing them to choose where, when, and how often they engage with TED Talks, may have a positive impact on improving their listening skills. The researchers argue that when students have the freedom to listen at their own pace, they are able to concentrate more effectively on the lesson and are more cognitively prepared to learn.

4. Conclusion

In conclusion, this study was conducted because of learning difficulties, especially in listening to English in students due to lack of confidence and focus. This study used TED Talks as a learning medium for students to improve their listening skills, where the results of data analysis showed that there was a significant change in student understanding between the experimental class, which included TED Talks in its curriculum, and the control group, which used general teaching methods. In particular, the post-test results of the experimental class exceeded the results of the control class, which was shown in the calculation of the mean and standard deviation values in the experimental class (M = 82.00, SD = 10.225) and the control class (M = 73.20, SD = 11.751). showing the real benefits obtained from the use of TED Talks in the learning process. This shows that TED Talks presents a viable alternative pedagogical approach, especially in the realm of listening classes, where students often struggle with the development of listening in English. By utilizing TED Talks as a teaching method, teachers can effectively improve students' proficiency in the language, encouraging deeper engagement and understanding in the classroom environment. Thus, this study provides evidence for the use of TED Talks as a valuable resource to strengthen students' listening skills and foster a more dynamic learning environment.

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