

**EXPLORING STUDENTS' VIEW ON EDUCATIONAL TED TALKS  
VIDEO**

**THESIS**



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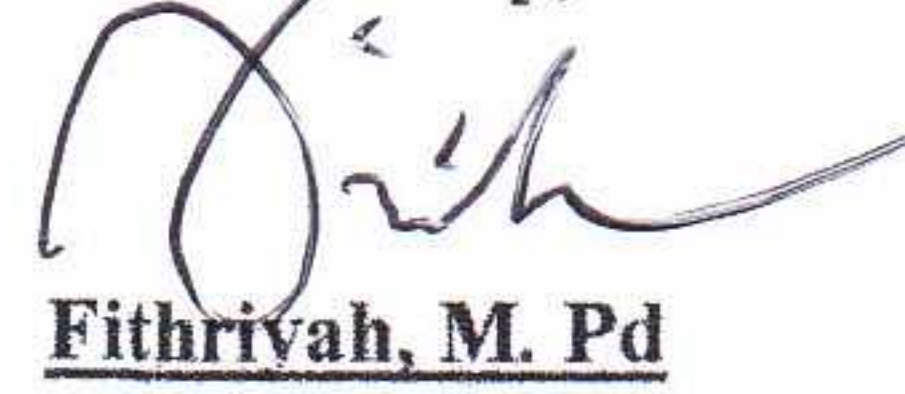
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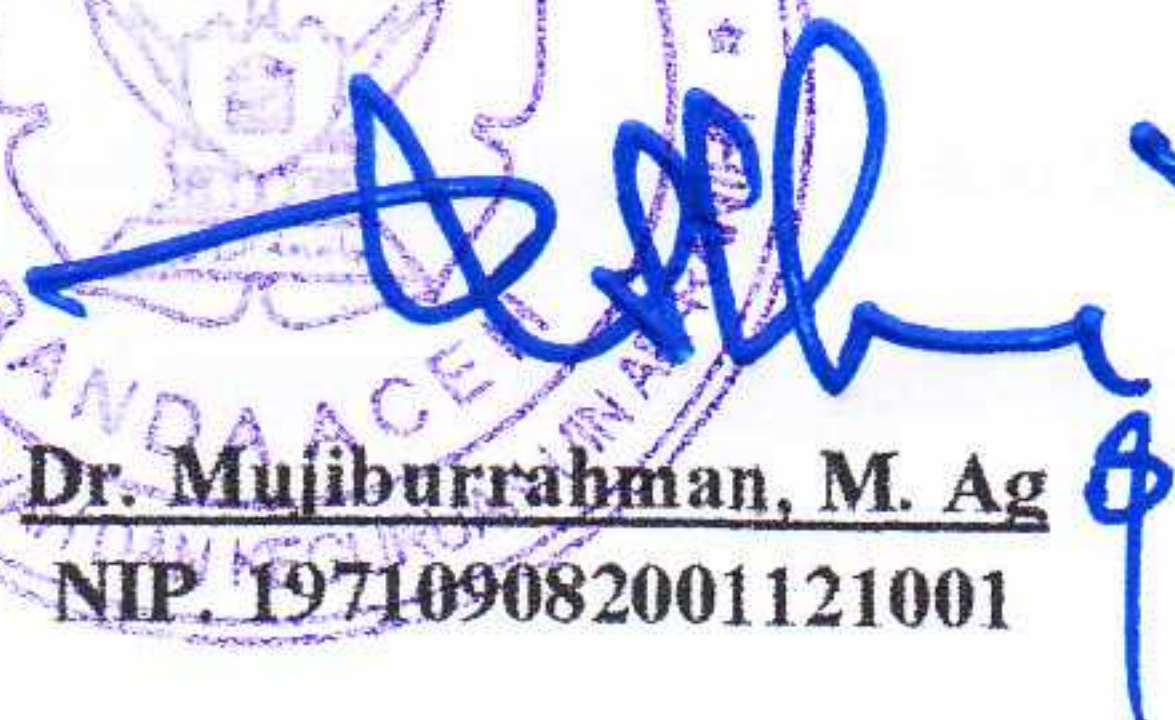
  
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## ABSTRACT

The use of video seems cannot be separated in teaching and learning English process. TED Talks, for instance, has become one of the popular media that implemented by almost all of lecturer to support their material in teaching process. This implementation has been viewed differently by the students. Therefore, this study aimed to find out students' view on educational TED Video including the level of English used in TED Talks video and the constraints existed in watching it. The research was conducted by using qualitative approach. The respondents of this study were 10 students of English Language Education Department, Ar-Raniry State Islamic University. The result of this research showed that TED video contained intermediate and advanced English level. Students also perceived that speakers' accent, speaking speed and uncommon terms became their constraints in watching the video. Moreover, the result suggested lecturers to consider the level of English and its difficulties based on students' capability.

**Keywords:** *TED Talk; TED video; English Level*

# **CHAPTER I**

## **INTRODUCTION**

This chapter deals with background of the study, research question, the aim of the study, significance of the study, and operational definitions. The main purpose is to reveal the main motive of research, the problem that needs to be solved, the importance of the research, and the introduction of terminology used in this research.

### **A. Background of the Study**

Media is well known in educational world. Heinich (1993) in Susilana and Riyana (2009) stated that media is a tool to deliver communication. But nowadays, media give a lot of benefits in teaching and learning process (Ruis, Muhyidin, & Waluyo, 2009, p. 3). Moreover, it can support teacher to teach and practice many methods through the media. According to Masterman (2003), the resources of media in teaching of all subjects are progressively used in a routine way. Not only can ease teacher in teaching process, but also increase student's engagement in learning process effectively (Naz & Akbar, 2008, p. 35). Those reasons have proven the importance of media in education.

Furthermore, media has developed rapidly. As the result, there are a lot of media that can be utilized, especially in learning process. Borich (2002) in Naz and Akbar (2008) classified the media into six types: print media, graphic media,



photographic media, audio media, television/video media, computers, and simulation and games. Laurillard (2003) also divided media into the form of text, talk, visual, and interaction that can be transferred via meeting, print, cassette, disc or link to certain network.

The use of media in learning has brought many positive effects. For instance, Ruis, Muhyidin & Waluyo (2009) explained that by using the media; teacher can solve the lack of the learners' experiences, get something beyond the class, perform the possible direct interaction between the learner and environment, produce some observation, keep the real concept of the teaching, and increase student's motivation. Yet, according to Heinich, Molenda, Rusella, & Smaldino, (1996), the using of media in learning could not be reached effectively without applying these principles:

1. Selecting the appropriate tool
2. Relating the material into student's real life
3. Presenting material under the best possible environmental condition
4. Asking feedback from the learners
5. Evaluating the impact

According to Deakin Learning Futures Teaching Development Team (2014) one of the popular media that believed have brought the positive impact in learning is video. TED Talks video, for instance, have used by English department lecturers to support public speaking class. TED.com is as of now the most well known meeting and occasion's site in this world (Sugimoto & Thelwall, 2012).

Through the video, lecturers believed that can improve student's public speaking skill and motivate them to do a better speech in front of a lot of people. Li, Gao, and Zhang (2015) in their research believed that TED Talks video is one of the effective media to increase public speaking skills among university students in China. In addition, Wolfe (2015) stated that Ted Talks can give the benefit for English Second Language (ESL) teacher and learners.

According to the formal website of TED, TED stands for Technology, Entertainment and Design. It is a good site to spread thoughts, for the most part, intense talks (18 minutes or less). TED started in 1984 as a meeting where Technology, Entertainment and Design met, and today covers all points — from science to business to worldwide issues — in more than 100 dialects. In the interim, autonomously run TEDx occasions help share thoughts in groups the world over. Robinson (2016) in Li et al. (2015) stated that TED gives a stage to thought pioneers, scientists and experts to spread thoughts. TED has highlighted speakers including Bill Gates and Stephen Hawking.

Some scholars have conducted research about TED. One of them is a research from Li et al., (2015) which aimed to investigate the effectiveness of a new course pattern-TED-motivated English Public Speaking Course in EFL teaching in China. Researchers have implemented quantitative approach (experimental study) to 150 participants who came from 5 classes majoring in Software Engineering in Dalian University of Technology (90 male, 22 female). The researchers found that students in this course respond very positively to this new pattern and are satisfied with their improvements in language skill. Besides,

their critical listening and thinking abilities are greatly increased after implementing TED Talk Video in their classroom.

The more relevant research is from Wolfe (2015), which determines how the creation and exploration of TED Talks corpus can enhance TED Talk usability in ESL classroom. In this study, the researcher used TED Talks corpus linguistic approach and listed a high-frequency vocabulary for student, and teacher. In applying the corpus linguistic approach, the researcher also used TED Word List (TWL); General Services List (GSL); and Academic Word List (AWL). The results of his study obtained that there are many students don't have as much as academic vocabulary to learn in order to understand TED Talks. Even though, the vocabulary profiles, the percentage of GSL vocabulary, AWL vocabulary, and off-list vocabulary of the first 1790 TED Talks were 83%, 3.73%, and 8.24%, respectively. As the findings, he recommended teachers to access the TWL to assist them in determining how appropriate TED Talks are in general, or how appropriate a specific TED Talk is for their students or class. Likewise, it would help teachers determine what vocabulary may need special instruction and warrant some preliminary study.

Jonathan (2015) also revealed TED Talks in his research. In his study, the researcher wanted to know the potential benefits of implementing TED Talks in public speaking classes in universities and how teachers can successfully implement TED Talks in public speaking classes in universities. To conduct the research, researcher use qualitative approach. In this study, the researcher found that the use of TED Talks in public speaking classes can help university students



in improving their public speaking skills effectively. Teacher can play a TED Talks video and ask students to analyze the speech structure. Students can learn how to create an attention grabbing opening, persuasive stories and a strong call for action.

In conclusion, there are few researchers who studied about Educational TED Talk video. So, based on this fact, I want to explore more about student's view on Educational TED Talks video.

### **B. Research Question**

Based on the explanation stated and implied in the background of the study above, there are two research questions provided:

1. How do students perceive the level of English in educational TED Talks video?
2. What constraints do students face in watching educational TED Talks video?
3. What are students' suggestions for the educators in applying TED Talks video?

### **C. The Aims of Study**

Based on the research questions above, this study aims to:

1. Find out students' perceptions about the level of English in educational TED Talks video.
2. Figure out students' constraints in watching educational TED Talks video.

3. Figure out students' suggestion for educator in applying TED Talks video

#### **D. Significance of The study**

The result of this study are hoped to give benefits for lecturers and other researchers. Through this study, lecturer can have further consideration before giving educational TED Talks videos as the material. In selecting the video, for instance, teacher can be more selective in choosing the level of English that contained in TED video. Besides, the results of this study are hoped can help another researcher in doing a further study about TED Talks.

#### **E. Operational Definition**

1. Educational TED Talks video

According to [ted.com/topics/education](https://www.ted.com/topics/education), these TED Talks explore the most recent intuition — from instructors, parents, kids — on the best way to fabricate a superior school. In another words, educational TED Talks videos are the videos playlist that recommended for the learners. But in this research, researcher chooses one of the most popular education-based videos which have the higher viewers.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents review of related literature used in this study. The reviews of related literature is aimed to provide previous studies and information concerned with the research problems. It consists definition of TED, English level in TED Talks, and TED Talks' role in learning English.

#### **A. Definition of TED**

TED, according to its formal website, is a nonprofit organization that focuses on spreading idea about Technology, Entertainment and Design converged (TED) by recording and posting short powerful talks—of some expert— in their website. It was legalized in 1984, five years before the birth of World Wide Web (WWW), based on Richard Saul Wurman’s observation including a great concept among three fields: technology, entertainment and design. In building TED, Wurman was not alone. The first TED created was co-founded by Harry Marks.

TED has known as worth spreading slogan. In spreading the idea, TED will convey the informational segments about 18 minutes length and provide brief and various topics which consider “worth spreading”. Roos (n.d.) explained that the limit of the human attention span of time is about 18 minutes. Therefore, nowadays the duration of TED was formed in no longer than 18 minutes.



To cover the various ideas, TED also welcomes individuals from each discipline and culture who look for a more profound comprehension of the world. It accepts enthusiastically in the energy of thoughts to change demeanors, lives and, at last, the world. On TED.com, they were building a clearinghouse of free learning from the world's most roused masterminds and a group of inquisitive souls to draw in with thoughts and each other.

### 1. **TED Talks**

Since 2006, TED Talks could be accessed on formal website of TED. Nowadays, according to Taibi, Chawla, Dietze, Marenzi, and Fetahu (2015) TED Talks have reached more than 1.800 talks which facilitated by 35.000 transcripts in over 30 languages. Those transcripts, based on formal TED Web, were translated by 15.000 volunteers.

Those videos were released by TED under a Creative Commons BY-NC-ND license, which aimed to give the opportunities to all people to share and repost freely. As its growth, TED has developed three major additions to the TED family:

- a. A sister conference, TED Global, held in locations around the world
- b. The TED Prize, which grants its winners one wish to change the world
- c. An audio and video podcast series, TED Talks, in which the best TED content is released free online.

TED Talks have attracted people by their own characteristic. In another word, even it looked like an unstructured video project, but they exactly have well-coached and instructed presenters who follow a specific

presentation formula, optimized with storyboarding and emphasize passion for the listeners (Romanelli, Cain, & McNamara, 2015).

The initial six TED Talks were posted online on June 27, 2006. By September, they had achieved more than one million perspectives. TED Talks demonstrated so mainstream that in 2007, TED's site was re-launched around them, giving a worldwide gathering of people free access to a portion of the world's most prominent masterminds, pioneers and educators. In the fall of 2012, TED Talks commended its one billionth video views. As TED Talks keep on being viewed far and wide, with a normal of 17 new online visits a moment, TED meetings and occasions keep on inspiring, persuade and excite participants.

According to Gallo (2014), on November 13<sup>th</sup>, 2012 TED.com presentation had reached one billion views. Nowadays, TED video are being viewed at rate of 1.5 million times per day. The videos are translated into up to 90 languages, and 17 new viewing of TED presentations start every second of every day.

In 2014, the TED meeting praised its 30th commemoration in Vancouver, Canada. The subject of this turning point gathering: "The Next Chapter," both a reflection on improvements of the previous 30 years and additionally a glance at what's coming down the road.

## **2. TED-Ed**

TED-Ed — TED's childhood and training activity — expects to start and praise the thoughts of educators and students around the world. In TED-

Ed, they make bolsters learning — from delivering a developing library of unique vivified recordings, until giving a universal stage to instructors to make their own particular intuitive lessons, to help inquisitive understudies the world over convey TED to their schools and pick up introduction proficiency abilities, to celebrate creative initiative inside TED-Ed's worldwide system of more than 250,000 educators. TED-Ed has developed from a thought worth spreading into an honor winning training stage that serves a large number of educators and students around the world consistently.

### 3. **TEDx Talks**

In its formal websites, TEDx defines as an international community that organizes TED-style events anywhere and everywhere—celebrating locally-driven ideas and elevating them to a global stage. TEDx events are produced independently of TED conferences. Each speaker allowed speaking freely, but they should obey TED's format and rules.

#### **B. English level in TED Talks**

The English level which existed in TED Talks video may be different from one to another video. It is because the majority of TED speakers are male (73%), while the rest of them are female (27%). Both male and female, 79% of are from non-academic background. The speakers from the academia (21%) are usually professors some universities in the United States (Sugimoto & Thelwall, 2013).

Hence, different speaker may also have different level of English, especially in speaking side.

The different English level inside TED Talks video are believed can become as one of the problem for the teachers—who utilize TED Talks video as the material— in teaching certain English course or lecture. To prevent the problem, Arntsen (2016) recommended teacher to always determine the language level that contain in TED Talks video in advance. Teachers have to transcripts the video and put it into analyzer tool that will analyze the level of English that contained inside.

### **C. TED Talks' role in learning English**

TED Talks video is one of recommended video that can be used by teacher in teaching English. In general, TED Talks are considered as valuable resources in educational field from two different perspectives as explained by Taibi et al. (2015) that TED Talks videos become a good resource for teaching English since it presents multilingual transcript. Moreover, it provides a useful and updated source of information to learn a subject or language.

In addition, Romanelli et al. (2015) suggested that educator could utilize TED Talks as a tool to help students in running the scientific approach in curriculum. For instance, TED could be used as an active-learning-strategy which allowed students criticizing and/or designing their own speech based on their interest. In this point, the use of TED Talks is seemed to be a positive medium for teaching and learning process.

Similarly, Tafazoli et al. (2016) stated that in spite of the fact that TED Talks initially functions to traverse information and ability, it can likewise be utilized as an exceptional wellspring in teaching English. The listener might be acquainted with educational TED Talks. However, TED-Ed goes above and beyond. This site permits you to take any TED Talk or YouTube video and utilize it to make a tweaked lesson finish with discussion question and additional resource. The strength of TED Talks can be seen clearly from this table which compares the essential aspects of TED Talks versus Traditional Academic Lectures. (Table 2.1)

At TED-Ed, you can propose thoughts for future recordings and work with their maker to make content on particular subject (Gunter & Randolph, 2015, p. 151). Those ideas also strengthened by Susskind and Daniel (2015, p. 57) who stated that there are some online platforms that give educational content. One of them is TED, a gathering of online talks (eighteen minutes, pretty much, long) on an extensive variety of themes by attentive individuals, achieved its one-billionth view in late 2012, while TED-Ed is a stage that manufactures lessons that depend on their video.

In its implementation, teacher should consider many important things. Arntsen (2016) stated that an educator have to choose an appropriate TED Talk from a huge library depend on amount of students and the objectives of teaching before giving it as the material in teaching. In selecting TED Video, teacher should pay attention in determining language level, choosing video content and its



duration, and pre-teaching vocabulary. On the other hand, after summarizing many researches, Li (2015) concluded that TED Talks can be utilized to:

- develop public speaking skills;
- bring out students' interest and curiosity;
- teach students the ways to interact with the audience;
- be the standard of public speaker;
- boost students' learning motivation;
- encourage whole personal development;
- help viewers develop a global perspective and become all-rounded;
- develop teaching quality;
- Increase the attention duration of students.

To utilize TED Talks video in classroom, Arntsen (2014) suggested the teachers to combine it by using many activities that will support student's learning. Teacher can also implement it by presenting pre-, during-, and post talk activities.

### **1. Before the Talk**

To get students interested in and talking about the topic, Arntsen (2014) recommended teacher to give the prior knowledge and vocabulary development in advance. Teacher can prepare some images, general question, or perhaps a survey. So, the student can be easier to do the exercise which related to the video.

## 2. During the Talk

In this part, when student are listening to the TED Talk video, teacher can ask the students to do note-taking depends on student's level. Sometimes, for the intermediate-level, teacher can present gap fill notes or blank outlines before the video are played.

## 3. After the Talk

In this last part, students can be asked to do a small group or personal discussion. Besides, for various methods, teacher can set it by asking the student to do a presentation, debates, or reports (Arntsen, 2014).

Table 2.1 Essential Aspects Comparison of TED Talks versus Traditional Academic Lectures (Romanelli et al., 2015)

Aspect	TED Talk	Academic Lecture
Subject	Showcase well-formed ideas	Concept and content around specified curricula
	New or surprising idea, challenge a belief, new argument to a great basic idea	Convey fundamental principle and concept, surrounding established or emerging basic, and experiential science
Goals	Good Idea takes evidence or observation and draws larger conclusion Sharing ideas, engage audience	Focus tends to be on details of the evidence Educate
Timeframe	18 minutes Evidence for effective attention, span on a topic	45-90 minutes Rationale unknown
Style	Storytelling mode	Lecture style often too structured or rigid
Assessment	Number of views, audience	Student assessment, faculty

	comments	evaluation
Mode	Digital, sync viewing	Mixed
Speaker	Topic expert, passionate about the idea	Subject matter expert, often dispassionate
Venue / Context	Relaxed atmosphere / seating	Lecture hall

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## **CHAPTER III**

### **RESEARCH METHOD**

This chapter describes methodology and methods that used in this study. In another words, it contains the detail information about what and how I explore students' perception about the level of English—that used in one of TED Talks video and their constraints along watching the video. So, for further information, I also provide sub-points, including the research design, research participant, research setting, research material, data collection methods and technique, and data analysis technique.

#### **A. Research Design**

This exploratory research utilized qualitative approach. According to Shields & Rangarjan (2013), exploratory study is used to conduct the data from the problem that did not already exist clearly which aimed to set priority, develop operational definition and improve the final research design. Usually, exploratory studies utilize a kind of qualitative research approach (Grinnell & Unrau, 2005, p. 21). Besides, Given (2008) explained that in most exploratory studies, qualitative information provided in advance, even when they are expanded where conceivable and attractive with enlightening insights, for example, records, rates, and recurrence conveyance.

To conduct this research, I adopted semi-structured interview. Morse & Field (2002) define semi-structured interview as one of useful technique because it will ensures the researcher to obtain all information needed (without forgetting a

question), while at the same time permitting the participant freedom of responses and description to demonstrate concepts. This kind of interview is adopted when the researcher have a lot of questions to ask but still not able to guess the answer. Besides, it also provides a list of possibilities. It is adequately planned to deal with specific topics related to the observable fact of study, while leaving space for participants to present new meanings to the study focus (Galleta, 2013, p. 24).

## **B. Research Participants**

### **1. Participants**

In qualitative research, participant used to define the people who actively participate in a research (Given, 2015). The participants who involved in this research are chosen by purposive sampling. Hennink, Hutter, & Bailey (2010, p. 85) explained that purposive recruitment is both deliberate and flexible. Deliberate means choosing the people who have rich information about the topic of the research, while flexible means researcher can refine the type of participant during data collection. Sargeant (2012) explained that the decision of the participant should be based on the research question, theoretical definition, and research concept.

The participants' criteria are the English students who have passed Listening II and Public Speaking subjects in Ar-Raniry Islamic State University. It is because by passing those subjects, students—at least—have mastered the basic skill of listening to the English video and public



speaking. For this research, 10 students are selected to do face-to-face interview. By doing a face-to-face interview, the researcher could reach a deep and brief conversation about a certain topic and also clarify the information from the respondent (Roller & Lavrakas, 2015, p. 58). The researcher believed that 10 participants who will be involved in the interview are enough to reach the theoretical saturation. This theoretical saturation occurred when data from the interviewee is no longer new theme arisen (Charmaz, 2006, as cited in Lapan, Quartaroli, & Riemer, 2011)

### **C. Research Setting**

I began to survey some students in English Department of Ar-Raniry Islamic State University on October 24<sup>th</sup> 2016 by doing non-formal interview for 10 students who has passed Listening 2 and Public speaking subjects. The interview is aimed to set as the basic information before conducting this research. In this interview, I tried to asked their experience—about watching TED Talk video—that prepared by their lecturer as the media to support both subjects. As the results, they gave different response and answer. Eight students are really enjoyed the video and assumed that TED Talks video is one of the best media to support the lectures, while, the rest of them gave the opposite response. They did not really enjoy the video because of the high English level that contained inside the video. “The speaker, sometimes are came from the expert who really accustomed with high English level. I event do not catch what did they said,” said

one of my respondent. Based on the basic information, I tried to do the—legal and brief— study to seek deeper information and data by conducting this research.

This research took place in English Department because it is one of the famous and favorite departments in Ar-Raniry Islamic State University that legalized for the candidates of English teacher in the future. Until this study released, according to the formal website of National Accreditation Board of Higher Education (BAN-PT) since 2013, English Department still reached the high accreditation (A). Furthermore, to educate the candidate of English teacher, English Department has some professional lectures that finished Magister and Doctoral study in some famous university around the world. To support students' learning activity, English Department also facilitated by the modern classroom with Over Head Projector (OHP) inside and best Multimedia Room. As the result, since this department established, it has graduated a lot of professional English teacher.

#### **D. Research Material**

The research material will be utilized from three TED Talks videos. Each video will be played in three different phases. The first video which used for first phase is entitled with “How to speak so that people want to listen” by Julian Treasure. This video is one of the famous video that has been watched by over 11 Million people around the world with seven million subscribers. It also contains the most likes in TED channel that posted in Youtube.com on June 24<sup>th</sup> 2014.

The second video entitled with “Try something new in 30 days”. The inspiring video was conveyed by Matt Cutts in three minutes 27 seconds. The video that posted in April 5<sup>th</sup> 2013 prepared for the second phase of interview. The last video that used for the last phase is entitled with “Your genes are not your fate” by Dean Ornish. Since published in Youtube.com in 2014, this video has subscribed by 7.2 billion people around the world and been watched over 64 thousand times.

#### **E. Methods of Data Collection**

In this part, to collect the data, qualitative approaches used self-developed interview or observation (or both) protocols. Regardless of the approach, this subsection does not describe how the researcher will use the instrument but rather indicates what the instrument or protocol looks like. In another words, it defines as the reasons or support for selecting it, how it will generate the data needed to answer research question (Lodico, Spaulding, & Voegtel, 2010, p. 261). The researcher can prepare questions earlier and develop more explanation. The flexible approach could give the bigger chance—for researcher—to dig the deeper information (Schwartzman, 1993 cited in Li, 2015). To collect the data from the respondent, I prefer to choose interview method by utilizing an interview guide that contained two main questions:

1. In your perception, what kind of English level that used in the video?
2. What are your difficulties along watching the video?

The interview has held after the respondents watched the video which have given to each respondent two days before the interview. Each interview was between 10 and 15 minutes. To ease the researcher in having the accurate data, along interview process, the respondents' answer were recorded within their agreement in advance. Besides, they also asked to sign an inform consent which consist of the agreement to be the respondent in this research. As the result, all of the participants were voluntarily interviewed without commissioned before and after the process. To keep their privacy, the recordings and the private information are saved in a secure place and will be destroyed within five years.

#### **F. Data Analysis**

The recorded interview has transcribed and analyzed word by word to get the detail data from the respondent. After transcribing process, I analyzed the transcripts and underline the dominant or the general idea per respondent's transcript by utilizing interpretative analysis technique. Miles & Huberman (1994) stated that interpretative analysis is generally conducted in three steps: deconstruction, interpretation, and reconstruction.

Deconstruction is the first step in interpretative analysis (Given, 2008, p.559). It aimed to divide the basic transcript into some parts to start looking for general idea. In this step, researcher should read critically the transcribed interview and separate it based on the theme consisted.

The step above should be followed by interpretation. It involves understanding of the transcript that has been separated in advance. In another

word, in this step, the researcher has to analyze the result of interview based on its theme.

The last step called reconstruction. In this step, the researcher has to conclude the interpretative transcript and relate it with the theoretical perspective that used in the research (Sargeant, 2012).

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the findings and discussion about students' perception toward educational TED Talks video. The findings displayed are based on data obtained from three phases of interview and organized in detail based on the themes and significance of each research question. The findings are also followed by detailed discussion to provide brief explanation. The discussion is hoped to ease the reader to understand these research findings as well.

#### **A. The Analysis of Interview**

This part presents the analysis of data obtained from the interview. It provides the result of the students' perception about educational TED Talks video. In detail, the data analysis was also arranged into four sub-sections—according to the research question to report the students' perceptions about educational TED Talks video in learning process: 1) students' perception about TED Talks video, 2) students' difficulties along watching educational TED video, and 3) student's suggestion for educators in applying TED Talks video.

##### **1. Students' Perception about TED Talks Video**

According to all participants in this research, I could conclude that they had the different perception toward watching TED Talks video (Table 4.1). In this section, those perceptions were divided into three categories including students' familiarity toward TED Talks video, English level of TED Talks video, and the advantages of watching TED Talks.



Table 4.1 Students' Perception about TED Talks Video

Comments	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Std 9	Std 10
Students' familiarity toward TED Talks video										
Level of TED Talks video										
Intermediate										
Advanced										
Positive impacts of watching TED Talks video										

*Note: Std is stand for Student*

a. Students' familiarity toward TED Talks video

Based on the results of the interview, I found that almost all English students of UIN Ar-Raniry were familiar with TED Talks video. It can be seen from their explanations about their background knowledge toward TED Talks video, as said by Student 4:

I think I ever heard about TED Talk, what a TED Talk for several times and I know that TED Talk is one of TV program broadcaster that facilitated the videos to the people such as like the inventive or somebody that have something to talk and present to anybody else. For the example, somebody that have found some new invention, they can share it on the TED talk.

Student 4 explanation suggests that the participant has some experiences about TED Talks: student 4 has watched the video more than once. Thus, the participant felt that TED Talks was not strange for him. Moreover, student 2 stated that:

TED Talks is a channel that provides a lot of videos, motivational video especially, that motivates people based on the speaker's field and passion. Besides, TED Talks inspire others. They let everyone to deliver the speech which can inspire other people or audience.

The explanations of student 2 strengthened the idea about the familiarity of watching TED Talks. This can be seen from the way he explained the characteristics of TED Talks. He knew TED Talks as one of channel that provides a lot of videos from many fields which could inspire audience. His argument is in accordance with Hashimoto, Fukuda and Okazaki (2015) who stated that TED Talks provides many presenters from various fields. Thus, from student 4 and 2, I could conclude that TED Talks video is familiar to English Student's of UIN Ar-Raniry since both of them argued that they have watched the video for several times and known the characteristics of it as well.

b. Intermediate and Advanced TED Talks video

Perceiving this theme, students have different perception toward TED Talks video. For the first and second video, 8 of 10 students stated that the English level used was intermediate. I found that they dominantly perceive that TED Talks video was easy to understand, as stated by student 2:

I think it is intermediate. It's not too difficult to understand, but I think, for the foreign language learner, it is a little bit hard because the speaker use the British accent. Overall, it is not quite hard to be listened and to be comprehended. I can say that because along his speaking, I can understand all of what he said. Even the speaker presented some term while speaking, but all of the term is not hard to understand. I think that's why I could mentioned the level.

The statement above was supported by student 5 who argued that:

I think, this first video, for me as the English Foreign Language learner, I assume he used intermediate level of English. I can understand his speech, even though not all of the detailed information I could get. But, at least, I can get the points which are talked. I could mention the level because he speaks almost too fast...

It was also emphasized by student 10:

I think, in this video, the speaker used intermediate level of English because I can understand what the speaker talked us about. Actually, I cannot get all the words he said, but over all I can get the idea what he talked about.

But, for the third video, almost all of the participants told that the video used

Advanced English level as clarified by Student 6:

The English level in this video is also the advance. If there is other high level, I will say this video is hard than advance.

Similarly, student 4 pointed out that:

I guess the speaker used the advance level of English, I think only the native speaker who will understand his speech easily. But for student like us, as the foreign language learner, I think it's going to be difficult.

To sum up, all of their perception above showed that TED Talks videos have different level of English. The participants dominantly concluded that TED Talks contained the Intermediate English. Yet, they also argued that some of TED Talks video had the Advanced English level.

#### c. Positive impacts of watching TED Talks

Based on the interview, I found that all of participants conveyed that watching TED Talks brought a lot of positive impacts to them: they could get much new beneficial information, increase their speaking and listening skill, and be motivated through the speakers' speech. Student 4 stated that:

I love TED Talks, because I could get a lot of information for me..., In general, I love to hear that kind of video because they gave the motivation about what we should do if we want to get something.

Student 3 also added:

Actually, watching video or some native talks is a very good way for sharpening student's listening skill and our speaking skill because if we are an English learning student, by watching this kind of video while the speaker speaks English fluently, we will know the way they deliver a best speech. In another side, we will also know how to pronounce a certain words correctly. This video is a kind of a good video for English learning student especially, to enhance their ability in English.

The benefits of TED Talks video are not only for the students, but also for the teachers or lecturers. They could utilize TED Talks as the material or media in teaching English, as elaborated by student 7:

Overall, I think TED Talks are worthier to be used in a class because it will be helpful for the student... You know what?, later on, if I will be a lecturer, I would have chosen TED Talks as one of my material in teaching English to my students.

## **2. Students' difficulties in watching TED Talks**

Based on participants' answer about this theme, I could conclude that all of participants had their own difficulties in watching TED Talks video. This section was divided into three categories including speakers' accent, speaking speed and uncommon terms (Table 4.2).

### **a. Speakers' accent**

In this section, most of participants argued that speakers' accent has influenced their understanding in watching the video. According to student 3:

In this video, I feel quite hard to understand because you know some people would not familiar with the accent. So, I see, after watching this video, I found some words that made me hard to understand. The speaker's accent was also not familiar with me. I think he use Scottish accent.

Similarly, student 7 also argued:

...may be because the speaker is from British (England) so his accent has influenced my comprehension in each the words". "It's a little bit hard to get the meaning to all words he said because of his accent.

This also emphasized by student 2:

It's a little bit hard to get the meaning to all words he said because of his accent.

Their opinion above proved that unfamiliar accent from the speakers affected to the listener's comprehension. Thus, they will face the unclear pronunciation in some parts of video. As the result, they did not understand the whole video contents as well.

#### b. Speaking speed

All participants argued that the speaker's talking speed is also their barrier along watching TED Talks video. They perceive that the fast speaking tempo of the speaker would not deliver the meaning of the speech as well. Student 2 stated:

...the speaker speak too rush. So, the message is not delivered well. These kinds of video tend to be usefull, but the speaker in this video should organise their speaking speed with some pause to let the audience to get the meaning of the speech.

The opinion of student 2 also supported by student 10:

...his speaking speed is too fast for the beginner of English students. But, for those who master the high English level, I think they can get all information from the video easily.

The opinion about speaker's speaking speed not only complained by them, but also did by student 7:

Actually, his speaking could be easy to understand if he speaks fluently and uses an appropriate rhythm. There must know the time when he should spea slow or fast. The reality was not like that.

Table 4.2 Students' difficulties in watching TED Talks

Comments	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Std 9	Std 10
Speakers' accent										
Speaking speed of the speaker										
Uncommon Terms that used by the speaker										

Their opinions above showed that the speaker's speaking speed also influenced their understanding to TED Talks video. Besides, Table 4.2 shows all participants argued that topic clearly.

#### c. Uncommon terms

This theme's section was also argued by all of the participants. They pointed out that the uncommon terms which existed inside of some parts of TED Talks video have caused the difficulties to interpret the running video.

Student 1 stated:

Actually, this video is not bad. But, because of the speaker speaks too fast and he used some hard term to understand, this video become a hard-understanding video for me.

The perception about the terms used also added by student 2:

Because of the video is talking too much by using the medical term, I conclude that the speaker use the high level of English. The ordinary people do not understand the video well. But, this video may be understood by some people who came from the medical background. For example, when he talk about urology, he exactly needs to explain more about it because the ordinary people not really understand it yet. So, I think this video was not so suitable for ESL student because it contain the hard term.

It was similarly perceived by student 3:

...the content of the video is hard too. In this case, the speaker used many medical contents with its term while we are not from the medical field. So, it made us very hard to understand. As the student, I do not recommend the video to be applied in the classroom because the material is not appropriate at all.

All of their perceptions above have proved that the uncommon terms that used by the speaker inside of TED Talks video was also became their difficulty along watching the video. As stated by student 2, medical terms that used inside one of TED Talks video was perceived as the inappropriate terms for English student who came from different knowledge background.

### 3. Considerations for educator

All participants in this study argued that TED Talks video is one of appropriate media to be applied as the learning material in English Teaching. However, based on their argument, there are some considerations that need to be considered by educator toward using it as the media in English class including: choosing the interesting and appropriate video for students, and considering the video based on their English students' level (Table 4.3).

Table 4.3 Consideration for educator in applying TED video

Comments	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Std 9	Std 10
TED video can be applied as learning material in English teaching	√	√	√	√	√	√	√	√	√	√
Choosing the interesting and appropriate video for students	√		√				√	√		√
Considering the video based on their English students' level		√		√	√	√		√	√	

Table 4.3 shows that five of ten participants argued that in applying TED video for learning material, lecturers should choose the interesting and appropriate video for their students to attract students' interest. In addition, lecturers also asked to consider the video based on English students' level to develop students' understanding efficiently.

Student 1 stated:

I think TED video is appropriate to be applied in the class, but the material or the topic should be interesting, the lecturer should choose the video that has a clear speaking, understandable words. So, the lecturer do not need to use the high words speaking.

In this case, student 1 tried to suggest that in applying TED Talks, the lecturer should choose the interesting and appropriate video to their students.

In addition, lecturer should also recognize the appropriate TED Talks video based on their English students' level like the vocabularies difficulties or the common terms used, as stated by student 4:

I think TED Talks will be one of the appropriate materials that could be used in teaching English whether for lecturer in campus or school teacher. But not all of the TED video will be appropriate for the students, the teacher should filter it depends on the student's level of mastering English. Teacher also should see how difficult the vocabularies or the words that speaker used in the TED video.

In detail, the level of English mentioned by student 4 also pointed out by student 8:

I believe TED is one of an appropriate media that can be applied in the classroom, but we should underline the ability of students who are studying English. It depends on their level: basic, intermediate and advance. I suggest that the lecturer should filter more the video based on some important indicator.

Hence, the educators need to examine some indicators before choosing TED Talks video as the material for English Learning.



## **B. Discussion**

The purpose of this qualitative research was to explore students' perception about Educational TED video (TED Talks). As stated in Chapter I, the research are fulfilled with two research question: how do students perceive the level of English in Educational TED Video; and what are their difficulties along watching TED Talks video.

Based on data analysis procedure, I can conclude that there are many different perceptions and preferences toward TED Talks video. As the result, I can conclude three big themes including students' perception about TED Talks video, students' difficulties on watching TED Talks and their suggestion about applying the video.

To answer the first research question, the data showed that almost all participants felt that they were very familiar with TED Talks video and had many experiences about watching the video. As the result, after watching TED Talks, they could easily conclude that TED Talks video contained different English level. But, they dominantly conclude that TED Talks video had intermediate English level. It is because they still can understand some information conveyed by the speaker.

Besides, they also perceive that by watching TED Talks video, they have gotten many beneficial advantages to strengthen their English skill such as speaking and listening. In detail, they also stated that they got much new information after watching the video. Thus, the video believed as one of appropriate media that can be used in English teaching. Arntsen (2016) declared

that TED Talks are good resource for lecturers to be applied in some educational fields and can be utilized as main or supported material in the English learner classroom.

To answer the second research question, this study also showed that students had three main difficulties along watching TED Talks video. One of them, almost all students confessed that they were overwhelmed to understand certain speakers' accent. They argued that uncommon speakers' accent will influence their understanding to each words that pronounce by the speakers. All students also argued that the speaker's talking speed is also their barrier along watching TED Talks video. The fast speaking rate of the speaker caused theme difficult to get the important message which contained inside of the video.

Capecce (2013) also explained that when the speaker's rate is too fast, it will affect to the audiences' comprehension. The participants also perceive that uncommon terms that used by some speakers in the video has also become their barrier along watching the video. The participants believed that watching the video with some scientific words caused the difficulty to understand the whole video as well. The participants' idea was also in accordance to Kanu and Durham (2014, p.263) who said that when speakers are trying to explain certain topic in speech, they actually have to avoid scientific words and explain the terms clearly.

In addition, in applying TED Talks video, all participants suggested the educator to consider some important points before applying TED Talks as the material of English learning. The first considerations that need to do by the educators are to choose the interesting video which contained the clear speakers'

speaking and understandable words pronunciation. In addition, some participants suggested that the lecturer should also recognize the appropriate TED Talks video based on their English students' level including basic, intermediate and advance. This, as explained by Calfee and Wilson (2016) that teacher should recognize the important aspects of his or her instructional media used based on their students' learning level.

Besides, the examining of English student's level should come with the filtering of the vocabularies difficulties or the common terms used. These indicators above are believed as the essential points that need to be considered by each educator who wanted to set TED Talks video as the material in English learning class.

According to National Council of Teachers of English (2014), in selecting the material, the teachers required to choose the material based on students' abilities and interests. Thus, it will help student to understand and get the idea from the video based on the planned competences.

The discussions above have shown that students have different perception about watching TED Talks video. They perceive that TED Talks was the familiar video which contains different English level inside. Yet, they dominantly believed that TED Talks video has Intermediate English level.

In addition, along watching the video, they often found some difficulties. But over all, they still can understand some benefit information from the video. As the result, they pointed out that the videos are appropriate to be applied in

English teaching. However, to apply the video as the material in English teaching, the educators hoped to do not forget the consideration stated above.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter provides the presentation of conclusion and suggestion on the students' perception about educational TED Talks video.

#### A. Conclusion

There are three conclusions can be drawn from this study, they are as follow:

1. Based on the data that have analyzed in the previous chapter showed that educational TED videos are very familiar videos for English Language Education Department students of UIN Ar-Raniry. The data also show that educational TED Talks video contained Intermediate English level. In another words, the student still can understand the video even there are some difficulties along watching the videos.
2. The difficulties that often found by the students are caused by uncommon speakers' accent, speaker's speaking rate and uncommon term that used by the speaker in some parts of video. All those difficulties has influence their understanding along watching the video.
3. On the other hand, watching educational TED Talks video could bring the positive effects for students of UIN Ar-Raniry. In detail, by watching educational TED Talks, students believed that they could get a lot of new beneficial information from the video. Moreover,

watching educational TED Talks video could strengthen students' English skill such as speaking and listening skill.

### **B. Suggestion**

Educational TED Talks video believed as a good video resource for lecturers to apply as the supporting media in English teaching. It is because it contained a lot of new information and up to date. Yet, to apply the video, the educators should pay more attention to these considerations: First, the educators are to choose the interesting video which contained the clear speakers' speaking and understandable words pronunciation. Second, the lecturer should also recognize the appropriate educational TED Talks video based on their English students' level including basic, intermediate and advance. Last, the lecturers are to avoid the video which contained too much difficult terms that will influence students' understanding.

In addition, after conducting this research, there are some possible limitations that can be found in some part of this study. First limitation might come from research participant. In this study, I only recruit students as the sample. Thus, the collected data only came from students' perspective. Hence, for the future research, I recommended the researcher to change research participant. They may come from the lecturers' perspective. They may give the complete perspective toward using educational TED Talks video. Second limitation might come from the research question. For the future research, I hope the researcher will provide the deeper question to collect the more accurate data.

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11 September 2017

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Menyusun Skripsi

Kepada Yth.

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Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Ghasyia MZ  
N I M : 231 324 429  
Prodi / Jurusan : Pendidikan Bahasa Inggris  
Semester : IX  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
A l a m a t : Lambaro Skep

Untuk mengumpulkan data pada:

**Mahasiswa Pendidikan Bahasa Inggris (PBI)**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**Exploring Students' View on Educational TED Talks Video**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



An. Dekan,  
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

## **APPENDIX II**

### **INTERVIEW GUIDE**

#### **Student's Perception about Educational TED Talk Video**

Thank you very much for participating in this study. The following questions of this interview are concerning your perception toward Educational TED Talk video. The result of this survey will be used only for the research purpose. Therefore, please provide me your honest answer. I really appreciate your sincere response!

Name :

Gender: Male/Female

1. Tell me what do you know about TED Talks video?
2. What do you think about the first/second/third video?
3. What can you understand from the video?
4. What is the main idea that implied in the first/second/third video?
5. Would you please tell me your perception about the video?
6. How do you perceive the English level that used in the video?
7. Please tell me how could you mention that level?
8. What are your difficulties along watching the video?
9. After watching these three videos of TED Talks, what do you think if TED will be applied as the material in English leaning class?

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4. Sex : Male
5. Religion : Islam
6. Nationality : Indonesia
7. Marital Status : Single
8. Occupation : Student
9. Student's Reg. Number : 231324429
10. Educational Background
  - a. Elementary School : SDN 7 Bireuen (2001-2007)
  - b. Junior High School : MTsS Jeumala Amal (2007-2010)
  - c. Senior High School : MAS Jeumala Amal (2010-2013)
  - d. University : UIN Ar-Raniry Banda Aceh (2013-2017)
11. Parents
  - a. Father's Name : Ir. Mukhtar Amin
  - b. Mother's Name : Dra. Zuraida Thaib

Banda Aceh, December 14<sup>th</sup> 2016

The writer,

**Ghasyia MZ**