

**USING TED TALKS VIDEOS TO FASILITATE  
LISTENING COMPREHENSION**  
(A Study at The Department of English of UIN Ar-Raniry)

**THESIS**

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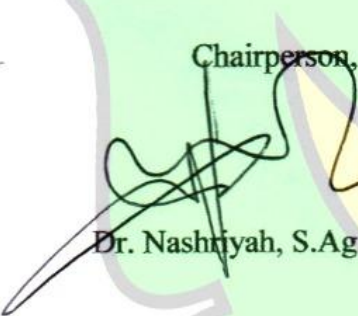
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
  
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**Using TED Talks Videos to Facilitate Listening Comprehension**

**(A Study at the Department of English of UIN Ar-Raniry)**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 02/06/2023

Saya yang membuat pernyataan



Syarifah Miftahul Jannah

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## ABSTRACT

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Learning a foreign language is a complex process that requires effective and engaging strategies to improve the listening comprehension of the students. This study explores the benefits of using TED Talks videos as a tool to facilitate listening comprehension in language learning. This study used a qualitative method with data collection instruments; questionnaires and interviews. The population in this study is first-semester students of Islamic Universities in Aceh, totaling 181 students, with a sample of 45 students selected purposively. This study found that the use of TED Talks videos provide benefits for students in learning listening comprehension including improving students' listening ability, motivating students to learn listening more actively, making students more able to think critically, and also students get more new vocabulary. It can be concluded that TED Talks video is an effective media in learning listening comprehension and makes it easy for students to use.

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

English has four skills: listening, speaking, reading, and writing. Listening is an English skill that has to be mastered. Listening is an important aspect of life. People need listening skills to complete the other three skill elements as they are all complementary. According to Brown (2001), “Listening is the major component in language learning and teaching because learners do more listening than speaking” (p.24). That means listening skills are helpful and needed in daily human life.

Listening becomes more challenging when the speech is recorded by a native speaker with a different accent and pace. Listening is also seen as a boring subject because students listen to the conversation tape over and over again. In addition, most listening interactions involve topics or issues that are not fresh and inappropriate for Indonesian learners. Some people assume that listening is an easy skill and ignore it. In contrast, listening is a complex skill. Many teachers give priority to speaking, reading, and writing skills. Consequently, students participate in neglecting their listening skills, and their listening ability is low. Listening skill causes problems in the educational world, especially for students. Also, many still assume that if a person can speak well, one can communicate well. According to Gilakjani and Ahmadi (2016), communication skills are the four main parts of listening, speaking, reading, and writing, but listening is a vital

part of any other skill. In other words, listening is a significant part of communication.

Underwood (1989) states some factors that impede the process of producing effective listening skills. First, learners cannot control how quickly people speak. The most significant issue with listening comprehension is that listeners have no control over how quickly speakers speak. Then, learners cannot ask for what is heard to be repeated, which can cause severe problems. Second, a listening section cannot be replayed by students. Teachers decide what or when to repeat listening texts, and it is difficult for teachers to determine whether or not their students understood what they had heard. Third, learners lack vocabulary. Listeners may encounter a new term that causes them to pause and consider the meaning of a word, causing them to skip the next portion of the speech. Fourth, learners may be unfamiliar with the background. Mutual familiarity materials may help learners communicate more effectively. Learners can occasionally understand the surface meaning of a paragraph, but they may struggle to appreciate the entire meaning only if they are familiar with it. Lastly, it is difficult for learners to focus on the listening text. A little lapse in focus might sometimes inhibit understanding. Concentration will be easier for learners if the audio passage is fascinating.

These factors are caused by the lack of comprehensive teaching by teachers. Some teachers still use conventional learning, which avoids students from verbal messages and makes students less enthusiastic in the teaching and learning process. Some teachers often refrain from using media to support

listening learning, so it is said that teachers do formal learning where they read a text and tell students to listen carefully. This method is very inappropriate because the more advanced times, the more sophisticated the technology in the world. Therefore, teachers can use many media to teach listening skills, one of which is TED Talks. TED Talks is an audio-visual media that contains inspirational speakers who present ideas from different backgrounds and fields. TED Talks can be accessed by students at any time online or offline using a cell phone or laptop. In this way, students can improve their listening skills and benefit from using TED Talks videos.

Samldino et al. (2012) found that TED Talks videos have a wide range of topics for all students in different subject areas. In other words, TED Talks are very suitable for language learning. By using TED Talks, students can get many benefits, one of which is to improve their listening skills. First, students can choose interesting topics to listen to, so they will not get bored easily. Second, some of the speakers in TED Talks are native English speakers, which can help students become familiar with the English language and make it easier for students to improve their listening skills, as well as enable students to learn new vocabulary. In addition, students can practice by watching the TED Talk videos repeatedly until they understand what the videos are talking about.

Previous research shows that there are many advantages of TED Talks on listening comprehension. Hassan and Hassan (2018) reported that the use of TED Talks can improve students' listening skills, help them remember information better, and make them more focused. In addition, students have a positive attitude



toward using TED Talks videos. Gurleen (2018) also found that TED Talks have enhanced language acquisition. Moreover, the previous study conducted by Abdulrahman (2018) showed that TED Talks can not only improve students' listening skills but TED talks can make students clearly learn academic vocabulary from the videos and use it in their speaking. Hence, selecting the appropriate TED talks for EFL students in EAP classroom is also discussed as well as assisting some lower proficiency students through scaffolding activities and it can be stated that TED Talks is recommended to be applied in teaching listening to EFL students particularly for college level.

Besides, a lecturer of an Islamic University in Aceh who teaches English Language Skills class stated that students' listening skills are still low. So, in this study, the researcher will provide TED Talks videos as a facility for listening comprehension. Besides, this research focuses on the benefits obtained by students in listening comprehension by using TED Talks videos as media. Using TED Talks as a medium for students in listening comprehension is a new form of innovation in learning and teaching listening comprehension because it provides many new insights for students and teachers.

## **B. Research Question**

This study seeks to answer the following research question: What are the benefits to students of using TED Talks videos for listening comprehension?

## **C. Research Aim**

This study aimed to find out the benefits to students of using TED Talks videos for listening comprehension

## **D. Significance of the Study**

The significance of the study can be both theoretical and practical. These are as follows:

### **1. Theoretical Significance**

Theoretically, TED Talks can help researchers improve or add to beliefs regarding students' listening skills. Moreover, it can gain knowledge by using a medium to improve learning.

### **2. Practical Significance**

#### **a. For the teachers**

Using TED Talks as a medium, teachers will gain new innovations in teaching listening comprehension.

#### **b. For the students**

Students will have high motivation, students will be more active in the learning process, and can develop students' thinking skills to be more creative.

#### **c. For the researchers**

To provide additional information for other researchers who want to carry out further research on the related subject. In addition, future researchers can conduct further research on new media that can be used in listening skills.

## **E. Key Terms**

To avoid misunderstandings and interpretations, here is the explanation of some of the terms used.

### **1. TED Talks**

There are many media that can be used in the teaching and learning process, one of which is TED Talks videos. The TED Talk is a platform for speakers to convey well-formed ideas in less than 18 minutes. Speakers from all over the world participate in TED talks, giving talks on a variety of themes, including technology, the arts, entertainment, politics, and social issues. Each lecture is accompanied by a free transcript that can be downloaded and used as a reference tool while listening to the lecture. This study intended for participants to improve their listening abilities by watching TED videos.

### **2. Listening Skill**

According to Russell in Tarigan (2008), “listening entails paying full attention, understanding, and appreciation to what is being said” (p.30). Because we learn to listen from childhood, we must be aware of the stages of listening, which include understanding, interpreting, assessing, and responding in communication. Nowadays, we can utilize audio or video as media for listening activities.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Listening Comprehension**

##### **1. Definition of Listening**

The first skill that learners need to master is listening, because listening is the first step for people to communicate and a key to receiving information effectively.

Listeners are always listening, trying to understand and interpret what they receive (Brown & Helgesen, 2003). Listening is a process dependent method of learning. Listening is how we understand what we learn in English. In person or through media such as music or movies. Students in English classes often have difficulty with listening lessons because they are unfamiliar with the language. Listening is a basic skill that students need to have in order to learn a language (Malkawi, 2010). Listeners must focus in order to get information from the speaker.

Rost (2002) claims that listening is a part of interaction where people “give” and “receive” messages at the same time. He states that the definition of listening is divided into four parts. First, the receptive perspective, which is listening to get a message from what the speaker is saying. Second, the constructive perspective, listening is connecting a meaning. Third, the collaborative aspect, listening is discussing and responding to the speaker's meaning. Fourth, the transformative

perspective, which means that meaning is created through connection, imagination, and empathy.

Listening, speaking, reading and writing are the four categories of foreign language (Napikul, 2018). Listening is an essential social skill among them. Listening occurs when a person hears information from a speaker. In particular, students need to examine what the speaker means and try to provide perspective. Students need to improve their listening skills. Good listening skills can help students interact and contribute to the improvement of other skills; writing, speaking, and reading.

## **2. Listening Comprehension**

Listening comprehension is the extent to which the listener understands a communication context, because it means understanding what is heard in order to properly understand the information received. The process of understanding the first language from a second language is known as listening comprehension (Richard & Schmid, 2002).

According to Richard (2008), listening and listening comprehension are the same. This view is based on the premise that the primary function of listening in second language learning is to develop an understanding of the spoken language. As an example, Barker (2001) states that listening comprehension is an active process of making sense of received sounds.

Listening comprehension as a process in which learners interactively build meanings (Rost, 2002; Hamouda, 2013). Audio

inequalities, prior comprehension, structure of grammar, emphasis and articulation, and other linguistic or non-linguistic cues all aid listeners in comprehending what they're receiving. To put it simply, listening comprehension is the act of acquiring and processing spoken language.

The ability to comprehend what is being heard depends on the interplay of the languages as well as the brain's processing of the information, contextual knowledge and previous knowledge must also be activated (Shaw & McDonough, 2003). As they said, listening is not just about hearing. It requires the use of context and prior information to fully understand what the speaker is saying.

The primary purpose of college-level listening comprehension training is to teach students how to function effectively in real-life circumstances. The goal of the listening lesson is for learners to be capable to follow directions or absorb new information from different forms of listening material or styles. They can also fill in the spaces and react to questions. To achieve the goals, the teacher must consider a variety of factors, including the students' passion, interest, and learning approach. Learners must be able to understand and extract information from a range of listening materials or styles by following the teacher's guidance.



### 3. Types of Listening Comprehension

There are two types of listening comprehension: 1) One-way listening/transaction monitoring; 2) Two-way listening/interactive listening (Nation & Newton, 2009).

#### 1) One-way listening (transaction monitoring)

The process of listening entails information transfer. It is the process of transferring data. Such as, to the actions of certain teaching materials provided by the teacher.

#### 2) Two-way listening (interactive listening)

This listening is related to the maintenance of social ties. Two-way listening is demonstrated by the typical listening behavior of listening to a conversation partner in order to respond.

### 4. Teaching Listening

Frimpong (1990) defined “teaching as the process whereby a teacher imparts knowledge, skills, attitudes, and values to a learner or group of learners in a way that respects the intellectual integrity and capacity of the learners intending to change the behavior of the learner(s).”

Teaching listening requires a creative and unique way. Teaching listening is a challenge for some teachers since they must make the learning process listening is not monotonous and may consider the student’s ability. The challenge of teaching listening experienced by teachers is to keep students focused when hearing what the speaker says and to be considered pronunciation and culture.

Three general stages must be completed when teaching listening.

According to Wilson, the stages of listening are as follows:

1) Pre-listening

Learners' background knowledge is developed during pre-listening.

The students simulate the conceptual frameworks by asking what they understand, then determine why they listen and predict what they hear.

2) While-listening

During listening, learners are given insight, beginning with listening for the gist and progressing to listening for detail. Afterward, they can determine whether or not what they are hearing is correct. Furthermore, the students keep track of whether their previous predictions were accurate or not and whether they were successful in completing the task.

3) Post-listening

During post-listening, students check the answer to their assignment and examine the difficulty they encountered. They receive feedback as to whether or not they can accomplish tasks and how they can react to them (J.J Wilson, 2008).

## **B. TED Talks**

### **1. Definition of TED Talks**

Time is advancing, making everything more accessible, including technology. With the advancement of technology, the world of education must be able to adapt to the development of the times, one of which is the way of teaching. Some teachers need to be able to adapt their teaching methods by using the latest media. Teachers can use a variety of media, one of which is TED Talks videos that the media can apply. TED Talks are authentic videos in which a speaker shares experiences and motivations with the audience. It can provide students with a wealth of exciting material from which they can choose the most appropriate video based on their interests. In addition, TED Talks are often delivered by non-native speakers who provide a variety of accents and pronunciations, which help learner understand the concept of the spoken expressions provided. It is undeniable that people all over the world speak English with different accents. This situation can provide students with exciting and inspiring material to introduce them to different dialects of spoken English.

TED Talks provide relevant content that enables teachers to be conscious of best practices, challenges, and innovative opportunities and to incorporate all of these into the classroom activities (Rubenstein, 2012). It can be said that the content in TED Talks makes teachers effective and efficient when teaching listening skills. The use of TED Talks videos in

teaching listening skills can also add new ideas to using media for language teaching. In addition, students can customize which videos they want to use in learning listening skills. Takaesu (2013) posited that TED talks inspired students to pursue their own interests on their own; as a result, the students practiced improved listening in an exciting way. Then it may be concluded that using a ted talk will make learning skills more colorful and creative.

## **2. Criteria of TED Talks**

Park and Cha (2013) identified the following criteria TED Talks: videos provide exciting topics such as technology, entertainment, and design; TED Talks videos are easily shared; videos are easily searchable; TED Talks have a distinct informational transcript element embedded.

TED Talks can be consumed by all groups because TED Talks have a level of difficulty in each video, there are basic to advance. The criteria taken for this research are videos with a basic level; videos that are 3-5 minutes long, topics presented about technology or education, speakers are not adults.

### C. Relevant Studies

Technology has become a part of everyone's life, including foreign language learning and teaching, and one of the ways is through the use of media such as TED Talks videos. TED Talks are authentic videos featuring speakers from around the world with a variety of backgrounds and topics, not only native speakers but also non-native speakers. Some research has used the application of TED Talks in listening skills. Takaesu (2017) mentioned that at his university, he used TED Talks in the English for Academic Purposes (EAP) class. The result was that some high-ability students stated that their listening skills improved by using TED Talks videos. Low-ability students also improved their listening skills. This shows that, despite the fact that the TED Talk video is an unusual medium, it is successful in encouraging increased listening practice for language learners.

There are many things that students can get from using TED Talks. Students can better understand the dialect delivered by non-native speakers through TED Talks videos (Choirunnisa & Sari, 2021). They say that TED Talks are used not only for listening classes but also for speaking classes. Then they claim that students respond more positively in class. Furthermore, it could increase enthusiasm and understanding of the content. Rohmah (2022) also demonstrated that TED Talks allow students to select videos based on the topic they want to learn about, which can increase students' interest in learning listening skills.

TED Talks videos are valuable to educational institutions because of the platform's capabilities and content (Hamza, 2018). The main advantage of these videos is that the audio performers do not use any scripts, and therefore they are as real as possible. They are more likely to express their personal stories and experiences. Technology, Entertainment, and Design (TED), on the other hand, is discussed by individuals who are not native speakers, which is it involves different accents and pronunciations. This is beneficial because EFL students will meet this variation when interacting in their everyday interactions. Therefore, these studies show that TED Talks can be used in all sections and provide good feedback.





## **CHAPTER III**

### **RESEARCH METHODOLOGY**

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

This is a qualitative study as it explores the benefits of the use of TED Talk videos for teaching English listening comprehension. In this case, Creswell (2016) stated that qualitative research is a method of exploring and understanding the meaning that individuals or groups attach to a social or human situation. The procedure for research involves developing questions and processes, obtaining data from participants, evaluating the data inductively, constructing from specifics to broad concepts, and creating interpretations of data significance. Meanwhile, this study uses a descriptive qualitative design. A descriptive approach looks for facts that can be interpreted correctly (Whitney, 1960). The goal of descriptive research is to provide a methodical, factual, and accurate description or representation of the facts, qualities, and relationships between the phenomena under study. Hence, a qualitative descriptive research is appropriate for this study.

#### **B. Research Location**

This study was conducted in one of the Islamic universities in Aceh and the location of research was around the campus. Then, the place depends on the student's English Language Skills class.

### C. Participants

According to Sugiyono (2019), the population comprises generalization objects or subjects with quality and specific characteristics identified by the researcher to learn and then draw conclusions. Therefore, the population of this study was the students of the Islamic Universities batch 2022 and total of population were 181 students.

Brink (2001) defines a sample as “part or fraction of a whole, or a subset of a larger set, selected by the researcher to participate in a research project” (p.133). The sample is part of the research population. According to Arikunto (2019), “if the population is less than 100, it would be taken as a total sample, but if beyond 100 could be taken as 10-15% or 20-25% of the total population” (p.104). Based on the population of this study which is more than 100 people, the sample will be taken 25% of the population. The total sample of the study is 45 students.

The way that researchers use to take samples of the population is called the sampling technique. Researchers will use the purposive sampling technique to obtain samples from the population. According to Sugiyono (2019), “purposive sampling is a sampling method with predetermined goals” (p.85). By using purposive sampling researchers are not taking random samples, but they are based on certain considerations. Therefore, researchers will take one class with the same English language skills consisting of 45 students as a sample.

## **D. Methods of Data Collection**

Data collection methods are activities carried out to obtain data to answer research question. Data collection methods include observation, interviews, and questionnaires (Cresswell & Creswell, 2018). In this study, I used questionnaire and interview to obtain data for the research question. Interview was conducted to examine the research questions and questionnaire was given to get their input on the use of TED Talks video in teaching English listening skills.

### **1. Questionnaire**

The questionnaire is a data collection strategy in which respondents are asked a series of questions or statements (Sugiyono, 2019). In this study, the data collected through a questionnaire as it ensures that the answers are nicely arranged. The questionnaire was given in the form of a closed ended question which consists of 15 questions.

### **2. Interview**

Interview in this study as a tool used to answer research question, which is to find out what benefits students get by using TED Talks videos as a medium on listening comprehension. Interview is an activity carried out by researcher face-to-face with participants, over the telephone, or focus group interview with six to eight respondents in each group (Creswell & Creswell, 2018). In addition, interview support the questionnaire so that the outline is the same as the questionnaire. Therefore, i use unstructured interview. This research consists of ten questions to six students. Furthermore, open-ended questions are employed so participants can

respond in their first language, Bahasa Indonesia. It is to avoid misunderstandings and obtain clear information. The audio recorder is used during the interview procedure.

## E. Methods of Data Analysis

The data collected through the different perceptions was evaluated in two different ways. The data was obtained from questionnaire and interview.

### a. Questionnaire

To analyze the data, the researcher organized the data from the questionnaire. These responses were given in the form of frequency perceived. After the calculation of the frequency of the data, the researcher converted it into a percentage. The percentage of the questionnaire is given as a category of evaluation results.

$$P = \frac{F}{N} \times 100\%$$

P: percentage

F: frequency

N: number of sample

100%: regular value

**b. Interview**

In analyzing the interview data, I used interactive model data analysis of Miles, Huberman, and Saldana (2014). In their theory, data analysis is divided into three stages, namely:

**1. Data reduction**

In this phase, data reduction is performed. Important information from the interview data is categorized and summarized.

**2. Presentation of data**

The presentation of the data is the results of the interviews that are briefly explained and each category has a relationship. The data presented in qualitative research is in narrative form. Therefore, in this research, the results of the questionnaires and interviews are written in narrative.

**3. Drawing conclusion**

The final step of qualitative data analysis of the interaction model is drawing conclusions. This conclusion outlines the key points and assessments derived from the data examined in the preceding description. I draw my findings on the basis of the data collected through questionnaires and interviews; the data must be able to deal with the issues that are discussed in this study.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter expanded the findings and discussion of the research. The results were related to research problems explained in the first chapter. The results presented in this section are based on data collected from questionnaire and interview to determine the benefits of TED Talks videos in listening comprehension. This section will discuss the explanation and interpretation of the findings. The findings of this study were based on data collection analysis and implementation of the method described in the previous section.

#### **A. Findings**

##### **1. The analysis of questionnaire**

I use questionnaire and interview to explore the effect of using TED Talks videos on students' listening comprehension. I use the questionnaire as feedback from the TED Talks video to facilitate the learning of listening comprehension. Students need to fill in questions from the questionnaire about using TED Talks videos as media and whether they are interested in using them or not. Students need to choose the answer that fits their choice by checking it: 1.) Strongly Agree (SA), 2.) Agree (A), 3.) Neutral (N), 4.) Disagree (D), 5.) Strongly Disagree (SD). The number of samples was 45 students taken from the first



semester of Islamic universities in Aceh. The following questionnaire results are shown in the graph.

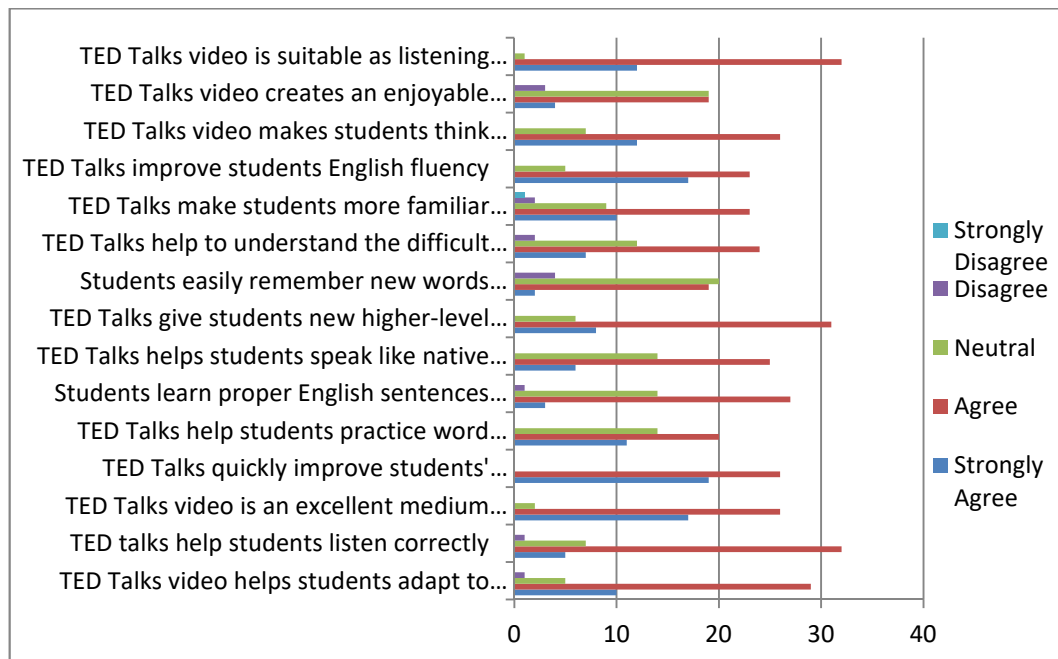


Figure 4.1 Students' Questionnaire Data

Generally, the researcher found that almost all students responded positively to the use of TED Talks videos in facilitating students' listening comprehension. The table above shows that 143 students responded to strongly agree, 392 responded to agree, 135 responded neutral, 14 responded to disagree, and one responded strongly disagree. Most of the students think that the TED Talks video is effective and suitable to be used as learning media for listening skills.

The results of the questionnaire are shown in the table below.

Table 4.1

TED Talks video is as listening materials

Option	Frequency	Percentage
Strongly Agree	12	26.7%
Agree	32	71.1%
Neutral	1	2.2%
Disagree	0	0%
Strongly Disagree	0	0%

TED Talks cover a variety of topics, from science and technology to psychology, art, and literature. Students can choose talks that suit their interests or academic needs, so that through TED Talks videos they can expand their knowledge in certain fields, especially in education. Furthermore, many TED Talks address current topics and developing trends, which can help students relate their classroom learning to real-world applications and concerns. In summary, TED Talks provide students with new experiences and ideas that can broaden their perspectives, making them excellent listening material for enhancing listening comprehension and developing knowledge in a number of areas.

Table 4.2

TED Talks video creates an enjoyable classroom

Option	Frequency	Percentage
Strongly Agree	4	8.9%
Agree	19	42.2%
Neutral	19	42.2%
Disagree	3	6.7%
Strongly Disagree	0	0%

Using TED Talks videos to teach listening comprehension creates a fun learning experience for students. This is because TED Talks have several contexts that can attract students' attention during the learning process. First, TED Talks is an audio-visual medium where students can absorb information through hearing and seeing to enhance their comprehension. Then, in TED Talks videos, some of the speakers include funny stories and their life experiences to make the video content interesting and possibly related to students' lives. Thus, using TED Talks can create a fun and inspiring learning experience.

Table 4.3

TED Talks video make students think critically

Option	Frequency	Percentage
Strongly Agree	12	26.7%
Agree	26	57.8%
Neutral	7	15.6%
Disagree	0	0%
Strongly Disagree	0	0%

TED Talks videos can make students hone their thinking skills to be more critical. This can be seen that TED Talks videos are known for their interesting topics and display different ideas. TED Talks have a variety of topics that can be watched such as art, culture, social issues, and many more. The different topics presented through TED Talks videos can make students think more. In addition, speakers who present innovative and unusual ideas can encourage students to critically evaluate material. Therefore, TED Talks can be a tool to help students develop the ability to critically analyze, evaluate, and question information.

Table 4.4

TED Talks improve students' English fluency

Option	Frequency	Percentage
Strongly Agree	17	37.8%
Agree	23	51.1%

Neutral	5	11.1%
Disagree	0	0%
Strongly Disagree	0	0%

For students looking to increase their English proficiency, TED Talks videos are a helpful and practical tool. Listening to the English language on TED Talks videos can improve listening comprehension, vocabulary, pronunciation, and language skills in general. As an easily accessible and free online platform, TED Talks provide an ideal platform for students to engage with English language content. So that, students may comfortably enhance their fluency by using TED Talks into their language studies.

Table 4.5

TED Talks make students more familiar with English

Option	Frequency	Percentage
Strongly Agree	10	22.2%
Agree	23	51.1%
Neutral	9	20%
Disagree	2	4.4%
Strongly Disagree	1	2.2%

TED Talks videos feature not only native speakers, but also many non-native speakers, which makes it easier for students to understand the speeches. Students can clearly hear the speaker's accent and vocabulary, and also see their speaking style, which makes students more familiar with the English language. Thus, using TED Talks makes it easier for students to learn a foreign language until they are familiar with the language.

Table 4.6

TED Talks help to understand the difficult words

Option	Frequency	Percentage
Strongly Agree	7	15.6%
Agree	24	53.3%
Neutral	12	26.7%
Disagree	2	4.4%
Strongly Disagree	0	0%

There are several things about TED Talks videos that can help students to understand difficult vocabulary. TED Talks videos are equipped with subtitles from several languages in the world, which allows students to read while listening so that they can understand difficult vocabulary. In addition, TED Talks videos can be accessed offline, so students can play the videos over and over again to decipher words that are difficult to understand.

Table 4.7

Students easily remember new words from TED Talks

Option	Frequency	Percentage
Strongly Agree	2	4.4%
Agree	19	42.2%
Neutral	20	44.4%
Disagree	4	8.9%
Strongly Disagree	0	0%

TED Talks not only expose students to new information, but also new words that they have never heard before. They can get a wide collection of TED Talks videos that almost cover all fields, which will help students to learn and remember words easily, and be able to understand their meaning and apply to real life.

Table 4.8

TED Talks give students new higher-level vocabulary

Option	Frequency	Percentage
Strongly Agree	8	17.8%
Agree	31	68.9%
Neutral	6	13.3%
Disagree	0	0%
Strongly Disagree	0	0%

The compelling content of TED Talks, combined with professional speakers on interesting topics, provides an intensive learning activity that engages students and encourages them to actively listen. As a consequence, students are more open to learning new words and incorporating them into their vocabulary notebooks.

Table 4.9

TED Talks helps students speak like native speaker

Option	Frequency	Percentage
Strongly Agree	6	13.3%
Agree	25	55.6%
Neutral	14	31.1%
Disagree	0	0%
Strongly Disagree	0	0%

TED Talks videos may be extremely helpful in aiding students to improve their speaking abilities in a way similar to those of native speakers. TED Talks are known for their fascinating and enlightening presentations by eloquent and experienced speakers from a variety of fields. Students can gain exposure to actual language use, pronunciation, intonation, and rhythm by watching and studying these speeches on a daily basis.



Table 4.10

Students learn proper English sentences from TED Talks

Option	Frequency	Percentage
Strongly Agree	3	6.7%
Agree	27	60%
Neutral	14	31.1%
Disagree	1	2.2%
Strongly Disagree	0	0%

TED Talks is an excellent tool for students in arranging their English statement abilities. These motivational and educational presentations feature a diverse selection of speakers who effectively communicate their perceptions in a well-structured manner. Students can gain from the greatest examples of sentence arrangement and development by observing and studying these presentations. In addition, students can try to construct sentences using different topics from the TED Talks videos.

Table 4.11

TED Talks help students practice word pronunciation

Option	Frequency	Percentage
Strongly Agree	11	24.4%
Agree	20	44.4%
Neutral	14	31.1%
Disagree	0	0%

Strongly Disagree      0      0%

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There are many reasons why students can practice correct pronunciation through TED Talks videos. TED Talks demonstrate real language use in real situations. Students can listen to speakers pronounce words spontaneously, with proper intonation, rhythm, and emotion. Furthermore, visual aids such as slides and subtitles are included in TED Talks, making it easier for students to correlate written words with their spoken words, which improve word identification and pronunciation.

Table 4.12

TED Talks quickly improve students' listening skills

Option	Frequency	Percentage
Strongly Agree	19	42.2%
Agree	26	57.8%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

Students can improve their listening skills more quickly by watching TED Talks videos. TED Talks offer a variety of topics delivered by compelling speakers, which can pique students' curiosity and encourage them to pay more attention to the topic. The variety of speakers and accents in TED Talks exposes students to a wide range of speaking styles

and intonations, allowing them to become more skilled at recognizing diverse accents and enhancing their listening comprehension.

Table 4.13

TED Talks video is an excellent medium for listening

Option	Frequency	Percentage
Strongly Agree	17	37.8%
Agree	26	57.8%
Neutral	2	4.4%
Disagree	0	0%
Strongly Disagree	0	0%

TED Talks are a great medium for developing students' listening skills. The speakers in the TED Talks video are experts in their respective fields, so the speeches are well organized so that students can understand what they are listening to. In addition, TED Talks speakers communicate clearly, use simple language, and deliver speeches in an interesting way so that students can easily understand what they are hearing. In addition, TED Talks speakers have different speaking speeds, so students can choose according to their ability level to develop English listening comprehension.

Table 4.14

TED talks help students listen correctly

Option	Frequency	Percentage
Strongly Agree	5	11.1%
Agree	32	71.1%
Neutral	7	15.6%
Disagree	1	2.2%
Strongly Disagree	0	0%

TED Talks may help students greatly improve their English listening abilities. TED Talks expose students to a variety of dialects, speaking styles, and vocabulary by giving a varied selection of speakers and subjects, allowing them to build a more thorough knowledge of the language.

Table 4.15

TED Talks video helps students adapt to native speaker

Option	Frequency	Percentage
Strongly Agree	10	22.2%
Agree	29	64.4%
Neutral	5	11.1%
Disagree	1	2.2%
Strongly Disagree	0	0%

Watching TED Talks videos can be a helpful and efficient way to help learners adapt to the pronunciation of native speakers. TED Talks frequently involve fluent and experienced communicators with a variety of accents and dialects from around the world. Students can improve their listening skills, gain a broader perspective of different speech styles, and become more familiar with different accents and pronunciation idiosyncrasies by watching these videos on a regular basis.

Based on the results of the questionnaire above, it can be seen that TED Talks help students learn and improve their listening comprehension. TED Talks are very suitable for use as a medium for learning listening comprehension because students can adjust themselves to what the speaker says in the video. Hence, there are many benefits students gain from using TED Talks video.

## **2. The Result of Interview**

Besides questionnaires, the researcher also used interviews to strengthen the study results of the study and explain the benefits of TED Talks videos on listening comprehension. The researcher conducted interviews with six students and asked ten questions. These benefits are categorized into several themes.

### **a. Getting new information**

TED Talks videos offer multiple topics with experts in their fields who provide broad insights, so this is a benefit of TED Talks.

Therefore, the benefits for students are not only able to improve

listening comprehension. By using TED Talks videos, students can see and hear while watching the speaker deliver information. In addition, TED Talks videos provide students with a lot of new information and knowledge. The student has been explained.

“From TED Talks we can get information that we have never heard before, and also from TED Talks videos we not only hear, but we can also learn how the public speaking of the speaker in the video, so that we can improve our speaking.” [R1, November 29th, 2022]

From the above statement, it can be seen that the benefits of TED Talks are getting new information and providing motivation to improve speaking skills. In this case, TED Talks speakers with different backgrounds have different innovative ideas as well as different topics that they may have never encountered. Therefore, TED Talks provide a lot of knowledge and information that students can easily access. Students also made statements:

“By using TED Talks, I can learn new things such as speaking techniques so that I know how to use intonation, eye contact, and body gestures when speaking.” [R3, November 29th, 2022]

TED Talks is a platform that provides audio-visual access to its users, which is very beneficial because they see directly how someone speaks, so students get important information about intonation, eye contact and body language from the speaker. So, it can be concluded that through TED Talks videos, students get a lot of new information.

### **b. Getting new vocabulary**

The next advantage is that students not only gain new information, but also gain new vocabulary. Through TED Talks videos, students are able to acquire new vocabulary. This illustrates that the videos on TED Talks show a variety of expressions from the speakers and each TED Talks video has a variety of topics, which can help students easily acquire new vocabulary. This is proven in the following excerpt.

“Getting new vocabulary, easily understanding the pronunciation, and get further information.” [R4, December 12th, 2022]

The statement above explains that students learn new vocabulary because they can easily understand the pronunciation of the vocabulary in the TED Talks video. The speakers in the TED Talks videos have a variety of accents and deliver their speeches with clear articulation, allowing students to build new vocabulary. This is proven in the following excerpt.

“I get a lot through TED Talks, such as getting new vocabulary, the information given through videos adds to our knowledge, the accent of the speakers in TED Talks videos makes it easier for us to practice listening skills.” [R5, December 12th, 2022]

“We can get new vocab, and also new knowledge, and we can see what the speaker's style of delivering his speech is like.” [R6, December 12th, 2022]

In conclusion, TED Talks is a platform that has many benefits for language learning, such as increasing students' vocabulary. TED Talks has many speakers from all over the world and also introduces students to a more sophisticated language so that students get a lot of new vocabulary.

**c. Learning cultural**

Another benefit of TED Talks is that the data says there is a lot to learn from TED Talks videos, one of which is cultural learning. TED Talks videos cover many topics, including culture. Each speaker discusses different traditions, values, and social behaviors, so students can learn and expand their knowledge of culture through TED Talks videos. The student has been explained.

“First of all, my knowledge has increased, starting from knowing the different cultures of each person that I have never heard of. Secondly, the TED Talks videos help to improve my English, because I think TED Talks make it easier. If I listen through audio TOEFL or British Council, it's very difficult for me to understand.” [R3, November 29th, 2022]

The student statement above explains that each TED Talks video features speakers from different cultural backgrounds. This cultural difference allows students to gain insight into the culture of each speaker in the TED Talks video. This can lead students to have a



broader understanding of cultural differences and similarities. This is evidenced in the following excerpt.

“Some TED Talks videos taught me about different cultures and traditions conveyed in the videos” [R5, November 29th, 2022]

In conclusion, TED Talks videos can broaden students' horizons to different cultures that they did not know before. In other words, TED Talks make students learn about different cultures and build a respectful attitude for students towards cultural differences.

#### **d. Getting motivation**

Another benefit of TED Talks from the data is that TED Talks have a positive impact on student motivation, especially in language learning. TED Talks videos contain inspiring stories with a wide variety of topics and speakers' backgrounds. This encourages students to use TED Talks according to their interests, goals or needs. This is proven in the following excerpt.

“I have a plan to use TED Talks as an exercise to improve my English listening comprehension, but I will only look for light themes.” [R2, November 29<sup>th</sup>, 2022]

The statement explains that TED Talks can motivate students in language learning. The TED Talks video also presents the life story and success journey of the speaker, which can be a motivation for students in achieving their goals. Students also gave statements:

“I enjoy watching TED Talks videos because they contain inspirational and motivational experiences that energize me.” [R4, December 12<sup>th</sup>, 2022]

TED Talks videos that contain many stories from various fields make students enthusiastic and motivate them to use them for positive things. In conclusion, students can be motivated by the diverse and inspiring content of TED Talks, and use TED Talks as a tool to achieve their goals.

## **B. Discussion**

This part presents a discussion based on research findings. This research has explored using TED Talks videos to facilitate listening comprehension. The research question was answered using findings questionnaire and interview. The results of the analysis present that the use of TED talks Video in learning listening comprehension has several benefits, namely the use of TED Talks can be applied as an effective learning media, overcoming difficulties in listening comprehension, providing motivation in improving listening, providing new knowledge.

In this case, the benefits of using TED Talks in listening comprehension learning are effective learning. Students give positive responses in learning using TED Talks videos, and the use of TED Talks can improve students' listening skills. This is related to the findings of Takaesu (2017), which explains that students with low and high ability can

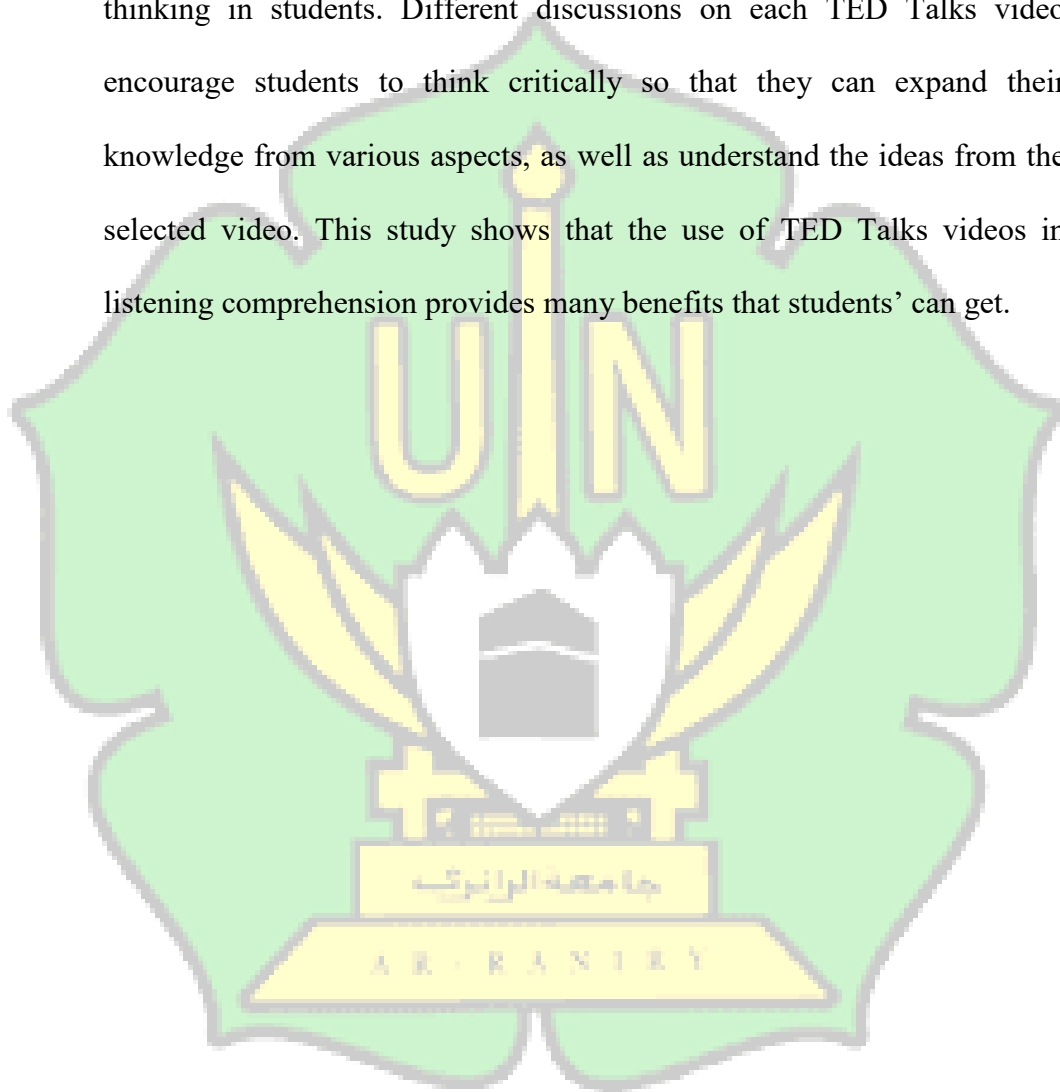
improve their listening skills through TED Talks videos. Then from these findings, it can be said that TED Talks have advantages in listening comprehension learning for students. The use of TED Talks videos provides many insights for students from a variety of topics that they get and learn, such as insights into different cultures, different perspectives. In the findings of this study, students are interested in using TED Talks videos and provide motivation to practice their listening comprehension every day. This research findings are in line with Rohmah (2022) explained about TED Talks provide many topics that students can choose according to their needs, so this is an attraction for students to use TED Talks.

Moreover, using TED Talks increases students' vocabulary because the speakers in the TED Talks video vary with the difference between native and non-native speakers, so some students find it easier to understand the words spoken by non-natives. In this case, the TED Talks video discussion provides new vocabulary that the students have never heard before. This is related to the study of Choirunnisa and Sari (2021), which states that it is easier to understand the accent of the non-native speaker in the TED Talks video.

In the findings of Choirunnisa and Sari (2021) stated that TED Talks not only improve listening skills, but also improve students' speaking skills. The findings of this study state that TED Talks videos provide communication techniques from speakers so that students are

interested in practicing improving their speaking and the use of TED Talks videos can be flexibly accessed by students.

The results of some of the benefits of using TED Talks videos in previous studies are different from this study, which is to foster critical thinking in students. Different discussions on each TED Talks video encourage students to think critically so that they can expand their knowledge from various aspects, as well as understand the ideas from the selected video. This study shows that the use of TED Talks videos in listening comprehension provides many benefits that students' can get.



## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### A. Conclusion

Based on the research findings, it can be said that using TED Talks videos as a tool to facilitate listening comprehension in language learning has numerous benefits for students. The study has highlighted several advantages of using TED Talks videos in listening comprehension.

First, TED Talks videos can be used as learning media. TED Talks videos have proven to be an effective medium for improving listening comprehension. Students have responded positively to the use of TED Talks videos, reporting improved listening skills.

Second, TED Talks can motivate students. Students showed great interest in using TED Talks videos, which motivated them to practice listening comprehension on a regular basis. The variety of topics covered in TED Talks provides students with valuable insights into different cultures and perspectives, making the learning experience more engaging and enjoyable.

Third, TED Talks can encourage students to think critically. The discussions in each TED Talk challenge students to analyze ideas from multiple perspectives, encouraging them to think critically and expand their knowledge base.

## **B. Recommendation**

Based on the conclusion, the author provides some suggestions for English teachers, students, and prospective researchers who will conduct research in the same field.

### **a) For English Teacher**

English skills are challenging to learn, especially listening skills. Teachers can use audio-visual media such as TED Talks. By using TED Talks, teachers can encourage students to listen actively, so that it can make students think more critically. Therefore, teachers can use TED Talks to make listening class more effective.

### **b) For Students**

There are many media that students can use in practicing listening comprehension, such as TED Talks videos. Students can use TED Talks videos for listening comprehension. Students can choose TED Talks videos on different topics. TED Talks provide many benefits for students, such as gaining new knowledge, can learn speaking styles for public speaking, and can improve their listening comprehension.

### **c) For other researcher**

Future researchers should add research on the benefits of using TED Talks videos in language learning and engage in improving language education practices, as well as further explore the use of TED Talks videos on other skills such as writing, speaking, and reading.

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28 November 2022

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Kepada Yth.

**Ka. Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry**

Di -

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 : **Syarifah Miftahul Jannah**  
N I M : 180 203 205  
Prodi / Jurusan : Pendidikan Bahasa Inggris  
Semester : IX  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
A l a m a t : Lampriet, Kota Banda Aceh

Untuk mengumpulkan data pada:

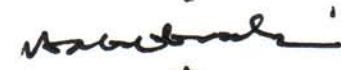
**Program Studi Pendidikan Bahasa Inggris UIN Ar-Raniry Banda Aceh**

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

**The Effectiveness Of Using TED Talks Video To Improve Students Listening Skills (A Case Study of PBI Students at UIN Ar-Raniry)**

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

An. Dekan,  
Wakil Dekan Bidang Akademik  
dan Kelembagaan,

  
j/ Habiburrahim

## Questionnaire

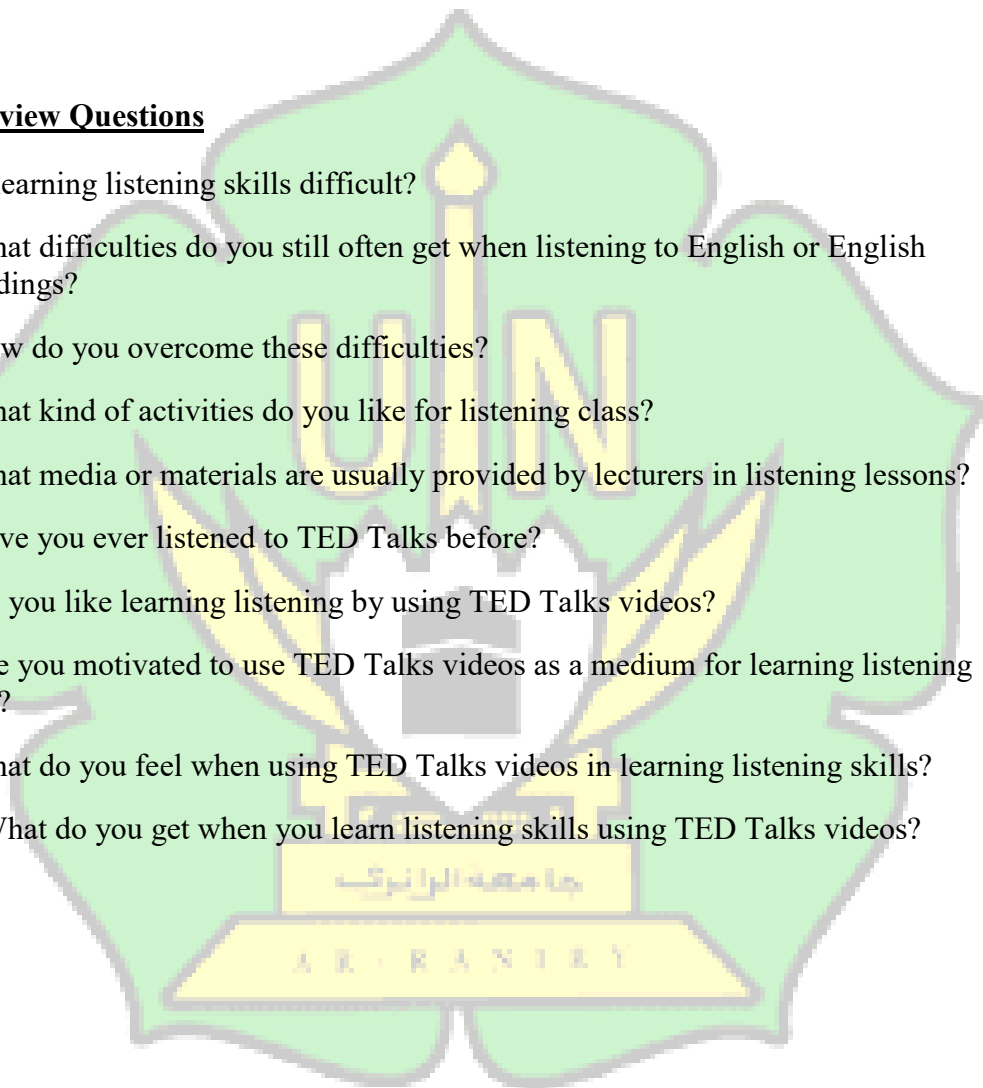
No.	Question	SD	D	N	A	SA
1.	TED Talks video is suitable for students to use as listening materials.					
2.	Using TED Talks video creates an enjoyable classroom.					
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8.	When listening to TED Talks, students will get new higher vocabulary.					
9.	TED Talks video assist students in speaking in the manner of native speakers.					
10.	TED Talks assist students in correctly arranging an English sentence.					
11.	Through the speakers, students can practice correct word pronunciation.					
12.	Listening to TED Talks video also can help students to improve their listening skills more quickly than before.					
13.	TED Talks video is an excellent medium for developing listening skills.					
14.	TED Talks assist students in properly listening English words.					
15.	Listening to TED Talks video helps students adjust to the pronunciation of native speakers.					

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### **Interview Questions**

1. Is learning listening skills difficult?
2. What difficulties do you still often get when listening to English or English recordings?
3. How do you overcome these difficulties?
4. What kind of activities do you like for listening class?
5. What media or materials are usually provided by lecturers in listening lessons?
6. Have you ever listened to TED Talks before?
7. Do you like learning listening by using TED Talks videos?
8. Are you motivated to use TED Talks videos as a medium for learning listening skills?
9. What do you feel when using TED Talks videos in learning listening skills?
10. What do you get when you learn listening skills using TED Talks videos?



Amiratul Fadhinah

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Syera Selvia

220203014

Chairi usma Putri

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Afi Kharan

220203057



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Name: Farisa Nafisah  
NIM: 220203044