The Implementation of TED Talks Videos To Improve Students' Listening Comprehension Skill

THESIS

Submitted by

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THE IMPLEMENTATION OF TED TALKS TO IMPROVE STUDENTS' LISTENING SKILL

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

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Saya yang membuat surat pernyataan



Muhammad Mulianda

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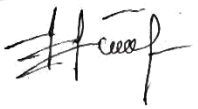
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ABSTRACT

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Listening is one of the English skills that must be studied in the English Department at UIN Ar-Raniry Banda Aceh. A medium that can be implemented in the learning process to improve students' listening comprehension skills is Technology, Entertainment, and Design (TED) Talks videos. The purpose of this study is to determine whether or not it can improve students' listening comprehension skill. This study implemented a quantitative method with a pre-experimental design. The sample consisted of 20 students in an intermediate language skill class, with a total population of 183 in batch 2023. Data collection used pre-test and post-test applications. In processing data, the researcher used SPSS 26.0. The results showed that the implementation of TED Talks videos has a very big impact on improving students' listening comprehension skill. This is evidenced by the students' scores, improving significantly. The students' pre-test mean score was 54.75 with a standard deviation of 9.866877, and their post-test mean score was 85.7 with a standard deviation of 6.562253. The Researcher observed that the degrees of freedom were 19, and the probability value was less than α (0.00 < 0.05), which means Ho accepted and Ha rejected. It showed a significant improvement in listening comprehension skill by implementing TED Talks videos.

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CHAPTER I

INTRODUCTION

This chapter describes the primary concept for carrying out the research. It discusses the background of the study, research questions, the aim of the study, the significance of the study, and terminologies.

A. Background of Study

Technological advancement and its integration into many essential life roles, including education, are inevitable. The unrestricted availability of educational resources and ideas allows for utilizing informative, fascinating, and inspirational technology in teaching and learning and provides many advantages. Raja and Nagasubramani (2018) state that when modern equipment, technology, and tools are used, the learning and interactivity of students increase. Students acquire English proficiencies through technology. They need to develop English proficiency as it is the most universally spoken language worldwide; its importance cannot be underestimated.

In developing English proficiency, there are four skills to acquire: Listening, speaking, writing, and reading. As Sharma et al. (2022) state, these four abilities allow a person to understand, construct, and employ language in a meaningful social conversation. Communication is classified into oral and written modes, with direct interaction necessary for receiving and delivering the message. Listening is a talent that involves obtaining information orally, whereas reading is a skill that consists of receiving information through the written style. Conversely, writing and speaking are

considered productive skills. According to Harmer (2007), writing involves the creation of text using written language, while speaking involves producing language through oral communication.

According to Yavuz and Celik (2017), listening is essential for learning English as a foreign language. The critical listening skills in acquiring a foreign language have been overlooked despite being the most crucial skills for everyday communication. Proficiency in actively comprehending and effectively reacting to a speaker's message must be instructed, similar to other language proficiencies. Feyten (2010) states that Listening is used for more than 45% of communication time, showing how important this skill is to overall language skills. This fact is unexpected, considering that it is the most frequently used skill in communication.

Moreover, successful Listening can also be measured in terms of the strategies employed by the listener. Strategies can be instructed based on the learner's approach and management of a task, while listeners are taught efficient methods of approaching and managing their Listening comprehension. These activities require listeners to actively engage in the process of listening. It involves accurately comprehending the material being communicated and using the vocabulary obtained from listening to produce other language skills, such as speaking and writing.

Listening comprehension skill can be enhanced using the utilization of contemporary media. With the progression of technology, students have become more attracted to using the internet, computers, and other media or gadgets for both pleasure and educational purposes. It is undeniable that education and media are inseparable. Luh (2017) states that using learning media is crucial in teaching and learning. Furthermore, learning media encompass resources or tools that can stimulate a

student's cognitive processes, emotional responses, focus, capabilities, or proficiencies to optimize knowledge acquisition. The media of instruction in learning English plays a vital role in curriculum design and classroom planning. The educators should provide material and lesson plans in exciting and enjoyable media.

One effective medium used to improve English listening comprehension skill is TED Talks Videos. TED is an acronym that combines the initial letters of Technology, Entertainment, and Design. It is an educational media organization that hosts conferences and events worldwide. TED speaker sessions, called TED Talks videos, are provided in video on the TED website. Speakers use the TED Talks videos channel to deliver well-crafted ideas in under 18 minutes. When integrating TED Talks videos into English instruction, selecting ones that contain an extensive range of vocabulary is essential to maximize students' learning potential. Never mind about complex vocabulary in the discussions, as subtitles in several languages support most of the videos. Using the subtitles, students can quickly comprehend the meaning of challenging vocabulary. While listening, students can use the existing subtitles to check their understanding of what the speaker is saying (Abdulrahman, 2018). Additionally, Anderson (2016) states that talk is more effective in written form than anything else.

Students frequently use TED Talks videos since they cover current themes and are available in various languages. Tilwani et al. (2022) mentioned in their study that TED Talks videos proved beneficial for Indonesian EFL learners in enhancing their listening skills, and after studying the TED Talks videos, most students believed their listening comprehension was enhanced. TED Talks videos can stimulate classroom discourse from an instructor's perspective and improve students' comprehension of

course content. TED Talks videos are beneficial for teaching English as a foreign language (Nurhidayat & Syarifah, 2019). Engaging with TED Talks videos enhances the development of active listening skills.

Some researchers have previously conducted studies on TED Talks videos to improve listening comprehension skill. One of the studies by (Abdulrahman, Basalama & Widodo, 2018) aims to determine whether the use of TED Talks videos affects grade eleven students' listening skills. The study was conducted at SMAN 89 Jakarta in 2017/2018. The population consists of 216 students sitting in six classes. The research samples were drawn from the population using cluster random sampling, with a total sample size of 70 pupils, 35 in each category. The research methodology was quasi-experimental, with a randomized, post-test control group design. The statistical method used to analyze the data was one-way ANOVA using SPSS with null hypothesis testing, preceded by normality and homogeneity tests as a prerequisite to data analysis. The test results revealed that H0 was rejected and Ha was accepted, indicating that using TED Talks videos significantly affects grade eleven students' listening skills.

Another study was conducted by Maharani, Arifin, and Amala (2023), focusing on the effectiveness of TED Talks videos on Indonesian Secondary English as a foreign language (EFL) students' listening skills. Sixty-six secondary school students were the subjects. This study used a quasi-experimental, pretest-posttest control group research design. The participants were given a listening pre-test to assess their initial listening skills. The control and experimental groups received the same lesson plan throughout the four-week treatment period. Nonetheless, only the experimental group was shown the TED Talks videos to evaluate how it affected the growth of students'

listening skills. Data were then analyzed using an independent samples t-test. The data showed that teaching TED Talks videos improved students' listening skills in the experimental group from 57,37 to 71,31. The t-test result showed the value of t observation (to) = 2,62 was more significant than the t table (tt) = 1,67 (5%) and (tt) = 2,38 (1%). In general, the result of the experimental group supported the effect of teaching TED Talks videos on students' listening skills.

Listening is a complex task in learning English as a Foreign Language (EFL), as it is the primary ability for understanding and is therefore regarded as crucial. Many scholars have extensively researched this skill, exploring its unique characteristics, methods, and strategies for enhancing the acquisition process. Humeniuk et al. (2021) state that the most effective way to acquire listening skills is through conversing with a native speaker. It is occasionally possible to bring guest experts to talk with university students about their majors, areas of expertise, or future careers. Nonetheless, it is easy for students to learn informative thoughts, ideas, and beliefs by utilizing the excellent web-based collection of TED Talks videos available at any time.

Considering the information previously mentioned, TED Talks videos are an exciting topic to research for educational purposes, considering that this app will help students grasp information more quickly because of the availability of subtitles. Several previous studies have looked at using Ted Talks videos in listening skills. Unlike previous studies that examined podcasts and their impact on listening skills, this study investigates the use of video-based presentations from the famous TED Talk Videos Series. This research also focuses on using subtitles to facilitate students' understanding of the context conveyed in the video. This research was conducted in the Department of English Language Education at UIN AR-Raniry. With a different

context than previous research, this study focuses on improving listening comprehension skill through TED Talks videos. This research is entitled "*The Implementation of TED Talks Videos To Improve Students' Listening Comprehension Skill"*.

B. Research Question

Based on the background of the study, the research question can be drawn from the preceding discussion as follows: "Does the use of TED Talks videos improve students' listening comprehension skill? "

C. Research Aims

The aims of this research that represented what this research attempts to accomplish are as follows: "To find out whether using TED Talks videos improves students' listening comprehension skill or not."

D. Significance of Study

This study is expected to benefit academically, especially for students, lecturers, and other researchers.

1. Students

The study aimed to give readers more information and expertise on using TED Talks to improve listening comprehension skill by achieving the research objectives. Additionally, it motivates pupils to enhance their auditory skills by utilizing TED Talks videos. Furthermore, it can serve as a valuable resource for English Department students seeking to investigate TED Talks videos and improve their understanding of listening comprehension in diverse context.

2. Lecturers

Instructors can utilize this information as an excellent resource for creating classroom instructional materials. Moreover, its primary objective is to assist educators in recognizing alternative approaches to achieve learning objectives in the classroom, explicitly concerning listening comprehension skill. Furthermore, it deepens the lecturer's comprehension of the technological advancements that can expedite teaching and learning.

3. Researchers

The Researcher anticipates that with the implementation of this study, students will exhibit increased motivation to improve their listening comprehension skill by utilizing TED Talks videos for English language acquisition. Furthermore, considering the material, models, or references presented in this study, the Researcher anticipates that other scholars will scrutinize, adapt, rebuild, or further investigate this research and undertake additional studies on related subjects at various levels and for different objectives.

E. Terminology

This part explains the terminologies presented in this thesis to help students better understand and not be confused.

1. TED Talks Videos

TED is an acronym from the first letters of Technology, Entertainment, and Design (Harb, 2018). It is a non-profit organization, started by Richard Saul Wurman in 1984, devoted to spreading ideas through short, powerful talks lasting 18 minutes or more. TED Talk (TT) videos are based on presentations given at TED conferences or one of the many TED events worldwide.

Ted Talks (TT) videos cover all topics: Technology, design, science, business, collaboration, innovation, social change, health, nature, environment, future, communication, activism, child development, personal growth, humanity, society, identity, and community over 100 Languages.

TED Talks videos is valuable, authentic listening material for second language learning and teaching. The TED Talks videos predominantly address current affairs and trending topics. Each video is accompanied by subtitles in multiple languages, allowing viewers to verify their comprehension and accuracy. The availability of subtitles in TED speeches simplifies the learning process for students, enabling them to grasp the content effectively (Humeniuk et al., 2021).

2. *Listening Comprehenison Skill*

Listening Comprehension skill is the capacity to accurately receive, interpret, and comprehend spoken or auditory information. It involves actively attending to what another person is saying and understanding the meaning of their words, tone of voice, and nonverbal indicators. Effective Listening comprehension consists of being present and engaged in the conversation instead of merely hearing the words. Moreover, Listening comprehension consists of constructing the meaning from what they have listened to based on prior knowledge, noting that listening comprehension was an active process in the listeners' minds.

Listening plays a significant role in daily life and education as it is a psychological process of receiving and responding to verbal and non-verbal messages from others (Tyagi, 2013). In addition, Hogan, Alonzo, and Adlof (2014) also highlighted that listening is the ability to understand what one hears to understand a spoken language.

CHAPTER II

LITERATURE REVIEW

This chapter's literature review begins with a brief introduction to Listening Comprehension and media before focusing on the theoretical basis of those listening comprehension skill and TED Talks Videos.

A. Listening Comprehension

1) Definition of Listening

Listening is one of the language skills that must be mastered because it is an essential component of communication. According to Harmer (2000), Listening is vital to communication. It is distinguished by the fact that listening comprehension is a process of receiving, processing, and interacting with previously acquired knowledge and solving it quickly.

Listening is an active process of receiving and responding to verbal messages (Bodie, 2018). Listening is receiving language through the ears, such as letters, stresses, rhythms, and pauses, and then utilizing the brain to turn it into crucial messages. Vandergrift (2002) states that Listening comprehension is a complex and active process of interpreting. To comprehend, listeners must rebuild the speaker's original intent by utilizing bottom-up and top-down processing processes and leveraging what they already know to pull new knowledge. From some of these understandings, it can be concluded that Listening comprehension is an active process that determines the meaning of the sound, not only hearing but also producing results from what is heard (Richards, 2008).

2) Listening Process

Listening is considered fancily regarded as a complex, interactive process during which listeners are involved in an exceedingly dynamic construction of meaning (Syahabuddin & Rizqa, 2021). Listening comprehension determines what the listener understands from what the speaker conveys. Wilson (2008) distinguishes the listening process into two categories: bottom-up and top-down. The bottom-up emphasizes analyzing words, sounds, and grammar that can create meaning. In detail, the bottom-up approach includes more specific information, such as recognizing groups and sequences in word patterns by understanding messages using prior knowledge and linguistic knowledge. Top-down is more on interpreting the message conveyed by the speaker by using the listener's knowledge related to the topic, situation, context, schema or script, type of text, and language to help listeners interpret spoken language and anticipate what will happen next. The top-down process focuses more on the main idea and describes and summarizes the results of what the speaker conveys.

According to DeVito (2000), there are five categories of listening processes, namely:

1. Receiving

   Receiving is the deliberate concentration on hearing a speaker's message, which occurs when we filter out other sources to isolate the message and avoid the confused combination of incoming stimuli. At this point, we are still merely hearing the message.

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2. Understanding

   In the understanding stage, we try to acquire the message's meaning, which is not always straightforward. For example, if a speaker does not pronounce correctly, it may be challenging to determine what the message is.

3. Remembering

   In the process of Listening, the listener not only receives and interprets the content of the message but also stores what the message is conveyed, even though the memory we hold is not the same as what was seen and heard when the speaker delivered the message.

4. Evaluating

   The fourth step in the listening process is to evaluate or think critically about the communication. The listener will actively weigh the evidence, sort out facts and opinions to determine the information from the message, and decide whether or not it will remain in long-term memory or may be lost.

5. Responding Through Feedback

   The fifth and last phase of the listening process is feedback, or how the message is received. In this process, the listener's awareness and concentration are critical because the listener will respond by answering so that the speaker knows his message has been heard and understood.

From these statements, we can say that listening is not just hearing. There are processes from the beginning until we finally understand and can respond to what is conveyed.

3) Difficulties Of Listening

Listening comprehension is a difficult skill for some students to master. According to Renukadevi (2014), Listening has an essential role in English because it is one of four skills in language development. For students, listening comprehension is considered a big challenge because they often have difficulty understanding the meaning and purpose of the speaker. According to Indahsari (2020), there are several difficulties in the listening aspect, namely the use of different accents, idioms, and uncommon vocabulary. This is because English is used minimally every day. Even when they study in class, students are accustomed to listening to non-native speakers, so it is difficult to understand and obtain information from what native speakers convey in a lesson or test. Some other difficulties in listening, according to Yilmaz and Yavuz (2015), are difficulties in remembering what has been heard, accent, and limited vocabulary mastery. According to Ur (2000), there are six difficulties faced by students in the process of learning to listen to a foreign language, namely:

1. Problems with sound

   Many people are unaware that poor audio quality can cause listeners to misinterpret the message's content. Do not recognize that erroneous sound can cause listeners to misunderstand the message's content.

2. The difficulty in understanding every word spoken

   This is a common issue where the listener does not recognize that he has been seeded with valuable information without understanding the words stated.

3. Can't understand speech quickly

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Learners frequently require natural speech from native speakers to be spoken slowly, and it is not advisable to force learners to understand speech rapidly; instead, learners should learn gradually. Even if the speaker speaks quickly, making it difficult for pupils to understand, it can help them get used to it and begin persevering and studying more to improve their listening abilities.

4. Need to repeat more than once

   Students frequently need to hear things more than once because they still lack listening skills. This typically occurs because the students cannot comprehend the meaning of the information being transmitted, maybe due to the speaker's rapid speech or new terminology.

5. The difficulty of following every word

   Many students find it difficult to follow and feel overwhelmed when new material arrives, so they stop attempting to understand everything and instead learn to choose what is vital and dismiss the rest.

6. Feeling tired

   A speaker's rapid-fire content delivery, lengthy information, and other variables can all contribute to fatigue during listening.

From what I have mentioned above, it can be seen that some difficulties students face in mastering listening include difficulty in understanding every word, problems with sounds, and others.

B. Media and TED Talk in Brief

1) Media

The word medium is derived from a Latin word that means middle, introduction, or intermediate. The plural of media comes from the word medium,

which etymologically implies introduction or middleman. Arsyad (2002) defines media as any intermediary humans utilize to deliver opinions or ideas to the appropriate people. In education, Gerlach and Ely (in Arsyad, 2002) noted that media, in general, can be interpreted as human, material, or even events that create a setting in which students might gain knowledge, talents, or attitudes. Learning media in the learning process is mainly defined as photographs, photos, or even electronic gadgets that can be used to capture, process, and shorten information visually or verbally.

Media technology has become increasingly essential in the twenty-first century since it provides convenient communication. People of various ages have used media to help them with their daily duties. According to David (2003), technology has played a significant role in the lives of all modern humans since the very conception of technology. Media serves as the focal point of all human requirements in daily life. The media also influences instructional effectiveness and learning aspects of listening. Chapelle (2003) examined numerous hypotheses about using technology for foreign language learning.

2) Teaching Media

English education is also increasingly diverse, from the use of manual or visual media and the use of blackboards to the use of internet-based media and technology. Teachers can use media when teaching, a source of education that improves students' abilities. Teachers can help students better understand the material by providing educational media in the teaching and learning process. Teachers' teaching methods attract students' attention and facilitate teaching and learning. According to Nikah (2020), media as a general term refers to television,

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radio, and newspapers as a whole and as a means of disseminating entertainment and information to the general public.

In this scenario, using media in the classroom aims to increase student interest and motivation in the teaching and learning process, keeping up with global progress. Teachers must educate creatively and employ media in the classroom to help pupils develop their talents. Mediation allows pupils to form and build their knowledge, thoughts, and opinions. According to Nwammuo et al. (2018), the media should be included from the beginning. Preparing the media at the start of learning is critical to gaining students' first impressions. As a result, teachers must motivate pupils by efficiently teaching English through the appropriate media. Without media, the teaching and learning process will not be effective. Media is designed to capture students' attention so that teachers can give lessons in class and help students better understand the lessons. It can be concluded that learning mediums can stimulate students' thoughts, emotions, and motivations and facilitate the creation of students' learning processes.

3) TED Talks Videos

TED is an abbreviation for Technology, Entertainment, and Design, a type of media that may be accessible online or offline via watching videos on YouTube or viewing performances directly on the website. Topics covered include inspiration, sports, experiences, and health, with lectures by both native and non-native speakers. According to wikipedia.org, Technology, Entertainment, and Design (TED) is an American media organization that posts lectures online. Free distribution under "Ideas Worth Spreading".

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Technology, Entertainment, and Design (TED), a non-profit organization, promotes exchanging ideas through quick, memorable speeches of no more than 18 minutes. People from all industries and cultures are welcome to join the global TED community, which seeks to promote a greater understanding of the world. The TED organization ultimately believes in the power of ideas to change the world, attitudes, and lives. When someone wants to learn to talk effectively, stand firmly, and learn English, especially how to speak, technology, entertainment, and design (TED) Talks are helpful.

According to Hamza (2018), technology, entertainment, and design (TED) presentations are effective in an academic setting due to the platform's capabilities and content. This conference is open to the public, and the presenters come from many backgrounds. The fact that the voice actors in these videos do not use scripts ensures they are entirely authentic. Instead, they share their viewpoints, experiences, and tales. On the other hand, non-native speakers discuss technology, entertainment, and design (TED). It includes different accents and pronunciations. This is useful since EFL students come across this variety when listening in real- life circumstances.

1. History of TED

Technology, Entertainment, and Design (TED) was founded in 1984 when Richard Saul Wurman noticed a strong correlation between these fields. Richard's inaugural technology, entertainment, and design (TED) event, co-founded with Harry Marks, featured CD demos, eBooks, and cutting-edge 3D visuals from Lucasfilm.

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Most technology, entertainment, and design (TED) organizations suffered financial losses. Six years ago, Warman and Marks attempted to develop Technology, Entertainment, and Design (TED). In 1990, the world was ready. The Technology, Entertainment, and Design (TED) conference has grown into an annual event in Monterey, California, connecting people through curiosity, open-mindedness, and thrilling, enigmatic shared discoveries. It has grown in a variety of fields and is influential.

According to Nursafira (2020), Technology, Entertainment, and Design (TED) talks are video-based conferences in which presenters deliver important ideas in 5 to 20 minutes. By now, TED Talks videos have covered a wide range of topics, including business, science, lifestyle, global challenges, and education. As a result, technology, entertainment, and design (TED) lectures are now widely recognized and used in various languages. Since then, the list has expanded to include scientists, philosophers, musicians, businesspeople, religious leaders, philanthropists, and many others. Many people consider TED to be one of the intellectual and emotional highlights of the year. When a conference becomes a non-profit, it serves as the foundation for what makes TED great.

2. The Advantages of TED Talks Videos Generally

Technology, Entertainment, and Design (TED) lectures are currently employed in various sectors, demonstrating their broad benefits. According to Kusumastuty, Mulyono, and Ekawati (2019), watching Technology, Entertainment, and Design (TED) talk videos inside and outside the classroom allows students to obtain audio and visual inputs that are important for practicing their language, such

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as the speaker's speech and gestures. It also improves natural vocabulary and English accents by listening to engaging material.

According to Yuksel (2018), technology, entertainment, and design (TED) serve various purposes, including entertaining the audience, motivating students to become independent and autonomous thinkers, and assisting students in learning from others to become lifelong learners. Furthermore, Yuksel (2018) states that it provides a broader range of resources than traditional textbooks, increasing student involvement and interest in the subject.

In conclusion, Technology, Entertainment, and Design (TED) lectures are suited for both university classes and postgraduate levels. All of this evidence suggests that students' learning must be limited. They observe novel approaches and settings that differ from the usual lecture-style classroom. The benefits of this research are helpful for the use of media, which is increasing in today's world; it can make students more engaged in learning; it can assist shy people in learning on their own and practice; and it can help teachers learn media so that it is not dull. As a result, TED Talks videos are used in technology breakthroughs, particularly in education (Nursafira, 2020).

C. Previous Research Finding

Several previous research studies related to using TED Talks videos to improve students' listening comprehension skill. Some of those are as follows:

a) Maharani, Arifin, and Amala (2003) conducted the first research study. This study examined the impact of TED Talks videos on Indonesian Secondary English as a Foreign Language (EFL) students' listening abilities. Sixty-six secondary school pupils were randomly picked and divided into the control and

experimental groups. The study employed a quasi-experimental, pretest-posttest control group research design. The participants were given a listening pre-test to assess their initial listening skills. The data were then analyzed using the Independent Samples t-test. The results showed that teaching TED Talks videos increased students' listening abilities in the experimental group by an average of 57.37 to 71.31. The t-test result revealed that the value of t observation (to) = 2.62 was more significant than the t table (tt) = 1.67 (5%) and (tt) = 2.38 (1%). The experimental group's findings generally validated the impact of teaching TED Talks films on students' listening abilities.

b) Fitria (2022) did the second research. This study employs the descriptive qualitative technique. According to the findings, TED Talks can assist students develop various English skills, including speaking, listening, and writing. Speaking, TED Talks allow students to listen to an excellent example of a talk/lecturer and analyze how it is constructed and presented. In Listening, TED talks are delivered by native English speakers from around the world, allowing students to watch TED lectures about a topic that interests them just by listening to a native English speaker. In writing, downloadable TED Talk subtitles allow students to read along with the spoken word. This can help them improve their grammar and language abilities so they can hear what is being said more quickly. Teaching English with TED Talks videos provides practical teaching resources to help any English language program. TED Talks videos are also excellent tools for teachers who use a similar approach to teaching ESL.

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c) Humeniuk et al. (2021) conducted the third research. The study examines how TED (Technology, Entertainment, and Design) Talks affect university students' listening comprehension and speaking abilities. The educators directly constructed online study support for ESP as a four-credit course based on ECTS in the Moodle Learning Management System (LMS) using TED Talks videos, which were used for study purposes at the B1 level. The research sample consists of 50 students majoring in Agrarian Engineering and 50 majoring in Electrical Engineering and Energy, all of whom have enrolled in the obligatory subject of ESP. The trial results showed that both groups improved, although the experimental group performed better in listening comprehension and speaking skills, as determined statistically. The surveys supplied to the students contained five questions in which they expressed their ideas about the e-learning process and evaluated the impact of TED Talks videos on their listening and speaking skills. The questionnaire feedback revealed that most students, particularly those who participated in the experiment, had a good attitude towards incorporating TED Talks videos into their learning process.

d) Wu (2020) conducted the fourth research. He looks into using authentic video materials in EFL listening lessons. This study sought to integrate original online films into students' English listening practices in college-level English classrooms at a private comprehensive university in southern Taiwan. According to the research backdrop and justification, there were three major questions:(1) Is there a substantial difference in how students with different majors perceive the usefulness of listening activities while watching

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Technology Entertainment and Design Talks videos? (2) Is there a significant difference in students' material familiarity in their learning from TED Talks videos? (3) What are the students' thoughts on practicing English listening with TED Talks videos? This study was conducted over one semester to discover 82 EFL learners' self-reports of learning via online video materials. The questionnaire included demographic information, Likert scale questions, and interviews. The findings revealed that most students believed they improved their listening comprehension after watching the TED Talks videos. Students reviewed their prior knowledge and examined the information in the TED Talks videos.

e) Izzah, Hadi, and Rosa (2020) conducted the subsequent research. They look at how students perceive their listening skills and how the Researcher uses TED TALK videos. The study used a qualitative, descriptive technique, employing a questionnaire as the instrument. The participants received ten questions, and 30 had already completed the questionnaire. Based on the overall data presented in the previous parts, it could be seen that the listening skills material, equipped with TED Talk videos as a medium to improve listening skills, received a positive perception and great appreciation.

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CHAPTER III

RESEARCH METHODOLOGY

According to Polit and Hungler (2004), methodology relates to methods for collecting, organizing, and analyzing data. The nature of the research question determines the methodology used. Research methods are the theory of correct scientific decisions (Mouton & Marais, 1996). This study's methodology relates to how the research was conducted and its logical progression. This chapter describes the research design, participants, data collecting, and analysis methodologies.

A. Research Design

The research method is a way to get data with specific goals and uses in a scientific context (Sugiyono, 2016). In this study, the Researcher uses quantitative research. According to Creswell (2012), quantitative refers to a statistical metric researchers utilize to assess the extent of the link between two variables. Creswell (2017) identifies four types of pre-experimental designs: one-shot case study, one-group pretest-posttest, posttest-only with nonequivalent groups, and posttest-only with nonequivalent groups design.

This study is pre-experimental in design with only one experimental group. This approach does not provide a control group for researchers to compare to the experimental group. A pre-experimental research design is used to see if there is a link between the independent and dependent variables. The independent variable is the variable that gives an influence, while the dependent variable is the variable that is influenced (Loewen & Plonsky, 2017).

The sampling technique used in this research is purposive sampling. Palinkas et al. (2015) explain that purposive sampling is commonly employed in quantitative

analysis to locate and pick cases that provide valuable information on interest development. Purposive sampling is a non-random sampling approach dictated by the Researcher's unique sample selection characteristics.

B. Research Participants

1. Population

According to Sugiyono (2013), the population refers to the group of individuals that are the focus of a researcher's investigation, chosen based on specific attributes or characteristics. The population of this research is students of the English language education department at UIN Ar-Raniry, which includes students in batch 2023. The number of students in this batch is around 183.

2. Sample

According to Arikunto (2019), if the population is less than 100, the sample should be taken as a whole (use population). Still, if the population is more significant than 100 people, then a sample of 10-15% or 20-25% can be taken of its population. The sample was selected based on criteria determined by the Researcher, that is, students who had taken a basic language skill course in the first semester and were taking intermediate language skills in the second semester. From the sampling technique and criteria above, the Researcher took one unit from batch 2023, totaling 20 students within the unit as the sample, which means 11% of the population.

C. Data Collection

Arikunto (2000) defines data collection instruments as tools that help researchers collect data more systematically and efficiently. In this study, the researcher collects data quantitatively, using pre-tests and post-tests.

Table 3.1

The Table of one group's pre-test and post-test

Group	Pre-test	Treatment	Post-test
Experimental	TI	X	T2

(Cresswell, 2017)

Where: T1 : Pre-test
X : Treatment
T2 : Post-test

1. **Pre- Test**

A pre-test was given to the students at the first meeting to assess their listening proficiency level. To determine the students' comprehension and listening skill, the author asked them to answer the question based on what they had seen and heard from the TED Talks video called "The Rhythm of Life."

2. **Treatment**

The Researcher was treated at the first, second, and third meetings. The author gave students an introduction and explanation of the TED Talks videos. They are free to ask questions if they are unclear.

3. **Post-Test**

The Researcher handed them a post-test during the previous meeting to determine whether students' listening comprehension skill had improved due to learning to use TED Talks videos. Once more, the Researcher requested that the students listen to the TED Talks videos on the subject settled on the first day of the meeting. The writer compared the results to see whether there had been any notable improvement after listening and noting the outcomes of the pre-test test and post-test.

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D. Data Analyzing Technique

Following data collection using the research instruments, researchers must proceed to the data analysis stage. This process is essential for obtaining research results and aiding researchers in generating conclusions. During a pre-experimental study on students, the Researcher gave a pre-test to assess students' listening comprehension skill before treatment. Data analysis is used to know the impact of TED Talks videos on students' listening comprehension skill. It consists of a normality test and a Paired T-Test.

1. Students' Correct Answers Formula

$$Total\ Grade = \frac{\quad}{\quad} \times 100$$

(Brown & Abeywickrama, 2004)

2. The Scale For Classifying The Students' Scores

Table 3.2

Classifying The Score of The Student's Answer

A	90 – 100	Excellent
B	80 – 89	Good
C	70-79	Adequate
D	60-69	Inadequate
E	Below 60	Failing

(Brown & Abeywickrama, 2004)

3. Normality Test

Arikunto (2010) defines the normality test as determining if each variable follows a normal distribution. When testing other variables, the normality test is essential to ensure that the residual values follow a normal distribution. The Researcher tested the normality of the test by using Kolmogorov Smirnov and Shapiro Wilk. The criteria for acceptance of the testing are as follows:

1. If the value of sig (significance) > 0.05, then Ho accepted – > the data is normally distributed.
2. If the value of sig (significance) <0.05, then Ho rejected – > the data is not normally distributed.

4. Paired Sample Test

A different test model compares the research model before and after treatment. Widiyanto (2013) describes the paired sample test as a tool for evaluating treatment success by comparing before and after means. The paired sample test compares pre-test and post-test scores in experimental class. The paired sample test requires normally distributed data for hypothesis analysis. The formula is as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

Where:

X_1 = The Average Score Before Treatment

X_2 = The Average Score After Treatment

S_1 = Standard Deviation Before Treatment

S_2 = Standard Deviation Before Treatment

n = Total Number of Samples Before Treatment

$2r$ = Total Number of Samples After Treatment

The hypothesis of the paired sample test is as follows:

a) If the significance (2-tailed) < 0.05, Ho rejected, and Ha accepted, it means there is a significant difference.

b) If the significance (2-tailed) > 0.05, Ho accepted and Ha rejected, it means there is no significant difference.

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CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the Researcher discusses the experiment's findings from 25th April to Mei 16th 2024. The explanations and analyses of the research's findings are covered in the discussion section. The research findings presented in this study were derived from examining the data gathered and utilizing the methodology expounded upon in the preceding section.

A. Finding

This section discusses students' scores and the mean of overall scores, both pre-test and post-test separately.

1. Pre- Test

a. Students' Scores and Classification

The results presented in this section were gathered using a multiple-choice test instrument. The Researcher followed two easy steps to understand and analyze the data: Grading each student's paper test score and then calculating the mean, standard deviation, frequency, and other statistical aspects as a supporting source.

Table 4. 1

Students' Pre-Test Score

No	Students' Initial	Score	Classification
1	HF	53	Inadequate
2	USR	47	Failing
3	RS	40	Failing
4	KF	47	Failing
5	RR	67	Inadequate
6	PHI	60	Inadequate
7	LM	60	Inadequate

8	LPN	33	Failing
9	MR	60	Inadequate
10	NSL	60	Inadequate
11	NF	47	Failing
12	SANI	67	Inadequate
13	NR	67	Inadequate
14	FA	60	Inadequate
15	FS	60	Inadequate
16	H	40	Failing
17	MFA	60	Inadequate
18	AR	60	Inadequate
19	KFS	60	Inadequate
20	CAIP	47	Failing
	Total	1095	**Failing**
	Mean	54,75	

The Table above revealed pre-test-specific information; were 20 samples in the experiment, and their overall score was 1095. Furthermore, the mean score was 54.75, which placed this pre-test in the failing group according to Brown and Abeywickrama's score classification. However, in some categories, most students are considered inadequate, with only seven rated as failing. None of them were graded as adequate, good, or excellent.

After tabulating and assessing the students' scores, the percentage will be displayed in the table format described earlier in the chapter. The Table is shown below.

Table 4.2

The Percentage of The Students' Pre-Test Score

Classification	Score	Frequency	Percentage
Excellent	90-100	0	0%
Good	80-89	0	0%
Adequate	70-79	0	0%
Inadequate	60-69	13	65%
Failing	below 60	7	35%
Total		20	100%

According to the Table, there were 20 students (100%) in total, with 13 students (65%) classified into an inadequate category, seven students (35%) classified into a failing category based on the pre-test score they got, and the categories such as adequate, good, and excellent have zero frequency.

b. Mean Score and Standard Deviation

The Researcher used a pre-test to assess students' listening comprehension skill before administering the treatment. Furthermore, the pre-test was designed to establish whether the students were on the same level. The Table below shows the students' pre-test's mean score and standard deviation.

Table 4.3

Mean Score and Standard Deviation

Means	standard deviation
54.75	9.866877

With a standard deviation of 9.866877, which is less than the mean of 54.75, it is clear that the standard deviation score is lower and far from the mean value. This shows that all students' pre-test scores are highly unequal, scattered in various ways, and acceptable. According to Sekaran and Bougie (2016), the lower the standard deviation score is to the mean, the more similar or accurate the mean.

Based on the previous classification, the pre-test score was labeled as failing, indicating that the students' categorization score remains relatively low.

c. Normality Test

Normality tests are used in statistics to determine whether a data set is well-modeled by a normal distribution and to assess the probability that the data set's underlying random variable is normally distributed. The Shapiro-Wilk technique was employed in this study to evaluate normality. The normality has been tested using SPSS 26.0 for Windows, and the results are presented in the Table below.

Table 4.4

Tests of Normality of Students' Pre-Test Score

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.221	20	.012	.907	20	.056
a. Lilliefors Significance Correction						

Based on the Table above, the significant value of the experimental class's pretest learning outcomes is 0.056, indicating a value more than 0.05, implying that Ho is accepted. We can conclude that the pretest data follows a normal distribution based on the test results.

2. Post – Test

a. Students' Scores and Classification

Researchers used multiple-choice questions with four answer choices in the same manner as the pre-test to collect student ability data. Three phases were included in the investigation of the interpretations: grading the exam, categorizing the results, and computing the mean, standard deviation, frequency, and other

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supporting sources of statistical elements. The post-test results and the students' classifications are in the Table below.

Table 4.5

Students' Post-Test Score

No	Students' Initial	Score	Classification
1	HF	93	Excellent
2	USR	80	Good
3	RS	80	Good
4	KF	80	Good
5	RR	87	Good
6	PHI	87	Good
7	LM	80	Good
8	LPN	80	Good
9	MR	87	Good
10	NSL	93	Excellent
11	NF	87	Good
12	SANI	93	Excellent
13	NR	87	Good
14	FA	87	Good
15	FS	73	Adequate
16	H	80	Good
17	MFA	93	Excellent
18	AR	80	Good
19	KFS	100	Excellent
20	CAIP	87	Good
	Total	1714	**Good**
	Mean	85,7	

The Table above provided post-test-specific data; there were 20 samples in the experiment, with an overall score of 1714. Furthermore, the mean score was 85.7, indicating that this post-test was good according to Brown and

Abeywickrama's scoring system. The post-test column has several categories: one student classified as adequate, fourteen were good, and five were excellent. Furthermore, no students were assigned to the failing and inadequate classifications.

After tabulating and analyzing the students' scores, the percentage will be displayed in the Table. The Table is shown below.

Table 4.6

The Percentage of The Students' Post-Test Score

Classification	Score	Frequency	Percentage
excellent	90-100	5	25%
Good	80-89	14	70%
adequate	70-79	1	5%
inadequate	60-69	0	0%
Failing	below 60	0	0%
Total		20	100%

According to the Table, there were 20 students (100%) in total, with one student (5%) classified with adequate category, 14 students (70%) classified with good category, five students classified with excellent category (25%), and the categories such as inadequate, and failing has zero frequency.

b. Mean Score and Standard Deviation

The Researcher applied a post-test to examine students' listening comprehension skill after delivering the treatment, which was then compared to the students' pre-test scores. Furthermore, the pre-test was intended to determine whether students were at the same level. The Table below displays the mean and standard deviation of the students' post-test results.

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Table 4.7

Mean Score and Standard Deviation

Means	standard deviation
84.75	6.562253

The standard deviation of 9.866877, smaller than the mean of 54.75, indicates that the standard deviation score is lower and further away from the mean value. This demonstrates that all students' pre-test scores are unequal, scattered in various ways, and acceptable. This also happened during the pre-test. The post-test mean score was qualified as good based on categorization, implying that the students' categorization score is better than the pre-test.

c. Normality Test

The post-test normality test results are displayed in the Tests of Normality table after being processed with SPSS 26.0 for Windows. The Shapiro-Wilk normality test was applied. The results of the normality test data processing are shown in Table below.

Table 4.8

Tests of Normality of Students' Post-Test Score

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Posttest	.207	20	.024	.913	20	.073
a. Lilliefors Significance Correction						

Based on the Table above, the experimental class's pretest learning outcomes have a significant value of 0.073, greater than 0.05, meaning that Ho is accepted. According to the test results, the pretest data has a normal distribution.

3. Test of significance (Paired sample t-test)

The Researcher used data analysis to identify the difference in students' scores before and after being treated with TED Talks videos. Because the data was normally distributed, the Researcher used the paired sample T-test. The Researcher analyzed the data using SPSS 26.0. The following Table shows the results:

a. Statistics of Paired Sample Test

Table 4. 9

The Results of Paired Sample Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	54.7500	20	9.86688	2.20630
	POST-TEST	85.7000	20	6.56225	1.46736

According to the statistical results of the paired sample, there is a difference in values between the pre-and post-test means. The mean of the tests is 54.7500 before and 85.7000 after. This suggests that the average post-test was more significant than the average pre-test. The subjects of the study total 20 students (N). Meanwhile, the standard deviations for the pre-and post-tests are 9.86688 and 6.56225, respectively. The standard error mean of the tests is 2.20630 for the pre-test and 1.46736 for the post-test.

b. Correlation of Paired Sample Test

Table 4. 10

The Results of Paired Sample Correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST	20	.418	.066

With 20 students as study subjects (N), the correlations are 0.418, and the scores have a significant value of 0.066, greater than 0.05. Thus, it is agreed to

accept the null hypothesis (H0). This implies a connection between data acquired before and after the implementation of TED Talks videos in the teaching-learning process.

c. Paired Sample Test

Table 4. 11

The results of the paired samples test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PRE-TEST - POST-TEST	-30.95000	9.28765	2.07678	-35.29676	-26.60324	-14.903	19	.000

The statistical computation using SPSS 26.0 in the Table below shows that the scores have a significant value (sig. 2-tailed) of 0.000, which is less than 0.005 (0.000 < 0.005). It can be concluded that the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. This indicates that implementing TED Talks videos can help students improve their listening comprehension skill.

B. Discussion

The following interpretations follow the findings to highlight the study's significance further. Students in the experimental class generally had the same level of listening comprehension skill based on the pre-test results given before treatment. According to the statistical data, most students still have difficulty listening to and deriving meaningful information from audio-only. Given that the mean of 54.75 is greater than the standard deviation of 9.866877, the pre-test scores of all students are similar and acceptable.

The statistical results of data analysis revealed that students' classification scores remain relatively low. Of all the students who demonstrated this scored below 70, 14 were classified as inadequate, seven as failing, and none were in the adequate, good, or excellent categories. However, all data acquired from the student pre-test are normally distributed because the contol class's pretest learning result is 0.056, showing a significant value greater than 0.05 and acceptance of Ho (hypothesis null).

The Researcher separated the application of the TED Talks videos treatment into three sessions to enhance students' listening comprehension skill. During the first meeting, they will learn about TED Talks videos and their background information. At the second meeting, they will watch various TED Talks videos. Lastly, the Researcher will give them tips on quickly obtaining information from TED Talks videos using visual media and subtitles.

A post-test was then used to demonstrate how teaching with TED Talks vidoes can improve student learning outcomes. The post-test results are displayed in Table 4.5. The total score of the 20 students was 1714, with a mean score of 85,7. This placed the students in the good category, with only one student in the adequate category and the majority falling into the good and excellent category from inadequate. With a standard deviation of 6,562253, which is less than the mean of 85,7, it is evident that the score is lower and relatively different from the average value. This implies that although the post-test results of every student are satisfactory, they are pretty inconsistent and scattered over some categories. The normality test of the students' post-test findings in Table 4.8 strongly indicates Ho is accepted, demonstrating the acceptability of the students' scores. The

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experimental class's post-test learning outcomes have a significance value of 0.073, which indicates a value of more than 0.05, indicating that the post-test data is normally distributed.

Moreover, the domain is utilized through a comparative examination of the test outcomes once the integrity of the pre-and post-test data is established. Statistics from paired samples in Table 4.9 show that after treatment, students' scores have improved, with an average post-test score of 54.75 > pre-test 85.7.

The hypothesis that there is an interconnected relationship between the two test scores is thus confirmed, as seen from the significant value of the paired sample correlation of 0.418, greater than 0.05. The alternative hypothesis (Ha), which states that TED Talks videos are beneficial in improving listening comprehension skill, is confirmed. Table 4.11 shows a significant value of 0.00<0.005, indicating the Ho hypothesis's rejection. It can be reasonably concluded that using TED Talks videos in English language learning listening activities is an effective approach.

This study demonstrates that using authentic media as the source for listening exercises has a notable impact on enhancing students' listening comprehension skill. This is corroborated by the findings of Polat and Eristi (2019), which demonstrate that the utilization of authentic materials has a beneficial impact on enhancing students' listening skills. In this study, the researchers incorporated authentic media through YouTube videos, specifically TED Talks videos. Using TED Talks videos allowed students to engage with the English language in a classroom setting that closely resembled direct interaction with native speakers (Qomariyah et al., 2021).

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As Nurmukhamedov (2017) posits, TED Talk videos are engaging due to their comprehensive coverage of many themes, including technology, entertainment, design, business, science, and global challenges. TED Talks videos frequently include compelling presenters and cover various topics, effectively capturing students' attention and motivating them to engage with the materials. A further advantage of TED Talks videos is their unique "interactive subtitles" feature, which allows students to read alongside the video while listening. The combination of reading and Listening can be an engaging experience for students, potentially increasing their motivation and comprehension of the listening materials. TED Talks videos are publicly available online, rendering them an optimal resource for extensive listening practice. Park and Cha (2013) emphasize the accessibility of TED Talks videos as a significant advantage. This accessibility allows students to select videos that align with their interests and language proficiency.

To conclude, the results of this study, which compared the scores that students obtained from the pre-test with the post-test scores after passing a series of treatments, showed a significant increase. This indicates that TED Talks videos is a very effective medium for students to improve their listening comprehension skill interestingly and quickly.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was carried out at UIN Ar-Raniry Banda Aceh. Purposive sampling was employed to choose a single class based on the criteria. Twenty students from the intermediate language skill class were selected as samples.

Based on the findings and discussion in Chapter IV, it is concluded that Technology, Entertainment, and Desing (TED) Talks effectively improve Listening comprehension skill. This is supported by the Paired sample T-test results from the statistical calculation using SPSS 26.0. The students' pre-and post-test scores, mean score, and standard deviation were used to assess the impact of TED Talks videos on improving listening comprehension. The pre-test mean score for the students was 54.75 with a standard deviation of 9.86677, while the post-test mean score was 85.7 with a standard deviation of 6.562253. The Researcher observed that the degree of freedom was 19, and the probability value was smaller than α (0.00< 0.05). Pre- and post-test Paired sample T-test values proved to be significantly different.

Considering the research results explained above, such as students' pre-and post-test results, mean scores, standard deviations, and probability values, the Researcher concludes that implementing TED Talks videos in the classroom improves students' listening comprehension skill.

B. Suggestion

Based on the findings of this study, the Researcher makes three particular suggestions for students, lecturers or teachers, and future researchers:

1. For students

Students are advised to study English listening very thoughtfully and meticulously. Therefore, using TED Talks videos is very suitable to make students more interested in learning. The utilization of TED Talks videos itself gives students extra chances to find ideas and encourages students to uncover their interests, making learning listening more exciting and enjoyable.

2. For lectures or teachers

English instructors must be creative in teaching English to students, particularly in improving listening comprehension skill. Therefore, lecturers or teachers can support students in improving their listening skills by implementing TED Talks videos as classroom media to make lessons more interactive and engaging. Teachers must know that one of their responsibilities is inspiring students to learn. Allowing students to participate directly would boost their confidence and make them feel proud that they, as teachers, have successfully educated their students. And that is just one more benefit of the TED Talks videos.

3. For next researchers

This study examined the impact of implementing TED Talks videos in improving students' listening comprehension skill in a university setting. However, it is essential to note that this study has limitations regarding sample size. Therefore, future researchers are encouraged to conduct further research on this topic, including a broader range of samples from different schools, universities, and academic levels, rather than relying solely on data from a single setting.

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APPENDICES

Appendix 1. Instrument of Pre-Test

The Rhythm of Life

Music has been a part of my life for as long as I can remember. I've played many instruments, but none quite as fascinating as the drums. I think they have the power to move a group of people. Native Americans would use huge drums, sending signals and making announcements to neighboring villages miles away. Drummers in the army would create strong driving beats to send soldiers into battle, risking their lives. Over the past months, I have explored what makes this instrument different. On the most basic level, the difference between drums and other instruments is that their pitch doesn't contribute to the melody. Rather, they play a rhythm behind it, giving it strength. When you play the drums, it's common to give a little tap or riff to indicate when you're moving into a new section. This gives players who are lost the opportunity to get back into the piece and stay with it. In further exploration, I found that a similar concept applies to having a productive life. I found I compared my day-to-day to music and where drums fit into it. I found that we, like music, work best in rhythms. I rely on concrete patterns to separate a normal day from free-form jazz. Thank you.

Video retrieved at:

https://www.ted.com/talks/david_oliver_rhythm_in_life/transcript?language=id

Syiah Kuala
AR-RANIRY

Listening Test

Listen to the video carefully and choose the correct answer!

Choose the correct answer by crossing (x) a,b,c, or d!

2. What is the type of the video?
   a. Procedure
   b. Narrative
   c. Report
   d. Recount
3. Who is in the story?
   a. Music lover
   b. A man
   c. Musician
   d. An artist
4. The text above mainly discusses
   a. The writer's part of life
   b. The writer's hobby
   c. The writer's experience of music
   d. The writer's feeling of music
5. What is part of the speaker's life?
   a. Music
   b. Drums
   c. Instruments
   d. Jazz
6. What is the most interesting musical instrument, according to the speaker?
   a. Rhythms
   b. Drums
   c. Piano
   d. Acoustic
7. What do Native Americans use big drums for?
   a. Sending signals
   b. Making music
   c. Playing
   d. Neighboring
8. What is the function of the drum for the military?
   a. To stay
   b. To move into a new section
   c. To create power
   d. To send soldiers into battle, risking their lives
9. What is the fundamental difference between drums and other instruments?
   a. They have a different arrangement
   b. Their pitch doesn't contribute to the melody
   c. They play a melody
   d. They are strength
10. The speaker compares playing drums to what?
    a. Jazz music
    b. The concept of life

c. The rhythm of life
d. Other instruments

11. When you play.....
    a. The drums
    b. The beads
    c. The dreams
    d. The music
12. It's common to give ..... or riff.
    a. A top
    b. The little
    c. A slight tap
    d. Pitch
13. This gives players who are lost ..... to get back into the piece and stay with it.
    a. Instrument
    b. The opportunity
    c. Transcript
    d. Opportunity
14. I found that a similar concept applies to having ..... life.
    a. Productive
    b. The opportunity
    c. Transcript
    d. Blessing
15. I found I ..... my day to day to music.
    a. Compare
    b. Comparing
    c. Compares
    d. Compared
16. I _____ explored what makes this instrument different. a. Has
    b. Have
    c. Am
    d. Was

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Answer key

1. D
2. A
3. A
4. A
5. B
6. A
7. D
8. B
9. D
10. A
11. C
12. B
13. A
14. D
15. B

Appendix 2. Instrument of Treatment

Treatment 1

In the first treatment, the Researcher will intorduce what is the TED-Talk and the history of TED-Talk to the students.



Definition of TED Talks

TED is an acronym for Technology, Entertainment, and Design is a media that can be accessed by people online or offline by watching a video on YouTube or by watching a performance directly. Technology, Entertainment and Design (TED) is an American media organization that posts talks online for free distribution under "ideas worth spreading". It contains presentations of native speakers also non-native speakers on various topics, such as motivation, sport, experience, healthy, etc. TED.com, Technology, Entertainment and Design (TED) is a nonprofit devoted to sharing ideas, usually in the form of short, and powerful talks less than 18 minutes. TED is a global community that welcomes people from all disciplines and cultures seeking a deeper understanding of the world. TED organizations

passionately believe in attitudes, lives, and ultimately the power of world-changing ideas. TED is also building a curious soul community for exchanging ideas throughout the year, both online and at TEDx events around the orld. It makes the Technology, Entertainment and Design (TED)-Talk able to use when someone want to learn how to speaking well, stand up confidently, also learning English especially in speaking.

History of TED Talk

Technology, Entertainment, and Design (TED) was born in 1984 from Richard Saul Wurman's observation of a strong relationship among three fields: Technology, Entertainment, and Design (TED). The first Technology, Entertainment and Design (TED), which Richard co-founded with Harry Marks, included a demo of the compact disc, the e-book, and cutting-edge 3D graphics from Lucasfilm. At the same time, mathematician Benoit Mandelbrot demonstrated how to map coastlines using his developing theory of fractal geometry.

Technology, entertainment, and Design (TED) organization were almost loose because of lost money. Wurman and Marks tried to build Technology, Entertainment, and Design (TED) again six years before. In 1990 the world was ready. The Technology, Entertainment, and Design (TED) conference became an annual event in Monterey, California, attracting a growing and influential audience from many different disciplines united by their curiosity and open-mindedness and their shared discovery of an exciting secret. Until now, Technology, Entertainment, and Design (TED)-Talk covers many topics such as business, science, life-style, global issues, as well as education. That is why

Technology, Entertainment, and Design (TED)-Talk are now widely known and used in many languages.

Treatment 2

In the second treatment, the researcher will play the TED-Talk video with the tittle : “The Courage To Tell A Hidden Story” by Eman Mohammed, and ask the students to pay attention of the video.

The Courage To Tell A Hidden Story

When I turned 19, I started my career as the first female photojournalist in the Gaza Strip, Palestine. My work as a woman photographer was considered a serious insult to local traditions and created a lasting stigma for me and my family.

The male-dominated field made my presence unwelcome by all possible means. They made clear that a woman must not do a man's job. Photo agencies in Gaza refused to train me because of my gender. The "No" sign was pretty clear. Three of my colleagues went as far as to drive me to an open-air strike area where the explosion sounds were the only thing I could hear. Dust was flying in the air, and the ground was shaking like a swing beneath me. I only realized we weren't there to document the event when the three of them got back into the armored jeep and drove away, waving and laughing, leaving me behind in the open-air strike zone. For a moment, I felt terrified, humiliated, and sorry for myself. My colleagues' action was not the only death threat I have received, but it was the most dangerous one. The perception of women's lives in Gaza is passive. Until a recent time, a lot of women were not allowed to work or pursue education. At times of such doubled war, including both social restrictions on women and the

Israeli-Palestinian conflict, women's dark and bright stories were fading away. To men, women's stories were seen as inconsequential. I started paying closer attention to women's lives in Gaza. Because of my gender, I had access to worlds where my colleagues were forbidden.

Beyond the obvious pain and struggle, there was a healthy dose of laughter and accomplishments. In front of a polite compound in Gaza City during the first war in Gaza, an Israeli air raid managed to destroy the compound and break my nose. For a moment, all I saw was white, bright white, like these lights. I thought to myself I either got blind or I was in heaven. By the time I managed to open my eyes, I had documented this moment. Mohammed Khader, a Palestinian worker who spent two decades in Israel as his retirement plan, he decided to build a four-floor house. Only by the first field operation at his neighborhood, the house was flattened to the ground. Nothing was left but the pigeons he raised and a jacuzzi, a bathtub that he got from Tel Aviv. Mohammed got the bathtub on the top of the rubble and started giving his kids an every morning bubble bath. My work is not meant to hide the scars of war but to show the full frame of unseen stories of Gazans. As a Palestinian female photographer, the journey of struggle, survival, and everyday life has inspired me to overcome the community taboo and see a different side of war and its aftermath. I became a witness with a choice to run away or stand still. Thank you.

Appendix 3. Instrument of Post-Test

The Rhythm of Life

Music has been a part of my life for as long as I can remember. I've played many instruments, but none quite as fascinating as the drums. I think they have the power to move a group of people. Native Americans would use huge drums, sending signals and making announcements to neighboring villages miles away. Drummers in the army would create strong driving beads to send soldiers into battle, risking their lives. Over the past months, I have explored what makes this instrument different. On the most basic level, the difference between drums and other instruments is that their pitch doesn't contribute to the melody. Rather, they play a rhythm behind it, giving it strength. When you play the drums, it's common to give a little tap or riff to indicate when you're moving into a new section. This gives players who are lost the opportunity to get back into the piece and stay with it. In further exploration, I found that a similar concept applies to having a productive life. I found I compared my day-to-day to music and where drums fit into it. I found that we, like music, work best in rhythms. I rely on concrete patterns to separate a normal day from free-form jazz. Thank you.

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Video retrieved at:
https://www.ted.com/talks/david_oliver_rhythm_in_life/transcript?language=id

Listening Test

Listen to the video carefully and choose the correct answer!

Choose the correct answer by crossing (x) a,b,c, or d!

1. It's common to give ..... or riff.
   e. A top
   f. The little
   g. A slight tap
   h. Pitch
2. This gives players who are lost ..... to get back into the piece and stay with it.
   e. Instrument
   f. The opportunity
   g. Transcript
   h. Opportunity
3. I found that a similar concept applies to having ..... life.
   e. Productive
   f. The opportunity
   g. Transcript
   h. Blessing
4. I found I ..... my day to day to music.
   e. Compare
   f. Comparing
   g. Compares
   h. Compared
5. I _____ explored what makes this instrument different e. Has
   f. Have
   g. Am
   h. Was
6. What is the antonym word for strength?
   a. Energy
   b. Power
   c. Weakness
   d. Firmness
7. What is the synonym word for huge?
   a. Small
   b. Enormous
   c. Medium
   d. Little
8. What is the synonym word of battle?
   a. Fight
   b. Peace
   c. Friendship
   d. Hostility

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9. What is the antonym word for similar?
    a. Alike
    b. Identical
    c. Resemblant
    d. Unlike
10. What is the antonym word of fascinating?
    a. Charming
    b. Dazzling
    c. Irresistible
    d. Repellent
11. What is the type of the video?
    a. Procedure
    b. Narrative
    c. Report
    d. Recount
12. Who is in the story?
    a. Music lover
    b. A man
    c. Musician
    d. An artist
13. The text above mainly discusses
    a. The writer's part of life
    b. The writer's hobby
    c. The writer's experience of music
    d. The writer's feeling of music
14. What is part of the speaker's life?
    a. Music
    b. Drums
    c. Instruments
    d. Jazz
15. What is the most interesting musical instrument, according to the speaker?
    a. Rhythms
    b. Drums
    c. Piano
    d. Acoustic

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Answer key

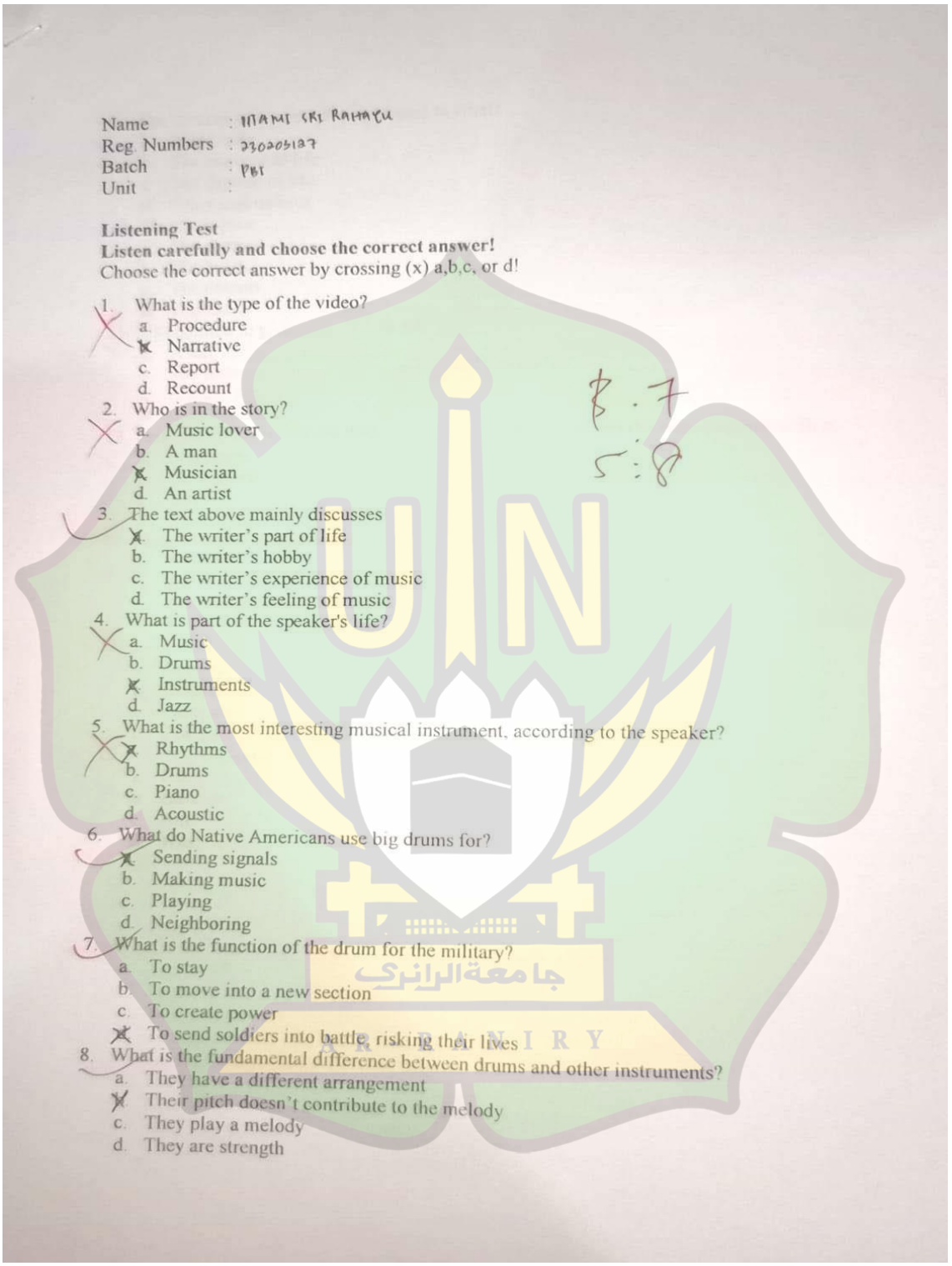
1. C
2. B
3. A
4. D
5. B
6. C
7. B
8. A
9. D
10. C
11. D
12. A
13. A
14. A
15. B

Appendix 4. Lesson Plan

University	**:**	**UIN Ar- Raniry**
Subject	**:**	**Intermediate Language Skills**
Level/Semester	**:**	**Genap/2**
Topic	**:**	**Listening skill**
Time Allocation	**:**	**3 Meetings (50 Minute)**
Teacher /Instructor	**:**	**Muhammad Mulianda**

1	**Learning Media, Tools / Materials & Learning Resources**	**Power point, videos, pictures, proyektor, speaker and handouts.**
2	**Material**	**TED Talks Youtube Videos and www.ted.com**
4	**Learning Activities**	**- Meeting 1(pre-test)** **1. Giving a pre-test** **2. Introduce the TED Talks Videos** **3. Explain about the TED Talks Videos briefly** **- Meeting 2 (treatment)** **1. Explain about TED background** **2. Teach students how to use TED Talks** **3. Discussion** **- Meeting 3 (post-test)** **1. Giving another treatment before giving post-test** **2. Review previous material** **3. Discusion** **4. Giving post-test**

Appendix 5. Students' pre-test result



Name : MAMI SRI RAHAYU
Reg. Numbers : 230205127
Batch : PBI
Unit :

Listening Test
Listen carefully and choose the correct answer!
Choose the correct answer by crossing (x) a,b,c, or d!

1. What is the type of the video?
   a. Procedure
   x. Narrative
   c. Report
   d. Recount
2. Who is in the story?
   a. Music lover
   b. A man
   x. Musician
   d. An artist
3. The text above mainly discusses
   x. The writer's part of life
   b. The writer's hobby
   c. The writer's experience of music
   d. The writer's feeling of music
4. What is part of the speaker's life?
   a. Music
   b. Drums
   x. Instruments
   d. Jazz
5. What is the most interesting musical instrument, according to the speaker?
   x. Rhythms
   b. Drums
   c. Piano
   d. Acoustic
6. What do Native Americans use big drums for?
   x. Sending signals
   b. Making music
   c. Playing
   d. Neighboring
7. What is the function of the drum for the military?
   a. To stay
   b. To move into a new section
   c. To create power
   x. To send soldiers into battle, risking their lives
8. What is the fundamental difference between drums and other instruments?
   a. They have a different arrangement
   x. Their pitch doesn't contribute to the melody
   c. They play a melody
   d. They are strength

$8 : 7$
$5 : 8$

9. The speaker compares playing drums to what?
   a. Jazz music
   b. The concept of life
   c. The rhythm of life
   d. Other instruments
10. When you play.....
   a. The drums
   b. The beads
   c. The dreams
   d. The music
11. It's common to give ..... or riff.
   a. A top
   b. The little
   c. A slight tap
   d. Pitch
12. This gives players who are lost ..... to get back into the piece and stay with it.
   a. Instrument
   b. The opportunity
   c. Transcript
   d. Opportunity
13. I found that a similar concept applies to having ..... life.
   a. Productive
   b. The opportunity
   c. Transcript
   d. Blessing
14. I found I ..... my day to day to music.
   a. Compare
   b. Comparing
   c. Compares
   d. Compared
15. I _____ explored what makes this instrument different.
   a. Has
   b. Have
   c. Am
   d. Was

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Appendix 6. Students' post-test result

Name Aret Rahman
nim : 230203025

Listening Test

Listen to the video carefully and choose the correct answer!

Choose the correct answer by crossing (x) a,b,c, or d!

1. It's common to give ..... or riff.
   a. A top
   b. The little
   c. A slight tap
   d. Pitch
2. This gives players who are lost ..... to get back into the piece and stay with it.
   a. Instrument
   b. The opportunity
   c. Transcript
   d. Opportunity
3. I found that a similar concept applies to having ..... life.
   a. Productive
   b. The opportunity
   c. Transcript
   d. Blessing
4. I found I ..... my day to day to music.
   a. Compare
   b. Comparing
   c. Compares
   d. Compared
5. I ____ explored what makes this instrument different
   a. Has
   b. Have
   c. Am
   d. Was
6. What is the antonym word for strength?
   a. Energy
   b. Power
   c. Weakness
   d. Firmness
7. What is the synonym word for huge?
   a. Small
   b. Enormous
   c. Medium
   d. Little
8. What is the synonym word of battle?
   a. Fight
   b. Peace
   c. Friendship
   d. Hostility
9. What is the antonym word for similar?
   a. Alike
   b. Identical

B : 12
S : 3

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c. Resemblant
d. Unlike

10. What is the antonym word of fascinating?
a. Charming
b. Dazzling
c. Irresistible
d. Repellent

11. What is the type of the video?
a. Procedure
b. Narrative
c. Report
d. Recount

12. Who is in the story?
a. Music lover
b. A man
c. Musician
d. An artist

13. The text above mainly discusses
a. The writer's part of life
b. The writer's hobby
c. The writer's experience of music
d. The writer's feeling of music

14. What is part of the speaker's life?
a. Music
b. Drums
c. Instruments
d. Jazz

15. What is the most interesting musical instrument, according to the speaker?
a. Rhythms
b. Drums
c. Piano
d. Acoustic

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Appendix 7. Administration

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-2721/Un.08/FTK.1/TL.00/3/2024
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,
Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MUHAMMAD MULIANDA / 190203071**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Meunasah Papeun, Kec. Lamreung

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Implementation of TED Talks To Improve Students' Listening Skill***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 21 Maret 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 30 April 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

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Appendix 8. Documentation

Day 1. Pre-test and treatment





Day 2. Treatment





Day 3. Treatment and post-test





Appendix 9. Appointment Letter of Supervisor

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : B-3827/Un.08/FTK/Kp.07.6/05/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengakatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No. B-11428/Un.08/FTK/Kp.07.6/10/2023
KEDUA : Menunjuk Saudara

1. **Dr. Muhammad Nasir, M.Hum** — Sebagai Pembimbing pertama
2. **Mulia, M.Ed** — Sebagai Pembibing kedua

Untuk membimbing Skripsi

Nama	:	**Muhammad Mulianda**
NIM	:	190203071
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	**The Implementation of TED Talks to Improve Students' Listening Skill**

KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024.

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan.

KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 14 Mei 2024
Dekan,

Safrul Muluk

Tembusan
1. *Sekjen Kementerian Agama RI di Jakarta*
2. *Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta*
3. *Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta*
4. *Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;*
5. *Rektor UIN Ar-Raniry di Banda Aceh*
6. *Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;*
7. *Yang bersangkutan*
8. *Arsip*

AUTOBIOGRAPHY

1. Personal Information

Name	: Muhammad Mulianda
Place/Date of Birth	: Aceh Barat, 05th June 2001
Sex	: Male
Nationality	: Indonesia
Address	: Pinem, Kec. Samatiga, Kab. Aceh Barat, Aceh
Marital Status	: Single
Contact Number	: 082295971074
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2. Parents

a.	Father	: Alm. Ilyas Yusuf
	Occupation	: -
	Address	: -
b.	Mother	: Cut Kriati
	Occupation	: Housewife
	Address	: Pinem, Kec. Samatiga, Kab. Aceh Barat, Aceh

3. Background of Education

2007-2013	: SD Negeri Reusak
2013-2016	: SMP Negeri 1 Samatiga
2016-2019	: MAN 1 Aceh Barat
2019-Current	: UIN Ar-Raniry Banda Aceh