

NARRATING STUDENTS' EXPERIENCE ON WATCHING TED TALKS

THESIS

Submitted by

SYARIFAH MAWADDAH

NIM. 180203154

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2023 M /1445 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in partial Fulfillment of the Requirements for
The Bachelor of Education in English Language Teaching

by:

SYARIFAH MAWADDAH
180203154

Students of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

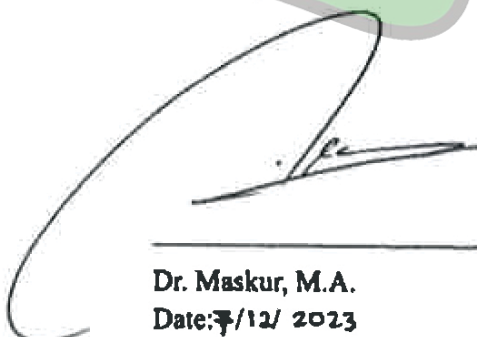
Approved by:


جامعة الرانيري

A R - R A N I R Y

Main Supervisor,

Co-Supervisor


Dr. Maskur, M.A.
Date: 7/12/ 2023


Azizah, S.Ag., M.Pd.
Date: 7/12/ 2023

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Wednesday, 20 December 2023
7 Jumadil Akhir, 1445 H

In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,

Dr. Maskur, MA.

Secretary,

Azizah, S.Ag., M.Pd.

Member,

Rita Hermida, S.Pd.I., M.Pd.

Member,

Nidawati, S.Ag., M.Ag.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Safrul Mubuk, S.Ag., M.A., M.Ed., Ph.D

NIP. 197301021997031003

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan di bawah ini:

Nama : Syarifah Mawaddah

NIM : 180203154

Tempat/Tanggal Lahir : Langsa, 26 November 2000

Alamat : Panteriek, Lueng Bata, Kota Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul:

Narrating Students' Experience on Watching TED Talks

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

Banda Aceh, 11th Desember 2023

Saya yang membuat pernyataan,



Syarifah

Syarifah Mawaddah

ACKNOWLEDGEMENTS

Alhamdulillah, praises may be upon Allah SWT, God the Almighty, who has given me his blessing and mercy, strength, health, and help in conducting this research. Shalawat and Salam are addressed to Our Beloved Prophet Muhammad SAW, who has brought, guide, teach, and saved human lives from darkness era to lightness era that full of knowledge and blessings.

First of all, I would like to express my gratitude and appreciation to my thesis supervisors, Ms. Azizah, S.Ag., M.Pd and Mr. Dr. Maskur, M.A., for their guidance, direction, and suggestion throughout the entire process of researching and writing this thesis. Their constructive feedback has helped me a lot in improving the quality of this work. My appreciation also goes to Mr. Jarjani, S.Ag., M.Sc., Ph.D and Ms. Yuliar Masna, M. TESOL as my academic supervisors.

Secondly, my deepest sincere gratitude to my beloved mom, Syarifah Zainab, and my beloved late father, Sayed Adnan Ahmad, who has been being my greatest motivation in completing this thesis, and supporting in both moral and financial support. I also owe my gratitude to my beloved sisters and brothers, Syarifah Fadhilah, Syarifah Syathriah, Syarifah Maysarah, Syarifah Rahmah and Sayed Muhammad who always being supportive, encouraged and motivated me with love in working this thesis. My special thanks go to my nephews and niece, Ahmad Umar, Abdul Qadir and Alwiyah Assegaf, they may not realize it, but they surely make my life's better.

Furthermore, my deepest gratitude and appreciation also goes to all of the respondents who have voluntary their time in participating in this study. Thank you very much for helping me in working this thesis. Without your participation, I won't be able to complete this research.

My special thanks to Ujiy, a best friend of mine, who always accompany me and being a great listener throughout the entire process of this thesis making. Then Dinda, a close friend who was there for me and gave me a good laugh every time I stressed about not finishing this thesis. Special thanks also go to “serepethe”, our friendship has been a source of strength and inspiration. Thank you to all of people for being there for me during highs and lows in my college years. May Allah bless you with endless happiness and long life.

Last but not least, I realized this thesis is still far from perfection, thus, any constructive feedback and suggestion are welcomed and highly appreciated.

جامعة الرانيري
A R - R A N I R Y Banda Aceh, 11th December 2023

Syarifah Mawaddah

ABSTRACT

Name : Syarifah Mawaddah
NIM : 180203154
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis working title : Narrating Students' Experience on Watching TED Talks
Main Supervisor : Dr. Maskur, M. A.
Co-Supervisor : Azizah, S.Ag., M.Pd.
Keywords : Narrating, Students, Experience, TED Talks

Digital media such as TED Talks are widely recognized as valuable educational resources for language learning, offering engaging content presented by experts in various fields that can enhance language skills and foster a deeper understanding of diverse topics. This study aimed at exploring students' experience on watching TED Talks and how they perceived TED Talks. This research was completed using a qualitative descriptive method. The participants of this qualitative research are the PBI (English education Department) students from UIN Ar-Raniry Banda Aceh batch 2018 who are familiar with TED Talks. Semi-standardized interviews were employed as instruments to address two research questions; what are students' experience on watching TED Talks and how do students perceive TED Talks. The study findings indicate that a majority of participants expressed positive attitudes toward their experience of watching TED Talks. They reported improvements in listening and speaking skills, vocabulary enrichment, self-paced learning, as well as an enhanced understanding of diverse perspectives and cultural awareness. They also perceived TED Talks as valuable supplementary resources in language learning, and definitely recommended to their colleagues to watch TED Talks as source of material in language learning.

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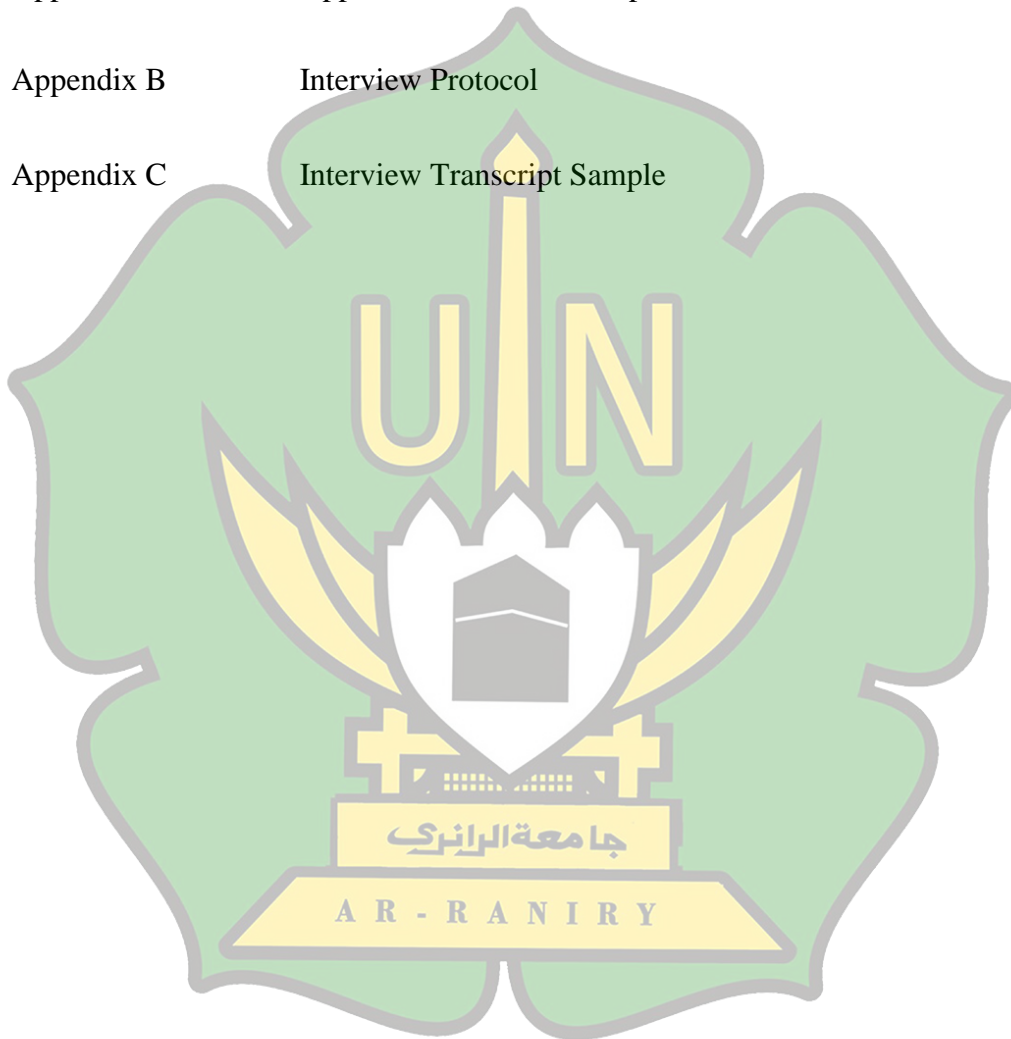
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CHAPTER I

INTRODUCTION

In this chapter, the researcher provides a brief explanation of the research's purpose. This chapter expands on the goal of this research based on the research questions. This chapter defines several terms and terminology related to the study as well.

A. Background of Study

English has become one of the most spoken languages in the world, making it naturally a global language. In its role as a worldwide language, English is increasingly acknowledged by the international community as the most crucial language to learn. This is a fact that seems to be irreversible (Genç & Bada, 2010). Since English is widely used internationally, it has become a popular studied language nowadays. Learning English is viewed as an important course in today's dynamic international culture.

In English language learning, there are four main skills that should be mastered, namely reading, listening, speaking, and writing. Language educators have long used the concepts of the four basic language skills. These four language skills are sometimes called the "macro-skills". This is in contrast to the "micro-skills", which are things like grammar, vocabulary, pronunciation, and spelling (Aydoğan & Akbarov, 2014). The skills that are the ability to receive and understand communication from another person, is called listening and reading

comprehension. The second set of skills is to produce understandable English, which means a student's skill in speaking and writing (Markstrom, 2019). EFL students are likely to become communicatively competent if these language abilities are successfully integrated.

Most of the time, in mastering all the language skills, the use of various media in language learning is being utilized, ranging from employing traditional media such as textbook, blackboards, chalk, and markers to technology-based media, such as internet, and media in digital forms. In today's modern age, the use of digital media in language learning is unavoidable since technology-based tools have created new opportunities for language learner to consider it as a means to develop their language proficiency. Using technology for education provokes students' curiosity, boosts their engagement, and leads to better learning and comprehension (Suci, 2021). There are numerous digital media tools available for language learning. One of the most widely used digital media products for language learning is video. According to Sherman (2003), video is a wonderful resource for opening up the English-language world and can be used with great pleasure and profit-and very little sweat. Video resources have been very effective for a variety of reasons. Primarily, these materials provide students with the opportunity to experience the target language in a more natural context, language appears to be delivered in a less structured way (Williams & Lutes, 2007). Using videos in learning process will activate students' two learning channel. Videos also provide a variety of stimulation for viewing comprehension, listening comprehension, and reading comprehension, because students can read visual and auditory messages at

the same time (Meikhemer, 2011). Language learners gain greatly from watching videos because they must constantly stimulate two types of senses - both vision and hearing. Learners are therefore easily engaged in the learning process because they have both the visual element and the contextual discussion or speech to understand of the new language such as unfamiliar words, ideas, and expressions when watching the video.

There are great number of websites or digital channels where students can find loads of videos as learning materials. Inspirational and educational are the examples of videos that can be utilized as learning resources, such as TED Talks. TED Talks is a well-known example of a website that provides instructive and inspirational content that is ideal for language acquisition. TED itself stands for Technology, Entertainment and Design. TED is an educational media organization that hosts conferences and events around the world (Fitria, 2022). TED speaker sessions, called TED Talks, are provided in video form on the TED website. TED Talks are surely a great resource for language learning because almost every possible issue is covered, including technology, science, design, health, the environment, personal growth, and many others. Watching the videos will definitely gain abroad insight for its audience about the topics that are being discussed. As cited in Farid (2019), Vasilevich (2016) states that “the biggest advantage of the videos is that TED Talks are totally authentic as the speaker share their own personal stories, ideas, experiences with the audience”. Therefore, watching TED Talk also give its audience the exposure to unfamiliar accents, tones,

pronunciation, and terminology, which will become an incredibly beneficial experience for learners to their language acquisition.

According to the preceding description, the researcher is interested in conducting a qualitative study to explore students' experience on watching TED Talks. This study involves the English student department in UIN Ar-Raniry, Banda Aceh.

B. Research Questions

Based on the background of the study above, in this study, the researcher will aim to answer the following questions:

1. What are students' experience on watching TED Talks?
2. How do students perceive TED Talks?

C. Research Aims

According to the research questions above, this study is aiming at finding the following objectives:

1. To explore students' experience after watching TED Talks
2. To find out students' perception about TED Talks

D. Significance of Study

There are several significances of this study. The result of this research is proposed to be useful for both EFL teachers and learners. For EFL teachers, this research may be helpful for finding an alternative media and source of teaching English skills. Whereas for the EFL students, this study may be beneficial for them

as a source of information in finding learning media by watching TED Talks, because it helps them in building wide range of vocabularies, and improving their pronunciation and comprehension skill in English. Furthermore, the result of the research might be used as a source of information and reference for other researchers in the future.

E. Research Terminologies

To avoid ambiguities and misinterpretation, the following terminologies are several terms that are used in conducting this study:

1. *Narrative*

Narrative research aims to explore and conceptualize human experience as it is represented in textual form (Josselson, 2006). It focused on interpreting human experiences and motivations by looking closely at the stories (the narratives) people tell in a particular context. The primary purpose for a narrative inquiry study is participants provide the researcher with their life experiences through thick rich stories (DeMarco, 2020). In order to get rich and open-ended discourse, narrative researchers work with small samples of participants with the goal of thoroughly examining the meanings people give to their experiences.

Finding deeper interpretations and ideas of the human experience is one of narrative the study's main strengths, as it may provide valuable insights. The focus on an individual narrative highlights the nuances and complexities of their experience, revealing details that might be missed or considered insignificant by

other methods. It allows the researcher to investigate how human behaviour and things that are portrayed and constructed in narrative.

2. *Experience*

In human consciousness, experiences are identified as ideas of things and happenings in the actual or imagined world. Palsen (2020) asserts that experiences are commonly understood as feelings and ways of seeing or thinking about a situation, an event, a problem, a deficiency in knowledge, or the options for action.

Experience is defined as the knowledge or skill acquired via active participation, observation, or engagement with events, situations, or tasks. It is the practical understanding and familiarity gained via exposure to and interaction with a variety of life's experiences over time.

3. *TED Talks*

TED Talks are multimedia tools in the form of presentations used by people who are not professional speakers or commonly called open presentations (Kedrowicz & Taylor, 2016). It refers to the series of educative, enlightening, and inspiring shows that provide the audience with the motivational speech on the stage, established in 1984s by Harry Mark and Richard Saul Wurman (Rohmah, 2022). People may now access the TED Talks series through numerous channels such as YouTube, Spotify, Google Podcasts, websites, etc.

TED Talks presentations span a wide range of topics, including technology, technology, science, design, health, the environment, personal growth, and many others. Furthermore, TED Talks contains various features in the video, such as

transcripts and translations, so students may understand what the speaker is expressing. Transcripts and subtitles already exist in the video and are also available in various languages for subtitles (Park, Sun-Mih, 2013).



CHAPTER II

LITERATURE REVIEW

Literature review and theories are presented in this chapter. It is described to strengthen the theories of the research.

A. Experience

1. Definition of Experience

Experiences are recognized in human consciousness as conceptions of objects and events in the real or the imaginary world. According to Palsen (2020), people often know an experience as a feeling and a way of perceiving or thinking related to an event, an issue, a lack of skill, an understanding, or the alternatives available for taking action. Experience can be described as the wisdom or expertise gathered from active involvement, witnessing, or interaction with occurrences, circumstances, or tasks. It's the practical comprehension and acquaintance developed over a period by facing and interacting with diverse aspects of existence.

“Experience occurs continuously, because the interaction of live creature and enviroing conditions is involved in the very process of living.” (Dewey 1980: 35). Whenever a living organism responds to the stimuli in its environment, perceives its surroundings, explores them and seeks to modify them in order to satisfy its own needs and primordial impulses, there is experience (Fox, 2008).

Fox (2008) also highlighted that experience is a multilayered phenomenon; individuals make sense of experience through cultural, cognitive, subconscious, and personal interpretive layers, by negotiating norms and dominant values, attending to immediate human relationships, and through an individual's context within larger societal and historical positioning. Thus, experience is very personal and includes a broad spectrum of individual experiences, both positives and negatives, that aid in a person's development, education, and comprehensive grasp of the world.

According to Fox (2008), The term "experience" is commonly used to denote:

1. The act of testing or experimenting—to gain experience; to try out
2. A provisional method to discover or demonstrate a fact
3. The direct witnessing of events or facts, regarded as a basis for knowledge
4. A subjective state or condition; an occurrence that impacts an individual
5. Incidents that have occurred within the awareness of a person, group, society, etc.
6. Understanding derived from direct observation or from personal encounters.

Personal experiences are situated within broader social, cultural, and political contexts and need to be understood by others to have societal implications.

2. *Interaction Between Form and Process in Experience*

According to Paulsen (2020), the phenomenon of experience appears as structured in recursive interactions between form and process in the layers of attention in sensing, categorization in perceiving, meaning in reflecting, and transformation in creating.

a. Attention and Sensing

The recursion between attention and sensing is experienced in single sensory modalities or in combinations of them (visual, auditory, olfactory, gustatory, and somatosensory). An example is the case of a person attracted by a feeling. The feeling alone provides little information for the person to know what is going on. By shifting one's attention to other sensory modalities, the person can supply the necessary amount of information and more precisely decide on what is occurring.

b. Categorization in Perceiving

People experience the recursive interaction between categorization and perceiving in their selective conceptions of objects or events in the real world or phenomena in imaginary world. People form these processes by their intentions to know what "it" is, where the "it" is a phenomenon, object or event. Peoples' experience of how the "it" is formed (attribute, shape, and motor movement), and by that categorized, influences how it is perceived. The recursive process between categorization and perceiving continues until people decide on what "it" is.

c. Meaning and Reflecting

In the recursive process between meaning and reflecting the way people make meaning of objects, events, and ideas depends on how they reflect on them, and how they are reflecting on them depends on how they make meaning of the objects, events, and ideas.

d. Transformation in Creating

The experience of transformation interacts with the process of creating. This happens when people expect and believe that transformation of an experience is possible. They have faith in themselves and their ability to change their situation by creating new insight.

B. TED Talks

Technology, Entertainment, and Design is what TED stands for. TED speaker sessions, called TED Talks, are provided in video form on the TED website. These videos can be watched anytime and anywhere (Puspita & Amelia, 2020). TED was founded in 1984 as a conference to provide a forum for individuals from the technology, entertainment, and design industries. But by utilizing technological tools, a straightforward concept quickly developed into a massive project aimed at disseminating the motivational and inspirational ideas of influential people, which was rebranded TED Talks. They share the thought-provoking ideas, as its motto claims, “ideas worth spreading” through short video talks ranging from children to business to global issues (Ahluwalia, 2018).

Many videos have been published by TED Talks, which initially only focused on technology, entertainment, design but now Ted Talks has several new genres such as business, science, and global issues that must discuss (Nurmukhamedov, 2017). TED was an annual conference that brought together people from the worlds of technology, entertainment, and architecture. However, in recent years, it has expanded to include every topic of public concern. As a result, TED Talks occur in technical developments, particularly in education (Nursafira, 2020). A TED conference, however, is even more comprehensive, showcasing significant findings and concepts from all fields and examining their connections. The schedule is jam-packed with 50+ talks spread over three to seven days, as well as discussions, workshops, activities, interactive exhibits, evening events, and parties. The agenda is set up so that speakers and listeners from a wide range of disciplines can interact, share ideas, and find inspiration in unexpected places (TED.com, 2023).

In conclusion, the fact that practically any topic imaginable is addressed by TED Talks, including technology, science, design, health, the environment, personal growth, and many others, makes them an excellent resource for language learning. The audience will likely learn more about the several issues being discussed by watching the videos. Additionally, it presents its audience to different accents, tones, pronunciations, and vocabulary, which is immensely beneficial for language learners.

C. Previous Related Studies

There are numerous previous studies that has been conducted in terms of using TED Talks as learning material in language learning and acquisition. Research by Gavenila, Wulandari, and Renandya (2021) investigate the use of TED Talks for extensive learning with EFL students, the result shows that there are a lot of benefit engaging with TED Talks, a majority of students expressed that regular viewing of TED videos contributed to their acquisition of new vocabulary, enhancement of listening fluency and comprehension, and an increase in motivation. Furthermore, participants noted that the accessibility of TED Talks and their compelling content served as primary motivators for them to continue viewing more TED Talks.

Another relevant study was conducted by Rohmah (2022), the research investigating about the use of TED Talks videos for learning public speaking by English department students. The researcher discovered that the students acknowledged they considered TED Talks to be a captivating and effective educational tool for Public Speaking. They believed that the videos offered a diverse range of topics that could be chosen based on individual interests, thereby enhancing their understanding of both verbal and non-verbal aspects of public speaking. Consequently, the students proposed that mastering public speaking through TED Talks involved selecting relevant topics, emulating and practicing the speakers in real-life public speaking situations. Drawing inspiration from TED Talks videos, students could replicate or apply techniques related to body language,

gestures, eye contact, pronunciation, or any other aspects they deemed advantageous for improving their public speaking abilities.

Fitria, (2022), entitled Using TED Talks in English Language Teaching (ELT): Supplemental Resources for English Language Teaching (ELT). This study aims to explore the utilization of TED Talks in English language instruction (ELT), employing a descriptive qualitative approach. The findings indicate that TED Talks can be beneficial in enhancing various English language skills, encompassing speaking, listening, and writing. In summary, TED Talks offer a valuable supplementary resource for students enrolled in English language learning.

Another relevant study was conducted by Jannah (2023), the study examines the advantages of using TED Talks videos as a teaching tool for language learners to improve listening comprehension. According to this study, watching TED Talks videos helps students learn listening comprehension. These benefits include raising students' listening skills, encouraging them to learn listening more actively, strengthening their critical thinking skills, and giving them more vocabulary to learn. We can infer that TED Talks videos are a useful and user-friendly medium for teaching listening comprehension to students.

CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the methods this study employed to discover the answers to the questions mentioned in research questions. In this chapter, the writer discusses the research design, participants of the study, data collection method, and data analysis method. The following details are included to each explanation:

A. Research Design

There are many types of research design that may be employed in conducting a study. According to Creswell (2008), research design refers to plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. This study will use a qualitative research design as its methodology. Discussing qualitative research, Creswell has argued that qualitative research is an approach to investigating and interpreting the meaning of a social or human issue attributed to persons or communities. Creswell then added that the study method includes evolving problems and techniques, data usually collected in the setting of the participant, inductively constructing data analysis from specifics to general subjects, and explanations of the significance of the data by the researcher.

In this study, the qualitative method is being employed to explore students' experience on watching TED Talks. For that reason, qualitative descriptive is the

approach that is used in conducting the research. As cited in Handayani (2019), Kontour stated that qualitative descriptive study provides a detailed description of the subject of research without providing any additional information.

Descriptive qualitative methods balance the perspectives of researchers and the involved participants of the study. The approach was chosen by the researcher because it is most suited to explore the research problems outlined, where data cannot be in the form of numbers but must be provided in the form of a detailed description and explanation. The research involves different steps to gather all the data, the researcher specifically using multiple procedures, the first of which is an interview process, and the second is data analysis, which will be presented in the form of a description using simple words.

B. Research Participants

The participants of this qualitative research are the PBI (English education Department) students from UIN Ar-Raniry Banda Aceh. The reason why the researcher chooses PBI students as the participants of the study is because they are EFL learners, they are expected to acquire and develop both receptive and productive English skills. Therefore, they must have used several media in their language learning. This will surely help them to be conscious about the difference of each media that they have utilized. By understanding the differences, it helps them to share their own experience after watching TED Talks videos.

Purposive sampling was implemented to determine the participants of this research. According to Bryman (2012), purposive sampling technique is used to

select people, organizations, documents, departments, and others that are directly related to the research questions. Purposive sampling technique is based on the idea that finding the best cases for a study that generates the best data, and that the cases sampled directly affect the result (Patton, 2014).

To meet the research goals, the researcher needs to determine a certain approach with specified characteristics while selecting the study participants. The criteria that the involved participants need to meet are;

- 1) PBI students' batch 2018 of UIN Ar-Raniry
- 2) Familiar with digital content of TED Talk videos.

Thus, the participants of the study were 5 students who are chosen based on the specific criteria mentioned above.

C. Data Collection

In collecting the data, a qualitative interview was used in this study. According to Creswell (2014), an interview is a data collection process in which the researcher asks questions and records answers from participants in the study at a time. There are three major types of interviews; the standardized (structured) interview, semi-standardized interview, and the unstandardized interview. (Babbie, 2007, as cited in Ryan et al., 2009)

The researcher collected the data to gather information by asking participants through interviewing. A semi-standardized interview is the type of the interview that is employed in this study. The writer is interested in employing semi-structured interviews in this study as they can be personalized to the issues they

have identified and are more likely to provide information that is more relevant to their needs. According to Ryan et al. (2009,) semi-standardize (or semi-structured) interviews offer a more flexible approach to the interview process. He then added, the flexibility of the semi-standardized interview allows the interviewer to pursue a series of less structured questioning and also permits the exploration of spontaneous issues raised by the interviewee to be explored.

Through open-ended questioning, the data was collected by interviewing 5 students. Before the interview starts, the researcher explains the objectives of the study. Each participant is approximately interviewed in 15 minutes, and being recorded. The interview is conducted both by direct and via telephone.

D. Data Analysis

According to Patton (2002), data analysis is the process of arranging and organizing data into a pattern, category, and a basic description. Analysis of data in a research project involves summarizing the mass of data collected and presenting the result in a way that communicates the most important features (Hancock, 2009)

Qualitative descriptive analysis is being used in analyzing the data gathered from the interview with the participants. The interview results were descriptively reviewed based on the responses of the participants during the interview procedure. The data acquired in this study will be presented in the form of a descriptive narration. Thus, in order to minimize misinterpretation when interpreting the data, the researcher recorded the interview procedure and took notes to facilitate information gathering.

CHAPTER IV

FINDINGS AND DISCUSSION

The following chapter presents the findings of the study, which aimed to explore students' experience on watching TED Talks. The findings are based on information gathered from interview process that the researcher has conducted. The interview involved 5 PBI students from batch 2018. The interviews were designed to answer the research question in chapter one. 1) What are students experience on watching TED Talks? 2) How do students perceive TED Talks?

A. Findings

This section is organized to provide a comprehensive overview of main findings of the information gathered from the interview. As it has been mentioned in the previous chapter, the collected data are gathered using a semi-standardized interview. Each participant answers 9 questions that had been prepared by the researcher. Initial names were chosen to represent participant responses in order to preserve participant privacy. The participants' description will be outlined into two subsections; students' experience and students' perception.

1. Students' Experience on Watching TED Talks

a. Positive Attitudes Towards TED Talks

The majority of the participants expressed positive attitudes on their experience watching TED Talks. It is closely linked to the enjoyment and

motivation that students derive from using TED Talks, despite the fact that all of the participants encountered TED Talks through the suggestions of others. Four of five students revealed their initial motivations watching TED Talks is their lecturer's advice on how to improve their public speaking skills.

T.M. stated,

I knew the talks from my lecturer, he suggested me to watch the talks, which I have never heard of it before. After watching the videos, I just found out that TED Talks is actually for public speaking presentation that was originally given at many events around the world, and offered many speakers and host that will deliver the material in English, which is really effective in enhancing my English skill especially speaking. So, I think the reason why my lecturer suggested me to watch the talks maybe it's because he wanted me to improve my public speaking.

S.P added,

My lecturer had advised to watch the talks as a way to improve our public speaking skill, which is what inspired me to watch it. I found the show to be incredibly entertaining, so perhaps that's what keeps motivating me.

A R - R A N I R Y

Beside of lecturers' recommendation, there is a participant who discovered the talks through the internet.

M. mentioned that:

I discovered TED Talks when I was in high school in 2017, I was looking for contents to help me improving my listening and speaking skill, and there was like a list of the contents that could help me, so I decided to watch the TED Talks since it was on the first list of the recommendation. Since then, I started to watch the videos as part of my language learning.

The enjoyment students expressed also mostly associated with how they use TED Talks as a learning resource. TED Talks often address real-world issues, making the content highly relevant to students' lives and interests.

W.J. claimed,

Since the speakers were diverse and came from various regions of the world, I was drawn to watching TED talks because I could learn a lot from them. I'm the kind of person who enjoys learning new information from different cultures, but I also watched TED talks for entertainment purpose.

F.A. stated,

As an English student, I personally find the videos are fun and interesting; it provides a wide range of topic and easy to comprehend. The videos are helpful in delivering materials, the speakers convey a lot of informative and educational information with a clear understanding which is very beneficial to a language learner who wanted to improving their public speaking in English.

This relevance can increase their motivation to engage with the material of the talks. Not forget to mention that TED Talks present engaging speakers encompassing a wide range of topics in captivating ways. Students are drawn in and remain motivated to learn because of the content's encouraging and insightful quality.

b. Improved Listening and Speaking Skills

All participants of the research reported significant improvements in their listening and speaking skills. TED Talks are known for featuring expert speakers who delivered presentations in natural and authentic

manner, which leads students to become exposed the natural pronunciation of varied vocabularies.

M. stated,

It improved my listening comprehension because it introduced me to a variety of topics and subject areas, it helps me understand the meaning of words and phrases that may be unfamiliar to me.

Actively listening to the material of TED Talks helps students enhance their listening comprehension skills. They boost their ability to identify main ideas and as well as understand the supporting details from the speech.

T.M. added that,

Sometimes whenever we watch movies or videos, or listening to music, the first experience that you will notice is your listening, because you listen to what the speakers are saying, and your brain will catch the meaning and process it in your mind and it eventually will improve your skill. Same goes to me, after watching the TED Talks videos, my listening skill improved a lot, along with vocabulary acquisition. So, I think listening skill is the skill that I improved the most, because I catch what I listen, and I think, and I speak.

Some students mentioned that listening to the speech helped them pronounce English words and phrases correctly. They revealed that during the active listening to the talks, they practiced replication by mimicking and imitating the way the speakers pronounce certain words and phrases. This practice trained muscle memory in producing sounds in English. Students become exposed to natural pronunciation of words, phrases and sentences in English.

M. stated,

During the talks, whenever I found words that I am not familiar with, I try to pronounce those words from the video. I try to pronounce the words by imitating the way the speaker said it in the video.

S.P. claimed,

Prior to watching TED Talks videos, I was unable to correctly pronounce certain words. However, after watching these videos, I have been able to improve my pronunciation of these words. Additionally, my listening skills have improved as a result of being exposed to a wider range of vocabulary.

By copying the delivery methods of the speakers in the video, they also improved their speaking skills. This helped them to speak more confidently, clearly, and persuasively. They report feeling more confident in participating in English conversations and discussions. TED presenters frequently employ a diverse vocabulary and explain complicated ideas in a straightforward and accessible manner. Students learn new words and phrases, and improve their ability to express themselves more eloquently by watching these speeches.

S.P noted that,

Speaking skills and public speaking are definitely improved because based on the videos that I have watched, the audience is carried away by the atmosphere while watching and without us realizing it, we become interested in learning English, especially in speaking. Watching the videos has gained my confidence when it comes to public speaking or similar presentations.

Through engaging presentations, students directly reflect on how to build an effective public speaking. Not only involve phrases and vocabularies used, effective public speaking encompasses non-verbal indication, including body language, facial expression, eye contact, gestures and postures. TED speakers professionally using these nonverbal cues in conveying their messages. Throughout the talks, students observe and absorb how these indications contribute to effective communication and incorporate them into their own speaking.

T.M expressed,

I also have some improvements in public speaking, by imitating the speakers and their speaking style. The speakers really good at maintaining audience's attention, by applying some gestures, and body language. From there, I can develop some of the techniques in public speaking presentation such as the body language, gestures, intonations, and proper pronunciation.

F.A. added,

Watching the videos really help me building my confidence on how to speak like a professional public speaker. The talks provide example of effective public speaking which is very helpful to me in learning more about body language and facial expression in public speaking.

From all the participants' statements, their experience on watching TED Talks demonstrated a wide range of benefit on their listening and speaking skill. It contributed to enhance the skills through the active listening on TED Talks engaging contents.

c. Vocabulary Enrichment

All of participants expressed that watching TED Talks expand their range of English vocabulary. TED Talks are famous for their engaging and informative presentation, covering a wide range of topic and issues, from science and technology to art and culture, from personal stories experience to global problems and challenges. They are surely a great resource for language learners seeking to enrich their word usage and language proficiency.

T.M. reported,

I think right after I watch TED Talks, I spontaneously found bunches of new vocabularies that I have never known before, like the vocabularies that can be used in public presentation or in formal situations, which is I think such an effective way in expanding my vocabularies in English.

M. also expressed,

The talks often feature the speakers with extensive vocabularies who discuss wide range of topics, therefore it exposes the viewers rich and varied vocabularies they are not familiar with in their daily life.

From the participants' experience, it can be acknowledged some TED Talks have speakers that speak informally or casually, exposing students to speech that is used in daily conversations. Learners can benefit from this exposure by understanding and using slang and informal language effectively. Phrasal verbs are frequently utilized in spoken English and are frequently included in TED Talks. Phrasal verbs can be encountered and

understood by learners in context, which will help them in daily conversation.

S.P. said that,

I see how the speaker speaks English in terms of accent, pronounce, even the newest words and even unique idioms that I have never heard before. After watching these videos, I have been able to improve my pronunciation of these words. Additionally, my listening skills have improved as a result of being exposed to a wider range of vocabulary.

W.J added,

...in addition, it can expose me to new vocabulary that is easier for me to recall and understand.

F.A also said,

Watching the videos helps me in expanding my range of vocabularies.

All students attribute their positive attitudes to the vocabulary enrichment facilitated by TED Talks. They find the contextual learning of new words and phrases within the talks to be highly effective. As their vocabulary expands, students feel more confident in their language skills, including listening and speaking.

d. Self-paced Learning

Viewing TED Talks for their formal learning is not the goal of all participants, but they still apply strategies while watching the presentations. When it comes to strategies and approaches, TED Talks offer learners the flexibility to engage in self-paced learning. They could choose the talks that match with their interest topic and issue. Also, they could watch it anytime

and anywhere without limitation. Most language learners who use TED Talks content as a learning resource adopt a common strategy: taking notes.

M. stated,

Note-taking and vocabulary acquisition are the strategies that I employ to engage with TED Talks as a language learner. Every time I found the words and the vocabularies that were unfamiliar to me, I'd write it down one by one, and then after the video ended, I look for the words meaning, and try to pronounce the words by imitating the way the speaker said it in the video.

T.M. also stated,

I may take a note of the unfamiliar words, and looking for its definition, also when I don't know how to spell some words from the video, I try to find the correct spell using google or dictionary.

TED Talks cover a wide range of topics and often introduce new words and expressions that students may not know. Learning new vocabulary from TED Talks can be a great way to expand students' knowledge. As they watch the TED Talks, they make a list of the new words they encounter and write down the meanings and examples. Other participant (S.P.) added, "...I also took notes regarding the new vocabulary that I got from the videos".

Besides note-taking, students also use discussion as a way to enhance their language skills through TED Talks. One student shared how this method helped him learn more deeply.

T.M. stated,

My other strategy is sometimes when I watch the videos with my friends, we will share our thoughts and opinion about the topic that is being discussed in the video, I think that's one of way of how me and friends improving our pronunciation in English presentation.

Discuss it by talking about what he just learned with his friends help him in consolidating vocabulary learning to use the words in a real context. Student can share his thoughts and opinions about the topic that he is interested which will make the learning more enjoyable.

Based on the statements of all participants, it can be inferred that TED Talks' accessibility and flexibility enable students to adjust their learning styles and methods such as note-taking and discussion. They can watch the talks as many times as they want, pause, rewind, and use subtitles to aid understanding, which allows them to learn at their own pace.

e. Diverse Perspectives and Cultural Awareness

Positive attitudes are linked to students' appreciation for the diversity of perspectives and cultures represented in TED Talks. This exposure fosters cultural awareness, global mindset, and a deeper understanding of various worldviews, making students more culturally sensitive. One of the participants (F.A.) said that "...watching TED Talks help me in understanding complex topics, I become more proficient". As well as other participants agree that watching TED Talks expand their knowledge at many topics and issues.

W.J stated,

I learned many new things from the video, it increased my valuable knowledge about different cultures. Also, the speakers' perspective about certain things helps me to broaden my insight of knowledge.

TED Talks help students learn about the lives, struggles, and achievements of people from different backgrounds, cultures, and countries, presented by the speakers. In every video they watch, they discover new ways of thinking, feeling, and acting that enrich their understanding of themselves and their environment.

T.M. stated,

Besides the English improvements, I also experienced other progress, for example I got a chance to know about the various culture from around the world, sometimes like TED Talks is frequently discussing about many topics about what is going on in another country.

M. also mentioned,

As we know, TED Talks cover a wide range of topics, including science, art, education, psychology, social issues, and more. And watching the videos of course, has increased my knowledge of new insight about specific topics and fields. The talks are delivered by many speakers and expert which has expand my perspective about certain things and issues.

It also sparks students' curiosity and creativity and motivate them to learn more about the topics that fascinate them. They can find out about the latest research, innovations, and trends that is happening in the world.

M. added,

I watched the video based on my preference of topic, such as procrastination, after I finished the video, I will try to learn more about the concept of procrastination and how to avoid it, then try to practice it in my daily life.

Furthermore, one student revealed that TED Talks also help her become more open-minded by exposing various content with diverse background of the speakers. It helps her learn better and communicate more effectively.

S.P stated,

I have become more open-minded; of course, I want to learn more about the interesting subjects covered there; and, of course, by watching the videos has gained my confidence when it comes to public speaking or similar presentations

It can be concluded that through TED Talks presentations, students are significantly increasing their cultural awareness, broadening students' perspective and contributing in fostering open-mindedness among the students,

2. Students Perception of TED Talks

a. A Valuable and Unique Resource

According to the research, all participants reported that they believe TED Talks are an effective medium for improving language skills. The majority of the participants revealed that TED Talks contributed in enhancing their English proficiency, such as listening and speaking.

T.M stated,

As I mentioned before, it offered many topics for educational purpose, and I think that's what made TED Talks unique than any other resources, while we are watching TED Talks, we can learn how to speak in public in formal way, how to deliver the message to our audience, and how to maintain our audience's attention. And that's not the only thing that we can learn from the video, while watching the talks we can actually have a chance to learn how to pronounce words correctly, and we get know many accents in English, so I think those are the reason what made TED Talks unique and valuable.

These videos provide learners with authentic language use, a diverse range of topics, exposure to different accents, clear pronunciation, structured presentations, vocabulary expansion, visual aids, and various resources for accessibility and interactive learning.

W.J claimed that,

TED Talks can be a unique learning media, we won't get bored quickly because there are many interesting and different topics that will be discussed every day, and we will have many choices for speakers because TED Talks have provided a lot of speakers from different backgrounds and countries

M. also stated,

I think what makes TED Talks different and unique is because it provides rich and varied vocabularies. The talks often feature the speakers with extensive vocabularies who discuss wide range of topics, therefore it exposes the viewers rich and varied vocabularies they are not familiar with in their daily life. So, it makes TED Talks highly valuable compared to any other learning material.

Other students said that they found the talks to be incredibly helpful in delivering materials in speaking. The talks have impacted them in public

speaking, as they are exposed to the formal presentations with skilled presenters.

F.A stated,

In my opinion, its unique because the speakers that TED Talks offer are skilled communicator which is really great, it maintained viewer attention about the topic that is being discussed, and it's not limited to one topic only, but different topic and issue in every videos. The videos really help me building my confidence on how to speak like a professional public speaker since the talks provide example of effective public speaking.

S.P. added,

These TED talks contain elements that other resources do not, the delivery of these TED talks is easygoing, and the theory offered is not too heavy and serious, so the audience is relaxed in accepting the arguments presented.

It can be highlighted that all of the participants agree that TED Talk are unique and valuable resources that contained engaging and inspiring content on diverse topics, which can introduce students to new ideas and insights. Additionally, TED Talks are easily accessible and flexible, making them a convenient tool for students to use

b. The role of TED Talks in students' overall language learning process

All participants were asked about their opinion regarding the role of TED Talks in their overall language learning process. As mentioned in the previous section, students reported that TED Talks contribute to an enjoyable and interactive learning experience. However, the majority of participants acknowledge that their overall language development doesn't

rely solely on TED Talks. They also emphasize that, as English students, their language skills and knowledge are mostly enhanced through classroom activities.

M. stated that,

I would say it does improve my language skills, but watching TED Talks does not play a big role in my overall language learning process. Since I'm an EFL learner, there are a lot of methods and many other resources that has been employed in enhancing my language competences. Therefore, watching TED Talks, of course, gave an impact to my language skills, but it does not play significant role because I have learned more English in formal educational setting.

F.A. added,

I think watching TED talks is only parts of my language learning process, it's one of many ways and methods that I have used in learning English. it did improve my skills, but not like very significant, since I myself is an English student.

They view TED Talks as a valuable additional resource, rather than the primary resource in their language learning process. One student also revealed that her motivation for watching TED Talks is primarily for entertainment purposes.

W.J. stated,

Although I would say it does improve my listening skill, I wouldn't say that watching TED Talks has had a significant impact on my overall language learning. The reason is because I don't watch it often, also, I only watch it for entertainment purpose.

However, there are participants who think that using TED Talks has significant impact on their language skills.

T.M. stated,

It actually depends, I think. As a language learner, for me, it impacted a lot in my language skills because the language they are using is very formal and it can be understood very well for EFL learners, which eventually help me in improving my listening and vocabulary and my confidence in public speaking. It is really effective in helping me on how to speak well and deliver message in public.

S.P. added,

As an English student, TED Talks provide EFL learners with a dynamic, authentic, and diverse learning experience that enhances my listening, speaking, vocabulary, and overall English language skills. So, it was very influential for me, even though I could say I don't regularly watch TED Talks.

In summary, since all the participants are English students, watching TED Talks does not significantly contribute to their overall language learning process. However, the students consistently stated that watching TED Talks helps them improve their language skills. They view TED Talks as supplementary resources in their language learning journey.

While TED Talks are a valuable resource for enhancing language skills, they are just one of many tools that students can use to improve their language proficiency. The students' ability to recognize and utilize TED Talks as an additional resource demonstrates their initiative in taking charge of their own learning process.

c. Recommended Resources for Language Learning

Students' experience of watching TED Talks has many positive impacts on their language learning. As mentioned in the previous section, TED Talks serve as a valuable resource for language improvement. They expose students to the nature of the talks, enhance their listening skills, help them develop their speaking abilities, and provide a rich vocabulary.

The flexibility that TED Talks offer makes them a practical and enjoyable learning tool. The positive impact of watching TED Talks has led students to perceive them as valuable resources and highly recommended for language learning.

M. stated,

I would recommend TED Talks to my friends/family who wants to improve their English skills. TED Talks is much more than a language learning material, it provides the viewers various contents related to many interesting topics. By watching the talks, the viewer not only improving their language skills, but also, they will increase their knowledge with new perspective and inspirations.

T.M also said,

Yeah, I highly recommend them to watch TED Talks, like they have to know by watching these kinds of videos, really help them in their English learning process, also its free and very easy to access, instead of depending on courses that will cost you a lot of money. Also, they can learn it by themselves at home and you also get know about many cultures around the world.

Some students reported that TED Talks have become their go-to recommendation for family and friends who are eager to enhance their

English skills. According to them, TED Talks can make the learning more enjoyable and very easy to use.

S.P. added,

If there are people close to me who ask for recommendations on things that can improve their English, I will definitely suggest watching Hollywood films, or watching educational videos like TED Talks. The delivery of these TED talks is easygoing, and the theory offered is mostly casual, so the audience is relaxed in accepting the arguments presented

W.J stated,

Yes, I would recommend anyone to watch it, it is a good idea, because watching videos from TED Talks provide a combination of visual context, real-life situations, and a variety of accents in videos which will enhance language skills, making language learning more interesting and efficient.

From all participants' statements above, it can be concluded that, as students share TED Talks with their colleagues, they believe the experience watching TED Talks could expose their friends/family into a valuable resource and making the learning more enjoyable, assisting them in their language development skills.

B. Discussion

The main objective of this study is to explore students' experience of watching TED Talks. Based on interviews with five English department students, the researcher found that TED Talks are an excellent resource for language learning. All participants agreed that watching TED Talks enhances their language learning process. They reported that TED Talks not only help improve specific skills such as speaking and listening but also contribute to expanding students' vocabulary,

cultural awareness, and motivation for self-study. In addition, all participants revealed that they enjoy watching TED Talks and think that as a valuable and great source of material for language learners. They also recommend TED Talks to their colleagues to watch TED Talks as authentic study materials.

From the interviews, the researcher found that the skills most improved by watching TED Talks among students are listening and speaking. As in the previous section, the students improved these two skills, by actively listening to the content of the TED Talks videos, that encompasses in every possible topic and subject including technology, entertainment, design, health, culture and education. This research outcomes are accordance with previous relevant studies by Rohmah (2022), which stated TED Talks serve as an engaging and effective learning resource for improving public speaking skills. Learners can select relevant topics, imitate speakers, and practice in real-world public speaking situations. They gain various benefits from the video, including learning how to convey their thoughts effectively, critical thinking, accent and dialect, pronunciation, fluency, and others.

According to Gavenila et. al (2021), one of the best ways to improve listening/viewing skills is by engaging students in doing frequent listening/viewing of relevant and interesting materials. It can be acknowledged from students' experience that engaging in attentive listening during TED Talks enhances students' ability to comprehend spoken content which improved their listening skills.

Furthermore, students also revealed that the varied topics facilitate by TED Talks exposed them to rich vocabularies. By watching the contents, students are introduced to speech in both formal and informal vocabularies. The talks often include formal vocabulary such specialized terminology and words. Not only that, watching TED Talks also exposed students to speech that is commonly used in daily conversations. This exposure can help learners understand and use slang and informal language effectively. This gained of the study lend support to Fitria (2022), discovering that students can improve their vocabulary, comprehension, and pronunciation simply through listening to a natural English speaker. The TED app includes immersive transcripts that offer descriptions of words and phrases used in the TED Talk, which can assist students and learners independently practice new vocabulary, syntax, and speech methods.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter summarizes the study's findings and recommendations. The conclusion is based on data analysis of the previous chapter's results of the study. Additionally, recommendations are being written to better future research on the associated topic.

A. Conclusion

TED stands for Technology, Entertainment, and Design, a digital media that can be accessed online, which has been publishing various speeches and presentations since 2006. TED Talks presentations span a wide range of topics, including technology, science, design, health, the environment, personal growth, and many others. From the data obtained by interviewing all of the participants of their experience watching TED Talks, it can be concluded that watching TED Talks has some advantageous for their English language learning process.

The majority of EFL learners have a positive attitude towards TED Talks, perceiving them as engaging and relevant. They appreciate the diverse range of topics and speakers, and many have reported significant improvements in their listening and speaking skills. Regular exposure to authentic spoken English in TED Talks has contributed to enhanced comprehension and pronunciation, making learners more confident in conversations. Aside from speaking and listening skill,

TED Talks also have played a pivotal role in expanding learners' vocabulary, with the contextual nature of learning new words within the context of inspiring talks that are varied from entertainment to education.

Apart from language skills, EFL learners have also appreciated the cultural diversity represented in TED Talks, with exposure to speakers from different backgrounds providing insights into global perspectives and promoting cultural awareness. Learners often discuss these cultural elements during group discussions and find it enriching. TED Talks offer learners the flexibility to engage in self-paced learning, with the ability to choose talks aligned with their interests and proficiency levels. This autonomy is empowering, and learners have reported increased motivation to explore English beyond the classroom. they can choose the methods they preferred while listening actively on TED Talks contents.

However, the majority of participants recognize that TED Talks are not their primary source of language improvement. They also underline that, as English students, they primarily improve their language abilities and knowledge through classroom activities. They see TED Talks as a valuable supplement to their language learning process, rather than the primary resource. Students found them to be useful and enjoyable, making them good resources that are highly recommended to their friends and family for language acquisition.

B. Recommendations

Based on the findings of this study, the researcher come up with some recommendations. Firstly, English learners are highly encouraged to select digital

media that aligns with their interests and preferences to enhance their English proficiency. Numerous online digital media platforms, such as TED Talks, are readily available and can be utilized to improve various language skills outside the classroom setting. The use of such digital media not only enhances specific skills but also contributes to overall language proficiency, making the learning process more engaging and motivating.

Secondly, for educators, this study can serve as a guide for incorporating diverse digital media into the teaching and learning process. This approach can foster interactive learning environments and prevent students from losing interest during lessons. Digital platforms like TED Talks can be effectively used in different classes, including those focused on listening and speaking skills.

For other researchers, this study could provide a valuable framework for further investigation into the use of digital media in language learning. The findings could inspire new research questions about the effectiveness of different types of digital media, the impact of digital media on different aspects of language proficiency, and the role of student interest and engagement in digital media-based learning. Researchers could also explore how to optimize the use of TED Talks and other digital media in various educational settings. Finally, future research could examine the long-term effects of using digital media like TED Talks on students' language proficiency and academic performance.

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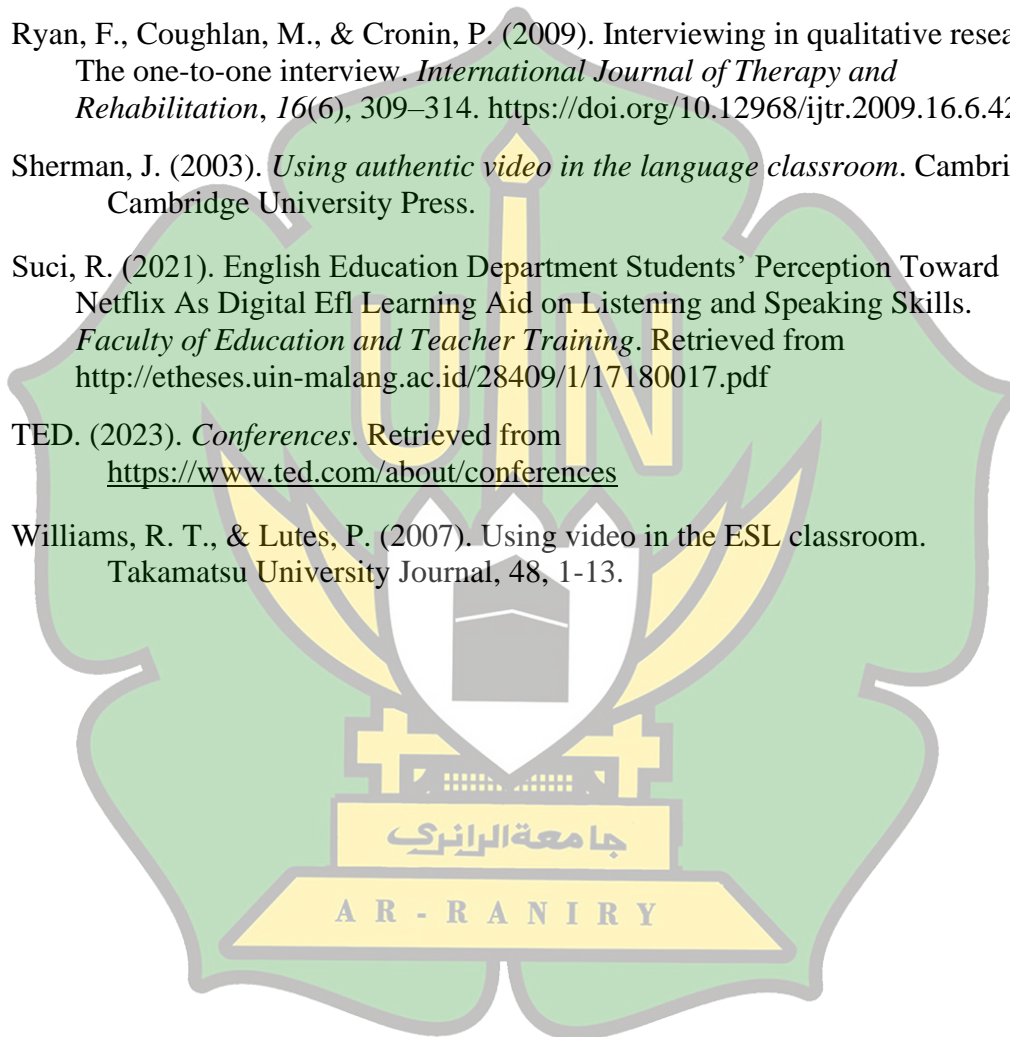
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Appendix A

Appointment Letter of Supervisor



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-2296/UN.08/FTK/KP.07.6/01/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

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 Pemerintah 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 RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;

10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;

11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **03 Januari 2023**

Menetapkan : **MEMUTUSKAN**

PERTAMA : Menunjuk Saudara:

1. Dr. Maskur, M.A. Sebagai Pembimbing Pertama

2. Azizah, M. pd Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : **Syarifah Mawaddah**

NIM : **180203154**

Program Studi : **Pendidikan Bahasa Inggris**


Judul Skripsi : **Narrating Students' Experience on Watching Ted Talks**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 30 Januari 2023
Dekan


Saiful Muluk

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Appendix B

Interview Protocol

Below is the transcript of the interview protocol that held by the researcher in collecting the data. The interview questions were cited from research by Suci (2021) investigated English Education Department Students' Perception Toward Netflix as Digital EFL Learning Aid on Listening and Speaking Skills. The questions were modified and personalized by the researcher to make it more relevant to the research goals.

Assalamu'alaikum Wr. Wb. First of all, I would like to introduce myself. My name is Syarifah Mawaddah, student of English Language Education Department batch 2018. I am currently doing my research to complete my thesis entitled "Narrating Students Experience on Watching TED Talks." Are you willing to participate in this interview?

Please take note of that there are no right or wrong answers in this interview. The purpose of this interview is to explore the respondents' perspectives and experiences in relation to the given title. Second, to help the researcher in preserving crucial information, the entire interview will be recorded. Third, all contact details provided by respondents are kept private. Finally, respondents can respond in either Indonesian or English if they want. Do you have any questions about the interview process before we get started?

Alright, let's start from the first question.

1. How did you first discover TED Talks, and what motivated you to start watching them?
2. Could you describe how you watch TED Talks as part of your language-learning process? How frequently and how long do you watch them?
3. How do you engage with TED Talks as a language learner? Are there particular strategies you employ, such as note-taking or vocabulary acquisition?
4. Have you noticed any specific improvements in your English language skills since you started watching TED Talks? If so, please describe them.
5. Based on your experience, what skills do you improve the most after watching TED Talks?
6. Besides the English skills, have you experienced any other progress from watching TED Talks?
7. In your opinion, what makes TED Talks a unique and valuable resource for EFL learners compared to other language learning methods or materials?
8. How do you perceive the role of TED Talks in your overall language learning process?
9. Would you recommend to your friends/family to use TED Talks videos as a learning medium in improving English skills?

Alright, thank you very much for willingly taking your time to do this interview,
your participation helped me so much and I really appreciated it. Assalamualaikum
wr wb.



Appendix C

Interview Transcript Sample

Interviewee : TM RR

Date : August 29th 2023

Q: Assalamu'alaikum Wr. Wb. First of all, I would like to introduce myself. My name is Syarifah Mawaddah, student of English Language Education Department batch 2018. I am currently doing my research to complete my thesis entitled "Narrating Students Experience on Watching TED Talks." Are you willing to participate in this interview?

T: Yes

Q: Please take note of that there are no right or wrong answers in this interview. The purpose of this interview is to explore the respondents' perspectives and experiences in relation to the given title. Second, to help the researcher in preserving crucial information, the entire interview will be recorded. Third, all contact details provided by respondents are kept private. Finally, respondents can respond in either Indonesian or English if they want. Do you have any questions about the interview process before we get started?

T: No, it's all clear.

Q: Alright, let's start from the first question. How did you first discover TED Talks, and what motivated you to start watching them?

T: Actually, I knew the talks from my lecturer, he suggested me to watch the talks, which I have never heard of it before. After watching the videos, I just found out that TED Talks is actually for public speaking presentation that was originally given at many events around the world, which offered many speakers and host that will deliver the material in English. So, I think the reason why my lecturer suggested me to watch the talks maybe it's because he wanted me to improve my public speaking, because TED Talks usually use really formal vocabularies in its videos, that's why.

Q: So, your motivation watching the talks is because your lecturer's recommendation?

T: Yes, mostly. Also, because I am willing to learn how to improve my public speaking.

Q: Could you describe how you watch TED Talks as part of your language-learning process?

T: I personally watched TED Talks by exploring on YouTube, and how do I enhance my language learning process is more often by noticing some of the vocabularies that I am not familiar with, which is I think such an effective way in expanding my vocabularies in English. Also, there are some improvements in my listening skill, the accent used in the video is easy to understand for a learner like me. Furthermore, I can develop some of the techniques in public speaking presentation such as the body language, gestures, intonations, and proper pronunciation.

Q: How frequently and how long do you watch them?

T: It depends actually, when I have leisure time, I watch videos on Youtube, and watch the TED Talks videos occasionally. The duration of the video could be 15-20 mins, so I think its approximately 30 mins in a day.

Q: How do you engage with TED Talks as a language learner? Are there particular strategies you employ, such as note-taking or vocabulary acquisition?

T: Yes, I think it is common for a language learner to employ some strategies in their language learning, same goes for me, when I watch videos, I may take a note of the unfamiliar words, and looking for its definition, also when I don't know how to spell some words from the video, I try to find the correct spell using google or dictionary. Since we are foreigners, and our mother tongue is not English so I think, sometimes it's quite difficult for us to distinguish or sometimes to maintain the vocabulary acquisition, so I think that's my answer. - R A N I R Y

Q: Is there any other strategy that you employ during watching the talks?

T: Yes, there is. My other strategy is sometimes when I watch the videos with my friends, we will share our thoughts and opinion about the topic that is being discussed in the video, I think that's one of way of how me and friends improving our pronunciation in English presentation.

Q: Have you noticed any specific improvements in your English language skills since started watching TED Talks? If so, please describe them

T: Yes, I have. I think right after I watch TED Talks, I spontaneously found bunches of new vocabularies that I have never known before, like the vocabularies that can be used in public presentation or in formal situations. And as I mentioned before, beside the vocabulary's improvement, I also have some improvements in public speaking, by imitating the speakers and their speaking style. The speakers really good at maintaining audience's attention, by applying some gestures, and body language. The other improvement is in listening skill, it made me easier to notice some of new vocabularies during the talks. And I think by watching any types of educational videos in English could be a self-learning experience for EFL learners, because by watching those videos we unintentionally enhance our skills in English, we could imitate and of the contents that we saw from the video.

Q: Based on your experience, what skills do you improve the most after watching TED Talks?

T: Like I mentioned before, sometimes whenever we watch movies or videos, or listening to music, the first experience that you will notice is your listening, because you listen to what the speakers are saying, and your brain will catch the meaning and process it in your mind and it eventually will improve your skill. Same goes to me, after watching the TED Talks videos,

my listening skill improved a lot, along with vocabulary acquisition. So, I think listening skill is the skill that I improved the most, because I catch what I listen, and I think, and I speak.

Q: Besides, the English skills, have you experienced any other progress from watching TED Talks?

T: Yeah, besides the English I also experienced other progress, for example I got a chance to know about the various culture from around the world, sometimes like TED Talks is frequently discussing about many topics about what is going on in another country.

Q: In your opinion, what makes TED Talks a unique and valuable resource for EFL learners compared to other language learning methods or materials?

T: As I mentioned before, it offered many topics for educational purpose, and I think that's what made TED Talks unique than any other resources, while we are watching TED Talks, we can learn how to speak in public in formal way, how to deliver the message to our audience, and how to maintain our audience's attention. And that's not the only thing that we can learn from the video, while watching the talks we can actually have a chance to learn how to pronounce words correctly, and we get know many accents in English, so I think those are the reason what made TED Talks unique and valuable.

Q: How do you perceive the role of TED Talks in your overall language learning process?

T: It actually depends, I think. As a language learner, for me, it impacted a lot in my language skills because the language they are using is very formal and it can be understood very well for EFL learners, which eventually help me in improving my listening and vocabulary and my confidence in public speaking. It is really effective in helping me on how to speak well and deliver message in public.

Q: Would you recommend to your friends/family to use TED Talks videos as a learning medium in improving English skills?

T: Yeah, I highly recommend them to watch TED Talks, like they have to know by watching these kinds of videos, really help them in their English learning process, also its free and very easy to access, instead of depending on courses that will cost you a lot of money. Also, they can learn it by themselves at home and you also get know about many cultures around the world.

Q: Alright, thank you very much for willingly taking your time to do this interview, your participation helped me so much and I really appreciated it. Assalamualaikum wr wb.

T: You're welcome, glad to help you, Waalaikumsalam wr. wb