

TED Talks: Video-Based Materials to Improve Students' Listening Skills

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Abstract.

This study investigated the effectiveness of TED Talks videos on Indonesian Secondary English as a foreign language (EFL) students' listening skills. Sixty-six students of secondary school were selected randomly and assigned to two groups, namely the control group and the experimental group. This study used a quasi-experimental, pretest-posttest control group research design. A listening pre-test was given to the participants to check their initial listening skills. During a four-week treatment period, both control and experimental groups received the same lesson plan but only the experimental group was taught the TED Talks videos to see its effect on students' listening skill improvement. The data then were analyzed by using an Independent Samples t-test. The results showed that the instruction of TED Talks videos improved students' listening skills in the experimental group from an average of 57,37 to 71,31. The t-test result showed that the value of t observation (t_o) = 2,62 was bigger than the t table (t_t) = 1,67 (5%) and (t_t) = 2,38 (1%). In general, the result of the experimental group supported the effect of teaching TED Talks videos on students' listening skills.

Keywords: *TED Talks, video-based material, listening skill*

INTRODUCTION

Indonesia is one of the countries that incorporates learning English into the education curriculum. Writing, speaking, listening, and reading are the four skills that are essential for learning English. According to the author's preliminary research, among the four skills mentioned previously, one of the most difficult skills for the students to master is listening. When performing listening exercises, students struggle to recognize the words and sentences they are hearing, which inevitably inhibits them from grasping the context of the text or speech they are hearing. Additionally, different accents are used by speakers (Renukadevi, 2014). Students often struggle with listening because of the unfamiliar words, speech rate, accent, imprecise pronunciation, poor recording quality, and limited facilities. These difficulties were brought on by the students' prior knowledge, a lack of practice, and background noise, to name a few (Nadhira & Warni, 2021). These are certainly some challenges that the teachers and the students face in learning English listening skills. Related to the situation, the English teachers' selection of teaching models or strategies have a significant impact on the learning process and can greatly enhance the students' listening comprehension (Lestari et al., 2021).

Listening is a crucial skill for English language learners to master because it enables them to comprehend what they hear from others, which makes it simple for them to assimilate the speaker's knowledge. This is in line with Renukadevi's claim that listening skills are essential for learning since they allow the students to communicate with others in language classes and gain knowledge (Renukadevi, 2014). Students' writing and speaking abilities are enhanced by listening since it allows them to learn new words and pronunciation techniques. Listening is essential for language learning because it provides input that language learners must comprehend in order to learn anything. It is crucial to consciously develop the difficult skills of listening comprehension. (Gilakjani, 2016).

Recently, information and communication technology (ICT) currently has a significant impact on the subject of education. Information and communication technology (ICT) can assist teachers and students in finding language learning media easily. ICT tools can produce and enhance instructional materials for teaching and learning foreign languages (Guan et al., 2018). YouTube is one of the ICT resources that teachers can use, and students frequently use. Because students can find numerous themes or videos that correspond to their material on YouTube, it can be utilized as a substitute for studying foreign languages. According to Ayu, in *YouTube Videos in Teaching Listening: The Benefits in Experts' View* (2016) most of the students thought that YouTube was interesting media for learning English. Additionally, students claimed that YouTube has helped them stay motivated to learn English both inside and outside of the classroom (Ayu, 2016).

One of the YouTube channels that can be used by students to learn English, particularly listening is TED Talks. TED Talks channel is used as a medium for speakers to present a variety of well-crafted ideas in less than 18 minutes. TED Talks provide many videos on various topics. In addition to providing a lot of contents, these videos also provide subtitles in various languages in each video and this is certainly one of the advantages of TED Talks videos. While listening, students can use the existing subtitles to assess their comprehension of what is being delivered by the speaker. (Abdulrahman, 2018).

According to previous studies, TED Talks are frequently used by undergraduate students since they cover current themes and are available in a variety of languages. Gavenila et al., (2021) concluded in their study that a number of factors influenced their selection of TED videos among Indonesian-speaking university students. The factors that were most commonly cited included the accent of the speakers, the pace of their speech, the complexity of their vocabulary, and the duration of their presentations. According to the findings, most students expressed that TED videos were valuable in enhancing their vocabulary, fostering their academic abilities, and acquiring fresh insights and knowledge. Tilwani et al., (2022) mentioned in their study that TED Talks proved to be beneficial for Indonesian EFL learners in enhancing their listening skills. Moreover, the majority of the students believed that their listening comprehension had improved after studying the TED Talks video. They recollected their prior knowledge and scrutinized the content presented in the TED Talks (Wu, 2020). Another study conducted by Gunawan & Suherdi (2023) to English Education Department students showed that the students hold predominantly favorable opinions regarding the utilization of TED Talks both within and outside the classroom. They perceived that engaging with TED Talks granted them the freedom to select topics, flexibility in enhancing their listening skills, and motivation to dig deeper into the understanding of listening.

The studies mentioned above, however, were primarily conducted with students

in higher education institutions, particularly those who are enrolled in Listening courses. There are only a few studies that have explored the use of TED Talks as a tool for teaching listening in secondary schools, and these have not been extensively discussed. Given these considerations, the researcher aims to examine the use of TED Talks among secondary school students and assess its impact on their listening skills. The study seeks to gain insight into the effect of incorporating TED Talks into listening activities on the listening skills of secondary school students.

LITERATURE REVIEW

Listening Skills

Listening plays a significant role in both daily life and education as it is a psychological process of receiving and responding to verbal and non-verbal messages from others (Tyagi, 2013). It is through listening that humans acquire a majority of their knowledge, information, comprehension of the world, concepts, and values (Shariyevna & Atxamovna, 2020). Effective communication and the avoidance of misunderstandings are facilitated by attentive listening to the information conveyed by the speaker. However, listening is a complex and dynamic process that requires listeners to discriminate between sounds, interpret intonation, understand words, phrases, and grammar, and retain information in memory. Listening is a crucial skill in education as well. Several studies agree that listening (especially in an academic context) is a skill that needs attention from students to produce meaning from a text (Douglas, 2001). With good listening skills, students can understand the information provided by the teacher. Many approaches can be used to teach listening skills to students. According to Richard, there are two kinds of approaches: top-down and bottom-up (Richards, 2009). Bottom-up processing refers to comprehending the message from the incoming information. Meanwhile, Top-down processing is concerned with how we interpret a text using our prior knowledge of the world (referred to as "schema") (Kumar & Shankar, 2021).

In the modern digital age, technology has undergone significant advancements, influencing various aspects of human life, including education. Information and Communication Technologies (ICT) is one such technological advancement that has had a profound impact on the field of education. ICT refers to the integration of diverse information and communication technologies to enhance the creation and improvement of multimedia resources in the teaching and learning process (Alobaid, 2021). The use of ICT in education offers numerous benefits, particularly in the learning of English. With ICT, students have access to a wide range of learning resources and media, which can enhance their language acquisition and proficiency. According to Richard (2016), incorporating technology into the teaching and learning process offers numerous advantages. These include enhancing English proficiency, facilitating authentic interaction, demonstrating diverse teaching and learning methods, and fostering the development of various language skills. Incorporating Information and Communication Technologies (ICTs) into English teaching and learning can be beneficial for both language teachers and students. When used correctly, ICTs have the potential to make lessons more interactive, inspire students, and provide authentic language input from real-life sources (Trinh, 2018).

Authentic materials are valuable resources that can aid students in learning a second language. These materials provide students with real-world information and experiences (Ayu, 2016). The incorporation of authentic materials is essential in

teaching listening skills, and examples of such materials include news broadcasts, videos, YouTube content, films, and songs. Audiovisual media refers to a medium that combines both sound and visual elements. Utilizing this medium can motivate students to actively engage in listening and enhance their comprehension of the content. Video is one example of audiovisual media that can be effectively utilized in listening and learning activities (Hardiah, 2019).

YouTube is a popular multimedia platform that can be utilized by both teachers and students to facilitate the language learning process. It allows users to upload, view, and comment on videos, attracting over a billion visitors every month. In recent years, YouTube has become a prominent resource for English language learners, particularly in improving their listening comprehension skills (Qomariyah et al., 2021). Students have access to a diverse range of videos that can serve as study materials. Previous research suggests that incorporating YouTube videos in the EFL classroom can foster an enthusiastic attitude among EFL students towards enhancing their listening skills. They argue that these videos offer a more engaging alternative to traditional teaching methods (Al Jawad & Mansour, 2021). EFL students reported that watching videos aided their concentration throughout the course and provided a relaxed environment for studying.

TED Talks

Multimedia materials are one of the resources that can assist students in learning a second language. These materials facilitate the acquisition of information by students (Ayu, 2016). In teaching listening skills, it is essential to incorporate authentic materials such as news broadcasts, videos, YouTube, films, and songs. TED Talks serve as an excellent resource for enhancing listening and vocabulary skills. The majority of TED Talks speakers utilize educational language and deliver their content in a captivating manner, motivating viewers to engage with their lectures.

TED Talks, a YouTube channel, serves as valuable authentic listening material for second language learning and teaching. In 1984, Richard Wurman established the non-profit organization TED Talks with the aim of promoting innovative and captivating ideas. The acronym TED stands for Technology, Entertainment, and Design (K. Harb, 2018). 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 transcripts in TED speeches simplifies the learning process for students, enabling them to effectively grasp the content (Humeniuk et al., 2021)

TED Talks serve as an excellent resource for enhancing listening skills and expanding vocabulary. The majority of TED Talks speakers utilize an educational language and deliver their content in a compelling manner, effectively motivating viewers to engage with their lectures (Abdulrahman, 2018). This presents a compelling rationale for utilizing TED Talks as a medium for English language learning. English teachers may opt to incorporate TED Talks videos as part of their instructional resources (Fahmiansyah & Abdulrahman, 2018). Students find TED Talks videos engaging and captivating due to their familiarity with the content and language employed by the speakers. TED Talks have the potential to enhance students' interest in actively participating in the educational process and improving their listening skills (Humeniuk et al., 2021).

TED Talks for Teaching Listening

As one of media resources for teaching listening, TED Talks have given several

benefits due to their unique characteristics. The first, According to Nurmukhamedov (2017), TED Talks videos are captivating due to their diverse range of topics, encompassing technology, entertainment, design, business, science, and global issues. TED Talks often feature engaging speakers and cover a wide range of topics, which can spark students' interest and motivation to engage with the materials. The second benefit of TED Talks is their unique "interactive transcript" feature, which allows students to read along with the video while listening. This combination of reading and listening can be a satisfying experience that enhances students' motivation and comprehension of the listening materials. TED Talks can be readily accessed online, providing a convenient and easily available resource for extensive listening practice. Park and Cha (2013) highlight the accessibility of TED Talks as a benefit. This accessibility allows students to choose videos that align with their interests and language proficiency levels.

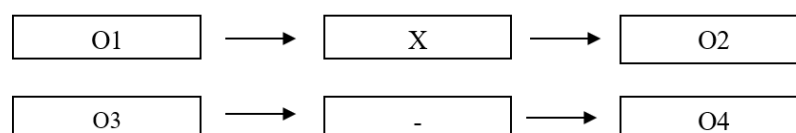
The third, TED videos can be easily shared by learners through social media or downloaded for offline use. Additionally, TED Talks are searchable using various criteria such as speaker, subject, or theme, providing the students with flexibility in finding specific content (Loya & Klemm, 2016). TED Talks are easily shareable through social media and can be downloaded for offline use. They are also searchable by speaker, subject, or theme, giving students flexibility in finding topics of interest. This aspect gives the listeners flexibility in finding topics of their interest. The last, TED Talks are accessible anytime and anywhere as long as there is an internet connection. They can be accessed without any restrictions on various mobile devices such as tablets, smartphones, laptops, or computers. Moreover, TED Talks have the potential to motivate and inspire students, fostering their enthusiasm for self-directed and independent learning (Rubenstein, 2012). In other words, TED Talks a learning resource can be accessed on any device with an internet connection, allowing students to practice listening skills at their convenience.

METHOD

Research Design

This study employed a quasi-experimental method, which is a type of experimental research. Experimental research aims to identify potential causes and effects by administering a treatment to the experimental group and comparing it to a group that does not receive the treatment (Raihan, 2017). Quasi-experimental designs are characterized by limited or no control over the random assignment of participants to different levels of a manipulated variable of interest (Creswell, 2015). The research design is illustrated in Diagram 1.

Diagram 1. The Quasi-Experimental Research Design



- O1 : Pre-test in the experimental class
- X : Treatment using TED Talks Video
- O2 : Post-test in the experimental class
- O3 : Pre-test in the control class
- O4 : Post-test in the control class
- : Without treatment of using TED Talks video

Sample

The sample of the study consisted of two classes from the eleventh grade of MAN 1 Kota Serang in Banten Province, with each class comprising of thirty-five students. The XI IPA (Science) 2 class was selected as the experimental group due to their lower average score on the pre-test for listening skills compared to the XI IPA (Science) 4 class, which served as the control group.

Research Instrument

To gather the data, the researcher utilized both pre-test and post-test measures for data collection. In this study, the researcher utilized an extensive listening test to assess the students' listening performance. Extensive listening is essential for achieving a comprehensive understanding of spoken language from a global perspective, encompassing various listening tasks such as extended lectures and drawing comprehensive conclusions from conversations. Extensive listening encompasses various skills such as understanding the main idea, identifying the gist, and drawing conclusions (Brown, 2003). For the pre-test and post-test, the researcher provided students with TED Talks videos that were relevant to the subject matter outlined in the syllabus and lesson plan for second-grade students. The teacher directed the students to finish a paper-based test that pertained to the subject matter, which included 25 multiple-choice questions that were based on the video's content.

Research Procedure

The research was conducted for about five weeks. During the first week, a pre-test was administered in classes XI IPA (Science) 2 and XI IPA (Science) 4 to assess students' listening skills and determine which class would serve as the experimental group. From week two to week four, the researcher provided the experimental group with treatment using TED Talks videos. In the fifth week, a post-test was administered to evaluate the effect of TED Talks videos on the students' listening skills.

Data Analysis Technique

The writer applied the t-test to test hypothesis with level of significance 1% and 5%. The t-test is commonly utilized in second language research to compare the mean scores of two groups (Sudijono, 2012). In this study, the t-test was used to assess whether the experimental class and the control class achieved similar scores when administered the same test. The t-test was employed to evaluate the effectiveness of TED Talks videos on students' listening skills.

FINDINGS

a. Students' Listening Skills

The researcher obtained two sets of data. The first set of data corresponds to the pre-test results for both classes, while the second set of data corresponds to the post-test results.

Table 1. The Pre-Test Results of Control and Experimental Class

	N	Min	Max	Mean
Control Class	35	36	84	60,69
Experimental Class	35	32	76	57,37

It can be seen from Table 1. the control class has an average pre-test value of 60.69, while the experimental class has an average pre-test value of 57.37. From these data, it can also be seen that the students' listening skills are still low.

Table 2. The Post-Test Results of The Control and Experimental Class

	N	Min	Max	Mean
Control Class	35	24	92	61,94
Experimental Class	35	36	92	71,31

Based on the data presented in Table 2, the control class achieved a mean score of 61.94, while the experimental class achieved a mean score of 71.31. This indicates a significant difference between the two classes. Both the experimental and control classes demonstrated improvement in their listening abilities compared to the data presented in Table 1. However, the experimental class, which received treatment using TED Talks videos, showed a greater improvement compared to the control class. This highlights the positive impact of TED Talks videos on students' listening skills.

b. The Effect of TED Talks on Students' Listening Skills

The researcher calculated the frequency distribution scores and obtained the necessary data to conduct a t-test analysis. The obtained data included $X = 71.31$, $Y = 61.94$, $x^2 = 5807.54$, and $y^2 = 8619.89$. After acquiring the required data, the researcher proceeded to analyze the data using the t-test Formula in the statistics calculation, considering significance levels of 5% and 1%. The formula used for the analysis is as follows:

1. Determining the t-observation Value:

In determining the t-test value, the researcher used the following formula:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right) \left(\frac{N_x \cdot N_y}{N_x + N_y}\right)}}$$

$$t = \frac{71,31 - 61,94}{\sqrt{\left(\frac{5807,54 + 8619,89}{35 + 35 - 2}\right) \left(\frac{35 \cdot 35}{35 + 35}\right)}}$$

$$t = \frac{9,37}{\sqrt{\left(\frac{14427,43}{68}\right) \left(\frac{70}{1225}\right)}}$$

$$t = \frac{9,37}{\sqrt{212,17 \cdot 0,06}}$$

$$t = \frac{9,37}{\sqrt{12,73}}$$

$$t = 2,62$$

From the results of the calculation above, it is obtained that the value of t_o (t observation) is 2.62. After obtaining the data, the researcher compares it with the t-table values (t-table).

2. Determining the t-table Values:

To determine the t-table values, the researcher utilized the following formula:

$$df = N_x + N_y - 2$$

$$df = 35 + 35 - 2$$

$$df = 70 - 2$$

$$df = 68$$

Based on data of t-observation it is obtained that the values of t_o is 2,62 and the degree of freedom (df) is 68. With the degree of significant 5% and 1%, it can be seen that the t-table values are 1,67 and 2,38. After getting the data, the researcher followed a procedure to compare the t-observation with the t-table values at significance levels of 5% and 1%. Since the value of t-observation (2,62) is higher than the both of the values

of t-table (1,67 and 2,38), then it can be indicated that the null hypothesis is rejected and the alternative hypothesis is accepted. So, it can be concluded that TED Talks have a considerable impact on students' listening skills.

DISCUSSION

The results show that TED Talks are effective at improving students' listening skills. The results of the researcher's tested hypotheses as well as the student's pre- and post-test scores serve as evidence for this. Based on the results of pre-test of the experimental group, it is evident that the students' listening skills are still lacking. This highlights the difficulty that the students face in enhancing their listening skills. This aligns with the research conducted by Renukedavi, which revealed that students encountered difficulties in listening due to challenges in comprehending spoken language (Renukadevi, 2014). Following the administration of the pre-test, the researcher proceeded to provide the experimental class with treatment in the form of TED Talks videos. The post-test results of the experimental class exhibited a notable and meaningful improvement. The findings of this study are consistent with prior research conducted by Humeniuk et al. (2021). The study demonstrates that the utilization of TED Talks videos has a substantial influence on broadening students' perspectives and improving language skills, particularly in the area of listening comprehension (Humeniuk et al., 2021). Furthermore, during the implementation of the treatment, the students showed a heightened level of interest in learning. The incorporation of TED Talks into language learning courses has the potential to enhance engagement and enjoyment, as suggested by Ahluwalia (2018). This contrasts with the findings of another study, which found that a lack of vocabulary makes it harder for students to follow up with lectures utilizing TED Talks (Astika & Kurniawan, 2020).

In this study, the utilization of authentic media as the source for listening exercises has a notable impact on enhancing students' listening skills. This is supported by the research conducted by Polat & Eristi (2019), which affirms that the use of authentic materials has a beneficial impact on enhancing students' listening skills (Polat & Eristi, 2019). In this study, the researchers incorporated authentic media in the form of YouTube videos, specifically TED Talks videos. By utilizing YouTube videos, students were provided with an opportunity to engage with the English language in a classroom setting that closely resembled direct interaction with native speakers (Qomariyah et al., 2021). Furthermore, the study revealed that the utilization of YouTube as a platform for listening comprehension teaching materials resulted in a more effective approach compared to using audio alone (Rizkan et al., 2018). Hence, the objective of this study was to examine the impact of incorporating TED Talks videos on enhancing students' listening skills. The findings indicate that TED Talks videos are indeed effective in improving students' listening proficiency. These results align with the findings of Abdulrahman (2018), who similarly concluded that students' listening comprehension significantly improves through the utilization of TED Talks videos.

CONCLUSION

The average pre-test score in the experimental class was 57.37, demonstrating that the students' listening skills was low before the treatment. The students' listening skills improved after receiving treatment with TED Talks videos. The experimental class demonstrated an average post-test score which was 71.31 and this indicated improvement from the pre-test score. In addition, based on the t-test calculation it was

indicated that the t-observation value (2,62) was higher than the t-table value in the degree of significances 1% (2,38) and 5% (1,67). It had consequence that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that TED Talks videos are effective in increasing the listening skills of secondary school students. These findings have implications for teaching listening skills, highlighting the importance for teachers to identify effective and engaging learning resources. By doing so, teachers can effectively support students in enhancing their abilities and fostering future improvement in listening skills. The teachers can utilize TED Talks videos as valuable learning resources for students due to the wide range of topics covered, which can be tailored to match the curriculum and student interests. This study focused on examining the impact of utilizing TED Talks videos on students' listening skills in a single school. However, it is important to note that this study has limitations in terms of sample size. Therefore, future researchers are encouraged to conduct further investigations on this topic, encompassing a broader range of samples from multiple schools and various academic levels, rather than solely relying on data from a single school.

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