STUDENTS' PERCEPTION OF USING TED TALKS VIDEOS IN INDONESIAN EFL CONTEXT

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INFO ARTIKEL	ABSTRAK
	Abstrak: Penelitian ini mengeksplorasi persepsi siswa dalam menggunakan video TED Talks dalam konteks EFL Indonesia untuk memecahkan berbagai masalah belajar bahasa Inggris. Penelitian ini menggunakan metode penelitian campuran (mixed-method study). Kuesioner tertutup dan wawancara mendalam digunakan untuk mengumpulkan data. Penelitian ini menyebarkan 15 kuesioner tertutup dan 21 pertanyaan untuk sesi wawancara. Pesertanya adalah 16 mahasiswa program Pendidikan Bahasa Inggris tahun ajaran 2019 di salah satu perguruan tinggi swasta di Jakarta Barat, Indonesia. Hasil belajar disajikan dalam tiga indikator: (1) persepsi siswa terhadap proses pembelajaran melalui TED Talks; (2) manfaat mahasiswa terhadap TED Talks; (3) tantangan siswa dalam belajar bahasa Inggris melalui TED Talks. Berdasarkan temuan penelitian, persepsi siswa terhadap penggunaan video TED Talks pada mata kuliah EL mendapat respon positif. Siswa menilai TED Talks merupakan media yang efektif untuk membangkitkan minat, kegembiraan, dan motivasi siswa. Namun demikian, penelitian berskala besar dengan banyak partisipan di berbagai tingkatan diperlukan untuk mengeksplorasi persepsi siswa dalam memanfaatkan TED Talks sebagai materi pendidikan untuk studi lebih lanjut. ***Abstract:*** This study explores students' perceptions of using TED Talks videos in the Indonesian EFL context to solving numerous English study issues. This research applied a mixed-method study. Closed-ended questionnaires and in-depth interviews were used to collect the data. This research distributed 15 close-ended questionnaires and 21 questions for the interview session. The participants were 16 students from English Language Education program in the academic year 2019 at a private university in West Jakarta, Indonesia. The result of study presented into three indicators: (1) students' perception toward the process of learning through TED Talks; (2) the student's benefit toward TED Talks; (3) students' challenges in learning English through TED Talks. Based on research findings, students' perception of using TED Talks videos in the EL course gained a positive response. Students perceived that TED Talks is an effective medium to gain students' interest, excitement, and motivation. However, large-scale research with numerous participants at various levels is required to explore students' perceptions utilizing TED Talks as educational material for further study.

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A. INTRODUCTION

Obtaining good listening comprehension in English requires the students to enhance themselves with fundamental language proficiency, such as vocabulary, syntax, pronunciation, phonology, and other language components. In learning to listen, as Nemtchinova (2013) explained, interpreting a passage's sounds, vocabulary, phrases, clauses, and sentences is accomplished by using linguistic competence, which is interpreted directly and objectively to produce the information. In addition, students must develop listening strategies in addition to their fundamental language skills and

grasp of the various themes (Sah and Shah, 2020). It might assist children in coming up with solutions to various problems they might encounter when learning to listen.

Some studies have identified several problems in listening courses in Indonesia. According to Hapsari and Ratri (2013), the factors contributing to hearing breakdown include voices, accents, dialects, and the recording's speed. Nurhidayah and Ma'mun (2016) also point out various issues with mental representation, language recognition, understanding of suggested meaning, input speed, and lack of focus due to skipping the previous section. In addition,

Rullu (2022) outlined twelve students' perceptions of learning to listen, including it is harder than other skills to master, there is monotonous activity, too long material (conversation and monologue), difficulty to focus while answering questions and listening at the same time, quality of the tape was poor, unfamiliar words, background noise, natural spoken, delivered quickly, the pronunciation was slurred, and lack of vocabulary. These issues are deemed more severe since students lack the need to practice outside of class and assess their learning.

Extensive listening helps students to be visible on understandable and interesting materials in the target language, which is a motivating method in language teaching and learning. According to Ivone and Renandya (2019), allowing students to choose their reading material can boost their motivation. Due to modern technology and proof of the use of authentic online content to improve students' listening skills, Saputra and Fatimah (2018) study allows the students to choose the online content that will be covered. Additionally, allowing students to choose their online content aims to integrate student-centered instruction to increase the quality of autonomous learning (Chang, 2016). Students are taught how to understand the content without the aid of an instructor through independent learning.

In the case of using authentic material on the internet, a YouTube channel like TED Talks is a must-have platform. According to Abbas et al. (2019), using social media, especially in an educational context, contributes to changes in how students learn and communicate, improving interactions. According to Park and Cha (2013), videos from TED Talks are genuine and fascinating because they cover a wide range of subjects, including entertainment, technology, design, science, business, and universal concerns. TED Talks are useful resources for English instruction. Carril et al. (2020) assert that TED Talks can give learners authentic sociocultural environments, exposing them to the speaking pace, paralinguistic aspects, facial expressions, and body language of real speakers. As supported by Kumar et al. (2020), TED Talk is one of the most well-known, top-tier video networks on the internet and hosts a variety of powerful talk programs on a wide range of topics, including English. The interactive vocabulary, pronunciation, and grammar development during the TED short speeches can significantly impact English language learners and the subject matter.

Given the issue of listening to what was raised in the preceding paragraph, this study followed the suggestion of Kristanti and Ni'amah (2022) study about students' perception of using YouTube as listening material in Extensive Listening. They suggested that future research on other platforms needs to be traced and applied to the teaching-learning process. This study aims to explore students' perceptions of using TED Talks videos as their learning material in extensive listening classes, specifically for the English Language Education program in the academic year 2019 at a private university.

B. METHODOLOGY

A mixed-method approach, both quantitative and qualitative, was employed to address the research questions. The participants were 16 students (4 males and 12 females) from the English Language Education program in the academic year 2019 at a private university located in West Jakarta, Indonesia, who enrolled in the EL course in 2nd semester with TED Talks as their learning material.

Closed-ended questionnaires and In-depth interviews were used as the instrument in this study. To get the credibility of the data, this study used a procedure known as data triangulation. Data were collected on January 10-19, 2023. To get the data, the researcher distributed a questionnaire and undertook interviews. The questionnaire, which consisted of 15 items and comprised of two options each, in the form of a Likert Scale, i.e., agree and disagree, was made in a Google Form and then distributed through the WhatsApp group of the English Language Education program in the academic year 2019. 16 out of 20 students filled out the questionnaire and proceed to the interview session. As for the interview, Google Meeting was used for the interview. The interview ran out in Bahasa to easier for the participant to describe a detailed explanation and description of their perception. The researcher utilized a smartphone as the tape recorder to help the researcher document the interview's contents.

The data analysis was divided into two parts: quantitative and qualitative. The quantitative data from the questionnaire was evaluated using the

answers received via Google Forms. The data was primarily analyzed using descriptive statistics. Furthermore, the qualitative data from the interview session was carried out with Google Meetings. A thematic analysis approach was used to assess the interview. The process recording was transcribed and categorized into three indicators.

C. FINDINGS AND DISCUSSION

1. Students' Perception toward the Process of Learning Through TED Talks

In Figure 1, it was found students' positive responses, which showed their interest in learning through TED Talks, item 1 stated "Learning with TED Talks is interesting" (93,8% of the students responded that they agreed with the statement). Moreover, the answer to item 2 "Learning with TED Talks is motivated to learn English" showed that 93,8% of the students agree that learning with TED Talks motivates students to learn English. The interview excerpts were as follows:

S4 : Learning with TED Talks is one of the most interesting and unique learning methods.
S17 : TED Talks are exciting and quite interesting.
S2 : TED Talks is a fantastic resource for learning English.
S1 : Learning with media on the internet is motivating

The findings showed that 93,8% of students perceived their interest and stimulate to create effective learning processes through TED Talks. Besides, 93,8% of students agreed with the claim that TED Talks is a motivating online media for language learning. Following the data, employing TED Talks in teaching learning contains valuable, interactive, and fascinating materials, resulting in meaningful learning topic material served by TED Talks. The findings supported (Abdulrahman, 2018) that using TED Talks is more exciting. TED Talks develop the students' motivation and interest in actively participating (Nurhidayat & Syarifah, 2019).
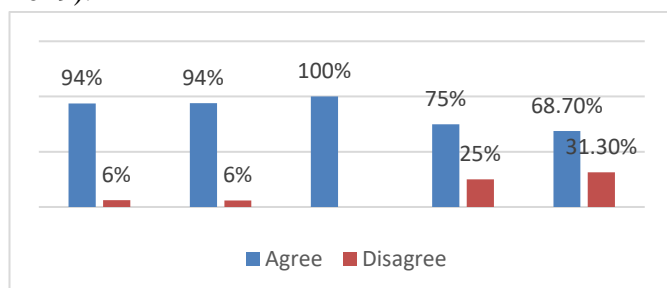

Figure 1. Students' Perception toward the Process of Learning Through TED Talks

The students were also asked, "Is TED Talks the best learning media compared to other sites?". According to Figure 1, a considerable number of students (68,7% agree) expressed that TED Talks is the best learning media compared to other sites. The interview excerpts were as follows:

S1 : I think not the best one, but yes, it is if you want to find speeches from many native speakers with various topics.
S3 : Apart from British Council and Duolingo, there are a variety of sites that provide material if used in extensive listening classes. The best way to learn is by watching TED Talks.
S5 : Yes, learning with TED Talks shows how the English language is used in the real world.
S15 : Besides other sites that use computer speech, TED Talks with real-time speech can be the best choice for learning English.

Based on findings, 68,7% of students reported that TED Talks is the best learning media compared to other sites. Students explained that TED Talks is the best choice media for learning English because it shows the real English language is used in the real world. The findings supported (Kumar et al., 2020), TED Talk is one of the most well-known, top-tier video networks on the internet, and it hosts a variety of powerful talk programs on a wide range of topics, including English. The finding agreed with (Woottipong, 2014), who argued that language learners would find video presentations attractive and continue to watch despite their inadequate comprehension. In other words, when teachers utilize real-life challenges, difficulties, and applications, students are more likely to be motivated.

Most students explained that they perceived excitement, interest, and motivation from TED Talks as their learning media. Some students also thought that TED Talks is one of the best educational materials that to learn English

2. The Students' Benefit toward TED Talks

In terms of perceiving the benefit of TED Talks for language learning is in Figure 2. Answer item number 8, which stated, "TED Talks has a benefit for my listening skills" This statement is in line with the result of the questionnaire. All participants agree that TED Talks are beneficial. This fact can be seen from the students who revealed that the TED Talks was valuable and improved their listening skill. The interview excerpts were as follows:

S18 : I can identify the intonation and pronunciation used by the speakers.

S1   : TED Talks improve my vocabulary and my knowledge.

S17 : TED Talks show the real situations, pronunciation, and intonation of native speakers.

S9   : I can know many accents.

S2   : TED Talks improved my listening skills by presenting a real-time speech.

Based on the questionnaire, all students perceived that TED Talks have benefits to their listening skills. Students observed TED Talks speakers' accents, speaking speed, and body language. The findings supported (Maria et al., 2018) in that students watch the speaker's movements and facial expressions and listen to the speaker. The interview identified how TED Talks shows the English language used in real-world circumstances. The finding was consistent with previous studies conducted by (Carril et al., 2020) and (Ramadhika, 2014) that TED Talks asserts that authentic video content used in listening instruction will expose students to a real-world context and circumstances, intonation, and pronunciation.
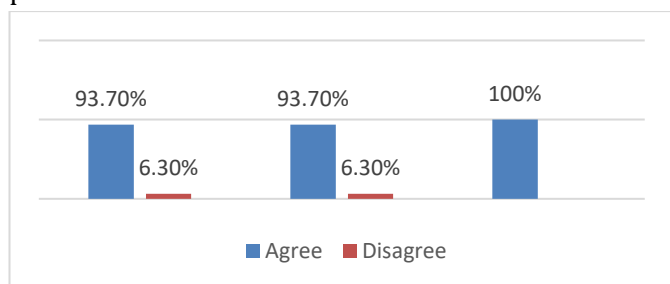

Figure 2. The Students' Benefit toward TED Talks

Based on the interview, the students were asked about students' satisfaction and ease of use in using TED Talks as their learning media. The interview excerpts were as follows:

S3   : My listening improved as a result of this.

S1   : Yeah, it is easy to find interesting topics. TED Talks always have trending topics that are widely discussed.

S2   : I know many accents from watching TED Talks.

S4   : There are many interesting topics in TED Talks. I feel TED Talks are really interesting, and most of them are definitely interesting.

S17 : There are many interesting topics in TED Talks.

In line with (Lin, 2014) Technology Acceptance Model (TAM), these findings showed that TED Talks are perceived usefulness, ease of use, and satisfaction. In addition, it can be said that TED Talks is 100% perceived usefulness to improve students' listening skills, 93,7% ease of use to find interesting topics, and 93,7% satisfaction with interesting topics

on TED Talks according to the Technology Acceptance Model (TAM).

3. Students' Challenges in Learning English through TED Talks

The questionnaire result showed students' challenges when learning English through TED Talks. In Figure 3, 87,5% of the students agree that they found it difficult to understand natural spoken by the speakers of TED Talks. In contrast, 12,5% of students do not have difficulties understanding natural spoken from the speakers of TED Talks. In addition, many students (87,5% agree) showed that they prefer to choose the TED Talks videos based on their interest topic. As can be seen, 62,5% of students are uninterested in TED Talks topics chosen by lecturers.
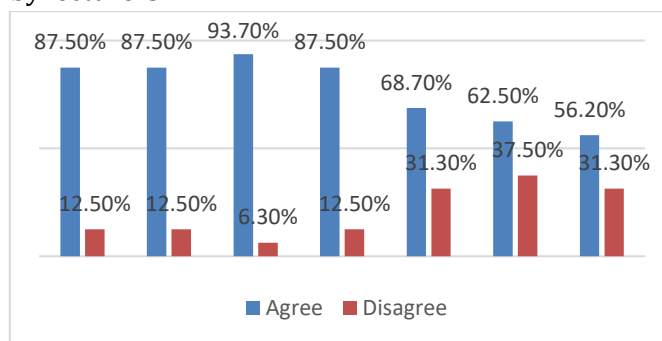

Figure 3. Students' Challenges in Learning English through TED Talks

Based on the interview, the students were asked, "Do you unable to understand natural spoken from the speakers of TED Talks? Is there any accent from the speakers that obstructed your listening process?" 14 out of 16 students had difficulty understanding the British accents. They felt it obstructed their learning process and caused a lack of focus. The interview excerpts translated into English were as follows:

S3 : I have difficulty when it comes to understanding the British accent

S1 : There are certain that are not usually presented in British spelling, such as H/R

S15: British is more difficult to understand

S5 : British accent obstructed my listening process

S18: The British accent is very difficult to understand. It interferes with my listening while using TED Talks.

Based on the data result, 87,5% of students perceived difficulties while learning. Students have problems when understanding the natural spoken by speakers, especially British. An accent is the most challenging for students to understand. The findings

supported (Hapsari and Ratri, 2013) and (Rullu, 2022) studies about students' perception that accent is one of the factors contributing to hearing breakdown. In line with (Darti and Asmawati, 2017), they found that students unable to understand natural spoken is influence the student's comprehension in listening relates to their skills.

The students were also asked about their difficulties when using TED Talks in class. As the statement item number 13 "The topics of the TED Talks chosen by the lecturer are uninteresting", 62,5% of students agree that they are not interested in the TED Talks topic that the lecturer chose. The interview excerpts were as follows:

> S14: The teacher does not give the interesting topic
> S15: I would rather choose the topic of TED Talks by myself.
> S18: I prefer to choose the topic of TED Talks by myself rather than chosen by the lecturer.

In focusing on the speakers' accents, 62,5% of students lack the topic of the TED Talks video chosen by the lecturer. Furthermore, 82,5% of students preferred to choose TED Talks videos that interested them. Enabling students to choose material in the form of video allows them to find authentic material by themselves (Kristanti and Ni'amah, 2022). According to (Ivone and Renandya, 2019), students can be more enthusiastic when they can choose their material. It also intends to implement student-centered learning to improve independent learning (Chang, 2016). Students are instructed to understand the material without the teacher's assistance through independent learning.

The findings indicated that most students had difficulties understanding the British accent when using the TED Talks videos in their learning process, which obstructed their listening process. Besides, students prefer to choose the TED Talks video topic by themselves. They perceived that the topic of the TED Talks chosen by the lecturer are not interested.

D. CONCLUSIONS AND SUGGESTIONS

Based on research findings, students' perception of using TED Talks videos in the EL course gained a positive response. Students perceived that TED Talks is an effective medium to gain students' interest, excitement, and motivation. Most students like to observe TED Talks speaker presentation skills. It can expand students' knowledge about the speakers' uniqueness and use of phrases or grammar,

strengthen their phonological awareness and consider colloquial speech frequency. Students also perceived that TED Talks is one of the best choice media for learning English because it shows the real English language is used in the real world.

The present study employed a small number of EFL students. Large-scale research with numerous participants at various levels is required to explore students' perceptions utilizing TED Talks as educational material for further study. Thus, since this present study only took one semester, it is suggested to carry out a longer learning process with TED Talks as their material to develop students' listening skills in learning English.

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