

THE USE OF TED TALKS VIDEOS AS LEARNING MATERIALS IN AN INTERMEDIATE LISTENING CLASS

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ABSTRACT

TED Talk is one of the online video series that can be used for undergraduate students to develop their listening comprehension in learning EFL. This mixed-method study aimed to investigate the use of TED Talk videos in developing EFL pre-service teachers' listening comprehension and the benefits of listening to TED Talk videos. The study was conducted in an Intermediate Listening Class at a Private University in Yogyakarta. This study included 27 EFL pre-service teachers. The researchers collected data by distributing questionnaires and conducting in-depth interviews with the students. The researcher analyzed the questionnaire by using an analytical description. Three pre-service teacher with the

highest and lowest results were chosen to be examined thoroughly. The result showed that TED Talk videos helped to develop EFL pre-service teacher listening comprehension even though not significant. Listening to TED Talk videos can also motivate EFL pre-service teacher to learn English and can enrich general knowledge. As a result, lecturers need to evaluate the TED talk video which will be used as a learning medium for pre-service teachers..

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INTRODUCTION

Listening comprehension is a process of understanding and identifying what someone is saying verbally. This process involves understanding the speaker's accent or pronunciation, grammar, vocabulary, and meaning. That means that in listening someone must be able to process what is heard, then tries to guess the meaning. Listening has an important role in learning a foreign language. Even though its existence is often ignored, listening has an important role in developing communication skills in EFL contexts (Hwaider, 2017)). In daily life, people spend more time listening than talking (Gilakjani & Ahmadi, 2011)). In this way, listening can provide a lot of input into language learning,

and, consequently, learners will be able to develop their language production to communicate correctly and more meaningfully if they listen repeatedly and continuously. According to Krashen (1985), someone will acquire language by understanding the linguistic information he listens to. Thus it can be concluded that listening has a vital role in EFL. Considering the importance of listening, EFL teachers should pay more attention to teaching listening skills by designing suitable learning plans, using suitable media, and providing more meaningful exercises.

Hamouda, (2013) mentioned there are several problems encountered by EFL learners in listening comprehension such as unknown words, length of spoken text, speed, various accents, lack of concentration, and pronunciation. Additionally, Bloomfield et al., (2010)) and Ahmadi et al., (2020) stated that when someone speaks at a faster speech speed it will make it more difficult for listeners to understand what he is talking about. Seeing the problems faced by students in listening comprehension, teachers must find learning media that can help students to improve their listening comprehension.

One learning media that can be used by teachers to improve students' listening comprehension are videos. Video materials can be used as authentic materials to provide input and as motivational tools to students ((Bajrami & Ismaili, 2016)). Through video material, EFL learners can listen to various language phenomena that can increase knowledge ((Gilakjani & Ahmadi, 2011)). Fhonna, (2012)) also added that students were more motivated by using video as a media of learning. In addition, learning methods using videos can make students concentrate on verbal and non-verbal information while watching videos, and in this way, they will be motivated to reach an understanding and develop their listening habits (Mahmoudi-Dehaki et al., 2017) Considering the importance of listening, the teacher must pay more serious attention to teaching listening such as using the time to develop a learning plan that focuses on improving listening skills, providing suitable media, and producing more meaningful exercises.

The use of appropriate media in teaching and learning processes will help both teachers and students. By selecting teaching media appropriately and implementing them creatively, teachers can make teaching more effective, and students can learn as expected.

Many media can be used in developing EFL learning, however, EFL teachers should select and adjust them to the students' needs and competencies. The purpose of using media should enable the students to experience efficient, effective, and meaningful learning processes. One of the media which is quite popular nowadays is TED talk videos.

The integration of technology into teaching has created opportunities to use videos in-class activities.

Ted Talk (Technology, Entertainment, Design) is one of the famous video podcasts that can be accessed through the site www.ted.com. The content of Ted Talk videos began to develop in 2006. Since then Ted Talk video podcasts have become popular Taibi et al., (2015) stated that "there are more than 1,800 publicly available talks along with a rich collection of 35,000 transcripts in more than 30 languages at the time of writing, and the numbers continue to grow". It means that Ted Talk is one source that can be integrated into learning resources.

Ted Talk videos are short, free, and educational videos (Romanelli et al., 2014) Ted Talk video aims to share ideas using video concepts in an academic lecture style. This concept attracts both the digital generation and the older generation because it can be accessed online.

TED Talk videos are one of the recommended videos that can be used for students to develop listening comprehension in learning EFL. TED Talk deals with various interesting content (Park & Cha, 2013). In general, TED Talk videos are considered valuable resources in the educational field from two different perspectives as explained by Taibi et al. (2015) that TED Talks videos become a good resource for learning English since it presents multilingual transcript. Widyasputra, (2018) found in his study that TED Talk videos help students in improving their English skills. By listening to TED Talks videos, the students can enrich new knowledge and information. Moreover, it provides a useful and updated source of information for learning EFL.

There were several studies investigating the use of Ted Talk videos to help EFL students to develop their listening comprehension. (Bravo et al., 2018)) analyzed how Ted Talk videos facilitated EFL students to improve their listening comprehension skills. He discovered that the use of Ted Talk videos could help students in improving their listening comprehension. Another study (Takaesu, 2014)) focused on the use of TED Talks as an Extensive Listening Resource for English for Academic Purposes (EAP) classes. In his study, he revealed that EAP students agreed that the use of Ted Talk videos could increase their listening comprehension, enhance their motivation, and get them used to listening to various English accents. The videos as authentic listening materials also helped them become accustomed to real aural input. The finding of the study suggests that future studies could compile quantitative data to accurately gauge how the activity affected listening comprehension.

Another researcher that highlights the use of video ted talk videos is Park Cha. According to Park Cha (2013), Ted Talk videos provide a variety of interesting content because it contains information sources such as technology, entertainment, design, science, and global issues. In addition, the Ted Talk video also provides transcripts in several languages that the listener can use when they don't understand what the speaker is saying. Ted talk videos transcript can make it easier for students to highlight various terms that they find and also new vocabulary (Taibi 2015). It means that the students can more easily understand what is conveyed by the speaker through the transcript that is available when they miss the important things that they listen to.

Gavenila et al., (2021) "An investigation of podcasting using ted videos for extensive listening on EFL students", found that the Ted Talk videos have interesting content that fosters motivation for EFL students. This statement is supported by the statement by David) that the TED Talk videos motivate and inspire students to have a strong desire to learn so that learning can be achieved. On the other hand, Widyasputra, (2018)) states that Ted Talk videos not only motivate students but also increase student knowledge and get information about knowledge of English. It means that choosing the right video as a learning media for the students not only increases student enthusiasm for learning but can increase student motivation to continue learning.

Previous studies have revealed the advantages of using Ted Talk videos in developing the listening comprehension of students. However, none of the studies deals with the use of Ted Talk videos to help students who are EFL pre-service teacher in improving their listening comprehension in earlier semester as EFL pre-service teacher. EFL pre-service teacher need to prepare themselves to be English teachers who master four English language skills including listening skills well.

Based on the background above to address these issues, the following research questions regarding watching TED Talk videos have been formulated: do TED Talk videos help to develop pre-service teachers' listening comprehension in Listening Class? And what are the benefits gained by the pre-service teachers from learning by using the TED Talk videos?

RESEARCH METHOD

This study investigated how TED Talk videos can help to develop the EFL pre-service teacher listening comprehension and to discover the benefits gained by the students

through the use of the videos. A mixed method was used in this research. In conducting this research, the researchers used a mixed-method approach that combines both quantitative and qualitative approaches. Creswell, (2018) states 'that the importance of different approaches to studying trends and personal experiences can contribute better than one type of data collection alone to understanding research issues'.

This research was conducted in the Intermediate Listening Class at a private university in Yogyakarta. The researcher subjects totaled 27 pre-service teachers who were prepared to be English teachers in the future. The criteria for participants in this study were pre-service teachers who had chosen Listening Class and had agreed to participate in this research voluntarily. This research was conducted in the middle of the semester from April to July.

The researchers analyzed the questionnaire by using an analytical description where the researcher presented the results of the questionnaire in statistical form. The researchers classify each pre-service teachers' answer. Grouping is done by placing each participant's answer into each group based on the level of their answers with the highest and lowest scores. After analyzing the results of the pre-service teacher questionnaires, the researchers compared the results of the questionnaires with the pre-service teachers' final grades to support the findings of the questionnaire. The researchers then chose three pre-service teacher with the highest and lowest scores to be interviewed.

After collecting data from the interviews, the researcher analyzed the transcriptions descriptively. In the process of analyzing quantitative data, the researcher coded the participants to maintain data confidentiality and simplify their categorization for further data collection and analysis. The researchers first analyzed the results of the questionnaire and continued with the process of collecting and analyzing the results of the interviews. The researcher discusses and integrates all research findings. Details of the findings are provided in the next section.

RESULTS

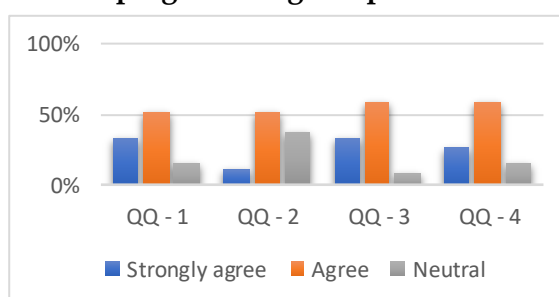
This study investigated how TED Talk videos can help to develop the pre-service teacher listening comprehension and to discover the benefits gained by the pre-service teacher through the use of the videos. By guiding the research questions, the researchers would explain the answer by providing the result of the study and also the discussed below.

a. The use of TED Talk videos to help in developing pre-service teachers' listening comprehension in Listening Class

The data below showed the pre-service teachers' perspective on listening to TED Talk videos in improving their listening comprehension. There were four statements given to the pre-service teachers. They were *"I feel that my listening skill improve after watching TED Talk Videos; Ted Talk videos Expose me to correct pronunciation and stress; I find more difficulties to understand the speakers in briefer videos; TED Talk videos on various topics help me to understand the English language better"*.

The result showed that there were different perspectives of the pre-service teachers

Figure 1: The pre-service teachers' response to listening TED Talk video for developing listening comprehension



After the pre-service teachers were questioned about their perceptions of their listening skills after watching the TED Talk video, they responded in a variety of ways. In the first item, there were 33.3 % of pre-service teachers were strongly agreed, 51.9 % agree, and 14.8 % of pre-service teachers neutral that their listening skills improved after watching TED Talk videos. In the second item, there were 11.1 % strongly agree, 51.9 % agree, and 37.0% neutral that watching TED Talk videos facilitate their English language acquisition. In the third item, there were 33.3% strongly agree, 59.3 % agree, and 7.4 % neutral stated that *TED* Talk videos on various topics help them to understand the English language better. For the fourth item, there were 25.9 % of pre-service teachers strongly agree, 59.3 % of pre-service teachers agree, and 14.8 % of pre-service teachers neutral stated that TED Talk video improves their English pronunciation.

From the above data, it can be concluded that the majority of pre-service teachers responded positively to the use of Ted Talk videos. The majority of pre-service teachers showed that they felt that their listening comprehension increased by watching Ted Talk videos.

To support the data above, the researchers compared the pre-service teachers' perspectives on their grades. The researcher wanted to find out whether there are differences between pre-service teachers' perspectives and their grades.

Table 1. Students' grades in Intermediate class

	A	B	C	D
Students' grade	41%	37%	19%	4%

After analyzing the pre-service teachers' grades that joined the Intermediate class, the researchers found that there were pre-service teachers who got grades A, B, C, and D. The data above showed that from 27 pre-service teachers, there were 41% of pre-service teachers got A, 37% got B, 19% got C and there were 4% got D.

The questionnaire data above showed that pre-service teachers' listening comprehension increased by listening to the TED Talk video. It can be seen from their response on the given Likert scale. The majority of pre-service teachers gave positive responses to the questionnaire given. However, after comparing the pre-service teachers' grades with their responses to the questionnaire, there were significant differences. Some respondents who responded positively to the questionnaire received low scores on their grades. This showed that TED Talk has increased pre-service teachers' listening comprehension but not significantly.

b. The benefits gained by the pre-service teacher from learning by using the TED Talk videos

The data below showed the pre-service teachers' perspective on *the benefits gained by the students from using the TED Talk videos*

Table 2. Pre-service teachers' perspective about the other benefits of listening to TED Talk video

Item	Statement	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
1	Using TED Talk videos enhance my motivation in learning English through the use of authentic materials	22%	63%	14,8%		
2	TED Talk videos motivated me to	18,5%	48,1%	29,6%	3,7%	

	practice listening inside and outside the classroom.			
3	I like TED Talk videos as authentic materials because I can learn to apply the contents in my daily life as a student.	33,3%	44,4%	22,2%
4	I find listening to various interesting topics in my listening class which uses Ted Talk videos.	14,8%	63%	22,2%
5	I am always motivated to learn more after watching Ted Talk videos.	25,9%	29,6%	44,4%
6	Homework, assignments, and projects based on Ted Talk videos can help to develop my knowledge and English language	18,5%	74,1%	7,4%
7	My vocabulary is enriched after watching TED Talk videos	29,6%	51,9%	18,5%
8	Watching TED Talk videos can expand my vocabulary mastery	11,1%	70,4%	18,5%

The data above showed that the majority of the pre-service teachers got many benefits from listening to Ted Talk videos such as expanding their vocabulary size, expanding their knowledge, and motivating them in learning English. To support the data above the researcher also show the finding of interviews below.

(Lean)

Lean had never listened to Ted Talk videos but after being introduced by his lecturer, he began to be interested in listening to them. He is more interested in listening to themes about education. Besides helping him get new vocabulary, Ted Talk videos also inspire and further enhance his enthusiasm for learning. As a prospective teacher, he gained a lot of new knowledge that he could apply to become a teacher in the future. Through the Ted Talk video, he found out how a teacher deals with his students, then how to appreciate their work, becoming a teacher who can motivate their students too.

(Kae)

Kae said that the Ted Talk video greatly influences his listening comprehension because, through the TED Talk video, he can learn extensively whenever and wherever. In addition, the material discussed in TED Talks is often very interesting so he feels listening is not boring. Furthermore, through the TED Talk video, many speakers are invited to TED Talk, therefore Kae can learn to listen to various accents from various countries. He became more interested in listening to Ted Talk videos because the information discussed in TED Talk was very interesting. That made him accustomed to listening to various information in English so that his listening ability indirectly increased gradually and when facing exams, he no longer felt difficulties because he was used to listening to TED Talk videos.

(Vrila)

Vrila knows Ted Talk videos after taking the intermediate listening class. When his Lecturer introduced the Ted Talk video, he felt very motivated to listen to Ted Talk more because it provided him with a lot of new information. According to Mon, a Ted Talk video is a type of video that is very interesting to listen to because it provides a lot of interesting information. It's just that sometimes he finds it difficult to understand what the speaker is listening to from the video. He felt that the speaker in the video was sometimes slow and sometimes fast so sometimes he used the transcript from the videos to make him understand what was being said by the speaker in the video. He also said that sometimes what he listens to from the speaker does not match what he understands, because there are similar sounds in the vocabulary spoken.

Discussion

After analyzing the data the researchers found that there were differences between the results of the questionnaire and pre-service teachers' grades. Some pre-service teachers who gave positive responses to the questionnaire received low scores. This indicates that the use of ted talk videos enhances the listening ability of pre-service teachers but is not significant. Some pre-service teachers think that they have difficulty listening to what the speaker is saying from the ted talk videos because of the speed of the speakers. They also revealed that sometimes the meaning expressed by the speaker did not match what they understood because the vocabulary had the same sound as the other vocabulary. It supports Bravo's theory (2018) that the use of ted talk videos in listening comprehension increased students' listening skills in a non-significant way. Therefore the

lecturer needs to evaluate the videos before using them as a learning media for the pre-service teachers.

On the other hand, most pre-service teachers are motivated to learn languages through the use of Ted Talk videos. This supports the theory of Bajrani and Ismaili (2016) and Bravo (2018) that video material can be used as input for authentic material and as a motivational tool. That's because TED Talk videos provide interesting content. TED Talk also motivates pre-service teachers to practice their English outside their classroom. Many TED Talks motivate (Gavenila et al., 2021) and inspire students to have a strong desire to learn so that "lifelong learning" can be achieved (DaVia Rubenstein, 2012). Ted Talk videos not only motivate but provide a wealth of general information that is interesting for pre-service teachers such as education and science. The TED Talk video presents a transcript that makes it easier for them to understand what the speaker is saying and helps students find new vocabulary.

Learning through videos is effective in preparing pre-service teachers' attention for learning. Attention, perseverance, and self-confidence of students arise from the use of video in the teaching and learning process. It is what makes learning through videos able to provide motivation and enthusiasm to students.

CONCLUSION

From the results of the study, it can be concluded that the use of TED Talk videos in improving pre-service teachers' listening abilities increases but it is not significant. Lecturers need to evaluate the TED talk video which will be used as a learning medium for pre-service teachers. The lecturer must choose a video that is suitable for the student's ability because the selection of video as a learning medium will be very influential for the student's learning process. Although the Ted Talk video does not significantly increase pre-service teachers' listening comprehension, there are several benefits to using the Ted Talk video as a learning medium. The first is the Ted Talk video motivating pre-service teachers to listen to English videos because of their interesting and educational content. Besides the video ted talk provides a lot of new knowledge to pre-service teachers such as adding new vocabulary and providing transcripts that can make it easier for pre-service teachers to understand what the speaker is saying.

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