

Student's Perception of TED TALK Video to Improve Listening Skill

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Abstract

This present study aimed at describing the students' perception towards their listening skill and the media that used by the researcher is using TED TALK Videos. The study applied qualitative study with descriptive approach and the instrument using a questionnaire. A total of 10 questions were distributed to the participants. The participants who already filled the questionnaire are 30 participants. The result from 30 respondents' through questionnaire indicates the students give a positive perception toward Ted Talk videos to improve their listening skill based on the overall data presented in the previous parts, it could be seen that the listening skills material which was equipped with TED Talk videos as a media to improve listening skill got a positive perception and great appreciation

Keywords: *English, Listening Skill, TED TALK*

Introduction

One of the most critical components in language teaching is having fluent communication. To communicate fluently, it is necessary to hear and understand the speaker. One of the individual's first skills and providing the basis for most learning is making sense of the heard sounds. The first skill that students must attain in mastering English as a foreign language is listening to skill. According to (Atiyah & Izzah, 2019) mention that Listening is key to all effective communication.

Regarding this matter, Listening plays a significant role for students to learn English. Listening involves identifying the sounds and processing them into words and sentences. When we listen, we use our ears to receive individual sounds, and we use our brains to convert these into messages that mean something to us. As pointed by Hadi (2020), Listening is also a process that focuses on sounds, understanding the vocabulary, grammatical structure, intonation, and stress. Some things can improve the students' listening skills, and then something interesting that can create engaging emotion exciting help students' English skills effectively.

Listening in any language requires focus and attention. It is a skill that some people need to work harder than others. That is why Listening is essential. According to Rost (2011), Listening is an invisible process that requires indirect explanations and cannot be observed directly. In an academic context, the need to develop listening skills is essential to language learners. Especially in Indonesia, English is a foreign language. These listening skills necessitate students to acquire a certain amount of vocabulary necessary for understanding information in a text. These demands and insufficient vocabulary knowledge could have been the reasons for students who experience anxiety in academic listening classes despite having received instruction in intensive or extensive listening courses.

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Every student has a different ability to learn something, especially for listening comprehension. Students' anxiety might be defined as the listener's feeling worried, panicked, afraid, and frustrated due to not making sense of what has been listened to during the listening process. An expert Melanlıoğlu (2014), suggests that should evaluate listening anxiety at three stages: listening, listening, and listening. He also states that in the before listening stage, distracted attention and lack of knowledge about the material to listen will prevent the process from occurring smoothly, and in the after listening stage, if the newly learned information cannot be associated with the prior knowledge, then the anxiety level will increase. That's why listening skill needs individuals' involvement in an assortment of activities ranging between complete comprehension and discrimination of sounds of the speaker's message.

In the 21st century, technology has played an increasingly important role in the methods of instruction. One of the videos supplies various sources to be employed to improve students' listening comprehension. Here, the researcher proposes a video to teach Listening called TED Talk Video (TTV). TTV is one of the media that should try to teach listening. It is a thematical video that plays an exciting talk to listen to. TED Talk's official website, TED Talk, is used as a showcase for speakers presenting well-formed ideas in less than 18 minutes. TED talk has speakers worldwide who offer lectures on different topics such as technology, arts, entertainment, politics, and social issues. Each talk is supplemented with a free transcript that can be downloaded and used as an aid while listening to the lecture. In this research, the researcher is expected to develop their listening skills using TED Videos.

Language is a skill that people need to communicate with. Not only communicate, but also to built relations between other countries. By using language, people can say what they want to show and share. As the most widely spoken language in various countries in the world. As cited in Gur et al (2013), listening provides people with the greatest amount of input during the process of language acquisition and development, due to the amount of effort to acquire to the learners to listen, which must comprehend what it been said, retain the information in memory, integrated with what is being said and continually adjust its understanding of what its heard in the light of prior knowledge and incoming information. Listening has many types, according to Rost (2011:183) there are five types of Listening: (1) Intensive Listening, (2) Selective Listening, (3) Interactive Listening, (4) Extensive Listening, and (5) Responsive listening.

Listening plays an essential role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (Gilakjani and Ahmadi, 2011). In this paper, the researcher analyzed students' perception of their listening skill with TED TALK Video as a media. This paper intended to improve students' listening skills so that appropriate and effective actions can be adopted. Looking at the necessity of developing listening fluency, English language teachers should give more room for listening in English teaching and learning. In other words, the input is considered meaningful, necessary and language learning. In the context of developing students' listening fluency, the inputs can be from face-to-face communication, cassette recordings, television, or radio. Nowadays, teachers and students can take advantage of technology development to access listening sources through the internet. Another side, listening is difficult. Renandya and Farrell (2011) mention several reasons which make listening difficult, namely speech speed, speech variety, the blurriness of word boundaries, and the fact that listening must be processed in real-time. Moreover, each student might have a different listening proficiency level. If a teacher plays a recording in the classroom, some

students might consider that the recording is too easy, while some might think that the recording is too difficult.

A TED Talk is used as a showcase for speakers presenting well-formed ideas in under 18 minutes. But the latest years it has been enlarged to cover any topics which become public interest (Anderson, 2016). TED Talk program is set as public speaking system where all people can freely watch the speakers in giving the speech. It is very interesting talks provided by the expert speakers for the audiences with many different kinds of topics. This short talk model works well since it only demands the audience's attention for a short period. TED talk has speakers from around the world who offer lectures on different topics such as technology, arts, entertainment, politics, as well as social issues. Each talk is also supplemented with a free transcript that can be downloaded and used as an aid while listening to the lecture. In this research, the writer expected that participants can increase they are listening skills using TED videos. The research has been designed as a study that explores the students' view of their English listening skills.

The advantages of using the TED Talk video, choosing listening materials appropriate for the level of learners is essential. One of the media for developing students listening skills is a TED Talk. Covering a great variety of topics from science to business to global issues, TED talks have been highly recommended for use in class and out of style in various ways, including academic listening training. Schmidt (2018) enumerated several examples of how TED talks have the pedagogical potential for students beyond the inspiring content per se that they can gain from listening to them. For instance, TED speakers may serve as role models for English speakers. Their speech styles and manners may help English learners to pick up some practical presentation skills and techniques.

Method

The study applied qualitative research with a descriptive approach. Analysis Qualitative study was employed in the study since the study focused on the depth of analysis rather than the quantity of the data. Students' view about effective language learning appears to consciously or automatically direct their action, which supports their education and, most importantly, influences their positive response or resistance and dissatisfaction to teaching activities (Tudor in Kourieos & Evripidou, 2013: 1).

Based on these issues, this research focused on analyzing students' perception of TED Talk video as an instructional media in teaching English to improve listening skills. This study was conducted by the researchers' interest in analyzing students' perception of TED Talk videos used by English teachers as instructional media for improving listening skills. The instrument used in this research was a questionnaire based on the theories of components of perception and advantages of instructional media. The questionnaire was used to determine students' perceptions of TED Talk videos as instructional media in improving listening skills. The sample is a random sampling; the researcher uses people in eleventh-grade senior high school who know well what the TED Talk is and is interested in English. In this study, four TED Talks videos were randomly chosen those videos had different topics: (1) The Muslim on the airplane by Amal Karis, (2) 5 Ways to listen better by Julian Treasure, (3) Metaphorically Speaking by James Geary, and (4) Why language is humanity's greatest invention by David Peterson.

Data were collected from 1 February 2021 until 8 February 2021. The questionnaire was administered to students by using Google Form. A total of 10 questionnaires were distributed to the participants. The participants who already filled the questionnaire is 30 participants.

Results

Tabel 1 The Results of the questionnaire given to students regarding listening using TED TALK videos

No	Questions	Yes	No
1	Do you know about TED TALK?	30	0
2	Did you like the English Talk Show?	20	10
3	Is an English talk show can improve your listening skill?	21	9
4	Is TED TALK Videos can improve your English listening skill?	24	6
5	Watching TED TALK videos can add some new vocabulary?	20	10
6	Did you interested to watching a TED Talk show for a long time?	16	14
7	Is TED TALK video duration is too long for you?	12	18
8	Is the transcript on the talk show is useful to make you understand the meaning of the topic of the talk show?	22	8
9	Did you have a problem with the English accent?	17	13
10	When someone do a speech, is their speed makes you confuse?	12	18

The questionnaire was given to the 30 participants, and here are the results of all questions shows: (1) Question number 1 shows that the results of 30 participants who are knowing TED TALK. (2) In number two, the results show 20 participants interested in an English talk show, which means it can improve their listening skills, and 10 participants who aren't interested in an English talk show. (3) The result of question number 3 shows that there are 21 participants agreed that an English talk show could improve their listening skills. (4) In number four, the results show that 24 participants agreed that TED TALK could improve their listening skills, another 6 participants answered no. (5) In number 5, 20 participants agreed that TED TALK added some new vocabulary, and 10 participants answered no. (6) The results of question number 6 show that 16 participants agreed that they might be watching a TED TALK video for a long time. Another side has 14 participants who aren't interested in watching Ted talk videos. (7) The result of number 7 shows that the duration is too long for 12 participants, and 18 participants filled no for the video's time. (8) In number eight, 22 participants agreed that the transcript on the ted talk video is useful to understand the meaning of the video, and another side 8 participants filled no. (9) In number nine shows that 17 participants have a problem with English accents and the 13 participants answered no. It seems like they have the potential and interest to learn English, and (10) The last question shows that 12 participants answered yes about their understanding of someone's speech, and the 18 participants didn't have a problem with it.

Discussion

Based on the results there are some students that face with the difficulties of listening skills. Because this is random sampling, the researcher gave open questions to 5 students related to the focus of the study, which emphasized listening skills. The first question was about student's preparation before starting to listening English with a talk show. The researcher second question is that there are problem to listening skills that student's face with it? The last question was their effort to overcome the difficulties of listening skills?

The preparation of student's before starting to listening English with talk show

Actually, before watching an English talk show, the entire physical environment must affect listening. Among the negative factors are noisy environments, low or glaring lights, and the audio. (Student V). Keep calm and listen carefully; when the talk show starts, it is also essential to infer the meaning presented by the speaker using clues and your prior knowledge to work out the importance of what you hear. (Student M) Not to think about anything and stay calm! (Student A) Keep calm, and don't panic if we don't understand what the speaker says. So we can enjoy the talk show without worrying about anything. (Student F). Need to concentrated to watching the English talk show and hear carefully what speaker do a speech. (Student R)

The problem to listening skills that student's face with it

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), there are a lot of difficulties that learners may encounter in the listening comprehension processes and the purpose is to be aware of these problems and try to solve them. Here the answer of participants about their difficulties of listening skills: The recorded it's one factor of the difficulties of listening, and sometimes the audio doesn't work well (Student M) The strange vocabulary that never I hear before so it makes me confused (Student F). The length of the native speaker speaks sometimes it's too long, and I was getting bored. (Student V). A monotone listener can cause listeners to get dull and sleepy (Student A). Don't forget the accent. A native speaker has a different accent like American and British are different. (Student R)

Student's effort to overcome the difficulties of listening skills

Table 1.2 Student's effort to overcome the difficulties of listening skills

Informants	Solution of the problems
Student M	Focus on your attention to watching the talk show, and if there are strange vocabulary you can underlined and translate it
Student D	Keep maintain eye contact to the talk show and take notes if there are difficult vocabulary.
Student R	Learn English with radio, movie, conversation each day
Student V	Understanding the material, and take a notes of new vocabulary
Student A	Don't be lazy if we want to learn something, Keep concentrated and focus on your attention.

Conclusion

Based on the results obtained by researchers when conducting this research, the result from 30 respondents' through questionnaire indicates the students give a positive perception toward Ted Talk videos to improve their listening skills. Another side some participants lack understanding of listening to English. Furthermore, based on the overall data presented in the previous parts, it could be seen that the listening skills material which was equipped with TED Talk videos as a media to improve listening skill got a positive perception and great appreciation from the participants in terms of usefulness, difficulty, and variety. From this learning is not a problem but a very interesting study to be applied to real life.

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