

Students' Perception on The Use of TED Talks to Improve Listening Skills

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ABSTRACT

Enhancing listening skills is crucial for junior high school students learning English. Innovative teaching tools such as TED Talks offer an interactive platform that might aid this educational goal. This research aims to evaluate the effect of TED Talks on developing listening skills among junior high school learners. The study employed a mixed-methods design involving 34 junior high school students. Participants underwent pre-and post-test assessments to measure their listening skills. Additionally, interviews were conducted to delve deeper into the students' experiences and perspectives regarding using TED Talks in their learning process. The findings revealed that TED Talks significantly enhanced students' English listening skills. After engaging with TED Talks videos, students showed notable improvements in vocabulary acquisition, pronunciation accuracy, and listening comprehension. The high-quality audio and diverse content of TED Talks were credited for these improvements. Furthermore, interviews provided insights into the positive impact of TED Talks on student motivation and engagement, with students expressing increased satisfaction and perceived efficacy in the classroom. TED Talks also contributed to the acquisition of advanced vocabulary and sharpened students' critical thinking skills through exposure to various topics.

1. INTRODUCTION

An essential part of learning a language is developing one's listening abilities. Speaking, reading, and writing abilities are all developed through the use of listening comprehension in the context of learning English (Namaziandost et al., 2019). Understanding, interpreting, and assessing what is heard are all part of the active process of listening (Al-Jarf, 2021). Despite its importance, this skill is frequently challenging for students because it calls for intense focus, a wide vocabulary, and the capacity to comprehend various accents and intonations (Etemadfar et al., 2020).

Al-Azzemy & Al-Jamal (2019) stated that listening skills are a process of what they hear as well as connecting it to other information, their ideas, and their experiences, along with the context of the communication. This emphasizes how attentive listening necessitates active participation. Supporting this perspective, Wu (2020) underscores that listening is crucial, which amply demonstrates the significance of this ability for overall language proficiency. Thus, effective listening is an active and collaborative process, which is supported when language materials are visually presented before being employed to improve listening skills (Namaziandost, E., & Nasri, M. 2019).

Moreover, feedback is defined as a process in which students actively participate rather than something inherent to them; it is critical for improving performance and task success

(Dawson et al., 2019; Panadero & Lipnevich, 2022). As a result, the feedback provided by students imparted valuable insights that educators can utilize to improve their teaching strategies and establish a more stimulating and productive learning environment.

Recognizing the significance of students' perspectives in shaping the learning process, Habeahan et al. (2022) conducted a study that found 32.57% strongly agreed and 57% agreed that feedback on their work is very helpful in deepening the lecture materials. Students' expressions of the importance of feedback and individualized support highlight how essential it is for teachers to pay close attention to what their students need and modify their teaching strategies accordingly. Thus, the study emphasizes the importance of giving students more time to receive personalized attention and clarify lecture content, suggesting ways for educators to improve the learning experience (Brooks et al., 2021).

TED Talks is one of the many learning resources and apps that are accessible in this day and age to help students improve their listening abilities. The non-profit organization TED Talks, which stands for Technology, Entertainment, and Design, attempts to disseminate powerful ideas through succinct talks that last no more than eighteen minutes (Lie et al., 2023; Sari Nursafira, 2020). The platform is a useful tool in classroom learning since it covers a wide range of topics, from technology to personal development (Xia, 2023).

Numerous studies have looked into the use of TED Talks in English language instruction, however speaking rather than listening has been the primary emphasis of these studies. In their investigation of students' reactions to using TED Talks in speaking lessons, Choirunnisa and Sari (2021) discovered that students were motivated to improve their public speaking abilities by watching TED Talks videos. Allagui (2021) asserted, however, that TED Talks are a valuable tool for helping students strengthen their analytical and critical thinking skills.

On the other hand, little is known about how TED Talks affect students' listening comprehension. Mastering listening techniques is a cognitive activity that comes before speaking (Al-Jarf, 2021). As a fundamental ability in language acquisition, listening serves as a basis for the development of other language abilities in addition to being a receptive skill (Etemadfar et al., 2020). Adjusting to different accents, speaking at different paces, and the absence of visual context that can help with comprehension are all difficulties in teaching listening skills (Wu, 2020).

By assessing the impact of TED Talks on the improvement of junior high school students' listening abilities, this study seeks to close this gap. Pre- and post-tests are utilized to gauge students' listening proficiency, and interviews are conducted to delve further into the viewpoints and experiences of the students. It is intended that this research will help build more effective learning methodologies and offer fresh perspectives on how well TED Talks teach listening skills.

2. LITERATURE REVIEW

2.1. *TED Talks*

The educational application of TED Talks is highly advantageous because of their many uses. These talks cover a wide range of topics presented by experts, and influential people from various fields, giving students valuable insights and perspectives.

As its motto "Ideas Worth Spreading" signifies TED's dedication to sharing groundbreaking, significant, and motivational ideas with a worldwide audience (MacKrill, et al (2021). It stands for the worth of knowledge and the significance of disseminating it broadly to educate and promote change.

Wu (2020) and Lie et al (2023) highlighted that TED Talks affected the development of vocabulary and oral presentation abilities. This suggests that TED Talks is a very helpful platform for the educational field. Students' excitement for learning and interest in acquiring new learning materials can be increased by showing them engaging films and showcasing eye-catching images. Additionally, students can easily access TED Talks at any time or place.

Namely, the research was written by Choirunnisa and Sari (2021) investigated the opinions of twenty-three undergraduate students on the use of TED Talks in English-speaking courses. The researchers used a Google Form to distribute closed-ended questions while employing a descriptive qualitative methodology. The results showed that students' reactions to using TED Talks videos and their speaking classes were primarily positive. Additionally, Wu (2020) two classes with forty-one students each used TED Talks as genuine videos to improve the listening comprehension of Taiwanese language learners of English. Surveys and open-ended answers were used to gather data, and the results showed that most students thought watching the TED Talks videos had improved their listening comprehension.

In contrast, this present research deal with a secondary school setting with a larger sample size of 38 students and use a mixed-methods approach that include both quantitative and qualitative data. An in-depth examination of the students' development and the efficacy of the intervention is made possible by the implementation of pre- and post-tests in addition to treatments and interviews. This approach distinction broadens our understanding of how TED Talks can be incorporated into different educational contexts and levels, thereby improving our comprehension of their overall effectiveness in improving public speaking abilities.

Comparing these two studies reveals that, although they both stress the advantages of using TED Talks, their different approaches and educational settings can provide supplementary insights that emphasize the adaptability and usefulness of TED Talks in various learning contexts.

2.2. *Listening Skills*

Listening is a complex skill essential for language acquisition, including decoding spoken language, understanding context, and recognizing nonverbal cues. As Hamad Al-khresheh (2020) points out, listening is often regarded as the most difficult language skill for students because it requires real-time processing and interpretation of spoken input. To listen

effectively, one must hear words and comprehend their meaning, intention, and spoken context.

Background noise, accent differences, and speech rates are just a few of the specific challenges that students encounter and should be considered in any effective listening instruction. To help students overcome these obstacles, educators should teach them strategies like listening for keywords, making predictions, and deriving meaning from context. According to Astika and Kurniawan (2020), students who have trouble with vocabulary frequently find it challenging to complete listening assignments because they are unable to match written text to what they hear. This emphasizes how crucial it is to combine vocabulary learning with listening exercises so that students can advance in both their lexical knowledge and spoken language comprehension.

A learner's level should be taken into consideration when choosing a teaching strategy. According to Tarchi, Zaccoletti, and Mason (2021), it is critical to modify teaching strategies to correspond with students' cognitive capacities and their stages of development. Using visual aids like subtitles or illustrations can make the material easier for younger students to follow and understand.

Supporting this approach, research by Marbun et al (2023) discovered that YouTube was a fun and easy-to-use tool for enhancing listening skills in 9th grade students at SMPN 2 Labuhan Batu Utara. They used a qualitative approach that involved observation and interviews with 32 students to gain insight into the students' favourable experiences using YouTube as a teaching tool. Comparably, Yuyun and Simamora (2021) investigated how YouTube affected the listening abilities of EFL students at a private university in Jakarta. They employed a triangulated approach in their explanatory study, which involved eight participants, and included semi-structured interviews, listening exercises, and class observation. This study also found that using YouTube improves listening skills and assists students learn genuine language use in the classroom.

Whereas their researches are more widely focused on YouTube, my research focuses on using TED Talks to enhance listening skills specifically. While TED Talks are accessible on YouTube, their content is more organized and packed with educational value than other YouTube videos. This specificity makes it possible to examine the educational impact of TED Talks more thoroughly. By focusing only on TED Talks, the research seeks to evaluate how well-made, instructive talks affect students' listening abilities.

Furthermore, the participants belong to a different educational level—eighth-grade students, specifically—which provide insights into how applicable TED Talks are to a younger student population. This approach and contextual distinction emphasize the potential of TED Talks as a specialized tool for improving listening skills in a learning environment.

2.3. Students' Perception

Winstone et al. (2022) argues that feedback is a term used so commonly that it is assumed that everyone understands what it means; however, it is also acknowledged as one of the most effective learning processes. Particularly, student feedback is critical for improving academic results and learning environments (Mäkipää, T.; Hildén, R., 2021).

One of the most important aspects of educational study and implementation is comprehending students' perspectives (Penrod et al., 2022). Numerous studies have emphasized the importance of using student feedback to improve learning outcomes, guide instructional strategies, and foster a supportive learning environment.

According to Kumi et al (2024), Student accomplishment is significantly impacted by students' perspectives. Students become more involved and inspired when they believe that their opinions are valued, improving the learning process's efficacy. Furthermore, Keller, J. M., & Montalbano, A. C. (2020) stress the value of reflective practice by urging students to periodically evaluate their educational experiences by posing inquiries concerning their objectives, successes, and potential growth areas. Based on the perspectives of the students, this reflection aids in the development of success strategies for the future and, in the end, improves the learning process as a whole (Schlenz et al., 2020; Pal, D., & Patra, S. (2021); Gan, Z., An, Z., & Liu, F. (2021).

3. METHODOLOGY

3.1. Research Design

This study used a mixed-methods approach (Creswell et al., 2004) to prove the validity of the research through in-depth understanding. It used a mixed-methods approach to assess how students perceive the utilization of TED Talks to enhance their listening abilities. This strategy was adopted to integrate quantitative and qualitative data to obtain a thorough and in-depth grasp of the research issue.

Pre- and post-tests were used in the study's quantitative component to gauge how much TED Talks had improved students' listening abilities. Answering the research question, "Can the use of TED Talks improve students' listening skills?" is the goal of this project. Before the TED Talks intervention, 34 junior high school students were pre-tested to gauge their listening proficiency. Students use TED Talks for a while, and then they take a post-test to see how much their listening skills have improved. By comparing pre and post-test results, statistical analysis enabled researchers to determine whether or not students' listening abilities had significantly improved.

In-depth interviews with students were conducted as part of the qualitative component to understand their viewpoints and experiences using TED Talks as teaching tools. "What are students' perceptions of the use of TED Talks in improving their listening skills?" is the study question that this component addresses. This interview aims to learn more about the advantages, difficulties, and driving forces behind students' use of TED Talks. Quantitative data by itself is unable to yield the additional context and understanding that qualitative data offers.

This study's mix of quantitative and qualitative data complements one another to paint a more complete picture of how TED Talks affect students' listening abilities. While qualitative data from interviews offered a thorough grasp of students' perceptions, motives, and difficulties encountered, quantitative data from pre- and post-tests provided empirical proof of enhanced listening abilities. Through the integration of these two forms of information, this study provides a solution to the question of why and how students perceive

the learning process, in addition to addressing the effectiveness of TED Talks in enhancing listening abilities. This makes it possible for researchers to suggest using TED Talks in English language acquisition in a more contextualized and meaningful way.

3.2 Participants

This research involved 34 students from class VIII of a junior high school in Semarang City. The selection of participants was carried out based on recommendations from teachers who knew the potential and characteristics of students, which meant it was a purposive sampling because some potentials and characteristics had to be followed. The characteristics determined by the teacher were students who were considered capable of following the program well and had the potential to respond positively to the use of TED Talks in learning.

Class B was chosen for this study because it demonstrated higher levels of engagement and more consistent attendance compared to the other classes. High levels of engagement and consistent attendance were essential to ensure that the intervention could be implemented effectively and that the results obtained were more reliable.

This school was chosen because it a good academic record and is considered one of the best schools in the city. Thus, it was considered an ideal place to research the effects of using TED Talks as a teaching medium. The researchers gave ten students code names, labeled S1 through S10, to protect the participants' identities. This process ensures that the data collected remained anonymous and that participants felt comfortable sharing their experiences honestly.

3.3 Instruments

Two types of assessment sheets were used before and after the students were exposed to TED Talks to gather important data in this study. Students were asked to complete them after each teaching stage, before TED Talks, and after TED Talks. After completing a pre-test during the initial data collection process during the first meetings, the students were asked to watch some video. The researchers instructed the students to watch some videos during the treatment phase of the study. Achieving a balance between educational challenge and accessibility was the goal of the video selection. The animations in the videos provided a visual representation of difficult concepts. It was also appropriate for junior high school students to watch TED's videos because the subjects were simple to comprehend. The videos usually no longer than ten minutes, which guarantees that they were brief and suitable for students' attention spans. This teaching approach attempted to develop a positive attitude toward learning and the use of technology in the classroom in addition to helping the students become more proficient in the language.

After watching the video, students were asked to do the pre-test. The researchers reviewed the video and the other media used at the second meeting before asking the students to complete a post-test. Afterward, ten students were asked to participate in an interview by the researchers wherein they would share their opinions on using TED Talks. The test results yielded quantitative data, and the responses from the students expressing their opinions about using TED Talks to enhance their listening skills will yield qualitative data. Qualitative data was used to strengthen the results of tests administered to students.

3.4. Data Analysis Procedures

After data collection, the researchers conducted an extensive analysis of the data by using a few steps. First, the data from the experimental test was analyzed using Mean (M) and Standardized Deviation (SD) in SPSS 25. This was also comprehended using a descriptive method. Data was discovered to have not been distributed normally; this was to ascertain the validity of the analysis. The Wilcoxon Signed Rank Test was applied to calculate the data, and a statistical test was applied to test the hypothesis.

The qualitative data was approached by using a qualitative coding technique to analyse the interview data. Some steps were used in this coding method. In order to gather accurate information, the first step was to record audio during interviews. The audio data was then converted to text for verbatim transcription.

Next, each interview's data was coded into S1–S10 to represent the research's subjects. Then, each piece of data was categorized using keywords associated with the subjects covered. After that, the researchers searched for and gathered pertinent data-related information. Finally, the researchers used the semi-structured interview data to provide additional descriptions of how eighth-grade students used TED Talks to improve their English listening skills. Triangulation was accomplished in this study by combining qualitative information from interviews with quantitative data from pre-test and post-test assessments (Kazu, İ. Y., & Kuvvetli, M. (2023)). This method strengthens the conclusions' robustness by corroborating the findings across various data sources. The researchers made sure the conclusions about the effectiveness of TED Talks as a teaching tool were well-supported and representative of the students' real experiences and academic gains by using triangulation.

4. RESULTS AND DISCUSSION

4.1. Findings

The study's main finding demonstrated a significant relationship between TED Talks and students' perceptions as a means of improving listening skills. The researchers discovered compelling evidence supporting this assertion through precise data analysis and accurate methodology. The data collected from respondents via the pre-test, post-test, and interview were analysed using quantitative and qualitative techniques. After the third meeting, during which the students had finished the pre-test, treatment, and post-test, the interview process was conducted. Approximately 45 minutes were spent conducting interviews with 10 students split into 5 groups.

Table 1. The Result of Pre-Test and Post-Test

Tests	<i>n</i>	Descriptive statistics		Paired T-Test	
		<i>M (Std. D)</i>	<i>t</i>	<i>df</i>	Sig. (2-tailed)
Pre-test	34	65,2 (5.89)	-13.495	33	0.001
Post-test	34	79,3 (5.06)			

The results of a comparative analysis using pre-test and post-test assessments are shown in this table. There are no missing values in the data, which includes information from 34 valid answers to the pre-test and post-test. The average performance level before the intervention or activity is represented by the pre-test mean score of 65.2. In contrast, the post-test mean score significantly increases to 79.3, indicating a significant improvement following the intervention. Overall, the table shows a positive change in scores between the pre-test and post-tests, highlighting how beneficial using TED Talks is.

To measure the effectiveness of TED Talks in improving listening skills, data from before and after the use of TED Talks were analysed using Wilcoxon Signed Rank test. Results of the analysis indicated that from 34 students, 100% had positive ranks, this means that all students had better performance in their listening skills after they were exposed to TED Talks.

Table 2. Wilcoxon Signed Ranks Test results

		Ranks		
		N	Mean Rank	Sum of Ranks
Post test - Pre test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	3 ^{4b}	17.50	595.00
	Ties	0 ^c		
	Total	3 ⁴		
a. Post test < Pre test				
b. Post test > Pre test				
c. Post test = Pre test				

Statistical analysis indicates that Asymp.Sig. (2-tailed) had the value of .001, or less than 0.05. It can be concluded that H_a is accepted. This means there is a significant difference and improvement in the students' listening skills after being exposed to TED Talks.

Table 3. Statistical test results

Test Statistics ^a	
	Post test - Pre test
Z	-5.122 ^b
Asymp. Sig. (2-tailed)	.001
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

4.1.1. Students' perspectives before using TED Talks

The first question aims to determine students' attitudes before using TED Talks to complete pre-test questions. At first, a lot of students said they had trouble comprehending the audio context they were hearing. Their inability to understand what was being said made it difficult for them to follow directions and provide accurate answers to the questions.

"I had trouble following the video's instructions when I was taking the pre-test. I even answered a few questions randomly since I was unsure of the story's significance. (S8)

This demonstrates the difficulty students encounter when their English listening skills are unfamiliar. Another student mentioned a first gap in their pronunciation skills and how watching TED Talks supported them in recognizing slight pronunciation details.

"Before using TED Talks, I had no idea how to pronounce English words correctly; however, after using TED Talks, I became aware of minor differences in pronunciation, such as 'Now'." (S7.)

This observation correlates with the results of my findings, which demonstrated that S8 and S7 significantly improved their post-test scores over their pre-test results. In particular, S8's score went up from 65 to 85, and S7's went up from 60 to 80. This demonstrates how well TED Talks can help with language learning and pronunciation, underscoring their crucial educational value for students looking to improve their language skills.

According to the data, TED Talks supplied clear and understandable pronunciation examples that helped students. Students were exposed to proper pronunciation and natural speech patterns by listening to of various English speeches and presentations on the platform, which probably helped them become more proficient in word recognition and pronunciation. The notable improvements in S8 and S7 scores indicate that adding TED Talks to educational programs can positively impact students in getting over early awareness challenges and improving their language proficiency.

4.1.2. Students' perspectives when using TED Talks

The second question seeks to ascertain how students perceive using TED Talks as a medium for learning English. The intention is to determine if it makes students feel comfortable and improves their learning process. The majority of students who responded to the survey said they thought using TED Talks as a teaching tool was enjoyable and helpful.

A pupil said, "Because this was my first-time using TED Talks, I felt that this channel was very easy to understand and operate," (S1)

This feedback indicates that even for users unfamiliar with the platform, TED Talks are easily navigable and accessible. On the other hand, S2 claimed that TED Talks was very easy to use, probably because he was already familiar with the program from watching it on YouTube. Students may find it more straightforward to learn and accept new teaching materials due to this familiarity.

"I found using TED Talks quite simple, probably because I was already familiar with it from YouTube."

This supports S10's claim that studying English seemed more enjoyable after using TED Talks, despite his initial lack of interest in completing the pre-test and post-test questions. This comment demonstrates how TED Talks, by providing the material in a more relatable and interactive format, can change students' perceptions of learning English from difficult to engaging activity.

"I thought learning English was hard before using TED Talks, but now when using this channel, I find that learning English is pretty interesting because I thought that learning English is entirely about sentence formulas." (S-10).

The quantitative data and these qualitative insights show that student performance has significantly improved. S1 had a pre-test score of 65, which increased to 85 after viewing TED Talks. In a similar vein, S10's score increased from 65 to 90 and S2's improved from 70 to 90. After incorporating TED Talks into the curriculum, the students' average post-test score increased to 79.3, from the initial proficiency level of 65.2 on the overall pre-test average.

This significant development highlights how TED Talks can enhance students' comprehension and subject mastery, thereby demonstrating its efficacy as a teaching tool. These favourable results were facilitated by easily navigable language, easy-to-use content, and accessible content. Students likely became more motivated and engaged because they found TED Talks entertaining and informative, which improved learning outcomes.

4.1.3. Helpful Features

The third question examines the features that students found useful and investigates whether they experienced any problems using TED Talks. The results are consistent with the second research question's positive outcomes. Most students said they had no trouble using TED Talks and attributed their ease of use to the platform's useful features.

For instance, S3 emphasized the usefulness of TED Talks's features, saying they were essential for comprehending the current conversations. Specifically, he mentioned how features like the transcript text were beneficial for improving pronunciation awareness and understanding new vocabulary. With TED Talks, S3's pre-test score increased from 60 to 85, indicating a significant improvement. The transcripts students to follow along with the spoken material, which helps them understand and recall new vocabulary.

"The transcript feature helped me follow along with the speaker and learn how to pronounce new words correctly." (S3)

Adding extra features, like video animations, was extremely helpful in promoting students' understanding. According to S4 and S5, the use of transcripts and visual videos together proved beneficial in aiding their comprehension of a variety of new vocabulary terms, including "flashcard," "according," and "interleaving."

"I was really helped by the transcript and video features because I understood how to read, and it was directly explained through the existing videos." (S4).

This claim emphasizes how integrating textual and visual components works well to support comprehension and accommodate various learning preferences. Pre-test results for S4 showed an increase to 85 from 65, indicating the beneficial effects of these features.

S5 also shared, *"The video feature really helped me understand the meaning of the existing vocabulary. Even though sometimes I don't understand the meaning of the vocabulary, with the visual video I know the meaning of the word even though I don't know the Indonesian meaning."* (S5)

This demonstrates the effectiveness of visual aids in providing context and meaning even in the absence of precise translations. S5's pre-test score increased significantly from 60 to 90, indicating that these features are effective.

Overall, these interview insights are consistent with the previously discussed significant improvement in students' performance from the pre-test to the post-test. These improvements were probably made possible by the helpful elements in TED Talks, like transcripts and animations, which offered several ways to comprehend and remember new vocabulary. As evidenced by students in S3, S4, and S5, the notable gains in scores confirm the effectiveness of TED Talks as a comprehensive learning resource. The combination of quantitative and interview data emphasizes the importance of including digital media elements in learning materials to improve retention and comprehension.

4.1.4. Exposure to diverse topics and enhanced critical thinking

Exposure to a wide range of topics is one of the most important advantages that students utilizing TED Talks as a learning medium have reported. Students are exposed to fresh ideas and information while also greatly developing their critical thinking abilities. TED Talks address a wide range of topics, including social issues, the arts, personal development, technology, and scientific discoveries. This range of subjects enables students to learn more than what is covered in the regular curriculum, broadening their intellect and igniting their curiosity about new knowledge.

One student brought up a TED Talks called "Why is rice so popular?" that examined the history of rice's spread and origins before it was widely accepted. The opportunity to

learn about a variety of unusual subjects stimulate students' curiosity and challenge them to analyse the material they are exposed to.

S6 stated, "With the various kinds of videos on TED Talks, I learned new knowledge that I didn't know and helped me think further."

Additionally, the variety of presenters and viewpoints in TED Talks greatly improves students' capacity for critical thought. Students gain the ability to critically analyze information by being exposed to a variety of arguments and points of view.

As S7 said, "I was able to think more when I watched TED Talks with a variety of ideas."

Students' analytical and evaluative skills are strengthened and an expanded awareness of complex issues is fostered by interacting with various perspectives. As a result, the variety of subjects and points of view covered in TED Talks not only increases students' knowledge but also greatly improves their capacity for analytical thinking.

4.2. Discussion

The research investigated whether watching TED Talks helped English language proficiency among secondary school students. The study's findings show how beneficial it is for students to use TED Talks to improve their English language proficiency. The noteworthy enhancements in test scores and the positive comments from learners underscore the effectiveness of TED Talks in bolstering language acquisition.

Regarding the first and second research questions, the findings showed a substantial improvement in students' scores between the pre-test and post-tests, suggesting that using TED Talks as a teaching resource has a beneficial impact on language acquisition. In particular, the post-test mean score increased to 79.3 from the pre-test mean of 65.2. The results of the paired sample t-test showed that this enhancement was statistically significant ($t = -13.495$, $df = 33$, $p = 0.001$).

The significant increase in test scores indicates that TED Talks effectively improve students' pronunciation and listening comprehension. This conclusion is further supported by the qualitative participant feedback, where students report increased engagement and comprehension following their use of TED Talks. S8's score increases from 65 to 85, and S7's from 60 to 80, for instance, demonstrates individual improvements in language proficiency. These advancements align with the results of earlier research emphasizing the advantages of multimedia in language instruction. For example, Chen, C. M., & Chen, I. C.'s (2021) study discovered that adding video content to English language training considerably enhanced students' listening abilities. TED Talks' visual and auditory components probably activate various cognitive processes, improving vocabulary retention and comprehension of new ideas.

The students' positive comments about TED Talks are consistent with the social conceptual Halverson, L. R., & Graham, C. R. (2019) theory, highlighting the value of participation and interaction in learning. Transcripts and animations, among other

interactive TED Talks features, offer a rich, stimulating learning environment that promotes involvement. While S4 and S5 observed that combining transcripts and visual elements contributed to their understanding and retaining new vocabulary, S3 stated that the transcript feature supported him to follow along with the speaker and learn new words. Students who engage in this way go beyond rote memorization and develop a deeper, more contextual understanding of language, which is essential for deep learning.

The importance of animations and visuals in TED Talks cannot be exaggerated. S5's observation that vocabulary may be understood from visual videos even when one is unsure of the precise Indonesian translation emphasizes the effectiveness of visual learning tools. According the theory from Subaidi bin Abdul Samat, M., & Aziz, A. A. (2020) which holds that learning occurs more efficiently when words and pictures are combined than when words are used alone—supports this finding. Students can more easily and successfully conclude the meaning of new vocabulary owing to the visual context of TED Talks.

Furthermore, it's impressive how much more students are enjoying and interested in learning English as a result of TED Talks. The fact that S10's perspective on English has changed from one of difficulty to one of interest due to TED Talks indicates a significant boost in motivation. Using TED Talks increases students' enthusiasm, energy, and motivation, which has a major positive impact on their learning outcomes, according to Salem, A. A. (2019). Students can feel motivated and inspired to improve their language skills by watching talented and compelling speakers on TED Talks, which can result in more effective and long-lasting learning.

Our results are in accordance with other research that emphasizes the advantages of TED Talks, in language learning. Liu (2021) discovered that the incorporation of TED Talks into the teaching of English as a foreign language (EFL) emphasized their significance and advantages for second language (SL) and foreign language (FL) instruction. Furthermore, Flores, J. L., et al (2021) discovered that the study's goal is to find out how TED Talks affect speakers' oral presentation abilities and vocabulary growth. Similarly, Bataineh, R. F., & Mohammad Al-refa'i, A. (2019) found that using TED Talks improved students' listening abilities.

On the other hand, students frequently struggle to keep up with the pace of their speech when watching TED Talks. They may find it challenging to absorb and understand the information being presented due to the rapid pace of speech in TED Talks. Students may replay the video several times to fully understand the material, trying to pick up on every word and detail. This difficulty keeping up with the speaker's speed correlates with research by Tilwani, S. A. et al (2022) that found that students frequently need to watch videos multiple times to improve their comprehension.

Additionally, learners face additional complexity due to the variety of accents featured in TED Talks. Accents from various places or nations can differ significantly from the learner's used language norms, making it difficult to understand spoken language correctly (Jones, M., & Blume, C., 2022). The difficulty of understanding various accents and students' vocabulary proficiency is closely related. Learners encounter new vocabulary and

differences in intonation and pronunciation when exposed to diverse accents, making the task more difficult (Mairano & Santiago, 2020).

5. CONCLUSION

The results of this study offer solid proof of the usefulness of TED Talks as a medium for raising students' English language proficiency. The noteworthy enhancements observed in post-test scores concerning listening comprehension, pronunciation, and vocabulary acquisition highlight the capacity of TED Talks to improve language learning in a significant manner. The study's main finding is the proof that watching TED Talks improves listening comprehension considerably. With their excellent audio quality and wide variety of native speakers, these Talks are immersive and provide students with real-world listening experiences essential for honing this essential skill. TED Talks' dynamic yet structured presentation style emulates real-world communication, assisting students in closing the gap between what they learn in the classroom and how they use language in daily life.

The study discovered significant gains in students' vocabulary, pronunciation, and listening abilities. TED Talks offers articulate and concise speech models that help students identify and practice proper pronunciation. Vocabulary acquisition is further supported through the use of transcripts and visual aids, and students can see, hear, and comprehend new words in context. This multimodal method works especially well to improve language learning and ensure that newly learned vocabulary is retained and understood.

Students' critical thinking abilities are also improved by watching TED Talks, which expose them to various topics. TED Talks present a variety of perspectives and intricate topics, inspiring students to reflect carefully, evaluate the data, and develop their own opinions. Critical thinking abilities are developed through active thinking and are useful in academic and practical contexts.

This study's findings demonstrate TED Talks' huge potential as an effective teaching resource. TED Talks are useful for enhancing English language skills because of their interactive features, variety of content, and excellent audio. Teachers are advised to use TED Talks in their lessons to take advantage of these advantages and give their students a comprehensive, interesting, and successful education.

Subsequent studies ought to investigate the enduring impacts of TED Talks on linguistic skills. An assessment of whether using TED Talks can sustain gains in vocabulary, listening comprehension, and abilities over an extended period is a necessary component of this research. Furthermore, it's critical to look into the ways in which TED Talks can be used with a range of age groups, including elementary, middle, and college students, as well as in a variety of educational settings, such as remote learning environments or schools with low resources.

Additionally, studies might look into how TED Talks can be modified to fit the unique requirements of learners with varying skill levels, such those acquiring English as a third language or those with special educational needs. Understanding these factors can help you better grasp the TED Talks' long-term worth and wider application as a teaching tool. This

will increase the tool's potential to be an effective teaching tool in a range of educational situations.

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