

The Perception of Using TED Talks in Enhancing College Students' Listening Skill for The Fourth Semester of Health Administration Students at STIKes RS Husada Academic Year 2023 –2024

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Abstract: This article presents survey data from 21 students from Bachelor's Degree of Health Administration about the perception of using TED talks. The objective of the study was to know the students' perceptions of using TED Talks in improving listening skill for the fourth semester of Health Administration students at STIKes RS Husada Academic Year 2022 – 2023. In the perception of convenience, the mean scores for all statements ranged from 2.05 to 2.33, which suggests a positive perception of convenience. The standard deviations were relatively low, indicating a certain level of agreement among the students. In the perception of benefits, the mean scores for all statements ranged from 1.86 to 2.10, indicating positive perceptions of benefits. The standard deviations were relatively low, suggesting a certain level of agreement among the students. In the perception of interests, the mean scores for all statements were around 2.00, indicating positive perceptions of interests. The standard deviations were relatively low, suggesting a certain level of agreement among the students. In conclusion, the findings from the study indicate that the students have positive perceptions regarding the convenience, benefits, and interests associated with using TED Talks for learning and practicing listening skills.

Keywords: TED Talks, Perception, Listening Skills

Abstrak: Artikel ini menyajikan data survei dari 21 mahasiswa S1 Administrasi Kesehatan tentang persepsi menggunakan pembicaraan TED. Tujuan dari penelitian ini adalah untuk mengetahui persepsi mahasiswa terhadap penggunaan TED Talks dalam meningkatkan keterampilan mendengarkan mahasiswa Administrasi Kesehatan semester empat di STIKes RS Husada Tahun Akademik 2022 – 2023. Pada persepsi kemudahan, skor rata-rata untuk semua pernyataan berkisar antara 2,05 hingga 2,33, yang menunjukkan persepsi kenyamanan yang positif. Standar deviasi yang relatif rendah menunjukkan adanya tingkat kesepakatan tertentu di kalangan siswa. Dalam persepsi manfaat, nilai rata-rata seluruh pernyataan berkisar antara 1,86 hingga 2,10, yang menunjukkan persepsi positif terhadap manfaat. Deviasi standarnya relatif rendah, menunjukkan adanya tingkat kesepakatan tertentu di antara para siswa. Dalam persepsi kepentingan, skor rata-rata untuk semua pernyataan adalah sekitar 2,00, yang menunjukkan persepsi positif terhadap kepentingan. Deviasi standarnya relatif rendah, menunjukkan adanya tingkat kesepakatan tertentu di antara para siswa. Kesimpulannya, temuan dari penelitian ini menunjukkan bahwa siswa memiliki persepsi positif mengenai kenyamanan, manfaat, dan minat yang terkait dengan penggunaan TED Talks untuk mempelajari dan melatih keterampilan mendengarkan.

Kata Kunci: TED Talks, Persepsi, Keterampilan Mendengarkan

BACKGROUND

Listening is prime to powerful communicate. Listening comprehension is described through the way of (Gilakjani & Sabouri, 2016) as an interactive procedure wherein listeners actively assemble that means. To gather that meaning, learners draw upon content material and topical knowledge and additionally linguistic expertise which includes phonological,

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grammatical and discoursal expertise (Gilakjani & Sabouri, 2016). Irrespective of its critical role in communication and regardless of the truth that EFL students frequently discover listening tough, this oral receptive skill has not been extensively studied.

One feasible cause why English Learner is not as popular as Extensive Reading (ER) is that appropriate listening substances are frequently not clean to discover. Even as graded readers are actually widely available, graded listening substances are rather scarce. As (Povey & Professor, 2016) point out, "graded sources for listening are not widely available". However, with the advent of technology, teachers can now flip to freely available listening substances (i.e., podcasts) at the internet. A study carried out by (Yeh, 2014) on the use of podcasts in an extensive listening project showed that students enjoyed the listening substances and extra importantly, suggested enhancement of their listening capabilities.

Unlike preceding studies that examined the use of podcasts for extensive listening, this study investigates the usage of video-based presentations from the well-known TED talk collection. The TED collection has emerged as one of the premier websites for providing presentation-based video for worldwide visitors. TED stands for Technology, Entertainment, Design. Since 2006, TED Talks had been made available within the TED website (Taibi, Chawla, Dietze, Marenzi, & Fetahu, 2015). Consistent with (Gilakjani & Sabouri, 2016) "there are more than 1800 talks that are publicly available on the internet site along with a wealthy series of 35,000 transcripts in over 30 languages". The variety may double or triple within the years yet to come as new films are being introduced at a quicker price.

Inspired with the aid of the encouraging effects of Takaesu's research study, this research aimed to know the students' perceptions of using TED Talks in improving listening skill for the fourth semester of Health Administration students at STIKes RS Husada Academic Year 2022 – 2023 and explored the following question "What is students' perceptions of using TED Talk videos in improving listening skill?"

LITERATURE REVIEW

1. Perception

According to (Qiong, 2017), the three components of perception are: (a) how you think about something and what you imagine it to be like; (b) how you notice things with your senses of sight, hearing, etc.; and (c) your innate capacity to comprehend or notice things fast. Perception is the capacity to recognize, comprehend, and finally extrapolate meaning from an input. Additionally, perception is a result of prior experiences that frequently surface before being ingrained. Students who have positive perceptions of objects will therefore act positively toward that object (Hafrizal et al.,

2021). Perception is what we see, hear and try to make the best guess. Additionally, from those experts statements, the researcher draws the conclusion that every person experiences a stimulus in their daily lives in the form of information, events, or something else that comes from their environment. The stimulus will then be given meaning by the person, either through the giving process or the meaning of the perception.

a. Perception of Convenience

Perceived ease of use is a concept related to the usability of a product, system, or technology. It reflects an individual's subjective perception of how effortless or simple it is to use a particular technology or perform a specific task with it. It takes into account factors such as intuitiveness, user-friendliness, and the absence of complexity or difficulty.

b. Perception of Benefits

Benefits are the advantages, positive outcomes, or rewards that individuals perceive or expect to gain from a particular action, decision, or situation. In the context of research or technology adoption, benefits can include improved efficiency, enhanced productivity, cost savings, increased knowledge, personal satisfaction, or any other positive outcomes that are anticipated or experienced by the individual.

c. Perception of Interests

Interest refers to a person's inclination, curiosity, or attraction towards a particular topic, activity, or subject matter. It reflects a positive emotional or cognitive disposition that motivates individuals to engage with or explore something further. Interest plays a crucial role in influencing one's level of involvement, attention, and dedication to a specific area of study or endeavour.

2. Perception of TED Talks

In investigating the perceptions about using TED Talks to improve EFL student's listening skills. Many experts provide some definitions of Student's perceptions of using TED Talks to improve EFL listening skills.

a. Understand of TED Talks

TED (technology, entertainment, design) Talks is a private, non-profit organization founded in 1984 (Hafrizal et al., 2021). TED Talks is a site that distributes quality videos with ideas that are worth distributing and one of the most popular sites to study in presentations (Bão et al., n.d.). Many videos have been

published by TED Talks, which initially only focused on technology, entertainment, design but now Ted Talks has several new genres such as business, science, and global issues that must discuss (Gavenila et al., n.d.). TED stands for "Technology, Education, Design" and the name is worldwide throughout the slogan "ideas worth spreading." The videos on TED Talks are available on the website and on the YouTube TED Talks channel account using transcriptions that are already available ie more from 1,900 speakers who have transcriptions in their videos, and also available translations from volunteers with 107 languages available. TED Talks video resources (Video, Audio, Transcription and Translation) can be accessed free of charge on the website or on the Youtube Channel. The material is available on TED Talks for academic and non-commercial educational purposes as long as it is run correctly and the talks in the video are not edited (*TEDx Content Guidelines*, n.d.). In addition, TED Talks has many features in the video, namely transcripts and translations provided, so students can understand what is presented by the speaker. Transcripts and subtitles already exist in the video and are also available in various languages for subtitles. Available transcripts can be download by students, and make it easier for students to understand a lot of exciting and creative content such as students who are interested in watching it. Speakers in TED videos generally have excellent presentation skills, because, they can use all aspects of language, starting with body language that is only understood by the audience. TED Talks can also improve their language skills; speakers have different English accents so students can learn various accents from each country (*TEDx Content Guidelines*, n.d.). The video presented to the audience is a variety of real-world problems that exist or are busy being discussed by the general public.

b. TED Talks in EFL Classroom

On the other hand, TED Talks can enhance students' critical thinking; they can debate and can determine facts and opinions (*TEDx Content Guidelines*, n.d.). The use of TED Talks in the EFL class received a positive response. Watching TED Talks outside and inside the classroom can improve their skills (Gavenila et al., n.d.). TED Talks have been widely used in various fields, one of which is improving reading skills and helping student learning TED Talks can provide development in grammar and reading, and can also be used for development designed in listening skills and tested in mixed EFL classes to improve student learning to achieve advanced English listening skills. The TED Talks presentation must be useful in all

respects, first the lecture method can develop English material for academic purposes (EAP), in addition to TED Talks presentations also benefit ESL and EFL to promote the development of listening strategies and for the development of listening skills, vocabulary learning, and practice speaking through discussion students from various countries and academics who watched the TED Talks videos outside the classroom, especially in ESL-based IEP programs who wanted to practice to expand their vocabulary. The same applies to the IEP program to have an academic preparation course where English students are trained to give oral presentations about the fields they are interested in in the community. Using TED Talks as a model can help students in oral presentations in front of the general public and reflect the presentation by Western style. Listening to several TED Talks videos outside the classroom, students can exchange information and listen to each other. This activity can improve speaking skills because it raises many debates with one another regarding several opinions to criticize that have been presented by the video, where the results will then be innovative and exciting learning (Gavenila et al., n.d.)

3. Definition of Listening

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is the first skill and basic ability in learning a new language that beginners have to learn. It is a receptive skill meaning that the language learning beginners receive new words from what they have heard or listened to. The ability to receive will affect the ability to produce. If they are good at listening; as a result, they will understand and even have a good competency in productive skills namely speaking and writing.

There are some definitions given by linguists and the following :

- a. According to Brown listening is a spoken or written response from the student that indicates correct (or incorrect) auditory processing. In order to become better listeners, the learners must think actively when they are listening. Listening is involved in many language-learning activities, both inside and outside the language classroom. The improvement in listening will provide a basis for the development of other language skills.
- b. Nation and Jonathan "Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening."

- c. Brown defines listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. The next section will consider another way teachers can help ease the difficulty of listening: training students in different types of listening.

4. Definition and Goal of Extensive Listening

Extensive listening (EL) is an approach to teaching listening which aims to give students more opportunity to listen to spoken English without any pressure from anyone. EL can be contrasted with intensive listening. In intensive listening, the teacher is often the center of the instructional procedure, selecting materials and designing listening tasks for students to do in the classroom (Ivone & Renandya, 2019). In extensive listening, the students are the centre; they get to set their own target, choose appropriate and personally relevant listening materials and decide what to do after they finish listening. One of the most important considerations in extensive learning is that students listen to materials that are both enjoyable and comprehensible (Renandya & Farrell, 2011).

One of the key goals of extensive listening is to develop listening fluency (Ivone & Renandya, 2019), the skill that enables students to listen smoothly and effortlessly without much disruption. These goals can be achieved successfully when students choose linguistically suitable listening materials and when they do this over a period of time. In other words, the materials should be at the right level, i.e., ones that match their proficiency levels (not too easy and not too difficult either) and the contents are intrinsically appealing so that students feel motivated to do the listening for weeks, if not months.

5. Benefits and Challenges of Extensive Listening

In terms of the enhancement of listening fluency, students who listen more extensively are able to deal with a faster speech rate. Students sometimes cannot comprehend spoken language simply because the speakers speak too fast. For students who have limited exposure to spoken language, speech rates can be one of the hurdles in developing L2 listening fluency. (Renandya & Farrell, 2011) suggest that repeated listening practice via extensive listening can gradually help L2 learners become more accustomed to listen to faster speech rates. The ability to deal with faster speech rates is believed to be a reliable indicator that students' listening comprehension skills have developed at a more advanced level (Renandya & Jacobs, 2016).

In terms of overall language comprehension, extensive listening can help students develop a higher degree of familiarity with common language features of the target language, which can in turn enable them to experience a higher and deeper level of comprehension. EL can help familiarize students with common features of spoken language such as assimilation, contraction, syllabification and other forms of speech blending. These features, as reported by (Renandya & Jacobs, 2016) are frequently found in connected speech and often cause listening problems.

In terms of the effects on other language skills, students who listen a great deal can develop their vocabulary knowledge. As they listen to a wider variety of topics, they become more exposed to a larger range of vocabulary words. Vocabulary words encountered in meaningful contexts via listening are more likely to be learned and retained in students' long-term memory. This way of learning is referred to as incidental vocabulary learning. As (Brown et al., 2008) points out "incidental vocabulary learning from extensive listening is an effective way of acquiring vocabulary from context". Apart from that, students can also practice their speaking skill. As a matter of fact, in a relaxing manner, they can be more attentive to academic speaking features such as the accurate pronunciation, word stress, and intonation (Brown et al., 2008)

Another important potential benefit comes from the flexibility and freedom to practice the skill. Because the students are in control, i.e., they select the materials they want to listen to, they tend to be more motivated to do more listening on their own, without any coercion from the teachers. It has been suggested that this type of listening is more likely to facilitate language acquisition.

Despite the numerous language learning benefits discussed above, a number of L2 listening researchers have voiced their concerns. (Webb, 2017) for example maintain that EL alone is not sufficient to help L2 learners achieve higher listening proficiency. They suggest that a set of carefully chosen cognitive and metacognitive listening strategies can and should be taught to help students become better listeners, in particular when they are listening to academic texts or other text types that tend to be content-heavy. We agree with them that EL and IL (where teachers focus more on teaching listening strategies) can go hand in hand and support students' listening abilities.

6. Definition of Listening Skills

Listening skill is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated.

There are some definitions given by linguists and the following :

- a. Vishwanath Bite defines Listening skill is key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking.
- b. According to Herbert J. Walberg Listening skills are essential for learning since they enable students to acquire insights and information, and to achieve success in communicating with others.

Based on several definitions above, it can be concluded that listening is one of the abilities of every human being who can be seen directly, but not all people in the world can listen to English except those who are indeed their native speaker or first language in English or involved in many language-learning activities, both inside and outside the language classroom and about listening skills are the ability to actively understand the information provided by the speaker, and display interest in the topic discussed. It can also include providing the speaker feedback, such as the asking of pertinent questions; so the speaker knows the message is being understood.

7. Type of Listening

According to Brown some types of listening as follow:

1) Intensive

Listening for perception of the components (Phonemes, words, intonation, discourse markers, etc) of a larger stretch of language.

2) Responsive

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc) in order to make an equally short response.

3) Selective

Processing stretches of discourse such as short monologues for several minutes in order to “scan” for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, Tv or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen

for names, number, a grammatical categories, directions (in a map exercise), or certain facts and events.

4) Extensive

Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

8. Learning Media

The role of media in the teaching and learning process is critical. Learning will be tedious without the use of media. The media plays an important influence in education. Students get more interested as a result of it. The following are some of the advantages of instructional media: (a) By using learning media, the learning process becomes more interesting, which can motivate student learning; (b) By using instructional media, learning materials can be clarified, allowing students to easily understand the material and master the learning objectives; (c) By using instructional media, the learning process becomes more varied. (d) Students listening to the content presented by the instructor, doing more learning activities such as observing, doing, demonstrating, and others; and (e) Students listening to the material presented by the teacher, doing more learning activities such as observing, doing, demonstrating, and others. Learning media features can help to promote the experiential classroom and increase student learning engagement (Ulya & Na'imah, 2022). According to Nurrita in the book of (Ischinger Barbara, 2009), learning becomes more effective due to media use. The purpose of technology media in the classroom is to improve efficiency. Learning media is a tool that can assist in the teaching and learning process by clarifying the meaning of the content being given and achieving the educational or learning goals effectively and quickly.

9. Definition of TED Talk

TED was founded, in 1984, TED (which stands for "Technology, Entertainment, and Design") brought together a few hundred people in a single annual conference in California. A TED talk is a recorded public-speaking presentation that was originally given at the main TED (technology, entertainment and design) annual event or one of its many satellite events around the world. TED is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks, often called "TED talks."



TED Talks can teach you about how to think critically about new or difficult information which is a skill that will benefit you almost immediately. Listening to experts present can also help you grow as a leader by providing you with advice about how to lead others and yourself with confidence.

TED is a non-profit organization formed by the Sapling Foundation in 1984 as a conference. TED provides speeches or presentations (TED Talks) from world inspirational figures from various fields with various interesting topics and has been adapted in more than 100 languages. With the motto “Ideas Worth Spreading”, TED Talks is created to change the world through big ideas from world thinkers (Tira Nur Fitria, 2022). This TED has a motto "Ideas Worth Spreading" or what can be interpreted as an idea that will be more valuable if disseminated or it can also be interpreted as the dissemination of valuable ideas. With such a motto, TED Talks presents various inspirational figures who will explain ideas according to the inspirational figure's background. TED has started to develop after two decades, with developing in a good direction, TED presents various kinds of conferences to programs, such as TEDx, TED Fellows, and many more.

TED can easily be called the epicentre of world-changing ideas (Fitria, 2022). So, why watch the TED Talks video? First, TED Talks are very inspiring. The teachers will be fascinated by the variety of inspirational videos on offer, and can even get valuable life lessons just by watching videos. We can go to www.ted.com and watch some talks. Now, these talks are available for download and streaming online (Meyer & Zürich, n.d.).

With the development of TED, what is discussed in TED Talks is increasingly diverse, and has even begun to discuss things, such as politics, health, and education. (Fitria, 2022) states that these are short talks by accomplished people in their field. Many of these people do not make a living making presentations, but all the presentations are really interesting. By attending TED Talks, we will learn a lot about successful presentations. TED Talks are also very effective as a teaching and learning medium. All videos on TED Talk are compiled in a concise, concise, and attractive manner so that the listener doesn't get bored quickly. The average TED Talks video has a minimum duration of 5 minutes and a maximum of 18 minutes. This duration is

considered effective for a speaker to describe a theme and provide more complete and sufficient information and can keep the attention of the listeners.



10. TED Talks for Extensive Listening

There have been some studies involving the use of TED Talks in extensive listening. (Takaesu, 2014), for example, reported using TED Talks to teach his college EAP (English for Academic Purpose) students whose proficiency levels were quite varied. About 78% of the higher proficiency students felt that the use of TED Talks for extensive listening improved their listening skills. Nearly an equal number of the lower proficiency students (74%) reported improvements in their listening skills. This showed that even though TED Talk video podcast is a novel media, it is effective in supporting extensive listening practice among language learners.

According to (Gavenila et al., 2021), there are several benefits of using TED Talk videos. First, TED Talk videos are interesting because they include a wide range of topics such as technology, entertainment, design, business, science, and global issues. Secondly, TED Talks have a distinctive "interactive transcript" feature embedded in each talk. The combination of reading while listening/viewing to video materials is a pleasantly rewarding experience. It can enhance students' motivation and comprehension of the listening materials as well.

Thirdly, TED videos are sharable. Learners can easily share the links using social media or download them as offline contents. Besides being sharable, TED Talks are also searchable "in multiple ways, including by speaker, subject, or theme". This aspect gives the listeners flexibility in finding topics of their interest. Lastly, TED Talks can be accessed at any time and any place as long as one is connected to the Internet. Any mobile devices such as tablets, smart phones, laptops, or computers can access TED Talks without any limit. TED Talks can also motivate and inspire students to have the eagerness to learn on their own, thus promoting self-directed and independent learning in our students.

11. The Use of TED Talks video

The TED Talks video is one of the videos that may be utilized to learn public speaking. It's beneficial because TED Talk covers a lot of ground for public speaking, such as movement and gesture, eye contact, pronunciation, body language, and so on. An example of an information and communication technology (ICT) tool that can effectively develop speaking abilities, particularly oral presenting skills, is the TED talk (Technology, Entertainment, and Design). Under the phrase "ideas worth spreading," TED Conferences LLC is a media group that transmits presentations online for free. Richard Saul Wurman started TED in February 1984 as a conference, and it has been held yearly since 1990. The videos of these recorded speeches and seminars encourage native and non-native English speakers to mimic the presentation style and vocabulary. As a result, TED talks can help you improve your speaking abilities and vocabulary recall. Students can practice authentic content by watching video-recorded conferences made available through TED talks because native English speakers gave these talks, it inspires non-native English speakers to do similar presentations independently. Furthermore, learners benefit from unique content while acquiring a new language for future use (Gavenila et al., n.d.)

According to (Sarita Lestary, 2022), the TED talk is a useful tool in two ways. First and foremost, it is a knowledge resource that provides learners with useful and easily accessible content and insights. Second, these speeches can be used as language study materials, thanks to the availability of a wide range of multilingual transcripts. TED video speakers often have exceptional presentation abilities because they can employ all parts of language, starting with body language that only the audience knows. TED Talks can also assist students enhance their language abilities by allowing them to learn different English dialects from different countries. The audience was given a video that depicted a number of real-world issues that exist or are currently being addressed by the general public.

Since 1984, TED Talks (Technology, Entertainment, and Design) have provided intellectually stimulating presentations. More than 1800 TED talk is publicly available on the TED website, along with a rich collection of 35,000. There are also volunteer translations available in 107 languages (Tesseur, 2019), native and non-native English speakers deliver these talks or presentations, and transcripts of these presentations are available for download in over 40 languages for anyone with access to the website (www.ted.com).

12. Previous Studies

To review the related literature, several previous studies have been conducted. Previous research is as follows:

The second study was conducted by (Hafrizal et al., 2021), students' Perceptions on the Use of TED Talks for English Language Learning. This study aims to determine students' perceptions of a) teachers' usefulness and facilitative behaviour during the lesson, b) the relevance and the usefulness of the lesson, c) the effect of TED lesson on the communication skills and confidence level of the students. This study uses 3 research instruments, namely: questionnaires, focus groups, and interviews. The findings of this study indicate that TED talks support language learning by bringing about improvements in students' reading, speaking, and especially listening skills. In addition, lessons help in increasing the motivation of students and in understanding concepts. It can be concluded from this study that TED talks can be used to make language learning interesting and enjoyable, although care needs to be exercised when selecting talks, planning pre and post listening and viewing activities and time management. The results of the student survey show that most of the students seem to have a positive attitude towards the use of Multimedia Technology in English education.

The third research is Student's Perceptions of Using TED Talks to Improve EFL Speaking Skill (Fitria, 2022). This study explored students' perceptions of using Ted Talks to improve speaking skills. The method used in this research is quantitative with a questionnaire instrument. Participants of this study were 210 EFL scholars in service at various universities in fourteen provinces in Indonesia. Researchers found a 94% positive perspective from the questionnaire results. The results found no significant difference between students' perceptions of using Ted Talks to improve speaking skills with the gender and age of the participants. This study has similarities with the current research because it identifies students' perceptions of the application of Ted Talks as a learning medium. However, this study has limitations because the results are described by numerical analysis, not descriptively. So, the research will be more transparent and more detailed for the results obtained.

The fourth study was conducted by (Tilwani et al., 2022), this study aims to show whether the students like or dislike using TED Talks in speaking class. This study uses a survey method, by distributing questionnaires to the intended respondents. The findings of this study showed that most of the students were motivated, interested, and

helped in using Ted Talks in speaking class. This is supported by the percentage results that these components are more than 50%. Students and staff have the opportunity to improve their vocabulary, manners, and pronunciation when speaking English thanks to Ted Talks. The findings of the survey then reveal that students enjoy watching Ted Talks in speaking classes. In other words, it really helps students in learning English.

The fifth research carried out by (Hanifah Qomar, 2018), with the title *The Use of TED Talks to Improve Students' Speaking Skill at EFL Classroom in Muhammadiyah University of Makassar*. This research aimed to find out the improvement of students' speaking skill by using TED Talks video to improve students' speaking skill in terms of accuracy and fluency. This study used a pre- and post-test on a single class as part of pre experimental research. The t-test value further supported the improvement's outcome. The study discovered that the t-test outperformed the t-table ($17.9 > 1.697$). It indicates that there was a large discrepancy between the pupils' pre-test and post-test results. In other words, using TED Talks videos helped students at Muhammadiyah University of Makassar's Third Semester enhance their speaking skills in terms of accuracy (vocabulary) and fluency (smoothness).

Based on eight previous related studies, the researcher found that this study had similarities to investigate students' perceptions of using TED Talk. However, there are some differences between the current research and previous research in this area. The first difference lies in the research method. This study will use qualitative methods, while previous studies used quantitative and mix-methods. The second is the place and time of the research. The third difference lies in the number of studies, previous research was given to students and teachers who did not major in English Education, while this study will use English Education students as the subject. Thus, despite the variations and similarities of the studies, the researcher refers to all previous studies as a guide when conducting this study. as a medium in improving speaking skills. However, there are some differences between the current research and previous research in this area. The first difference lies in the research method. This study will use qualitative methods, while previous studies used quantitative and mix-methods. The second is the place and time of the research. The third difference lies in the number of studies, previous research was given to students and teachers who did not major in English Education, while this study will use English Education students as the subject. Thus, despite the differences and similarities of the studies, the researcher refers to all previous studies as a guide when conducting this study.

13. Research Framework

Based on explanation above, the general description from this research is to know the benefit of using TED Talks, and it can be described as follows:

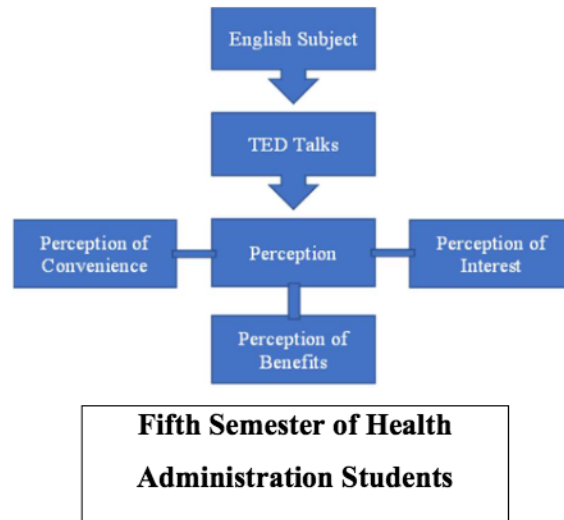


Figure 1.1 Research Framework

14. Research Model

Quantitative research is a systematic empirical investigation that aims to collect and analyse numerical data to uncover patterns, relationships, and trends. It involves the use of statistical analysis and mathematical models to draw objective conclusions and make generalizations about a population or a phenomenon (Salkind, 2013).

The research model is cluster sampling technique. The research employs descriptive quantitative research method. The researcher distributes the questionnaires to all members of the class.

RESEARCH METHOD

1. Research Design

Quantitative research is the method of employing numerical values derived from observations to explain and describe the phenomena that the observations can reflect on them. This method employs both empirical statements, as descriptive statements about the meaning of the cases in real words not about the ought of the cases, and methods. It also applies the empirical evaluations intending to determine to which degree a norm or standard is fulfilled in a particular policy or program. Finally, the collected numerical data is analysed using mathematical methods.

Besides, both qualitative and quantitative research approaches are designed to describe a topic; however, the last part of the definition is the difference which

concentrates on different types of analysis methods which is mathematical using statistics in quantitative research. Gathering all these points together, quantitative research aims to define a particular phenomenon by collecting numerical data to address specific questions such as how many and what percentage in different fields including education, psychology, physics, biology, natural sciences, etc. Furthermore, non-numerical information can also be collected in numerical forms using specifically designed instruments. These methods enable collecting quantitative data even from subjects which are about beliefs and attitudes. In other words, quantitative methods are the ways of determining social reality and employing specific questions to achieve numerical data for these specific purposes. Different types of quantitative methods are discussed in the next section (Taherdoost, 2022).

This study attempts to explore certain information about a phenomenon or case of a subject. The case of this research is the fifth semester of health administration students in improving listening comprehension or skills using TED Talks at STIKes RS Husada.

2. Research Setting

a. Place of the Research

The setting of the study is at STIKes RS Husada especially for fifth semester of health administration students. It is located at Jl. Mangga Besar Raya no. 137 – 139 Jakarta Pusat 10730. The researcher selects this campus because the researcher has been teaching in this school since august first 2022 until now.

b. Time of the Research

The researcher researches the teaching and learning process in the class and uses TED Talks in improving students' listening skills and the researcher is also an English lecturer in this campus. The researcher begins to conduct the data collection on January 1st, 2023. The data analysis will be done from January until March 2023, as well as researcher, consults the revision to the consultants (Professor) from January 2023.

3. Research Subject

The research subjects are fifth semester of Health Administration students at STIKes RS Husada. There are 21 students from Bachelor's Degree of Health Administration. The English lecturer graduated from Sarjanawiyata Tamansiswa University in Yogyakarta and had two years of teaching experience. This lecturer is currently working in this campus.

4. Research Instrument

Quantitative research instruments are tools or methods used in collecting data in quantitative research. These instruments are designed to collect objectively measurable numerical data. Some examples of commonly used quantitative research instruments include:

- a. Observation: This method involves direct observation of the observed behaviour, event or phenomenon. Observation can be done in a structured way by using a checklist or in an unstructured way by observing and recording what happened.
- b. Questionnaire: This is an instrument consisting of a series of written questions that are presented to the respondent. Questionnaires are often used to collect data in large population surveys. Questions can be multiple choice, Likert scale, or open-ended questions.

Quantitative research instruments must be carefully designed to ensure the validity and reliability of the data collected. Validity refers to the extent to which the instrument measures what it is supposed to measure, while reliability refers to the extent to which the instrument is consistent in measuring a phenomenon.

5. Data Collecting Technique

The researcher used several data collecting techniques to obtain the research data. The collecting technique is highlighted as follows:

- a. Observation

In the observation, the researcher watches the recording of English teaching and learning activity. In observing the activity, the researcher focuses on students' listening comprehension.

The observation will be made from November 2022 to January 2023. Fortunately, the researcher is also an English lecturer who teaches in this campus so the observation could be done in flexible time.

- b. Questionnaires

In this step, the researcher gives the questionnaires to the fourth semester of Health Administration students by google form. The questionnaires will be distributed by February 2023. In the content of the questionnaires, the researcher focuses on students' listening comprehension. Researcher also focuses on the teaching and learning strategies, method, and media assessment.

6. Data Analysis Technique

According to (Majid et al., 2021), the data analysis technique in collecting data are reduction of data, presentation of data and the last step is conclusion. The techniques are as follows:

a. Data Reduction

Reduction data are a simplification through selection and it is focusing raw validity data become meaningful information, so easy to make a conclusion.

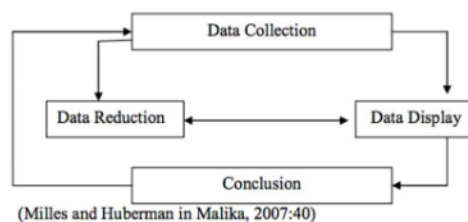
b. Presentation of Data

Data displays organize, compress, and assemble information. It makes the data compact and immediately accessible so that the researcher can see a large amount of data at once, begin to understand what is happening, and start to draw justified conclusions. There are many different ways to displaying data-graphs, charts, networks, diagrams of different types (Venn diagrams, causal models, etc.) - and any way that moves the analysis forward is appropriate. Displays are used at all stages, since it enables data to be organized and summarized, it shows what stage the analysis has reached and it is the basis for further analysis. Presentations of data contain collection of information that arranged systematically and easy to understand.

c. Conclusion

Conclusion is a last step in data analysis, we must look the results of data reduction, keep refer to problem statement in the purpose to be achieved. Data has been arranged and compared between one to other, it is to make a conclusion as an answer of the problem.

Interaction of three components above can be described as follows:



FINDINGS AND DISCUSSION

1. Findings

a. Perception of Convenience

As seen in table 1, the students agree with the statement 1 (be able to understand the pronunciation of speaker on TED Talks, $M=2.05$, $SD= .669$),

statement 2 (be able to understand what is conveyed despite the lack of vocabulary that students memorize / master, $M=2.19$, $SD=.680$), statement 3 (the speed of the speaker in speaking can be understood, $M=2.33$, $SD=.966$), statement 4 (the language used is understandable, $M=2.19$, $SD=.680$).

Table 1: Perception of Convenience

Statement – Scale: strongly agree (1) to strongly disagree (5)	Mean (n=21)	Std.Deviation (SD)
I can understand the pronunciation of speakers on TED Talks	2.05	.669
I can understand what is conveyed despite the lack of vocabulary that I memorize / master	2.19	.680
The speed of the speaker in speaking can be understood	2.33	.966
The language used is understandable	2.19	.680

Chart 1: Statement 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sangat setuju	4	19.0	19.0	19.0
	Setuju	12	57.1	57.1	76.2
	Normal	5	23.8	23.8	100.0
	Total	21	100.0	100.0	

In statement 1, there are 4 students (19%) stated that they strongly agree, 12 students (57.1%) agree and 5 students (23.8%) stated that they are normal or neutral about understanding the pronunciation of speakers on TED Talks. In statement 1, the mean is 2.05 and standard deviation is .669.

Chart 2: Statement 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sangat setuju	3	14.3	14.3	14.3
	Setuju	11	52.4	52.4	66.7
	Normal	7	33.3	33.3	100.0
	Total	21	100.0	100.0	

In statement 2, there are 3 students (14.3%) strongly agree, 11 students (52.4%) agree, 7 students (33.3%) normal or neutral about being able to understand what is conveyed despite the lack of vocabulary that I memorize / master. In statement 2, the mean is 2.19 and standard deviation is .680.

Chart 3: Statement 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sangat setuju	4	19.0	19.0	19.0
	Setuju	9	42.9	42.9	61.9
	Normal	5	23.8	23.8	85.7
	Tidak setuju	3	14.3	14.3	100.0
	Total	21	100.0	100.0	

In statement 3, there are 4 students (19.0%) strongly agree, 9 students (42.9%) agree, 5 students (23.8%) normal or neutral. On the other hand, there 3

students (14.3%) stated that they disagree about the speed of the speaker in speaking can be understood. In statement 3, the mean is 2.33 and standard deviation is .966.

Chart 4: Statement 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sangat setuju	3	14.3	14.3	14.3
	Setuju	11	52.4	52.4	66.7
	Normal	7	33.3	33.3	100.0
	Total	21	100.0	100.0	

In statement 4, there are 3 students (14.3%) strongly agree, 11 students (52.4%) agree, 7 students (33.3%) normal or neutral about the language used is understandable. In statement 4, the mean is 2.19 and standard deviation is .680.

b. Perception of Benefits

As seen in table 2, statement 1 (interested in using TED Talks to learn and practice listening skills, M=2.05, SD= .590), statement 2 (TED Talks are an effective medium for practicing listening skills, M=2.00, SD .632), statement 3 (TED Talks are very simple or easy to use, M=2.10, SD= .768), statement 4 (using TED Talks as a medium for learning listening skills is very useful, M=1.86, SD= .727).

Statement – Scale: strongly agree (1) to strongly disagree (5)	Mean (n=21)	Std.Deviation (SD)
I am interested in using TED Talks to learn and practice listening skills	2.05	.590
TED Talks are an effective medium for practicing listening skills.	2.00	.632
TED Talks are very simple or easy to use	2.10	.768
I think using TED Talks as a medium for learning listening skills is very useful	1.86	.727

Table 2: Perception of Benefits

Chart 5: Statement 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sangat setuju	3	14.3	14.3	14.3
	Setuju	14	66.7	66.7	81.0
	Normal	4	19.0	19.0	100.0
	Total	21	100.0	100.0	

In statement 1, there are 3 students (14.3%) strongly agree, 14 students (66.7%) agree, 4 students (19.0%) normal or neutral about the interest in using TED Talks to learn and practice listening skills. In statement 1, the mean is 2.05 and standard deviation is .590.

Chart 6: Statement 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sangat setuju	4	19.0	19.0	19.0
	Setuju	13	61.9	61.9	81.0
	Normal	4	19.0	19.0	100.0
	Total	21	100.0	100.0	

In statement 2, there are 4 students (19.0%) strongly agree, 13 students (61.9%) agree, 4 students (19.0%) normal or neutral about TED Talks are an effective medium for practicing listening skills. In statement 2, the mean is 2.00 and standard deviation is .632.

Chart 7: Statement 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sangat setuju	5	23.8	23.8	23.8
	Setuju	9	42.9	42.9	66.7
	Normal	7	33.3	33.3	100.0
	Total	21	100.0	100.0	

In statement 3, there are 5 students (23.8%) strongly agree, 9 students (42.9%) agree, 7 students (33.3%) normal or neutral about TED Talks are very simple or easy to use. In statement 3, the mean is 2.10 and standard deviation is .768.

Chart 8: Statement 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sangat setuju	7	33.3	33.3	33.3
	Setuju	10	47.6	47.6	81.0
	Normal	4	19.0	19.0	100.0
	Total	21	100.0	100.0	

In statement 4, there are 7 students (33.3%) strongly agree, 10 students (47.6%) agree, 4 students (19.0%) normal or neutral about using TED Talks as a medium for learning listening skills is very useful. In statement 4, the mean is 1.86 and standard deviation is .727.

c. Perception of Interests

As in table 3, statement 1 (TED Talks are very helpful in improving listening skills, $M=2.00$, $SD=.707$), statement 2 (TED Talks can provide a wide range of ideas, $M=2.00$, $SD=.707$), statement 3 (TED Talks are an effective medium that can be used in the teaching and learning process, especially listening comprehension, $M=2.19$, $SD=.680$), statement 4 (TED Talks give me personal motivation to keep learning new things, $M=2.00$, $SD=.775$).

Table 3: Perception of Interests

Statement – Scale: strongly agree (1) to strongly disagree (5)	Mean (n=21)	Std.Deviation (SD)
TED Talks are very helpful in improving listening skills	2.00	.707
TED Talks can provide a wide range of ideas	2.00	.707
TED Talks are an effective medium that can be used in the teaching and learning process, especially listening comprehension	2.19	.680
TED Talks give me personal motivation to keep learning new things	2.00	.775

Chart 9: Statement 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sangat setuju	5	23.8	23.8	23.8
	Setuju	11	52.4	52.4	76.2
	Normal	5	23.8	23.8	100.0
	Total	21	100.0	100.0	

In statement 1, there are 5 students (23.8%) strongly agree, 11 students (52.4%) agree, 5 students (23.8%) normal or neutral about TED Talks are very helpful in improving listening skills. In statement 1, the mean is 2.00 and standard deviation is .707.

Chart 10: Statement 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sangat setuju	5	23.8	23.8	23.8
	Setuju	11	52.4	52.4	76.2
	Normal	5	23.8	23.8	100.0
	Total	21	100.0	100.0	

In statement 2, there are 5 students (23.8%) strongly agree, 11 students (52.4%) agree, 5 students (23.8%) normal or neutral about TED Talks are very helpful in improving listening skills. In statement 2, the mean is 2.00 and standard deviation is .707.

Chart 11: Statement 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sangat setuju	3	14.3	14.3	14.3
	Setuju	11	52.4	52.4	66.7
	Normal	7	33.3	33.3	100.0
	Total	21	100.0	100.0	

In statement 3, there are 3 students (14.3%) strongly agree, 11 students (52.4%) agree, 7 students (33.3%) normal or neutral about TED Talks are an effective medium that can be used in the teaching and learning process, especially listening comprehension. In statement 3, the mean is 2.19 and standard deviation is .680.

Chart 12: Statement 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sangat setuju	6	28.6	28.6	28.6
	Setuju	9	42.9	42.9	71.4
	Normal	6	28.6	28.6	100.0
	Total	21	100.0	100.0	

In statement 4, there are 6 students (28.6%) strongly agree, 9 students (42.9%) agree, 6 students (28.6%) normal or neutral about TED Talks give me personal motivation to keep learning new things. In statement 3, the mean is 2.00 and standard deviation is .775.

2. Discussion

The findings presented in the provided tables and charts reveal the students' perceptions regarding the convenience, benefits, and interests associated with using TED Talks for learning and practicing listening skills. Let's discuss each aspect separately.

a. Perception of Convenience

The students generally expressed positive perceptions of convenience when it comes to using TED Talks. For statement 1, a significant number of students (76.2%) either strongly agreed or agreed that they can understand the pronunciation of speakers on TED Talks. Similarly, for statement 2, 66.7% of students agreed or strongly agreed that they can comprehend what is conveyed despite their limited vocabulary. In statement 3, 61.9% of students agreed or strongly agreed that they can understand the speed of the speaker. However, it's worth noting that in statement 3, 14.3% of students disagreed about their ability to understand the speed of the speaker. Lastly, in statement 4, 66.7% of students agreed or strongly agreed that the language used in TED Talks is understandable. Overall, the mean scores for all four statements were below the neutral midpoint of 3, indicating positive perceptions of convenience. This suggests that students find it relatively easy to understand the pronunciation of speakers on TED Talks, comprehend the content despite a limited vocabulary, understand the speaker's speed, and find the language used in TED Talks to be understandable. The mean scores for all statements ranged from 2.05 to 2.33, which suggests a positive perception of convenience. The standard deviations were relatively low, indicating a certain level of agreement among the students.

b. Perception of Benefits

The students showed positive perceptions of the benefits associated with using TED Talks. In statement 1, a majority of students (80.9%) either strongly

agreed or agreed that they are interested in using TED Talks to learn and practice listening skills. For statement 2, 80.9% of students agreed or strongly agreed that TED Talks are an effective medium for practicing listening skills. In statement 3, 66.7% of students agreed or strongly agreed that TED Talks are simple or easy to use. Lastly, in statement 4, a significant number of students (80.9%) either strongly agreed or agreed that using TED Talks as a medium for learning listening skills is very useful. The mean scores for statements 1, 2, and 3 were slightly above the neutral midpoint of 3, indicating positive perceptions of benefits, while statement 4 had a mean score below 2, indicating a strong agreement. This implies that students are interested in using TED Talks for learning and practicing listening skills, perceive TED Talks as an effective medium for practicing listening, find them simple or easy to use, and consider them highly useful for learning listening skills. The mean scores for all statements ranged from 1.86 to 2.10, indicating positive perceptions of benefits. The standard deviations were relatively low, suggesting a certain level of agreement among the students.

c. Perception of Interests

The students generally expressed positive interests in relation to TED Talks. For statement 1, a majority of students (76.2%) either strongly agreed or agreed that TED Talks are very helpful in improving listening skills. In statement 2, 76.2% of students agreed or strongly agreed that TED Talks can provide a wide range of ideas. Regarding statement 3, 66.7% of students agreed or strongly agreed that TED Talks are an effective medium for teaching and learning, especially for listening comprehension. Lastly, in statement 4, 71.4% of students either strongly agreed or agreed that TED Talks give them personal motivation to keep learning new things. The mean scores for all four statements were around 2, indicating positive perceptions of interests. This indicates that students find TED Talks helpful in improving their listening skills, believe that TED Talks offer a wide range of ideas, consider them as effective mediums for teaching and learning, especially for listening comprehension, and feel personally motivated to keep learning new things through TED Talks. The mean scores for all statements were around 2.00, indicating positive perceptions of interests. The standard deviations were relatively low, suggesting a certain level of agreement among the students.

Overall, the findings indicate that the students have favorable perceptions of convenience, benefits, and interests associated with using TED Talks for learning

and practicing listening skills. These findings suggest that TED Talks are considered a useful resource by the students, providing convenience, various benefits, and personal motivation. Incorporating TED Talks into language education programs may enhance the students' listening skills, broaden their knowledge, and foster their enthusiasm for learning.

CONCLUSION AND SUGGESTION

1. Conclusion

In conclusion, the findings from the study indicate that the students have positive perceptions regarding the convenience, benefits, and interests associated with using TED Talks for learning and practicing listening skills. The students find it convenient to understand the pronunciation of speakers, comprehend the content despite limited vocabulary, understand the speaker's speed, and find the language used in TED Talks understandable. They also perceive various benefits in using TED Talks, including their effectiveness for practicing listening skills, their simplicity and ease of use, and their usefulness for learning listening skills. Additionally, the students exhibit a strong interest in using TED Talks, considering them helpful in improving listening skills, a source of diverse ideas, an effective medium for teaching and learning, especially for listening comprehension, and a personal motivation for continuous learning.

These findings highlight the potential of incorporating TED Talks into language education programs as a valuable resource for enhancing listening skills, expanding knowledge, and motivating students to engage in learning activities. The positive perceptions of convenience, benefits, and interests expressed by the students suggest that TED Talks can effectively support language learning initiatives and provide an engaging and meaningful learning experience.

2. Suggestion

Based on the discussion above, here are some suggestions for researchers, teachers, and students:

a. For Researchers

- 1) Further investigate the effectiveness of using TED Talks as a learning resource for improving listening skills, language comprehension, and motivation.
- 2) Explore the impact of TED Talks on other language skills such as speaking, vocabulary acquisition, and cultural understanding.

- 3) Conduct longitudinal studies to assess the long-term effects of incorporating TED Talks into language education programs.
- 4) Investigate the specific features of TED Talks that contribute to their perceived convenience, benefits, and interests for language learners.
- 5) Explore individual differences in students' perceptions and preferences regarding TED Talks, taking into account factors such as proficiency level, learning styles, and cultural backgrounds.

b. For Teachers

- 1) Consider integrating TED Talks into language courses as authentic and engaging listening materials.
- 2) Design learning activities that utilize TED Talks to enhance students' listening comprehension, vocabulary development, and critical thinking skills.
- 3) Provide guidance and support to help students navigate TED Talks effectively, such as selecting appropriate talks, using subtitles, and utilizing interactive features.
- 4) Encourage students to actively engage with TED Talks through discussions, reflection activities, and presentations.
- 5) Stay updated with new TED Talks and incorporate a variety of topics and speakers to cater to diverse interests and learning preferences.

c. For Students

- 1) Take advantage of TED Talks as a valuable resource for language learning and skill development.
- 2) Explore different TED Talks that align with your interests and goals to make the learning experience more enjoyable and meaningful.
- 3) Actively engage with TED Talks by taking notes, practicing pronunciation, and discussing the content with peers.
- 4) Utilize subtitles and interactive features to enhance comprehension and vocabulary acquisition.
- 5) Reflect on the personal benefits and motivation gained from using TED Talks and incorporate them into your language learning journey.

Overall, the findings suggest that TED Talks offer a convenient, beneficial, and interesting avenue for language learning. Researchers, teachers, and students can leverage TED Talks to enhance the learning experience, promote active engagement, and foster a love for language learning.

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