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**TED TALKS VIDEO: A TECHNOLOGY TO TEACH LISTENING SKILL**

Fitri Novia, Ratna Nery, Ria Almukni  
Universitas Islam Ogan Komering Ilir Kayuagung  
novia\_f@uniski.ac.id, ratnanery110578@gmail.com, almukniria@gmail.com

**ABSTRACT:** In the development of ICT, TED Talks Video as an authentic video can be used in listening classrooms. The use of real videos in listening comprehension lessons, like TED Talks, may enhance listening in English. Consequently, the study's goal was to determine whether or not students who were taught using the TED Talks Video application and those who were not had significantly different listening skills. It employed a quasi-experimental design. The eleventh graders at SMA Negeri 1 Pampangan participated in this study. The sample was selected by using a purposive sampling technique. The cloze test was used to obtain the data. A T-test was used to analyze the data. Based on the results of the independent sample t-test, the independent sample t-test result showed that the t-test obtained (2.825) was higher than the t-table (2.00) and  $p$ -value (0.000) was smaller than the  $\alpha$ -value (0.05). It was shown that students who were taught using the TED Talks Video application had significantly better listening skills than those who were not. In conclusion, the TED Talks Video could be used to solve students' problems in listening skills. The TED Talks Videos can be used by English teachers as authentic listening materials and teaching aids.

**Keywords:** *Listening skill, TED talks video, Technology*

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**TED TALKS VIDEO: TEKNOLOGI UNTUK MENGAJARKAN  
KETERAMPILAN MENDENGARKAN**

**ABSTRAK:** Dalam perkembangan ICT, TED Talks Video sebagai video otentik dapat digunakan di kelas listening. Penggunaan video nyata dalam pelajaran pemahaman mendengarkan, seperti TED Talks, dapat meningkatkan kemampuan mendengarkan dalam bahasa Inggris. Oleh karena itu, tujuan penelitian ini adalah untuk mengetahui apakah siswa yang diajar menggunakan aplikasi TED Talks Video dan yang tidak memiliki perbedaan keterampilan mendengarkan secara signifikan. Ini menggunakan desain kuasi-eksperimental. Siswa kelas sebelas di SMA Negeri 1 Pampangan berpartisipasi dalam penelitian ini. Sampel dipilih menggunakan teknik purposive sampling. Uji Cloze digunakan untuk memperoleh data. Uji-t digunakan untuk menganalisis data. Berdasarkan hasil uji t sampel independen, hasil uji t sampel independen menunjukkan bahwa uji t yang diperoleh (2,825) lebih tinggi dari t tabel (2,00) dan Pvalue (0,000) lebih kecil dari nilai (2,000). 0,05). Hal ini menunjukkan bahwa siswa yang diajar menggunakan aplikasi TED Talks Video memiliki keterampilan mendengarkan yang jauh lebih baik dibandingkan mereka yang tidak. Kesimpulannya, Video TED Talks dapat digunakan untuk memecahkan masalah siswa dalam keterampilan mendengarkan. Video TED Talks dapat digunakan oleh guru bahasa Inggris sebagai bahan mendengarkan dan alat bantu pengajaran yang autentik.

**Kata kunci:** *Keterampilan mendengar, TED talks video, technology*

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## INTRODUCTION

Listening is necessary because it requires input to understand the meaning of the foreign language. Maharani et al., (2021) claimed that because listening offers input that language learners must understand to learn anything, it is crucial for language learning. Students' ability to listen requires them to develop the language they need to comprehend information (Astika and Kurniawan, 2020). As a result, listening must be mastered before pupils can learn and improve other skills like reading, speaking, and writing. It suggests that without great listening abilities, people typically cannot communicate effectively with others. To help their thoughts in understand what someone is saying, students need to develop their listening abilities.

Particularly in a foreign language classroom, listening to practice is quite difficult. Students find it challenging to listen because native speakers speak quickly, which renders it hard for them to understand what is being said. Listening, one of the most crucial English skills is the hardest skill experienced by students from junior high school to university because it uses English syntax and structure in conversation and occasionally speaks too quickly for ESL learners (Masykuri, 2022). Due to the limitation of listening resources and media encouraging the students to practice their listening abilities, listening skill is not optimally practiced in Indonesia (Fahmiansyah and Abdulrahman, 2018).

Furthermore, students could try to comprehend every word they hear which can be overwhelming and make it challenging to comprehend the message as a whole. Suryani and Novia (2017) stated that the student is attempting to comprehend each word, but they are unaware of the key phrases in the material. Babayigit (2019) reported that there are several reasons why listening skills are neglected in classrooms. First of all, the majority of teachers assume that pupils arrive at school with the ability to listen. Due to this presumption, very few educators concentrate on techniques that can help pupils listen effectively. Additionally, some teachers allocate an enormous portion of their time to reading and writing instruction because they regard the improvement of their student's reading and writing abilities highly.

Technology is a useful tool for both teachers and pupils. This tool can be used variously. Free online resources, instructional materials, and other opportunities for effective learning may be highly valuable for kids, teachers, and parents. TED is one of the technologies that can be used to teach listening skills. An organization dedicated to promoting ideas called TED, which stands for Technology, Entertainment, and Design, is available online. Videos of brief, impactful talks, often lasting 20 minutes or less, can be found on [ted.com](https://www.ted.com) or their YouTube account. This brief talk format is effective since it only requires a brief period of the audience's attention (Astika and Kurniawan, 2020). A variety of topics including business, design, marketing, self-improvement, technology, and global challenges are covered in TED videos. Videos from TED can be shared. The links are simple to publish on social media or download as offline resources for learners. As long as a person has access to the Internet, they can watch TED Talks from anywhere at any time. According to Maharani et al., (2021), students can practice listening skills at their convenience using TED Talks, a learning resource that can be accessed on any device with an internet connection.

Moreover, the content from TED Talks is authentic and students become more eager to hear English when they watch TED Talks (Puspita and Amelia, 2020). TED Talks videos that focus on educational context can be used as instructional media or authentic listening sources to make the learning process more creative and interesting.

The note-taking, listening, and conversation skills of pupils can be greatly enhanced by watching TED Talks videos because the presenter's real-world experiences or the task they are engaged in during class may attract students' interest (Fahmiansyah and Abdulrahman, 2018). Most students said that watching TED videos frequently helped them increase their enthusiasm, learn new words, and enhance their listening fluency and understanding (Gavenila et al., 2021). Damayanti and Sumarningsih (2022) also stated that students' interest and motivation to participate in listening activities can be increased and led by TED-ED films.

Gunawan et al., (2023) claimed that TED Talks video improved students' listening comprehension, boosted their enthusiasm, and assisted them in becoming accustomed to hearing spoken English with various accents. When TED Talk videos are used in the classroom, a positive learning environment is created, and students are more interested and motivated to listen to and understand these lectures ((Kryeziu and Rugova, 2018). Tilwani et al., (2022) revealed that TED Talks enabled Indonesian EFL students to develop better listening comprehension. TED-Ed is helpful for language learning because it offers a variety of videos, particularly animated videos that the teacher can use to encourage the students to engage with the content in the video by responding to the questions, discussing it with peers, and getting deeper with the provided additional information (Merdianti et al., 2023). In terms of usefulness, complexity, and variety, participants gave TED Talk videos a positive impression and high rating as a tool for improving listening skills (Izzah et al., 2020). The purpose of this study was to find out whether or not there was a significant difference in listening skills between students who were taught by TED Talks and those who were not.

### **Implementing TED Talks Video for Listening Practice**

To make the learning process more creative and appealing, TED Talks videos that focus on the educational environment should be used as teaching media or authentic listening sources. Sanjmyatav and Sumiya (2020) explored that the authentic videos shown on Ted-Ed's website improve listening comprehension and encourage students to present their thoughts to others. Damayanti and Sumarningsih (2022), reported that the students would gain more vocabulary knowledge, improve their communicative abilities, and experience a fresh, innovative learning environment by watching TED Talks Video. According to Wu (2020), the procedure teaching listening by using TED video: (a). The students are asked to prepare themselves to listen to listening comprehension from TED Talk (b). The students are invited to a brief discussion about the material. (c) The students are introduced to TED talk. (d). The students are asked to write unknown words while listening. (e) The students watch a video of a TED Talk. (f) The students take note of unknown words. (g). The students are asked to discuss what they watched, who is the presenter, why they gave the video, and how effective it is, and share their opinions about the video in a group. (h) The students present the results of their discussion, and everyone chooses one person to deliver. (i) The students conclude the materials and the video from the TED Talk.

Since TED Talks is based online and accessible via the video platform YouTube, it also makes it simpler for others to access it (Nursafira, 2020). stated that TED is beneficial for teaching English as a foreign language because it combines many interesting characteristics that engage students and help them relate to the language used in real-world situations. Fahmiansyah and Abdulrahman, (2018) explored that the main benefits of using TED lectures in language classes are that most of them last between

five and fifteen minutes, making them an excellent resource for both classroom instruction and student assignments. The curiosity of learners can grow as a result of the presenters' experiences or the task they are engaged in. The TED Talks will have a significant impact on English language learners, considering the topic issue, in actively improving vocabulary, pronunciation, and listening skills (Fitria, 2022).

## METHODOLOGY

In conducting this study, a quasi-experimental design was used. The population in this study was all the eleventh-grade students of SMA Negeri 1 Pampangan. A purposive sampling technique was used in this study. Two groups were taken as samples based on some characteristics, such as having the same total number and being taught by the same teacher of English. Based on criteria, class XI MIA.1 and class XI MIA.2 were chosen as the samples. To decide which one was experimental and which control groups, therefore flip of the coin was used. As a result, XI MIA.1 was selected as the experimental guidelines for the thesis listening group, and XI MIA.2 as the control group.

The data was collected using the listening test, in the form of a cloze task. The test was administered as pretest and posttest which was given to the experimental group and control group. The t-test was used to analyze the data. The t-test was used to compare between the experimental group and the control group.

## FINDINGS AND DISCUSSION

The result of the paired sample t-test in the experimental group showed that the t-obtained was 20.575 at the significant level  $p < 0,05$  in two-tailed testing with  $df = 35$ . Since the  $p$ -value (0.000) was less than the  $\alpha$ -value (0.05) and the value of t-obtained (20.575) was higher than the t-table (2.04), it claimed that there was a significant improvement in listening skill before and after the treatment in the experimental group. By using TED Talks Video, students improved their listening skills.

The result of the paired sample t-test in the control group showed that the t-obtained was 12.086 at the significant level  $p < 0.05$  in two-tailed testing with  $df = 35$ . Since the  $p$ -value (0.000) was less than the  $\alpha$ -value (0.05) and the value of t-obtained (12.086) was higher than the critical value t-table (2.04), it claimed that there was a significant improvement in reading before and after the treatment in the control group.

Table 1. Result of Dependent T-test

Group	Mean	Std. Deviation	t-obtained	df	Sig. (2 tailed)
Post-test experimental – pre-test experimental	28.47	8.303	20.575	35	0.000
Post-test control – pre-test control	19.778	9.819	12.086	35	0.000

Based on the independent sample t-test, it was found that the mean difference between the post-test scores in the experimental and control groups was 22.722 at the significant level  $p < 0,05$  in two-tailed testing with  $df = 70$ , t-obtain was 9.024, and the critical value t-table 2.00. Since the t-obtained (9.024) was higher than the t-table (2.00) and the  $P$ -value (0.000) was less than  $\alpha$  value (0.05). It showed that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. It meant that there was a

significant difference in listening skills between the students who were taught by using TED Talks Video and that those of who were not. TED Talk Videos improved listening skills.

*Table 2.* Result of Independent T-Test

Group	Mean difference	Std. Error Difference	t-obtained	df	Sig. (2 tailed)
Posttest experimental – control	22.722	2.518	9.024	70	0.000

TED Talk videos were very helpful for students to practice their listening ability. After class, some students like to watch TED Talks videos and work on TED Talks on their own. It was a great tool for encouraging students to practice their listening skills. Additionally, the TED Talk Video has an original interactive transcript component embedded into the talk itself so that the students can understand the video and improve their vocabulary. The students were encouraged to give more attention by watching TED movies, which increased their focus and engagement during the listening process. Simultaneously listening and watching videos was an enjoyable experience. The students could relate to their prior knowledge by watching an interesting TED video. TED Talks Video helped participants improve their listening skills. Damayanti and Sumarningsih (2022) claimed that the animated movies selected from the TED Talks Video websites can be an effective way to provide current listening resources to the listening class that address specific issues and topics.

TED Talks Video in language instruction assisted students in increasing their motivation, enriching their educational experience, achieving higher grades, and developing their capacities for better subject learning. This study was linked with Wu (2020), that using TED Talks in the classroom may help students improve their vocabulary, listening skills, and motivation to explore their interests on their own. Fahmiansyah and Abdulrahman (2018) proved that the TED Talks video was effective in increasing students' vocabulary and listening skills. TED Talks Video could help students to increase motivation in developing listening skills by choosing interesting topics. The use of the TED YouTube channel has been proven to motivate students to practice English listening skills (Ratnaningsih and Gumiandari, 2022). It can be concluded that TED Talks Videos as instructional media improved students' listening skills.

**CONCLUSION**

Based on the independent sample t-test, there was a significant difference in listening skills between the students who were taught by using TED Talks Video and those who were not. TED Talks might help students improve their vocabulary, listening skills, and enthusiasm to select interesting topics. By having access to the well-known audiovisual input of TED-ED movies, students can improve their listening skills and benefit from a new, advanced learning process in which they learn about real-world issues through the videos. In conclusion, the TED Talk Video improved the listening skills of eleventh-grade students at SMA Negeri 1 Pampangan.

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