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TECHNOLOGY ENTERTAINMENT DESIGN (TED) TALKS TO STIMULATE EXTENSIVE LISTENING SKILLS

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Abstract: Listening in a foreign language can be challenging for learners. In the present era of education, technology plays a crucial role in facilitating learning through various tools. Mobile apps that utilize TED Talks for language learning can offer an innovative and effective approach to improving language skills. This research aims to investigate how students learn extensive listening through TED Talks and to determine the benefits of using TED Talks in extensive listening classes. This research is a case study under the approach of qualitative research and using case study. Participants in this research consisted of fourteen students majoring in English education at one of the higher education institutions in Ciamis, who were selected using a purposive sampling technique. The data collection method used in this current study included questionnaires, interviews, as complementary methods. To confirm the analysis of reliability, the researcher used a source of triangulation data by collecting, sorting, interpreting and concluding data. The results of research on the use of TED Talks to stimulate listening skills extensively showed that 50% of the students chose "interesting" and 50 % of the students chose "Translation" and "Transcription" as strategies for learning using TED Talks. The results of the questionnaire analysis showed that the use of the TED Talks method was effective in helping students with extensive listening. From the results of interviews, students stated that the TED Talks were recommended tools for learning material to stimulate extensive listening skills. It can be concluded that TED Talks can improve students' ability to develop extensive listening skills, stimulate their English listening, and motivate them to learn more.

Keywords: anxiety; assessment; challenges; speaking

INTRODUCTION

Listening in a foreign language can be challenging for learners. It is also considered a complex skill that involves paying attention and understanding spoken language. It can be challenging for learners due to various factors such as recording quality, accents, vocabulary,

speed, idioms, and expressions. This is strengthened by Hue, (2019) who states that listening is crucial in language teaching since it offers the learner knowledge. Rather than being able to understand insight at the correct level, learning will not start (Fayzullayeva Nigina, 2023). It requires active engagement, patience, and a positive attitude to make mistakes and learn from mistakes to continue practicing listening skills (Gilakjani & Sabouri, 2016). As mentioned by Putri, (2022), "Listening is of greater importance in foreign language classrooms." It means that the skill of listening holds a significant and central role in the context of learning a foreign language.

Based on EF *Education First* 2022 surveys, Indonesia ranks 81st out of 111 countries assessed in the English proficiency index. Indonesia ranks 4th among the 8 ASEAN nations. This indicates that students must improve their English proficiency. These statistics show that Indonesia has a unique generation gap among Asian countries. In Indonesia, 18-20-year-olds have lower competence levels than 26–30-year-olds. This means that young adults (students) are expected to study with more excellent proficiency. Students must be aware that schools and books are no longer the only learning resources for English. They must be able to learn independently (Nguyen, et al. (2024) to develop their critical thinking and problem solving.

In the present era of education, technology plays a crucial role in facilitating learning through various tools. In line with Chang & Lin, (2020), technology and internet accessibility, learning English is accessible through the Internet; all the resources like journals, books, articles, videos, and more are available all over our fingertips through the Internet now. Likewise, Mobile-Assisted Language Learning (MALL) harnesses the power of technology to revolutionize language education. Through smartphones and tablets, learners can access a vast array of language-learning resources. So, mobile apps that utilize TED Talks for language learning can offer an innovative and effective approach to improving language skills. The TED platform can also be used as an alternative academic listening method.

This research investigated how student learning strategies are used to stimulate extensive listening through the use of TED Talks. Ahluwalia (2018) reports on the beneficial value of watching TED Talks videos for students. Loya & Klemm (2016) and Thi & Nguyen (2024) investigate TED talks which are a useful resource to increase students' engagement in TEFL and trigger them to communicate in everyday situations. Wahyuni & Inayati (2022) reveals that listening involves mental processing of auditory information to aid comprehension. Still, limited previous studies on related topic, particularly, involving the students of English education department at one university in Ciamis, have been analyzed and the researcher intends to fill in the gaps from their TED talks through extensive listening. Thus, the focus of the research is the domain of listening learning.

METHOD

This study used qualitative methods because this research method focused on observations and analysis, and collected more varied data on the phenomenon of extensive listening and learning to use TED Talks media. In this research, the researcher used a case study design. A case study is defined by Cresswell cited in Little et al., (2002) as an appropriate method when the investigator has definite cases with well-defined characteristics and the objective is to explain or compare these cases in detail. The research participants in this study consisted of fourteen students in the English education department at one university in Ciamis. The researcher used questionnaires and interviews to conduct research as a complementary method for data. The data analysis comprises collecting, sorting, interpreting and concluding the data.

FINDING AND DISCUSSION

The present study investigates how students learn extensive listening through TED Talks and to determine the benefits of using TED Talks in extensive listening classes. The primary data were collected through questionnaires and interviews. The following elaboration delineates the findings and the discussion of the present study.

Findings

The researcher used three research instruments: questionnaires and interviews. The following steps were used to collect data for this study. The first step, the list given to students, consisted of 10 questionnaires. This questionnaire is about student perceptions about using TED Talks as a medium for extensive listening learning. In distributing the questionnaires, the researcher distributed them to students who filled them out via the Google form and then placed a checklist in the answer column, after which the researcher processed the answers.

The second step is to conduct interviews with students. The interview was conducted after collecting a questionnaire consisting of 6 questions. This interview is about the benefits of using TED talks as an extensive listening and learning medium. Additionally, the students were given an interview using WhatsApp to share their experience and how they perceive the use of TED Talks to stimulate extensive listening skills. Furthermore, the writer summarized and checked the data with the following formula:

$$Percentage = \frac{\text{number of frequency}}{\text{Total}} \times 100$$

The formulation above helps the researcher to show the percentage of students' answers to the questionnaire on the use of TED Talks to stimulate extensive listening.

As previously mentioned, the first research question concerning "Students' background knowledge about TED Talk in Teaching Extensive Listening?"

The questionnaire was handed to 14 students to collect the data from the Likert scale questionnaire. The following Figure 1 is data from the questionnaire:

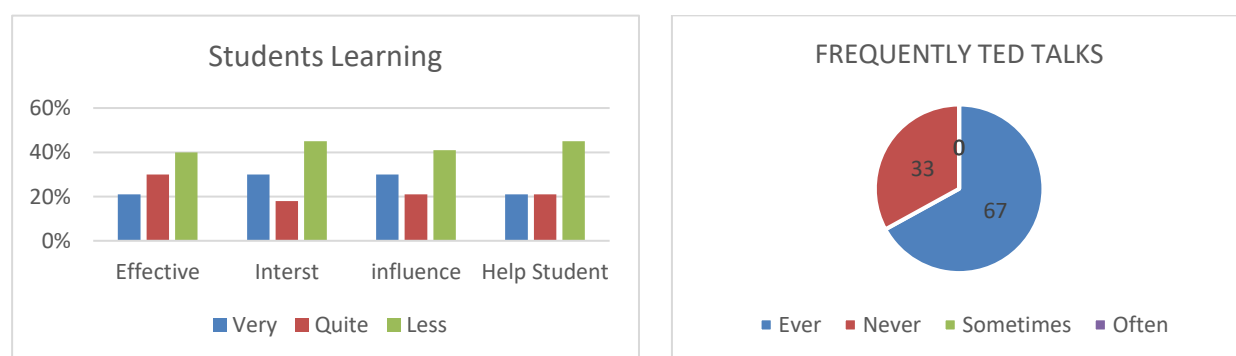


Figure 1 Students learning and frequently TED Talks

Based on the data of the research from the questionnaire instrument, the Figure 1 explains the students interest and help using ted talks to learn extensive listening. It seems like using TED Talks as a tool for practicing extensive listening can be effective for students.

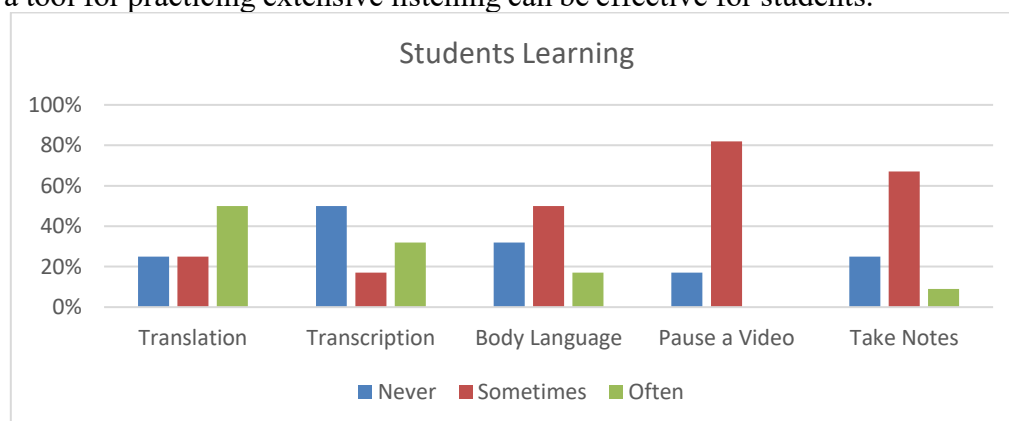


Figure 2 The students learning

Based on the data of the research from the questionnaire instrument, the Figure 2, there is a significant disparity in the familiarity and usage of different techniques for learning TED Talks as a tool for listening strategies. The figure shows that 50% of the students are familiar with using translation and transcription methods. These techniques are generally more commonly used for language learners to stimulate their extensive listening skills, as they aid in understanding the meaning of spoken words and phrases.

On the other hand, the data reveals that many students have not used other techniques such as body language, pausing videos, and note-taking to learn TED Talks and stimulate their extensive listening skills. As many as 50% of students have never used body language to learn when using TED Talks. Similarly, 83.33% of students have never used the pause video to aid their learning. Lastly, as many as 66.67% of students have never used note-taking to help them learn TED Talks and stimulate their extensive listening skills. Overall, the data highlights the need for learners to explore and utilize a variety of techniques to stimulate their extensive listening skills while learning TED Talks. While some techniques, such as translation and transcription, are more commonly used, other techniques such as body language, pausing videos, and note-taking students are not familiar with the techniques to stimulate extensive listening skills.

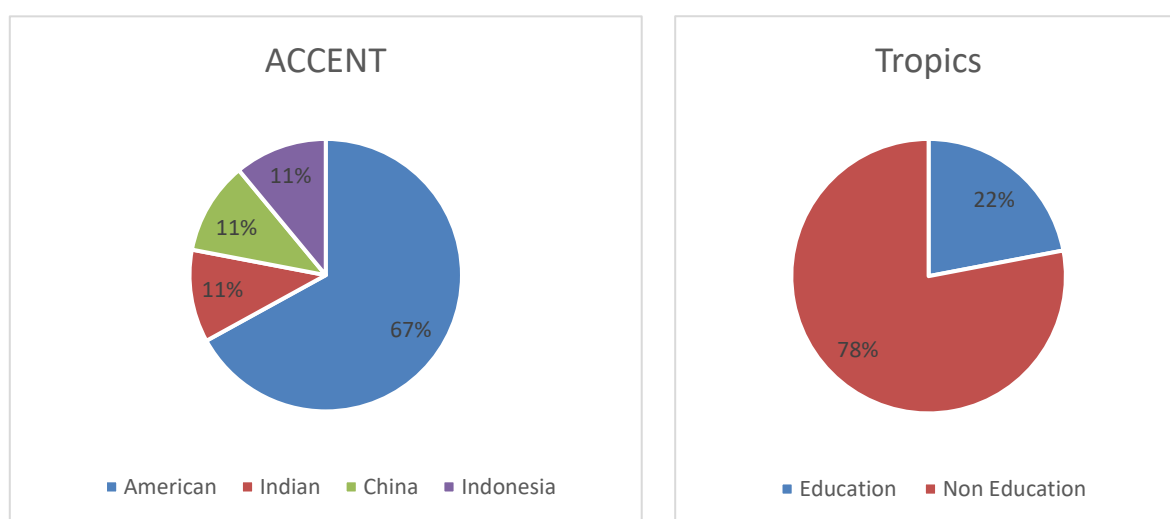


Figure 3 Accent and topic

Based on Figure 3, the selection of topics is also very influential on the decision of students to make a video. TED Talk, based on these data, shows that students are interested in non-educational topics are 78% more than in educational ones (22%). They enjoyed listening to a wide variety of topics.

The second research question is “The Benefit of Students Using TED Talks to Stimulate Extensive Listening”. The researcher analyzed the benefits of using TED Talks in extensive listening skills by using a semi-structured interview. The result was that the use of TED Talks in learning extensive listening skills was helpful and recommended because students thought that the TED Talks effectively stimulated their skill in extensive listening.

Discussion

The purpose of this research was to find out how students learn extensive listening through TED Talks and to determine the benefits of using TED Talks in extensive listening classes. The researcher used a questionnaire to answer the first question and discussed how students learn about TED Talks to stimulate extensive listening skills. The first component was the students' background about TED Talks for learning extensive listening. The result of the study states that TED Talks are an interesting video for students to learn extensive listening. This statement is supported by Thi & Nguyen, (2024) in that TED talks are a useful resource for teaching English as a foreign language

because they have many options that attract students' interest and involve them in communication in everyday situations.

The second component was about student learning using TED Talks to stimulate extensive listening. The result of the study explored the utilization a variety of techniques to stimulate their extensive listening skills while learning TED Talks. While some techniques, such as translation and transcription, are more commonly used, other techniques, such as body language, pausing videos, and note-taking, are not familiar with these techniques to stimulate extensive listening skills. Translation and transcription are considered cognitive strategies in listening because they directly involve the mental processing of auditory information to aid comprehension. This is in line with Wahyuni & Inayati, (2022) who revealed that cognitive strategy involves the use of various mental processes such as attention, perception, memory, and problem-solving to understand and process information.

In the second finding, based on interview sessions administered to students, the researcher found that student TED Talks offer significant benefits to students seeking to stimulate their extensive listening skills. The diversity of topics means students can choose talks aligned with their interests, facilitating engagement and motivation. In line with Ahluwalia, (2018), the data revealed that students gain benefits from watching TED videos. In short, many students have a focus on TED Talks that increases not only their listening skill but also their other language.

CONCLUSIONS

The results of the questionnaire analysis showed that the use of the TED Talks method was effective in helping students with extensive listening. The results of the interview session which were used to answer the second research question further describe students' benefits using TED Talks to stimulate extensive listening. From the results of interviews, students stated that the TED Talks were recommended tools for learning material for stimulating extensive skills. Based on the findings of this study, it can be concluded that the integration of Technology Entertainment Design (TED) Talks as a medium for extensive listening significantly supports the development of students' English listening skills. In conclusion, the use of TED Talks contributes significantly to the advancement of extensive listening skills among English learners. This study underscores the importance of incorporating technology-based and real-world content in language education. Future educators are encouraged to utilize such multimedia resources to foster more interactive, enjoyable, and effective learning experiences in the EFL classroom. Future research are suggested to an advancement from the aspect of methodology especially the large number of participants and their background.

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