

EFL STUDENTS' EXPERIENCES OF EMPLOYING TED-Ed TO ENGAGE WITH EXTENSIVE LISTENING

A THESIS

**Submitted in Partial Fulfillment of The Requirements for the
Degree of *Sarjana Pendidikan* in English Education**



By :

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SN. 2520003

**ENGLISH TADRIS STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEEGRI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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2024**

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With Extensive Listening

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, disampaikan terima kasih.

Wassalamu 'alaikum Wr.Wb.

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MOTTO

“Regarding any matter, I pray as best I can. Next, let Allah choose the best for me. Because I know, I don’t know enough. While Allah knows everything.”

(Ustadzah Halimah Alaydrus)

“Whatever is your destiny, it will find a way to find you.”

(Treasure)



ABSTRAK

Penggunaan teknologi dalam pembelajaran bahasa Inggris sebagai bahasa asing (EFL) telah menjadi topik yang diminati dalam penelitian pada beberapa tahun terakhir. Salah satu teknologi yang telah digunakan secara luas adalah TED-Ed, sebuah platform pembelajaran daring yang menyediakan video inspiratif dan informatif. Penelitian ini bertujuan untuk mengeksplorasi pengalaman mahasiswa EFL dalam menggunakan TED-Ed untuk meningkatkan keterlibatan mereka dalam kegiatan mendengarkan ekstensif. Penelitian ini menggunakan analisis naratif dengan model analisis tematik. Partisipan yang terlibat dalam penelitian ini adalah tiga orang mahasiswa pendidikan Bahasa Inggris yang telah mengikuti mata kuliah extensive listening di sebuah kampus Islam di Pekalongan, Jawa Tengah. Penelitian ini mengumpulkan data dengan melakukan weekly listening log dan wawancara semi terstruktur. Hasil dari penelitian ini menunjukkan secara umum mahasiswa EFL memiliki kesan yang positif dalam penggunaan TED-Ed dalam pembelajaran ekstensif listening. Mahasiswa EFL dapat memperkaya kosakata mereka melalui animasi dalam TED-Ed. Mereka juga merasakan bahwa dengan penggunaan native speaker dalam TED-Ed dapat membantu mengembangkan pelafalan mereka dalam berbahasa Inggris. Durasi yang singkat dalam setiap video TED-Ed juga membantu meningkatkan pemahaman mereka terhadap sebuah informasi dan pengetahuan baru dalam ekstensif listening. Selain pengalaman positif, penelitian ini menunjukkan bahwa mahasiswa EFL memiliki strategi dalam menggunakan media audiovisual ini. Mahasiswa EFL menggunakan fitur playback-speed untuk memperjelas materi dari video yang mereka tonton. Mereka juga memanfaatkan fitur main-paused untuk mengeksplorasi makna kata dan kalimat dalam video TED-Ed yang mereka tonton. Penelitian ini menekankan bahwa penggunaan TED-Ed bisa menjadi pilihan yang bagus dan efektif sebagai media pembelajaran di kelas ekstensif listening ataupun self-regulated learning.

Kata kunci : Extensive Listening, TED-Ed, Students' Experience

ABSTRACT

The use of technology in learning English as a foreign language (EFL) has become a topic of research interest in recent years. One technology that has been widely used is TED-Ed, an online learning platform that provides inspirational and informative videos. This study aims to explore EFL students' experiences in using TED-Ed to increase their engagement in extensive listening activities. This research uses narrative analysis with a thematic analysis model. The participants involved in this research were three English language education students who had taken extensive listening courses at an Islamic campus in Pekalongan, Central Java. This research collected data by conducting weekly listening logs and semi-structured interviews. The results of this research showed that EFL students had a positive experience of using TED-Ed in extensive listening. The EFL students could enrich their vocabulary through animations in TED-Ed. They also felt that using native speakers in TED-Ed could help develop their pronunciation in English. The short duration of each TED-Ed video also helped increase their understanding of new information and knowledge in extensive listening. Apart from positive experiences, this research portrayed that EFL students had strategies in using this audiovisual media. The EFL students used the playback-speed feature to clarify material from the videos they watched. They also used the main-paused feature to explore the meaning of words and sentences in the TED-Ed videos they watched. This research emphasizes that the use of TED-Ed can be a good and effective choice as a learning medium in extensive listening or self-regulated learning classes.

Keywords : Extensive Listening, TED-Ed, Students' Experience

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my final project research entitled **EFL STUDENTS' EXPERIENCES OF EMPLOYING TED-Ed TO ENGAGE WITH EXTENSIVE LISTENING** could be completed. It was submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfil one of the requirements for a Bachelor's Degree in English Education. This study was accomplished because of many supports from several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

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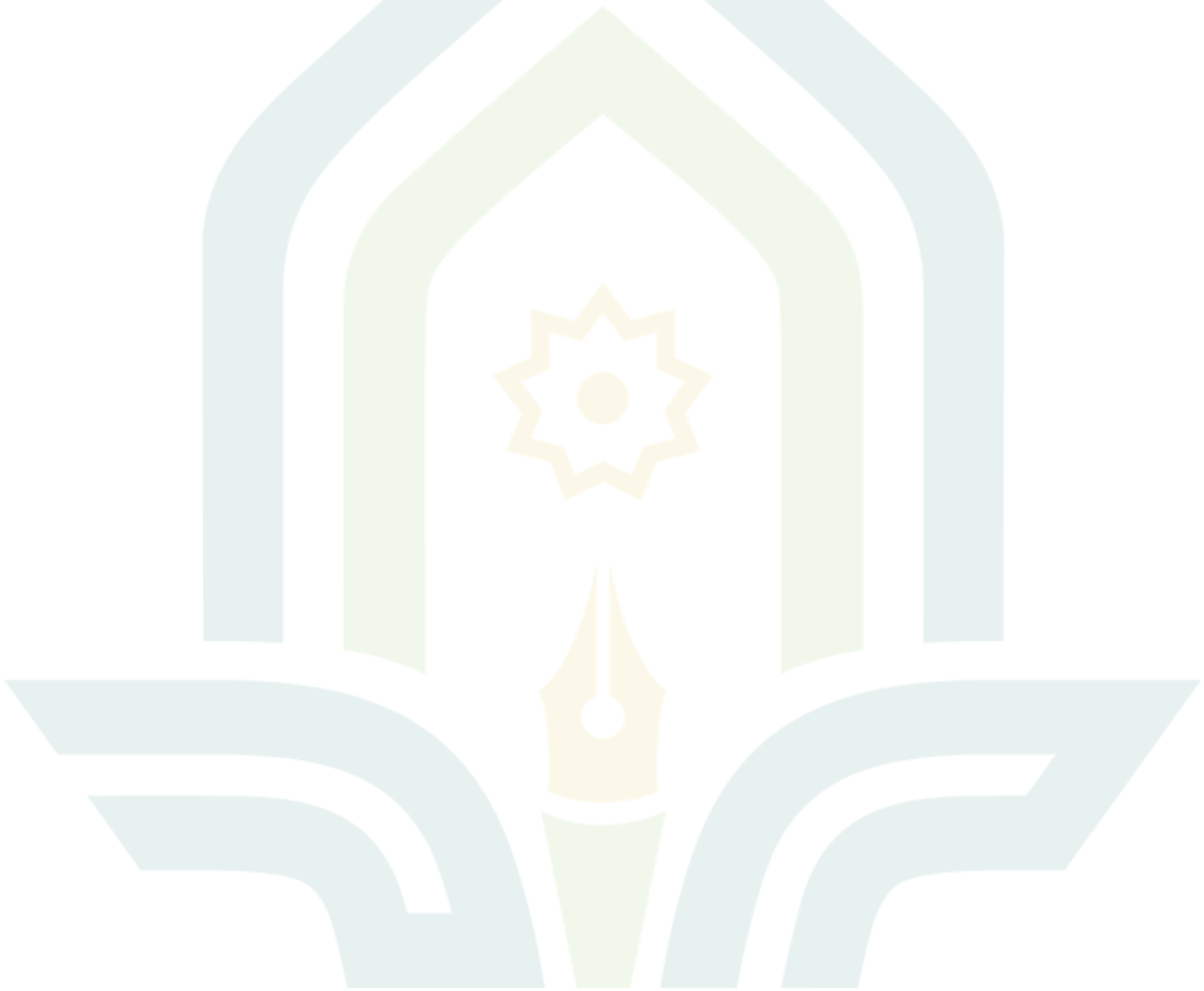
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CHAPTER I

INTRODUCTION

1.1 Background of The Study

Listening skills cannot be separated from the language learning process. According to Soraya and Anas (2021), listening skills are a very essential aspect of language skills, especially in the process of learning a foreign language. Apart from improving grammar and increasing vocabulary, having listening skills can influence pronunciation. Field (2008) argues that listening carefully and detecting differences between native and target language sounds is the key to improving pronunciation.

However, listening skills are often neglected by language teachers in the context of teaching a second language or foreign language rather than other language skills. “Listening skills however have been long neglected in second language acquisition, teaching, assessment, and research” (Metruk, 2018, p.3). This is because each student’s learning style is different, which becomes an obstacle in finding the right method to apply in class. According to Brown (2015), some students are better at learning visually or practically, while others are more successful at learning auditory so that providing a variety of learning styles in learning can help students with their difficulties. In the EFL context, teachers should give students more exposure to the target language by including extensive listening.

The learning style of extensive listening can help students’ difficulties because extensive listening can use audiovisual media that can be adjusted to students’ interests. Extensive listening can be defined as a type of listening activity that allows students to receive a lot of listening input that is understandable and enjoyable. Day (2002) considers enjoyable extensive listening is an effective way to improve comprehension of spoken language by listening to interesting and challenging content, with engage our brains fully in the learning process, thereby increasing our ability to understand language naturally. This activity can take the form of teacher-directed dictation, reading aloud, or listening for pleasure that is

self-directed and done outside the classroom. There is emerging evidence that simply listening to understood material through simple, familiar classes such as dictation and reading aloud can improve EFL skills. Renandya and Ferrell (2010) believe that extensive listening is a type of approach that helps EFL students overcome their listening problems.

Various materials for listening media should be available on various topics and easily accessible to students. “Extensive listening can take place in the language classroom and outside, at a time that is convenient for learners, and through carrying out what they enjoy doing” (Reed & Jone, 2022). Simple and enjoyable listening activities such as audio-visual listening is at least as good or better than strategy-based teaching. According to principle of extensive listening from Day and Bamford (2002), that through the internet students can find many listening sources such as TED or YouTube. The use of audio-visual listening sources from the internet in extensive listening classes is not new. Many researchers have proven that this is an effective method in extensive listening classes. According to Nunan (2016), the use of audiovisual media in extensive listening classes can enrich material variations and present real-life contexts to students. They can connect to different cultures and social situations through authentic visual and auditory experiences. By using audio-visual media, students can collect new vocabulary and know how to pronounce it well. Usually, they will find new words and immediately look for their meaning and spelling. Harmer (2002) states that improving students listening skills is important since it helps students gain many valuable language inputs. Internet-based audio-visual media that can be used in extensive listening classes is TED-Ed.

TED-Ed which was first introduced in 2012, is an educational resource that focuses on innovation, creativity and deep learning in various fields, with the aim of inspiring and educating students and educators around the world. This internet-based audio-visual media has the motto “Lessons Worth Sharing” which is one of the audio-visual media that can be used in

extensive listening classes. Following its motto, this media shares various useful knowledge in the form of educational shows that last less than 10 minutes and are visualized in an animated, eye-catching, and easy-to-understand way. TED-Ed can be accessed anytime and anywhere through a website with the link <https://ed.ted.com/>. Khan (2013) states, TED-Ed is a way for us to attract students in a very interesting way. Therefore, the videos also teaching vocabulary, grammar, pronunciation, phrases, and meaning. Based on the nature of audio-visual media, TED-Ed has many advantages for use in the listening class. TED-Ed delivers high-quality videos, flexible access, using an innovative approach to presenting shows and using animation, images, and engaging narrations to make it easier to understand complex concepts. The advantages of TED-Ed as an audio-visual media have made it a popular and influential learning media. TED-Ed has successfully combined an innovative approach with rich educational content. Dweck (2006) believes that their videos help students gain a deep understanding of complex topics, while also promoting critical thinking and creativity.

The experience of several EFL students was greatly helped when using TED-Ed in the extensive listening class because the videos in TED-Ed are designed with interesting animations and attractive presentation styles that make EFL students more interested and involved in the learning process. Johnshon (2005) considers that animation can be the most powerful media in shaping thinking and imagination, especially in the digital era. Furthermore, students can access this media anywhere, making it very easy for them to study anywhere. However, there are some disadvantages in using TED-Ed that make EFL students feel uncomfortable using the media, such as short video durations in TED-Ed can present concise and focused ideas, but result in the topics being discussed are not complex and in-depth, so that students have to repeat watching the video and take longer to explore adequate understanding. Duarte (2010) believes that the short duration of a TED-Ed presentation demands clarity and

accuracy in conveying ideas. In addition, TED-Ed has limited subjects and tends to focus more on topics of inspiration and motivation, so students sometimes feel unchallenged by these topics. According to Merchant (2013), we need to admit that inspiration is not enough to bring great ideas to life.

EFL students' experience using TED-Ed is only as a learning medium for listening comprehension, not in extensive listening classes. Therefore, the researcher needs to conduct a deeper investigation into the students' experience of employing TED-Ed in extensive listening classes.

1.2 Research Questions

This study focuses on two research questions :

- 1.2.1 What are EFL students' experiences of using TED-Ed to engage in extensive listening?
- 1.2.2 What strategies are used of by the EFL students' in using TED-Ed when practicing extensive listening?

1.3 Research Objectives

In line with the research questions, this study aims to explore EFL students' experiences of using TED-Ed to engage with extensive listening and explain strategies are used of the EFL students' in using TED-Ed when practicing extensive listening.

1.4 Significance of the Study

The significance of this research is explained as follows:

- 1.4.1 Theoretical use : This research can contribute by providing knowledge and experience in the teaching and learning process, especially in the extensive listening class using TED-Ed audiovisual media.
- 1.4.2 Empirical use : The results of this study will be able to provide an empirical perspective on EFL students' experiences in using TED-ED as a learning medium in extensive listening classes.

1.4.3 Practical use : This study can inform EFL students that TED-Ed can be used as a learning media in extensive listening classes. For lecturers, this research will inform English lecturers about the use of TED-Ed in extensive listening classes which can attract students' attention and motivate them to learn English in a fun way.

1.5 Definition of Key Terms

To avoid misunderstandings about the terms in this study, the researcher gives several definitions related to this study as follows :

1.5.1 Extensive Listening

Extensive listening means all kinds of listening activities that allow the learner to receive lots of listening input that is understandable and enjoyable (Renandya & Farrel, 2010).

1.5.2 TED-Ed

TED-Ed is an extension platform of TED (Technology, Entertainment, Design), invented by Wurman in 1984 which is a non-profit organization dedicated to spreading ideas, usually in the form of short lectures and inspiring talks.

1.5.3 Students Experiences

Dewey (2004) describes student experience as a process of thinking and reflection that occurs in learning situations, which involves the active use of the students' minds and bodies.

CHAPTER V CONCLUSION

5.1 Summary of Findings

This research aims to determine the experiences and strategies of EFL students in using TED-Ed in extensive listening classes. From the research results, the researcher concluded that EFL students had positive experiences with the use of TED-Ed in extensive listening. Each feature in TED-Ed provides benefits such as animations can enrich vocabulary, the use of native speakers as speakers or voice overs can support pronunciation and the short duration of TED-Ed videos can increase understanding of the material presented in the videos. Apart from that, the researcher also concluded that the negative experiences felt by EFL students were subjective and varied, including their discomfort with color editing and visual effects in TED-Ed animations, and difficulty understanding the language in TED-Ed videos. These findings reveal that positive and negative experiences of EFL students as participants in using TED-Ed in extensive listening.

Through this research, the researcher found that EFL students also have strategies in using TED-Ed by utilizing the features in this media. The playback speed feature is used by EFL students to adjust the video speed so that the topics in the TED-Ed videos can be conveyed clearly. Meanwhile, the main-pause feature is used by EFL students as an effective strategy to understand every word and sentence conveyed by the speaker in the TED-Ed video. These results show that the strategies used by EFL students also have a positive impact on their English language skills.

This empirical evidence from interviews and weekly listening logs can contribute to extensive listening. TED-Ed can be an effective medium used as a learning medium in extensive listening. TED-Ed can also be used as a learning medium in the classroom or self-regulated learning.

5.2 Recommendation

Based on the results, this study appears to have several recommendations. Some recommendations related to this research are as follows:

1. From this research, the researcher has recommendation for students to continue to improve and develop their extensive listening skills through other audiovisual media such as podcasts or YouTube.
2. This study recommends EFL teachers to integrate extensive listening practices in daily learning by providing relevant and challenging audio material for students, such as recorded interviews and podcasts.
3. This study provides recommendations for future researchers who will study the same or similar research areas to look for more references and participants and use observations or case studies to analyze how students use TED-Ed as a learning medium in extensive listening.

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