The Implementation of TED Talk Video (TTV) as a Media to Teach Listening for Al-Hikmah Students at CEFR Level B1

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Abstract: The major goal of this study is to investigate the implementation of TED Talk Video (TTV) as a media for teaching listening in the classroom and to explore the students’ response towards TTV in teaching listening. Listening skill, as one of the most important skills in English, needs excellent media as a great support to teach students about it, and TTV is assumed to be fascinating media to teach it. The common problem faced by the teachers in teaching listening is that they lack of alternative media to be used to teach it. Conventional way is the only way to teach them, such as by providing the audio sound which is not effective to teach listening. So, this research is considered to be important as a means to explore the implementation of TED Talk Video. This qualitative research method involved a class of STKIP Al-Hikmah students who rich B1 level of English proficiency where most of them faced the similar problems in learning listening. The data were gathered through interview, observation, and questionnaires. The data collected by the researcher revealed that TED Talk Video is suitable and applicable to be implemented for students who are in B1 level of English proficiency. The data also proved that both teacher and students felt more comfortable to conduct teaching-learning process. Most students said that TTV gave more advantages than the disadvantages related to their listening skill. Thus, it can be assumed that TTV is pertinent media to be used for teaching listening.

Keywords: TED Talk Video (TTV), Listening Skill, Teaching Listening
INTRODUCTION

As it is aimed to be an international teacher who are able to teach in any countries around the world, STKIP Al Hikmah students are prepared to master several important skill to achieve the goal. One of them is able to communicate using English language as an international language. This requirement is applied for all students no matter what they are majoring.

In learning English, there are two skills which is needed to be mastered. They are productive skill and receptive skill. The productive skills are speaking and writing skill, while receptive skills are listening and reading skill. The first skill that students must acquire in mastering English as a foreign language is listening skill. In regard to this matter, listening plays a significant role for the students to learn English. Moreover, Buck (2001) indicated that a new language learner should learn listening at the initial stage of language learning in the same manner as a child learns a mother language. That is why listening is absolutely important. This statement is also supported by Adnan (2014: 70) who stated that listening is the first communication skill that the students need to achieve. He added that listening is also an invisible mental process that plays vital roles in daily life.

So, what is listening? According to Underwood (1989) in Adnan (2014:70), he mentions that listening is activity of paying attention to and trying to get meaning from something we hear. Additionally, the other explanations are given by Yagang (1994) about listening. He argues that it is the ability to identify and understand what people are saying. By these two explanations, we could comprehend that listening is the process of getting information from others. In addition, mastering listening will also enhance students’ speaking, reading and writing quality. It definitely will help learners to comprehend other of language aspect e.g. vocabulary, grammar and interaction patterns (Wottipong, 2014). Therefore, listening exercise provides relevant way for language acquisition and English skill development.
But the problem occurred recently, listening skill is the most untouchable skill of English proficiency in school compared with other three skills of English. Teachers in school are seldom assisting their students to practice listening. This statement is also supported by another researcher (Kamilah, 2013: 122) who said that the teachers in the school are rarely taking their students to practice listening in their teaching-learning process. Teachers commonly use conventional way to teach English to their students just by using board marker and white board. They usually only concern on their students’ reading and writing skill.

Moreover, listening skill is one of the most important think to mater by English learners. Field in Kamilah (2013: 122), stated that students may have more capabilities to communicate with others if they have a good listening skill. However, by this statement we know that listening has a big role for doing communication. Hidayat (2013: 21) strongly stated that without listening ability, communication is impossible.

The teachers have lack of attention to teach listening skill to their students. There are, of course, problems faced by the teachers in teaching it. One of the main problems is about the media. Media, however is playing important role of teaching and learning process. It can help teacher to reach their goal. There are so many medias to use depending on the teacher’s purpose. For listening, the main concern is to increase the student’s skill about how to listen well, how to gain right information through listening and how to understand what the speaker talks about. Commonly, teachers use a very simple way to teach it. They just provide an audio and the students need to pay attention to it. That’s why teacher have to change their teaching style and look for an interesting media to use.

Nowadays, the teachers can use any gripping medias to teach listening. Technology has played an increasingly important role in the methods of instruction (Woottipong, 2014). One of the product of it is video which supplies variety of sources to be employed in the classroom for improving students’ listening comprehension. Here, the researcher proposes a video as a media to teach listening called TED Talk Video
(TTV). TTV is one of media that should be tried to teach listening. It is thematical video that plays an interesting talk to listen. For that reason, this article presents the implementation of TTV as a media for teaching listening. The effectiveness of this media can be known from both teacher and students ‘response towards the implementation in classroom learning process.

LITERATURE REVIEW

1. Teaching Listening Approach

There are two major approaches in teaching listening namely bottom-up processing and top-down processing approaches (Kamilah, 2013). Brown (2001) said that Bottom-up means the teaching of listening skill which uses this approach is typically focusing on grammatical structure, sound, and other components in English. So, the purpose of that approach is to accustom the students to listen language in detail. However, the top-down processing is the opposite of bottom-up processing. Students will be directed to catch the main topic, understand the global meaning and interpret it by using their background knowledge and their global understanding (Duzer, 1997). In applying top-down processing, teachers will focus to guide students to understand the global meaning of speaker’s saying. They don’t need to understand the very detail information delivered by the speaker. They also don’t need to take into consider about the grammatical error which may state by the speaker. But, they just need to understand the whole meaning then elaborate it with their background knowledge.

The two approaches explained above is actually the way for teacher to choose which approach that might be more effective to be applied in their teaching listening by considering the kinds of activity and the goal that the teachers want for their students’ development. However, teachers can collaborate both of them in their teaching and learning process.
2. The Implementation of TED Talk Video

TED Talk is the annual conference, bringing together the field of technology, entertainment, and design (hence the name). But the latest years it has been enlarged to cover any topics which become public interest (Anderson, 2016). TED Talk program is set as public speaking system where all people can freely watch the speakers in giving the speech. It is very interesting talks provided by the expert speakers for the audiences with many different kinds of topics. TED Talks Video (TTV) can be downloaded freely in the YouTube i may different titles depending on the audience interest for example like; The Price of Shame, Why We Laugh, The Voices in My Head etc. (Anderson, 2016). Exceedingly, most of the speakers are English native speakers. So, it is good for English learners to learn listening by watching TVV as media to enhance the listening ability.

Vandergrift (1999) noted that listening is vary complicated skill which needs to differentiate the various elements of language such as; Vocabulary, gematrical structure, sound, and stress/intonation. To master listening, it needs a lot of effort and possess various skills. Consequently, it needs appropriate media to teach listening. Student cannot only learn listening trough the audio sounds which is usually done by the common teacher. That is why Gruba (1997) introduced the term ‘video media’ which evidently gave positive impact of using video as a tool for teaching listening. On that basis, TTV must be tried as a media for teaching listening.

Learning through video will be more interesting than audio sound. There are many advantages when students learn listening using TTV. Harmer (1998) mention the advantages of it. The first students are able to see the language in use. By knowing how people use the language, student will see a lot of paralinguistic behavior. They can practice and imitate it easily. The second, it allows students to get a whole range of world communication, the unspoken rules of behavior in social life, and they will get to know how to communicate with the real native speaker. The third, watching video is such a relaxation for them. It does not guide them to be really serious following the
lesson, but they can enjoy the study while giving full attention to the lesson. Additionally, watching TTV is giving a good impact for students speaking ability and their performance because TTV provides the students a rule model of being a great public speaker.

METHODOLOGY

This study is qualitative research and applied qualitative description. In collecting the data, this research uses three instruments in order to get the valid data. They are interview, observation and questionnaire. Interview is done to figure out in detail about the students’ response towards the implementation of TTV and the teacher’s response towards the implementation of TTV as teaching media for listening. Then, observation is done while the teacher conducted the lesson in the class. There, the researcher found very interesting and enjoyable class. Students could join the class enthusiastically. While the video is played, they focused trying to catch what the speakers are saying. The video was played two times. The first play, students were suggested to try to get the global information about the video. After that some of them presented it in front of their friends. The second play was to get the detail information about the video. For the last section, teacher ordered them to rewrite what they have learnt from the TTV in order to know the students understanding.

The questionnaires were given after the teaching and learning process had been done. Every student got to stick and comment through the questions provided in the questionnaires. The question asked the students about how the implementation of TTV as a media for teaching listening skill after they have already got it. There are 11 questions that enquire the students’ response towards the implementation of TTV. Then, the researcher interviewed one of the students to dig deeper information about their response through it. And the result reveals that most of them, from the data collected, said that they strongly agree about the implementation of TTV giving beneficial development for learning listening.
FINDINGS AND DISCUSSION

Based on the findings of the data collections, the researcher finds the result that TED talk Video is appropriate media to be implemented for teaching listening. There are several things that may indicate about the appropriateness of TTV as media for teaching listening. First, when applying TTV, the students are really enthusiastic and comfortable to listen from TTV. It was line with Ur’s theory (1984) in Kamilah (2013) which argued that the use of video in listening class can supplies students some interested and useful listening practice. Moreover, TTV provides a creative and an attractive content which impresses their interest to study.

The second, listening through TTV raises the students focus to listen from the video while they take a note of every single important information from the video. It was shown from their facial expression when doing the note-taking sheet. The students looked very serious and sometimes got interference of the unclear sound from the video.

The third is that, students are easier to guess the meaning of the unusual expression and the unknown words by looking at the pictures. They said, although they did not understand some of the vocabularies, but they could understand by watching the video. It’s really helpful to get the whole information from the video. It was shown from their presentation when the teacher ordered them to explain in front of their friends. Most of them got very marvelous explanation.

1. The Students’ Response towards the Implementation of TED Talk Video

The data which is provided in questionnaires analysis, the students’ response towards the implementation of TTV as a media for teaching listening are positive. Most students stated that TTV gave the advantages more than the disadvantages. The detail information can be seen from the table below:
The graphic shows that 45% and 40% are the percentage of students’ choice who strongly agree about the implementation of TTV as appropriate media for learning listening.

2. The Advantages of TTV Related of Listening

The students’ response towards TTV was closely related with the advantages of TTV as media for learning listening. It helps the students to easily understand what the speaker in the video are saying. Students are also able to predict the meaning of the difficult words just by focusing on the pictures. Besides that, most of them said that they got any important and interesting information from watching TTV. The detail of students’ response can be looked at the table below:

Table 1. Students’ Response towards the implementation of TTV

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<td></td>
<td>45%</td>
<td>40%</td>
<td>12,5%</td>
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Table 2. Students’ Response towards the advantages of TTV

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<tr>
<td></td>
<td>40%</td>
<td>38%</td>
<td>2,8%</td>
<td>0%</td>
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</table>
For the table we know that almost all students stated that TTV gives them advantages for them to increase their listening skill and their knowledge.

CONCLUSION

From the study, it can be concluded that the implementation of TED Talk video as a media for learning listening skill is appropriate and useful media to engage students’ motivation in learning listening skill. It can be proven from the activity when the teacher conducted the lesson in the class. They looked very active and serious in joining the class.

The second, based to the result of students’ responses analysis from questionnaire. After analyzing the data collection, the conclusion was found that TTV is reliable media for listening. At least, There are two points which can be drawn from the questionnaire result. First, related to the basic competence that they need to achieve in listening skill. TTV is considered as the right media to achieve that basic competence. It provides students very clear explanation which easy to understand.

Moreover, students’ understanding increasingly raised because of the situation and facial expression of the speaker in the video. Student can guess the purpose of the speaker very well although there are amount of strange vocabularies in that video. Then, by listening to the English native speakers, they will figure out so many different tones of voices that could help them to be more accustom in listening the essential source of English Language. Therefore, students can significantly improve their listening competence.

The last, TTV is not only a media for learning English, but also a media for increasing the students’ knowledge. The will get an important knowledge from the speaker of TED Talk Video. Nevertheless, TVV is
interesting video to be watched which can increase students’ motivation to learn listening.

REFERENCES


