

## The Impact of TED Youtube Channel to Improve Listening in English Learning Students of TBI IAIN Cirebon

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### Article Info

#### Article history:

Received May 24, 2022

Revised Jun 19, 2022

Accepted Jun 29, 2022

DOI: [10.58418/ijeqr.v1i1.2](https://doi.org/10.58418/ijeqr.v1i1.2)

#### How to cite this article:

Ratnaningsih, L., & Gumindari, S. (2022). The Impact of TED Youtube Channel to Improve Listening in English Learning Students of TBI IAIN Cirebon. *International Journal of Educational Qualitative Quantitative Research*, 1(1), 8–15.

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### ABSTRACT

In this modern era, the YouTube application is one of the media to improve students' English listening learning, one of which is through the TED YouTube channel. It also applies to students at IAIN Cirebon. However, in the process, it is not known whether this media has a positive impact or not in improving students' English listening learning. The purpose of this study is to see the effect of learning media from the TED YouTube channel on English listening learning for IAIN Cirebon students. This research used the descriptive quantitative method. The author surveyed the 3rd semester TBI students of IAIN Cirebon using an online questionnaire. The findings show that the use of media from the TED YouTube channel has a good impact on improving the English listening skills of IAIN Cirebon students. These positive impacts include increasing English vocabulary, students' ability to identify topics, and motivating students to practice English listening skills. In addition, students consider using video media from the TED YouTube channel as a fun way to practice English listening skills.

**Keywords:** English Listening Skills, TED YouTube Channel, Learning Media, English Vocabulary.



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## 1. INTRODUCTION

Humans use language in their daily life to communicate with each other (Gibson et al., 2019; Guzman & Lewis, 2020). At first, humans only learned their mother tongue (Csizer & Kontra, 2020). However, over time the world continues to make changes in a more modern direction, and humans are required to follow the existing developments. One of them is that humans are required to be able to communicate using a language other than their mother tongue, namely the universal language, in this case, English (Mulyadi & Mutmainnah, 2015). English is used by humans as an international language (Huriyah & Hidayat, 2022). English is also used to obtain various kinds of information, both in the field of science or technology. According to Megawati (2016), English is a language used as a liaison between humans and various aspects of the world, including the educational element. Rasman (2021) argues that the world community in many countries makes English a universal language that must be learned. So it can be concluded that English is an international language used by humans to converse with fellow humans in various parts of the world. Therefore, English is currently taught to students in schools and universities.

There are four main language competencies that a student must learn, namely: listening, speaking, reading, and writing (Saed et al., 2021). In English, the four competencies are mandatory. Listening and reading competencies are receptive skills; reading and speaking competence are productive skills

(Megawati, 2016). Febtriningsih (2018) argues that the four competencies listed are mandatory for students to learn because they are an integral part that cannot be separated. This research will focus only on listening skills. Mandarani (2016) states that learners in learning listening must be able to master several things, namely processing what has been heard and interpreting its meaning. In addition, listening skills require mastery of vocabulary, understanding of pronunciation, and being able to interpret words or sentences. Yefridelti (2015) explains that listening is a communication skill done by understanding what has been heard, then explaining, and in the end, it will be evaluated. According to Ekawati (2017), the purpose of listening learning is to make students good listeners, as evidenced through oral or written responses to various texts or dialogues.

Listening is an essential skill that learners must master (Bozorgian & Pillay, 2013; Stæhr, 2008). Listening skills not only emphasize skills on the words presented, but listening skills require emphasizing more excellent skills, namely on the meaning contained in a word or sentence. Listening skills can affect other language skills (Hasan, 2000). Mulyadi & Mutmainnah (2015) said that listening skills could also teach other sciences more quickly, such as grammar and vocabulary. Listening is the key to learning a language. So it can be understood that listening skill is an urgent ability to be mastered by a language learner. However, this listening skill has not been taught properly in schools. Listening skill is still considered an unimportant science, so teaching uses classical methods, which cannot develop listening skills very well. Therefore, in practicing listening skills, a more appropriate intermediary tool is needed to improve students' listening skills.

In the modern era, digital media can help train students' listening skills (Tan et al., 2020). According to Mustadi (Romadhon et al., 2021), learning media is an instrument or intermediary that can support students in determining the goals of a lesson and learning outcomes. Premana et al. (2021) added that the use of learning media is to overcome students' obstacles, limitations, and passive attitudes in the classroom. Therefore, media is needed to overcome the challenges that occur. Among the learning media/intermediaries used in listening and learning are audio-visual media/intermediaries. Audio-visual media is an intermediary that allows us to see and hear simultaneously in communication (Suwanto, 2017). Many sources provide audio-visual media, one of which can be sourced from the Youtube application. Youtube is the largest and most popular online video-sharing site on the internet. Users consist of many groups ranging from children, teenagers, and adults (Rorimpandey, 2019). According to Pamungkas (2016), YouTube is a medium that has millions of videos in any genre, whether music, movies, or videos about education. YouTube has a lot of learning material, including English media. Using media, the information obtained by the learner is easily absorbed (Lestari, 2013). Therefore, YouTube is a medium that can significantly influence learning English listening.

Based on the explanation above, this study will address issues related to the impact of videos from the TED YouTube channel on improving English listening learning for TBI IAIN Cirebon students. Previous studies conducted by Fadhillah et al. (2021) entitled "Perceptions of English Literature Students on the Use of English Video Talk Shows on YouTube to Improve Listening Skills". This study describes the importance of listening skills in learning English. Technological developments force teachers to develop teaching media. Through design survey research methods and interviews, the results show that most students are more interested in learning English using YouTube because they learn directly from native speakers.

Rorimpandey's research (2019) entitled "Youtube Videos in Teaching Basic Listening." This study aims to see whether using Youtube media effectively understands listening learning for students majoring in English. Through quantitative research with quasi-experimental methods, the results obtained that using video media from YouTube in listening learning is more effective than using conventional media previously used by teachers.

Bisena & Ayu's research (2021) is entitled "a strategy to improve the English language skills of Indonesian STMIK STIKOM students through YouTube online videos." This study aims to determine how much students are interested in learning English which is carried out using online video media from YouTube. The author argues that students have an inherent impression of technological progress. Therefore, the learning media considered appropriate is media that uses technology, one of which is YouTube. Through qualitative descriptive methods, it was found that students were interested in using YouTube media in their English learning.

From the studies presented, all researchers agree that learning English requires new media that are more appropriate to use in this modern era. However, each study has different results from one another. So this study will examine the impact of videos from the youtube channel on TBI IAIN Cirebon students. The effect will undoubtedly be different from previous studies. Researchers will focus more on the impact of videos from one YouTube channel, namely the TED channel, on one object: learning English listening for TBI IAIN Cirebon students. This study will examine the impact on learning English listening, how the videos from the TED YouTube channel impact students, and whether the videos from the TED YouTube channel are better than other learning media. The benefit of this research itself is to see whether the learning

media in listening learning through videos from the TED YouTube channel has a good impact or not on English listening learning for TBI IAIN Cirebon students.

## 2. METHOD

A descriptive quantitative approach with a survey method is used in this research. A survey method is a research method conducted through survey activities to a sample or population of people who can describe their opinions, behaviors, characteristics, or perceptions. In addition, this study seeks to explain the actual situation that occurs. Therefore the authors choose the type of descriptive survey. The subjects of this study were 31 of 3rd semester students from the English Tadris department at IAIN Cirebon. The 3rd-semester students majoring in TBI at IAIN Cirebon were chosen because they received listening courses during data collection or when the research was conducted. In addition, they were chosen because all 3rd-semester students majoring in TBI have been assigned to watch videos from the TED YouTube channel in speaking lessons, so they can be sure that they have watched videos from the TED YouTube channel.

In collecting data, the author uses an online questionnaire or questionnaire in the form of a Google Form. While the distribution of the questionnaire through the WhatsApp application. The questionnaire or questionnaire used is a closed type of questionnaire where the answer has been determined in the questionnaire or questionnaire, namely using a Likert Scale (Perdana et al., 2021) of 1-5 (Georgiou et al., 2020) covering "strongly disagree" to "strongly agree." In the questionnaire, 15 questions criticize the impact of videos from the TED YouTube channel on students' listening skills. This study also uses a literature review, where the researcher reviews and criticizes previous studies similar to this research. The author uses a questionnaire or questionnaire as the primary source, while the literature review is used as a supporting source in this research.

The first step in collecting data is distributing questionnaires to semester three students of TBI IAIN Cirebon. Furthermore, the authors calculate and analyze the data from the questionnaire that has been obtained. Analysis by calculating how many percent of the subjects who took the choice strongly agree, agree, neutral, disagree, and strongly disagree on each question in the questionnaire. Then determine the mode (most data) to conclude the attitude of the subject under study to the problem. The findings are described and interpreted to answer the research problems. The author also analyzes the supporting sources. Finally, the author combines all available sources, namely the main and supporting sources, and concludes.

## 3. RESULTS AND DISCUSSION

### 3.1. Results

The study results show that using YouTube videos, namely through videos from the TED YouTube channel, can attract interest and positively impact TBI students at IAIN Cirebon. The researcher uses a survey method through an online questionnaire, Google Form. The questionnaire is closed because the Likert scale determines the answer. Researchers took 31 TBI students at IAIN Cirebon as respondents. The researcher divided the questionnaire into three discussion sections. 1) this section contains five questions; where questions this section is asked to find out whether students have watched videos from the TED YouTube channel, how often they access them, and ask for their purpose for watching them. 2) this section contains four questions; where questions in this section are asked to determine the students' abilities obtained after watching videos from the TED YouTube channel. 3) This section contains six questions, where these questions aim to find out the experiences students get after watching videos from the TED YouTube channel related to their listening skills.

#### *First section*

In this section, the researcher asks five questions. The questions cover several things that the author wants to know, namely whether or not respondents have watched videos from the TED YouTube channel, how often they access them and ask their purpose for watching them. From question 1, we get the result that all respondents have watched videos from the TED YouTube channel. The second question showed that 59% of respondents answered strongly agree, 31.3% answered I agree, while 9.7% of students answered neutrally; it can also be interpreted that most of the respondents have watched more than one video from the TED YouTube channel. In the third question, it was found that 51.6% answered strongly agree, 30% answered I agree, and 19.4% responded neutrally. From this third question, it can be interpreted that most students watch videos from the TED YouTube channel to learn English. Furthermore, in the fourth question, 6.5% answered strongly agree, 16.1% answered I agree, 48.4% answered neutral, 25.8% answered I disagree, and 3.2% answered strongly disagree. It can be concluded that most students do not watch videos from the TED YouTube channel in their daily life but only at certain times when it is their study time. In the fifth question, 35.5% answered strongly agree, 25.8% agreed, 35.5% answered neutral, and 3.2% disagreed. Most students watch videos from the TED YouTube channel to improve their listening skills.

**Table 1.** The result of first section

statements	ss	%	s	%	n	%	ts	%	sts	%
1. I've seen the video on the TED youtube channel.	19	61.3%	12	38.7%						
2. I have seen more than one video on the TED youtube channel.	18	59%	10	31.3%	3	9.7%				
3. I watch videos on TED's youtube channel to learn English.	16	51.6%	9	30%	6	19.4%				
4. I often access videos from the TED youtube channel in my daily life.	2	6.5%	5	16.1%	15	48.4%	8	25.8%	1	3.2%
5. I use videos from the TED youtube channel to improve my process of learning English listening.	11	35.5%	8	25.8%	11	35.5%	1	3.2%		

Table 1 shows that the students of TBI IAIN Cirebon, positively responded to videos from the TED YouTube channel as a learning media to improve their listening skills. It is also in line with research (Fadhillah et al., 2021) which also received positive results on student responses to YouTube as a learning medium to practice listening skills.

### Second section

In this section, the researcher asks four questions to determine the student's abilities obtained after watching videos from the TED YouTube channel. From the 6th question, 35.5% answered strongly agree, 35.5% answered I agree, 16.1% answered neutral, 9.7% answered I disagree, and 3.2% answered strongly disagree. It can be concluded from question number 6 that most students help improve their listening learning through videos from the TED YouTube channel. From the 7th question, 48.4% answered strongly agree, 38.7% agreed, and 12.9% answered neutrally. From the seventh question, it can be concluded that respondents know a lot of new vocabulary from videos on the TED YouTube channel, which is a good improvement.

Furthermore, from the 8th question, 35.5% answered strongly agree, 35.5% answered agree, 25.8% answered neutral, and 3.2% answered I disagree. In this eighth question, the writer concludes that most students can identify the topic in the video, which also positively impacts their listening skills. The ninth question showed that 12.9% answered strongly agree, 38.7% answered I agree, 31.3% answered neutral, and 16.1% answered I disagree. From the 9th question, it can be concluded that the results obtained are balanced, meaning that, on the one hand, the respondents can distinguish the accent from the video they watch. However, on the other hand, many respondents still cannot determine the pronunciation of the video they watch.

**Table 2.** The result of second section

statements	ss	%	s	%	n	%	ts	%	sts	%
6. I helped the process of learning my English by listening to videos on the TED youtube channel.	11	35.5%	11	35.5%	5	16.1%	3	9.7%	1	3.2%
7. I learned a lot of new English vocabulary through videos from the TED youtube channel.	15	48.4%	12	38.7%	4	12.9%				
8. I can identify the topics in the TED youtube videos.	11	35.5%	11	35.5%	8	25.8%	1	3.2%		
9. I can distinguish the English accent that the speaker uses in the TED youtube channel video.	4	12.9%	12	38.7%	10	31.3%	5	16.1%		

From this Table 2, respondents show some good impacts in improving their listening skills. They can learn a lot of new vocabulary and identify topics in the video, but many respondents still cannot distinguish the accents in the videos they watch. The results obtained in this section are similar to the research written by Rorimpandey (2019), which also shows that the use of videos from YouTube significantly increases students' listening skills.

### Third section

In this section, the researcher asks six questions that aim to discover the experiences students get after watching videos from the TED YouTube channel related to their listening skills. On the 10th question, 16.1% answered strongly agree, 51.6% answered agree, 29.1% answered neutral, and 3.2% answered disagree. From these results, it can be concluded that most respondents feel that watching videos from the TED YouTube channel has improved their English listening. These results show that using videos from the TED YouTube channel positively impacts their English listening skills. In the 11th question, 22.6% answered strongly agree, 51.6% agreed, 22.6% answered neutral, and 3.2% disagreed. From these results, it can be concluded that most of the respondents enjoy practicing their listening skills through videos on the TED YouTube channel.

Furthermore, in the 12th question, 12.9% answered strongly agree, 35.5% answered agree, 35.5% answered neutral, 12.9% answered disagree, and 3.2% answered strongly disagree. Respondents felt more daring to be involved in learning English after watching videos from the YouTube TED channel. But others did not think that watching videos from the TED YouTube channel did not increase their courage to be involved in learning English in the classroom. In the 13th question, 16.1% answered strongly agree, 51.6% answered agree, 25.8% answered neutral, and 6.5% answered disagree. From these results, it can be concluded that most respondents think watching videos from the TED YouTube channel is a fun way to practice their English listening. In the 14th question, 22.6% answered strongly agree, 54.8% agreed, 19.4% answered neutral, and 3.2% disagreed. So, we can conclude that most students are motivated to improve their English listening skills while watching videos from the TED YouTube channel. In the 15th question, 19.4% answered strongly agree, 29.1% agreed, 41.8% answered neutral, and 9.7% strongly disagreed. So, here it can be concluded that some students prefer to use videos from the TED YouTube channel to improve their English listening skills over other media such as books and others.

**Table 3.** The result of third section

statements	ss	%	s	%	n	%	ts	%	sts	%
10. Watching videos from TED's youtube channel has improved my English listening skills.	5	16.1%	16	51.6%	9	29.1%	1	3.2%		
11. I enjoy practicing English listening skills through the TED youtube channel.	7	22.6%	16	51.6%	7	22.6%	1	3.2%		
12. I am more daring to be involved in learning English after seeing the video on the TED youtube channel.	4	12.9%	11	35.5%	11	35.5%	4	12.9%	1	3.2%
13. I watch the TED youtube channel as a fun way to practice my English listening skills.	5	16.1%	16	51.6%	8	25.8%	2	6.5%		
14. I feel motivated to practice listening skills while watching videos from the TED youtube channel.	7	22.6%	17	54.8%	6	19.4%	1	3.2%		
15. I prefer videos from the TED youtube channel to other educational media such as books.	6	19.4%	9	29.1%	13	41.8%			3	9.7%

From all the questions in this third part, it can be concluded that using videos from the TED YouTube channel can improve their students' English skills. They also consider using videos from the TED YouTube channel as a fun way to practice their English listening skills. Also, I feel motivated. These things are a good impact of using videos from the TED YouTube channel as a learning medium or a medium for practicing student listening skills. (Fadhillah et al., 2021) also got the same result in his research, namely that students got a good impact from watching videos on YouTube to improve students listening skills. Students feel motivated and enjoy themselves and do not feel pressured to use YouTube as their listening learning medium. The research Bisena & Ayu (2021) also showed positive results in using YouTube learning media. It is said that students enjoy practicing listening skills using YouTube media.

### 3.2. Discussion

In teaching a language, the skills learned can be in the form of listening, speaking, reading, and writing (Tschirner, 2001). That, of course, also applies to learning English. According to Sabinus et al. (2013), Listening ability is theoretically considered an active process in which individuals concentrate on certain aspects and relate these aspects to existing knowledge to be understood. Listening skills also require expertise in responding to what is heard (Elleman et al., 2022). If the listener or recipient of the message

does not understand what is being received, the listening activity will not take place effectively (Megawati et al., 2021).

Therefore, in listening learning, the right learning media is needed (Rahmelina et al., 2019). Megawati et al. (2021) explained that learning media facilitates lecturers or facilitators in providing learning materials and can capture the attention of students so as to create a supportive learning atmosphere. Ariputri & Suprpto (2015) also said that learning media are intermediaries used by teachers to support the explanation of some material that is difficult to explain directly. Learning media can facilitate the explanation of learning material (Sun & Cheng, 2007). Learning media has many types, such as audio, audiovisual, print, and others (Laurillard, 2002). In learning English listening itself, the right and appropriate learning media is teaching media in the form of audiovisual (Bylund & Athanasopoulos, 2015; Lou, 2017). Audiovisual media is an intermediary media that, in its use, uses audio or sound that is absorbed through the sense of hearing and also simultaneously uses visuals that are absorbed through the sense of sight (Purnaningsih, 2017). Through audiovisual media, students can directly see, hear, and imitate the pronunciation of English vocabulary and expressions (Barani et al., 2010). English listening teaching activities also become exciting and do not make students bored (Pawlak et al., 2022). In addition, students also become motivated to learn English (Liu & Chu, 2010).

In this era of globalization, many sources can be used to get excellent and enjoyable audio-visual learning media. One of them is through a YouTube application. Youtube is a place for people to be creative, connect, and share information (Sirait et al., 2020). Many studies have proven that learning media through YouTube has proven to be successful in increasing interest and having a good impact on students' listening skills. Therefore, the research also uses YouTube as research material.

Based on the results of this study, the use of the TED YouTube channel has proven to have a good impact on improving the listening skills of TBI IAIN Cirebon students. The first impact is an increase in vocabulary knowledge obtained by students. Through Videos from the TED YouTube channel, students learn a lot of new vocabulary because of the many variations of themes raised in each video. Improving vocabulary knowledge is very useful for developing students' English skills. The following impact is increasing the ability to identify topics from videos. Identifying issues is an essential skill because it means that students understand the video discussion's core. So the increase in this ability dramatically impacts students' listening skills.

The use of the TED YouTube channel has been proven to motivate students to practice English listening skills. Learning motivation can increase students' willingness to learn. Strong motivation can make students continue to practice and will have a good impact on improving their English listening skills. In addition, using videos from the TED YouTube channel as a learning medium is considered by students a fun way to practice English listening skills. Practicing listening skills using this media is not a burden for students. They don't see this as a stressful burden. It can be concluded that using videos from the TED YouTube channel has a good impact on TBI IAIN Cirebon students both in terms of improving their listening skills and motivating them to continue practicing listening skills.

#### 4. CONCLUSION

The use of YouTube videos as learning media/intermediaries, in this case, using videos from the TED YouTube channel, has a good impact on improving the English listening skills of TBI IAIN Cirebon students. Using videos from the TED YouTube channel can improve students' English skills. Some students can enhance their vocabulary knowledge and identify topics in the videos they watch. In addition, using videos from the TED YouTube channel can also motivate students to practice their English listening skills. TBI IAIN Cirebon students also consider watching videos from the TED YouTube channel as a fun way to practice English listening. It can be said as a positive thing because students can practice English listening without feeling forced, and they can enjoy it.

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