

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Listening skill is critical in language communication skills, especially in L2 pedagogy. According to Zhao et al. (2019), overall English proficiency can be increased by cultivating five linguistic abilities: listening, speaking, reading, writing, and translation. Due to its central significance in English, listening comprehension is the language ability that stands out the most (Meng, 2017). In addition, the development of language proficiency and general communication skills is influenced by listening comprehension (Hwaider, 2017). Teachers should be aware of the value of listening as it is essential to the success of English instruction for students.

Obtaining good listening comprehension in English requires the students to enhance themselves with fundamental language proficiency, such as vocabulary, syntax, pronunciation, phonology, and other language components. In learning to listen, as Nemtchinova (2013) explained, interpreting a passage's sounds, vocabulary, phrases, clauses, and sentences is accomplished by using linguistic competence, which is interpreted directly and objectively to produce the information. In addition, students must develop listening strategies in addition to their fundamental language skills and grasp of the various themes (Sah & Shah, 2020). It might assist children in coming up with solutions to various problems they might encounter when learning to listen.

There are numerous English study issues, particularly with listening comprehension. Students believe that listening is challenging and do not desire a lot of self-introspection if they realize that over 50% of listening problems are triggered by a lack of focus, unable to distinguish between British and American accents because the sound heard by the students is sometimes different, causing them to be confused with the sound (Inan-Karagul & Yuksel, 2014). Students' competency, which includes things like a lack of vocabulary, slurred speech, difficulty understanding naturally occurring language, misunderstanding of grammar, loss of confidence or attention, and poor recording, is another factor that affects their listening comprehension (Darti & Asmawati, 2017). The reasons why students have trouble are broken down into a variety of categories, including

issues with the listening text or task while engaging in activities to improve their listening skills and issues with the approach and teaching technique employed by the teacher.

Some studies have identified several problems in listening courses in Indonesia. According to Hapsari & Ratri (2013), the factors contributing to hearing breakdown include voices, accents, dialects, and the recording's speed. Nurhidayah & Ma'mun (2016) also point out various issues with mental representation, language recognition, understanding of suggested meaning, input speed, and lack of focus due to skipping the previous section. In addition, Rullu (2022) outlined twelve students' perceptions of learning to listen, including it is harder than other skills to master, there is monotonous activity, too long material (conversation and monologue), difficulty to focus while answering questions and listening at the same time, quality of the tape was poor, unfamiliar words, background noise, natural spoken, delivered quickly, the pronunciation was slurred, and lack of vocabulary. These issues are deemed more severe since students lack the need to practice outside of class and assess their learning.

Extensive listening helps students to be visible on understandable and interesting materials in the target language, which is a motivating method in language teaching and learning. According to Ivone & Renandya (2019), allowing students to choose their reading material can boost their motivation. Due to modern technology and proof of the use of authentic online content to improve students' listening skills, Saputra & Fatimah (2018) study allows the students to choose the online content that will be covered. Additionally, allowing students to choose their online content aims to integrate student-centered instruction to increase the quality of autonomous learning (Chang, 2016). Students are taught how to understand the content without the aid of an instructor through independent learning.

In the case of using authentic material on the internet, a YouTube channel like TED Talks is a must-have platform. According to Abbas et al. (2019), using social media, especially in an educational context, contributes to changes in how students learn and communicate, improving interactions. According to Park & Cha (2013), videos from TED Talks are genuine and fascinating because they cover a wide range of subjects, including entertainment, technology, design, science, business, and universal concerns. TED Talks are useful resources for English instruction. Carril et al. (2020) assert that TED Talks can give learners authentic sociocultural environments, exposing them to the

speaking pace, paralinguistic aspects, facial expressions, and body language of real speakers. As supported by Kumar et al. (2020), TED Talk is one of the most well-known, top-tier video networks on the internet and hosts a variety of powerful talk programs on a wide range of topics, including English. The interactive vocabulary, pronunciation, and grammar development during the TED short speeches can significantly impact English language learners and the subject matter.

Finally, given the issue of listening to what was raised in the preceding paragraph, this study followed the suggestion of Kristanti & Ni'amah (2022) study about students' perception of using YouTube as listening material in Extensive Listening. They suggested that future research on other platforms needs to be traced and applied to the teaching-learning process. This study aims to explore students' perceptions of using TED Talks videos as their learning material in extensive listening classes, specifically for the English Language Education program in the academic year 2019 at a private university.

1.2 Research Question

The research question of this study is:

What are students' perceptions of using TED Talks as a learning material in extensive listening classes?

1.3 Aim of the Study

The study aims to explore the students' perception of utilizing TED Talks as a learning material in extensive listening classes.

1.4 Significance of the Study

The study contributes to theoretical and practical significance. The researcher expected that there are some benefits of the research as follows:

1. Theoretically, this study intends to contribute new insights to the teaching and learning of EFL students, particularly in the area of using TED Talks videos as instructional resources.

2. Practically, the findings of the studies will provide teachers and students with new information, which may include the following:

- a. For teachers, the result can be a helpful resource and direction for the upcoming classroom activity, provide details procedure about how to use TED Talks videos in listening class, and the use of TED Talks videos may also become a helpful resource to be used in English class to enhance students' listening skills.

- b. For students, optimistically, students can learn that TED Talks have a significant impact on listening abilities by adopting strategies fit for the current educational context.