

**COLLEGE STUDENTS' PERCEPTION USING TED TALKS AS A
LEARNING MEDIA TO SUPPORT LISTENING SKILLS**

THESIS



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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG

2026

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THESIS

*Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment of
the Requirement of the Degree of English Language Teaching (S.Pd) in English
Education Department*



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2026

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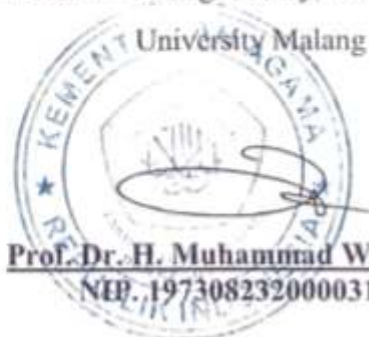
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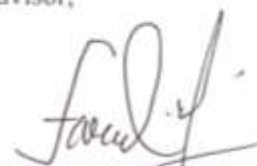
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Anif Safial Afida

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THESIS DEDICATION

I dedicate this thesis to my beloved and precious family, my parents, who always have prayed, supported, and believed in me during the lowest moment of my life; my little sister who always remind me to be strong when I almost lost on hope. Then, for my academic advisor who always being patient and provide guidance during the completion of this thesis. Lastly, for all my best friends who always showers me with their kindness and support when I needed it the most.

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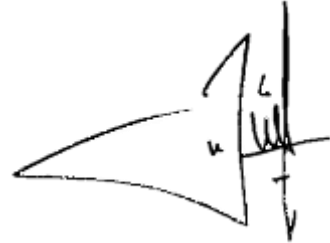
Afterward, the researcher would only finish this thesis with many people’s help, guidance, support, and advice. Therefore, the researcher wants to show his sincere gratitude, appreciation, and thanks to:

1. Prof. Dr. Hj. Ilfi Nur Diana, M.Si., as the Rector of Maulana Malik Ibrahim State Islamic University of Malang.
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Finally, the researcher realizes that there are still many things that could be improved from this thesis. Therefore, the researcher is willingly accepts any suggestions and feedbacks from any parties. Lastly, the researcher hopes that this study will provide benefits and valuable insights to the readers and further studies.

Malang, May 19th 2026

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ARABIC – LATIN TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration guidelines in this thesis is adjusted to the guidelines from the decisions of the Minister of Religion of the Unitary State of the Republic of Indonesia and the Minister of Education and Culture of the Unitary State of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be broadly described as follows:

A. Words

ا	=	a	ز	=	Z	ق	=	q
ب	=	b	س	=	S	ك	=	k
ت	=	t	ش	=	Sy	ل	=	l
ث	=	ts	ص	=	Sh	م	=	m
ج	=	j	ض	=	Dl	ن	=	n
ح	=	h	ط	=	Th	و	=	w
خ	=	Kh	ظ	=	Zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	Gh	ي	=	y
ر	=	r	ف	=	F			

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (o) = û

C. Dipthong Vocal

او = aw

اي = ay

او = ŭ

اي = î

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ABSTRACT

Afida, Anif Safial. 2026. College students' Perception Using TED Talks as a Learning Media to Support Listening Skills, Thesis, English Education Department, Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang, Advisor: Farid Munfaati, M.Pd.

Keywords: Student Perception, TED Talks, Listening Skills

English has become a global language that spread across the world and used for a wide range of purposes. In learning English, listening is a fundamental skill in order to be able to communicate and acquire information. Therefore, mastering the listening skills is an important thing to communicate effectively. Moreover, technological development in this era provides opportunities to explore and choose the suitable platform or media that support our listening skill improvement.

The methodology that the researcher used in this study is qualitative method with descriptive qualitative approach. Then, the participants in this study are 13 college students that already familiar with TED Talks. The 13 participants consist of 5 males' college students and 8 females' college students from Malang and Jember.

The findings of the study show that students' perception to the use of TED Talks mostly positive. They also feel that TED Talks slightly helps them supporting their listening skills. Moreover, the students also found out some advantages, disadvantages, and challenges that they perceived when using TED Talks. For example, the advantage of TED Talks is that the content is substantial and credible. Then, for the disadvantages are the complex scientific terms that also become their challenges when using TED Talks to support their listening skills. The conclusion is the students give positive feedback to the use of TED Talks that support their listening skills development.

ABSTRAK

Afida, Anif Safial. 2026. Persepsi Mahasiswa terhadap Penggunaan TED Talks sebagai Media Pembelajaran untuk Meningkatkan Kemampuan Listening, Skripsi, Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang, Dosen Pembimbing: Farid Munfaati, M.Pd.

Kata Kunci: Persepsi Mahasiswa, TED Talks, Kemampuan Listening

Bahasa Inggris telah menjadi bahasa global yang menyebar ke penjuru dunia untuk berbagai tujuan. Dalam belajar bahasa Inggris, kemampuan listening adalah dasar untuk mampu berkomunikasi dan memperoleh informasi. Oleh karena itu, penguasaan listening merupakan hal yang penting untuk berkomunikasi secara efektif. Selain itu, perkembangan teknologi di era saat ini telah menyediakan banyak kesempatan untuk memilih media yang sesuai untuk mendukung kemampuan listening kita.

Metode yang peneliti gunakan dalam penelitian ini adalah metode kualitatif dengan pendekatan deskriptif kualitatif. Lalu, untuk partisipan dalam penelitian ini adalah 13 mahasiswa yang sudah terbiasa dengan TED Talks. 13 partisipan tersebut terdiri dari 5 mahasiswa laki-laki dan 8 mahasiswa perempuan dari Malang dan Jember.

Temuan dalam penelitian ini menunjukkan jika persepsi mahasiswa terhadap penggunaan TED Talks mayoritas positif. Mereka merasa jika TED Talks sedikit membantu kemampuan listening mereka. Lalu, para mahasiswa juga menemukan beberapa keuntungan, kekurangan, dan tantangan yang mereka hadapi saat menggunakan TED Talks. Sebagai contoh, keuntungan TED Talks adalah kontennya yang berbobot dan kredibel. Lalu, untuk kekurangannya adalah munculnya istilah ilmiah yang sulit yang juga menjadi hambatan mereka saat menggunakan TED Talks untuk mendukung kemampuan listening mereka. Kesimpulannya, para mahasiswa memberikan tanggapan yang positif terhadap penggunaan TED Talks untuk mendukung perkembangan kemampuan listening mereka.

المستخلص

أفيدا، أنيف سفيال. ٢٠٢٦. تصورات طلاب الجامعات حول استخدام عروض TED التقديمية كوسيلة تعليمية لتحسين مهارات الاستماع، بحث تخرج، قسم تدريس اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية في مالانج، المشرفة: فريد منفعتي، ماجستير في التربية.

الكلمات المفتاحية: تصورات الطلاب، محاضرات تيد، مهارات الاستماع

أصبحت اللغة الإنجليزية لغة عالمية انتشرت في جميع أنحاء العالم وتستخدم لأغراض واسعة النطاق. وفي مسيرة تعلم اللغة الإنجليزية، يُعد الاستماع مهارة أساسية من أجل القدرة على التواصل واكتساب المعلومات. لذلك، فإن إتقان مهارات الاستماع أمر بالغ الأهمية للتواصل بشكل فعال. علاوة على ذلك، يتيح التطور التكنولوجي في هذا العصر فرصًا لاستكشاف واختيار المنصة أو الوسيلة المناسبة التي تدعم تطوير مهارة الاستماع لدينا.

أما المنهجية التي استخدمها الباحث في هذه الدراسة فهي المنهج الكيفي مع الاعتماد على المدخل الوصفي الكيفي. وكان المشاركون في هذه الدراسة ١٣ طالبًا جامعيًا ممن لديهم دراية بمحادثات ويتكون هؤلاء المشاركون من ١٣ من ٥ طلاب ذكور و ٨ طالبات إناث من (TED Talks) تيد مدينتي مالانغ وجيمبر.

وأظهرت نتائج الدراسة أن تصورات الطلاب تجاه استخدام محادثات تيد (TED Talks) كانت إيجابية في الغالب. كما أنهم يشعرون أن محادثات تيد (TED Talks) تساعدهم بشكل طفيف في دعم مهارات الاستماع لديهم. بالإضافة إلى ذلك، اكتشف الطلاب أيضًا بعض المزايا والعيوب والتحديات التي واجهوها عند استخدام محادثات تيد (TED Talks). على سبيل المثال، تمثلت ميزة محادثات تيد (TED Talks) في أن محتواها غني وموثوق. أما بالنسبة للعيوب، فتمثلت في المصطلحات العلمية المعقدة التي أصبحت تشكل أيضًا تحديًا لهم عند استخدام محادثات تيد (TED Talks) لدعم مهارات الاستماع لديهم. والخلاصة هي أن الطلاب قدموا آراءً وتغذية راجعة إيجابية تجاه استخدام محادثات تيد (TED Talks) التي تدعم تطوير مهارات الاستماع لديهم.

CHAPTER 1

INTRODUCTION

This chapter introduces several points of discussion related to the topic of the study. It explains the background of the study, research questions, objectives of the study, scope and limitation of the study, and the definition of key terms.

1.1 Background of the Study

English has become a global language. According to Raja et al., (2022) it is already known that English has spread across the global world and it is now used for a wide range of purposes. The role of English before, that is only known as a national and also foreign language, it has shifted into an international language. In Indonesia right now, mastering English language has become a basic requirement in the workplace, daily life, likewise in the field of education. In the field of education, English is not only a subject or a means of communication. However, English serves more than that, which is also taking a role for developing an individual's personal and professional growth. This statement is in consonance with a study conducted by Uktamovna & Anvarovna (2025) that claimed English is not only a tool for basic communication, but also as a cornerstone of academic scholarship, international diplomacy, professional advancement, and digital literacy. Therefore, English can be a strategic investment for someone's personal and professional growth.

In learning English, there are 4 skills that form as the foundation of the English learning process. These 4 skills are: reading, writing, speaking, and listening. Meanwhile, among the 4 skills which are reading, writing, speaking, and listening, the ability to listen is one of the very important skills, because it forms the basis for understanding and being able to comprehend the meaning of what is being delivered. This statement is also in alignment with a study

conducted by Alzamil (2021) that said listening is an important part because it leads to day-to-day communication and the learners need to master listening skills if they wanted to communicate appropriately. Another study that supported this statement, about the importance of listening skills is a study that was performed by Dung (2021) that claimed listening is a cornerstone for all other abilities and the primary medium to develop original interaction with the target language. This statement confirmed another aspect about the importance of listening skills, which is taking a role as a foundation to master other skills, such as reading, writing, and speaking. Then, the recent study that also claimed that listening is a fundamental for effective communication and also for mastering overall language development, is a study conducted by Mukhtorova and Ilxomov (2024) they said that listening is a critical skill, which is acting as a fundamental for effective communication, information acquisition, and support overall language learning development.

In addition to scientific evidence from the study on the importance of listening skills, there is also evidence from a religious aspect. In the Qur'an, listening has an important position that is not limited to a physical activity, but also an act of worship. This is because through listening, an individual can gain knowledge, guidance, and faith.

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ
وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

“And Allah has extracted you from the wombs of your mothers not knowing a thing, and gave you hearing and vision and heart that perhaps you would be grateful (to Allah)” (Q.S An-Nahl: 78)

From the verse above, it can be emphasized that listening is the first gift that Allah mentions before sight and heart, which can be interpreted as listening being the main gateway to a knowledge. Therefore, based on the scientific evidence and also considering the verse of the Qur'an above, as a religious aspect. This study will focus on college students' perception using TED Talks as a learning media to support listening skills.

In order to support their listening skills, a wide range of learners face fairly similar challenges. These challenges include: having difficulties to understand due to the speech rate of the speakers, having difficulties to comprehend complex terms, and also having difficulties to maintain listening practice consistency. These challenges are in alignment with the study conducted by Axrorova (2025) that also claimed having the same challenges, such as having difficulties understanding some vocabularies in a complex contexts, maintaining consistency during the practice, and also facing difficulties due to the native speakers' speech rate. Another similar challenges also stated by Rahmaningtyas and Al Mardhiyyah (2021) that said the faster pace of the speakers' speech rate affecting learners' ability to comprehend the audio and also the word limitations from the learners itself, make it more difficult to understand some terms and topics from the audio. Consequently, a considerable number of language learners are seeking diverse digital platforms and learning applications that are suitable for them, as a potential tool to enhance their listening proficiency.

Technological progress in the current era provides learners with broader opportunities to explore and choose diverse platforms and learning applications that support the improvement of their listening abilities. A variety of platforms and applications such as audiobooks, podcast, and Duo Lingo provide learners with practical media to enhance their listening competence. The careful selection of such media is essential, as it directly influences the effectiveness of the learning process. In his book *Media Pembelajaran*,

Arsyad (2023) emphasizes that media is an integral part of the learning process because it determines the achievement of learning objectives. According to Hasanah et al., (2023) learning media can be used to convey the messages from the materials to the learners and also can stimulate their interest to learn consistently and efficiently. For this reason, the researcher wants to examine about the college students' perception as a learners towards one of the learning media that is quite prominent among the college students, which is TED Talks.

TED Talks is a non-profit organization which was established by Richard Saul Wurman and Harry Marks in 1984. TED (Technology, Entertainment, and Design) Talks is a recorded public speaking presentation that conveyed by experts who are native English speakers or individuals who are highly proficient in English. According to Al-Jarf (2021) TED Talks videos are structured presentations that address a wide range of topics, including technology, design, science, business, innovation, social and cultural issues, health, environmental concerns, personal development, and other relevant topics. Therefore, this study seeks to further examine of learners' perception to the use of TED Talks as a pedagogical medium in English learning, as the platform encompasses diverse information that has the potential to broaden learners' perspective and knowledge base. In addition, the use of TED Talks as a medium for learning English and supporting learners' listening skills is one example of how to utilize the rapid advances in technology and science that are now an integral part of human life. Then, to emphasize the continuing relevance of this study, the researcher provides references from previous studies.

The first study conducted by Humeniuk et al., (2021) entitled "Mastering Listening Comprehension at ESP Class Using TED Talks". The researcher in this study analyzes how TED Talks affecting university students' listening comprehension and also their speaking skills. This study

was conducted at the State Agrarian and Engineering University in Podilia, Kamianets-Podilskyi, Ukraine. The data in this study was collected from 50 students majoring in Agrarian Engineering and 50 students majoring in Electrical Engineering and Energy, which all of them enrolled in the mandatory subject of ESP. Mix method using both Quantitative and Qualitative used in this study. Quantitative method used by dividing the samples into 2 categories, experimental and control groups. The result in the Quantitative method showed that there is an improvement in both group. But, the researcher claimed that there is statistically better outcomes in the experimental group that using TED Talks as their medium. Then, for Qualitative method, the researcher using questionnaire with 5 questions, where they expressed their personal opinions about using TED Talks. The result shows that the students had a positive feedbacks engaging with TED Talks in the experimental group as their learning medium.

The second study conducted by Kozińska (2021) entitled “TED Talks as Resources for the Development of Listening, Speaking and Interaction Skills in Teaching EFL to University Students”. The researcher in this study wants to analyze the impact of using TED Talks as learning and teaching resources due to its popularity. This study was conducted at universities in Poland. The data in this study was collected from 27 university students in the winter semester 2020/2021 from English in International Economic Class. Qualitative method referring to qualitative data analysis framework by Miles and Huberman (1994) with online questionnaire was used in this study. The result in this study showed that the students and teachers giving predominantly positive feedbacks. The students claimed that TED Talks enhance their interaction skills. They claimed that after watching TED Talks videos they can do a better interaction inside the class alongside with discussing materials with their friends.

The third study conducted by YẾN and PHƯỢNG (2022) entitled “Using TED Talks as an Extensive Listening Resource to Enhance Students’ Listening Skills at School of Foreign Languages – Thai Nguyen University”. The researcher in this study wants to analyze if TED Talks that is used as a learning resources can improve students’ listening ability in Thai Nguyen University. The data in this study was collected from 60 second year students in their fourth semester at School of Foreign Languages – Thai Nguyen University. Quantitative method with questionnaire and pre-test with post-test was used in this study. The result of this study reported that the participants listening comprehension and also other aspects of the English language such as vocabulary, pronunciation, and accent was improved in the post-test after using TED Talk as the learning resources. The close ended questionnaire also shows that the students quite enjoy using TED Talks as their learning resources because it also gives them a broader knowledge about the social and cultural issues, along with other related topics in TED Talks.

The fourth study conducted by Tilwani et al., (2022) entitled “The Impact of Using TED Talks as a Learning Instrument on Enhancing Indonesian EFL Learners’ Listening Skill”. The researcher in this study wants to examine the impacts of TED Talks as a resource towards the Indonesian EFL learners’ listening skills. The data in this study obtained from 70 male Indonesian EFL learners in the age between 18 – 29 years old. Quantitative method was used in this study by dividing the subject into two groups, experimental and control group. The experimental group will be given TED Talks as their learning instrument. Meanwhile, the control group will be given DVDs, CDs, and also textbooks as their instrument. The result of this study shows that both experimental and control group have better listening performances in their post-test. But, the experimental group that is using TED Talks as their learning instrument have better outcomes in their listening

comprehension compared to the control group that using DVDs, CDs, and textbooks.

The fifth study conducted by Ramadhan and Aminatun (2024) entitled “TED Talks: An Influential Medium to Improve Students’ Listening Skill”. The researcher in this study wants to examine whether TED Talks can solve a problem for 11th grade students’ at SMAN 1 Pringsewu that facing difficulties while listening into English subject. The data in this study collected from 2 classes – XI F.1 and XI F.2 – that each class having 30 students. Therefore, there are 60 students in total that become the subject of this study. Quantitative method was used in this study with pre-test and post-test used to collect the data. The result of this study shows that TED Talks effectively helped students in SMAN 1 Pringsewu increasing their enthusiasm and concentration during the listening session that affect their post-test, which is their score is higher compared to the score result during the pre-test.

Drawing upon the findings of previous studies on the use of TED Talks, the researcher considers that investigating college students’ perception of using TED Talks as a learning medium to improve listening skills remains highly relevant with this study. Moreover, the popularity of TED Talks among university students, make this study even more necessary to conduct in order to see whether the use of TED Talks still aligns with the learners’ need and their learning objectives. Referring to the most of the previous studies taking subject international students and also taking a place abroad and still limited studies conducted in Indonesia, particularly within the context of college students in Malang makes this study even more important to conduct. Not to mention, most of the prior studies have primarily employed quantitative method in their study to measure the effectiveness of TED Talks. Yet, there is still a lack of qualitative inquiry that explores students’ deeper experiences and insights.

The results of the previous studies have shown the positive influence and feedbacks from the subject of the study that TED Talks enhance their listening comprehension. But, the report about some students that facing difficulties and challenges while using TED Talks is still very rarely studied in depth. Therefore, this study will explore more deeply towards the learners' perception, including their challenges when using TED Talks as a medium to support their listening abilities. The other reason why the researcher wants to examine their perception, it is because when choosing a medium that will be used in a teaching and learning activity inside the classroom, there needs to be a need analysis conducted by the teacher, which also considers the perceptions of the students.

1.2 Research Questions

Based on the background study and the problems identified above, this study aims to address the following research questions:

1. How is students' perception to the use of TED Talks as a medium to support their listening skills?
2. What are the advantages, disadvantages and challenges that students' perceived when using TED Talks as a medium to support their listening skills?

1.3 Objectives of the Study

Regarding to the problems that are shown in the research question, this study focuses on two objectives that is to know about the students' perception to the use of TED Talks as a medium to support their listening skills and also to find out the advantages, disadvantages and challenges that might be perceived by the students when using TED Talks as a medium to support their listening skills.

1.4 Significances of the Study

This study is expected to be helpful and may give a beneficial insight and contribution from both theoretically and practically.

1.4.1 Theoretical Significance

This study is expected to contribute to the field of education, particularly in the English language learning and the use of authentic materials such as TED Talks in teaching and learning activity. Moreover, the findings of this study may provide the latest information for teachers or lecturers and other academics into how TED Talks, as an authentic resource can support students' listening skills and also the advantages, disadvantages and challenges that faced by the students when using TED Talks. Then, it hopes that the findings of this study besides providing the latest information to the use of TED Talks as a learning medium, it can also give an insight and reference for future studies related to this field of the study.

1.4.2 Practical Significance

3.1.1.1 Teachers and Lecturers

This study is expected to provide beneficial information towards the teachers and lecturers and also to inspire them to integrate authentic resource in their teaching and learning activity. Moreover, the findings can be used as a reference for them to help analyzing and considering what their students' need in order to provide the most suitable media to support their students' English skills, especially their listening skills. Furthermore, this study also expected to help teachers and lecturers to develop their creativity in choosing the appropriate media to help them deliver the materials and make the teaching and learning activity more engaging.

3.1.1.2 College Students

For college students, this study is expected to help them determine appropriate self-learning media for them to support their English skills, especially their listening skills. Furthermore, it is also expected to help the students find out digital media other than traditional audiobooks that is more fun and engaging for them to learn English that can lead to supporting their learning motivation and have better learning outcomes.

3.1.1.3 Future Researchers

The result of this study expected to provide future researchers the latest information about the same field of the study, which is examining TED Talks as a learning media to support listening skills. Moreover, it is also expected that the findings can be used as a guide and reference for the future researcher when they are interested to examine TED Talks more deeply.

1.5 Scope and Limitation of the Study

To provide a clear understanding of the study coverage, the researcher will determine the scope and limitations of the study. These points need to be specified that the explanation of the results from interview, observation, and analysis will not expand beyond the main topic that being studied. Therefore, it will help the researcher to keep focused on the main topic and produce findings that in order with the problems in research question. Then, according to the scope and limitation of the study, the researcher only focus investigating the students' perception and the advantages, disadvantages and challenges that perceived by the students when using TED Talks as a learning medium to support their listening skills.

In obtaining the result of the study, the researcher only focus on the participant that is a college student. The researcher takes 13 participants that

consist of 5 males' college students and 8 females' college students from Malang and Jember. The reason why the researcher chose 13 participants of college student is based on statement by Moleong (2018) in his book entitled "*Metodologi Penelitian Kualitatif*" that mentioned a group of participant in qualitative research minimum consists of 6-12 people. Therefore, the researcher decided to choose 13 participants in order to obtain the data with a reason that the number of participants is not too much that make the participants less contributing in the study and not too small which makes the data coverage results limited.

Then, the reason why the researcher chooses only college students is because TED Talks is not generally used for students below the undergraduate level. Moreover, most of the college students are already familiar with TED Talks that become the criteria needed by the researcher to obtain the data in this study. Another reason is that this study conducted in-depth, so participants who are familiar with the subject and able to provide accurate answers are needed in this study. Another consideration for the researcher is that participants should be homogeneous, meaning that they need to be all familiar with TED Talks. The selection of homogeneous participants is in accordance with Suriani et al., (2023) that said in order to conduct a study and want to take a sample of participant, the researcher needs to make sure that the participant or the subject of the study is homogeneous.

1.6 The Definition of Key Terms

This chapter is made to equate the perceptions of the researcher and the readers regarding several terms that will often appear in this study discussion. This is very necessary to avoid misunderstanding and misperceptions about these meanings and help readers to understand more deeply about the findings and discussions in this study. Therefore, the researcher makes lists of the current terms below:

1.6.1 Perception

Perception in this study refers to the college student perception which is becoming the source for the result of the study, and they serve as participants that providing answers towards the interview in this study.

1.6.2 TED Talks

TED Talks is an application that can be used as a medium for the students to learn English or improve their English skills. TED Talks contains various videos with various topics delivered by mostly English native speakers or someone that is fluent in speaking English. TED Talks can be accessed through downloading its application from Google Play Store or Apple Store but it also have channel in YouTube that uploading the same topics that appear in the application.

1.6.3 Listening Skills

Listening skills is one of the four major skills that should be mastered when learning a language, specifically English language. Listening skills is an ability that needs to be acquired because it holds an important role towards communication. The reasons why listening skills is holding an important role in communication because it is an individual's ability to receive, process, understand, and interpret information. Moreover, it is simply a key for someone to be able to grasp any information delivered orally.

CHAPTER II

LITERATURE REVIEW

This chapter contains literature theories regarding the study. Some of the explanations in this section include cognitive theory of students' learning resources, the concepts of perception that explains the definition of perception, the process of gaining perception, the kinds of perception, the definition of TED Talks, the definition of learning media, the definition of listening. In addition, there are several previous studies included in this chapter that related to this study.

2.1 Theoretical Review

2.1.1 Cognitive Theory of Students' Learning Resources

Cognitive, is how people think, solve problems, and make their decisions. This statement is in line with Jean Piaget opinion as cited in Müller et al., (2009) about the meaning of cognitive that is about a process inside individuals' brain that including how they think and solving problems. Then, in a book entitled "Instructional Technologies and Media for Learning", proposed by Russel (2014), explain that students are less dependent on the guiding hand of the teacher and rely more on their own cognitive strategies in using available learning resources. According to this theory, it means that the students are more reliable on their own decision to use available learning resources that is the most suitable for them.

In the context of language learning, specifically in order to improve students' listening skills, using learning resources such as TED Talks could be an option for the students to support their learning process. Moreover, using TED Talks can be an example of integrating technology in this era of globalization. Another reason, it is also in order with the role of the teacher in this 21st century that teacher mostly acting as a facilitator for the students and

not as the person delivering the information to them. So, using TED Talks as their learning resources can be very helpful for the students to gain knowledge independently.

2.1.2 The Definition of Perception

Perception is a natural process that happened inside the human brain. According to Syahputra and Putra (2020) that define perception as an experience about object that perceived by concluding the information and interpreting the message. Then, another definition about perception is delivered by Daheri and Warsah (2021) in their book entitled "*Psikologi Suatu Pengantar*" that said perception is the result of a thinking process after the individuals receive stimulus from outside and the process of thinking happened inside the human brain.

Based on the definitions above, it can be concluded that perception is a process that happened inside the brain that include interpreting information that leading into the form of judgments and understanding as a result towards the information. Then, in this study, the perception refers to the college students that will be interviewed to gain a deep understanding towards the use of TED Talks as a learning media to support their listening skills.

2.1.3 The Process of Perception

Perception cannot appear without any information, which acts as a stimulus towards the individual. According to Saleh (2018) in his book entitled "*Pengantar Psikologi*" said that there are two processes in the formation of a perception, the first one is physiological process and the second one is psychological process. Physiological process refers to the contact between the stimulus and the individuals' sense. Then, the psychological process refers to the interpretation from the stimulus that happened inside the brain.

Meanwhile, according to Daheri and Warsah (2021) the process of perception contains three main components; there are selection, interpretation, and reaction. Selection is the filtration process towards the stimulus that is received by the human sense. Then, after receiving stimulus the next process is interpretation that in this process is highly affected by many factors, such as experience, motivation, and personality. Then, after the individuals already organizing the complex stimulus into more simple information in the interpretation state, the next is reaction. Reaction occurred as the result of the interpretation, so it can be said that reaction is the final state of the process of perception.

Another statement that the process of perception including the stimulus and interpretation is from Ramadanti et al., (2022) that claimed the process of perception is interpreting information that is received by the five human senses. Another statement, is proposed by Novinggi (2019) that defined the process of perception as a process of giving a meaning towards the sensation so that the individuals get a new knowledge. Based on this statement it can be concluded that the process of perception is an interpretation process that happened inside the human brain after receiving stimulus through their five human senses.

2.1.4 The Kinds of Perception

According to the definition and the process of perception, the kinds of perception would not be far related from the five human senses. According to Walgito (2004) in his book entitled "*Pengantar Psikologi Umum*" the kinds of perception are visual perception, auditory perception, tactile perception, olfactory perception, and gustatory perception. But, in this study the researcher only focused on visual and auditory perception that become the main instrument for the participant to perceive their perception towards the

use of TED Talks content as a learning medium to improve their listening skills.

2.1.4.1 Visual Perception

Visual perception is the ability for the brain to interpret something that including the sense of sight. The process of visual perception is started from the individual eyes that receive the stimulus that transmitted directly into their brain and then the brain proceeds to assessing the stimulus. The brain will form the shape, motion, color, and other things related to the stimulus and then it will give the result by forming information.

3.1.1.4 Auditory Perception

Auditory perception is the ability for the brain to interpret something that including the sense of hearing. The process of auditory perception will include sounds that act as a stimulus received by the individual's ear and transmitted to the brain to process the sounds and sorting it into an information.

2.1.4 The Definition of TED Talks

TED that is an abbreviation from technology, entertainment, and design is a recorded public speaking presentation. According to Karimah et al., (2022) TED Talks is one of the example of inspirational video that can be found using internet that the content is the kind of public speaking of sharing experience and insight that can be used as a medium to teach or learn English and also motivate the learners through the positivity shared by the speakers. Another explanation mentioned by Jurado and Mechó (2022) that define TED Talks as a series of short popularizing talks that address a mass audience and the topic is delivered by an experts in wide variety of genres, such as science, education, social, memoirs and others.

Another explanation that define TED Talks is based on Fitria (2022) that claimed TED Talks is a nonprofit organization that hosts conferences and events around the world to spread ideas and motivation in a form of short and powerful talks. That statement is in line with Flores (2023) that define TED Talks as a conferences that delivered by an experts speakers in their fields that combine compelling narratives, multimedia elements, and a stage presence. Therefore, based on the definition above, it can be concluded that TED Talks is a video platform that provides various topics that can be used as a learning media to support learners' English skills.

2.1.5 The Definition of Learning Media

Learning media is a tool to process and transfer the information visually or verbally towards the learner. According to Hoerudin et al., (2023) learning media is a tools that used to support the learning process which is a tools to transfer the materials made by the teachers towards the students. Another statement to define learning media is proposed by Hasanah et al., (2023) that define learning media is a tool that is used by teachers to convey learning material. Both statement is in line that define learning media is a tool that is used by teachers to deliver or convey materials towards the learner. Then, to strengthen the claim about the definition of learning media, another source from Kandia (2023) said that learning media cannot be separated from teaching and learning activities because learning media hold the important role in the process of learning activity which is to channel the message that want to be send by the sender's towards the recipient. This statement implied that learning media is a tool to transfer the message which is the learning materials from the sender which is the teachers and the recipient which is the students.

Based on that reference it can be simplified that learning media is a tool that can be used to help the teachers to delivered the learning materials

towards the students so that the students could grasp the learning materials easily. Then, learning media cannot be separated from teaching and learning activity because it is hold the key or become an important role in the teaching and learning activity. The reason is because without the learning media, teacher will be facing difficulties to deliver their learning materials that affect to the students' learning outcomes and the learning process become ineffective.

2.1.6 The Definition of Listening

Listening is one of the important skills beside reading, speaking, and writing. According to Kluger and Itzhakov (2021) listening is the ability of hearing and then interpret the source of audio into a piece of information. Another definition of listening is proposed by Mukhtorova and Ilxomov (2024) that claimed listening is a fundamental in communication, information acquisition and language learning because it supports overall language development such as writing, reading, and speaking. Another researcher Gong et al., (2024) gives listening a definition that is a cognitive ability that possessed by individual to perceive and identify a complex audio signals. Then, according to Aini et al., (2023) listening is the foundation ability to grasp information that cover all other language abilities that is influenced by the sense of hearing.

Based on the reference about the definition of listening, it can be said that listening is not so far from using the sense of hearing to get the audio signals. Then, listening is a fundamental thing for individual to be able to master other skills such as reading, speaking, and writing. Therefore, it can be concluded that listening is a fundamental ability to receive and process audio signal into new information that using the sense of hearing and the individual capability of hearing is also taking an important role to easily receive and process the audio signals.

2.2 Previous Study

There are several previous studies that discussed and examine about TED Talks before. Therefore, in this section the researcher provides several previous studies about using TED Talks as a learning media. Although the previous studies have the subjects that are slightly different from this study but it is still related with the topic that the researcher discusses in this study. In this section, the previous studies that provided are 5 journal articles with the intention to validate the originality of the researcher's writing and avoiding any plagiarism. The inclusion of the previous studies in this section is to see the result and shortcoming of the previous studies that also acts as a differentiator between this study and the previous studies.

The first study was conducted by Humeniuk et al., (2021) entitled “Mastering Listening Comprehension at ESP Classes Using TED Talks”. The researchers in this study want to examine the influence of TED Talks on the students mastering listening comprehension and speaking skills. This study was conducted at State Agrarian and Engineering University in Podilia. The data of this study were collected from 50 students majoring in Agrarian Engineering and 50 students majoring in Electrical Engineering and Energy. This study is using Mix Method using both Quantitative and Qualitative. The Quantitative method uses an experiment and the Qualitative method uses a written questionnaire. Next, the result of this study showed that 70% of the students prefer to use TED Talk as a media to learn English. Then, this study has its limitations in the time during experimentation. The analysis does not enable the researcher to determine the challenges faced by the students when using TED Talks. Then it is suggested to study the challenges that might be faced by the students when using TED Talks.

The second study was conducted by Kozinska (2021) entitled “TED Talks as Resources for the Development of Listening, Speaking and Interaction Skills in Teaching EFL to University Students”. The researcher in this study wants to

examine whether if TED Talks could be used as a supplementary resources for teaching English in an EFL classes. This study was conducted at University of Warmia and Mazury in Olsztyn, Poland. The data of this study was collected from 27 students from English in International Economic Relations class. The data in this study was collected using Qualitative method by using an online questionnaire. Then, the result of this study shows that using TED Talks as a supplementary resources for the development of listening, speaking and interaction skills only supporting students' interaction or the way of their communication skills because they can learn how to make an interaction through the speaker from the TED Talks. Therefore, the researcher in this study suggested conducting a further study from a different universities and subjects from different courses since the result or the outcomes could be different.

The third study conducted by YẾN and Phụng (2022) entitled “Using TED Talks as an Extensive Listening Resource to Enhance Students’ Listening Skills at School of Foreign Languages – Thai Nguyen University”. The researcher in this study wants to analyze if TED Talks that is used as a learning resources can improve students’ listening ability in Thai Nguyen University. The data in this study was collected from 60 second year students in their fourth semester at School of Foreign Languages – Thai Nguyen University. Quantitative method with questionnaire and pre-test with post-test was used in this study. The result of this study reported that the participants listening comprehension and also other aspects of the English language such as vocabulary, pronunciation, and accent was improved in the post-test after using TED Talk as the learning resources. The close ended questionnaire also shows that the students quite enjoy using TED Talks as their learning resources because it also gives them a broader knowledge about the social and cultural issues, along with other related topics in TED Talks.

The fourth study conducted by Tilwani et al., (2022) entitled “The Impact of Using TED Talks as a Learning Instrument on Enhancing Indonesian EFL

Learners' Listening Skill". The researcher in this study wants to examine the impacts of TED Talks as a resource towards the Indonesian EFL learners' listening skills. The data in this study obtained from 70 male Indonesian EFL learners in the age between 18 – 29 years old. Quantitative method was used in this study by dividing the subject into two groups, experimental and control group. The experimental group will be given TED Talks as their learning instrument. Meanwhile, the control group will be given DVDs, CDs, and also textbooks as their instrument. The result of this study shows that both experimental and control group have better listening performances in their post-test. But, the experimental group that is using TED Talks as their learning instrument have slightly better outcomes compared to the control group that using DVDs, CDs, and textbooks.

The fifth study conducted by Ramadhan and Aminatun (2024) entitled "TED Talks: An Influential Medium to Improve Students' Listening Skill". The researcher in this study wants to examine whether TED Talks can solve a problem for 11th grade students' at SMAN 1 Pringsewu that facing difficulties while listening into English subject. The data in this study collected from 2 classes – XI F.1 and XI F.2 – that each class having 30 students. Therefore, there are 60 students in total that become the subject of this study. Quantitative method was used in this study with pre-test and post-test used to collect the data. The result of this study shows that TED Talks effectively helped students in SMAN 1 Pringsewu increasing their enthusiasm and concentration during the listening session that affect their post-test, which is their score is higher compared to the score result during the pre-test. But, there are still 10% of the students that did not passing the medium score standard and that can be used as a further study to examine about the challenges the students faced while using TED Talks.

CHAPTER III

METHODOLOGY

This chapter explains the methodology that is used in this study as a systematic way to answer the research questions. The explanation of the methodology are divided into 5 parts, such as the research design, setting and participants of the study, analysis method, data collection, and the last is data analysis.

1.1 Research Design

After the researcher finished collecting any information about TED Talks the next step is to plan the study. In this study, the discussed problem is about the perception of the college students' when using TED Talks as their learning medium to support their listening skills. So, in this study the researcher seeks deep information about college students' perception when using TED Talks as their learning medium.

The researcher is probing for information starting from where they started to know about TED Talks and also their experiences when using and watching TED Talks videos that continued after they are using TED Talks is it can significantly support their listening skills or not. The researcher also ask about their difficulties or challenges when using TED Talks as their learning medium. Then, to explore and understand participants' experiences and perception, the researcher decided to choose qualitative approach.

The reason of choosing qualitative approach in this study because the researcher realize that this study include of examining human social experience. In this case is the participant experience when using TED Talks as a learning medium. The researcher statement in this study is in accordance with Alhazmi and Kaufmann (2022) that mentioned in their journal article that qualitative approach provides a theoretical tool for educational study as it is allow the researcher to involve in flexible activities to investigate and

described individuals experience. Moreover, it is also in line with the latest study conducted by Chand (2025) that also claimed qualitative approach offers essential instruments to explore the depth and intricacy of human experiences, social interactions, and contextual influences.

Furthermore, this study employs descriptive qualitative research design. The descriptive qualitative research design is chosen because the researcher wants to focus on describing and interpreting participants' experiences without developing a theory or analyzing specific phenomenon in a deeper philosophical level. Moreover, through this research design, the researcher can present a clear and systematic description and not rely on numerical metrics as a measurement of the finding based on the collected data through the participants.

According to Furidha (2024) descriptive qualitative design does not require or focus on numerical data in detail, but it is focus on collecting the data from participants through interview or direct meetings. Then, according to Utamimah et al., (2025) descriptive qualitative design aim to understand the perspective of the participants in their natural context. Therefore, based on the statement from another researcher above it is very clear that descriptive qualitative design is suitable to be used in this study since this study focus on examining participants' perception and experience when using TED Talks and then described the collected data based on what the researcher received from the interview.

3.2 Setting and Participants of the Study

3.2.1 Setting of the Study

This study conducted in both offline and online setting. The offline setting is a face to face data collection through direct interview with the participants in a public setting, to be specific in several coffee shops in Jember and Malang. The reason of choosing public setting for

the face to face interview is to create more relax and natural environment, in case the participants is more opened and comfortable to talked more about their perception and experience when using TED Talk.

Meanwhile, for online setting, the researcher uses several online platforms such as Zoom Meeting, Google Meet, and other video call platforms to accommodate accessibility, availability and preferences of the participants. Then, this study started from November 2025 – February 2026. Next, each participant is interviewed once during the interview or data collection with one session of interview both offline and online lasting approximately 15 – 30 minutes.

3.2.2 Participants of the Study

The subject that becomes a participant in this study is 13 college students that consist of 5 males' college students and 8 females' college students from Malang and Jember that already familiar with TED Talks. Then, the first participant in this study was recommended by the academic supervisor based on the criteria that already established by the researcher, which is already familiar and have used TED Talks as their learning medium for about 3 – 4 months before. Therefore, the researcher uses purposive sampling technique because the researcher set up the criterion that has to be met by the participants.

Moreover, the researcher also use snowball sampling technique because the researcher asked for a referrals from the first and second participants. Therefore, the researcher in this study uses combination between purposive sampling and followed by snowball sampling to obtain the participants. The purposive sampling is used to set up the

criteria for the participants and the snowball sampling is used to get other participants through the recommendation from the first and second participant that also met the criteria mentioned above.

3.3 Analysis Method

3.3.1 Data Source

The source of the data is very important in this study, because without the data this study could not be completed. The source of data in this study presents in a descriptive form. This statement is in line with Dahal et al., (2024) that explains qualitative study presented the findings of the observations and interview in a narrative inquiry by describing the experience of the subject study or the participant. Then, the source of data in this study will be collected from 13 participants that consist of 5 males' college students and 8 females' college students from Malang and Jember that already familiar with TED Talks. The number of participant in this study is set at 13 participants due to the consideration of data adequacy and data saturation. This statement is in line with Arianto and Handayani (2024) in their book *"Populasi dan Sampel Penelitian Kualitatif Dalam Konteks Sosial Humaniora"* that explains data saturation is an important thing in qualitative study since it's decide when the researcher can stop the data collection process.

The data saturation could happen when there is no more new insight occurred from the interview session with the participants that can lead to the researcher can stop the data collection process even with small number of participants. This statement is supported by Hossain et al., (2024) that explains in their journal article that the researcher could get to the data saturation with only 10 participants because there is no more new insight after an interview with the 6th

participant. Therefore, in this study the researcher choose 13 numbers of participants to make sure the validity and strengthen the credibility of the findings. Then, for the data source in this study, there are 2 types of data sources. The 2 types of data sources in this study are primary data and secondary data.

3.3.1.1 Primary Data

Primary data in this study obtained from the participants, which is college students majoring in English Education Department and already familiar with the use of TED Talks as learning medium. The data collected through interview. The interview conducted both offline and online based on the participants availability and preferences while keeping the privacy of the participants. Then, during the interview session, the researcher writes the result in the form of field notes before processing into the final data in a descriptive form.

3.3.1.2 Secondary Data

Secondary data in this study obtained from relevant documents, such as books, e-books, journals, articles, and several reliable sources that is adequate to the topic of this study. The secondary data from these sources used to support the primary data obtained from the interview with the participants. Moreover, the secondary data also strengthen the interpretation and description in the findings.

3.4 Instrument of the Study

Instrument of the study is a tool for the researcher to collects the data. In this study, the researcher act as the primary instrument. This statement is in line with statement by Moleong (2018) in his book "*Metodologi Penelitan Kualitatif*" which explains that the researcher is the instrument in qualitative study because the researcher themselves that do all the things in the study, such as the planning of the study, the data collection process, the data

analysis, and in the end the researcher is the instrument of the study. Another statement that also in accordance with Moeloeng (2018) is from Salmia (2023) that explain in qualitative study the researchers is the human instrument that conduct all the necessary things to do in a study. Therefore, in this study the researcher himself that will be the primary instrument and use an interview as the additional instrument of the study.

3.5 Data Collection

The researcher in this study uses an interview to collect the data. The interview that is used as the data collection technique in this study is a semi-structured interview. Semi-structured interview mostly referred to as an in-depth interview. This semi-structured interview allows the researcher to develop certain questions to gain more insight towards the topic study. This is in accordance with Georgescu et al., (2022) that explained semi-structured interviews is a kind of interview that have predetermined questions but apart from the predetermined questions it is also allowed if the interviewers want to ask another questions related to the topic.

Therefore, with the flexibility in a semi-structured interview, the researcher is more freely to obtain in-depth data collection that still in line with the objective of this study. Another journal that supported this statement is a journal by Alhabsyi (2022) that claimed semi-structured interview enabled qualitative researcher to obtain in-depth information. That claimed also in accordance with Omolola and Olenik (2021) that said semi-structured interview is the suitable kind of interview for the researchers that their goal is to get better knowledge or deeper knowledge of the participants perspectives.

3.6 Data Analysis

In this study after the researcher obtained the data through semi-structured interview. The next step is to analyze the data. Then, for data analysis, the researcher uses a framework adapted from Miles and Huberman

(2014) in their book “Qualitative Data Analysis”. Next, to make it more clearly about the framework, here is the illustration and explanation of Miles and Huberman data analysis that is used in this study:

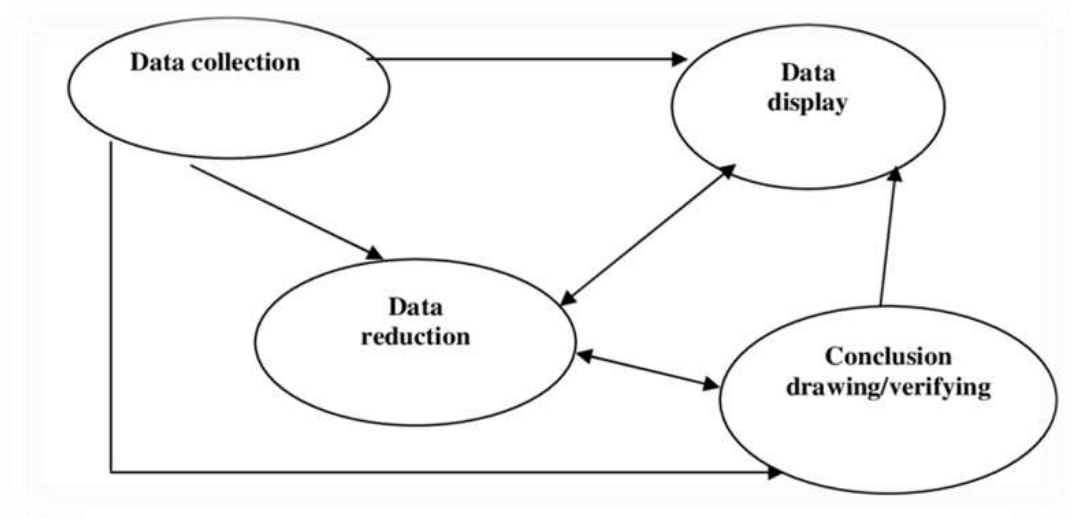


Fig.3.6.1 Data Analysis by Miles and Huberman (2014)

3.6.1 Data Collection

According to Miles and Huberman (2014), data analysis process could not be carried out if there is no data obtained. Therefore, the first phase in the data analysis process is to obtain the data through the data collection, which is in this study using semi-structured interview as the data collection technique. Then, during the data collection, the researcher writes the information through the semi-structured interview in the form of field notes.

3.6.2 Data Reduction

After the data obtained through data collection process, the next phase is to re-sort the data. In Miles and Huberman (2014) framework this is called as data reduction. In this phase, the researcher reads the field notes that contain the information about the topic study

from the participants and then the researcher eliminate the data information that is not related to the topic study.

3.6.3 Data Display

After finished sorting out the data in the data reduction phase, the next phase is to display the data. The data that displayed is already the only data that related to the topic of this study. The data displayed in a form of narrative and pay attention to the detail. In addition, if during the data display process where the researcher writes the data in a narrative form and there is a data that is not related to the topic still appearing. The researcher could go back to data reduction phase to sorting out again the data until the data obtained is the only data that relevant with the topic.

3.6.4 Drawing Conclusion

The last phase in this data analysis according to Miles and Huberman (2014) is drawing the conclusion. The researcher makes temporary conclusions from the data. Then, while drawing the conclusions, the researcher also looks back to the original data to ensure the accuracy and validity of the conclusion.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and the discussion of this study. In this chapter is presented the collected data from the study and also an interpretation that linked with the previous study about using TED Talks as a learning media to support listening skills. The data were collected from an interview undertaken by the researcher using semi-structured interview with the interview questions already validated by the academic advisor.

4.1 The Findings of the Study

This section present the findings of the study based on the data obtained from the participants through semi-structured interview. The data were analyzed using Miles and Huberman (2014) framework that includes data reduction, data display, and drawing conclusion. The findings are arranged into several sections in order to answer the research questions. The sections presented include the students' perception to the use of TED Talks as a medium to support their listening skills, the advantages of TED Talks, the disadvantages of TED Talks, and the challenges faced by the students when using TED Talks.

4.1.1 The Students' Perception to the Use of TED Talks as a Medium to Improve Their Listening Skills

This section presents the findings about students' perception to the use of TED Talks as a medium to supports their listening skills. In this part, the researcher presents the table from the collected data through an interview which had been analyzed using Miles and Huberman (2014) data analysis. The perception presented is about students' experience and whether TED Talks supports their listening skills or not.

4.1.1.1 Students' Experience When Using TED Talks

Below is the data obtained by conducting semi-structured interview towards the participants. This part shows participants' experience when using TED Talks as their learning media.

No.	Category	Participant Code	Frequency	Reason
1.	Enjoy the Duration	P1, P2, P8, P9, P12	5	TED Talks content is not too long or too short.
2.	Enjoy the Credible and Substantial Content	P3, P7	2	The quality and credibility of TED Talks content is assured.
3.	Enjoy Content Variety	P4, P5	2	TED Talks provides various topics in its content.
4.	Enjoy the Easy Access and Free of Charge	P6, P10, P11, P13	4	TED Talks is easily accessible and free of charge.
TOTAL			13	

Table.4.1.1.1 Data Display of Students' Experience Using TED Talks

From the table above it can be seen that 5 participants enjoy using TED Talks due to the duration that is not too long or too short. Then, it can be seen that 4 participants were enjoying TED Talks due to the easy access and also free of charge which mean that the students' did not need any payment to access the content of TED Talks. Moreover, the other 2 participants enjoy

TED Talks due to the credibility and substantial content of TED Talks. Meanwhile, the other 2 participants enjoy TED Talks due to the variety of topics that can be chose by their preferences.

4.1.1.2 Impact of TED Talks on the Students' Listening Skills

Below is the data about the impact of TED Talks to participants' listening skills. The data could mean 2 things, whether TED Talks support their listening skills or not.

No.	Category	Participant Code	Frequency	Reason
1.	Supporting	P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P13, P12	12	The participants feel that TED Talks support their listening skills.
2.	Not Supporting	P1	1	The participants feel that TED Talks do not support their listening skills development.
TOTAL			13	

Table.4.1.1.2 Data Display Impact of TED Talks to Students' Listening Skills

Based on the table above, 12 participants claimed that using TED Talks support their listening skills. Meanwhile, the other participant as can be seen on the table claimed that TED Talks do not support her listening skills development.

4.1.2 The Advantages of TED Talks

This section provides the findings about the advantages of TED Talks when it was used as a media to support students' listening skills. The table is

from the data collected from the participants through semi-structured interview and analyzed by Miles and Huberman (2014) framework.

No.	Category	Participant Code	Frequency	Reason
1.	Substantial Contents	P1, P2, P5, P6, P8, P9, P12	7	The participants said the advantages of TED Talks due to its content that provide substantial materials and delivered by the experts in their field.
2.	Easy Access and Free of Charges	P3, P7, P10	3	The participants said the advantages of TED Talks due to its easily accessible both in YouTube and TED Talks applications and also do not need a payment to watch the content.
3.	Variety of the Topics	P4	1	The participants said the advantages of TED Talks due to the variety of topics that can be chosen based on their interests.
4.	Speakers Pronunciation	P11, P13	2	The participants said the advantages of TED

				Talks due to the speakers' pronunciation that is clear enough to them to listen and understand.
TOTAL			13	

Table.4.1.2 Data Display the Advantages of TED Talks

According to the table above, 7 participants agreed that the advantages of TED Talks relied on the substantial content of TED Talks. Moreover, the other 3 participants agreed that the advantage of TED Talks was on the easy to access and free of charge towards TED Talks content. Then, 2 participants agreed that the advantage of TED Talks relied on the speakers' pronunciation that is very clear and easy to understand. Meanwhile, 1 participant claimed, that the advantage of TED Talks was on the variety of topics.

4.1.3 The Disadvantages of TED Talks

After the advantages mentioned above, this section presents that TED Talks also have some disadvantages according to the participants. Below is the table about the disadvantages of TED talks.

No.	Category	Participant Code	Frequency	Reason
1.	Lack of slang or informal words	P1, P3, P5	3	The participants said the disadvantages of TED Talks because of the lack of informal words like slangs in its content.

2.	Complex Scientific Terms	P2, P8, P9, P10, P12, P13	6	The participants said the disadvantages of TED Talks because of some complex scientific terms they encountered in TED Talks without the speakers' elaborate more about the terms.
3.	Unsynchronized Subtitles	P4, P6	2	The participants said the disadvantages of TED Talks because of the unsynchronized subtitles in YouTube that use auto-caption which makes the subtitles sometimes come too fast or too slow compared to the speakers in the video.
4.	Transcription	P7	1	The participants said the disadvantages of TED Talks because of the lack of transcription in the YouTube version compared to the app version.

5.	No Disadvantages	P11	1	The participants do not find any disadvantages in TED Talks.
TOTAL			13	

Table.4.1.3 Data Display the Disadvantages of TED Talks

According to the table, there were 6 participants claimed that the advantages of TED Talks was on the appearance of complex scientific terms that did not followed by further explanation about the meaning by the speakers in TED Talks. Then, 3 participants claimed that the disadvantages of TED Talks is due to the lack of informal words, for example is slang that used in the content of TED Talks. Moreover, 2 participants said that in the YouTube version of TED Talks, some of the videos have the unsynchronized subtitle that make them to put that into the disadvantage of TED talks. Subsequently, there was 1 participant that also claimed that YouTube version of TED Talks has a disadvantage which is there is no transcription on it. Meanwhile, 1 participant claimed that he had no disadvantage on TED Talks.

4.1.4 Challenges Faced by Students When Using TED Talks

This section presents the findings of the challenges perceived by the students when using TED Talks. Therefore, below is the table about the challenges perceived by the students when using TED Talks as a media to support their listening skills.

No.	Category	Participant Code	Frequency	Reason
1.	Understanding the Complex	P1, P2, P3, P4, P5, P6,	9	The participants find some difficulties

	Scientific Terms	P10, P11, P13		regarding the use of scientific terms in some of the video.
2.	No Challenges	P7, P8, P9, P12	4	The participants find no difficulties while using TED Talks.
TOTAL			13	

Table.4.1.4 Data Display Challenges Faced by Students When Using TED Talks

Based on the table, there are 9 participants that agreed the challenge they perceived when using TED Talks was when they encountered a complex scientific terms that used by the speakers' in TED Talks and the speakers' did not elaborate or give more explanation about the terms they used. Moreover, the other 4 participants claimed that they did not find any challenges or difficulties when using TED Talks as their learning media to support their listening skills.

4.2 Discussion

This section, the researcher discusses the data obtained from semi-structured interview that was collected from 13 participants that consist of 5 males' college students and 8 females' college students from Malang and Jember that already familiar with TED Talks. This section also answers the research question in the first chapter and also comparing the result of this study with the previous study related to the topic of this study. Then, the research questions in this study are how is students' perception to the use of TED Talks as a medium to support their listening skills and also what are the advantages, disadvantages and challenges that students' perceived when using TED Talks as a medium to support their listening skills. Then, according to the research questions, this study aimed to obtain information related to the college students' perception to the use of TED Talks as a

learning medium to support their listening skills and also the advantages, disadvantages and challenges that students' perceived when using TED Talks as a learning medium to support their listening skills.

Therefore, to answer the first research question about how is the students' perception to the use of TED Talks as a medium to support their listening skills, the findings indicate that the students give a positive feedback and also agree that using TED Talks support their listening skills. This result is in line with the previous study conducted by Humeniuk et al., (2021) which found that TED Talks give positive feedback towards the students listening outcomes through a post-test. However, in this study, the researcher explore about the reason why the students enjoy learning using TED Talks and how TED Talks support their listening skills, which unlike the previous study conducted by Humeniuk et al., (2021) that focus on the students' achievement from the pre-test and post-test score.

The result in this study shows that the students enjoy using TED Talks as their learning media because of the duration of TED Talks content that is not too long or too short and also they like TED Talks that is easy to access from anywhere and no payment needed to access its content. This result implies that the students enjoy using a learning media to support their listening skills that the content of the media does not have a long duration and also the media is easily accessible and free of any charge, which means no payment or subscription needed to access its content.

Furthermore, the result of TED Talks that support students' listening skills in this study shows that the students' listening skills are supported. This result is in accordance with the previous study conducted by Tilwani et al., (2022) that claimed TED Talks positively supporting students' listening skills and inspire or motivate them to study English, especially listening skills more enthusiastically that leads to their listening skills development. But, there is also a conflict in the

result of the previous study conducted by Tilwani et al., (2022). The conflict is according to Tilwani et al., (2022) the students give positive feedback towards both their listening skills and their learning motivation. Meanwhile in this study, the result is that the students only supporting their listening skills and their learning motivation remain average. Therefore, this result can add more information towards the previous study that implies learning motivation does not have an influence in the students' listening skills development.

Moreover, to answer the second research question about what are the advantages, disadvantages and challenges that students' perceived when using TED Talks as a medium to support their listening skills, the findings shows that the students mention several advantages, disadvantages, and challenges they perceived when using TED Talks. In terms of advantages of TED Talks, the finding shows that the students agreed that the advantages rely on the credible and substantial contents of TED Talks, the various topics in TED Talks, and also the speakers' that have clear pronunciation because they are from the native speakers or someone that already fluent talking in English. This result is supported by other study about TED Talks conducted by Al-Jarf (2021) which explains that TED Talks has a wide range of topics, including technology, science, business, environment, personal development, social and cultural issues, and another related topics and delivered by the experts that native in English or have a high proficiency in English. Therefore, the advantages of TED Talks in this study implies that TED Talks can be used as an effective medium to support students' listening skills due to the speakers that comes from native speakers or someone that is fluent in English and also the content of TED Talks that is substantial because it is delivered by the experts in their field of topics.

However, the finding also revealed that there are some disadvantages perceived by the students. The finding shows that the disadvantages include the complex scientific terms that are used by some speakers without any elaboration to

the meaning of the terms, lack of informal words such as slang, and also an unsynchronized subtitle and no transcription provided in the YouTube version of TED Talks. This result expected to add more information and support previous study conducted by Trisnawati et al., (2025) that mentioned two disadvantages of TED Talks, which are the internet dependency and the speakers' pace. Therefore, the result in this study implies that the use of TED Talks still require adaptation to suit students' learning needs.

Moreover, the finding also revealed the challenge that students' perceived when using TED talks. The finding shows that the students agree that the biggest challenge lay on the appearance of complex scientific terms that have no more explanation from TED Talks speakers that make them confused or distracted when using TED Talks. This result is in line with the previous study conducted by Yén and Phụng (2022) which said that the factor that influences students learning outcomes when using TED Talks is the complexity of the vocabulary in TED Talks. This challenge occurs because TED Talks contains academic and scientific topics that sometime used vocabulary and terms that unfamiliar with the students. Therefore, this challenge implies that the use of TED Talks should be accompanied with vocabulary preparation or contextual understanding towards the topics, especially for scientific topics.

Therefore, according to the discussion above, it can be conclude that the first research question has been answered by the result that the students give positive response to the use of TED Talks as a learning media that support their listening skills. Then, the second research question answered by the result that the students' find several advantages, disadvantages, and challenges when using TED Talks. The advantages are the credible and substantial contents of TED Talks, the various topics in TED Talks, and also the speakers' that have clear pronunciation. Subsequently, the disadvantages are complex scientific terms that are used by some speakers without any elaboration to the meaning of the terms, lack of informal

words such as slang, and also an unsynchronized subtitle and no transcription provided in the YouTube version of TED Talks. Then, for the challenge is the complex scientific terms used in a certain topics of TED Talks.

However, this study is limited in several aspects that may influence the findings of this study. First, this study only focuses on the students' perception and do not measure the actual improvement of their listening skills. Moreover, the second limitation of this study is that the data collected from the interview, which may contains potential biases since the participants which is the college students might provide socially desirable answers during the interview process that can affect the findings. Therefore, to overcome this limitations, the researcher suggest for further study to combine the perception data with listening tests or classroom observation during the teaching and learning activity that use TED talks as the medium to obtain more extensive data.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter present the conclusion of the findings and discussion in this study along with the suggestion for the further study related to this study.

5.1 Conclusion

Based on the findings and discussion of the study, it can be concluded that students' perception to the use of TED Talks as a learning media to support listening skills give a positive feedbacks. This study reveals that the students appreciate the use of TED Talks due to the duration that is not too long that could make them bored, the ease of access to the contents without paying for subscription to watch its contents. Moreover, the positive feedbacks also related to the impact of using TED Talks towards supporting the students' listening skills. In this study, the vast majority of the students agree that using TED Talks as a media for their listening practice support their listening ability, specifically their English listening skills. Therefore, it can be concluded that TED Talks is suitable and can be used as a media to support listening skills for a college students' level.

Furthermore, about the advantages, disadvantages, and challenges perceived by the students there are several advantages, disadvantages, and challenges in this study. The advantages of TED Talks are the credible and substantial contents of TED Talks, the various topics in TED Talks, and also the speakers' that have clear pronunciation. Meanwhile, the disadvantages of TED Talks are complex scientific terms that are used by some speakers without any elaboration to the meaning of the terms, lack of informal words such as slang, and also an unsynchronized subtitle and no transcription provided in the YouTube

version of TED Talks. Subsequently, the challenge perceived by the students is the complex scientific terms used in a certain topics of TED Talks.

5.2 Suggestion

Related to the conclusion above, the researcher has several suggestions for further studies. First, this study only focuses on the students' perception and do not measure the actual improvement of their listening skills. Second, the data of this study is the data collected from the interview, which may contains potential biases since the participants which is the college students might provide socially desirable answers during the interview process that can affect the findings. Therefore, the researcher suggest for further studies to combine the perception data with listening tests or classroom observation during the teaching and learning activity that use TED talks as the medium to obtain more extensive data.

Moreover, the researcher also suggests and encourage for further studies to examine about the impact of TED Talks to the other English skills, since this study only focused on listening skills. The further researchers could examine about the impact of TED Talks towards participants' pronunciation or another English skills, such as speaking. In addition, the researcher also suggest for further researchers to examine about TED Talks from the teachers or lecturers perspective, since in this study only focus on the college students' perception.

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APPENDICES

APPENDIX 1: Participants

Participant Code	Name	Gender	Education Level	Residence
P1	Participant 1	Female	Undergraduate	Malang
P2	Participant 2	Female	Undergraduate	Malang
P3	Participant 3	Female	Undergraduate	Malang
P4	Participant 4	Female	Undergraduate	Malang
P5	Participant 5	Female	Postgraduate	Malang
P6	Participant 6	Male	Postgraduate	Malang
P7	Participant 7	Female	Postgraduate	Jember
P8	Participant 8	Male	Postgraduate	Jember
P9	Participant 9	Male	Undergraduate	Jember
P10	Participant 10	Male	Undergraduate	Malang
P11	Participant 11	Female	Postgraduate	Malang
P12	Participant 12	Male	Postgraduate	Jember
P13	Participant 13	Female	Postgraduate	Malang

APPENDIX 2: Interview Questions

The interview was done to answer research questions in this study. The questions in the interview already consulted and validated with experts, which is the academic advisor.

Research Questions	Interview Questions
How is students' perception to the use of TED Talks as a medium to support their listening skills?	1. How is your experience when using TED Talks in practicing listening skill? 2. Where did you know about TED Talks? 3. What kind of topic that you usually watched when practicing your listening skills using TED Talks? 4. Do you think when you used TED Talks as a learning media to practice your listening skills is supporting your learning motivation and your listening skills? 5. If given a choice, will you keep using TED Talks as a media to support your listening skills or do you prefer to choose another media?
What are the advantages, disadvantages and challenges that students' perceived	6. Based on your experience using TED Talks as a learning media to

when using TED Talks as a medium to support their listening skills?	learn listening skills. What are the advantages compared to the other media such as podcast, movies, or audiobook? 7. Based on your experience using TED Talks as a learning media to learn listening skills. What are the disadvantages compared to the other media such as podcast, movies, or audiobook? 8. Based on your opinion and experience when using TED Talks as a learning media, what kind of challenges that you faced when you want to support your listening skill development using TED Talks?
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APPENDIX 3: Interview Result

- **Participant 1 (Online Interview – Sunday, November 9 2025)**

1. So far, I have been enjoying using TED Talks to practice listening because the video content in TED Talks is not too long. Only around 15 – 18 minutes and even there are some videos that is even shorter. *(Sejauh ini saya menikmati menggunakan TED Talks dalam berlatih listening karena konten video dari TED Talks tidak terlalu panjang. Hanya sekitar 15 – 18 menit dan bahkan ada beberapa video yang lebih pendek durasinya.)*
2. I get to know TED Talks for the first time is from my lecture. At that time, there is a listening course and the assignment of the course is that we should write reviews of a video content provide by the lecture and some of the videos are from TED Talks. *(Saya pertama kali tahu TED Talks itu dari dosen saya. Saat itu, ada mata kuliah listening dan penugasannya kita harus menulis review dan isi video yang disediakan oleh dosen dan beberapa videonya ada yang dari TED Talks.)*
3. Actually there are a lot of topics. But, for me I often watch motivation topics that talks about productivity. So, besides practicing my listening skill, I also can get some motivation to be more productive. *(Sebenarnya ada banyak topic. Tapi, saya seringkali menonton topik motivasi yang berbicara seputar produktifitas. Jadi, selain berlatih kemampuan listening, saya juga dapat beberapa motivasi untuk lebih produktif.)*
4. Based on myself, I feel no development on my listening skills. It is just average like before using TED Talks. Perhaps, it is because I already quite proficient in English, especially listening section. Moreover, I already exposed with English contents since my childhood. *(Menurut saya pribadi, saya tidak merasakan adanya perkembangan pada kemampuan listening saya. Itu biasa saja seperti sebelum saya menggunakan TED*

Talks. Mungkin, karena saya sudah cukup mahir dalam Bahasa Inggris, khususnya bagian listening. Selain itu, saya juga sudah banyak terpapar konten-konten dalam Bahasa Inggris sedari saya masih kecil.)

5. For me, I prefer to choose another media, for example is songs. I prefer to use songs because it is more fun, than TED Talks. *(Bagi saya, saya lebih memilih media lain, contohnya lagu. Saya cenderung menggunakan lagu karena itu lebih menyenangkan daripada TED Talks.)*
6. According to my opinion, the advantage of TED Talks is on its substantial content. So, if compared to other media, TED Talks is more credible to add some insights and knowledges. *(Berdasarkan pendapat saya, kelebihan TED Talks ada pada kontennya yang berbobot. Jadi, jika dibandingkan dengan media lainnya, TED Talks itu lebih kredibel untuk menambah wawasan dan juga pengetahuan.)*
7. Based on me, the disadvantage of TED Talks is on the language style used in its content. As far as I watched TED Talks contents, I found out that the speakers in TED Talks use a polished kind of language style or I can say is more polite and structured or sounds formal. But, I think that is because the vibes of TED Talks itself that mostly talks about scientific or academic topics that make the speakers also use that kind of language style to adjust to the vibe that is set on TED talks. *(Menurut saya, kekurangan TED Talks ada pada gaya bahasa yang digunakan dikontennya. Sejauh saya menonton konten-konten TED Talks, saya menemukan jika para pembicaranya menggunakan gaya bahasa yang dipoles atau lebih sopan dan terstruktur atau terdengar formal. Tapi, saya rasa itu karena vibe dari TED Talks sendiri yang kebanyakan berbicara terkait topik ilmiah atau akademik yang membuat para pembicaranya juga ikut menyesuaikan menggunakan gaya bahasa seperti itu.)*
8. The challenge for me is more on its materials. Because the content is very substantial and delivered by an experts. Sometimes, I faced difficulties to

understand when the speaker use complex scientific terms. *(Hambatannya bagi saya itu lebih kepada materinya. Karena kontennya yang sangat berbobot dan disampaikan oleh para ahli. Kadang-kadang, saya mengalami kesulitan untuk memahami saat pembicara menggunakan istilah ilmiah yang rumit.)*

- **Participant 2 (Online Interview – Saturday, November 15 2025)**

1. For me, it's just fine. I mean, I quite enjoy it and the video duration is medium, so it doesn't make it too boring. *(Kalau saya aman saja sih. Maksudnya cukup menikmati dan juga durasi videonya yang medium jadi enggak terlalu bikin boring.)*
2. I first found out about TED Talks from a lecturer in a listening course. *(Saya awal tahu TED Talks itu dari dosen di matkul listening.)*
3. Actually, there are many topics in TED Talks. But personally, I watch those about motivation for productivity more often. So, besides practicing listening, it can also encourage myself to be more productive. *(Sebenarnya topik di TED Talks itu ada banyak ya. Tapi, untuk saya sendiri lebih sering nonton yang seputar motivasi untuk produktif. Jadi selain latihan listening juga bisa semangatin diri sendiri buat lebih produktif.)*
4. It supports, but not drastically. Because I still often have difficulties, especially when the speaker in TED Talks uses jargon or terminology whose pronunciation is hard to hear. So, I also have to prepare subtitles. *(Mendukung tapi bukan yang mendukung banget gitu. soalnya masih sering kesusahan, apa lagi pas speaker di TED Talks pake nama istilah yang pengucapannya susah di dengar Jadi harus sedia subtitle juga.)*
5. Personally, I prefer other media, and for other media, I prefer movies. Because movies are simpler since many already have embedded subtitles in them. Meanwhile, for TED Talks, the subtitles are from YouTube, in

the CC sub feature. And sometimes, the subtitles and the video are not synchronized. *(Kalau saya sendiri lebih memilih media lain dan untuk media lainnya itu saya lebih suka lewat film ya. Soalnya kalau lewat film lebih simple karena banyak yang subtitlenya sudah nempel di filmnya. Sementara kalau TED Talk subtitle-nya kan dari Youtube. di fitur cc sub itu. dan terkadang subtitle sama videonya enggak sinkron.)*

6. As for the advantages, it's more about broadening insights and knowing good public speaking methods so they can be emulated. *(Kalau kelebihannya lebih ke menambah wawasan sama tahu cara public speaking yang bagus jadi bisa ditirukan.)*
7. For me, it's more about the use of scientific terms. Because there is some TED Talks content on YouTube where the speakers do not explain the meaning of the scientific terms used. So, the focus of the listening practice often gets distracted by having to search for the meaning of those terms. *(Kalau saya lebih ke penggunaan istilah ilmiahnya ya kak. Karena ada beberapa konten TED Talks di YT. yang speakernya tidak menjabarkan makna istilah ilmiah yang dipakai. Jadi fokus latihan listeningnya suka terpecah buat cari makna istilah tersebut.)*
8. For obstacles like vocabulary or the speaker's talking speed, those are not the main problem. It is only related to those scientific terms without explanation. *(Untuk hambatan seperti vocab atau kecepatan speaker ngomong itu bukan menjadi problem utama. Hanya terkait Istilah ilmiah itu saja yg tanpa penjelasan.)*

- **Participant 3 (Offline Interview – Sunday, November 30 2025)**

1. For my experience when I first used TED Talks, I felt quite challenged. Especially when listening to material delivered formally, let alone using language that sounds intellectual. However, over time I

began to be able to enjoy and understand the vocabulary spoken by the speakers. *(Untuk pengalaman saya saat pertama kali menggunakan TED Talks cukup merasa tertantang. Apalagi saat mendengar materi yang dibawakan dengan formal terlebih memakai bahasa yang terdengar intelektual. Namun seiring waktu saya mulai bisa menikmati dan memahami kosa kata yang diucapkan pembicara.)*

2. I first became familiar with TED Talks through a listening course, where the course lecturer often asked students to write a review of the film or video provided. Then, it just so happened that videos from TED Talks were also frequently used. *(Awal saya mengenal TED Talk yaitu melalui matkul listening, dimana dosen pengampu matkul sering meminta para mhs untuk membuat review dari film atau video yang diberikan. Lalu, kebetulan sering juga memakai video2 dari TED Talks.)*
3. At first, I thought the topics of TED Talks were only about business or education. However, once I started looking for other TED Talks content, it turned out that the topics were extremely diverse. Then, for the topics I watch most often, they are related to mindfulness or life motivation to be more meaningful and productive. *(Pada awalnya saya kira topik dari TED Talks itu hanya seputar bisnis atau pendidikan. Namun, begitu saya mulai mencari konten TED Talks lainnya, ternyata topiknya amat sangat beragam. Lalu, untuk topik yang sering saya tonton terkait mindfulness atau tentang motivasi hidup supaya lebih bermakna dan produktif.)*
4. Personally, it has supported my listening skills. However, sometimes I still encounter vocabulary pronunciations whose meanings I do not yet understand. *(Kalau untuk saya pribadi cukup mendukung sedikit kemampuan saya dalam listening. Namun terkadang masih menemukan pengucapan vocab yang belum saya pahami maksudnya.)*

5. Of course. I feel TED Talks are quite suitable for me to practice listening. However, I will also combine them with the use of other media* such as songs, movies, or TikTok. Because in TED Talks videos there is still a lack of slang usage, while other platforms use quite a lot of slang. *(Tentu saja. Saya merasa TED Talk cukup cocok untuk saya berlatih listening. Namun saya juga akan mengkombinasikan penggunaan media lain seperti lagu, film, atau TikTok. Karena dalam video TED Talks masih kurang penggunaan bahasa slang, sementara platform lainnya cukup banyak penggunaan bahasa slang-nya.)*
6. The advantage compared to other media is that it is easier to access and free. Because for other media, many require a subscription, like Spotify or Netflix for watching movies. *(Kelebihannya jika dibandingkan media lain lebih mudah diakses dan free. Soalnya kalau media lain itu banyak yang harus berlangganan ya. Seperti Spotify atau Netflix buat nonton film.)*
7. For me, the drawback is the lack of slang used. Whereas for daily conversation, the fact is that the language used is more casual and not as formal as TED Talks. *(Kalau bagi saya kekurangannya di minimnya bahasa slang yang digunakan. Padahal untuk percakapan sehari-hari faktanya bahasa yg dipakai lebih santai dan tidak se formal TED Talks.)*
8. As for obstacles, so far none have been disruptive. It is just scientific vocabulary in certain themes. However, those can still be looked up to understand their meaning. *(Kalau hambatan sejauh ini tidak ada yang sampai mengganggu. Hanya kosa kata ilmiah di beberapa tema saja. Tapi, itu masih bisa dicari untuk dipahami maknanya.)*

- **Participant 4 (Online Interview – Sunday, December 14 2025)**

1. In my opinion, it is quite enjoyable. The video content on TED is also quite diverse and delivered by experts in their fields. So, the content is definitely high-quality/substantial. *(Menurut saya cukup menyenangkan. Isi video di TED itu juga cukup beragam dan disampaikan oleh para ahlinya. Jadi sudah pasti isinya berbobot.)*
2. I first became familiar with TED Talks when I was in college (lecture). Because during my time in middle school and high school, I learned listening using songs and movies, and frequently only listened to conversations from native speakers provided by the English teacher. *(Awal saya mengenal TED Talks itu pas kuliah. Soalnya selama waktu di sekolah SMP - SMA saya belajar listening pakai lagu sama film. dan seringkali hanya mendengarkan percakapan dari speaker milik guru B. Inggris.)*
3. Personally, I prefer life-changing topics, such as self-improvement. Like one of the videos I recently watched about how to make an introvert happy. *(Saya sendiri lebih suka topik yg life changing seperti self-improvement. Seperti salah satu video yg baru-baru ini saya tonton tentang bagaimana membuat seorang introvert bisa happy.*
4. It has quite supported my listening skills. Because in TED Talks, the pronunciation of each word is quite clear. So, it is definitely suitable for listening practice, even for a beginner/layperson like me. *(Cukup mendukung kemampuan listening saya karena di TED Talks pengucapan setiap katanya itu cukup jelas ya. Jadi bisa banget untuk latihan listening bahkan untuk yg awam seperti saya.)*
5. It is quite suitable for me, this TED Talk. So, if asked to choose, it seems I will keep using the TED Talks platform. *(Cukup cocok kalau bagi saya*

TED Talk ini Jadi kalau diminta milih sepertinya saya akan tetap pakai platform TED Talks.)

6. As for the advantages, there are quite a few, starting from the variety of topical content. So, you can choose content that you like. You can learn new terms. Then, there is a feature on YT that helps slow down the video. So, it is quite helpful to clarify what the speaker is saying. *(Untuk kelebihannya cukup banyak mulai beragamnya konten topik. Jadi bisa milih konten yg disukai. Bisa belajar new term. Lalu ada fitur di Yt yg bantu lambatin videonya. Jadi cukup membantu memperjelas omongan speakernya)*
7. There is a little bit, but it's still okay to be used as a daily driver for learning material. The drawback is more about the subtitles, because they are from YT subs. So, sometimes they error, such as being too fast/slow and even not synchronized. *(Ada sedikit sih, tapi masih oke saja buat daily driver bahan belajar. Kekurangannya itu lebih ke subtitle karena dari Yt subnya. Jadi kadang error seperti terlalu cepat / lambat dan bahkan enggak sinkron.)*
8. For the obstacles, it is more about me, where I still need to learn scientific terms in English. *(Untuk hambatannya lebih ke saya sendiri yang masih perlu belajar istilah-istilah ilmiah dalam Bahasa Inggris.)*

- **Participant 5 (Offline Interview - Sunday, December 21 2025)**

1. My experience is pretty fun and quite enjoying the TED Talks content. *(Pengalaman saya cukup menyenangkan dan cukup menikmati konten-konten TED Talks.)*
2. I know TED Talks for the first time is when I am scrolling through YouTube homepage and there is TED Talks content over there. *(Saya tahu*

pertama kali terkait TED Talks saat saya sedang scrolling melalui beranda YouTube dan ada konten TED Talks disana.)

3. For me, I prefer topic about motivation. Perhaps, because I am a Gen-Z that in this era of life really need a lot of motivation to keep up with life. So, I think that is why I prefer content about motivation. *(Bagi saya, saya lebih memilih topik terkait motivasi. Mungkin, karena saya termasuk Gen-Z yang mana di era kehidupan saat ini sangat membutuhkan banyak motivasi untuk semangat menjalani hidup. Jadi, saya rasa itu alasan kenapa saya lebih memilih konten tentang motivasi.)*
4. Based on my experience, I feel that my listening skill is slightly improved. I can feel the improvement from the moment that I can understand when someone speaks English and using formal words. *(Berdasarkan pengalaman saya, saya merasa kemampuan listening saya sedikit meningkat. Saya dapat merasakan peningkatannya saat ada situasi dimana saya mampu memahami ketika seseorang berbicara menggunakan Bahasa Inggris dan menggunakan kata-kata yang baku.)*
5. If I asked to choose, I prefer to combine both TED Talks and other media that have less formal contents. So, I can get knowledge about informal words or slangs for daily conversation. *(Jika saya diminta untuk memilih, saya lebih memilih untuk mencampur penggunaan TED Talks dengan media lainnya yang mempunyai konten yang lebih santai daripada TED Talks. Jadi, saya bisa mendapat pengetahuan tentang kata-kata informal atau bahasa gaul untuk percakapan sehari-hari.)*
6. The advantages of TED Talks are on its substantial contents and also the speakers who pronounced every word with clear pronunciation. *(Kelebihan TED Talks ada pada kontennya yang berbobot dan juga pembicaranya yang mengucapkan setiap kata dengan pengucapan yang jelas.)*

7. The disadvantage of TED Talks is lack on the contents that is less formal. Most of the content always talks about heavy topics and sets on formal situation. *(Kekurangan TED Talks ada pada kurangnya konten-konten yang lebih santai. Kebanyakan kontennya selalu membahas topik-topik yang berat dan diatur dalam situasi yang formal.)*
8. The challenge mostly to understand new specific terms that sounds too complicated for me to understand. *(Hambatannya kebanyakan untuk memahami istilah-istilah spesifik baru yang terdengar terlalu rumit bagi saya untuk dipahami.)*

- **Participant 6 (Offline Interview – Wednesday, December 24 2025)**

1. As long as I use TED Talks for my listening practice, I feel quite comfortable because it is easy to find and free. Its video feature contents are also diverse and the speakers' pronunciation of every word in TED Talks is also clear. So far so good for me to use. *(Selama saya memakai TED Talks untuk latihan listening saya cukup nyaman karena mudah dicari dan non-berbayar. Fitur kontennya juga beragam serta speaker di TED Talks pengucapan setiap katanya juga jelas. So far so good untuk saya pakai.)*
2. I have known TED Talks since I took my Bachelor's degree in English Language Teaching (S1-TBI) at UIN, which was introduced through a listening course by one of the UIN lecturers, and since then I still often use it to sharpen my listening skills. *(Saya kenal TED Talks sudah semenjak saya ambil S1-TBI di UIN yang mana dikenalin lewat matkul listening oleh salah satu dosen UIN dan semenjak saat itu masih sering saya pakai buat mengasah kemampuan listening saya.)*
3. Personally, I often watch TED Talks content whose themes are self-improvement and public speaking. Because I often participate in public

events. So yeah, it's around that topic so I can be more trained to speak in front of the public, in addition to training my listening skills. *(Kalau saya sering menonton konten TED Talks yang temanya self improvement sama public speaking. Soalnya saya kan sering ikut event public. Jadi ya seputar itu supaya lebih terlatih lagi ngomong di depan publik ditambah melatih skill listening saya.)*

4. Significantly, it is quite helpful. However, it needs to be underlined that it helps here because I already have a quite large vocabulary memorization. Because when I was still in my Bachelor's degree, my basic/vocabulary building was still very little. Well, back then I had quite a bit of difficulty to help catch the meaning of the speaker. But nowadays, I can quite catch the meaning from the speaker. *(Secara signifikan cukup membantu. Namun perlu digaris bawahi membantu disini kalau saya yang sudah cukup banyak ya hafalan vocabnya. Karena saat saya masih S1 saya dasar / building vocabnya kan masih sedikit. Nah, disitu saya lumayan kesulitan membantu menangkap maksud dari speakernya. Tapi kalau sekarang sudah lumayan menangkap maksud dari speakernya.)*
5. If asked to choose at this moment, I am still comfortable and choose TED Talks. Because if I use other media such as movies, I get distracted instead. So for now, I still prefer TED Talks over the others. Meanwhile, for podcasts, I think the material is too casual. So I still prefer TED. *(Kalau diminta memilih saat ini masih nyaman dan memilih TED Talks ya. Soalnya kalau pakai media lain semisal film, saya malah ke distract. Jadi utk sekarang masih prefer TED Talks daripada yang lain. Sementara kalau untuk podcast saya rasa terlalu casual materinya. Jadi masih prefer ke TED.)*
6. For the advantages, in my opinion, there are many. For example, from the high-quality/substantial material and the presenters are also directly from the experts. So it can add insight and new knowledge in that field. Another

example is none other than the TED Talk feature on YT, because when I was a freshman (maba) in my Bachelor's degree back then, I was still a noob/newbie regarding vocabulary. So when there was a subtitle feature, it was very helpful. So I could know the spelling of the words spoken by the speaker. *(Untuk kelebihannya menurut saya banyak ya. Contohnya dari materi yang berbobot dan pematierinya juga dari ahlinya langsung. Jadi bisa nambah wawasan dan pengetahuan baru di bidang itu. Cth lainnya ya tak lain dari fitur TED Talk di Yt ya. karena saya pas maba S1 dulu masih nub / newbie terkait vocab. Jadi pas ada fitur subtitle itu sangat membantu banget. Jadi bisa tahu spelling dari kata yang diucapkan speakernya.)*

7. For the disadvantages, it lies in the auto-sub. Maybe if it's from the developers themselves who provide the subtitle options, I think that would be better. So that it doesn't use auto-sub which sometimes the video speaker and the auto-sub are not synchronized. But that doesn't happen in all of the videos. Only in a few or a small portion of them. *(Untuk kekurangannya ada di auto-sub nya sih. Mungkin kalau dari developernya sendiri yang kasih opsi subtitle, saya rasa itu lebih baik. Jadi supaya enggak auto sub yg kadang antara speaker di video sama auto subnya enggak sinkron. Tapi itu enggak di semua videonya. Hanya di beberapa atau sebagian kecil saja.)*
8. Personally, referring to the early days when I knew TED, it was more about the vocabulary whose meaning is specific to technical/scientific matters. So for those who are still beginners, maybe they can look for other platforms that are more suitable. (Not recommended for beginners). *(Kalau saya pribadi mengacu pada awal-awal saya mengenal TED lebih ke vocabnya yang maknanya khusus untuk hal-hal teknik ilmiah. Jadi untuk yang masih pemula mungkin bisa cari platform lain yang lebih suitable. - not rekomen buat pemula.)*

- **Participant 7 (Offline Interview – Friday, December 26 2025)**

1. My experience is quite comfortable using TED Talks as a listening learning media. This is because TED Talks contents are very clear and high-quality/substantial. Clear here means referring to the speakers, whose vocabulary pronunciation is quite understandable. *(Pengalaman saya cukup nyaman memakai TED Talks sebagai media belajar listening. Hal ini karena TED Talks itu konten-kontennya sangat jelas dan berbobot. Jelas disini maksudnya merujuk ke speakernya yang pengucapan vocabnya cukup bisa dipahami.)*
2. I know TED Talks from my friend who studies at UIN. So after my friend gave that recommendation, I started searching on YT for TED Talks content and started to enjoy it when first watching TED Talks. Then it turned out there is also the application on the Play Store, which is better than the one on YT because it has the transcript in the description section. *(Saya kenal TED Talks itu dari teman saya yang kuliah di UIN. Jadi setelah teman saya kasih rekomendasi itu saya mulai nih search di Yt, konten2 TED Talks dan mulai enjoy saat pertama nonton TED Talks. Lalu ternyata ada juga aplikasinya di playstore yang mana lebih better dari yang di Yt karena ada transkripnya di bagian description.)*
3. Personally, there are 2 topics that I watch most often. The first is related to personal growth and the second is related to the environment, because I myself quite care about the environment and I am also a vegan. *(Kalau saya sendiri ada 2 topik yg sering saya tonton. yg pertama terkait personal growth sama terkait lingkungan karena saya sendiri cukup peduli dengan lingkungan dan saya juga vegan.)*

4. If it is for motivation, not really, because I only use the TED Talks when I am in the mood. Maybe around 2-3 times a week. If it is to improve listening, I feel it is not too significant. It did improve, but only a little. For me, what improved instead is the pronunciation ability. Because I often imitate the pronunciation of several vocabularies as spoken by the speaker. *(Kalau untuk motivasi tidak terlalu ya, karena saya kalau mood aja pakai TED Talks nya. Mungkin sekitar 2-3 kali seminggu. Kalau untuk meningkatkan listening saya merasa tidak terlalu signifikan. Memang meningkat, tapi hanya sedikit. Kalau saya yg meningkat itu malah kemampuan pronunciation ya. Soalnya sering tiruin pengucapan beberapa vocab seperti yg diucapkan speakernya.)*
5. If it is just for listening, I think it is still okay to use TED Talks, because it is easily accessed especially for Gen-Z. *(Kalau untuk listening saja saya rasa masih oke untuk memakai TED Talks, karena mudah diakses terutama buat para Gen-Z ya.)*
6. In my opinion, the advantage is in the free part. This TED Talks is free of charge and can also be accessed directly from YouTube or the application. So it is different from other platforms, for example Big Think, which is complicated because you have to become a member to watch the videos. So it is very helpful for college students or boarding house kids who need to save money but want to learn English. *(Kelebihannya menurut saya di bagian gratisnya. TED Talks ini enggak berbayar kan dan juga bisa diakses dari Youtube atau aplikasinya langsung. Jadi beda kayak platform lain misal Big Think yang ribet harus jadi member untuk tonton videonya. Jadi sangat membantu bagi mhs atau anak kost yang harus hemat yg kepingin belajar Inggris.)*
7. For the drawbacks, there seem to be none in the context of the videos. Maybe for the ones on the YouTube platform, TED Talks themselves should provide caption subs / transcripts like the ones in the application.

So, those who still have difficulty following the speaker's pronunciation can look at the transcript while watching. *(Untuk kekurangannya nggak ada ya seperti ini. Maksudnya dalam konteks videonya. Mungkin untuk yang di platform Youtube, TED Talks yang dari pihaknya sendiri harusnya bisa kasih caption sub / transcribe seperti di aplikasinya. Jadi, yg masih kesulitan follow up pengucapan speakernya bisa sambil lihat transkribnya.)*

8. As for obstacles, there are none for me personally because I myself am already quite familiar with English content. So, there are no significant obstacles, only minor problems like vocabulary that is too scientific, but I can still look up the meaning, and it can add to my vocabulary intake. *(Kalau untuk hambatan sendiri tidak ada yg bagi diri saya pribadi karena saya sendiri sudah cukup familiar dg konten berbahasa Inggris. Jadi, tidak terlalu ada hambatan, hanya minor problems seperti vocab yang terlalu ilmiah, tapi masih bisa saya cari tahu maknanya. dan dapat menambah asupan vocab saya.)*

- **Participant 8 (Offline Interview – Sunday, January 18 2026)**

1. During my time using TED Talks, I feel quite comfortable because the videos themselves are not too long, and there is also a transcript feature in its TED application. So, it makes it easier if there are vocabularies that I do not understand during listening. *(Selama memakai TED Talks saya merasa cukup nyaman karena videonya sendiri yg tak terlalu panjang dan juga ada fitur transkrip di aplikasi TED-nya. Jadi, mempermudah kalau pada waktu listening ada kosa kata yg tak saya pahami.)*

2. I have known TED Talks for quite a long time. Roughly since I was still in my Bachelor's degree, when I was a freshman, I was scrolling through Youtube and started to find the TED-Talks channel which turned out to be frequently used during the listening course. *(Sudah cukup lama saya tahu TED Talks. Kurang lebih semenjak saya masih S1 pas waktu maba saya scrolling lewat Youtube dan mulai nemu channel TED-Talks yg ternyata sering dipakai waktu matkul listening.)*
3. Personally, I tend to watch topics around personal growth. Sometimes I alternate it with health or social culture. But, the focus of my preference is on personal growth. *(Kalau saya nontonnya cenderung topik seputar personal growth. Kadang saya selingi tentang health atau social culture. Tapi, fokus kesukaan saya ada di personal growth.)*
4. In my own opinion, it is quite helpful. Because indeed the access is that easy and also the speakers are very clear in their pronunciation. Besides that, my listening ability has indeed slightly improved. *(Menurut saya sendiri cukup membantu ya. Karena memang semudah itu aksesnya dan juga speakernya itu sangat jelas dalam pronunciation-nya. Selain itu, memang kemampuan listening saya sedikit meningkat.)*
5. For TED Talks, I still choose TED Talks because the content is higher quality/more substantial and I can get to know and add insight into new scientific terms, as well as other knowledge. *(TED Talk, saya masih memilih TED Talks. karena isi kontennya lebih berbobot dan saya jadi bisa tahu dan menambah wawasan ke new scientific term. dan juga pengetahuan lainnya.)*
6. For me, the advantage lies in the high-quality/substantial material content. So the knowledge obtained is, in other words, fully beneficial. Besides that, the selection of speakers who are native speakers and also fluent in English adds a plus point for this TED Talks application. *(Bagi saya kelebihanannya ada pada isi materi yg berbobot. Jadi pengetahuan yang di*

dapat itu istilahnya full manfaat semua. Selain itu pemilihan speakernya yg native speaker dan juga fluent in English menambah nilai plus untuk aplikasi TED Talks ini.)

7. In my opinion, it is more about the language style, which is mostly too academic. So if it is for material or used as a media for high school students, I think many will find it difficult. This is based on my experience when trying to use TED Talks to teach high school students during my teaching practicum (PPL) in Kediri. Many students had difficulty catching the meaning of the speaker because they are still learning informal vocabulary, such as in narrative texts, recount, etc. *(Menurut saya lebih kepada gaya bahasa yang mayoritas terlalu akademik. Jadi kalau buat materi atau dijadiin media ke siswa yg masih SMA, saya rasa akan banyak yg kesulitan. Ini berdasar pengalaman saya saat mencoba memakai TED Talks untuk mengajar siswa SMA waktu PPL di Kediri. Banyak siswa yg kesulitan menangkap maksud dari speakernya. Karena mereka masih mempelajari informal vocab seperti pada teks narrative, recount, dll.)*
8. Personally, there are no obstacles whatsoever when using TED Talks. *(Kalau saya pribadi tidak ada hambatan apapun ketika memakai TED Talks.)*

- **Participant 9 (Online Interview – Friday, January 23 2026)**

1. I feel comfortable when using TED Talks, especially since the video duration is only around 12-19 minutes, so it is not too boring to listen to and watch. Moreover, the material presented is so high-quality/substantial, so it perfectly fits my expectations and comfort. *(Saya merasa nyaman saat memakai TED Talks, terlebih durasi videonya yang hanya sekitar 12 - 19 menit jadi tidak terlalu boring untuk di dengar dan di tonton.*

Apalagi materi yg dibawa pematernya begitu berbobot jadi cukup sesuai dengan ekspektasi dan kenyamanan saya.)

2. I knew TED Talks when I was a freshman, where I was looking for a platform to practice listening. Then, some of my friends told me about several platforms, such as VOA, Big Think, and one of them was this TED. *(Saya kenal TED Talks saat jadi maba dimana saya sedang mencari platform untuk melatih listening. Lalu, beberapa teman saya memberi tahu beberapa platform, seperti VOA, Big Think, dan salah satunya TED ini.)*
3. Personally, I prefer listening to content around motivation. Such as personal growth or others regarding change and positivity. *(Kalau saya lebih suka dengerin konten-konten seputar motivasi. Seperti personal growth atau lainnya yg tentang perubahan dan positivity.)*
4. It is quite helpful in slightly improving listening skills. But as for learning motivation, it is just ordinary. *(Cukup membantu dalam meningkatkan sedikit kemampuan listening. Tapi kalau untuk motivasi belajarnya biasa saja.)*
5. Personally, I feel like I will keep using TED Talks as personal learning material. But I will also combine it with other applications like Netflix for movies. Because the vocabulary used in TED Talks focuses on formal language. *(Saya pribadi merasa sepertinya akan tetap menggunakan TED Talks sebagai bahan belajar pribadi. Tapi juga menggabungkannya dengan aplikasi lain seperti Netflix untuk film. Karena vocab. yg dipakai di TED Talks fokus ke bahasa yg baku ya.)*
6. Compared to other media, this TED Talks excels in its high-quality/substantial content. I'll take podcasts as an example. For podcasts themselves, they rarely discuss high-quality/substantial things; maybe there are, but there is more casual content. Such as talking about celebrity cases or horror stories. So if you want to look for positive and meaty

content material, you can use TED Talks. *(Kalau dibandingkan dg media lain, TED Talks ini unggulnya ada di isi kontennya yang berbobot. Saya ambil contoh podcast Untuk podcast sendiri jarang ya membahas hal-hal berbobot, mungkin ada tapi lebih banyak konten casualnya. Seperti ngomongin kasus artis atau cerita horror. Jadi kalau mau cari bahan konten positif dan berdaging bisa pakai TED Talks.)*

7. The disadvantages lies in its formal language. But it is indeed understandable because the topics in the content tend to be deep. So for the level of English major college students, it is just fine. It's just that for those who are non-English majors, they might face obstacles. *(Kekurangannya ada di bahasa bakunya ya. Tapi memang maklum karena topik di kontennya cenderung deep. Jadi kalau untuk level mhs. B.Ingggris aman saja. Hanya kalau utk yg non-english bisa jadi akan terhambat.)*
8. Personally, I do not feel there are any obstacles whatsoever. Maybe because since middle school, I have indeed learned and watched quite a lot of various English content, movies, or songs. So there are no significant obstacles. *(Kalau saya sendiri tidak merasa ada hambatan apapun. Mungkin karena sedari SMP saya memang sudah cukup banyak belajar dan melihat berbagai konten dan film atau lagu Inggris. Jadi tidak ada hambatan yg signifikan.)*

- **Participant 10 (Offline Interview – Saturday, January 24 2026)**

1. I feel it is easy and comfortable to use TED Talks as my tool in learning listening, because of the accessibility and also the contents inside that pretty much match what I expect. *(Saya merasa mudah dan nyaman dalam memakai TED Talks sebagai sarana saya dalam belajar listening, karena dari accessibility dan juga konten-konten di dalamnya yang cukup sesuai dengan apa yang saya harapkan.)*

2. I knew TED Talks when there was a listening course where one of the assignments was watching a video and summarizing the points / core of what was in that video. Then, it happened that at that time there were videos (several videos) that came from TED Talks. *(Saya tahu TED Talks saat ada matkul listening dimana salah satu penugasannya menonton video dan menyimpulkan poin / inti dari apa yang ada di video tersebut. Lalu, kebetulan saat itu ada video (beberapa video) yg berasal dari TED Talks.)*
3. I like TED Talks content that discusses culture and education. Especially since my major is education, so it is also to add insight about that matter at the same time. *(Saya menyukai konten TED Talks yang membahas tentang culture dan education. Terlebih jurusan saya kan pendidikan, jadi sekalian untuk menambah wawasan tentang hal itu.)*
4. It is quite helpful, it's just that the improvement is not too drastic, probably because I have been exposed to foreign languages from English-language contents quite often so I feel the improvement is just ordinary. Then for my learning motivation, I also feel it is just ordinary. *(Lumayan membantu hanya saja tidak terlalu drastis meningkatnya kemungkinan karena saya sudah cukup sering terkena bahasa asing dari konten-konten berbahasa Inggris jadi saya merasa biasa peningkatannya. Kemudian untuk motivasi belajar saya juga merasa biasa saja.)*
5. Personally, I prefer through movies or songs. But if it is just for once in a while, I think I am still fine if using TED Talks. Let's say twice a week or so. *(Saya sendiri lebih memilih melalui film atau lagu ya. Tapi kalau untuk sesekali saja saya rasa, saya masih fine aja jika menggunakan TED Talks. Katakanlah seminggu 2 kali gitu.)*
6. The advantages start from its user-friendly interface. It is not too complicated or crowded. Then, it is also easy to access; it can be through

YouTube or the application directly. *(Kelebihannya mulai dari interface nya ramah pengguna. Tidak terlalu menyulitkan atau ramai. Lalu, mudah di akses juga. bisa lewat Youtube atau aplikasinya langsung.)*

7. The drawback is more about the speech / vocab or vocabulary which is quite academic, it can even be said to be quite a lot. So there are many scientific terms whose meanings I don't really understand. *(Kekurangannya lebih kepada speech/vocab atau kosa katanya yg cukup akademik, bahkan bisa dibilang lumayan ya. Jadi banyak tuh istilah ilmiah yang banyak saya kurang fahami artinya.)*
8. The obstacle is related to those new terms earlier. Where my focus becomes distracted so that sometimes I am not in the mood to continue watching that TED Talks content. *(Hambatannya ya terkait new terms tadi ya. Dimana fokus saya jadi terpecah sehingga terkadang jadi nggak mood untuk melanjutkan menonton konten TED Talknya.)*

- **Participant 11 (Online Interview – Sunday, February 1 2026)**

1. My experience using TED Talks is quite easy. Starting from searching for the content, and it is even easier because there is no need to make a subscription (payment). So it is truly free. *(Pengalaman saya menggunakan TED Talks cukup mudah. Mulai dari mencari kontennya. Sama lebih mudah lagi karena tidak perlu melakukan subscription (pembayaran) Jadi benar-benar free.)*
2. I became familiar with TED Talks from a friend's suggestion when at that time I was looking for a platform for listening practice. *(Saya mengenal TED Talks dari saran teman saya dimana waktu itu saya tengah nyari platform untuk latihan listening.)*
3. There are really a lot of topics that I have watched, starting from education, tech, nature, but if asked to choose one, I prefer environment.

About the environment and current environmental problems. *(Banyak banget ya topik yg pernah saya tonton mulai dari education, tech, nature, tapi kalau diminta pilih satu saya prefer yg environment ya. Tentang lingkungan dan problema lingkungan saat ini.)*

4. For me personally, it has improved quite a bit. So I am starting to get used to hearing the pronunciation of English vocabulary, and currently, I have started to get used to watching vlogs in English without subtitles. *(Kalau untuk diri pribadi lumayan meningkat ya. Jadi mulai terbiasa mendengar pengucapan vocab b.Ingggris. dan saat ini sudah mulai terbiasa nonton vlog yg berbahasa Inggris tanpa subtitle.)*
5. For the future, I will choose something else. Maybe more towards vlogs or movies. Because I already feel capable enough to try listening to more complex pronunciations / vocabulary, such as slang, accents, etc. Because in TED Talks, the speakers mostly use formal language. Even if there are those who still use accents, the grammar is structured or formal like that. *(Kalau kedepannya saya memilih yg lain ya. Mungkin lebih ke vlog atau film. Soalnya saya sudah merasa cukup mampu untuk mencoba listening ke pengucapan / kosa kata yg lebih kompleks. kayak slang, aksen, dll. Soalnya kalau di TED Talks speakernya rata-rata pakai bahasa yg baku. Adapun yg masih pakai aksen tapi tata bahasanya itu kayak terstruktur atau baku gitu ya.)*
6. In my opinion, the advantage of TED Talks lies in the speakers' pronunciation. The vocabulary pronunciation can be heard clearly, and for me, the speech rate is mostly safe. But there are also speakers who talk too fast. Usually, I don't skip it if the one speaking is fast. *(Menurut saya kelebihan TED Talk ke pengucapan speakernya sih. Pengucapan kosa katanya dapat di dengar dengan jelas dan kalau bagi saya untuk speech ratenya itu aman kebanyakan. Tapi ada juga yang speakernya pas*

ngomong kecepatan itu ada juga. Biasanya tak skip sih. kalau yg ngomong ny cepet.)

7. For the drawbacks, I think there are none. In fact, nowadays it is much easier because there is the app directly in the Play Store. In the app, there is also a duration set and you can choose topics. So I think there are no drawbacks. *(Kalau kekurangannya saya rasa tidak ada ya. Bahkan sekarang lebih mudah karena ada aplikasinya langsung di play store. Di aplikasinya juga ada set duration dan bisa milih topik. Jadi saya rasa tidak ada kekurangannya.)*
8. For obstacles, I am reflecting on the beginning when first using TED Talks. When first using TED Talks, I had difficulty with new terms / scientific terms. But nowadays, I think it is already quite safe. *(Untuk hambatan, ini saya berkaca di awal ya dimana pas pertama pakai TED Talks. Saat pakai TED pertama itu saya susahny di istilah baru / ilmiah. Tapi kalau sekarang saya rasa sudah lumayan aman.)*

- **Participant 12 (Offline Interview – Sunday, February 8 2026)**

1. For the initial use of TED Talks, I immediately felt suited and comfortable. Because the access is easy and the video duration can be chosen in the application. *(Untuk awal penggunaan TED Talks saya langsung cocok dan nyaman. Karena akses mudah dan durasi videonya yg bisa dipilih di aplikasinya.)*
2. I knew TED Talks from my friend. Then I tried searching in the Play Store and it turned out there is an application. *(Saya kenal TED Talks dari teman saya. Lalu saya coba cari di play store dan ternyata ada aplikasinya.)*

3. As for topics, I often watch those about motivation for oneself or personal growth. *(Kalau topik saya sering menonton yang motivasi buat diri atau personal growth.)*
4. Not necessarily. Because sometimes I feel lazy because the topics are heavy. But, as for improving, it is indeed quite there but not too much. So if someone speaks full English, bit by bit I can quite understand. *(Belum tentu sih ya. Soalnya kadang saya merasa malas karena topiknya yg berat. Tapi, kalau untuk meningkatkan memang cukup ada tapi tidak terlalu. Jadi kalau ada orang ngomong full english dikit-dikit jadi lumayan ngerti.)*
5. It depends. However, I prefer a combination, so if the mood is okay to listen to heavy topics and take notes on scientific terms in TED Talks, I will use TED Talks. But if I am not in the mood and want something casual, I will use movies. *(Tergantung. Namun, saya lebih memilih kombinasi ya, jadi kalau mood oke buat denger topik berat sama catat istilah ilmiah yg ada di TED Talks saya akan pakai TED Talk. Tapi kalau lagi ga mood dan mau yg santai saya bakal pakai film sih.)*
6. The advantage lies in the options to choose duration and topic, where all the topics are high-quality/substantial. *(Kelebihannya ada di opsi untuk memilih durasi sama topic. dimana topiknya itu berbobot semua.)*
7. The drawback is also within its advantage. So because most of the topics are deep and heavy like that, it sometimes makes me inconsistent in using TED Talks. *(Kekurangannya juga ada di kelebihanannya ya. Jadi karena kebanyakan topik konten yg deep & berat gitu. Jadi kadang bikin saya nggak konsisten pakai TED Talks.)*
8. As for obstacles, there are none. It is more about the topics themselves, which should be more varied in their levels. So there are those that are heavy and there are also those that are light.

(Kalau hambatan tidak ada ya. Lebih ke topiknya aja. yg harusnya lebih bervariasi tingkatannya. Jadi ada yg heavy dan ada juga yg light.)

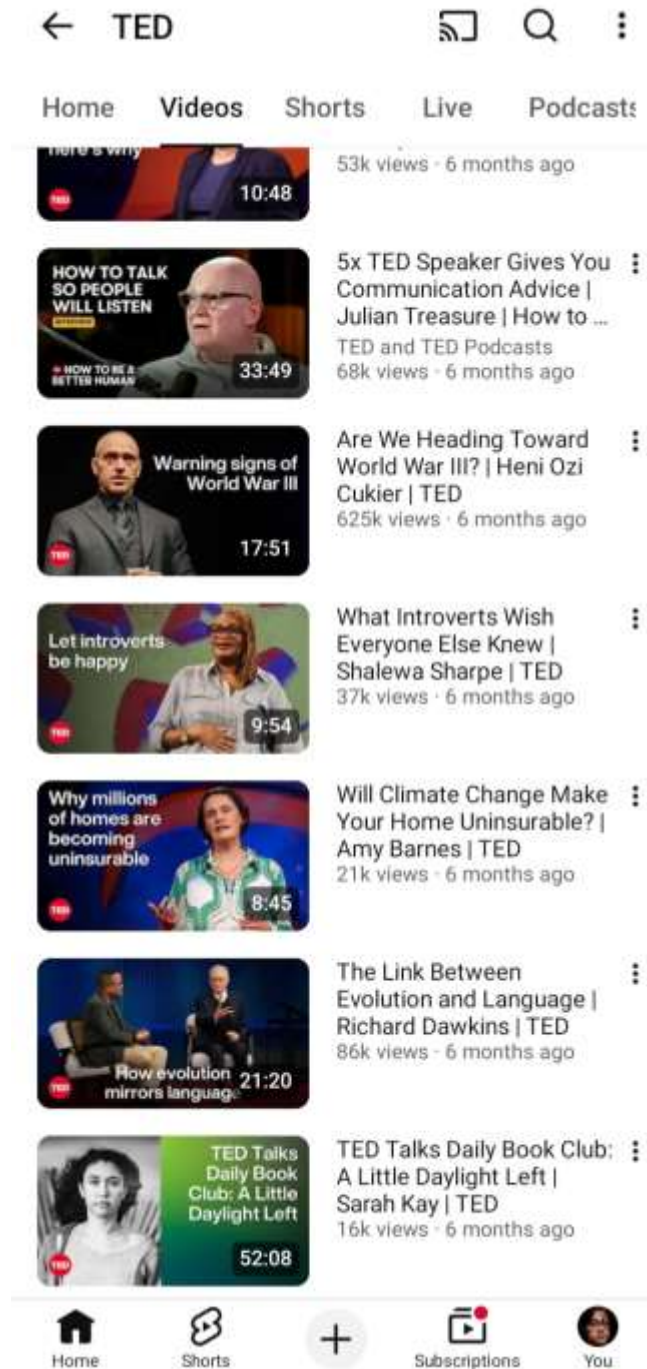
- **Participant 13 (Online Interview – Saturday, February 14 2026)**

1. So far when using TED Talks, I feel perfectly fine (comfy). I use TED Talks quite often, so when it comes to UI/Interface matters, I feel it is not a hassle at all. *(Sejauh ini saat memakai TED Talks saya merasa aman-aman (comfy) saja. Saya pakai TED Talks cukup sering jadi kalau masalah UI/Interface saya merasa tidak repot sama sekali.)*
2. I became familiar with TED when I was in my Bachelor's degree back then, there was a listening course and the lecturer who taught used content from TED Talks. *(Saya mengenal TED saat S1 dulu ada matkul listening dan dosen yang ngajar memakai konten-konten dari TED Talks.)*
3. Most of the time I watch motivation topics. But to broaden my insights and add vocabulary, I usually also watch other topics such as education or culture. *(Seringkali saya menonton motivasi ya. Tapi buat memperluas wawasan dan menambah kosa kata, saya biasanya juga nonton topik lain seperti education atau culture.)*
4. It indeed supports, but not too drastically. And for learning motivation, it is not too much either. *(Memang mendukung tapi tidak terlalu drastis. dan untuk motivasi belajar tidak terlalu juga ya.)*
5. Personally, I prefer to combine them. So not only TED Talks. So it can be added by using movies or songs, for example. *(Kalau saya pribadi prefer digabung ya. Jadi tidak hanya TED Talks saja. Jadi bisa ditambah pakai film atau lagu misalnya.)*
6. Using TED Talks, the advantage is more about the speakers who are experts and native speakers. So the material delivered is not trivial. Besides that, the pronunciation of the vocabulary is also quite clear.

(Menggunakan TED Talks itu lebihnya ada di speakernya yg merupakan para ahli dan native speaker. Jadi tidak ecek-ecek untuk materi yg disampaikan. Selain itu, pengucapan kosa katanya juga cukup jelas.)

7. As for the drawback, it is more about some terms that are quite complicated, such as scientific terms / names. Well, right there, for freshmen who are just learning English, I think it can be quite challenging. *(Kalau kekurangannya lebih ke ada beberapa istilah yg cukup rumit ya, seperti istilah / nama ilmiah. Nah disitu kalau bagi maba yg baru belajar Inggris saya rasa bisa cukup challenging.)*
8. For me myself, the obstacle was at the beginning of using TED Talks where my vocabulary mastery was still little. So, if there were scientific terms that appeared, I was often confused. *(Kalau saya sendiri hambatannya ada di awal pakai TED Talks dimana penguasaan vocab masih sedikit. Jadi, kalau ada istilah ilmiah yg muncul saya sering kebingungan.)*

APPENDIX 4: The Examples of TED Talks Contents in YouTube Version





Sleep Is Your Superpower | Matt Walker | T...

@TED 16m views 6 yr ago #TED ...more



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411k



Comments 11k



That moment when you're watching this at 2 am

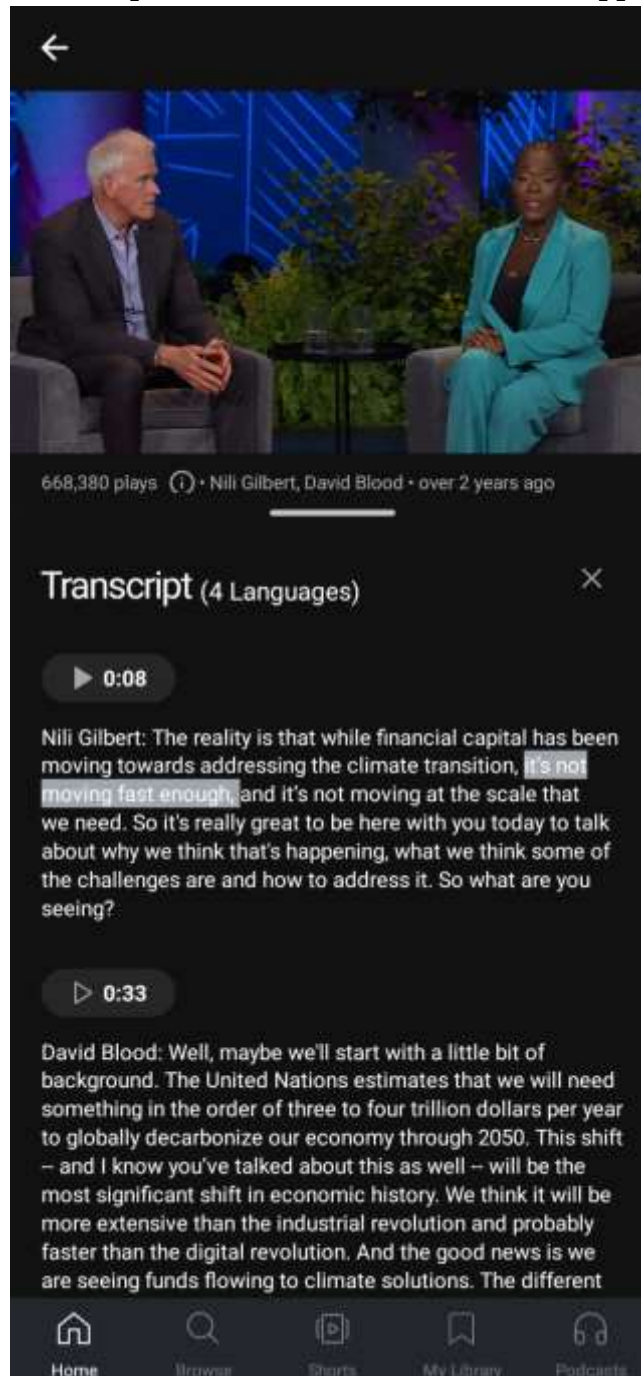


How to be confident (even if you're not) | Montana von Fliss | TED...

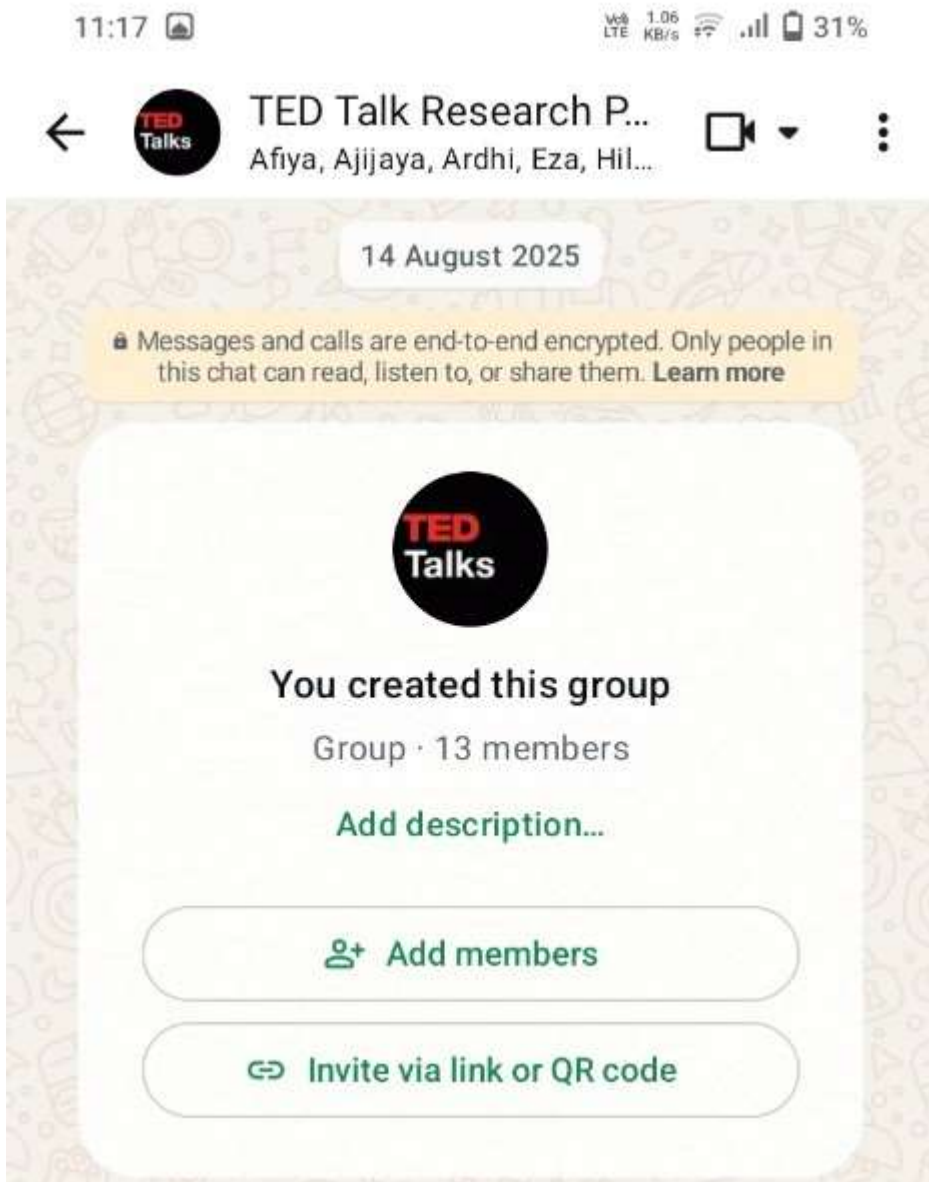


TEDx Talks · 5m views · 1 year ago

APPENDIX 5: The Example of TED Talks Content in the App Version



APPENDIX 6: Documentation











APPENDIX 7: Evidence of Guidance and Consultation

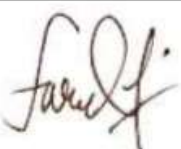
KONSULTASI BIMBINGAN SKRIPSI

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Judul Skripsi : COLLEGE STUDENTS' PERCEPTION USING TED TALKS AS A LEARNING MEDIA TO SUPPORT LISTENING SKILLS

Dosen Pembimbing : Farid Munfaati, M.Pd

No.	Tanggal/Bulan/Tahun	Materi Bimbingan	TTD
1	12 Desember 2023	Konsultasi Pertama	
2	3 Januari 2023	Konsultasi Kedua	
3	13 Juli 2023	Penyerahan Proposal Skripsi Bab 1 – 3	
4	8 Agustus 2023	Konsultasi dan Revisi Pertama Bab 1 - 3	

5	25 Agustus 2023	Penyerahan Revisi Pertama Bab 1 - 3	
6	21 September 2023	Seminar Proposal	
7	17 Oktober 2023	Konsultasi Pelaksanaan Penelitian (Pengumpulan Data)	
8	17 Desember 2025	Validasi Revisi Instrumen Penelitian (Pertanyaan Wawancara)	
9	8 Januari 2026	Konsultasi dan Revisi Pertama Bab 4 - 5	
10	6 Mei 2026	Konsultasi Bab 4 - 5 dan Abstrak	
11	9 Mei 2026	Konsultasi dan Pengambilan Revisi Kedua Bab 4 - 5 dan Abstrak	

12	11 Mei 2026	Konsultasi dan Penyerahan Revisi Kedua Bab 4 – 5 dan Abstrak	
13	13 Mei 2026	Pengambilan Naskah Skripsi dan Revisi Ketiga Bab 4 – 5 dan Abstrak	
14	20 Mei 2026	Penyerahan Revisi Ketiga Bab 4 – 5 dan Abstrak Serta ACC Naskah Skripsi untuk Sidang	

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Mengetahui,

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APPENDIX 7: Author Biography

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