

CHAPTER I

INTRODUCTION

1.1 Background of the Study

According to Robert and Foehr (2005) in Manuk (2016), in millennial times, children to teenagers aged 8-18 spend approximately 7.0 hours every day using social media, such as YouTube, Facebook, Instagram, WhatsApp. Millennial teenagers on a daily basis spend approximately 1 hour 44 minutes listening to music, 1 hour using the computer, 49 minutes playing video games in their phones, 43 minutes reading a book, and 25 minutes watching movies (Robert & Foehr, 2005 as cited in Manuk, 2016).

Nowadays, technology has become one of the priorities in a language classroom, and it is common for teachers, to a certain extent, to do technology-assisted language teaching (Sun & Yang, 2015 as cited in Ngo Cong-Lem, 2018). It is expected that students and teachers can have more benefits by using various media such as video clips. Learning through a video clip allows the learner to get more information about the target language, such as the accent, the pronunciation, and the language style of the native speaker naturally.

According to Luo (2013), many people around the world access information from the Internet. However, the web 2.0 in particular allows users to be more active. Instead of becoming a passive reader, the users can also give a good benefit, input

that can be developed, as well as share their knowledge. Moreover, the reader can use some platforms such as Facebook, YouTube, and Twitter to communicate more easily.

Some schools and educational institutions are using TED-Talk as a learning tool for speaking and listening. Since 1984, world-renowned experts have delivered TED Talks, but not until 2007, have the lectures been uploaded to an online platform. In the English Department of Widya Mandala Catholic University, TED Talks have been used in the listening courses of Semester 3 students. The array of interesting topics of TED Talks was intended to motivate the students to avoid boredom and fatigue while listening. TED-Ed videos are similar to TED Talks with the exception that they use images and illustrations to explain concepts and retain viewer's interest.

Up to date, there have been several studies that support the use of TED Talks in the English lesson. As an example, Takaseo's findings (2017) explain that by using TED Talks in the courses, Japanese college students with low English proficiency experienced an improvement in listening comprehension skills and motivation. Moreover, the students' survey results and journal entries revealed that they became better accustomed to hearing English accents apart from the standard British and American English as a result of repeated listening to TED Talks.

Replicating Takaseo's study, the writer would like to conduct a similar research with Indonesian college students aged 18 to 20. Different from Takaseo's method of data collection, this study will make use of surveys and interviews to determine the extent to which TED Talks or TED-Ed videos can be beneficial in Indonesian

contexts according to the participants' perceptions. Particularly, the writer would like to examine the Extensive Listening program, which requires the students to listen to TED Talks or TED-Ed videos independently in their own time. Considering that TED Talks offer various topics in science and culture, the writer views it necessary to see whether students perceive that such videos are truly useful for their language development process.

1.2. Research Questions

1. What are the perceptions of Listening B students on using TED-Ed or TED Talk to practice Listening?
2. What are the perceptions of the effectiveness /benefits of the activity on using TED-Ed or TED Talk to practice Listening?
3. What are the perceptions of the difficulties of the activity on using TED-Ed or TED Talk to practice Listening?

1.3. Objective of the study

The objectives of the study are:

1. To find out perceptions of Listening B students on using TED-Ed or TED Talk to practice Listening
2. To find out perceptions of the effectiveness /benefits of the activity on using TED-Ed or TED Talk to practice Listening 4
3. To find out perceptions of the difficulties of the activity on using TED-Ed or

TED Talk to practice Listening

1.4. Theoretical Framework

The researcher of this study focused on revealing the English Department Extensive Listening B students' perception of Extensive Listening Activities using TED-Ed or TED Talks. This study was made based on the nature of perception and was divided into two categories (bottom-up and top-down process), and Listening B students' perception of Extensive Listening Activities using TED-Ed or TED Talks

1.5. Significance of the study

This study aims to uncover, through the perception of the learners, whether or not the Extensive Listening activities have assisted the attainment of better listening comprehension of and note taking skills. Furthermore, the findings will provide feedback on how to resolve and anticipate recurring challenges to occur in future implementation of the Extensive Listening activities. This knowledge will, in turn, assist teachers of English to design and conduct more effective learning activities incorporating authentic material.

1.6. Scope and Limitation The participants involved in this study are limited to English Department students' batch 2018 that have joined and passed Listening B course as a subject of this study, Widya Mandala Catholic University Surabaya. These learners are enrolled in a language course entitled Listening B serving as the second stage in a 5 3-part trajectory (Listening A, B and C) in the 2018-2019 academic year. The estimated proficiency level of these students is

intermediate. The scope of the study's objective is restricted to perception/opinion/ thought or arguments of the pertinent students on: (a) the benefits, (b) the drawbacks and challenges of the Extensive Listening activities, and (c) the effectiveness of using TED-Ed and TED Talks. The students' measured achievement or test results will not be considered in the current research.

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1.7. Definition of Key Terms

A. Perception is a process of obtaining and preparing information that starts at the lowest sensor level (senses), then, continually leads to a series of more difficult actions. This information is obtained and prepared into a final understanding that has

a more convoluted mechanism. (Demuth, 2013) b. TED talks is a video made from presentations at major TED (technology, entertainment, design) conferences or one of its many satellite programs around the world. One of these TED Talks videos can be found on YouTube. TED Talks are limited to a maximum of 18 minutes but may be on a variety of topics. c. TED-Ed is a YouTube channel from Ted that contains short animated educational videos. TED-Ed also has its own website. The TED-Ed lessons themselves are made in collaboration with educators and animators. Current advisers for Ted-Ed's lessons include Aaron Sams, Jackie Bezos, John Hunter, Jonathan Bergmann, Sir Ken Robinson, Melinda French Gates, and Sal Khan. TED-Ed has more than 10 million subscribers and more than 1.5 billion views as of September 2019. 6 d. Extensive Listening (EL) is a language teaching and learning approach that encourages language students to be exposed to a large amount of easily comprehensible and enjoyable materials presented in the target language.

1.8. Organization of the Study

This study is organized into five chapters. The first chapter is the introduction which encompasses the background of the study, the research questions, objective of the study, the theoretical framework, the significance of the study, limitation and scope, the definition of key terms, and the organization of the study. The second chapter is the review of related literature which includes the related theory, and some previous studies. The third chapter is research methodology which describes and explains the research design, the subject, research the instrument, the data collection

procedure, and the data analysis procedure. The fourth chapter explains about the findings and discussion. Then, the fifth chapter, the last chapter, includes all aspects in this study and gives suggestions for the next similar research.