

## Indonesian Students' Perceived Usefulness of the Integration of TED Talks for English Language Learning: The Technology Acceptance Model (TAM) Framework

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### Article information

#### Abstract

This study was directed toward ascertaining students' perceived usefulness of integrating TED Talks for the cognitive and affective aspects of learning English as a foreign language. Employing a quantitative research design with a survey questionnaire, data were collected using the framework of the Technology Acceptance Model (TAM) which measured three aspects: perceived usefulness of using TED Talks, perceived usefulness for cognitive aspects, and perceived usefulness for affective aspects. The survey included 16 items, measured using a Likert scale of 1-4, and was completed by 250 English Education Department students in ten different universities from four islands in Indonesia: Java, Kalimantan, Sumatra, and Nusa Tenggara. The data revealed that the students had positive perceptions of the integration of TED Talks towards the cognitive and affective aspects with the index scores ranging from 77 to 82.3. The findings strongly indicated that integrating TED Talks can improve students' listening and speaking skills in addition to their motivation and confidence.

<b>Keywords</b>	perceived usefulness, English language learning, TED Talks, Technology Acceptance Model (TAM)
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## 1. Introduction

For English as a Foreign Language (EFL) learners, mastering the cognitive and affective aspects poses challenges due to various problems including exposure to native speakers, difficulties in understanding different accents, and an overall lack of motivation and confidence (Sah & Shah, 2020). Local teachers of EFL who are not native English speakers, typically, may not consistently provide accurate models for English pronunciation and vocabulary. In addition, EFL learners may face challenges in expressing themselves confidently, especially in academic contexts (Aini et al., 2023). Moreover, traditional teaching media such as textbooks may lack interactive elements, making the learning process even less effective. More interactive learning media, which are known to be more engaging and motivating for students (Rahmah, 2024), may be a solution.

Technology, entertainment, and design (TED) Talks, represent a potent vehicle for honing the art of listening and spoken communication in a short video (Ludewig, 2017). TED Talks can form a part of Information and Communication Technology (ICT)-based teaching and learning through online videos (Effendy & Taufik, 2023). TED Talks have evolved into a remarkable internet success story since their online inception. By 2023, the cumulative talks available on the Ted.com website had garnered more than one billion views. Currently, there are over 2,600 talks accessible online, collectively amassing 1.5 million views daily. This serves as evidence that TED Talks are widely and extensively accessed on YouTube (Fadhillah, 2021).

In the Indonesian context, the use of TED Talks in English language learning is now a continuing burgeoning trend, especially in a university context. With technology advancing swiftly, the integration of TED Talks in educational settings has created fresh opportunities to tailor and improve the learning journey for students, especially listening and speaking skills, in addition to the psychological aspects like motivation and confidence in practicing the skills (Nasrullah & Aini, 2024). Implementing TED Talks in English language learning aims to enhance language learning, and provide more personalized educational experiences.

TED Talks can serve as engaging and appealing learning resources, especially for adults who are closely intertwined with technology in their daily lives (Stout, 2019). As TED Talks progressively become more common in EFL classrooms, it is pivotal to analyze students' perceptions on how readily they accept TED Talks to address their language skill challenges, specifically in the cognitive and affective aspects of English language learning (Liu, 2023). It is then crucial to determine, particularly from students' perspectives, whether or not TED Talks genuinely improve listening and speaking skills along with motivation and confidence in learning English.

Numerous previous studies have explored the impact of TED Talks for English language learning. One study showed the impacts of implementing TED Talks on improving EFL students' speaking fluency and accuracy (Tilwani et al., 2020). Seventy-five intermediate EFL learners were taught using TED Talks, and the post-test showed significant improvement in students' speaking skills. Another study was conducted by Wu (2020) who found that teaching with TED talks for 18 weeks led to improvements in students' listening skills. Focusing on learners' motivation, Al Jarf (2021) found that integrating TED Talks into a university-level EFL program helped develop students' motivation to learn English.

Existing research has predominantly concentrated on the testing of practical applications and implementation of the use of TED Talks. However, limited

research has been conducted on the integration of TED Talks simultaneously in the cognitive and affective aspects, especially in recent years. In addition, previous studies have not measured students' perceived usefulness of the use of TED Talks using the framework of the Technology Acceptance Model (TAM).

TAM has been widely used in the educational field and is considered one of the most effective frameworks to measure technological acceptance. The framework of TAM was first introduced by Davis in 1986 (Venkatesh & Davis, 2000). TAM consists of the variable of perceived usefulness to measure the user's perceptions towards the acceptance of technology. Perceived usefulness reflects the belief that a technology improves task performance. In this research, TAM was used to measure students' perceptions of the usefulness of integrating TED Talks into English language learning.. The research strived to answer the following questions:

1. What are the students' perceived usefulness of TED Talks in English language learning?
2. What are the students' perceived usefulness of TED Talks on cognitive aspects in English language learning?
3. What are the students' perceived usefulness of TED Talks on affective aspects in English language learning?

## **2. Literature Review**

### **2.1 TED Talks as a Listening and Speaking Resource**

Listening and speaking skills are naturally considered the primary skills in the acquisition of language. These two skills, including the components of pronunciation and vocabulary, need to be mastered by EFL learners when learning English (Cahyono & Widiati, 2009). TED Talks is an interactive audio-visual medium that can help students in learning these skills. Students can receive authentic language practice by immersing themselves in videos through TED Talks. Also, TED Talks videos can serve as a source of inspiration for non-native English speakers seeking to cultivate their presentation skills independently (Fitria, 2022).

TED Talks can offer multiple benefits to learners. They function as reservoirs of knowledge, affording learners access to invaluable insights and readily comprehensible content. Additionally, TED Talks speakers often exemplify exceptional presentation prowess, harnessing all facets of language, including the subtleties of body language (Oleškevičienė et al., 2022). Wingrove (2022) has recommended incorporating TED Talks as a valuable resource for learning. The use of TED Talks in education can prove beneficial, fostering discussions, bringing renowned speakers into the classroom, and providing rich teaching opportunities.

In Colombia, María et al. (2018) utilized TED Talks to foster public speaking skills and autonomous English learning through blogs, applications, and online courses. In another study, Schmidt (2016) aimed to enhance students' listening skills through a listening journal, wherein students recorded extensive and intensive listening practices along with reflections on their experiences. These studies have indicated that the integration of TED Talks into English language learning contributes positively to various aspects of students' speaking and listening skills.

## **2.2 TED Talks as a Medium to Improve Motivation**

TED Talks are instrumental in cultivating students' self-assurance, endowing them with the tools to articulate their ideas, emotions, and perspectives on sociocultural issues. Students' oral presentations and analyses of discourse features specific to technology and engineering TED Talks result in the development of meaningful ideas and increased instrumental motivation (García-Pinar, 2019). María et al. (2018) employed the integration of authentic TED Talks videos into the learning environment, fostering a heightened ability to express ideas confidently in the English language.

Previous studies have also found benefits to using TED Talks in boosting students' motivation to learn English. Salem (2019) employed TED Talks to enhance oral presentation skills and vocabulary retention and to reduce speaking

anxiety among students. The research findings highlighted improvements in oral presentation skills, increased vocabulary retention, and heightened motivation among students using TED Talks in this context. Another research study found that TED Talks captured students' interest and enthusiasm for specific subjects and promoted further learning (Taştan et al., 2018).

### 2.3 Framework of Technology Acceptance Model (TAM)

The framework of the Technology Acceptance Model (TAM) was originally introduced by Davis in 1986. One of the aspects measured is perceived usefulness, which is considered the variable that influences users' acceptance of technology (Al-Emran et al., 2018). The variable of perceived usefulness represents the user's opinion regarding the integration of technology—TED Talks in this case. The researchers adopted the TAM framework and correlated it to variables of cognitive and affective aspects. The adoption made the framework strongly in line with the variables in this research. The correlation between each aspect can be seen in the following figure.

**Figure 1**

*The Adoption of the TAM Framework*

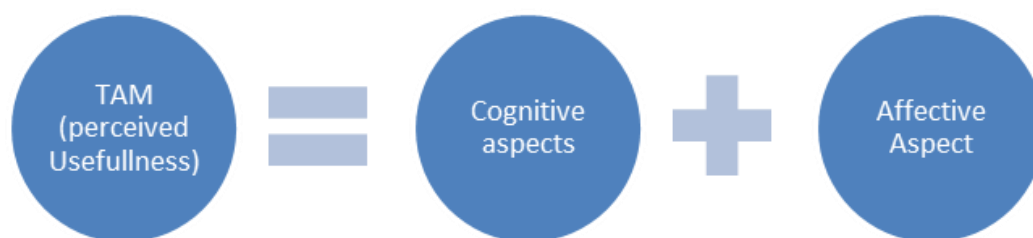


Figure 1 demonstrates that the TAM framework, which focuses on students' perceived usefulness, can be modified by adding the variable of students' cognitive aspects, which focused on students' speaking and listening comprehension, and the variable of students' affective aspects, which focused on students' motivation when integrating TED Talks into their learning.

Existing research has used the framework of TAM to measure the acceptance of technology in English language learning. A study by Rasyid et al. (2023) adapted the framework of TAM to measure the students' perceptions of the use of the TikTok application. The use of TAM was adopted to examine the students' perceived usefulness and perceived impacts of the use of TikTok in learning English. Through a mixed-method study, the findings revealed that the students had a positive perception of the use of TikTok, ranging from 60.1% to 94.7%, which was reinforced by qualitative data analyzed from the interview results. Another study was conducted through a survey questionnaire by Aini et al. (2024). The framework of TAM was adopted to measure university students' perceptions of the use of Artificial Intelligence in Education (AIEd). Quantitative analysis revealed that the students expressed a positive perception toward the use of AIEd in English language learning.

### **3. Methodology**

#### **3.1 Design**

The present study examined Indonesian students' perceptions of the integration of TED Talks in the higher education context for the enhancement of listening and speaking skills as cognitive aspects, as well as to improve motivation as an affective aspect. Quantitative research with a survey design is a methodological approach that investigates the interrelationship between a predefined set of factors or variables. This method hinges on the systematic collection of numerical data in survey design, guided by a structured and predetermined research design, ultimately yielding empirical findings that lend themselves to quantifiable and measurable conclusions (Creswell & Creswell, 2023).

#### **3.2 Participants**

The study comprised a cohort of 250 EFL (English as a Foreign Language) respondents from ten different universities in Indonesia, consisting of five public

and five private universities. Participation in the study was based solely on a voluntary basis. The detailed profile of respondents is summarized in the following table.

**Table 1**

*Demographic Profile (Number of respondents = 250)*

Category	Classification	Respondents	Percentage
University	Java	7	10%
	Sumatra	1	10%
	Kalimantan	1	10%
	Nusa Tenggara	1	10%
Type	Public University	125	50%
	Private University	125	50%
Region (Island)	Java	209	84%
	Sumatra	15	6%
	Kalimantan	14	6%
	Nusa Tenggara	12	4%
Subject	Public Speaking	125	50%
	Academic Listening	125	50%

The respondents of the survey represented the diversity of the students' profiles, consisting of different public and private universities in Indonesia from four large islands, namely Java, Kalimantan, Sumatra, and Nusa Tenggara. In Indonesia, there exist public and private universities that have English Language Education study programs. To avoid unfairness or discrimination and to cover the balanced demographic profiles of the respondents, the survey was conducted at both public and private universities to obtain a broader range of sampling without limit to certain respondents. Receiving responses from a diverse group of respondents helped ensure that the results of the research were more objective and more comprehensive.



### **3.3 Instrument**

The researchers employed a meticulously crafted questionnaire as their primary research instrument. The research adapted two instruments. First, the instrument was framed within the Technology Acceptance Model (TAM) by Davis (1986), which focused on the aspect of perceived usefulness. Second, the instrument was subsequently combined with the survey tool from the work of Kedrowicz and Taylor (2016). The rationale for adapting this instrument was that the instrument was used to measure the cognitive aspects of students in learning basic public speaking using TED Talks for non-EFL learners. The adaptation was made by modifying the questionnaire items to ensure they addressed both speaking and listening skills and were relevant to EFL learners' purposes. The questionnaire was then modified further by adding items related to the affective aspects. Finally, the instrument was finalized to ensure it measured the variable of perceived usefulness of the use of TED Talks in cognitive and affective aspects.

There were three sub-dimensions of the instrument. The first part measured the perceived usefulness of using TED Talks in terms of their intensity, needs, attractiveness, resourcefulness, and effectiveness. The second part addressed the perceived usefulness of TED Talks in the cognitive aspects (English skills improvement), including listening skills such as vocabulary and content comprehension, and speaking skills like vocabulary, pronunciation, accent and intonation, ability to build arguments and ideas, and presentation quality. The last part concerned the perceived usefulness on affective aspects including motivation and confidence.

Comprising a total of 16 items, the survey was structured in Likert-type scales, each offering four distinct response choices, spanning from “strongly disagree” (1) to “strongly agree” (4). The resulting dataset was subsequently subjected to a rigorous analytical process, encompassing both descriptive statistical techniques and the application of Likert scales. This research employed an open-ended structured questionnaire as the primary research instrument to

systematically explore deeper insights and capture a range of perspective from the respondents. A detailed blueprint of the survey items is presented in Table 2.

**Table 2**

*Blueprint of Survey Questionnaire*

<b>Blueprint of The Questionnaire</b>		
<b>Subdimension</b>	<b>Statement</b>	<b>Item No</b>
Perceived Usefulness of Using TED Talks	Intensity	1, 2
	Needs	3
	Attractiveness	4
	Resourcefulness (Material Characteristic)	5
	Effectiveness (System Characteristic)	6
Perceived Usefulness on Cognitive Aspects (English Skills improvement)	Speaking and Listening	7
	Vocabulary	8
	Pronunciation	9
	Accent and Intonation	10
	Building argument and idea	11
	Classroom presentation	12
	Presentation quality	13
Perceived Usefulness on Affective Aspects	Motivation	14, 15
	Confidence	16

To ensure the questionnaire's suitability and validity, several validations were implemented. Firstly, a back translation of the questionnaire from English to Indonesian was carried out. To avoid ambiguity and to make the meaning clear, the translation into the national language was chosen as the respondents were all Indonesians. This task was performed by a doctoral student specializing in translation studies, along with a seasoned practitioner with five years of experience in translation. Secondly, to establish face validity, three professionals in the field of English education were consulted. Thirdly, a content validity analysis

was conducted by four expert validators who were active lecturers in research methodology and technology courses. Furthermore, the validators were highly experienced in producing scholarly articles regarding technology in English language learning. These experts were specifically chosen for their extensive knowledge and expertise in their respective fields, making them well-suited to assess the content validity of the research instrument. Inter-item reliability was used to measure the reliability of the item (internal consistency). It was revealed that the Cronbach Alpha was 0.932, which was confirmed as “very reliable” (Creswell & Creswell, 2023).

### **3.4 Data Collection**

Data collection for this study was conducted using online surveys administered via Google Forms, with an estimated completion time of approximately 15 minutes. It was spread widely to EFL university students via WhatsApp groups. The WhatsApp application was chosen as it is the most commonly used application for communication in Indonesia. Based on their availability and accessibility, the students then filled out the survey questionnaire. The survey link was made accessible for two weeks, affording respondents ample time to respond. Only upon providing their digital consent were the respondents granted access to the questionnaire, enabling them to proceed to the subsequent sections of the form. This approach ensured that respondents were fully informed about the study and engaged in the data collection process voluntarily.

### **3.5 Data Analysis**

In dealing with the questionnaire, firstly, the raw data obtained from questionnaire responses were processed using SPSS 23 to determine the frequency distribution of all respondents' responses to each item. To ascertain the degree of perceptual strength for every statement, the ensuing criteria were employed to establish the level of perception (ranging from very high to very low).

**Table 3***The Strength Range of the Students' Perceptions*

No	Category	Index Score Range
1	Very Low	0-25
2	Low	26-50
3	High	51-75
4	Very High	76-100

Secondly, by referring to the students' responses in each item option and index score and its categorization, the data were then interpreted and described to show students' perceptions regarding the use of TED Talks for listening skills, speaking, and motivation.

#### 4. Results

##### 4.1 Students' Perceived Usefulness of TED Talks in English Language Learning

This section encompasses the viewpoints of the students regarding the utilization of TED Talks as a means to enhance their proficiency in listening and speaking with the data shown in Table 4.

**Table 4***Total Calculation of Students' Perceived Usefulness of TED Talks in English Language Learning*

Item	Response				Score	Index Score	Category
	SD	D	A	SA			
	F (%)	F (%)	F (%)	F (%)			
1. I often listen to TED Talks as a way to improve my listening skills.	0 (0%)	0 (0%)	189 (75.6%)	61 (24.4%)	811	81.1	Very High

Item	Response				Score	Index Score	Category
	SD	D	A	SA			
	F (%)	F (%)	F (%)	F (%)			
2. I often use TED Talks as a resource when practicing my listening and speaking skills.	2 (0.8%)	18 (7.2%)	176 (70.4%)	54 (21.6%)	782	78.2	Very High
3. TED Talks in the era of globalization is very much needed in the world of education as the best resource and as an example of listening and speaking practice.	0 (0%)	8 (3.2%)	161 (64.4%)	81 (32.4%)	823	82.3	Very High
4. I feel that using TED Talks makes the material delivery in the class look more attractive.	2 (0.8%)	24 (9.6%)	168 (67.2%)	56 (22.4%)	778	77.8	Very High
5. I feel that TED Talks is resourceful and help me to find relevant ideas and topics to practice listening and speaking skills.	0 (0%)	12 (4.8%)	180 (72%)	58 (23.2%)	796	79.6	Very High
6. I feel TED Talks video is a very effective medium for learning English listening and speaking skills rather than listening to local teachers and looking at teachers' notes.	4 (1.6%)	26 (10.4)	162 (64.8%)	58 (23.2%)	774	77.4	Very High

Data collected from Item 1 provided valuable insight into students' listening skills, particularly their engagement with TED Talks. All respondents selected either "Agree," with 189 students (75.6%), or "Strongly Agree," with 61 students (24.4%). This significant agreement implies widespread use of TED Talks to improve listening skills. Additionally, the calculated index score of 81.1 reinforces the overall positive perception towards the frequency of using TED Talks as a means to improve listening skills. Being in the "very high" category, this index score

indicates a strong and positive perception, indicating that all students positively perceive themselves as frequently using TED Talks to improve their listening skills.

Item 2 provides the finding that there were marginal percentages of students, at 0.8% (two students) and 7.2% (18 students), who showed a negative perspective and do not often use TED Talks as a resource when practicing listening and speaking in English. The most striking aspect of this data emerged in the “Agree” category with 70.4% (176 students) and “Strongly Agree” category with 21.6% (54 students) positively perceiving the use of TED Talks as a resource for listening and speaking practice in English. The given index score of 78.2 further underlines the very positive perception of the intensity of using TED Talks as a resource in practicing listening and speaking skills. This score represents the “very high” category and reinforces the notion that the majority of students often use TED Talks as a resource to practice their listening and speaking skills.

Item 3 investigates the perceived need for TED Talks as a valuable resource and example of listening and speaking practices in education. Although there were no respondents who selected “Strongly Disagree,” there was still a small minority, namely 3.2% of respondents (eight students), who expressed their disagreement with the statement. On the other hand, the majority of respondents, or 64.4% (161 students) agreed, and 32.4% (81 students) strongly agreed with the statement. It reflects a positive perspective that TED Talks were perceived as an indispensable source and example of listening and speaking practice in this era of globalization. The calculated index score was 82.3, included in the “very high” category. It represents the overall student positive perception that TED Talks were needed in modern language classrooms as valuable sources and examples for listening and speaking practice.

Examining responses to Item 4, there were only 0.8% of respondents (two students) who strongly disagreed with this statement. In addition, 9.6% of students (24 students) expressed disagreement. This indicates that a small group perceived

that TED Talks did not make the delivery of materials in class more interesting. On the other hand, approximately two-thirds of respondents, or 67.2% (168 students), agreed and 22.4% of respondents (56 students) strongly agreed that TED Talks contributed positively to the attractiveness of delivering the material in class. To conclude, the calculated index score of 77.8 falls into the “very high” category, which supports the collective perspective that TED Talks effectively increased the appeal of classroom delivery.

Furthermore, data obtained from Item 5 revealed that there was a small minority, namely 4.8% of respondents (12 students), who voiced their disagreement with the statement. While this shows differences in viewpoint, the percentage is relatively low when compared to the majority of respondents who had a more positive perspective. In contrast, 72% of respondents agreed and 23.2% expressed strong agreement. This represents a positive perspective on the idea that TED Talks helped identify related ideas and subjects, thus making a positive contribution to their listening and speaking skills. This is reflected in the overall index score of 79.6, which is categorized as “very high.” This numerical representation shows a strong agreement and positive perspective among students that TED Talks facilitated the discovery of relevant ideas and topics, thereby helping them improve their listening and speaking skills.

In Item 6, a small proportion of respondents, namely 1.6% (four students), strongly disagreed and 26 students (10.4%) disagreed with the opinion that TED Talks videos were a very effective and useful medium to learn listening and speaking skills. Nevertheless, the majority of respondents had a positive perception, including 162 students (64.8%) who agreed and 58 students (23.2%) who strongly agreed with the efficacy of TED Talks videos. This large percentage indicates a widespread positive perception among respondents that TED Talks could be a very effective medium for learning listening and speaking skills. The overall index score of 77.4, which is included in the very high category, further strengthens the positive perception of the respondents that TED Talks were a

more powerful and effective medium for improving English listening and speaking skills than listening to teachers or looking at teacher's notes.

#### 4.2 Students' Perceived Usefulness of TED Talks on Cognitive Aspects in English Language Learning

The results of Item 7, shown in Table 5 below, revealed that there was only one student (0.4%) who strongly disagreed and four students (1.6%) who disagreed, which shows that a very small proportion of the sample population had a negative perspective regarding the impact of watching TED Talks on their listening and speaking skills. In contrast, the majority of students, namely 172 students (68.8%) and 73 students (29.2%), respectively, agreed or strongly agreed that watching TED Talks videos could improve their listening and speaking skills. The calculated index score of 81.7 serves as an important metric to evaluate the overall perception of the surveyed individuals. Because it is in the "very high" category, this index score strengthens the positive perspective that watching TED Talks could be a powerful way to improve students' listening and speaking skills.

**Table 5**

*Total Calculation of Students' Perception of the Perceived Usefulness of TED Talks on Cognitive Aspects in English Language Learning.*

Item	Response				Score	Index Score	Category
	SD	D	A	SA			
	F	F	F	F			
	(%)	(%)	(%)	(%)			
7. I feel watching videos on the TED Talks channel can help me improve my listening and speaking skills.	1 (0.4%)	4 (1.6%)	172 (68.8%)	73 (29.2%)	817	81.7	Very High
8. Listening to and watching TED Talks makes me apply new vocabulary in practice in the classroom.	0 (0%)	5 (2%)	173 (69.2%)	72 (28.8%)	817	81.7	Very High



Item	Response				Score	Index Score	Category
	SD	D	A	SA			
	F (%)	F (%)	F (%)	F (%)			
9. Listening to and watching TED Talks makes me apply correct pronunciation in practice in the classroom.	1 (0.4%)	10 (4%)	171 (68.4%)	68 (27.2%)	806	80.6	Very High
10. TED Talks helped me understand different accents and intonations in English.	0 (0%)	10 (4%)	158 (63.2%)	82 (32.8%)	822	82.2	Very High
11. Watching TED Talks improves my ability to understand the arguments and ideas presented by the speaker.	1 (0.4%)	6 (2.4%)	181 (72.4%)	62 (24.8%)	804	80.4	Very High
12. I feel that TED Talks help me follow along more easily with classroom presentations.	1 (0.4%)	20 (8%)	178 (71.2%)	51 (20.4%)	779	77.9	Very High
13. Listening to and watching TED Talks videos can improve my presentation quality (ways and strategies of presenting the topics eloquently) in the classroom.	0 (0%)	14 (5.6%)	180 (72%)	56 (22.4%)	792	79.2	Very High

The information obtained from Item 8 shows that 2% of respondents or five of them expressed their disagreement or negative perspective with the statement that TED Talks could help them apply new vocabulary in the classroom. On the other hand, the majority of respondents, amounting to 69.2% (173 students), fell into the “Agree” category, indicating a positive perception regarding the influence of TED Talks on vocabulary application. In addition, 28.8% of respondents not only agreed but strongly agreed with this statement. These two large percentages indicate that most students positively perceived that TED Talks were very helpful in incorporating new vocabulary into their classroom communication. Furthermore, the overall calculated index score was 81.7, which falls into the “very high”

category and thus reinforces the strong positive perception regarding the relationship between TED Talks and the practical application of new vocabulary. Item 9 shows that only one respondent, or 0.4%, strongly disagreed that TED talks contributed to the practical application of correct pronunciation in the classroom. Additionally, ten students, constituting 4% of respondents, voiced disagreement regarding the effectiveness of TED Talks in developing accurate pronunciation. In contrast, about two-thirds of respondents, 68.4% or 171 students, agreed with the notion that TED Talks had a positive influence on the development of accurate pronunciation in the classroom. In addition, 68 respondents or 27.2% fell into the “Strongly Agree” category. This indicates a strong consensus regarding the positive influence of TED Talks. To further support this, the overall index score of 80.6 places the respondents’ collective perception in the “very high” category, highlighting the efficacy of TED Talks in facilitating the practical application of accurate pronunciation in the classroom.

Item 10 revealed that only ten students, or 4% of the total, expressed their disagreement with this statement. Although this group was relatively small, it does imply that there was a group of students who did not find TED Talks useful in terms of understanding the various accents and intonations of the English language. On the other hand, 158 students or 63.2% agreed with the statement in Item 10. This shows that most students recognized the effectiveness of TED Talks in improving their understanding of various English accents and intonation. Significantly, 32.8% (82 students) strongly agreed with the statement, thus indicating a high level of support for the impact of TED Talks on understanding accents and intonation. The strong positive perception of this group was supported by an overall index value of 82.2 which is categorized as “very high.” This underscores that students had a positive perception of the efficacy of TED Talks in developing a deeper understanding of English accents and intonation among students.

The results of Item 11 show that only one student (0.4%) answered “Strongly Disagree.” Additionally, six students (2.4%) fell into the “Disagree” category, indicating that these students did not experience a significant improvement in their ability to understand arguments and ideas through TED Talks. On the other hand, almost three quarters of respondents, totaling 181 students or 72.4%, chose “Agree” and 62 students (24.8%) selected “Strongly Agree.” This indicates a positive belief that watching TED Talks improved their understanding of the arguments and ideas presented. Furthermore, the overall index score of 80.4 deserves special attention, as it falls into the “very high” category. It indicates a strong positive perception among the 250 students surveyed regarding the impact of TED Talks on their ability to understand arguments and ideas.

Regarding Item 12, only one student (0.4%) strongly disagreed with the statement. It indicates that a small portion of the student population holds a negative view of the efficacy of TED Talks in making it easier for them to follow in-class presentations. Also, another 8% (20 students) selected “Disagree” as their answer. In contrast, 178n students or 71.2% agreed with the statement. It indicates that close to three quarters of the respondents had a positive perception on the use of TED Talks to improve their ability to follow and understand class presentations easily. Additionally, 20.4% (51 students) strongly agreed with the statement. It indicates that a large portion of the respondents had a very positive perception of the contribution of TED Talks in helping them understand in-class presentations more easily. The calculated index score of 77.9 further strengthens the overall positive perception of respondents towards TED Talks. This score falls into the “very high” category, indicating a strong positive perspective regarding the impact of TED Talks on helping students understand classroom presentations more easily.

As regards Item 13, only 14 students (5.6%) fell into the “Disagree” category. This indicates that there was a small, but important, subgroup of respondents who did not find TED Talks useful in terms of improving their presentation skills.

Continuing, 72% of respondents agreed with the statement, indicating that there was strong potential that TED Talks could improve students' presentation skills. In addition, 22.4% of students (56 students) strongly agreed.. The calculated index score of 79.2 places the perceived impact of TED Talks on presentation quality in the "very high" category, indicating a strong positive perception among surveyed students. It demonstrates that TED Talks were widely perceived to be an effective tool for improving presentation skills in the classroom context.

#### **4.3 Students' Perceived Usefulness of TED Talks on Affective Aspects in English Language Learning**

As shown in Table 6, 70.4% of participants (176 students) agreed with the statement in Item 14, indicating a significant level of motivation among the respondents. In contrast, only 2% (five students) disagreed, and none of the students strongly disagreed. This shows that there was a tendency for a positive perspective regarding the use of TED Talks to motivate students to learn languages, especially listening and speaking skills. The fact that 27.6% of students (69 students) strongly agreed further strengthens this positive perspective. This shows that most students not only had high motivation but also showed strong enthusiasm for using TED Talks to improve their listening and speaking skills. An overall index score of 81.4 (Very High) supports the existence of a significant collective positive perception.

**Table 6**

*Total Calculation of Students' Perceived Usefulness of TED Talks on Affective Aspects in English Language Learning*

Item	Response				Score	Index Score	Category
	SD	D	A	SA			
	F (%)	F (%)	F (%)	F (%)			
14. I feel motivated to learn listening and speaking skills when listening to and watching TED Talks videos.	0 (0%)	5 (2%)	176 (70.4%)	69 (27.6%)	814	81.4	Very High
15. I feel motivated to study independently in the classroom by using TED Talks.	0 (0%)	20 (8%)	173 (69.2%)	57 (22.8%)	787	78.7	Very High
16. I feel more confident in speaking English after watching TED Talks.	1 (0.4%)	23 (9.2%)	181 (72.4%)	45 (18%)	770	77	Very High

Eight percent of the respondents (20 students) disagreed with Item 15. " This indicates that there were a few students who had negative perceptions or did not agree that TED Talks could increase their motivation for independent study in class. On the other hand, about two-thirds of respondents, 69.2% or 173 students), agreed with the statement. This suggests that they felt motivated to learn independently in class using TED Talks. In addition, almost one-fourth, or 22.8%, strongly agreed, showing a high level of enthusiasm and positive perceptions regarding using TED Talks for independent learning. The overall index score of 78.4, which is in the "Very High" category, indicates a strong and positive overall perception among students regarding the impact of TED Talks on their motivation for independent learning.

Results for Item 16 showed that 181 students or 72.4%) agreed and 45 students (or 18%) strongly agreed with this statement. This indicates a positive influence on their confidence in speaking English after watching TED Talks. However, there was a small proportion of students who showed a negative perspective, with 23 of them (or 9.2%) disagreed and one student (or 0.4%) strongly disagreed. Such lower percentages indicates that a small portion of the respondents did not feel a substantial increase in their confidence in speaking English after watching TED Talks. The calculated index score of 77, which falls in the “very high” category, quantifies the overall positive perception among the respondents, underscoring a noteworthy level of agreement that TED Talks played an important role in increasing the confidence of the majority of respondents in speaking English.

## **5. Discussion**

The findings of this research showed a very positive perception regarding the impact of incorporating TED Talks on English language proficiency among Indonesian students, especially to promote listening and speaking skills. This can be attributed to the interesting and dynamic visual elements of TED Talks, the use of English and authentic materials, as well as the variety of interesting topics that suit students’ expectations, preferences, and cognitive needs, ultimately creating a learning environment which is conducive to the smooth mastery of foreign language skills, especially in terms of listening and speaking skills (Astika & Kurniawan, 2020; Rashtchi & Mazraehno, 2019).

The integration of TED Talks into the English language learning domain in the classroom learning context has had a significant impact on the listening skills of university students in Indonesia. TED Talks provide authentic materials featuring authentic English and diverse accents (Aini et al., 2024). They enable students to know and understand cognitive aspects, which in turn can develop their listening skills (Kang et al., 2019). This is in line with the theoretical framework proposed by Qiong (2017), where the cognitive processes involved in

the conceptualization and mental representation of auditory stimuli help develop and advance students' listening skills.

In addition, the TED platform's features are strategically designed to facilitate the refinement of pronunciation, intonation, accent modulation, phraseology within context, and lexicon acquisition. Notably, TED Talk videos serve as invaluable pedagogical tools, featuring speakers expounding upon the latest insights in domains such as education, learning, and innovation (MacKrill et al., 2021). These videos are adeptly employed as instructional media within the framework of public speaking courses (Oleškevičienė et al., 2022). Previous research conducted by Xie and Myers (2017) found that continuous exposure to speakers with diverse and authentic accents can help listeners develop listening strategies while developing their listening skills, and this was also reflected in the present study's findings of a strong positive perspective among Indonesian students towards the use of TED Talks for improving listening skills.

Further, TED Talks also serve as a valuable resource for enhancing students' speaking skills. The exposure to well-articulated and contextually relevant language models aids in the development of pronunciation (Derwing & Munro, 2005, 2009), intonation, and overall oral communication proficiency (Salem, 2019). The tripartite structure of perception, as proposed by Qiong (2017), comes into play as students engage in cognitive processes to recognize and comprehend spoken language, leading to improved speaking capabilities. With the authenticity of the English language, including in terms of intonation, pronunciation, or accent, TED Talks can be very useful in the process of honing students' language skills, especially foreign language speaking skills (María A et al., 2018). Therefore, students can develop a positive perception that TED Talks are a very useful resource in the formation and development of speaking skills (Wu, 2020). In addition, while watching TED Talks, students are not only exposed to authentic English, but they are also allowed to observe, capture, and imitate the speaking skills of native speakers and experts. In this way, there will be a harmonious

synchronization between the theoretical elements of language acquisition and real practice in the classroom, which ultimately improves their speaking skills.

Students can witness firsthand and learn how native English speakers use authentic English with a variety of accents in TED Talks, allowing them to sharpen their listening and speaking skills (Hayward, 2017), as well as enabling students' motivation and self-confidence to grow while learning a foreign language in the classroom. Previous research conducted by Sung (2016) also confirmed that the increasing use and ability to speak English was greatly influenced by increased exposure to various accents and variations of English (Nasrullah & Aini, 2024). The positive perceptions expressed by Indonesian students regarding the use of TED Talks in English language learning, particularly in the areas of listening and speaking skills, also highlight the motivational impact of this pedagogical approach. The authentic, interesting, and dynamic characteristics of TED Talks enable them to be received effectively by students; therefore, students' motivation and engagement during the process of mastering listening and speaking skills increases.

The impact of TED Talks on students' motivation in language learning can be observed in the improvement of their listening and speaking skills (Al Jarf, 2021; Li et al., 2016). The speaking style, intonation, topics, and content presented by speakers at TED Talks can attract students' attention, resulting in an enjoyable independent learning experience. This follows the principles of Self-Determination Theory by Deci and Ryan (2013) where independence, as offered by TED Talks, allows students to choose topics that suit their interests, which ultimately increases their independent learning motivation and positively influences their willingness to study and participate in listening and speaking activities in class.

The benefit of the use of TED Talks, which is measured by the TAM framework, is similar to the framework of Cognitive Learning Theory (CLT) by Bandura (Kedrowicz & Taylor, 2016). The CLT framework is used to measure how



students accept the use of TED talks to improve their cognitive aspect of speaking. The findings revealed that the use of TED Talks has proved to be beneficial in improving the students' presentation performance in the classroom. The use of TAM is strongly similar to the listening pedagogical framework by Adams and Newton (Madarbakus-Ring, 1999). In this study, the TAM Frameworkt assessed the students' cognitive and affective aspects by using TED Talks in the classroom context, and the study results proved that the students integrated TED Talks to improve their cognitive (listening) and affective (reduce anxiety) aspects of learning English.

Finally, the overall findings highlight the very positive perceptions on the use of TED Talks in improving students' cognitive aspects (listening and speaking skills) and affective aspects (motivation and confidence). However, the use of TED Talks is not without challenges. Previous research has yielded contrasting findings regarding the challenges faced by the students when TED Talks was used in teaching and learning English. Findings from qualitative research conducted by Astika and Kurniawan (2020) revealed that there were some challenges faced by EFL university students in learning listening by using TED Talks, which included the fast speed of speaking, unfamiliar words, and high level of vocabulary that was not suited to the students' levels of language proficiency. Another previous study identified challenges from teachers' perspectives (Al-Siyabi & Al-Aliyani, 2024), reporting that when teaching using TED Talks, teachers needed to activate students' cognitive, metacognitive, and socio-affective listening skills. In addition, selecting materials which match the students' English proficiency levels can prove challenging.

## **6. Limitations and Recommendations for Further Research**

The present study is limited only to finding the benefits of TED talks in improving students' cognitive and affective aspects without considering the challenges or other issues that may arise. Additionally, the data were limited to survey responses, and there was a lack of qualitative data to offer further insights.

Although the overall perception regarding the integration of TED Talks into English learning was positive, it remains critical to acknowledge and address the challenges associated with this integration. These challenges can be identified through further qualitative studies using different techniques of data collection such as focus group interviews and observations to gather in-depth information.

## **7. Conclusion**

In conclusion, university students in Indonesia who participated in the present study had very positive perceptions regarding the incorporation of TED Talks into their English learning process, especially in improving their listening and speaking skills. They also emphasized that motivation increased with the use of these TED Talks for English learning. Students' positive perspective sheds light on significant pedagogical implications for English language learning because students in the present study felt that TED Talks could improve their listening, speaking, motivation, and confidence. As such, teachers should consider integrating TED Talks to complement their teaching so as to enhance students' learning experiences and facilitate their language learning outcomes.

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