

CHAPTER I

INTRODUCTION

1.1 Research Background

In this modern era, rapid technological developments have an impact on the practice of learning and teaching languages. Technology as one of the crucial components plays a significant role in assisting students in achieving the learning outcomes (Putra & Santosa, 2020). Various kinds of techniques and methods of learning and teaching languages, especially listening, by involving ICT have been developed and researched over the past few years. The involvement of technology is considered needed when the teacher wants to teaching listening because the technology offered lots of listening sources in the real-life context that will be beneficial for the students (Anggraeni & Indriani, 2018). Moreover, every form of technology offers pupils the chance to experiment with a variety of listening techniques (Surayatika, 2017). Teaching listening through technology can be done through the use of podacts, news, movies, etc., where it might make it simpler to draw students' attention to listen to the speaker's discussion (Maulina et al., 2022).

Computer-Assisted Language Learning (CALL) is one of the tools that has been proved by many research can give positive impact on students' language skill and is very beneficial when used in teaching and learning language. CALL refers to the use of computer in learning language. This tool is effective in enhancing the students' language skill and gives positive influence on students' learning outcome (Maulana, 2020). A study conducted by Vahdat and Eidipour (2016), Khoshsima and Mozakka (2017), and

Budiana (2021) about the implementation of CALL on students' listening skill shows that by using CALL, students are more interested and understand the material better. Moreover, the use of CALL makes the teaching and learning process more efficient and can improve students' listening proficiency.

The most important thing in teaching listening through technology is the media or the listening source. The internet offers various sources that the teacher can choose. However, the teacher is expected to use an authentic one in the classroom to provide a real-life situation for the students (Vega, 2016). It is understandable because most students considered listening skill is hard to be acquired because it requires the students to “distinguish sound, understand vocabulary and structure, interpret stress and intonation, and grasp the speakers' meaning” (Anggraeni & Indriani, 2018; Humeniuk et al., 2021). Through using the appropriate listening sources, in which the authentic sources was match with the students' level and interest, it can help the students in overcoming their difficulties during listening process.

One of the ICT tools that can be implemented to support English language learning especially for listening area is the use of video-based media, in which the teacher utilize a video to promote students' listening proficiency. Selection of the videos must be taking into consideration so that it can relate to the material because there are so many videos on the internet. There are many studies that proved if video-based media can give positive impact as well as positive response such as the research conducted by Prayudha (2021) and Hadijah and Shalawati (2021) which shows that video-based media provide an

authentic learning material that led into better understanding of the English language based on the context.

TED-Ed, as one of the platforms that provide animated learning video, can be a good option to be used in listening class. TED stands for Technology, Entertainment, and Design. According to Rahmatika, Meliasari, and Anjarani (2016), it is a non-profit forum that has several programs, including TED-Ed. TED-Ed is a web-based learning platform which provides many animated education videos along with the subtitles. It is a good learning platform to be explored by the teacher and also the students. What makes this platform is differs from *Youtube*, which also provide so many animated video learning with subtitle, is that the users can actually filter the video according to their level, the topic, and also the duration of the video. This filter is actually beneficial for the user in finding the suitable video at their level or the suitable video that match with their interest easily. The animation video also offered so many interesting topics that cannot be found in other *Youtube* channel. The teacher can produce or customize a lesson by choosing a video first. It can be from the TED-Ed website or any videos from Youtube. Then the teacher can just add some questions and additional information or open a discussion room related to the topic. After setting the lesson, teacher can send the link to be accessed by the students and monitor their progress.

As an authentic learning material, TED-Ed can help the students train their listening skill. The teacher can ask the students to watch a video and arrange a lesson that focus on the students' listening skill. One thing that must be considered by the teacher is that in choosing the appropriate videos that

match with the students' level and also the topic. Anggraeni and Indriani (2018) agree that when searching for a listening material, it is needed to involve technology because it helps students in improving their listening skills, besides students can experience varieties of content being offered. TED-Ed is also suitable to be used in every learning environment since the students can access the website anywhere and anytime. As a representation of online learning tools, the students can continue to utilize the platforms aside from the lesson assigned by the teacher. They can continue to learn and become an autonomous learner to improve their listening skill.

Several researches have been conducted before regarding the implementation of TED-Ed on language learning and most of them showed a positive result. Rashtchi et al. (2021), Jasmin and Yanto (2021) did a study about the implementation of TED-Ed on vocabulary learning. Sanjmyatav and Sumiya (2020) tried to find out whether TED-Ed as authentic resources is needed in EFL learning. Anggraeni and Indriani (2018) did a research to see teachers' perception towards the implementation of TED-Ed in listening class. Meanwhile, Damayanti and Sumarniningsih (2022) studied about the effect brought by TED-Ed on the listening activities in Surabaya private school.

Based on the previous study, the researcher finds that TED-Ed can give a positive effect both for the teacher and the students. Therefore, the researcher wants to find out whether the result of those previous researches also happens in the researcher's study. Since there is a scarcity of studies on TED-Ed, especially in seeing the impact of TED-Ed on students' listening

skill, the researcher carried out this research to find out the effectiveness of TED-Ed on student's listening skill.

1.2 Problem identification

According to the research background, one of the reasons that makes the students considered that listening skill is one of the difficult skills to be acquired is because they have to deal with the speaker's speech rate. When the researcher conduct an interview through *WhatsApp* with an 11th grade high school student in Singaraja, Bali, the student also agree that listening is hard to be learned because it is difficult to listen and understand what the speaker said due to the high speed of the speech. Other than that, the way the native speaker speaks is actually different from what they listen in class through their teacher every day. The student also adds that the teacher never give them a listening task before, especially during the implementation of online learning, in which she assumes that the teacher is too old to utilize several ICT tools to support the online learning process. According to Anggraeni and Indriani (2018), it is actually needed to involve technology for the teacher when teaching listening, especially in choosing the listening material because it can provide a real-life context to the students.

However, the English teacher at SMAN 1 Singaraja said that it was a bit hard in giving listening material and activity to the students, especially in online learning because the teacher need to use several applications, which was not efficient. The teacher also said that it is not

always easy to find a suitable listening media to be used in the class, except when the material was song or phone conversation, so that is why they rarely exposed the students with listening activity.

Here, TED-Ed as a technology based media can be used by the teacher to teach listening because the entire lesson can be done in one platform, from watching the video until assessing the students' answer. Other than that, this platform helped the students learn pronunciation by the native speaker and increase their understanding of some new terms (Sanjmyatav & Sumiya, 2020). This platform can also attract the students attention due to the visualization of the video, which in turns increase their motivation to learn more through this platform (Rahmatika et al., 2016). Even though this platform is potential to be used in taching listening, there were still very few researchers who studied about the use of TED-Ed, especially in seeing the impact it gives toward students' listening skill. If any, some studies that used TED-Ed mostly seek for other areas such as speaking and vocabulary learning. It also mostly about perspective, and use qualitative method. From those findings, the researcher then intends to conduct a study with quantitative approach, followed by the qualitative to see the effect of TED-Ed on students listening skill, especially on the 11th grade students of SMAN 1 Singaraja.

1.3 Research Limitation

The researcher focuses on implementing TED-Ed on language learning to see the effect it gives to the 11th grade high school students in terms of their listening skill.

1.4 Research Questions

Based on the identification of the problem, the researcher proposes this following research questions:

1. Is there any effect after the implementation of TED-Ed on students' listening skill at SMAN 1 Singaraja?
2. How does the implementation of TED-Ed affect the students' listening skill at SMAN 1 Singaraja?

1.5 Research Objectives

According to the research questions above, the objectives of the research is as follow:

1. To investigate whether or not there are any effects after the implementation of TED-Ed toward students' listening skill at SMAN 1 Singaraja.
2. To describe the students opinion towards the implementation of TED-Ed during listening learning process at SMAN 1 Singaraja.

1.6 Research Significances

The researcher expects that this research can bring benefits both theoretically and practically.

1. Theoretically

The researcher hopes that this study can add more theory on the implementation of TED-Ed in students' listening skill.

2. Practically

a. For the teacher

The teacher can get additional inspiration for the ICT tools and method that can be used in listening activity for language learning.

b. For the student

The students can get a reference of platform that can be used to train their listening skill anywhere and anytime.

1.7 Key terms

1.7.1 Computer Assisted Language Learning (CALL)

a. Conceptual definition

Computer Assisted Language Learning is known by the acronym CALL. It is a word that both educators and learners use to characterize the use of computers in language classes. In order for a computer to function in a language classroom, certain sets of instructions must be loaded into the machine (Gunduz, 2005).

b. Operational definition

The implementation of CALL is the use of computer and also mobile phone by the eleventh grade students of SMAN 1 Singaraja to access the material given as well as to train their listening skill.

1.7.2 Listening skill

a. Conceptual definition

The capacity to recognize and comprehend what others are saying is known as listening. Understanding a speaker's meaning requires comprehending his or her meaning as well as their accent, pronunciation, syntax, and vocabulary (Rost, 1990).

b. Operational definition

Listening skill of students was measured in this study through a listening activity by using video and some post-activity to check and measure their understanding towards the video they had watched.

1.7.3 TED-Ed

a. Conceptual definition

TED-Ed is a website where the users can watch videos and answer questions afterwards. Moreover, the teacher can make a lesson that later can be shared for the students. TED-Ed also produces a variety topic of animated videos.

b. Operational definition

TED-Ed is used in the listening learning process where the teacher makes the lesson in this platform that consists of video

watching, answering questions, and discussing. With the lesson in TED-Ed, they will practice their listening skill.

1.7.4 High School Student

a. Conceptual definition

According to Law Insider Dictionary, students in high school are those who are enrolled in formal education before attending college. Students in senior high school range in age from sixteen to nineteen and are in what stage of adolescent development.

b. Operational definition

High school students used in this study as a sample that got the treatment was the eleventh grade students in SMAN 1 Singaraja who enrolled in XI MIPA 1 class and XI MIPA 2 class in the academic year of 2022/2023.

