

UNIVERSITY STUDENTS' USE OF TED TALKS IN BOOSTING LISTENING: A MOTIVATIONAL PERSPECTIVE

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ABSTRACT

Penelitian ini mengeksplorasi faktor-faktor motivasi yang mendorong mahasiswa untuk meningkatkan keterampilan mendengarkan mereka melalui penggunaan TED Talks. Studi ini dilakukan pada mahasiswa Program Studi Pendidikan Bahasa Inggris di Bogor dengan menggunakan pendekatan kualitatif, di mana kuesioner dan wawancara digunakan sebagai metode utama dalam pengumpulan data. Hasil penelitian menunjukkan bahwa faktor motivasi intrinsik dan ekstrinsik sama-sama memengaruhi keterlibatan mahasiswa dalam menggunakan TED Talks. Faktor intrinsik mencakup minat pribadi, rasa ingin tahu, dan keinginan untuk pengembangan diri, sedangkan faktor ekstrinsik berkaitan dengan pencapaian akademik, pengaruh teman sebaya, serta anjuran dari dosen. Penggunaan TED Talks tidak hanya meningkatkan pemahaman mendengarkan mahasiswa, tetapi juga berkontribusi pada pengembangan kosakata, pelafalan, dan kefasihan berbahasa secara keseluruhan. Penelitian ini menyoroti TED Talks sebagai alat pembelajaran yang efektif dan memotivasi dalam pendidikan bahasa Inggris.

Kata kunci : *Motivasi, Keterampilan Mendengarkan, TED Talks*

ABSTRACT

This research explores the motivational factors that drive students to enhance their listening abilities through the utilization of TED Talks. Carried out among English Education Program students in Bogor, the study adopts a qualitative methodology, incorporating questionnaires and interviews as key instruments for data collection. The results indicate that both intrinsic and extrinsic motivations play a role in students' engagement with TED Talks. Intrinsic motivations encompass personal interest, curiosity, and the pursuit of self-growth, whereas extrinsic motivations relate to academic achievement, influence from peers, and encouragement from lecturers. TED Talks are shown to not only support listening comprehension but also aid in the development of vocabulary, pronunciation, and overall language fluency. The research underscores TED Talks as a valuable and motivating resource in English language learning.

Keyword: Motivation, Listening Skills, TED Talks

INTRODUCTION

The four primary components of English language ability are speaking, writing, listening, and reading. These four interconnected abilities form a crucial foundation for language learning. The first of the four abilities that enables language learners to take in, process, and comprehend information in its whole is listening (Harmer, 1991). In addition to being crucial for understanding what speakers are trying to say, listening skills also act as a foundation for the

more efficient and organic development of other language abilities (Goh & Vandergrift, 2012).

Globalization and rapid technological advances have also changed the way students learn. Today's learners are digital natives who are accustomed to technology in all aspects of their lives, including education. This calls for modifications to creative and pertinent teaching strategies. The use of the TED Talks digital platform for English language learning,

particularly for enhancing listening abilities, is one well-known example of innovation.

TED Talks is a platform for public presentations that features brief and motivational speeches by experts in a variety of subjects, including social issues, education, science, and technology (Anderson, 2022). In order to create a genuine and contextually rich listening experience, the platform offers auxiliary elements like subtitles, transcripts, and a range of themes and English accents from many nations. As a result, TED Talks enhance students' exposure to language while also enhancing their comprehension, expanding their perspectives, and encouraging a desire for self-directed learning.

Professional speakers from a variety of sectors, including science, technology, education, and social issues, provide brief and motivational remarks on TED Talks, a platform for public presentations. A realistic and contextually rich listening experience is offered by the platform's accompanying features, which include subtitles, transcripts, and a range of themes and English accents from other nations. As a result, TED Talks not only improve students' exposure to language but also boost comprehension, extend perspectives, and encourage self-directed learning (Shabir & Umam, 2020).

According to the literature review, a number of earlier research have demonstrated that using TED Talks in the classroom improves students' enthusiasm to study and their listening abilities (Takaesu, 2014; Izzah et al., 2020; Gavenila et al., n.d.). Nevertheless, the majority of these research focus on the outcomes of TED Talks without going into greater detail about what inspires students to use this type of media for learning. The degree of student involvement, effort, and achievement of learning objectives are all significantly impacted by motivation, which is actually a critical component of the learning process.

Intrinsic and extrinsic motivation are the two primary categories of learning motivation in the context of education (Deci & Ryan, 2000). Students' internal motivations, such as curiosity, interest in a certain subject, or the desire to get better, are the source of intrinsic motivation. On the other hand, extrinsic motivation is fueled by outside variables like grades, instructor recognition, or a positive learning atmosphere. When creating successful, student-centered learning practices, educators must have a

thorough understanding of these two motivational styles.

A student's internal drive, such as a personal desire, a passion for learning, or satisfaction from the learning process itself, is referred to as intrinsic motivation. Deci & Ryan (2000) state that intrinsic motivation happens when people do something because they love it, not because they are under pressure or receiving incentives from others. To further, Borich & Tombari (1997) define intrinsic motivation as the driving force behind students' task selection, perseverance, and engagement without the expectation of outside rewards. Because it originates from an internal perceived locus of causality (I-PLOC), where the main objective is to feel excitement, challenge, and personal interest in the action, this kind of motivation is persistent and strongly associated with psychological well-being.

When the fundamental psychological requirements of autonomy, competence, and relatedness are satisfied, intrinsic motivation flourishes and improves performance, creativity, and conceptual comprehension. Playing music for its own sake, reading a book because you are genuinely interested in it, studying a foreign language to experience different cultures, or writing an article to share your thoughts are all examples of hobbies that are undertaken for their own sake rather than for rewards from outside sources.

Motivation derived from outside sources, such as grades, prizes, recognition, or avoiding penalties, is referred to as extrinsic motivation. According to Hoyenga & Hoyenga (1984), it originates from externally performed acts rather than interior pleasure. The desire to accomplish external goals or rewards is the source of extrinsic motivation, according to Crookes & Schmidt (1989), who also stress that relevant learning conditions—such as interest, relevance, expectation, and outcomes—are necessary for it to be effective.

Extrinsic motivation may work well in the near term, but when external rewards are assimilated, their educational value increases with time. Getting rewards, recognition, or avoiding bad outcomes are the main goals of this kind of motivation, which stems from an external perceived locus of causality (E-PLOC). Increased commitment and performance might result from internalizing extrinsic incentive in an environment that meets fundamental psychological needs (autonomy, competence, and relatedness). But if it's not properly

internalized, it can lead to stress, worry, and other problems. Examples include completing assignments to avoid criticism, enrolling in required courses for graduation, studying to get good grades, and competing just for cash or awards.

According to Shabir (2018), one of the main factors influencing students' academic performance is motivation, which might affect how much work they are willing to put in to overcome learning obstacles and continuously improve their abilities. Therefore, motivation serves as both an initial trigger and an amplifier in the process of long-term learning.

The purpose of this study is to determine and examine the driving forces behind students' utilization of TED Talks as a learning tool to hone their listening abilities. This study's primary goal is to close the gap in the literature by investigating the elements that motivate students to select digital learning materials that meet their learning preferences and needs. Teachers may create more flexible, interesting, and relevant learning experiences for students by comprehending the reasons behind such decisions.

In particular, this study employs the Self-Determination theory method (Deci & Ryan, 2000), which highlights how crucial it is to satisfy fundamental psychological needs like relatedness, competence, and autonomy in order to create learning motivation that is both healthy and long-lasting. Furthermore, Mayer's (2022) multimedia learning theory serves as a basis for comprehending how TED Talks' audio and visual components might enhance information processing and boost students' retention of the subject matter.

Given the significance of listening abilities in a variety of settings, including the social, professional, and academic spheres, the relevance of this research is even greater. Knowing how and why students select particular learning media is crucial in this digital age of distractions and rapidly evolving information. As a result, it is anticipated that the findings of this study will not only theoretically advance the field of language education science but also offer teachers, educational institutions, and curriculum developer useful guidance for creating engaging, effective, and learning experiences that are in line with the needs of the current generation of learners.

METHOD

This study investigates and analyzes the motivating elements to improve students' listening skills using a descriptive qualitative research design. Because it allows the researcher to gain a thorough understanding of the experiences, attitudes, and motives of students in their natural settings, qualitative techniques were used. According to Creswell (2003), qualitative research is appropriate for investigating the interpretations made by people or groups about social or human problems. In addition, Denzin and Lincoln (2024) emphasize that this method is interpretive and realistic, which makes it particularly relevant to this study.

Creswell & Creswell (2018) state that various research methods, including case study, phenomenology, ethnography, narrative, and grounded theory, can be used in qualitative research. This research uses a case study approach because it allows researchers to analyze phenomena in their natural context without using clear language between the phenomenon and its surrounding environment (Yin, 2023). This concept has been used extensively across a variety of disciplines, including sociology, anthropology, psychology, and politics. Studying a case involves more than just data collection techniques; it involves a comprehensive investigative approach that focuses on examining a particular social unit using a variety of data collection techniques.

This approach remains relevant for studies that require in-depth exploration in real settings, although it has limitations such as not being generalizable, requiring significant time and cost, and potential bias on the part of the researcher. This research is important because it allows for an analysis of the topic under study, namely the factors that motivate university students to increase their motivation through TED Talk videos.

RESULT AND DISCUSSION

The purpose of this study is to investigate the driving forces behind students' use of TED Talks as a learning tool for enhancing their listening abilities as well as how they perceive the influence of these videos on their growth. Both interviews and questionnaires were used to obtain data. The 13 statements in the questionnaire are separated into two categories: 6 statements about the intrinsic motivation that encourage students to use TED Talks, and 7 statements about extrinsic motivation that encourage students to use TED Talks. Five

students from different semesters were interviewed by the researcher in order to corroborate the results of the questionnaire.

Intrinsic Motivation

The findings indicate that intrinsic motivation significantly influences students' decision to engage with TED Talks. Participants reported that the engaging nature of the videos made the learning process enjoyable, prompting them to watch TED Talks even when not required for academic purposes. The diverse and relevant topics, along with the variety of perspectives offered by speakers from different cultural backgrounds, further reinforced their interest.

"In my opinion, the variety and professionalism of speakers help broaden my knowledge. The topics are relevant, and the accents vary since the speakers are not only native but also non-native, such as Arabic, French, Italian, etc."

This aligns with the idea that when learning materials are presented in an appealing and meaningful way, students become more invested in the process. TED Talks, as an authentic resource, provide content that is linguistically appropriate—neither too simplistic nor overly complex—making them an effective tool for improving listening comprehension.

Extrinsic Motivation

In the meantime, extrinsic motivation is also crucial. Many respondents claimed that their academic assignments, professors, or friends had increased their motivation. Some of them claimed that using TED Talks on a regular basis improved their TOEFL scores and listening class ratings.

"At first, listening was my weakest skill. But after being challenged by my mentor to use TED Talks, my English improved. TED Talks also impacted my class scores, but the biggest improvement was seen in my TOEFL listening score—it was my highest section."

This platform's appeal is further enhanced by the visual elements, subtitles, and video structure that facilitate learning. The limited role that instructors had in recommending TED Talks, however, suggests that there is room for more curriculum integration of this media.

In conclusion, students' engagement with TED Talks is significantly influenced by both intrinsic and extrinsic motivation. The films' entertaining and varied content, which includes skilled speakers, a range of cultural viewpoints, and

pertinent subjects, makes learning more interesting and voluntary. This is the intrinsic appeal. Additionally, because of their linguistically suitable material, TED Talks are a useful tool for enhancing listening skills. However, students are also motivated to use TED Talks by extrinsic factors, including peer pressure, instructor recommendations, and academic tasks; many claim measurable gains in test scores and language skills (Jaelani & Adung, 2022).

The platform's organized framework, subtitles, and visual aids all contribute to its increased efficacy. To optimize its educational benefits, there may be need for more curricular integration, as shown by the low level of instructor participation. All things considered, TED Talks effectively use motivating components to enhance language acquisition and understanding.

Discussions

This study investigated the driving forces behind students' attempts to improve their listening comprehension in English, specifically through TED Talks. The results, which were obtained through surveys and interviews, show that intrinsic motivation is the main motivator. Students are drawn to the platform because of its interesting subjects and varied speakers, which are consistent with the Self-Determination Theory (Deci & Ryan, 2000).

TED Talks provide genuine, thought-provoking content that satisfies learners' demands for competence, autonomy, and relatedness. Students reported using TED Talks to boost their test scores (external regulation) or because their instructors or peers suggested it (introjected regulation), indicating that extrinsic motivation also plays a part. Nevertheless, despite the shown efficacy of TED Talks, the relatively low number of teacher recommendations points to the need for more curriculum integration.

Furthermore, the study discovered that the multimedia components of TED Talks, including images, subtitles, and graphics, improve understanding by utilizing dual coding (Mayer & Fiorella, 2022). This supports earlier studies Choirunnisa & Sari (2021) on the advantages of authentic materials for vocabulary, pronunciation, and practical language use. All things considered, TED Talks are an effective technique for developing listening skills because of their intrinsic appeal, extrinsic rewards, and multimedia assistance.

CONCLUSION

This study shows that students' use of TED Talks to improve their English listening skills is significantly influenced by both intrinsic and extrinsic motivation. Because it meets learners' demands for competence, autonomy, and relatedness, the content's engaging and varied character fosters intrinsic motivation, which is consistent with Self-Determination Theory. Because TED Talks feature experienced speakers, thought-provoking themes, and exposure to diverse dialects and cultures, students are naturally drawn to them. Conversely, academic obligations, endorsements from peers or instructors, and the desire to raise test scores—like TOEFL results—are sources of extrinsic motivation.

Additionally, TED Talks are a great learning tool because of their multimedia capabilities, which use dual coding to improve comprehension through the use of visuals, subtitles, and structured presentations. To optimize their educational benefits, more curricular integration is necessary, as seen by the low level of instructor engagement in TED Talk recommendations. All things considered, TED Talks are an effective tool for language acquisition since they combine inspirational appeal with useful learning assistance to promote the growth of listening skills. To increase their impact even more, future studies should look into organized methods of integrating TED Talks into formal language training.

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