

EFL STUDENTS' PERCEPTION REGARDING THE UTILIZATION OF TED (TECHNOLOGY, ENTERTAINMENT, AND DESIGN) TALKS TO ENHANCE THEIR SPEAKING SKILLS

Berliana Sukma Tri Sukarno¹, Mukhlash Abrar², Saharudin³, Marzul Hidayat⁴

Universitas Jambi, Indonesia

¹ berlianasukma22@gmail.com, ² mukhlash.abrar@unja.ac.id, ³ saharudin.fkip@unja.ac.id,

⁴ mhiday2012@gmail.com

Abstract

This qualitative study investigates the perception of English as a Foreign Language (EFL) students regarding the utility of TED Talks in improving their speaking proficiency. Through interviews and documentation analysis, the study addresses the central query: "How do EFL students perceive the use of TED Talks for enhancing speaking skills?" Findings reveal a positive consensus among participants, indicating that TED Talks serve as a valuable resource for honing speaking abilities. The research highlights that TED Talks stimulate students' enthusiasm for speaking practice, with a preference for engagement during TED Talks sessions over conventional speaking exercises. However, certain challenges such as limited mobile phone access, constrained internet packages, and poor signal conditions hinder optimal utilization of TED Talks. Despite these obstacles, EFL students perceive TED Talks as conducive to speaking skill development, evidenced by observed enhancements in their speaking proficiency. This study underscores the potential of TED Talks as an effective tool for fostering English speaking skills among EFL learners.

Keywords: Perception; TED Talks; Speaking Skill

INTRODUCTION

The improvement of English learners' speaking ability is crucial for effective communication (Kurniawan, 2016). Speaking serves as the primary means for learners to engage and develop within their language proficiency. According to Byrne (as cited in Muna, 2011), speaking involves both the productive skill of articulation and the receptive skill of comprehension, forming a two-way process of oral communication. Achieving proficiency in speaking English, however, extends beyond grasping grammatical and semantic rules. Burnkart (1998) delineates three essential areas of knowledge for proficient speaking: language mechanics, language functions related to transaction and interaction, and an understanding of how native speakers navigate structured interpersonal exchanges. In contemporary education, technology plays a significant role, with internet-based learning tools becoming increasingly prevalent (Deakin Learning Futures Teaching Development Team, 2014). TED Talks, a notable example of such technological resources, offers a vast repository of talks covering diverse topics presented by experts worldwide since 1984. These talks provide authentic materials, including transcripts and subtitles, enhancing language learners' speaking skills (Fatimah, 2018). TED Talks' popularity has surged over the past decade, providing accessible and engaging content previously unavailable outside conference venues. The platform's concise presentations cater to modern audiences' shorter attention spans, while its diverse range of speakers and topics appeal to varied interests (Nguyen & Boers, 2019). Previous studies have explored the use of

TED Talks in language learning, but this research aims to delve deeper into EFL students' perceptions specifically (Han & Keskin, 2016). This study focuses on understanding EFL students' perceptions regarding the use of TED Talks to enhance their speaking skills. By examining these perceptions, educators can gain insights into how technology impacts language learning and tailor teaching approaches accordingly. The research question guiding this study is: "How do EFL students perceive the use of TED Talks to boost their speaking skills?". The objective of this research is to elucidate EFL students' perceptions regarding the utility of TED Talks for improving their speaking proficiency. The findings of this study aim to inform both educators and students about the potential benefits of incorporating TED Talks into language learning practices. Through this investigation, we aim to contribute valuable insights to the field of language education and guide future research endeavors in this area. The ability to effectively communicate ideas and thoughts is crucial, especially in the realm of language learning and teaching. Within this context, the utilization of resources such as TED Talks has gained attention as a potential tool for enhancing speaking skills among English as a Foreign Language (EFL) students. However, to understand the effectiveness of TED Talks in this regard, it is essential to delve into the concept of perception, the process of perception, and the elements of speaking skills. Perception plays a fundamental role in how individuals interpret and make sense of their environment. It involves the selection, organization, and interpretation of sensory stimuli, shaping individuals' understanding and response to the world around them. As such, understanding the perception of EFL students regarding the use of TED Talks is crucial in assessing its efficacy as a language learning tool. Furthermore, speaking skills encompass various components, including pronunciation, grammar, vocabulary, fluency, and comprehension. Each of these elements contributes to an individual's ability to communicate effectively in spoken language. By exploring the components of speaking skills and their significance, we can better understand how TED Talks may contribute to the development of these skills among EFL students. This paper aims to elucidate the concept of perception, the process of perception, and the elements of speaking skills, providing a theoretical foundation for understanding the role of TED Talks in enhancing speaking proficiency among EFL students. By examining these concepts, we can gain insights into the potential benefits and challenges associated with integrating TED Talks into language learning curricula. Moreover, this study seeks to shed light on the perceptions of EFL students regarding the use of TED Talks, offering valuable perspectives on its effectiveness as a pedagogical tool.

METHOD

This research employs a descriptive qualitative methodology to investigate the viewpoints of EFL students regarding the utility of TED Talks in improving their speaking abilities. Descriptive qualitative research is geared towards offering thorough descriptions and interpretations of phenomena within a specific context, thereby facilitating a nuanced understanding of participants' perspectives and experiences. The study involved six seventh-semester college students majoring in English from Jambi, Jakarta, and Malang in Indonesia, selected through purposive sampling based on their proficiency in English and regular utilization of TED Talks for language learning purposes. Semi-structured interviews were conducted to delve into the participants' perceptions, aligning with Allport's conceptualization of perception encompassing cognitive, affective, and conative components. The interview questions were designed to probe into the students' experiences, attitudes, and opinions regarding the efficacy of TED Talks in enhancing their speaking skills. Additionally, documentation of TED Talks usage history on participants' smartphones was gathered to complement the interview data. Data analysis followed Miles and Huberman's interactive model, involving stages such as data collection, reduction, display, and conclusion drawing.

This encompassed transcription of interviews, extraction of pertinent data segments, categorization and condensation of selected data to identify core themes, systematic organization of summarized data to facilitate analysis, and drawing conclusions based on the analyzed data regarding the students' perspectives on the efficacy of TED Talks for improving their speaking skills.

RESULTS AND DISCUSSION

Results

EFL students have a variety of goals, such as enhancing their speaking abilities and academic achievement, which suggests that more English has to be studied, particularly in speaking. In large part because of the work of EFL students, TED Talks have grown to be a widely used English media platform. To answer the research questions, the researchers spoke with EFL students from three different universities. The purpose of these interviews was to learn more about how EFL students felt about utilizing TED Talks. A set of fifteen questions was designed to find out how students felt about TED Talks. To get their opinions, the researcher conducted interviews with them. Six informants were chosen after taking appropriateness and relevance into account. Heryana (2018) cites Martha and Kresno (2016) as saying that there is no set minimum sample size for qualitative research. Certain studies use very tiny sample sizes of up to one participant as long as relevance and adequacy are met. At least two requirements must be met to determine the informant numbers: sufficiency and relevance. EFL students were asked a range of topics, and because each student had a unique perspective, the answers were varied. Nevertheless, the researcher made an effort to group the replies from the EFL students into subject areas.

1. Cognitive component

Based on Bimo Walgito's perspective (1991:50), the cognitive aspect encompasses acquired perspectives, factual information, beliefs, expectations, cognitive processes, and methods of knowledge acquisition. When EFL students engaged with TED Talks during their free time, they displayed positive responses. Through interviews conducted by the researcher, it was revealed that EFL students strongly believe that TED Talks contribute to their improvement as speakers, motivating them to watch more talks. Moreover, they acknowledge TED Talk presenters as sources of inspiration, fostering their commitment to regular English practice and enhancing their affection for speaking the language. Drawing from the interview findings, the researcher identified several subcomponents within the Cognitive Aspect, including Understanding, Knowledge, Experience, Expectations, and Recognition. This segmentation was based on empirical data gathered from the interviews.

a. Understanding

To gauge students' perceptions of TED Talks, it is essential for them to grasp the fundamental nature of TED Talks. Without this comprehension, their ability to respond meaningfully to the researcher's inquiries would be compromised. For this investigation, six EFL students who actively engaged with or regularly followed TED Talks were selected as participants. The researcher initiated the inquiry with the question, What is your understanding of TED Talks? Participants were then prompted to provide their insights. For instance, one participant described TED as a forum where speakers worldwide share compelling stories and ideas on diverse topics. While responses varied, the EFL students generally shared a mutual understanding of TED Talks. The appendices contain the collated responses from these students. Analysis of the interview data suggests that TED Talks serve as an educational platform featuring video presentations by speakers from diverse backgrounds, predominantly

in English, covering a broad array of innovative and captivating subjects open to discussion by all.

b. Knowledge

Based on the responses provided by EFL students regarding TED Talks, it is evident that they possess a solid understanding of the platform, indicating their comprehension of its benefits in improving speaking skills. The researcher inquired about this aspect using the question outlined, which asks for their perspective on TED Talks as a tool for enhancing speaking abilities. The responses obtained from EFL students reflect their endorsement of TED Talks. For instance, one student emphasized the diverse presentation styles utilized by TED Talk speakers, including narratives, visual aids, and even unconventional methods like incorporating infants into presentations. Another student highlighted the suitability of TED Talks for individuals of all ages due to their concise duration, facilitating the delivery of complex ideas within a short timeframe while ensuring listener comprehension. Overall, the interview findings indicate a strong interest among EFL students in participating in TED Talks and their recommendation for fellow college students to leverage this platform.

c. Experience

The perceptions of EFL students are significantly shaped by their experiences. Feedback from EFL students regarding their usage of TED Talks during their free time was highly positive according to the researcher. One student mentioned gaining insight into the importance of effective communication, including grammar rules and conversational management, through TED Talks. Several students reported improvements in their public speaking skills after incorporating TED Talks into their daily study routine. For instance, a previously reserved student found TED Talks enjoyable and beneficial, leading to increased speaking practice and enhancements in grammar, pronunciation, and vocabulary. Another student expressed heightened awareness of the nuances of public speaking and addressing large audiences. These responses underscore the positive impact of TED Talks on enhancing public speaking abilities among EFL students. Furthermore, interview findings revealed that EFL students acquire a significant amount of new vocabulary through TED Talks at a faster pace, thereby enhancing their English comprehension, particularly in speaking proficiency.

d. Expectations

In this indicator, the researcher inquires about the distinguishing features of TED Talks compared to other methods of improving English, such as English courses. Students were asked whether they consider the TED Talk trend superior to other methods and to elaborate on their thoughts. One student expressed, that she finds that in courses or other learning environments, the language used is often informal. Another student mentioned, From her perspective, listening to TED Talks allows us to observe how speakers articulate their words and use intonation, which differs from the language commonly used by teachers during lectures. Various responses from students regarding these questions are documented in the Appendices. Additionally, the researcher included a related question in the Appendices, asking whether it's suitable to incorporate TED Talks into certain classes, like those for advanced EFL students, to foster a greater appreciation for English, particularly in speaking. In response, one student stated, she believes TED Talks should be widely promoted because the speakers represent diverse professions, ages, and even nationalities. The researcher concluded that EFL students offer both similar and differing responses to the questions posed.

e. Recognize

The researcher found that students are already aware of and benefit from using TED Talks to improve their speaking skills. In one part of the study, students were asked about their usage of TED Talks, with questions. One student responded, stating that they typically use TED Talks outside of class, particularly when they're at their boarding house, where they can relax with

smooth wifi and minimal noise. Another student mentioned using TED Talks during their spare time to avoid interfering with other activities, allowing them to watch videos and simultaneously practice speaking. Additionally, students were asked about the frequency of their TED Talks usage, with questions. The researcher documented these findings in the appendices, noting that some students watch up to three or four TED Talk videos per day in their spare time. Overall, the researcher concluded that students exhibit diverse habits in their use of TED Talks.

2. Affective Components

According to Bimo Walgito (1991:50), the affective perceptions of English as a Foreign Language (EFL) students involve their emotional reactions and feelings towards various aspects, along with their ability to distinguish between positive and negative aspects based on emotional cues. Through interviews, it was observed that nearly all students held a favorable attitude towards engaging with TED Talks during their leisure time. They expressed a sense of relief as they believed they could use their time more constructively by improving their speaking skills. Their preference for TED Talks is driven by their aspiration to enhance their speaking abilities, coupled with their enjoyment of spending time online. The overwhelmingly positive feedback from EFL students regarding TED Talks suggests a consistent motivation to practice speaking and expand their vocabulary and knowledge. Furthermore, EFL students find learning English enjoyable due to the diverse array of accents presented by speakers. The researcher categorizes the affective elements into responses and stimuli based on the insights gained from interviews with the participants.

a. Responses

The researcher incorporates Barry's (1998: 48) theory into the discussion of the Response indicator. According to Barry (1998: 48), perception is the culmination of the processes by which pupils analyze, categorize, react, and produce meaning from inputs in their environment. The two fundamental theories of perception differ primarily in how much emphasis they place on the role that sensation and higher cognitive processes play in perception. The researcher asks the students about their experiences using TED Talks to hone their speaking abilities, rephrasing the original questions rather than exactly repeating them. Based on their comments, the students seem to have a positive opinion of TED Talks. One student mentioned, for example, that he enjoys using the TED Talks app. It's more fascinating when you can watch videos instead of reading text. Another student expressed her satisfaction with TED Talks, saying they help individuals realize that learning can occur anywhere and that she can master public speaking techniques just by watching the presentations. These comments imply that students find TED Talks to be entertaining and thought-provoking and that watching TED Talks alone has improved their speaking skills. The study also inquires as to whether it is more practical for students to use TED Talks in their spare time. In a favorable response, one student said that it's simpler since he has more time to spend wisely and can learn a lot through leisure activities and online learning. The study comes to the conclusion that students are excited to utilize TED Talks because they may improve their speaking abilities in their free time.

b. Make Stimuli

EFL students are encouraged to utilize various techniques or media to enhance their speaking abilities, as these tools can ignite and sustain their interest. In this context, the researcher presents questions to students, as indicated. Instead of directly asking students why they enjoy TED Talks, the researcher seeks their insights indirectly. For instance, students' responses in the appendices, shed light on how TED Talks serve as a source of inspiration for improving speaking skills. One student mentioned, that he appreciates the diversity of accents among TED Talk speakers, which allows me to learn from various speaking styles. Moreover, he trusts the credibility of TED Talk speakers, so he feels confident in the authenticity of the knowledge

shared. Another student expressed, she enjoys listening to TED Talk podcasts and implementing their advice. she even memorizes transcripts of certain themes that she finds particularly helpful for improving her speaking skills. Based on these interview findings, it can be inferred that EFL students are motivated to enhance their speaking abilities through their engagement with TED Talks.

3. Conative Component

Based on Bimo Walgito's perspective (1991:50), the conative dimension of EFL students' perceptions relates to their drive, disposition, conduct, or response to their comprehension of a specific subject or circumstance. EFL learners exhibit considerable enthusiasm for TED talks, as evidenced by the array of approaches advocated within these presentations. The wide-ranging topics and educational content featured in TED talks ensure that language elements such as accents, vocabulary, and expressions are presented diversely. Moreover, TED talks provide the option to access accurately translated transcriptions, enhancing their appeal as a motivational tool for continuous improvement in speaking skills. Students are prompted to engage more frequently in English pronunciation practice, inspired by their interactions with TED talks. Their enjoyment of TED talks is rooted in the comprehensive features offered by this medium, as well as insights from fellow students who elucidate their attraction to TED talks as a recreational avenue for enhancing speaking abilities. The researcher has categorized the Conative Component into Motivation and Behavior based on interviews conducted with the participants.

a. Motivation

In the Response indicator, the researcher presents the question, asking if TED Talks contribute to enhancing EFL students' motivation and interest in English, particularly in global speaking skills. Through interviews with several EFL students, it was found that TED Talks serve as a medium that sparks interest in learning and improves speaking skills. For instance, in one student expressed that, as an English major, she found TED Talks appealing because they offer a refreshing alternative to traditional books. The uniqueness of the videos makes them preferable for us as EFL students. Another student's response, In today's globalized world, familiarity with TED Talks indicates a certain level of sophistication. In Malang, where we are from, students are quite ambitious, so everyone is into TED Talks, whether it's books, podcasts, or any content related to TED.

b. Behavior

The researcher inquires about internet usage while utilizing TED Talks in the question of the indicator. The questions posed to respondents, as recorded are as follows one respondent mentions that using internet data is inefficient because he doesn't have access to wifi at home. Consuming TED Talks eats up a lot of data, depleting his quota within 2 or 3 days. Another respondent expressed, that certainly, it's a waste of her data quota, and accessing TED Talks becomes difficult when she has a poor signal. Another related question is, Do poor signal conditions make using TED Talks difficult? Responses, such as the one recorded include, that's correct, sometimes there's no data package, the network is slow, and using wifi leads to various issues like power outages and unstable network connections. To confirm respondents' feedback regarding potential hindrances, the researcher poses another question Does TED Talks present challenges for EFL students due to limited mobile phones, restricted internet packages, and poor signal conditions? Responses from respondents, documented in the state, In her opinion, limited internet quota and poor network coverage make it challenging to consume TED Talks or any other application. Additionally, the respondent mentioned sometimes, network connectivity is unreliable, and the internet quota is quickly depleted. This indicates that

obstacles to using TED Talks include limited mobile phones, restricted internet packages, and poor signal conditions.

Discussion

This research involved six EFL students majoring in English from three different universities in Indonesia: Syarif Hidayatullah State Islamic University Jakarta, Walisongo State Islamic University Malang, and Sulthan Thaha Saifuddin Islamic University Jambi. The aim was to explore how these students view the utility of TED Talks in enhancing their speaking skills. Through interviews, it was found that TED Talks positively impact students' speaking abilities. The researcher will delve into these interview findings, which reveal that EFL students utilize TED Talks to improve fluency and effectiveness in English communication, as well as to develop skills in articulating thoughts, emotions, and opinions in English. These findings align with positive feedback from Indonesian students regarding the efficacy of TED Talks for speaking practice. Students reported gaining new vocabulary, refining pronunciation, and experiencing improved information retention through video-based learning, leading to heightened engagement. Consequently, recommendations are provided for students to confidently enhance their speaking skills, both inside and outside the classroom. Furthermore, students' comprehension expands as they engage with diverse TED Talks content, and they express enthusiasm for incorporating TED Talks into their leisure pursuits. Despite challenges such as limited access to mobile phones and poor internet connectivity, it is concluded that TED Talks positively influence EFL students' speaking proficiency, allowing them to effectively utilize their leisure time. The study also analyzes students' perceptions of TED Talks in terms of cognitive, affective, and conative dimensions.

1. Cognitive Component

The cognitive aspect is a fundamental component shaped by beliefs and thoughts concerning the targeted object of attitude.

a. Understanding

Perception indicators stem from various expert definitions of perception, with Millikan's (2004) theory serving as a filter. Millikan suggests that perception involves interpreting natural signs and translating them into intentional signs. In the context of students' perceptions of TED Talks, interviews conducted by researchers reveal that students grasp the essence of TED Talks. They perceive TED as a platform where individuals from around the globe share innovative and captivating ideas. This perception is reminiscent of Wikipedia's description of TED as a nonprofit organization that freely distributes presentations online under the slogan Ideas worth spreading. Prof. Dr. Adi Utarini further argues that TED's philosophy revolves around the sharing of valuable ideas, akin to storytelling around a campfire—an intimate atmosphere fostering the spread of impactful ideas. Therefore, the essence of TED's philosophy is the dissemination of deserving ideas within a communal setting, as exemplified by the concept of a campfire discussion.

b. Knowledge

In Chee and Phaik's research (2009), it is noted that an individual's interpretation of stimuli can be shaped by various factors including their cognitive awareness, past experiences, level of knowledge, personal motivation, and social interactions. Building on this theory (Chee & Phaik, 2002), scholars have particularly highlighted the role of knowledge as a significant determinant. In analyzing students' perspectives, a clear emphasis emerges on the advantages of utilizing TED Talks. For instance, one student advocates for the integration of TED Talks into college curricula, citing the diverse presentation styles employed by speakers. Similarly, another student underscores the suitability of TED Talks for audiences of all ages owing to their

succinct duration and comprehensive content. These viewpoints resonate with the findings of Maria, Junior, and Astrid (2020), who observed a broad spectrum of topics covered in TED Talks. This diversity not only facilitates the incorporation of different accents, phrases, and idioms in English but also enriches both the entertainment and educational aspects of the presentations.

c. Experience

The researcher refers to Chee and Phaik's (2002) theory to explore the role of experience. Chee and Phaik suggest that factors like mental awareness, past experiences, knowledge, motivation, and socialization can influence how individuals perceive stimuli. With the advancement of technology, various media platforms, including TED Talks, are being utilized for educational purposes. EFL students who have engaged with TED Talks share their perceptions. For example, some students mention understanding the nuances of communication, including grammar rules and conversational control, through TED Talks. These responses suggest that students have developed key components of speaking, including pronunciation, grammar, vocabulary, fluency, and comprehension, as outlined by Harris (1969). When asked about their experiences before and after discovering TED Talks, students report significant improvements. They express increased engagement with speaking activities and greater confidence in communicating, both in informal and formal settings. Overall, the responses indicate that TED Talks have played a valuable role in enhancing students' speaking skills.

d. Expectations

In the Expectations indicator, the researcher draws on BimoWalgito's theory (1991:50) regarding perceptions and cognitive components, particularly focusing on expectations. According to BimoWalgito (1991:50), these components encompass information, beliefs, expectations, ways of thinking, and experiences, all shaped by an individual's perception. EFL students who have utilized TED Talks express various perspectives on their experiences. For instance, some students highlight the difference between TED Talks and other methods of learning English. They perceive TED Talks as providing a more realistic and practical understanding of language usage, emphasizing aspects like word choice, intonation, and body language. These diverse responses indicate differing perceptions among students regarding TED Talks. To further explore their views, the researcher poses similar questions, prompting students to express their opinions on the widespread dissemination of TED Talks due to the diverse backgrounds of its speakers. Despite varying perspectives, students generally share a positive perception of TED Talks' value and diversity.

e. Recognize

In this aspect, the researcher inquires about the students' TED Talks usage, both inside and outside the classroom. Questions include asking when students typically utilize TED Talks and how frequently they engage with the platform. The researcher's interview findings, which are documented in the appendices, reveal varying patterns of TED Talks usage among students. For instance, one student mentioned using TED Talks during their free time to avoid conflicts with other activities, enabling them to watch videos while honing their speaking skills. Another student indicated watching three to four TED Talks videos daily in their spare time. Overall, the interview results indicate differences in the timing, locations, and frequency of TED Talks usage among students.

2. Affective Component

The affective component encompasses the emotional aspects or feelings associated with objects, although these can be influenced by both accurate and mistaken beliefs about the object in question. Within this component, student perceptions are evaluated based on their emotional

responses and sentiments towards specific objects, as well as any judgments formed, whether positive or negative, based on their emotional characteristics.

a. Responses

According to Barry (1998: 48), perception involves the processes of sensing, organizing, reacting to, and generating responses to stimuli in our surroundings. The researcher posed a question to gauge students' feelings about using TED Talks as it is could you share your experience of using TED Talks? This inquiry elicited responses from students, such as Personally, he found TED Talks enjoyable to use. The video format provides a refreshing change from traditional text-based content, making learning more engaging. Another student remarked and said that he was pleased that TED Talks promotes the idea that learning can occur anywhere. By watching TED Talks, I can observe different speaking styles and improve my speaking skills. Similar sentiments were expressed by other students, indicating a shared feeling of enjoyment and satisfaction with TED Talks usage. The researcher further inquired about the ease of using TED Talks in students' free time, receiving various responses. For instance, one student stated that certainly, it's more convenient during her free time. She can utilize her spare time effectively for learning and acquiring knowledge. In conclusion, the researcher observed that students are not only content but also enthusiastic about using TED Talks, as it facilitates their language learning journey, particularly during leisure time. Additional responses from students can be found in the appendices.

b. Make Stimuli

In this specific context, scholars rely on Barry's (1998: 48) theory to assess students' perceptions of TED Talks. Perception, as defined by Barry (1998: 48), encompasses the processes enabling us to sense, organize, respond to, and form reactions to environmental stimuli. The predominant theories of perception differ primarily in their emphasis on sensory input versus higher cognitive functions. The integration of various media into teaching methodologies is not a novel concept, as different mediums can engage students differently. The appendices include student testimonials and researcher interviews regarding the potential of TED Talks to enhance students' speaking skills. For instance, one student appreciated the diverse accents in TED Talks, which enriched their learning experience. Additionally, the student expressed confidence in the credibility of TED Talk speakers, mitigating concerns about misinformation. From these interviews, it can be inferred that TED Talks contribute positively to students' motivation levels.

3. Conative Component

The conative aspect encompasses behavioral tendencies influenced by beliefs and personal sentiments towards specific situations. It involves individual motivation, attitude, behavior, or actions in response to how one perceives a particular item or circumstance. This aspect is utilized to evaluate students' perceptions within the conative element.

a. Motivation

In this situation, the scholars utilized the identical theory as mentioned in the preceding context, namely Chee and Phaik's theory (2002). This theory posits that multiple elements such as cognitive awareness, prior experiences, expertise, incentive, and social engagements can impact individuals' interpretations of stimuli. Despite employing different terminology, the emphasis of this aspect rested on the concept of motivation. The use of media, in this case, serves as a tool to motivate students to utilize TED Talks for learning purposes. Student responses regarding their motivation and interest in improving their speaking skills include statements such as an English major student, she found TED Talks appealing because they offer a refreshing alternative to traditional learning materials like books. Other responses highlight the importance of staying informed and competitive in today's globalized world, with students actively seeking out TED Talks content to enhance their knowledge and skills. These findings align with Ibrahim's theories (1982:12) regarding the role of media in education, emphasizing

its ability to increase motivation, capture attention, and engage students in the learning process while overcoming various constraints.

b. Behavior

Ahmadi, as referenced by Agisni (2013), identified three interconnected components of perception: cognitive, affective, and behavioral, also known as conative components. In response to the researcher's inquiry, participants expressed concerns about the consumption of internet data while accessing TED Talks at home, particularly when not connected to Wi-Fi. They highlighted issues such as the rapid depletion of internet quota and difficulty accessing TED Talks with poor signal strength. In light of these responses, the researcher posed further questions to participants regarding their experiences with internet connectivity and data limitations. Participants acknowledged challenges such as slow network speeds, unstable connections, and sudden depletion of internet quota. Consequently, they expressed difficulties in utilizing TED Talks or other applications due to these limitations. Moreover, participants noted the occasional scarcity of mobile data and abrupt depletion of internet quota, further emphasizing the obstacles faced in accessing TED Talks caused by limited mobile phones, restricted internet quotas, and poor signal connections.

CONCLUSION

Based on the study's findings, utilizing TED Talks to improve speaking skills proves to be advantageous. Most EFL students perceive TED Talks as an effective method for enhancing their speaking abilities. They find TED Talks inspiring, increasing their motivation to practice speaking, with many preferring to engage in speaking activities after watching them. Additionally, TED Talks stimulate students' curiosity and motivation to converse effectively with their peers. However, challenges such as limited access to mobile phones, internet packages, and poor signal quality hinder the utilization of TED Talks. Despite these obstacles, EFL students appreciate the rich vocabulary and diverse accent styles found in TED Talks, enabling them to share knowledge with others effectively. Overall, TED Talks play a crucial role in helping EFL students master English speaking skills, as evidenced by their preference for practicing speaking skills after watching TED Talks and their belief in its efficacy as a learning tool.

ACKNOWLEDGMENTS

The authors extend their heartfelt gratitude to God for providing the guidance and inspiration to complete this journal article. Additionally, we wish to express our sincere appreciation to the participants who generously contributed their time and expertise to support the development of this research. Furthermore, we would like to acknowledge the invaluable support and guidance provided by our esteemed lecturers during our academic pursuits. Their mentorship and encouragement have been instrumental in shaping our academic journey.

REFERENCES

- Ade Heryana, S. M. (2018). *Informan dan Pemilihan Informan dalam Penelitian Kualitatif*. Universitas Esa Unggul, 8.
- Agisni. (2013). *Faktor-Faktor Yang Berperan Dalam Persepsi*. Unila.
- Barry. (1998). *A Study of Students Perception in English Classes*. Vol:33 (2).
- Burnkart, G. S. (1998). "Spoken language: What it is and how to teach it". Retrieved on April 26, 2010, from <http://www.nclrc.org/essentials/speaking/goalsspeak.html>

- Choy, Chee, and Phaik. (2009). *Teacher Perceptions of Critical Thinking Among Students and its influence on higher education*. International Journal of Teaching and Learning. (20)2: 179-207.
- Deakin Learning Futures Teaching Development Team. (2014). *Using audio and video for educational purposes*. Retrieved July, 12th 2017 from <http://www.deakin.edu.au>.
- Fatimah, A. S. (2018). *The use of TED and YOUTUBE in Extensive Listening Course: Exploring possibilities of autonomy learning*. Indonesian JELT 13(1):73–84. doi: 10.25170/IJELT.
- Han, T., & Keskin, F. (2016). *Using a Mobile Application (WhatsApp) to Reduce EFL Speaking Anxiety*. Gist Education and Learning Research Journal, 12, 29–50.
- Harris, D.P. (1969). *Testing English as a Second Language*. McGraw-Hill, New York.
- Ibrahim, 1982. *Media Instruksional*. Malang : FIP IKIP Malang.
- Kurniawan, F. (2016). *The Use of Audio-Visual Media in Teaching Speaking*. English Education Journal (EEJ), 7(2), 180-193.
- Miles, B. Mathew dan Michael Huberman. (1992). *Analisis Data Kualitatif Buku Sumber tentang Metode-Metode Baru*. Jakarta: UIP.
- Millikan. R.G. (2004). *Varieties of Meaning*. MIT Press.
- Muna, M.S. (2010). *Utilizing YouTube Videos to Enhance Students' Speaking Skill (A Classroom Action Research at the XI Grade Students of SMK Negeri 3 Surakarta, Academic Year 2010/2011), (Undergraduate), Sebelas Maret University, Surakarta*. Retrieved from [https://digilib.uns.ac.id/dokumen/download/23553/NTA0NTc=/Utilizing YouTube Videos to Enhance Students- Speaking-Skill-abstrak.pdf](https://digilib.uns.ac.id/dokumen/download/23553/NTA0NTc=/Utilizing%20YouTube%20Videos%20to%20Enhance%20Students%20Speaking%20Skill%20abstrak.pdf), 2011
- Nguyen, C. D., & Frank. B. (2019). *The Effect of Content Retelling on Vocabulary Uptake from a TED Talk*. TESOL International Assosiation, 5-25.
- Walgito, Bimo. (2004). *Pengantar Psikologi Umum*. Yogyakarta.