



**THE EFFECT OF TED TALKS APPLICATION TO IMPROVE  
STUDENTS' LISTENING SKILL ON HORTATORY  
EXPOSITION TEXT**

(An Experimental Research at Eleventh Grade of SMA Negeri 1 Tegal  
in Academic Year 2023/2024)

**RESEARCH PROJECT**

**Submitted as Partial Fulfilment of the Requirements for  
Degree of *Sarjana Pendidikan* in English Education**

**By:**

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**2024**

## AGREEMENT

This research project entitled “**The Effect of TED Talks to Improve Students’ Listening Skill on Hortatory Exposition Text (An Experimental Research at Eleventh Grade of SMA Negeri 1 Tegal in Academic Year 2023/2024)**” which is proposed by:

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Tegal, July 26<sup>th</sup>, 2024

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## APPROVAL

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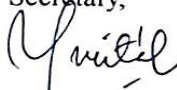
has been examined and decided acceptable by the broad of examiners of English Education Program of Teacher Training and Education Faculty, Universitas Pancasakti Tegal.

Tegal, August 2<sup>nd</sup>, 2024

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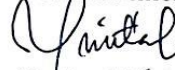
  
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## STATEMENT OF ORIGINALITY

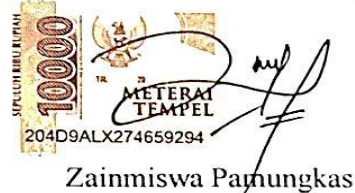
I state that my research project entitled **“The Effect of TED Talks to Improve Students’ Listening Skill on Hortatory Exposition Text (An Experimental Research at Eleventh Grade of SMA Negeri 1 Tegal in Academic Year 2023/2024)”** is definitely my own work.

In writing this research project, I do not make plagiarism or citation which is inconsistent with scientific ethic prevailed in the scientific community.

I am completely responsible for the originality of the content of this research project. Others’ opinion or findings included in this research project are quoted or cited adjusted to the ethical standard.

Tegal, August 2<sup>nd</sup>, 2024

The researcher,

  
Zainmiswa Pamungkas

## **MOTTO AND DEDICATION**

### **MOTTO**

1. "Everyone has their own time. No need to rush, just wait. The opportunity will come on its own." - Gol D Roger
2. "We must not give up for the future where you will live." - Nico Olvia
3. "Power consists not in being able to strike another, but in being able to control oneself when anger arises." – Muhammad SAW

### **DEDICATION**

I dedicated this research project for:

1. Allah SWT gave his mercy, blessing, and guidance to complete my research project.
2. My beloved parents, Mama Tucenti and Bapak Tarsudi, who always caring and loving me. Thank you endlessly, and I love you immensely.
3. My beloved siblings, Syahdo, Saputro, and Bintan Nabilla, who always support, care for, and help me.
4. My dearest person, Izatul Ganasih, who is always by my side, always there whenever I need, always supportive, and accompanies me in every situation, thank you for always loving me.
5. My best friends, PMC family, Sofyan, Irsan, Johan, Rindam, Naufal, Rega, Gilang, Anung, Izan, Hanif, And Jordan, who always make me laugh and relieve my burdens, and always support me.
6. Last but not least, I want to thank myself. I want to thank myself for believing in myself, for working hard, for never taking a day off, and for never giving up, for always striving to do my best, for choosing not to quit, and for always being true to who I am.

May God bless them all.

## PREFACE

In the name of Allah SWT, the Generous and the Merciful. All praises be to Allah, the God of the Universe, who provides the researcher with direction and fortitude to complete this research project entitled “The Effect of TED Talks to Improve Students’ Listening Skill on Hortatory Exposition Text (An Experimental Research at Eleventh Grade of SMA Negeri 1 Tegal in Academic Year 2023/2024)”. Then peace and blessings be upon the Prophet Muhammad SAW, who led us out of darkness and into the light.

This research project is presented to the English Department of the Faculty of Teacher Training and Education, Universitas Pancasakti Tegal as partial fulfilment of the requirements for the degree of *Sarjana Pendidikan* (S1). Besides that, the research project is also conducted as a guide for everyone who wants to improve his English Teaching.

The researcher believes that the assistance and counsel of various parties will enable this research project to be completed. In light of this, the researcher would like to express her gratitude to:

1. Dr. Taufiqullah, M.Hum., as the Rector of Pancasakti University Tegal.
2. Yoga Prihatin, M.Pd., as the Dean of the Teacher Training and Education Faculty, Universitas Pancasakti Tegal.
3. Yuvita, M.Pd., as the Head of English Education Program, the Faculty of Teacher Training and Education, Universitas Pancasakti Tegal.
4. Anin Eka Sulistyawati, S.S., M.Hum., as the first Advisor for the advice, guidance, patience, correction, suggestion, and information from the beginning to completion on this research project.
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6. Yuvita, M.Pd. as the examiner who has given advice and correctness in this research project.
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8. Muslimah, S.Pd., as a tutor provides direction and helps when doing research.
9. All Grade XI-1 and XI-2 students' of SMA Negeri 1 Tegal in academic year 2023/2024 have become samples of this study.
10. All people who cannot be mentioned one by one who has helped the researcher.

All of them may Allah, The Almighty, bless. Finally, the researcher acknowledges how far from flawless this study project still is. Therefore, in order to improve this study effort, criticism and suggestions are required. The research expects that the progress of language teaching will benefit from this study project.

Tegal, August 2<sup>nd</sup>, 2024  
The researcher,

Zainmiswa Pamungkas  
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## ABSTRACT

**Pamungkas, Zainmiswa. 2024:** The Effect of TED Talks to Improve Students' Listening Skill on Hortatory Exposition Text (*An Experimental Research at Eleventh Grade of SMA Negeri 1 Tegal in Academic Year 2023/2024*). Research Project Strata 1 Program, Faculty of Teacher Training and Education, Pancasakti University Tegal.

First Advisor : Anin Eka Sulistyawati, S.S., M.Hum.  
Second Advisor : Drs. H. Rofiudin, M.Hum.

**Key Words:** *TED Talks, Video, Listening Skills, Students*

The aims of this research are to investigate the effect of the TED Talks on students' listening skill and to find out the significant difference in listening ability students who are taught using TED Talks and students who are not taught using TED Talks.

The researcher used a quantitative approach with a true-experimental design. The population in this research involved the eleventh-grade of SMA Negeri 1 Tegal in the academic year 2023/2024 which was carried out by random sampling and divided into two groups with 36 students each group. This research used listening test as an instrument in this research.

Based on the calculation of the Paired Sample T-Test data analysis, there is a positive effect of using TED Talks as a media on students' listening skill. It can be seen from the calculation of the Sig. (2-tailed) value that it is 0.000, which is lower than 0.05 ( $0.000 < 0.05$ ). Then, based on computing data using an Independent Sample T-Test, it can be seen that the sig. (2-tailed) value is 0.001, which is lower than 0.05 ( $0.000 < 0.05$ ). It demonstrates statistically that there is a significant difference between the listening scores of students taught using TED Talks (experimental group) and those taught without TED Talks (control group).

The research demonstrated that using TED Talks significantly improves students' listening skill in hortatory exposition texts. The study highlights the potential of TED Talks to make learning more engaging and effective, suggesting its integration into high school language arts curricula. The researcher suggests that 1) Students can improve their listening skill through TED Talks, 2) Teacher can integrate TED Talks into teaching strategies, and 3) For future research can explore the broader impact of TED Talks and find out the long-term effect of TED Talks.



## ABSTRAK

**Pamungkas, Zainmiswa. 2024:** pengaruh TED Talks terhadap Peningkatan Keterampilan Mendengarkan Siswa pada Teks Eksposisi Hortatoris (Penelitian Eksperimental di Kelas XI SMA Negeri 1 Tegal Tahun Ajaran 2023/2024). Proyek Penelitian Strata 1 Program, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pancasakti Tegal.

Pembimbing pertama : Anin Eka Sulistyawati, S.S., M.Hum.  
Pembimbing kedua : Drs. H. Rofiudin, M.Hum.

**Kata Kunci:** *TED Talks, Video, Keterampilan Mendengarkan, Siswa*

Tujuan penelitian ini adalah untuk menyelidiki pengaruh TED Talks terhadap keterampilan mendengarkan siswa dan untuk mengetahui perbedaan signifikan dalam kemampuan mendengarkan antara siswa yang diajar menggunakan TED Talks dan siswa yang tidak diajar menggunakan TED Talks.

Peneliti menggunakan pendekatan kuantitatif dengan desain eksperimen sejati. Populasi dalam penelitian ini melibatkan siswa kelas XI SMA Negeri 1 Tegal tahun ajaran 2023/2024 yang dilakukan dengan random sampling dan dibagi menjadi dua kelas dengan masing-masing 36 siswa. Penelitian ini menggunakan tes mendengarkan sebagai instrumen penelitian.

Berdasarkan perhitungan analisis data Paired Sample T-Test, terdapat pengaruh positif penggunaan TED Talks sebagai media terhadap keterampilan mendengarkan siswa. Hal ini dapat dilihat dari perhitungan nilai Sig. (2-tailed) yang sebesar 0.000, yang lebih rendah dari 0.05 ( $0.000 < 0.05$ ). Kemudian, berdasarkan perhitungan data menggunakan Independent Sample T-Test, dapat dilihat bahwa nilai Sig. (2-tailed) adalah 0.001, yang lebih rendah dari 0.05 ( $0.000 < 0.05$ ). Ini menunjukkan secara statistik bahwa terdapat perbedaan signifikan antara skor mendengarkan siswa yang diajar menggunakan TED Talks (kelas eksperimen) dan yang diajar tanpa TED Talks (kelas kontrol).

Penelitian ini menunjukkan bahwa penggunaan TED Talks secara signifikan meningkatkan keterampilan mendengarkan siswa pada teks eksposisi hortatoris. Penelitian ini menyoroti potensi TED Talks untuk membuat pembelajaran lebih menarik dan efektif, serta menyarankan integrasinya ke dalam kurikulum seni bahasa di sekolah menengah. Peneliti menyarankan bahwa 1) Siswa dapat meningkatkan keterampilan mendengarkan mereka melalui TED Talks, 2) Guru dapat mengintegrasikan TED Talks ke dalam strategi pengajaran, dan 3) Penelitian masa depan dapat mengeksplorasi dampak lebih luas dari TED Talks dan mengetahui efek jangka panjang dari TED Talks.

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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background of the Problems**

Listening is a fundamental aspect of human communication and plays a crucial role in various aspects of our lives, including education, workplace interactions, and social relationships. The ability to listen effectively is often underestimated, and its significance becomes evident when communication breakdowns occur. Wallace emphasizes the significance of listening skill, stating that it is a fundamental skill enabling individuals to gain insight, understanding, knowledge, information, and achieve success in communication with others (Polat et al., 2022).

In high school education, the cultivation of listening skill is paramount in language curriculum design, encompassing various activities tailored to enhance students' comprehension abilities. With the recent implementation of the "Kurikulum Merdeka Belajar" (Independent Learning Curriculum) in Indonesian high schools, there is a shift towards student-centered learning approaches, aiming to foster critical thinking, communication, and problem-solving skill. Under this curriculum framework, students are encouraged to actively engage in interactive learning activities that promote autonomous learning and skill development. Listening activities form an integral part of the curriculum, allowing students to interact with authentic audio materials,

engage in group discussions, and participate in listening comprehension tasks. These activities are designed to cater to diverse learning styles and preferences, fostering a dynamic and immersive learning environment conducive to language acquisition and proficiency (Nur et al., 2020).

Despite the emphasis on teaching listening skill in high school, challenges persist in preparing students for the transition to university-level English education. Upon entering university, Indonesian college students typically undergo English language instruction as part of their academic requirements. However, despite years of English language study, many students continue to struggle, particularly in areas such as listening comprehension. This difficulty is compounded for students majoring in English education, who undergo extensive language training yet find it challenging to understand native speakers and cope with the demands of university-level English proficiency tests. Issues such as speech speed, limited vocabulary, and anxiety during listening activities further hinder students' progress in developing effective listening skill (Triana et al., 2023).

Furthermore, challenges arise when educators overlook the importance of teaching listening skill in high school, focusing instead on other language components such as structure, writing, reading, and vocabulary. This oversight may stem from difficulties in selecting appropriate teaching methods and materials that cater to students' individual needs and learning preferences. While listening skill are considered inherently acquired through regular usage, effective teaching strategies are essential for guiding students



in developing proficiency in this area. By addressing these challenges and integrating innovative approaches to teaching listening skill, educators can better prepare students for academic success and equip them with the necessary skill for future endeavors (Humeniuk et al., 2021).

In the realm of English language education, hortatory exposition emerges as a pivotal text type employed to persuade readers towards a specific course of action or viewpoint. It serves as a platform for researcher to articulate their opinions and advocate for particular causes, often addressing issues of societal relevance. The structure of hortatory exposition typically encompasses three fundamental stages: the presentation of a clear thesis statement, the elaboration of supporting arguments, and the provision of recommendations or suggestions for action. This structured approach enables writers to effectively convey their message while guiding readers towards a desired response or outcome. Moreover, hortatory exposition exhibits distinct linguistic features, including the utilization of generic participants to convey collective actions or responsibilities, the employment of mental, material, and relational processes to convey persuasive arguments, and the consistent use of the simple present tense to impart a sense of immediacy and relevance to the discourse (Nurhadi et al., 2019).

Furthermore, hortatory exposition plays a crucial role in shaping public discourse and influencing individual decision-making processes. By presenting well-reasoned arguments supported by evidence and logical reasoning, researcher seek to sway readers' opinions and encourage them to

embrace specific beliefs or behaviors. This persuasive text type finds application in various contexts, including academic essays, editorial columns, and public speeches, where its structured format and persuasive language serve to engage and persuade audiences effectively. Additionally, hortatory exposition offers writers a platform to address pressing issues, advocate for social change, and promote values aligned with their beliefs and ideologies. As such, a nuanced understanding of hortatory exposition enables students to critically evaluate persuasive texts, discern rhetorical strategies, and develop their own abilities to construct coherent and compelling arguments in both oral and written communication (Tambusai et al., 2024).

The decision to conduct the research at SMA N 1 Tegal stems from its representation of a typical high school in Indonesia, offering a diverse and comprehensive view of prevalent educational practices and student experiences in the country. This choice ensures that the study's findings can provide valuable insights into the broader challenges faced by high school students regarding English language learning, particularly in the pivotal domain of listening comprehension. SMA N 1 Tegal's adoption of the "Kurikulum Merdeka Belajar" (Independent Learning Curriculum) further enhances its suitability as a research site, aligning closely with the researcher's goal of exploring innovative approaches to teaching and learning, specifically focusing on the development of listening skill. The curriculum's emphasis on student-centered learning, critical thinking, and autonomous skill development creates an ideal environment for implementing and evaluating

the effectiveness of using TED Talks videos as a pedagogical tool to enhance listening proficiency.

In the process of teaching English at SMA Negeri 1 Tegal, the researcher identified various challenges encountered by students, particularly those in the eleventh grade with their listening skill. An interview with the English teacher at the school revealed that the students' English listening skill are low. The teacher said that when the teacher assigned English listening tasks, the students still needed more practice, especially in understanding the content of the topic. Students face many challenges in applying listening practice to the question mentioned in the task, sometimes some students have a hard time to decide which one is the right answer of the question while the teachers' perception mentioned that was a low grade of listening tasks.

Furthermore, SMA N 1 Tegal's proactive approach towards academic excellence and its willingness to engage in research initiatives underscore its commitment to addressing educational challenges and improving student outcomes. This collaborative partnership between the researcher and the school not only facilitates data collection but also ensures the relevance and applicability of the study findings to the local context of Tegal. By selecting SMA N 1 Tegal as the research site, the study aims to strategically investigate the impact of incorporating TED Talks on students' listening skill within a real-world educational setting. Through this endeavor, the research endeavors to contribute valuable insights to both theoretical understanding and practical implementation in the field of English language education, ultimately

fostering continuous improvement in educational practices and enhancing student learning outcomes.

To enhance the effectiveness of teaching listening and facilitate students' learning process, the researcher proposes the use of technology in the learning process. The use of video learning media has proven to be beneficial, eliciting positive responses from students. In this proposal, the researcher suggests utilizing TED Talks videos as a teaching tool for listening skill. TED Talks videos feature engaging thematic discussions presented in an exciting manner. The official TED Talks website serves as a platform where speakers share well-crafted ideas within a concise timeframe of less than 18 minutes. These talks cover various subjects like technology, arts, entertainment, politics, and social issues, with speakers from around the world. Each Talks includes a complimentary transcript that can be downloaded and used as a supplementary resource during the listening process. The aim of this research is to enhance participants' listening skill by incorporating TED Talks videos into the learning process (Diah et al., 2021).

This platform primarily utilizes English for explaining diverse topics. Additionally, it employs animated videos as visual aids to convey information effectively. The accessibility of this media is user-friendly, available to teachers, students, and even parents. Users can access this resource from various locations, not just at school but also from home. This convenience makes practicing listening skill more effortless. Hence, the researcher selected this platform to enhance students' listening abilities. To address the

previously mentioned challenges, the researcher aims to explore the impact of incorporating TED Talks on students' listening skill. This research will be conducted under the title "The Effect of TED Talks to Improve Students' Listening Skill on Hortatory Exposition Text" (An Experimental Research at eleventh grade of SMA 1 Tegal).

## **1.2 Identification of the Problems**

The issues observed among second-year students at SMA 1 Tegal can be outlined as follows:

- a. The students' listening skill are relatively low.
- b. Students lack interest in improving their listening skill because listening assessments at school solely emphasize grammar and structure.
- c. The school uses audio-only media, causing students to lose interest in the material.

## **1.3 Limitation of the Problems**

The limitation of this research on the effect of using TED Talks on Students' listening Skill at the eleventh grade of SMA 1 Tegal in the academic year 2023/2024.

## **1.4 Statement of the Problems**

Based on the problems which have been identified above, the research is limited to answer the following formulated question:

- a. Is there any effect of the TED Talks on improving students' listening skill regarding hortatory exposition texts?
- b. Is there any significant difference in listening ability between students who are taught using TED Talks and those who are not taught using TED Talks?

### **1.5 Objectives of the Problems**

- a. To investigate the effect of the TED Talks on students' listening skill concerning hortatory exposition texts.
- b. To find out the significant difference in listening ability students who are taught using TED Talks and those who are not taught using TED Talks.

### **1.6 Significances of the Problems**

This study was carried out with several objectives, aiming to make contributions in various aspects. The contributions are outlined as follows:

#### **1.6.1 Theoretical Significances**

##### **a. Cognitive Processing Theory**

The proposed research holds significance within the framework of cognitive processing theories, particularly in understanding how students process auditory input and extract meaning from complex discourse structures. By investigating the effectiveness of using TED Talks to improve listening skill in hortatory exposition texts, the research

contributes to our understanding of how cognitive processes such as attention, comprehension, and memory operate during listening tasks (Westera et al., 2020).

#### **b. Multimedia Learning Theory**

The integration of TED Talks into language instruction also resonates with the principles of multimedia learning theory, which posits that combining visual and auditory stimuli can improve learning outcomes. Through the analysis of TED Talks, which typically include both verbal and visual elements, the research investigates how multimedia presentations can support language learning and promote deeper engagement with the content (Rashtchi, et al. 2021).

#### **c. Pedagogical Implications for Language Teaching**

Finally, the research proposal holds practical implications for language teaching pedagogy, offering insights into effective strategies for integrating authentic materials into the language classroom. By demonstrating the potential of TED Talks as a pedagogical tool for enhancing listening skill, the research provides teachers with practical ideas for incorporating multimedia resources into their instructional practices and promoting active, student-centered learning environments (Nursafira, 2020).

### **1.6.2 Practical Significances**

The outcomes of this study are anticipated to yield advantages for the researcher, students, teachers, and fellow researchers.

- a. Teachers can expect valuable insights into the impact of utilizing TED Talks on students' listening skill. The findings may establish TED Talks as a helpful tool for classroom use, facilitating the practice and improvement of students' listening skill.
- b. Students may find this strategy beneficial as an engaging resource for individual practice in enhancing their listening skill.
- c. Other researchers may find this study to be a valuable reference for future research endeavors in the same field.



**CHAPTER 2**  
**REVIEW OF RELATED THEORIES, THEORETICAL FRAMEWORK,**  
**AND HYPOTHESIS**

**2.1 Previous Studies**

In this study, the researcher conducts a comparative analysis of relevant research to illustrate the effectiveness and originality of their own study. This comparison is intended to establish the distinctive contribution and impact of their research.

The research entitled “*The Impact of Using TED Talks as a Learning Instrument on Enhancing Indonesian EFL Learners’ Listening Skill*” written by Tilwani et al. (2022) investigates the impact of using TED Talks as a learning tool to improve Indonesian EFL learners' listening skill. The study recruited 70 intermediate Indonesian respondents and divided them into an experimental group (EG) and a control group (CG). Both groups underwent a listening pre-test, after which the EG participants watched TED Talks, while the CG participants practiced listening skill using DVDs and CDs of the course textbook. A post-test was administered to both groups, and the results showed that the EG outperformed the CG in their listening post-tests. The study concluded that using TED Talks was more advantageous for listening development than using traditional learning materials. The article also discusses the role of technology in education, emphasizing the benefits of using technological resources and the implications of the study's findings for

both students and instructors. Additionally, the study acknowledges its limitations, such as the small sample size and the absence of qualitative data, and offers suggestions for future research.

The research entitled “*The Effectiveness of TED-ED Videos as Audiovisual Input in Listening Activities*” written by Ayu Damayanti (2022) explores the effectiveness of TED-ED videos as audiovisual input in enhancing students' listening skill in EFL classrooms. It involves a study with 60 eleventh-grade students, comparing the impact of TED-ED videos and other videos on listening comprehension. The research collected data through a listening comprehension test and a questionnaire, revealing that students taught with TED-ED videos scored significantly higher in the listening comprehension test and had positive perceptions towards the use of TED-ED videos. The study recommends integrating TED-ED videos in EFL classrooms to improve language competencies and create an innovative learning environment. Additionally, it emphasizes the importance of authentic audiovisual materials in language learning and the positive impact of TED-ED videos on vocabulary improvement and student engagement.

The research entitled “*Student’s Perception of TED TALKS Video to Improve Listening Skill*” written by Izzah et al. (2020) aimed to analyze students' perception of TED Talks videos as a tool for improving listening skill. It utilized a qualitative approach with a descriptive method and a questionnaire as the instrument. The results from 30 respondents indicated a positive perception towards TED Talks videos for enhancing listening skill.

The study also highlighted the difficulties students face in listening to English, such as unfamiliar vocabulary and accents, and their efforts to overcome these challenges. Additionally, the research emphasized the importance of preparation before listening to English Talks shows and the potential of TED Talks videos to improve listening skill. The study provided valuable insights for English educators on the effectiveness of using TED Talks videos to improve students' listening abilities.

The research entitled “*The Implementation of TED Talks Video (TTV) as a Media to Teach Listening for Al-Hikmah Students at CEFR Level B1*” written by Hadi (2018) discusses the implementation of TED Talks Video (TTV) as a teaching media for listening skill in English language classes, particularly for students at the CEFR B1 level. It highlights the importance of mastering listening skill in language learning and the challenges teachers face in teaching this skill. The study explores the effectiveness of TTV in engaging students and improving their listening skill, as well as their responses to its implementation. It also emphasizes the need for more engaging and effective teaching methods for listening skill, and the potential benefits of using TTV as a media for teaching listening. The research concludes that TTV is an appropriate and useful tool for enhancing students' motivation and learning of listening skill.

The research entitled “*Enhancing English Listening Skill Through Online Platform: TED Talks for Students of Sultan Agung Islamic University*” Written by Karimata et al. (2019) discusses the use of TED Talks as an online

platform to improve English listening skill for first-year students at Sultan Agung Islamic University. It highlights the limitations of the traditional university learning system and the need for more engaging and effective methods to improve English listening skill. The study utilized questionnaires and a qualitative approach to gather information from first-year students, emphasizing their interest in TED Talks and the perceived benefits for enhancing listening skill. The findings suggest that TED Talks can be a valuable tool in improving English listening skill, providing an alternative to the rigid university learning system and offering engaging content for students. Additionally, the document proposes recommendations for incorporating TED Talks into the educational curriculum, emphasizing the importance of providing materials that support students' English language development through engaging and informative content. The study also compares the structure and effectiveness of TED Talks with traditional academic lectures, revealing the unique format and potential educational value of TED Talks in promoting active learning and engaging students.

The research entitled “*Enhancing Listening Comprehension in ESP Classes through TED Talks*” written by Humeniuk et al. (2021) discusses the impact of TED Talks on university students' listening comprehension and speaking skill within English for Specific Purposes (ESP) classes. Conducted during the 2020/21 academic year, the study involved 100 students majoring in Agrarian Engineering and Electrical Engineering and Energy. Utilizing a mixed-methods approach, including experiments and surveys, the research

aimed to evaluate the effectiveness of incorporating TED Talks into the ESP curriculum. The findings indicate that students exposed to TED Talks showed significant improvements in both listening and speaking skill, with positive feedback on the engaging and motivating aspects of the talks.

The provided research presents the effectiveness of using TED Talks to improve students' listening skill. The similarities between the previous research with the title "*The Effectiveness of TED-ED Videos as Audiovisual Input in Listening Activities*" written by Ayu Damayanti (2022) and this research is using quantitative method to conduct the data.

The differences between the previous research and this research on the research design. The previous research mostly used qualitative approach to conduct the data, but this research will use a quantitative approach. Furthermore, the difference is that previous studies have never used true-experimental methods to collect data, so the researcher will use true-experimental methods to seek new experiences in this research. Common instruments used across the studies include listening comprehension tests, questionnaires, and interviews to gather data on students' perceptions, attitudes, and listening abilities because those studies use qualitative methods, so in this instance, the researcher will use pre-test and post-test for data collection techniques.

## 2.2 Review of Related Theories

### 2.2.1 TED Talks

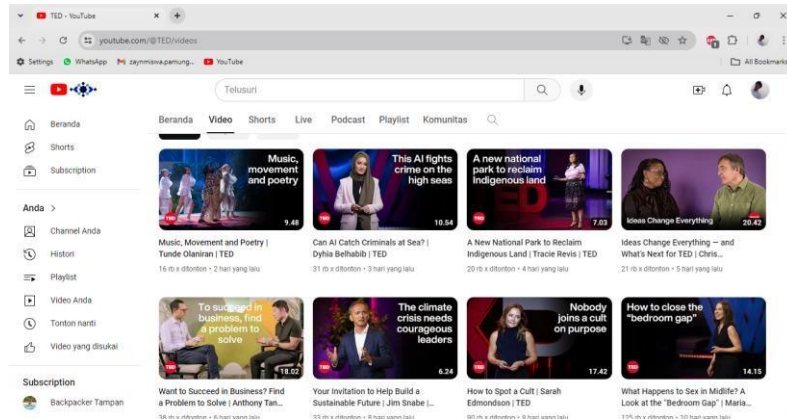


Figure 1. TED Talks

#### a. Definition of TED Talks

TED (Technology, Entertainment, Design) is a highly successful platform for disseminating science-related videos. It began as a conference in 1984, focusing on technology, entertainment, and design, and expanded to a global market in 2006 by hosting videos of the conference talks, known as TED Talks, on its website and YouTube (Sugimoto et al., 2019). The platform has reached over a billion video views and is the fourth most popular technology website globally. It reflects a widespread public interest in scientific knowledge, with the internet being the primary source of information for new scientific discoveries.

TED Talks feature a diverse range of presenters, including scientists, technologists, designers, and entertainers. The platform has been successful in popularizing science, but it also includes entertainment-related content. Despite the public's interest in science, there is a lack of

basic factual knowledge about science in many populations. The public holds scientists in high regard, but there are varying perceptions of scientific authority, ranging from 'infallible' to 'isolated, arrogant, obscure, and unethical (Choirunnisa et al. 2021).

The study "Scientists Popularizing Science: Characteristics and Impact of TED Talks Presenters" analyzes the demographics and impact of TED presenters. It reveals that the majority of TED presenters were male and non-academics, and videos presented by males were more popular and liked on YouTube. Academic presenters, particularly senior faculty from US-based institutions, were visible online and cited more frequently than average in their field. However, giving a TED presentation did not result in an increase in subsequent academic citations, suggesting that TED may not significantly promote the work of scientists within the academic community.

Overall, TED Talks have been successful in popularizing science and technology, but there are questions about the effectiveness of TED presentations in enhancing academic recognition. The platform has a wide-reaching audience, and the characteristics and impact of TED presenters provide valuable insights into the public dissemination and consumption of science.

**b. Procedure of TED Talks**

Maria et al. have outlined a structured approach to incorporating TED Talks into teaching listening skill, delineating several sequential stages. Firstly, students are introduced to the topic prior to viewing the TED Talk, priming them to engage with the upcoming content. This introduction may involve various activities, such as brainstorming sessions or vocabulary exercises, aimed at familiarizing students with key concepts and terminology related to the topic at hand.

Following this preparatory phase, the TED Talk video is presented to the students, offering them first hand exposure to the subject matter. During the viewing, students are encouraged to actively engage with the content by taking notes, particularly noting down any unfamiliar words or phrases encountered. This not only improves their comprehension but also reinforces vocabulary acquisition and retention.

Post-viewing activities are designed to consolidate learning and promote deeper understanding. Group discussions are organized to encourage collaborative exploration of the TED Talks themes, objectives, and impact. Within these groups, students have the opportunity to share insights, analyze the speaker's presentation style, and evaluate the effectiveness of the message conveyed.

Throughout this process, the role of the teacher evolves from that of an instructor to that of a facilitator, guiding and supporting students as they



navigate the learning experience. The teacher's intervention is minimal, allowing students the autonomy to engage with the material and each other independently. Finally, students participate in post-task activities where they present their findings or reflections derived from the TED Talk, fostering critical thinking and communication skill. By following a structured procedure that integrates pre-viewing preparation, active viewing, and post-viewing discussion, teachers can effectively leverage TED Talks as a dynamic tool for enhancing listening skill and fostering meaningful learning experiences for students.

**c. Benefits of TED Talks**

TED Talks offer several benefits for improving listening skill, there are:

1) **Exposure to Diverse Speakers and Topics**

TED Talks feature a wide array of speakers from various backgrounds and disciplines, discussing topics ranging from science and technology to art, culture, and personal development. Listening to talks on different subjects exposes listeners to diverse speech patterns, accents, and vocabulary, helping to improve their ability to comprehend and interpret different styles of communication.

2) **Active Listening Practice**

TED Talks require active engagement from listeners to understand the speaker's message, follow their arguments, and grasp

the key points being conveyed. By actively listening to TED Talks, individuals can practice skill such as focusing attention, processing information, and making connections between ideas, which are essential components of effective listening (Ayu Damayanti, 2022).

### 3) Vocabulary Expansion

TED Talks often introduce viewers to new concepts, terminology, and expressions related to the topic being discussed. Exposure to a rich and varied vocabulary improves listeners' language comprehension and fluency, enabling them to understand and articulate complex ideas more effectively in both verbal and written communication.

### 4) Critical Thinking and Analysis

TED Talks encourage listeners to critically evaluate the content presented by the speaker, including the evidence provided, the logical reasoning employed, and the implications of the ideas being discussed. Engaging with thought-provoking talks stimulates critical thinking skill, fostering a deeper understanding of the subject matter and encouraging independent inquiry and analysis (Sugimoto et al., 2019).

### 5) Note-taking Skill

Taking notes while listening to TED Talks helps listeners capture key points, important insights, and supporting examples presented by the speaker. Practicing note-taking improves retention

and comprehension, as well as the ability to summarize information concisely and effectively.

#### 6) Understanding Different Perspectives

TED Talks often present multiple perspectives on a given topic, reflecting the diversity of viewpoints and experiences within society. Listening to talks from speakers with different cultural backgrounds, beliefs, and ideologies cultivates empathy, tolerance, and a broader appreciation for diverse perspectives, which are essential skills for effective communication and collaboration in a globalized world.

Listening to TED Talks can significantly improve listening skill by providing opportunities for exposure to diverse speakers and topics, active engagement with content, vocabulary expansion, critical thinking practice, note-taking proficiency, and increased empathy and understanding of different perspectives. These skills are valuable not only in academic and professional settings but also in everyday interactions and relationships.

#### **d. Tutorial Using TED Talks**

TED Talks, known for their engaging presentations and insightful content, offer a wealth of knowledge across various fields. Integrating TED Talks into educational settings can enhance learning experiences, provide diverse perspectives, and stimulate critical thinking. This tutorial

outlines a structured approach for educators to effectively incorporate TED Talks into their teaching methodologies. This is the tutorial to using TED Talks:

- 1) Open YouTube in browser with the link [www.youtube.com](http://www.youtube.com) or application in your smartphone.
- 2) Write “TED Talks” in search bar.

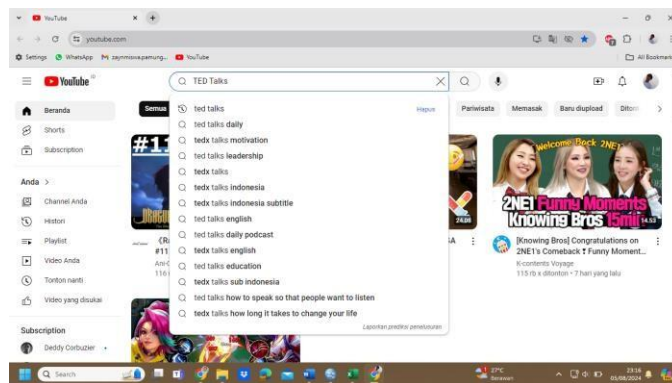


Figure 2. Search TED Talks

- 3) Enter the channel with a red logo and the text "TED". On that channel, you can search for any video you want.

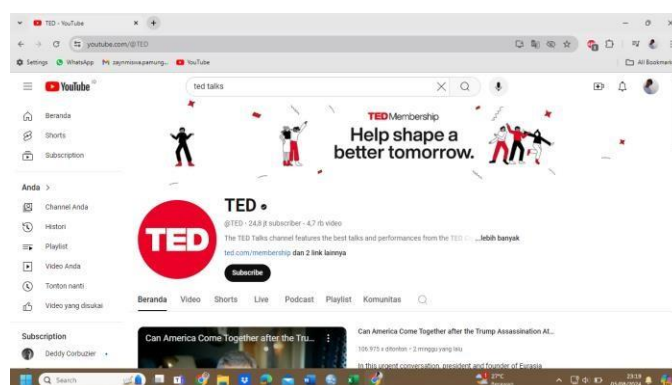


Figure 3. TED Talks Channel

- 4) There, you will find several menu options: Home, Videos, Shorts, Live, Podcasts, Playlists, and Community. You can also

choose according to the category you want: Latest, Most Popular, and Oldest.

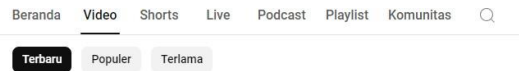


Figure 4. Menu Options

- 5) In the "Videos" menu, there are numerous videos that you can watch.

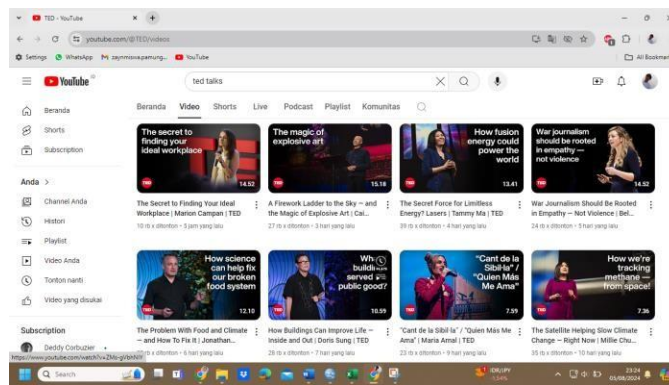


Figure 5. Menu "Videos"

- 6) In the "Shorts" menu, there are many short videos lasting 0-5 minutes that you can watch. These are usually important clips from a longer video, and you can find the full video in the "Videos" menu.

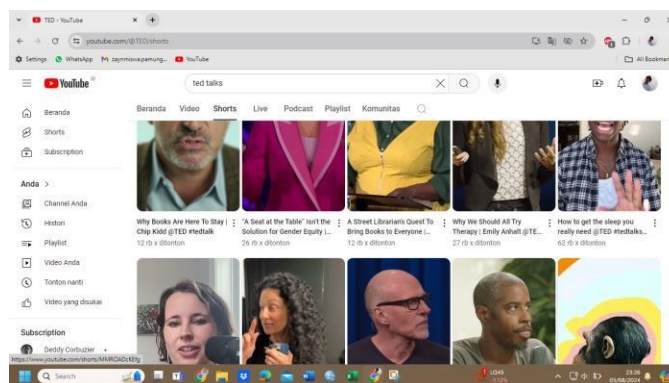


Figure 6. Menu "Shorts"

- 7) In the "Live" menu, there is a collection of videos conducted via live streaming. However, TED Talks are rarely streamed live on their channel.

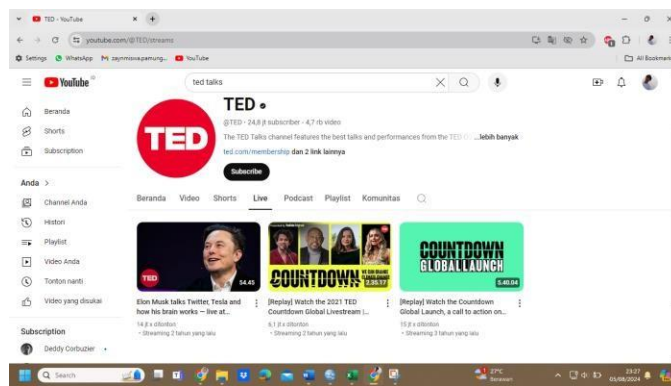


Figure 7. Menu "Live"

- 8) In the "Podcast" menu, there are several podcast videos you can watch. Typically, a podcast consists of multiple video episodes.

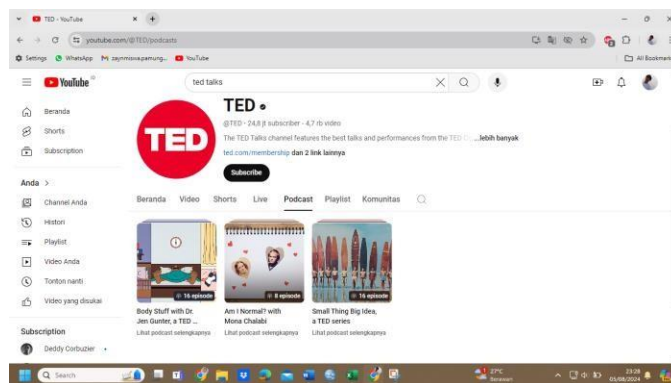


Figure 8. Menu "Podcast"

- 9) In the "Playlists" menu, there are numerous videos categorized by theme. This makes it very convenient for viewers to find relevant videos easily.

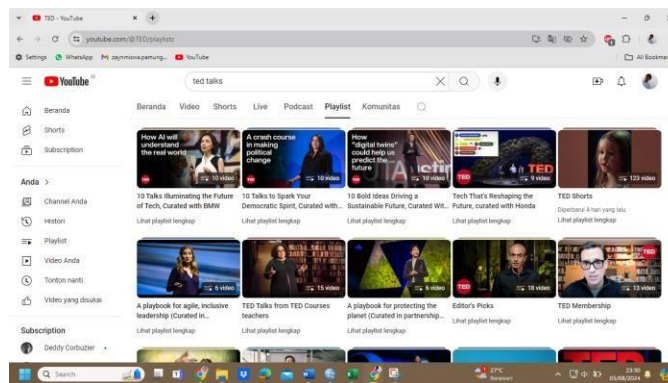


Figure 9. Menu "Playlist"

10) Enjoy watching your videos!

## 2.2.2 Listening

### a. Definition of Listening

Listening does not only stand as a vital communication skill but also holds significance as a fundamental life skill. Through listening, individuals acquire information essential for pursuing personal objectives and nurturing relationship. Listening serves as the cornerstone for all communication competencies, including speaking, writing, and reading, underscoring its designation as a crucial life skill. Among these competencies, listening emerges as the primary skill humans acquire and employ (Humeniuk et al., 2021).

Listening as an essential communication skill occupies a substantial portion of people's daily activities. Research by Izzah et al. (2020) reveals that students frequently employ their listening abilities more than other communication skill. In today's communication landscape, individuals,

particularly students, dedicate a significant amount of time to listening, primarily through various media channels. This underscores the role of listening in facilitating effective interpersonal communication, especially among students who rely on this skill for their academic endeavors. Given that human interaction consumes a considerable portion of their time, recent findings from Tilwani et al. (2022) highlight that students spend approximately half of their communication time engaging with others, including friends, teachers, and parents. This suggests that a significant portion of human communication involves the utilization of listening skill, which are predominantly employed.

Irrespective of the manner in which language learners interact with listening, it's imperative to recognize that listening encompasses more than merely hearing the spoken words directed towards us. Listening entails an active process through which individuals comprehend, evaluate, and respond to auditory input. According to Hadi (2018), the listening process comprises five key stages: receiving, understanding, evaluating, remembering, and responding. A proficient listener must not only perceive and identify the speech sounds directed at them but also comprehend the underlying message, critically assess it, retain the information, and provide a response, whether verbal or nonverbal. By effectively navigating through all five stages of the listening process, learners can effectively gather pertinent information from their surroundings.



Meanwhile, Fahmiansyah et al. (2019) outlines four orientations within the concept of listening: receptive, constructive, collaborative, and transformative. When individuals engage in listening, they anticipate an initial phase where the listener accepts the speaker's message. During this stage, the listener not only hears but also receives messages that are then processed into understandable information; this is referred to as the receptive orientation. Subsequently, after receiving a message, it undergoes processing to be comprehensible to the listener, termed the constructive orientation. Moreover, the received message may undergo collaboration to improve the listener's understanding or reinforce the conveyed message, known as the collaborative orientation. Finally, the transformative orientation occurs when the listener fully comprehends the conveyed message from the sender. Here, the message has been interpreted by the recipient of the message.

Thus, students are tasked not only with hearing a foreign language but also with actively listening to it. Listening entails more than just auditory perception; students must effectively capture, process, comprehend, and respond to the information they hear. These stages constitute the foundational process of listening to a foreign language. Often, students may only reach the stage of auditory reception without grasping the meaning of the message. This limitation arises from their inability to discern the message's significance in English. To address this issue, the researcher proposes the use of visuals to aid students in

comprehending the information they hear. Similar to how children learn their native language, students are encouraged to familiarize themselves with English without relying on translation. Instead, they are encouraged to comprehend the message directly in English, a concept commonly referred to as "thinking in English."

#### **b. Types of Listening**

Listening plays an essential role in both communication and our daily lives, involving intricate processes that impact language acquisition and social interactions. Psycholinguistic perspectives categorize listening into three main processes: bottom-up, top-down, and interactive. Alternatively, viewing listening through functional lenses divides it into transactional and interactional goals. In the realm of English language education, teachers segment listening tasks to foster second language acquisition, reflecting interconnected classification systems. Effective teaching strategies should target enhancing students' listening proficiency across diverse contexts. Listening entails a deliberate effort to comprehend information for varied purposes, with different types of listening corresponding to distinct scenarios and desired outcomes. Whether it's following a lecture or engaging in a personal discussion, individuals employ different listening skills depending on the situation's demands. Thus, cultivating a range of listening abilities equips individuals to adapt to diverse listening contexts effectively.

Polat et al. (2022) delineated six types of listening: intensive, selective, interactive, extensive, responsive, and autonomous. Intensive listening involves focused attention on specific details, while selective listening entails filtering relevant information from a broader context. Interactive listening emphasizes active engagement in conversations or interactions. Extensive listening involves exposure to a wide range of authentic materials for overall comprehension. Responsive listening focuses on reacting appropriately to spoken cues. Autonomous listening denotes self-directed listening practice.

These classifications provide educators with a framework to tailor listening exercises to target specific skill and objectives, thereby facilitating comprehensive skill development in students. There are:

- 1) Intensive Listening

Intensive listening is centered on accurately capturing existing messages, emphasizing the details of the message received by language learners to extract correct information. This type of listening commonly occurs in classroom settings during listening tests or activities involving small pieces of information Polat et al. (2022). In these activities, the teacher holds the authority to evaluate the accuracy of students' listening comprehension.

## 2) Selective Listening

Selective listening involves individuals focusing on specific messages while disregarding others, filtering out irrelevant information to concentrate on key points or main ideas. This skill enables effective prioritization and attention allocation in various contexts, enhancing comprehension and response to pertinent information while ignoring distractions (Polat et al., 2022).

## 3) Interactive Listening

Interactive listening takes place within a two-way communication framework, wherein listeners actively engage by offering opinions, responding to messages, and participating in negotiations Polat et al. (2022). This dynamic occurs during classroom discussions or interactions with others. However, in this listening activity, often within classroom settings, the focus tends to shift towards speaking proficiency rather than listening skill.

## 4) Extensive Listening

Extensive listening refers to activities aimed at helping listeners comprehend messages with enjoyment, rather than solely for examination purposes Polat et al. (2022). These activities can take place anywhere, not confined to the classroom, and can occur over an extended period. For instance, extensive listening may involve listening to stories, engaging in conversations with idols on

platforms like YouTube, or exploring interesting information shared on social media.

#### 5) Responsive Listening

When engaging in conversations with others, listeners not only hear what speakers say but also react to their messages. Responsive listening is the activity of primarily responding to or replying to heard messages in line with the conversation's context. This form of listening emphasizes not just comprehending the message but also providing a suitable response. In essence, responsive listening represents a higher level of listening proficiency as listeners can both understand the message and react to it appropriately.

#### 6) Autonomous Listening

Autonomous listening involves students independently engaging in listening activities without assistance from teachers or others. It epitomizes the essence of listening skill because the listener has the autonomy to decide what to listen to, the purpose behind listening, the duration of the activity, and the desired outcomes. This type of listening activity aims to cultivate students' listening skill to an advanced level, enabling them to become independent listeners in their language usage (Polat et al., 2022).

### **c. Components of Listening**

Listening involves several components, each contributing to effective communication and understanding. Here are the key components:

1) Receiving

This is the initial stage where the listener takes in the auditory stimuli, which includes both verbal and non-verbal cues such as tone of voice, body language, and environmental sounds.

2) Understanding

After receiving the message, the listener works to comprehend its meaning. This involves processing the words spoken, as well as understanding the context and underlying emotions.

3) Remembering

Once understood, the listener retains the information in memory. Effective listening involves remembering key points and details to respond appropriately and recall later if needed.

4) Evaluating

In this stage, the listener critically analyzes the information received, considering its relevance, accuracy, and implications. This may involve comparing the message with existing knowledge or assessing its credibility.

5) Responding

Finally, the listener provides feedback to the speaker, indicating understanding, agreement, or seeking clarification. Active listening involves giving appropriate verbal and non-verbal

responses, such as asking questions, paraphrasing, or providing feedback.

These components work together to facilitate effective communication and build rapport between speakers and listeners.

#### **d. Teaching Listening at Senior High School**

Teaching listening in senior high school involves the systematic instruction and development of students' listening skill within the context of the secondary education level. It encompasses a range of pedagogical strategies and activities designed to improve students' skill to comprehend and interpret spoken language effectively. Teaching listening in senior high school aims to equip students with the necessary skill to understand various forms of oral communication, including lectures, presentations, conversations, and audiovisual materials, across different academic subjects and real-life contexts.

The process of teaching listening in senior high school typically begins with the identification of learning objectives and the selection of appropriate listening materials and resources. Teachers may employ a variety of authentic audio materials, such as recordings of native speakers, podcasts, interviews, speeches, and multimedia resources, to expose students to diverse accents, speech patterns, and communicative contexts. These materials are carefully chosen to align with the curriculum and cater to students' interests, needs, and language proficiency levels.

In the classroom, teaching listening involves engaging students in active listening activities that promote focused attention, comprehension, and critical thinking. Teachers may employ pre-listening activities to activate students' background knowledge, set purposes for listening, and introduce vocabulary or concepts related to the listening task. During the listening process, students are encouraged to employ listening strategies such as predicting, summarizing, inferencing, and note-taking to improve their understanding of the content.

Post-listening activities are designed to consolidate learning and promote reflection, analysis, and interaction based on the listening input. These activities may include comprehension checks, discussion questions, role-plays, debates, and collaborative tasks that require students to apply their listening skill in meaningful ways. Through scaffolded instruction and guided practice, teaching listening in senior high school aims to foster students' autonomy, confidence, and proficiency in comprehending spoken language, thereby preparing them for academic success and effective communication in various personal, academic, and professional settings.

### **2.2.3 Hortatory Exposition Text**

#### **a. Definition of Hortatory Exposition Text**

Hortatory exposition is a form of oral or written communication aimed at persuading listeners or readers to support or oppose certain actions or ideas. In essence, it is a form of argumentation. This type of text



is commonly encountered in scientific literature, academic presentations, newspapers, magazines, and research reports, appealing particularly to scholars, academics, and educated individuals (Nurhadi et al., 2019).

A hortatory exposition text is a form of written or spoken discourse intended to persuade the audience to adopt or reject certain actions, ideas, or beliefs. It typically presents arguments and reasoning to encourage the audience to take specific courses of action or adhere to particular viewpoints. This type of text aims to influence the audience's behavior or attitudes by appealing to their emotions, logic, or values. Hortatory expositions are commonly found in various forms of communication such as speeches, articles, essays, and academic presentations.

#### **b. Generic Structure and Language Feature**

The generic structure of hortatory exposition typically comprises three main elements Nurhadi et al. (2019), as follows:

- 1) Thesis: This segment introduces the issue at hand or states the problem.
- 2) Arguments: This section presents the rationale or justification for taking a particular course of action.
- 3) Recommendation: The conclusion offers a recommendation or suggestion regarding what actions should or should not be taken based on the presented arguments.

Hortatory exposition texts exhibit distinctive language features, including:

- 1) Emphasis on general human and non-human entities.
- 2) Utilization of mental processes to express the speaker's thoughts or feelings about a subject, employing verbs like "realize" or "feel."
- 3) Regular use of material processes to describe actions or occurrences, such as "has polluted."
- 4) Predominant use of Simple Present Tense and passive voice.
- 5) Occasional enumeration to present a list of arguments, indicated by phrases like "firstly," "secondly," and "finally."

In hortatory exposition texts, students learn to express opinions, ideas, or arguments through writing or speaking. They must possess sufficient knowledge to support their viewpoints on the given topic, which encourages them to develop and elaborate their arguments for stronger explanations. As hortatory exposition texts are widely used in scientific and academic circles, it is essential for students to learn them. Given the benefits of teaching this type of text to Senior High School students, teachers should adopt suitable approaches for effectively teaching hortatory exposition texts (Humaira et al., 2024).

**c. Example of Hortatory Exposition**

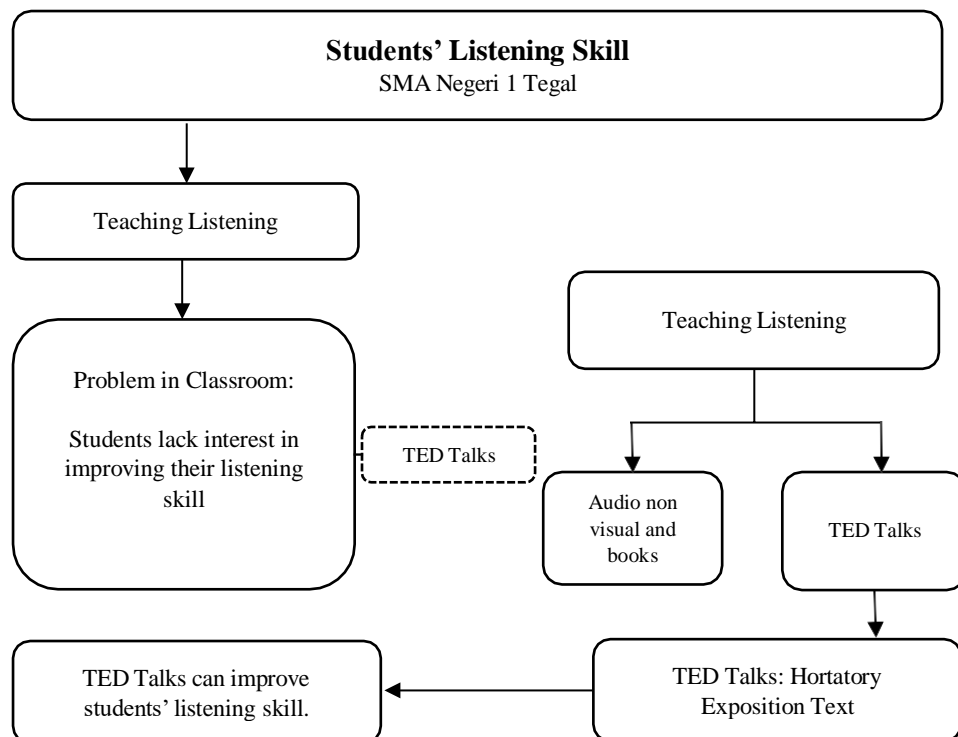
*Table 1. Example of Hortatory Exposition Text*

Online Job	
Thesis	<p>Online jobs are selected for part-time employment for many, and some have taken it more seriously. A growing number of people are willing to take a job online. Working online has its advantages if we manage effectively.</p> <p>It offers flexibility and convenience that no other job can give. We can work from home with minimal investment and get a good income. The idea of adding weight to our pocket makes life easier and comfort is the most reassuring.</p>
Arguments	<p>The reason behind this great opportunity is that every day there are new companies to join. Every day and every minute men are seeking information about everything under the sky of the Internet.</p> <p>As we know, the Internet is the answer to every question, web sites need to update each section and also add reports on developments</p>

	that have recently joined. Therefore, it is an expansive space for articles.
Recommendation	There are a number of jobs we can work online. Some of them which strongly recommended are writing, marketing, stock trading, and online education. However, we should be very careful because scamming opportunities are always there.

### 2.3 Theoretical Framework

Table 2. Theoretical Framework



This research focuses on the listening skills of students at SMA Negeri 1 Tegal. While teaching listening, both the researcher and the teacher identified a problem in their classroom: a lack of student interest in improving their listening skills. To address this issue, the researcher proposed using TED Talks as a medium for teaching listening. The researcher then conducted a study using a two-group design. The study involved an experimental group (XI-2) and a control group (XI-1). In the experimental group, TED Talks were integrated into the learning process, whereas the control group used standard student textbooks. The research centered on teaching listening through hortatory exposition texts. Students in the experimental group created hortatory exposition texts based on TED Talks videos. The findings indicated that TED Talks had a positive impact on the listening learning process and significantly improved students' listening skills.

#### **2.4 Hypothesis**

This research hypothesis is formulated following a review of relevant literature and the established framework.

- 1) Research Hypothesis (Ha): There is a positive effect of utilizing TED Talks videos as a teaching tool on students' listening skill in hortatory exposition text.
- 2) Null Hypothesis (Ho): There is no positive effect of utilizing TED Talks videos as a teaching tool on students' listening skill in hortatory exposition text.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Approach, Type, and Design of the Research**

##### **3.1.1 Approach of the Research**

This research used quantitative approach to examines the impact of utilizing TED Talks on improving students' listening skill. According to Farid (2019) cited in Ahyar et al. (2002), quantitative research is a research that mainly consists of numerical data in the form of numbers within the process of data collection, data analysis and data presentation. Quantitative research also uses statistical methods that are adapted to existing numerical data.

In addition, according to Ahyar et al. (2002), the theory of quantitative research is a set of interrelated variables and the relationship between hypotheses and variables that explain a specific phenomenon. Based on the explanation above, quantitative research is a research approach that consists of a relationship between hypothesis and variables to explain a phenomenon that uses numerical data to analyze data and process it with statistical methods.

### **3.1.2 Type of the Research**

This research uses the type of experimental research. The experiment research explains the relationship between one or more related variables or finds out and shows the effect of a variable on other variables. This is also supported by Abd et al. (2019) claims that experiments are one type of quantitative research has a certain degree in looking for causal relationships between independent and dependent variables and others.

In addition, according to Ahyar et al. (2002), experimental research provides action to research subjects so they can observe events and the consequences they cause. In this case, the researcher can manipulate variables through the actions given and control other existing variables.

### **3.1.3 Design of the Research**

This research used experimental research, including the two groups pre-test and post-test design. In this research, the experimental group received an intervention involving the use of TED Talks. This research design was chosen to assess the influence of TED Talks on students' listening skill. Differential treatment was administered to the experimental group and the control group to identify any significant differences between the two groups.

The research focuses on eleventh-grade students at SMA Negeri 1 Tegal during the academic year 2023/2024. The researcher aims to compare the effects of TED Talks on students' listening skill, particularly among students with poor listening skill. The researcher seeks to determine

which method is more effective and beneficial. Additionally, the researcher draws upon articles, journals, and prior studies to support this research.

The research design is outlined in the following table:

*Table 3. Research Design*

<b>No.</b>	<b>Experimental Group</b>	<b>Control Group</b>
1.	Pre-test	Pre-test
2.	Treatment	No treatment
3.	Post-test	Post-test

## **3.2 Population, Sample and Technique of Sampling**

### **3.2.1 Population**

The research population consists of eleventh-grade students attending SMA Negeri 1 Tegal during the academic year 2023/2024. This educational institution hosts a total of 324 students, divided into 9 separate classes. The diverse student body offers a comprehensive representation of the target demographic, enabling the researcher to obtain valuable insights into the impact of TED Talks on enhancing listening skill in comprehending hortatory exposition texts (Jamieson, 2023).

### **3.2.2 Sample**

The research sample was obtained through random sampling technique, where the researcher selects samples from the population randomly. The sample comprised 2 groups, each consisting of 36 students. The first class was assigned as the experimental group randomly, while the second class was designated as the control group through the same random



selection process. This approach ensures that each group has an equal chance of being selected for either group, providing a more representative sample for the study.

### **3.2.3 Technique of Sampling**

The sampling technique employed in this research is random sampling. Random sampling involves selecting samples from the population randomly, ensuring that every member of the population has an equal chance of being chosen for the sample. In this study, the researcher randomly selected two classes from the population of eleventh-grade students at SMA Negeri 1 Tegal during the academic year 2023/2024. Each selected class comprised 36 students. The first class was designed as the experimental group randomly, while the second class was assigned as the control group through the same random selection process. This approach ensures that bias is minimized and that the sample is representative of the population, allowing for generalizability of the findings to the broader student body. Random sampling improves the validity and reliability of the research outcomes by providing an unbiased representation of the population.

### **3.3 Research Variables**

In this research, the researcher used an independent variable (X) called "TED Talks". This manipulated factor involved the deliberate incorporation of TED Talks into the instructional process for teaching hortatory exposition

text. The research aims to investigate the impact of this intervention on various dependent variables.

Meanwhile the dependent variable (Y) is "listening skill" which measures students' ability to analyze, synthesize, and evaluate auditory information critically. This assessment focuses particularly on their listening skill. This variable encompasses the clarity, comprehension, and overall effectiveness of students' understanding in the specific context of listening tasks. These dependent variables collectively form the foundation for assessing the effectiveness of TED Talks in enhancing students' listening skill.

### **3.4 Data Collecting Technique**

Given the strong emphasis on employing quantitative methods and an experimental approach, the main focus of data collection techniques will be on utilizing quantitative measures to evaluate the impact of incorporating TED Talks on students' listening skill in comprehending hortatory exposition texts. The data collecting technique there are:

#### **3.4.1 Pre-test**

The pre-test involved administering a set of 20 multiple-choice questions to both the experimental and control groups. Students work on a listening test with materials created by the researcher. The pre-test served as a baseline assessment of the participants' listening skill before the implementation of the treatment.

### **3.4.2 Treatment**

During the treatment phase, only the experimental group received the intervention, which involved utilizing TED Talks to improve students' listening skill in comprehending hortatory exposition texts. The researchers facilitated the students' engagement with TED Talks videos, providing guidance on active listening strategies and comprehension techniques specific to hortatory exposition texts.

### **3.4.3 Post-test**

The **post-test** involved administering a set of 20 multiple-choice questions to both the experimental and control groups. Students work on a listening test with materials created by the researcher. The pre-test served as a baseline assessment of the participants' listening skill before the implementation of the treatment.

## **3.5 Research Instrument**

This research using true-experimental study employs a pre-test, and post-test design. In this research, pre-test will be administered to both the experimental and control groups. Subsequently, the experimental group will receive treatment using TED Talks videos, while the control group will not undergo this treatment. Afterward, a post-test will be conducted for both groups to assess any differences and determine the effect of utilizing TED.

Both the pre-test and post-test consist of 20 multiple-choice questions. Additionally, the researchers developed additional questions based on their

observations of the video content. Before application in the study, the validity and reliability of the instruments were tested by administering them to eleventh grade at the research site. In this research, a validity test was conducted using listening skill multiple-choice questions, and the scores were analyzed using validation and reliability software called Anates. Following analysis, five questions were deemed invalid and unreliable, resulting in a final set of 20 questions of 20 pre-test and 20 post-test questions.

### **3. 6 Technique of Analyzing Data**

After obtaining the data, the researcher summarized it using a t-test. The t-test analyzed the data to compare the experimental and control groups by calculating the mean. This research employed IBM SPSS Statistics 25 to perform the calculations.

The first test was normality test. The researcher used the Shapiro-Wilk method, an effective and valid normality test for small samples. The Shapiro-Wilk test, with a significance level of 0.05, was performed to determine the normality of the data. If the score was more than 0.05, the data distribution was considered normal. Conversely, if the score was less than 0.05, the data distribution was not normal. The normality test was conducted using IBM SPSS Statistics 25. After the normality test, this research used homogeneity test to evaluate if the data gathered had the same variance. The Levene statistic in the IBM SPSS Statistics 25 application was used to conduct this test with a significance level of 0.05. Similarly, if the homogeneity test value

was greater than 0.05, the data was considered homogeneous and had similar variances. Conversely, a value less than 0.05 indicated that the data was not homogeneous.

The next step was to test whether the data was normally distributed. The research hypothesis used an independent sample t-test with the help of IBM SPSS Statistics 25 software. This independent sample t-test compared the means of two sets of samples from distinct populations. The objective was to determine if the means of two populations or samples differed. Specifically, it aimed to determine if the experimental group that received treatment differed from the control class that received no treatment in terms of average student learning outcomes. This test used a two-tailed test with a significance level of 5%.

- 1)  $H_0: \mu_1 = \mu_2$ : There is no difference between students who are taught using TED Talks and students who are not taught using TED Talks.
- 2)  $H_1: \mu_1 \neq \mu_2$ : There is a difference between students who are taught using TED Talks and students who are not taught using TED Talks.

#### Decision Criteria

- 1) If  $-t_{table} < t_{count} < t_{table}$ , then  $H_0$  is accepted.
- 2) If  $-t_{table} > t_{count} > t_{table}$ , then  $H_0$  is rejected.

#### Based on Significance Value

- 1) If  $\text{Sig. (2-tailed)} > 0.05$ , then  $H_0$  is rejected.
- 2) If  $\text{Sig. (2-tailed)} < 0.05$ , then  $H_0$  is accepted.