

TED-ED for Autonomous Listener: What, Why, and How?

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Abstract— In the era of Education 4.0, it is important to use the development of information and technology in English language learning especially in listening class. There are many ways to support the success of Education 4.0 in listening class. One of the ways to support it is by using TED-ED videos in listening class. TED-ED is a website that provides full of educational videos which are essential for the students to be autonomous learners in this case they are going to be autonomous listeners. Regarding to this phenomenon, it is important to conduct the study on it. Therefore, the aims of the study are to discover the core of using TED-ED, to expose the reasons of applying TED-ED, and to explore the ways of implementing TED-ED for autonomous listeners. The research method used in this study is a case study. The participants of this study are the students and lecturer of *Listening 1* classes. *Listening 1* is one of listening compulsory subjects in English Education Study Program of Faculty of Education and Teachers Training at Universitas Tidar (UNTIDAR). The instruments of data collection are observation and interview. The finding shows that there are three core activities of using TED-ED in promoting autonomous listeners, five reasons of applying TED-ED for autonomous listeners, and four ways of implementing TED-ED for autonomous listeners.

Keyword: Education 4.0, listening, autonomous learners, TED- ED

I. INTRODUCTION

The development of technology gives the impact in the educational field in which it is sketched to the term of Education 4.0. Education 4.0 is derived from the existence of Industry Revolution 4.0. In the era of Education 4.0, teachers and students are needed to make use of the technology to support teaching and learning process. Reference [1] view the students can access the information to support their learning everywhere by clicking in World Wide Web for surfing books, articles, blogs, and joining MOOCS (Massive Open Online Courses) in the era of Education 4.0. Besides, this kind of phenomenon is also exposed in listening class. Many learning media can be used to support the teaching and learning process of listening class. Listening is seen to be one of the most

difficult skills to be acquired, especially for the students of English as Foreign Language. The students seem to be difficult to improve their listening proficiency. Ref. [2] shares that “Listening is a complicated process, in which students must discriminate sounds, understand vocabulary and structure, interpret stress and intonation, and grasp speakers’ meaning.”

Ref. [3] states that listening skill is affected by the types of listening assignments. It is needed for the teachers to design listening assignments that can improve students’ listening skill. There are many ways in improving students’ listening skill, for instance, the students listen the English songs, watch English movie without reading the subtitle, and access the English websites or platforms that give effect to students’ listening skill. Reference [4] contends “If teachers are expected to assist learners to improve their listening comprehension, they should comprehend their listening difficulties in understanding spoken passages and teach them effective listening comprehension strategies to be able to solve their listening comprehension problems”. It means that the teachers play an important role in helping the students in improving their listening skill. In addition, Ref. [5] proposes that it is important to apply the metacognitive strategies awareness in teaching listening comprehension for enhancing students’ listening skill. It can be stated that, the metacognitive strategies need to be included in listening instruction especially for the students in university level.

One of the ways to enhance students’ listening skill is by using learning media platform that can be accessed every time and everywhere, for instance the online learning media TED-ED. TED-ED is able to be accessed freely in <https://ed.ted.com/>. TED stands for Technology, Entertainment and Design that provide many educational topics. TED-ED belongs to educational context and it has a mission to expose the ideas of teachers and students around the world. This website has many English videos that match to learners’ learning level. The videos can be used as students’ listening.

Here is the look of TED-ED.

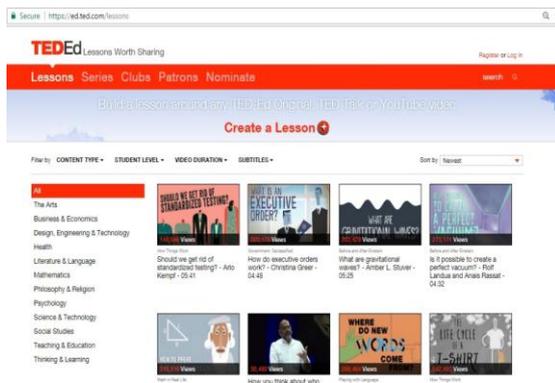


Figure 1. TED-ED website

Furthermore, the students can access the site of TED-ED not only in the classroom but also outside the classroom. Therefore, it can be stated that TED-ED can be accessed everywhere and every time. This kind of phenomenon reveals the notion that the use of technology in teaching and learning process eases the students to have learning sources that can improve their listening skill.

Listening learning sources can enhance the listening proficiency, especially when they use the technology. Ref. [6] mentions the use of technology in listening is ideal learning sources to improve listening skill due to there are many supporting listening materials such as the content of voices, texts, and videos.

Furthermore, the use of learning sources provides comprehension input in which they focus on students' listening skill. For instance, the use of videos supports the students in grasping the listening materials. Because of the existence of listening learning materials or learning media in internet, the students are able to access the English listening sites, so they can improve their listening skill.

The use of TED-ED as the representative of technology for listening material make the students become autonomous learners because the students are able to access it independently. It is obvious that by using TED-ED, the students can be the autonomous listeners. The term of autonomous listeners derive to the idea of autonomous learners. Ref. [7] views "autonomous learning can be generally defined as the ability to take responsibility of one's own learning." It can be stated that the autonomous learners must be responsible of their own learning in which they can learn everywhere and every time.

Referring to the virtue of using technology in language learning particularly in listening class, TED-ED is introduced to the students of English Department of Faculty of Education and Teachers' Training at Universitas Tidar (UNTIDAR) as listening learning source for the students. The students are aware that the use of TED-ED can be accessed not only in the classroom but also outside the classroom as long as they have internet connection. It indicates that they are autonomous learners or they can be called autonomous listeners.

Based on the aforementioned phenomenon, this study comes up to explore the core of using TED-ED, to discover the reasons of applying TED-ED, and to expose the ways of implementing TED-ED for autonomous listeners. In this study, three research questions are proposed as follows.

1. What are the core activities of using TED-ED for promoting autonomous listeners?
2. Why is TED-ED implemented for autonomous listeners?
3. How are the ways of implementing TED-ED for autonomous listeners?

II. METHODS

This study focuses on the phenomenon of using TED-ED in listening class. Therefore, this study uses qualitative research design in the form of a case study. Reference [8] contends that a case study is conducted when the researcher fully pays attention on the certain phenomenon. The subjects of this study are the lecturer and the students of listening classes who use TED-ED in listening class.

Instruments of data collection used in this study are observation and interview. The observation is conducted to discover the core of using TED-ED and the ways of implementing TED-ED. Besides, the interview is constructed to explore the reasons of implementing TED-ED. After collecting the data, the collected data are analyzed to get the finding for the study.

III. RESULTS AND DISCUSSION

The data analysis shows that three findings are implied in this study. The findings cover three aspects as the following.

- a. Three core activities of using TED-ED in promoting autonomous listeners.
- b. Five reasons of applying TED-ED for autonomous listeners.
- c. Four ways of implementing TED-ED for autonomous listeners.

Three core activities of using TED-ED in promoting autonomous listeners

The success of teaching and learning process in listening class is also affected by the listening activities conducted. Based on the observation, the lecturer uses TED-ED in pre-teaching, main-teaching, and individual assignment. In the pre-teaching, the lecturer plays the video in TED-ED to trigger students' background knowledge toward the topic or related topic. In main-teaching, the lecturer asks the students to watch one of the video played in the classroom, then they answer the questions stated in the TED-ED that relates to the video played. The core activities of pre-teaching and main-teaching are done in the classroom. In addition, there is an individual assignments in which it promotes the students become autonomous listeners. It means that the students are able to access TED-ED outside the classroom and they can surf the website of TED ED and do the assignment

independently. Therefore, they can improve their listening skill.

Five reasons of applying TED-ED for autonomous listeners

Being autonomous listeners need many listening learning sources to fulfill the needs of autonomous listeners. One of the sources is TED-ED. Regarding to the interview conducted; there are five reasons of implementing TED-ED for autonomous listeners.

1. TED-ED provides many superb topics

Many topics that relates to educational context are included in TED-ED. It means that the students are able to improve their vocabulary. The topics are interesting due to they are supported by animation and picture to support the speakers' says in the TED-ED video. The sample of interview's response can be seen below.

Extract 1. Student's response

"There are many topics in TED-ED. Sometimes, I found difficulties in understanding the video especially when there are new vocabularies that I don't know the meaning, but it improves my vocabulary bank. Overall, I like the look of TED-ED because there is animation and music, so it is interesting"

Extract 1 shows the student gets benefit of accessing TED-ED in which it provides many topics. Those topics help the students to gain their vocabulary. In addition, the lecturer also view that many topics in TED-ED help her in constructing the listening activities in the class. It is mentioned below.

Extract 2. Lecturer's response

"TED-ED is great website to be used in my class because it has many themes of educational context."

2. TED-ED support 21st century of learning

In the era of 21st century of learning, technology takes a central role in supporting the students to have 21st century learners' skills. Some of the skills are the students can enhance their creative thinking and the students become autonomous learners. By using TED-ED in the teaching and learning process, the lecturer and students help to promote 21st century of learning in listening class. Therefore, the students also develop their critical thinking and become autonomous learners. This finding is supported by the interview response below.

Extract 3. Student's response

"TED-ED helps me to be critical thinking students because the topics are not simple, so I must think and try to understand it."

3. TED-ED promotes autonomous learning

The use of TED-ED in listening class also promotes autonomous learning. It is proved when the students access TED-ED not only in the classroom but also outside the classroom. This kind of activity makes the students is responsible on their own learning.

Extract 4. Lecturer's response

"When I teach my students by using TED-ED, I do believe that my students will be autonomous learners because they are independent learners who can access TED-ED everywhere."

4. TED-ED promotes World Englishes

Since TED-ED has many videos from different accents or different country, it is obvious that TED-ED promotes World Englishes. Reference [9] contends "World English paradigm has attempted to liberate English from the ownership of NESs and their corresponding norms, supporting the ownership of it by its all users all around the world." It is in line with Ref [10] in which states that World Englishes focuses on the roles of English users who respects the different accent of English. Besides, the emergence of World Englishes in TED-ED videos, it indicates that the students are tried to understand the different accent of English except English and British accent. It means that the teaching and learning process of listening promotes the World Englishes.

Extract 5. Lecturer's response

"I cannot say 'what is the best English?' in my class. Having English accent of British or American or even Australian English is great, but I also say to my students that we have to understand another English accent in which the term of it is World Englishes. So, I introduce TED-ED because it has different English accent in the videos."

5. TED-ED bridges the autonomous listeners needs

The needs of autonomous listeners can be accommodated by using TED-ED. For instance, the autonomous listeners need to focus on the listening learning sources which are easier to find them. They need to learn by themselves and they can do the exercises in the website. This idea is supported by lecturer's response as the following.

Extract 6. Lecturer's response

"As a teacher, I must fulfill my students' needs, especially in improving their listening skill, so I choose TED-ED as a media to fulfill my students' needs as autonomous listeners."

Four ways of implementing TED-ED for autonomous listeners

In supporting the teaching and learning process of listening class, teacher or lecturer plays an important role in scaffolding the students listening skill. Referring to the data analyzed, four ways are tracked in applying TED-ED for autonomous listeners. They are explained below.

1. Using TED-ED videos in teaching and learning process

It is needed to use TED-ED in supporting the teaching and learning process of listening class due to there are many benefits of implementing it. Besides, it is easy to use it. The videos have many variations of educational topics in which they are helpful for the students, as it is stated in lecturer's response below.

Extract 7. Lecturer's response

"I use TED-ED videos to support my teaching and learning process. The videos are great to improve my students' speaking skill."



Figure 2. Using TED-ED in listening class

2. Using TED-ED videos for giving individual assignments

In listening class, the students get individual assignments in order to check their listening comprehension. The lecturers also use additional listening learning sources, such as TED-ED. In this individual assignment, the students are asked to create the listening questions and the key answers based on the videos that they choose in TED-ED. Then, they give the listening questions to their friends in the listening class. This kind of activity is done in the pre-teaching as the warm-up listening activity. The supported data is contended as follows.

Extract 8. Lecturer's response

"I ask my students to access TED-ED and create listening questions and provide the key answers as their individual assignments. After that, I ask my students to give the questions to the others."



Figure 3. The students do the questions from one of their friends

3. Using TED-ED videos for giving group assignment



Figure 4. The students do group assignment



Figure 5. The students' group assignment

The group assignment is also assessed in the listening class to build the students' team work. This kind of activity helps the students to share their critical thinking with the others. The students also can share their perceptions after listening or watching TED-ED video. The sample of data that is in line the aforementioned explanation is mentioned in Extract 9.

Extract 9. Lecturer's response

"Building students' critical thinking is a challenge for me, but I get the solution for it in which the students' critical thinking can be exposed by giving group assignments for the students. In this case, I use TED-ED video as the guidance learning source for the students to explore their critical thinking."

4. Using TED-ED videos for giving the listening quiz

By using TED-ED, the lecturer gives the quiz for the students. The lecturer designs the questions for the quiz independently and the lecturer sometimes uses the questions provided in TED-ED. This notion is supported by this following extract.

Extract 10. Lecturer's response

"To check my students' listening skill, I always give listening quizzes periodically. I mostly use the videos from TED-ED."

IV. CONCLUSION

The implementation of using TED-ED in listening class contributes to the idea that technology in the form of website help the lecturer and students to achieve the learning goal or outcomes. The listening activities by using TED-ED are important to be exposed since there are many benefits of applying to access TED-ED for listening class. The core of TED-ED implementation promotes the existence of autonomous listeners. Besides, the lecturer and students need to use TED-ED since it provides many topics, it support 21st century of learning, it promotes autonomous learning, it promotes world Englishes, and it fulfills the needs of autonomous listeners. In addition, many ways are explored in implementing TED-ED such as by using TED-ED to support the teaching and learning process, giving individual and group assignment, and giving the listening quiz. It can be concluded that TED-ED for autonomous listeners can be one of the ways to avoid the distraction of technology in teaching and learning process of listening class.

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