



Boosting Vocabulary Mastery Through TED Talks Video: Students' Perceptions and Challenges

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ABSTRACT

Audio-visual content has become a powerful tool for enhancing students' vocabulary mastery in the digital age. This study explores the perceptions and challenges students encounter when using TED Talks as a medium of learning English vocabulary. Employing a qualitative research design, this study collected the data through open-ended questions. Fifteen students in the third-grade XII of MAN 2 Yogyakarta participated as the respondents. The data were qualitatively analysed by explaining every respondent's answers based on each theme. Furthermore, the respondents' answers were analysed using the interactive model theory proposed by Miles and Huberman (1994). The finding revealed that students perceived TED Talk positively, appreciating their engaging content and authentic language exposure available. However, several challenges were identified including difficulties in understanding various accents, the fast pace of some talks, and the complexity of specific vocabulary. Despite these obstacles, students found strategies to overcome these challenges such as repeated viewing of videos, using subtitles, and additional vocabulary practice. This study concludes that TED Talks can be a valuable resource for enhancing vocabulary learning, offering significant support and supplementary materials for students. It also provides insights for educators on how to effectively incorporate TED Talks into classroom practices and language curricula, while suggesting directions for future research in this area.

Keywords: Challenges, Students' Perceptions, TED Talks, Vocabulary



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ISSN 2655-9722, DOI: 10.30650/ajte.v7i1.4122

1. INTRODUCTION

1.1. Introduction

Vocabulary is the fundamental knowledge of language proficiency, significantly influencing the learner's overall speaking, listening, reading, and writing abilities. By acquiring vocabulary, students can effortlessly comprehend the lessons including a list of

words with their meanings (Thompson *et al.*, 2010). Meanwhile, the definitions and contexts of words become easily understood by students and may enhance their comprehension (Richards & Renandya, 2002).

Learning vocabulary can be done in many ways, one of them is listening to TED Talks as an authentic medium of English language learning. TED Talks (Technology, Entertainment, Design) is a non-profit organization dedicated to spreading ideas through short and powerful talks. Listening is a fundamental component of effective communication and plays a crucial role in language acquisition and helps learners grasp new vocabulary. Moreover, technology allows students to access a wide variety of information and interact with anyone, anywhere, anytime through audio-visual media (Sondy & Mandasari, 2023; Thuy & Tuyen, 2024).

According to Prakoso and Yanto (2024), vocabulary is a crucial component of language, enabling individuals to express ideas and emotions. Effective listening, which is vital for academic success, enhances students' ability to understand and retain information across various subjects and educational levels. Listening, as one of the four key language skills, serves as a fundamental mode of communication (Richards & Renandya, 2002).

Finding authentic listening materials, such as real-world conversations and videos, can be challenging for language learners. These materials often contain unfamiliar vocabulary or accents that can hinder comprehension. TED Talks, as described by Cuong *et al.* (2024), is a platform hosted by a non-profit media organization where speakers share valuable insights. Each talk is designed to be concise, aiming to capture the audience's attention with engaging content and a clear, impactful delivery. Initially focused on technology, entertainment, and design, TED Talks now cover a wide range of topics, including science, education, business, global issues, and personal stories. These talks are freely available on the TED website under a Creative Commons license and are widely shared across social media as part of a global multimedia platform.

Several studies have been conducted to examine how audio-video learning platforms improve students' vocabulary mastery. For instance, Tamara *et al.*, (2022), conducted a study to examine students' and teachers' perceptions and challenges of using YouTube videos to improve vocabulary mastery in English as a foreign language class. The study showed that YouTube videos may promote students' English language skills. The study reported that students enjoyed learning English using YouTube videos and that it enhanced their vocabulary and speaking skills. Fajriani *et al.*, (2023), carried out a study to explore how audio-visual instruction affected students' listening abilities. The findings showed that students' listening skills were increased significantly.

Another study conducted by Shafwati *et al.*, (2021), examined how YouTube videos affected the student's listening comprehension. The findings demonstrated a substantial improvement in listening scores following the intervention, suggesting that YouTube videos had a positive impact on students' listening abilities. Mahrina *et al.*, (2023), found out that watching English instruction videos on YouTube can improve students' listening comprehension. Students in this study believed that utilizing YouTube to enhance their listening comprehension could be beneficial. Meanwhile, Nababan & Simanjuntak, (2023), conducted a study to determine whether or not using offline YouTube videos helps students acquire language and enhance their vocabulary-related cognitive capacities.

Hariyono, (2020), conducted a study to examine the students' engagement during the implementation of videos on YouTube in teaching vocabulary in an English course. It was discovered that the majority of young students enrolled in an English course were actively involved in the vocabulary-building process when the YouTube video was being used. Meanwhile, Saputra, (2022), carried out a study to explore students' perceptions of the use of YouTube to develop their Vocabulary. The results indicated that university students had favourable opinions about using YouTube for media consumption and improving learning experiences, as well as providing instructional resources.

Those previous studies mostly investigated the use of YouTube videos in enhancing students' vocabulary mastery and listening ability at the tertiary level. Despite the plethora of studies into the use of learning media to learn vocabulary, a few studies discuss specifically the use of TED Talks to enrich students' English vocabulary and explore challenges encountered in the eyes of students in secondary settings to the best of authors' knowledge. Therefore, this present study attempts to figure out students' perceptions of learning English vocabulary through watching TED Talks as a medium for learning English and to further explore the students' challenges and how they overcome the challenges using TED Talks on YouTube.

The researchers' preliminary observation in an English class at Madrasah Aliyah Negeri (MAN) 2 Yogyakarta revealed that the teaching and learning process predominantly followed a traditional approach. Teachers primarily used a textbook, with students reading passages and answering questions. Occasionally, teachers incorporated YouTube videos to create a more enjoyable learning atmosphere. The students appeared to enjoy these sessions, showing enthusiasm for the learning process. Recognizing the value of diverse learning media, the authors aim to introduce TED Talks as an alternative teaching tool to explore students' perceptions and the challenges they face during the learning process.

1.2. Research questions

The following research questions are addressed, namely; 1) What are the students' perceptions of learning English vocabulary through watching TED Talks as a medium for learning English? 2) What challenges do students encounter and how do they overcome the challenges using TED Talk on YouTube media as a medium for learning English?

1.3. Significance of the study

This study offers valuable insights for both English teachers and students. Using audio-visual materials, such as TED Talks, can significantly enhance students' engagement and motivation in learning. Additionally, EFL teachers can support students in improving their vocabulary mastery and provide strategies to overcome challenges they may encounter while listening to TED Talks in English lessons.

2. METHOD

2.1. Research Design

This research utilized qualitative descriptive to capture students' perceptions and challenges in learning vocabulary through TED Talks on YouTube as a medium for learning English.

2.2. Participants

The study was conducted at MAN 2 Yogyakarta, an Islamic Senior High School located on KH Ahmad Dahlan Street, Yogyakarta, Special Regency of Yogyakarta. Fifteen students from the third grade of the XII KKO class participated as the respondents in the present study. The participants in this study were selected based on specific criteria to ensure the relevance and depth of the research. The study focused on third-grade students from MAN 2 Yogyakarta because this group typically possesses an intermediate level of English proficiency, which is essential for exploring the effectiveness of TED Talks in enhancing vocabulary mastery. Additionally, these students were at a stage in their education where they could engage meaningfully with the content, providing valuable insights into both the benefits and challenges of using TED Talks for language learning.

Participation was voluntary, ensuring that those who opted in had a genuine interest in the research topic and were motivated to engage with TED Talks as a learning tool. This voluntary participation approach was chosen to foster a more authentic and thoughtful response, as participants were more likely to share honest perceptions and experiences. This approach was appropriate because it allowed the researchers to gather rich, qualitative data from a group of students who had the necessary language skills and were actively involved in their learning process. Moreover, selecting a specific group of participants helped to focus the study on a targeted demographic, making the findings more relevant and applicable to similar educational settings.

2.3. Instruments

Data were obtained from the results of respondents' responses through open-ended questions. To assess students' perceptions and challenges in learning vocabulary through TED Talks, the researchers utilized open-ended questions to explore students' perceptions and challenges in learning vocabulary through TED Talks as a medium for learning English. Therefore, they responded to the open-ended question on their perceptions of TED Talks in gaining vocabulary. The researchers then asked about the challenges that they encountered when learning vocabulary through TED Talks. The research instruments used in the present study are as follows:

a) Open-ended Question

In this study, an open-ended question was used to gather data related to students' perceptions of the use of TED Talks on YouTube videos. To figure out students' perceptions and challenges, the researchers administered open-ended questions based on two indicators of perceptions as proposed by Hamka (2002), namely absorbing, and understanding, they are as follows:

Absorbing

The list of Open-Ended Questions

1. Have you ever watched TED Talks on YouTube video?
2. Do you find any new information that can help you improve your vocabulary?
3. Does the TED Talks on YouTube video help your vocabulary acquisition? Give your reasons!
4. What are your favourite topics when you watch TED Talks to improve your vocabulary? And explain why.

Understanding

1. Do you use TED Talks as an English learning resource?
2. Do you use TED Talks as an effective learning medium to improve your vocabulary?
3. Do you think TED Talks help you learn new vocabulary more efficiently?
4. What benefit do you get by watching TED Talks apart from increasing your vocabulary?

b) Open-ended Questions (to uncover students' challenges)

The list of Open-Ended Questions

1. What obstacles do you face when using TED talk content on YouTube as a medium for learning vocabulary?
2. What efforts do you make to overcome these obstacles?

2.4. Data analysis

After obtaining all the data needed, researchers analyzed the data using the interactive model theory proposed by Miles and Huberman (1994), namely data reduction, data display, and conclusion. Furthermore, researchers collected the data through open-ended questions that were administered to the respondents and categorized the results of the study based on the responses of the respondents. The next step is researchers displayed them based on the theme and topic classification, and then finally, the researchers made a conclusion. The followings are the details of data analysis:

1. Data Reduction:

The first step in the data analysis involved organizing and simplifying the raw data. Open-ended responses from the respondents were carefully read and coded to identify recurring patterns, key themes, and relevant categories. The researchers removed irrelevant or redundant information, focusing on responses that directly addressed the research questions. This process of reduction helped to narrow down the data to the most meaningful and significant responses.

2. Data Display:

The next step involved organizing the reduced data into a visually accessible format, such as tables, charts, or thematic maps. This helped to display the results in a structured way, allowing for easier comparison and interpretation of themes across respondents. Data were displayed based on major themes identified during the coding process (e.g., students' perceptions, challenges faced, strategies used). For example, a table could be used to show the number of students who reported particular challenges (e.g., understanding accents, difficulty with vocabulary) and the strategies they employed to overcome them.

3. Conclusion Drawing and Verification:

After displaying the data, the researchers began drawing conclusions by interpreting the patterns and relationships within the themes. This stage involved identifying trends, making connections between themes, and considering how the findings answered the research questions. The researchers then verified the conclusions by checking the consistency of the patterns with the original data and reviewing them for any contradictions or discrepancies. The conclusions were continuously refined as new insights emerged during this process. Finally, the researchers summarized the findings and provided interpretations based on the themes, drawing conclusions about the effectiveness of TED Talks in enhancing vocabulary learning and the challenges students encountered.

3. FINDINGS AND DISCUSSION

3.1. Findings

Students' Perceptions of Learning English Vocabulary Through Watching TED Talks on YouTube Videos

Open-ended questions were administered to figure out students' perceptions and challenges in learning vocabulary through TED Talks. The question items are based on the two indicators of perceptions, namely absorbing and understanding. The results of the first item of the open-ended question (absorbing) are presented in Table 1 as follows:

Table 1 Question 1 (Absorbing)

Question 1: Have you ever watched TED talks on YouTube?	
Initials	Respondents' answers
R1	Quite often
R2	I am not familiar with TED Talks on YouTube
R15	Quite often
R3	Rare
R4	For now, I rarely listen to TED Talks because no assignment requires me to see the content on TED Talks
R5	I have listened to TED Talks on YouTube but rarely
R9	Rarely
R10	Ever
R11	Sometimes
R12	Ever
R13	Not too often
R6	Yes, TED Talks are very popular on YouTube and are often watched by many people because they provide a variety of inspiring and informative topics delivered by experts in their fields.
R7	Yes
R8	I always watch TED Talks videos to improve my listening skills. I understand 90% of every word the speaker says but have trouble translating it sentence by sentence.
R14	Yes, TED Talks are short conversations, aimed at capturing the attention of the audience with engaging, clear content and impactful delivery. They are designed to be accessible and inspiring.

The majority of respondents perceived similar responses related to their chances to watch TED Talks on YouTube. The majority of respondents stated that TED Talks is a very popular and inspiring platform for many people. It is a great platform for learning English vocabulary and provides informative topics. However, some of them are not quite familiar with the TED Talks program. Few students utilized it to find English learning materials. The student's responses on the second item can be seen in Table 2 as follows:

Table 2. Question 2 (Absorbing)

Question 2: Do you find any new information that can help you improve your vocabulary?	
Initials	Respondent's Answers
R2	By watching TED Talks on YouTube, I find a lot of new information that can help me improve my vocabulary in various situations because it provides a variety of content that discusses the skills needed in everyday life.
R3	Yes, when I watch TED Talks there are many new vocabulary words spoken by the speakers that help me increase my vocabulary.
R4	Yes, there are some vocabulary that I just heard when I watched the TED Talks.
R6	Watching TED Talks can be an effective way to increase vocabulary. Speakers often use rich and varied language to explain complex concepts.
R8	I gain new vocabulary that I don't know yet. As I listen continuously, I will find out a lot of new vocabulary.
R9	After I listened to the TED Talks, I got information that increased my vocabulary by listening carefully to the speakers.
R10	Yes, YouTube videos can also improve my skills.
R11	That's right, I found new information related to the topic I want
R12	Yes, information on a broad topic that can broaden my horizons and vocabulary
R12	Yes, watching TED Talks can help me improve my vocabulary.
R15	Yes, I found a lot of new information to help improve my vocabulary, because the

	content available on TED Talks varies so much that I can learn a lot of new vocabulary from each video.
R13	Yes, sometimes we can get new information and knowledge and also maybe new vocabulary.
R5	Yes, sometimes
R1	Yes
R14	Yes, watching TED Talks may help me improve my vocabulary

Based on Table 2, the majority of respondents have similar responses related to how TED Talks provides beneficial information to improve their vocabulary. Furthermore, respondents found out much information about new vocabulary and improved their vocabulary by watching TED Talks on YouTube videos. Other respondents stated that TED Talks is a good way to increase vocabulary because speakers in the TED Talks show use a wide range of vocabulary and varied language to explain complex materials. The student's responses on the third item can be seen in Table 3 as follows:

Table 2 Question 3 (Absorbing)

Question 3: Does the TED Talks on YouTube help your vocabulary acquisition? Give your reasons!	
Initials	Respondents' answers
R1	Yes, because I can learn new vocabulary that I don't know.
R2	Yes, using TED Talks can help me master vocabulary in English, the more I listen and watch videos, the more I will get used to it.
R3	Using TED Talks as a learning tool can significantly improve English vocabulary acquisition. Speakers in the TED Talks generally use formal and often introduce new words and idiomatic phrases that are rarely found in everyday conversation.
R4	Yes, using TED Talks on YouTube can help my vocabulary acquisition, TED Talks cover a wide range of topics, so you can learn a variety of vocabulary according to the area covered and Speakers often use colloquial language.
R5	Yes. TED Talks provide a variety of topics that can help with vocabulary acquisition.
R6	Yes, you can. TED Talks features a native speaker, and you can analyse various words that automatically increase vocabulary.
R7	Yes, because in TED Talks the content is very easy for me to understand so it helps me in mastering vocabulary, I learn a lot of new vocabulary from watching the content they create.
R8	Yes. By listening to native speakers using English and new vocabulary, I can learn vocabulary that I have never heard and of course, I can apply it.
R9	Yes, because TED Talks contain speakers who are experienced in their fields and I can increase my vocabulary.
R10	Yes, it helps me learn vocabulary and increase my vocabulary
R11	Yes, because TED Talks cover a wide range of topics, from science and technology to arts and culture. Exposure to vocabulary related to these various fields can help me communicate well in various contexts.
R12	TED Talks can help with vocabulary acquisition because native speakers cover a wide range of subjects in languages we don't know.
R13	In TED Talks, the content is very complete and makes it easy for us to learn a wide range of vocabulary from the most basic to the most difficult.
R14	Yes, because video media makes me faster in mastering vocabulary.
R15	Yes, because of the innovative discussion, it makes us add new vocabularies.

Table 3 shows the majority of respondents have positive responses related to their vocabulary acquisition through watching the TED Talks on YouTube. Furthermore, using

TED Talks on YouTube may help respondents improve their vocabulary acquisition. Some of them stated that using TED Talks is easy to understand because of innovative discussion that makes respondents faster to master vocabulary. The students' responses on the fourth item can be seen in Table 4 as follows:

Table 3 Question 4 (Absorbing)

Question 4: What are your favourite topics when you watch TED Talks to improve your vocabulary? Explain your reasons, and why.	
Initial	Respondent's Answers
R2	Watching about education and creativity is one of my favourites because it provides educational lingo and provocative ideas about creativity in education that can be used in talks and writings.
R6	I like to watch creative content that introduces educational and inspirational language that can encourage my creativity and critical thinking.
R1	When I watched TED Talks about the Power of Vulnerability by Brene Brown, I learned new vocabulary and explored complex emotional and psychological concepts.
R9	I watch TED Talks on Psychology or Human Behaviour because there is a lot of vocabulary that I rarely hear.
R11	Watching human relationships and body language
R12	Watching science that introduces psychological and scientific terms related to happiness.
R15	The best content to watch is about <i>What Makes a Good Life? Lesson from the Longest Study on Happiness</i> by Robert Waldinge provides vocabulary related to psychological studies and well-being.
R8	Because my obsession is with business, so I watch about business terms to upgrade my vocabulary about business.
R3	Watching cultural narratives and stereotypes can help me to explore more about vocabulary that helps me provide nuanced language related to literature, culture, and identity.
R4	Talk about social issues that cover gender dynamics and leadership about women, providing vocabulary related to sociology, and gender studies, relevant for discussion on equality and leadership in school,
R5	Talking about vocabulary, and watching motivational concepts can enrich vocabulary related to business and personal development, which can be useful for school projects and future careers.
R7	<i>Why We Do What We Do</i> by Tony Robbins, covers motivational psychology and self-improvement, this talk provides vocabulary for discussing personal growth and motivation.
R14	There are many new vocabularies that I learn when watch about Motivation that is useful for school and future professional contexts.
R10	Talking about technology is one of my favourite contents, this content introduces me to innovation and engineering, encouraging me to learn about perseverance and creativity.
R13	I usually watch public speaking shows when use TED Talks that cover communication techniques and public speaking.

The respondents' views on their favorite topics watching the TED Talks as asked in item 4 varied among them. We can list several topics they like to watch on The TED Talks such as; Education and Creativity, Psychology and Human Behavior, Cultural and Social issues, Leadership and Motivation, Innovation and Technology, and Communication and Public Speaking.

The result of Open-Ended Question (Understanding)

Apart from the items relating to perception indicator; absorbtion, another item relating to understanding was also set up to figure out students' perceptions of watching TED Talks as

a medium of learning vocabulary. The results of the first item of open-ended question (understanding) are presented in Table 5 as follows:

Table 4 Question 1 (Understanding)

Question 1: Do you use TED Talks as an English learning resource?	
Initial	Respondent's Answers
R2	I use TED Talks as a learning resource because a lot of content teaches about useful skills and can improve my English skills too, because the average content provider is a native speaker.
R6	Yes, TED Talks provide insights from experts in various fields, helping to enrich knowledge and expand vocabulary. In addition, their short format makes them easy to access and digest, even for complex topics.
R8	I watch them because in TED Talk, I can improve my vocabulary so in other words, I can broaden my horizons to know new vocabulary that I don't know yet.
R9	I watch TED talks as one of my learning resources, especially in listening and adding vocabulary.
R11	Yes, I use TED talks as one of my learning resources
R12	Yes, as a medium to increase vocabulary, speaking skills, and listening skills in English
R15	Yes, because we can learn many things, not only increase vocabulary, but also our listening or speaking skills.
R1	Yes
R3	Yes
R4	I watch TED Talks if there are only assignments related to public speaking and listening.
R5	In certain situations, yes
R7	Yes
R14	Sometimes, to find new ideas and interesting learning materials, I watch TED Talks.
R10	Not really
R13	No

Table 5 shows the majority of respondents utilized TED Talks on YouTube videos as a medium for learning English. They state that using TED Talks as a learning source can improve their English skills because TED Talks provide insights from various fields, helping to enrich knowledge and expand vocabulary. However, a few respondents did not use TED Talks as a learning source because they just use TED Talks to find out new and interesting learning material. The student's responses on the second item can be seen in Table 6 as follows:

Table 5 Question 2 (Understanding)

Question 2: Do you use TED Talks as an effective learning medium to improve your vocabulary?	
Initials	Respondents Answer
R2	TED Talks can be an effective learning tool to improve vocabulary because I watch the speakers from English-speaking countries, so I can learn their speaking accents and new vocabulary.
R3	Yes, because the TED Talks videos help me learn English, especially in improving my vocabulary, the speakers use many variations of vocabulary during speech so it is effective in increasing vocabulary mastery
R5	Yes, because there are so many new words.
R6	Yes, TED Talks can be a very effective learning tool for improving vocabulary. Here are some reasons why TED Talks can help: 1. Wide range of topics: TED Talks cover a wide range of topics, from

	science, technology, and education, to arts and culture. This allows you to learn specialized vocabulary in different fields.
	2. Expert speakers: Speakers at TED Talks are experts in their field, so they often use technical terms and high-level vocabulary that you might not encounter in everyday conversation.
R9	I think watching TED Talks as a learning medium is quite effective in enriching vocabulary. The speaker being assertive and clear, it helps in remembering the vocabulary and automatically adds to my vocabulary.
R11	Yes, I use TED Talks as learning media to increase my vocabulary.
R12	Yes, it is effective, especially for people who learn English because it has good public speaking and is easy to understand.
R14	Yes, because in TED Talks usually the speaker will say words that have never been heard, which is very good for increasing vocabulary.
R15	Yes, because there are many new vocabulary words that I can learn through videos in TED Talks so it is an effective way to increase my vocabulary.
R1	Quite effective
R7	Yes
R8	Yes, very true
R10	No, I use other sources to learn English
R13	No

Table 6 shows all respondents perceived very positive views related to students' perceptions of learning English vocabulary using TED Talks on YouTube videos as a medium for learning English. Several respondents stated that using TED Talks is effective learning to improve vocabulary because TED Talks cover a wide range of topics to allow to learn specialized vocabulary in different fields. However, one respondent stated that TED Talks is not an efficient source of learning English. Students' responses on the third item can be seen in Table 7 as follows:

Table 6 Question 3 (Understanding)

Question 3: Do you think TED Talks help you learn new vocabulary more efficiently?	
Initials	Respondent's Answers
R1	Yes, TED Talks videos help me learn new vocabulary and also correct me to pronounce it.
R2	Yes, it helps to learn new vocabulary and is more efficient because there is a translation in the video.
R3	I think TED Talks help me learn new vocabulary more efficiently. Through the variety of topics presented by experts, I recognize technical and specific terms that are rarely found in conventional learning resources. The rich and varied language allows me to learn new words and idiomatic phrases in relevant contexts.
R4	Yes, by watching TED Talks, I can expand and enrich my vocabulary efficiently.
R5	Yes. TED Talks always present new vocabulary and provide complete explanations.
R6	I think that watching TED Talks can increase my vocabulary efficiently because of the clear speech so that it can be easily understood and easily remembered by the listeners.
R7	Yes, I can add and learn new vocabulary every time I watch the content because the content is very varied and easy to understand.
R8	Yes, because I often listen to new vocabulary so that I get new words to use
R9	Yes, because TED Talks contain information that viewers need in terms of knowledge and vocabulary.
R10	Yes, because by watching TED Talks I can directly hear from native speakers who use varied vocabulary so that learning is more efficient in increasing vocabulary.

R11	Yes, I think TED Talks do help me learn new vocabulary more efficiently. There are several reasons why this format of TED Talks is effective for expanding my vocabulary, TED presentations usually cover complex topics and require the use of specific vocabulary.
R12	TED Talks can help me learn new vocabulary more efficiently because the vocabulary used by native speakers tends to be unfamiliar language, which makes me understand the meaning of the language.
R13	With TED Talks, learning new vocabulary is easier and more effective because it presents content that is always up to date about new things depending on the current content and context.
R14	Yes, listening to TED Talks, really helps me to pronounce vocabulary that is difficult for me.
R15	Not so efficient

Table 7 reveals the majority of respondents perceived positive responses that watching TED Talks on YouTube can gain their new English vocabulary efficiently. The respondents stated that the use of TED Talks on YouTube is very efficient, due to the variety of topics provided by experts. Furthermore, TED Talks provides a lot of new vocabulary that makes respondents easier and more effective because it always provides the latest content. Students' responses on the fourth item can be seen in Table 8 as follows:

Table 7 Question 4 (Understanding)

Question 4: What benefit do you get by watching TED Talks apart from increasing your vocabulary?	
Initials	Respondent's Answers
R2	Besides gaining vocabulary, exposure to new ideas and insights into innovative concepts and perspectives.
R3	I was inspired and motivated by hearing the speakers' success stories
R5	Accessing knowledge from leaders and specialists in various fields by learning from experts.
R6	Learning from TED Talks can increase my critical thinking and develop my analytical skills by considering viewpoints and arguments.
R9	I learned about cultural awareness which makes me understand diverse cultures and social issues.
R11	Learning tips and strategies for emotion and human behavior
R12	Communication skills that make me understand the effectiveness of public speaking and presentation techniques
R14	By learning approaches to tackle complex issues I learn about problem-solving skills.
R15	Stimulating creative thinking and innovation to be creative.
R1	I think connecting with like-minded individuals through TED communities can open networking opportunities.
R7	I learn about education enhancement supplementing formal education with diverse topics.
R8	Gaining a broader view of global challenges and solutions.
R4	My education was enhanced because TED Talks provide formal education with diverse topics.
R10	I can explore connections between different fields of study
R13	I enjoy engaging and thought-provoking content.

Respondents' answers in Table 8 show that watching TED Talks provides numerous benefits not only can increase their vocabulary mastery, but also to enlarge their knowledge in different fields which encompass their personal, professional, and intellectual growth. These talks expose viewers to new ideas and innovative concepts, inspiring and motivating

them. Additionally, TED Talks foster cultural awareness and emotional intelligence, improve communication skills, and stimulate creativity. They also provide opportunities for networking and interdisciplinary learning, offering a global perspective on diverse topics.

Challenges Students' Encountered and the Way to Overcame the Challenges

Open-ended questions were also administered to the respondents to figure out their challenges of learning new vocabulary through watching TED Talks on YouTube. The results of the open-ended question are presented in Table 9 as follows:

Table 8 Question 1

Question 1: What obstacles do you face in watching TED Talks content on YouTube as a medium for learning vocabulary?	
Initials	Respondent's Answers
R1	Sometimes there are no subtitles. Therefore, I found it hard to capture the meaning of the topic being discussed.
R5	The sound quality of the speakers and no subtitles during the show
R14	The problem I face is that sometimes not all videos use subtitles so sometimes it's a bit difficult for me to know what the content creators are saying.
R3	For listening constraints, there is a lack of understanding of what the native speaker is saying. Constraints for vocabulary, not much vocabulary that I have
R6	The obstacle I encountered is that sometimes the speakers speak too fast and I have difficulty following so I need to repeat some parts.
R7	Sometimes some words are not heard which makes it difficult to understand.
R8	The obstacles I face are that I can't hear what the speaker is saying because it is too fast and I still don't understand the vocabulary.
R9	The obstacle that I experience is that I usually cannot hear clearly what the speaker says because sometimes what is said is too fast."
R10	Obstacles to using TED Talks content on YouTube as a medium for learning listening and vocabulary include difficulty understanding due to the speed of speech, no subtitles, and complex vocabulary and idioms.
R11	Sometimes I found it difficult to interpret what the presenter was talking about because the tempo of the presenter's speech was too fast.
R15	The obstacle I face from watching YouTube is the native speakers' accents that are difficult to understand because they are too fast and I have a low level of vocabulary mastery"
R4	The obstacles faced in using TED Talks content for listening and vocabulary are the existence of special vocabulary that may not be understood by the general public and the accent used by outside speakers can cause mishearing.
R12	Obstacles in using TED Talk content on YouTube to learn listening and vocabulary include variations in the speaker's accent that can be difficult to understand, the long duration of the video can reduce focus, and sometimes there are specific or technical terms or phrases that are difficult to understand without additional explanation.
R13	Sometimes the keywords given are very limited and incomplete
R2	There are no problems because when watching TED Talks content, I can hear clearly.

Based on Table 9, we can acknowledge that respondents found it hard to understand the contents addressed in TED Talks on YouTube for some reasons, they are the show not subtitled, the speakers' accent and dialect, and the low level of vocabulary mastery. Moreover, the long duration of the talk shows without subtitles and the speakers' pace made it difficult for students to comprehend the talks. Therefore, they re-watch and set the

translation. Besides, long viewing hours also reduced the effectiveness of watching TED Talks. Despite these issues, one respondent reported no obstacles when watching TED Talks on YouTube. Having had the obstacles mentioned previously, some efforts were made by the respondents to overcome the problems, as presented in Table 10, as follows:

Table 9 Question 2 (Challenge)

<i>Question 2: What effort do you make to overcome these obstacles?</i>	
Initials	Respondents Answers
R7	Use Google Translate or try with slow motion to listen to words that are unclear when listening.
R9	By setting the video speed to 0.75 or 0.5 and providing their subtitles
R10	The solution to overcome the obstacle is to use the video speed setting feature to slow down the conversation, choose videos with subtitles in the desired language, and utilize additional resources such as dictionaries or translations to understand complex vocabulary.
R11	Lowers playback speed and turns on subtitles (if any).
R14	by using Google Translate or using the transcript on YouTube
R1	Replays the missing part and listens carefully then looks for and matches the closest vocabulary that "fits" with the context being discussed.
R3	To overcome the vocabularies, increase the vocabulary that is lacking and learn new vocabulary.
R5	I usually use devices such as a headset so that the quality of the sound I listen to is clearer, for subtitles, I usually use YouTube transcripts so that I know what words I don't hear clearly."
R8	I always replay the video so that I understand what the native speaker is talking about and I also sometimes use subtitles to know what the speaker is saying.
R12	To overcome these obstacles, make sure to choose videos with good audio quality, use subtitles if available or the auto-translate feature on YouTube, and practice adjusting to the various accents and speaking rates of speakers.
R15	I overcome it by writing down every word I don't understand and looking up the meaning of the word. I also use subtitles when I listen to English content.
R4	Being open and analysing what we learn starts with accepting the difference in perceptions between the speaker and the listener.
R13	Try to understand the keywords that are similar and not too far apart
R6	Get used to listening to native speakers' audio to get used to it and keep listening.
R2	For me, there are no obstacles at all

Table 10 revealed that students experienced some challenges, namely video speed, difficult words, and no subtitles. Therefore, when watching the TED Talks, students slow down the TED Talk videos (video speed to 0.75 or 0.5) to better understand the contents. In addition, they also use translations to grasp difficult vocabulary, and frequently replay sections they missed, listening carefully with devices like headsets to improve sound quality. Furthermore, subtitles help them comprehend new or complex vocabulary, and listening to native speakers allows students to learn and analyse content from different perspectives.

3.2. Discussion

The majority of respondents stated that watching TED Talks is a helpful way to learn new words. Students noted, for instance, that watching TED Talks on YouTube offered a

variety of information that assisted them in learning and remembering new vocabulary. Furthermore, a few students pointed out that TED Talks are popular on YouTube due to their extensive coverage of motivational and educational subjects. However, not all respondents used TED Talks; some only used them when they were explicitly needed for homework. Kusumastuty *et al.*, (2019), state that students utilized TED Talks for their online assignments.

Respondents also mentioned how TED Talks helped them learn new terms and facts. Numerous respondents believed that TED Talks provided them with new vocabulary that they could utilize in various situations. Their language learning was aided by the abundance of new vocabulary that the speakers knew and the variety of themes offered. Moreover, the majority of students concurred that watching TED Talks on YouTube videos is a good approach to increasing vocabulary. They valued the excellent instruction provided by native speakers, which assisted them in picking up new terminology and appropriate accents. Kusumastuty *et al.*, (2019), confirm that students generally had positive perceptions of using TED Talks to build authentic vocabulary knowledge and various English accents.

In general, students perceived that watching TED Talks on YouTube was a good way to learn vocabulary in English. They discovered that TED Talks are an excellent resource that provides a vast array of subjects and a sophisticated lexicon delivered by knowledgeable presenters. Through interesting and approachable content, this resource was deemed to be beneficial in expanding their vocabulary and improving their language skills. Sari and Sujarwati (2023), state that watching TED Talks helped their respondents develop their listening abilities and expand their vocabulary. Other previous studies confirm that TED Talks videos not only affect students' vocabulary, but also speaking, pronunciation, listening, and writing performance (Faiqah *et al.*, 2024; Fitria, 2022; Hadi, 2022; Hamza, 2019; Karimah, 2022; Ludovikus, *et al.*, 2023). Therefore, students perceived learning English vocabulary through watching TED Talks on YouTube as highly beneficial.

The present study revealed that TED Talks is a valuable resource for vocabulary expansion due to the variety of expert-presented topics, which makes learning engaging and effective both inside and outside the class. Gunawan *et al.*, (2023), confirm that students have largely positive views of using podcasts/TED Talks inside and outside the classroom. Additionally, the presence of native speakers in the talks helps students in mastering proper pronunciation and contextual vocabulary usage. It motivates students to learn the English language because TED Talks is seen as an inspirational talk (Nursafira 2020). Meanwhile, Ramadhan and Aminatun (2024), confirm that TED Talks effectively helped students, sparking their interest and enthusiasm for learning English.

The findings of Upa and Muljiani (2023), acknowledge that listening to TED Talks videos can also motivate EFL preservice teachers to learn English and enrich general knowledge. Meanwhile, Utami and Noviana (2021), confirm that TED Talks videos have inspired many people around the world. Moreover, respondents viewed that watching TED Talks as a learning resource can also improve English skills because they bring insights from a variety of subjects, thereby enriching knowledge and expanding vocabulary. These findings is in line with Jasmin and Yanto (2021), who state that TED Talks videos as a medium of learning English provide a variety of listening skills materials.

The present findings also revealed that students have some favourite topics when watching TED Talks on YouTube videos, they are; education and creativity, psychology and human behavior, cultural and social issues, leadership and motivation, innovation and technology, and communication and public speaking. These findings support the results of Aini *et al.*, (2023), who confirms that TED Talks cover a wide range of topics, including education, motivation, arts, economics, and politics. Since TED Talks provide many interesting topics, a variety of learning materials, and enhance learning outcomes, students may utilize it to improve their speaking and linguistics competent (Suryanti *et al.*, 2024; Syafrizal & Syamsun, 2023; Tamara *et al.*, 2022).

When using TED Talks on YouTube, students encountered several difficulties such as talks without subtitles, long duration, high speed, and pronunciation of the speakers in the TED Talks program. Furthermore, they found it difficult to follow along with talks without subtitles, which are frequently necessary for students to understand spoken information. The long duration of TED Talks may distract their focus and memory. Rohman and Ado (2022), suggest that students may play short TED Talks videos in class to regain attention and encourage group discussion.

Long concentration spans may be a challenge for students, which could lead to less productive learning environments. It becomes more difficult to maintain engagement when videos are lengthy and full of new vocabularies. Furthermore, the rapid speed may influence students' comprehension of the topic being delivered. To overcome those problems, students performed some strategies that may assist them in comprehending the contents of the talk, they played the videos a few times, using subtitles, and additional vocabulary practice. Sukarno *et al.*, (2024), acknowledged in their findings that the respondents encountered several challenges including limited mobile phone access, constrained internet packages, and poor signal conditions. Unlike Sukarno *et al.*, (2024), the present findings are the opposite one. Since the present study was conducted in the city of Jogjakarta with a wide range of internet wifi access, the respondents did not experience those challenges.

4. CONCLUSIONS

4.1. Conclusion

The findings indicate that the majority of respondents found TED Talks to be a useful resource for improving their English vocabulary. Many students reported that they frequently watch TED Talks on YouTube and find them to be a valuable source of new vocabulary words and phrases. Some noted that the diverse range of topics covered in TED Talks exposes them to vocabulary used in various real-world contexts, which helps expand their language skills. Overall, the findings revealed that students perceived watching TED Talks on YouTube as a beneficial way to enhance their English vocabulary mastery.

The main challenges students encountered when using TED Talks on YouTube as a medium for learning English included a lack of subtitles or captions, making it difficult to understand the speakers; fast speaking speed and unfamiliar vocabulary that was hard to comprehend; and long video durations that reduced their focus. To overcome these challenges, students employed strategies such as slowing down video playback speed, using translation tools, replaying unclear parts, and utilizing subtitles or transcripts when available. They also tried to get accustomed to listening to native speakers and adjusting to different accents and speaking pace.

4.2. Suggestions

The researchers provide some suggestions for students, teachers, and future researchers. The researchers hope that students will be more creative and active in finding the learning materials and methods to suit the TED Talks platform. It is suggested that teachers utilize TED Talks and another audio-visual learning platforms when teaching language skills, not only vocabulary but also other language skills both inside and outside the classroom, including types of learning materials to suit students' needs, lacks, and wants. This present study may serve as a reference for the next researchers, particularly in the research topic of students' perceptions and challenges in learning vocabulary through TED Talks on YouTube as a medium for learning English. Further study may examine the effectiveness of TED Talks in Speaking and/or Listening skills by including more respondents both students and teachers in the tertiary level of education to figure out the extent of the TED Talks effective quantitatively for learning the language skills as the drawbacks of the present study.

Acknowledgments

The researchers would like to thank the Rector of Universitas Teknologi Yogyakarta and the *LPPM* of UTY for the financial support. The Researchers would like to gratefully

thank the School Principle of MAN 2 Yogyakarta for providing research facilities, and the respondents for their participation during the data-gathering process.

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