

THE ATTITUDE OF THE ELEVENTH-GRADE STUDENTS TOWARD THE USE OF TED TALKS IN LEARNING ENGLISH

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Abstract

This research aimed to find out how is the behavioural, the cognitive, and the affective aspect of the student's attitude of the eleventh-grade students toward the use of ted Talks in learning English. This research used descriptive qualitative research, with 26 students of the year eleventh (second grade of senior high school) at SMAN 9 Makassar participating in this research. The result of this research was obtained from an interview. The result of the students' interview showed that the students gave positive statements toward TED Talks as an English learning media. The finding of this research showed that the students had a positive behaviours, cognition, and affection toward the use of TED Talks in learning English. Therefore, TED Talks as learning media which are increasingly becoming popular and discussed on social media have also proven to be a good media in English learning and teaching.

Keywords— *Attitude, Student's Attitude, Learning Media, TED Talks*

INTRODUCTION

Asher and Simpso (1994, p.254) stated that attitude is an inclination to respond toward something positively or negatively. Other factors that affect attitude include words and deeds. For instance, when using learning media for their studies, students will act, behave, and think differently.

Reid (2003, p. 33) declared the attitude where the students and their learning process are linked. The target language achievement in English learning process are relies on the intellectual capacity the students and their attitude that affect to enhance their language performance. Furthermore, Dornyei (2005, p. 67) stated that one of the important roles in in language learning is attitude.

In learning English, the student's attitude toward English can be influenced by their attitudes toward the learning media that is used in their learning process. In this millennial era, the use of informative, interesting, and inspiring learning media can affect the students' motivation in learning English. The students' positive attitude toward the learning media that they use will make them have a positive attitude toward English and it can be an important input in their language achievement.

TED Talks as one of the learning media are becoming more well-known and talked about on social media. It is one of the digital learning media that is freely and unrestrictedly distributed in the form of video. TED Talks are open presentations that use multimedia as their primary medium (Kedrowicz & Taylor, 2016). TED Talks feature speakers from all over the world, intriguing

subjects, and enlightening, entertaining, and motivating talks. It covers a variety of subjects, including sports, culture, fashion, politics, and technology.

TED Talks videos are beneficial for teaching English because they feature multilingual transcripts, according to Taibi et al. (2015). Additionally, Romanelli et al. (2015) suggested that teachers use TED Talks as a media to support students' learning. According to Tafazoli et al. (2016), TED Talks are also used in the context of teaching English. This research proves that TED Talks will be significant to use as an English learning media. It also can be seen that TED Talks can be accepted by the students from what the researcher explained in their research.

As has been said above, the attitude of the students toward learning media influences their attitude toward English. This attitude can be measured through words, perception, belief, or actions. Some research has previously explored those beliefs and perceptions of the students toward TED Talks. Nugraheni (2017) states in her research that the students have strong beliefs toward TED Talks to help them to learn English. She also mentioned how applying TED Talks to their English learning process makes the students feel good, motivated, and inspired.

According to M.Z. (2017)'s research, watching TED Talks had a significant positive impact on the students. She said that the students could get new beneficial information and be motivated through the speaker's speech. She continued that the students believe that TED Talks are worth it to be used and it will be helpful for students to choose TED Talks as a media for learning English. M.Z (2017) "TED Talks videos are one of the suitable media to be used as the learning material in English Teaching," claimed all study participants.

In relating to the above, the researcher finally found that previous research was not disinterested in figuring out how the student's attitude toward TED Talks, but they further focused their research just on one of the aspects of the attitude itself, such as beliefs and perception. Based on the researchers' findings, it means that the student's attitude toward TED Talks is positive since it deals with the perception and beliefs of the students.

The use of TED Talks in helping students improve their speaking and listening abilities is viewed favourably by them. This positive belief and perception of the students toward TED Talks represent their positive attitude towards it, so their attitudes toward English are also positive, and this has become the reason why they improve their English proficiency.

Research on students' attitudes toward the use of TED Talks is still receiving little attention, despite the fact that TED Talks have become widely used in various aspects of English learning. In other words, there is still little research on students' attitudes toward using TED Talks, so it will take a lot of work to study TED Talks as a medium for English language learning. For this reason, the researcher is motivated to carry out research for the research titled "The Attitude of the Eleventh-Grade Students toward the Use of TED Talks in Learning English"

LITERATURE REVIEW

1. Definition of Attitude

Budyatna (2016, p. 7) cites Gord (1973, p. 43) who defined attitude as feelings and emotions toward a circumstance or an item. According to Budyatna (2016, p. 8) and Crane and Lawrence (1982, p. 15), an attitude is a person's internal behavior that comes from their mind. Baker (1992, p. 10) claims that attitude explains why a person's behavior continues. Louis Thurstone, Rensis Likert, and Charles Osgood, psychologists, said that an attitude is a reaction to a feeling toward an object that reveals whether it is favorable or unfavorable in their representation by Azwar (2007).

In learning a second language, attitude is crucial. The students will be more open to new ideas and thoughts if they maintain their positive attitude. Students will find it simpler to learn new things as a result of this. The students will enable to keep their selves motivated toward achieving their goals.

The students' positive attitude on learning will greatly aid them in becoming more fluent in another language. Maintaining a positive attitude on learning can also aid in reducing stress, which is essential for learning because it helps students unwind and concentrate.

2. Components of Attitude

According to Kara (2009, p. 101), the learning process is seen as a positive change in the person's personality in terms of the affective, behavioural, as well as cognitive domains. The attitude concept can be viewed using these three components. Each of these components makes a distinct contribution to how the attitude turns out.

1) The behavioural aspect of attitude

The way one acts toward a circumstance, an item, or a person is considered to be the behavioural aspect. For example, the student's behaviours will be related to how students act toward the media that they use to learn English and what kind of experience they have with it.

2) The cognitive aspect of attitude

Bernann (2015, p. 13) states that the cognitive is interpreted as the thoughts and beliefs adopted towards the subject. It can be said that the cognitive aspect is what an individual can feel or see and then apply in the mind toward an object. For example, the student's perception will be related to their thought or their opinion about the learning media that they use in class.

3) The affective aspect of attitude

Haddock in Euler (2010, p. 5), the affective component of attitude is emotions and feelings which are triggered by a certain attitude object such as joy and fun, anxiety, and scared. For instance, the affective component of attitude in a learning media will be connected to the student's emotional response, such as their enjoyment or dread of using it.

3. Learning Media

Romiszowski (1998), states in his research that media are employed as instructional tools and systems. Through educational media, the teacher can easily present the material to the students. According to Taiwo (2009, p. 76), "When technology is used as a tool, the teacher becomes the facilitator and the students take a proactive role in learning." It will increase classroom efficiency so that students can take initiative and the teacher can support them throughout the teaching and learning process.

Attitude and learning media are related concepts. Language and the learning process cannot be separated from one another, particularly in English. Students' motivation to learn English can be impacted by media during the educational process. Students can learn English more effectively and with a positive attitude by using media.

The way a student feels about a learning tool, whether it's positive or negative, reflects how they feel about English. A student's attitude toward the learning materials will reflect how they feel about the language, and this is one of the best indicators of how well they will do in their English studies.

Kara (2009, p.102) states that a positive attitude leads to positive behaviour toward the courses, which students will bring themselves to learn more about it, and they will also be eager to solve problems, get information, and have the skills that can be used to live their lives, it also

involves themselves emotionally. So, when the students have a high attitude towards the learning media, their attitude toward English will be positive, and they will be compelled to learn English as much as they can.

4. Definition of TED Talks

TED, which stands for Technology, Entertainment, and Design, posts free presentations online. People who are not trained speakers use TED Talks, which are multimedia tools for open presentations (Kedrowicz & Taylor, 2016). According to Gallo (2006), TED (Technology, Education, and Design) is the technology that presents a wonderful inspiring topic or ideas from a native speaker. It is a technological application that includes presentations on numerous ideas or topics. It is intended to be organized and delivered by a speaker, creating a stunning presentation.

TED Talks is a video-based conference where speakers give well-developed presentations of their big ideas in under 18 minutes. Due to people's high levels of concentration prior to 18 minutes, speakers keep their presentations to a maximum of 18 minutes. Due to people's high levels of concentration prior to 18 minutes, speakers keep their presentations to a maximum of 18 minutes.

Although speakers are allowed to speak for longer than 18 minutes, it will be best if the main points are covered in the first 18 minutes of the presentation. If people listen for longer than 18 minutes, their attention span will suffer. Romanelli et al. (2014) provide the following justification for their claim: These unstructured segments, which are intended to be no longer than 18 minutes, offer concise, focused enlightenment on various subjects or concepts that are deemed "worth spreading.

Mariah, Junior, and Astrid (2016) state that TED Talks end up being helpful material for English learning as an unknown that they gather numerous qualities that draw in the consideration of understudies of the students and cause them to connect with the language expressed in the genuine setting. The accuracy of TED subtitles, which also provide students with additional information about what they are listening to and allow them to learn more words than they would learn from simple listening, is another aspect of this to note. Students are exposed to the English language while watching TED Talks.

5. Attitude in TED Talks

In learning English, the positive attitude through TED Talks will discourage students to learn and gain knowledge deeper. The use of TED Talks will be a sign that the students are improving their capacity for English language mastery. In addition to admitting that TED Talks are very helpful for accelerating their English proficiency, the students' positive attitudes toward using TED Talks to facilitate English learning are demonstrated by their beliefs, perceptions, and belief that they are satisfied using TED Talks in the process of learning English.

Nugraheni (2017) states in her research that the study strongly believes in TED Talks to help them to learn English. She also mentioned how applying TED Talks to their English learning process makes the students feel good, motivated, and inspired. The study by M.Z. (2017) found that TED Talk viewing significantly improved the students' performance. She claimed that the speaker's speech would inspire the students and provide them with fresh, useful information.

She continued that the students believe that TED Talks are worth it to be used and it will helpful for students to choose TED Talks as a media for learning English. According M.Z (2017), "all study participants argued that TED Talks videos are one of the suitable media to use as the learning material in English Teaching."

Furthermore, Kusumastuty, *et al.* (2019) stated in their research that the students are enthusiastic about the idea of using TED Talks to improve their public speaking skills. They claimed that pupils developed favorable attitudes toward using TED Talks to hone their public speaking abilities.

A positive attitude in English learning can encourage the process of learning. The attitude the TED Talks is a special predictor of the student's participation and success in English. The positive attitude of the students helps to conquer difficulties and establish confidence, and then a negative attitude on the part of the students can also affect their English learning process.

There is a possibility that students can be negative about TED Talks. However, the students' attitudes may change. Early on in the English learning process, they might have a negative attitude, but soon after, they might begin to see the benefits of using TED Talks as a learning media and develop a positive attitude towards it.

METHODS

1. Research Design

The researcher used a descriptive design and a qualitative approach in this research. According to Gay (1992, p. 217), descriptive research entails responding to inquiries about the current situation of the study's subject. Li, cited in Ismiyani (2011, p. 32), asserts that a qualitative approach is the most suitable for examining how attitudes are represented.

2. Population and Sample

According to Arikunto (2013, p. 173), "Population is the whole subject of research." Students in the eleventh grade at SMAN 9 Makassar that have 6 classes that consist of 435 students made up the population of this research

Purposive sampling was the sampling technique the researcher chose for this study from the non-probability sampling. Purposive sampling, according to Sugiyono (2007, p. 124), "is a technique to determine sample considerately." It implies that there is a reason or set of criteria used to select the sample in this sampling technique. The 26 students in the Bahasa Inggris TL 4 class, who are in the eleventh grade, were selected as the sample for this research because they had experience TED Talks in class.

3. Research Instrument

The researcher used an interview as a data collection tool in this research. This interview was aimed to collect research data from the students to know their attitudes toward TED Talks based on the behavioural, cognitive, and the affective components.

4. Technique of Data Collection

The data collection process was as follows:

1. The researcher prepared some interview questions to find out how the students' attitude about using TED Talks as a resource for learning English.
2. The researcher scheduled a meeting with the students.
3. The students were questioned by the researcher.
4. The researcher used an audio recorder to capture the interview process.
5. The researcher analysed the results of the data

5. The Technique of Data Analysis

In this study, the data analysis was done using Miles and Huberman's (1994) which were data reduction, data display, and data conclusion/verification.

RESULTS

The findings of this research provided the result of the student's attitude in terms of the behavioural, the cognitive, and the affective aspect. To indicate the behavioural aspect of the student's attitude toward TED Talks, the researcher provided their experience (hinderance and supporting, benefit) and act (strategy) as the indicators. For the hindrance, there were 5 students stated unexperienced hindrance, 6 students stated the speaker's pronunciation was too fast, 5 students stated that the video played too fast, 5 students hindered by the unfamiliar vocabulary, and there were also 5 students stated different hindrance to each other.

For the supporting, 9 students were supported by the TED Talks' audio-visual, 2 students by its vocabulary, 4 students supported by the speaker's pronunciation, and 9 students stated different supporting to each other. Next, there were 9 students got more vocabulary as the benefit from TED Talks, 8 students improving speaking skills, and 6 students train pronunciation. As for the strategy, 17 students re-watched the TED Talks at home, 5 students pay attention during the TED Talks, and 2 students stated confidence.

The cognitive aspect of the student's attitude was indicated based on their opinion of TED Talks as the English learning media in the class. There were 8 students stated TED Talks was interesting, 3 students stated useful, and 9 students stated TED Talks was good.

For the affective aspect of the student's attitude toward TED Talks was based on their emotional responses (feeling and preference) when using it. Most of the students stated enjoying TED Talks, 4 students felt loved, 4 students felt interested, 10 students felt happy, and 2 students felt better. For the preference, 20 students chose TED Talks as the English learning media and 5 students stated to choose both TED Talks and textbook.

DISCUSSION

Based on the findings, the researcher found that the students had a good experience in using TED Talks as their media to learn English. It's in line with Kara (2009) who stated that the student's behaviours will be related to how the students act toward the media that they use to learn English and what kind of experience they have with it.

The researcher concluded that the students had positive behaviour toward the use of TED Talks to learn English. Their experience during the learning process through TED Talks and their strategy in using it described that they believe in TED Talks as the medium that they trust to learn English with. It's line with Nugraheni (2017) who stated in her research that the student strongly believes in TED Talks to help them to learn English.

The students think using TED Talks was worthwhile and that using TED Talks as a learning media for English would be beneficial. The use of TED Talks in assisting students' learning of English was demonstrated not only by their acknowledgment that it was very helpful in accelerating their English proficiency, but also by their perception and view that they were satisfied using it. The students' good statements about the implementation of TED Talks demonstrated that it was one of the suitable learning media to be used in the English learning process.

According to the findings, the students' positive emotional reactions to the use of TED Talks. the students' TED Talks received warm receptions. The students' positive attitudes toward

TED Talks were evident from their emotional reactions while using it as a tool to learn English and from their justifications for choosing it.

CONCCLUSSION

The researcher conducted this research to find out the behavioural, the cognitive, and the affective aspect of the student's attitude toward TED Talks. Based on the findings of the student interviews, the researcher has come to the conclusion that students have positive behaviours, cognition, and affection for using TED Talks as a tool for English language learning. The students had a positive attitude toward TED Talks when it came to using media to learn English, and it helped them improve the calibre of their English skills.

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