

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Students' Perception**

Perception is the process of identifying and accepting something based on their experience. Person perception has generally focused on solo perceptions, ignoring the mechanisms and downstream implications connected with perceiving groups of people (Alt & Phillips, 2022). Because of that, perception can be distinct as the outcome of identifying processes with the help of senses and experiences.

Students' perceptions can be affected by several factors. According to Jumroh & Rohmah (2019), personal and systemic variables influence perception. Personal elements include experience, learning processes, needs, motivation, and knowledge of psychological items. The environment of social conditions, applicable laws, and values in society are structural factors. Nevertheless, individuals perceive the same thing differently, influenced by numerous factors. First, personal factors, such as attitudes, motives or wholeness, interests or interests of experience, and individuals' expectations. Second, factors that are in the object or target, such as new things, movement, sound, background-size, and closeness. Third, the context factor of the situation where the perception is carried out, such as time, work situation/place, and social situation. Therefore, it can be concluded that perception is influenced by experiences, needs, attitudes, motivation, interests, objects, place situations, and social situations (Veithzal & Mulyadi, 2003). The other researcher said that perception is divided into three aspects which are the cognitive aspect or the basis of knowledge or information, the affective aspect related to feelings, and the conative aspect which is a student's behaviour (Walgito, 2003).

#### **2.2 TED Talks Overview**

TED Talks (Technology, Entertainment, Design) are a variety of recorded conference presentations on a wide range of diverse topics (education, politics, technology, health, communication, science, and business), where a speaker shares

their knowledge in a maximum of 18 minutes to inspire and stimulate the audience (López-Carril et al., 2020). In 1984, the first of the now-biannual TED conferences took place in Monterey, California. In barely over three decades, these conferences have spawned self-organized offshoots, known as TEDx conferences, all across the world (Ludewig, 2017). Nowadays, TED talks have subscribed for around 37.7M subscribers all over the world. The platform's growing popularity has resulted in a broader range of materials, implying increased competition to attract and retain users (Bernad-Mechó & Valeiras-Jurado, 2023).

TED Talks presents various inspirational figures who will explain ideas' according to the inspirational figure's background, it is also an excellent teaching and learning tool (Fitria, 2022). Teaching and learning using TED talks is useful because of the audio-visual that is provided. It is necessary to be aware of students' attitudes and strategies toward such instructional tools to make appropriate use of audio-visual tools and materials (Tilwani et al., 2022). The other benefit of TED Talks is students can learn by watching it autonomously. Learning autonomously is interpreted differently in language education or class; phrases like 'learner independence, "self-direction,' and 'independent learning' have been used to refer to related concepts (Masouleh & Jooneghani, 2012). By doing this autonomously, the previous study showed that the implementation of TED Talks in the program had an impact on students' learner autonomy (Ishinuki, 2014).

### 2.3 Listening Skill Overview

Listening is the act of hearing some words. In the broadest sense, listening is just the act of hearing (Rintaningrum, 2018). the process of listening including some aspects of receiving, attention to, building meaning from, and responding to spoken and/or nonverbal stimuli is the psychological process (Tyagi, 2013).

According to Tyagi (2013), there is the process of listening:

1. Hearing

It is the physical response caused by sound waves stimulating the sensory

receptors of the ear; hearing is the perception of sound waves; you must hear to listen, but you do not need to listen to hear (the perception necessary for listening depends on attention).

## 2. Understanding

This step assists us in comprehending the symbols we have seen and heard. The listener must understand the intended meaning as well as the context assumed by the sender for successful interpersonal communication.

## 3. Remembering

Remembering is an important part of the listening process because it indicates that a person has not only received and interpreted a message but has also saved it in the mind's storage bank. Listening requires selective attention and memory; what is remembered may differ significantly from what was originally seen or heard.

## 4. Evaluating

At this point, the active listener weighs evidence, separates fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener ensures that this activity does not begin too soon; starting this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message—as a result, the listening process stops.

## 5. Responding

Because the speaker has no other way of knowing if a message has been received, this stage becomes the only overt means by which the sender can determine the degree of success in transmitting the message.

On the other hand, listening skill is the process of someone engaging with what they hear. Active listening is the ability to appropriately perceive and respond to a conversation partner (Xiao et al., 2020). The explanation above shows the process of hearing and the skill is getting deeper by getting the meaning or understanding of what they heard. The process of listening can become a skill through some processes that can be gotten through several assessments. Adapted from Brown and (Brown & Abeywickrama, 2004). These are the micro-skills and macro-skills that are used to analyze the improvement of the listener:

**1. Micro-skills:**

- a. Discriminating among the distinctive sounds of English.
- b. Retain chunks of language of different lengths in short-term memory.
- c. Recognize English patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information.
- d. Recognize reduced forms of words.
- e. Distinguish words boundaries, recognize a core of words, and interprets word order patterns and their significance.
- f. Process speech at different rates of delivery.
- g. Process speech containing pauses, errors, corrections, and other performance variables.
- h. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- i. Detect sentence constituents and distinguish between major and minor constituents.
- j. Recognize that a particular meaning may be expressed in different grammatical forms.
- k. Recognize cohesive devices in spoken discourse.

**2. Macro-skills:**

- a. Recognize the communicative functions of utterances, according to situations, participants, and goals.
- b. Infer situations, participants, and goals using real-word knowledge.
- c. From events, ideas, and so on, described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d. Distinguish between literal and implied meanings.

- e. Use facial, kinesics, body language, and other nonverbal clues to decipher meanings.
- f. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signalling comprehension or lack thereof.

From the explanation and the process above, the process of their listening using TED Talks is through the process of hearing, understanding, remembering, evaluating, and responding. It is also analyzed using Brown and Abeywickrama through macro-skills and micro-skills to recognize the improvement. However, by understanding and responding to the topics delivered from TED Talks the students belong to criteria that improve their listening skills.

#### 2.4 Study of the Relevant Research

Several studies have been conducted on the role of TED Talks as a medium for improving listening skills. As an example, a study by Tilwani et al., (2022) investigated 70 participants who watched TED Talks. The result showed that TED Talks can improve and gives a positive perception for improving their listening skill because of the media that can be accessed easily and students can easily access and learn it by autonomously improving their listening skills.

The second, Wu (2020) examined the use of authentic videos such as TED Talks to teach listening comprehension to enhance listening in English and the result shows that the majority of students said that learning TED talks videos improved their listening comprehension and some of them choose to watch TED in school while the other prefer to watch it at home.

The third, Rudneva et al., (2019) examined the use of TED lectures as part of ESP blended learning training to improve students' listening comprehension skills. The result shows that there is an improvement but the important outcome of this study is an overview of different self-regulatory learning mechanisms in L2 listening. This research shows that there is an improvement in the skill of students

by using TED Talks but the problem still occurs for some students who lack English skills that cannot fit into the teacher's instruction and impact their results.

The forth, Kozińska (2021) this research study conducted on 27 university students The study was carried out as a result of suggested online instruction at Polish institutions when the TED community had spread globally and event records were available can be accessed by anyone for free online, the result shows that watching TED presentations online can improve listening, speaking, and interpersonal abilities. This research used qualitative methods and interviews for collecting the data meanwhile the previous studies used quantitative.