



STUDENTS' PERCEPTION TOWARD THE USE OF TED TALK VIDEO IN LEARNING VOCABULARY

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Abstract

This research aims to determine students' perceptions of using TED Talks videos in learning vocabulary. This research is descriptive study, collected data by distributing questionnaire to the Eight Semesters of the English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Tanjungpura. Quantitative as research method and use questionnaire for tools of data collection. The questionnaire consists of five indicators, these indicators are categorized as perceived ease of use, usefulness, efficacy, compatibility and intention of use. Students' perceptions were generally positive, especially regarding usefulness and compatibility, though some expressed dissatisfaction with ease of use and intention to use.

Keywords: *Students' Perception, TED Talks, Learning Vocabulary*

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Introduction

The COVID-19 pandemic has changed students' learning habits, particularly through increased reliance on technology. This also affects the way students learn who creates using technology. Many of these obstacles are difficult to change, starting from how to socialize, learn, and others. These effects create new habits for students who use cell phones and access the internet daily. The process of teaching and learning vocabulary forms the basis of learning. In addition, English is commonly used in modern life. However, not all students find it easy to learn English. Students can access anything on the



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Internet, therefore there is an excellent opportunity for them to use TED Talks videos to learn vocabulary. TED Talks videos has been used as a learning medium in the Listening Comprehension course. Students and lecturers discussed the purpose of the video while looking for new or unknown vocabulary. In addition, students also analyzed other students' work and whether it had been done. Once a week, students take a listening comprehension course lasting approximately 110 minutes, or two credits. TED Talks videos have been used more than 10 times in the Listening Comprehension course. TED Talks was chosen because it has a lot of videos and topics that happen in everyday life.

The first study was conducted by Ahluwalia (2018), who found that TED Talks can be used to make language learning lessons exciting and enjoyable, thereby improving learners' engagement. In a separate study, Rashtchi et al. (2021) reported that TED Talk videos make it easier for students to learn vocabulary through engaging animations. Similarly, Jasmin et al. (2021) showed that using TED Talks with animated content helped students understand word meanings by visualizing them.

The common feature across these studies is the use of TED Talk videos as a learning medium and the positive feedback received from students. The first study emphasized TED Talks in general English language learning, the second study highlighted audiovisual TED Talks for enhancing vocabulary, and the third study focused on learning technical vocabulary through TED Talks. Overall, students admitted that learning English in a regular classroom setting is easy to forget because of limited exposure and practice. Since teachers and students only have restricted time to interact during lessons, students often lack motivation to learn outside the classroom due to insufficient vocabulary. Using videos as a medium for language learning has been shown to increase motivation and vocabulary acquisition. The key differences among the studies lie in their subjects, focus, and time of publication. However, few studies have examined the role of TED Talks specifically in supporting vocabulary learning in sustained classroom practice.

Review According to Qiong (2017), perception is the process one goes through to become aware of or comprehend sensory data. Perception is how opinions and thoughts influence ideas in determining something, which can be shown through action. Another expert say that Perception is how a person manipulates and hides internal information to give meaning to the environment, Robbins and Judge (2013).

Perception process consists of three stages there are selection, organization, and interpretation. According Qiong (2017), analysis of perceptual processes, physical and social perception is an internal operation, selection and processing by the nervous system and brain to create structure, stability, and meaning. Dimension of perception to understand how structure, stability, and meaning develop in response to selected stimuli, namely, how perception works, we first consider two fundamental aspects of perception. Both physically and mentally.

Technology Acceptance Model (TAM) Davis 1989, Theory of Reasoned Action (TRA) and Theory of Planned Behavior (TPB). TAM uses TRA as a theoretical basis to determine a causal link between two essential beliefs: perceived usefulness, perceived ease of use, and the actual attitudes, intentions, and behaviors of the user's computer use. Davis's basic theory is widely used in all ICT studies, including in educational research, researchers use the TAM model that has been developed. According to Scherer et al., (2019), perceived usefulness, perceived ease of use, and attitudes toward technology are some of the factors that make up the Technology Acceptance Model (TAM).

TED Talks on website (www.ted.com/talks) or YouTube (TED Talks) was born in 1984 from Richard Saul Wurmandi's observations of three disciplines. Technology, Entertainment and Design. According to Masson, M. (2014), in educational institutions, these independent TEDx events allow interested individuals to interact directly with the speakers and continue the discussion after the presentation. TED talks provide various topics ranging from life, motivation, entertainment, technology and many more. The foundational skill that learners must master before advancing to different language proficiency levels, such as speaking, listening, reading, and writing, is vocabulary. According to Kaharuddin et al. (2020). There are four skills in English language, listening, speaking, reading, and writing. Brown (2011), argue that some aspects contained in the vocabulary, namely, spelling, pronunciation, word classes, and word usage. On the other hand, Nation (2001), argue that there are two kinds of vocabulary, perceptive vocabulary and productive vocabulary. This study addresses this gap by focusing TED Talks videos as a tool for vocabulary learning. The researcher has established research question : What are students' perception of using TED Talks videos in learning vocabulary?

Research Methods

Design

This research used a quantitative descriptive design, with questionnaires as the main data collection tool. Trochim and Donnelly (2006) argue that descriptive study generally aims to explain what is happening or already exists. The data results were analyzed using descriptive research and are explained according to the purpose of this study. In this research, the researchers use a quantitative method. This research aims to determine students' perceptions of using TED Talk videos in learning vocabulary. The purpose of quantitative descriptive analysis is that researchers want to describe or tell in-depth research about current events or phenomena to students.

Participants

According to Creswell (2012), a sample states that it is a group of study participants selected from a target population that the writer generalizes. The population of this study consisted of eighth-semester students in the English Language

Education Study Program, Faculty of Teacher Training and Education, Universitas Tanjungpura. The target sample was students who had completed Listening Comprehension courses. This group was deliberately selected because they had prior exposure to TED Talks as a medium of instruction, which makes them particularly relevant for investigating vocabulary learning through audiovisual input. Their familiarity with TED Talks provides not only a realistic context for the study but also ensures that the findings can more accurately reflect how such media contribute to language acquisition. By focusing on this group, the study addresses the need for empirical evidence on the effectiveness of TED Talks in enhancing vocabulary learning within authentic classroom settings.

Table 1 The Total Population of Eight Semester Students of The English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Tanjungpura.

Batch	Class	Total Students
2019	A1	17
	A2	18
	A3	18
	B1	15
	B2	14
Total Population		82

Instrument

The questionnaire adapted from Deris and Shukor (2019) consist of twenty questions, also adapted the TAM model from Davis et al. (1989). Deris and Shukor (2019) used a 4-point Likert scale, while the original Linkert scale was 5 points. The question of research consist of twenty questions. The question is about students' perception of using TED Talks Videos, question adapted theory from Davis 1989. There are Easy of Use, Usefulness, Efficacy, Compatibility and Intention of Use. TED Talks Questionnaire was administered using English to inform the respondents about the whole statements.

Table 2 Table of Specification Students' Perception Toward the Use of TED Talks Videos in Learning Vocabulary

No.	Specification TAM Model	Statement
1.	Easy of Use	Learning vocabulary using TED Talks Videos is easy for me. Learning vocabulary using TED Talks Videos saves time. Learning vocabulary using TED Talks is convenient. TED Talks Videos for vocabulary learning are easy to use.
2.	Usefulness	Learning vocabulary using TED Talks Videos is not restricted by time and place. Learning vocabulary using TED Talks Videos can help me access the information I needed. Learning vocabulary using TED Talks Videos enhance my effectiveness on my learning. Learning vocabulary using TED Talks Videos helpful guidance in performing tasks.
3.	Efficacy	I could complete learning vocabulary tasks using TED Talks Videos

		if there is no one around to tell me what to do.
		I could complete learning vocabulary tasks using TED Talks Videos if someone had helped me to get started.
		I could overcome the difficulties encountered when I used TED Talks to learn vocabulary.
		I could complete vocabulary tasks using TED Talks videos no matter how difficult it is.
4.	Compatibility	By learning vocabulary using TED Talks Videos, I do not have to change anything I currently do.
		Learning vocabulary using TED Talks Videos does not require significant changes in my existing work routine.
		Learning vocabulary using TED Talks Videos is same as using other Videos I have used in past.
		Learning vocabulary using TED Talks Videos can reinforce from handphone or laptop.
5.	Intention of Use	I am willing to use TED Talks Videos to learn vocabulary.
		I will continue using TED Talks Videos to learn vocabulary in the future.
		Overall, I will learn vocabulary using TED Talks Videos.
		I will recommend others learning vocabulary using TED Talks Videos.

Data Collection

According to Creswell (2012), quantitative research is a means of objectively testing a theory by examining relationships between variables. Variables can be measured, and instruments are available, so numbered data can be evaluated using statistical methods. The questionnaire adapted from Deris and Shukor (2019) consisted of twenty questions and was also based on the TAM model developed by Davis et al. (1989). Deris and Shukor (2019) employed a 4-point Likert scale, while the original Likert scale used five points. The 4-point scale was chosen in this study to eliminate the neutral option, as it was feared that if a neutral choice were available, many students would select it. If too many students chose the neutral option, it would be difficult for the researcher to determine whether they tended to agree or disagree with the statements.

The writer first gave the students the link. The results of the student answer sheets given by the writer were in the form of a Google form about student perceptions the use of TED Talks video in learning vocabulary. The final report includes an introduction, a summary of literature, theory, methods, results, and a discussion.

Data analysis

The Likert scale is one of the quantitative data measurement scales obtained or found in a questionnaire when conducting a particular survey about studied. This scale is used to develop a questionnaire that requires respondents to indicate a level of agreement in a series of questions. The Likert scale measures attitudes, opinions, and perceptions of individuals or groups related to the social phenomenon that is the

research object. Creswell (2012) argues that descriptive statistics help the writer summarize general trends or trends in the data, understand how scores vary, and provide insight.

Table 3 Value for Option in Linkert Scale

Statement representative	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

Descriptive statistics were used to organize, show, characterize, and explain a data set utilizing tables using the Statistical Packages for Social Sciences (SPSS Windows Version 23) analysis tool for the questionnaire data. Using SPSS, the frequency, percentage, and mean value of the data were also ascertained. The author applied Deris and Shukor (2019) interval to get the interpretation of the mean score range.

Table 4 Verbal Interpretation

Range	Verbal Interpretation
1.00-2.33	High level
2.34-3.66	Moderate level
3.67-5.00	Low level

Results and Discussion

Results

TED Talks Videos in Learning Vocabulary is Easy of Use

TED Talks videos are easy to use, fifty-two students agree and nineteen students choose strongly to disagree. Students easy to use TED Talks videos, they can access TED Talks videos on the Internet using handphone or laptop. Although most students agreed that TED Talk videos are easy to use, the mean scores remained at a moderate level. This indicates that usability is not solely dependent on the platform itself but is significantly affected by external factors such as internet stability, video length, and language difficulty. Therefore, educators and institutions must provide adequate support such as improving digital infrastructure, guiding students in managing video content to ensure that TED Talks function as accessible medium for learning vocabulary.

Table 5 TED Talks Videos is Easy of Use

	N	Mean	Verbal Interpretation
Using TED Talks is Easy	82	3.11	Moderate level
Using TED Talks is saves time	82	2.99	Moderate level
Using TED Talks is convenient	82	3.02	Moderate level
TED Talks are easy to use	82	3.06	Moderate level
Valid N (listwise)	82		

TED Talks Videos in Learning Vocabulary is Usefulness

Students agree with the statement that the TED Talks video is useful. Mostly students agree that TED Talks enhance effectiveness on learning. Charts show that fifty-five students choose to agree. With TED Talks, which have many topics and are continuously updated with the newest topics, students can get the new information they need, such as new vocabulary. The results indicate that students perceived TED Talks as useful, particularly for their flexibility of access mean score 3.20. However, all indicators remained at a moderate level mean scores ranging from 2.96 to 3.20, suggesting that the platform's potential has not been fully realized. This may be due to linguistic challenges, such as complex vocabulary and fast speech, as well as limited instructional guidance that prevents students from fully applying the videos to learning tasks.

Table 6 TED Talks Videos is Usefulness

	N	Mean	Verbal Interpretation
TED Talks is not restricted	82	3.20	Moderate level
TED Talks help to access information	82	3.04	Moderate level
TED Talks enhance effectiveness on learning	82	2.96	Moderate level
TED Talks helpful guidance in performing tasks	82	2.99	Moderate level
Valid N (listwise)	82		

TED Talks Videos in Learning Vocabulary is Efficacy

The mean score obtained is moderate. The results show that students perceived TED Talks as moderately useful for independent vocabulary learning, with mean scores ranging from 2.65 to 2.73. Although students acknowledged that TED Talks provide new vocabulary and subtitles that aid comprehension, the moderate scores suggest difficulties in using the videos without guidance. These challenges may stem from limited instructional support, linguistic complexity, and technical barriers, which reduce their effectiveness as a fully independent learning tool.

Table 7 TED Talks Videos is Efficacy

	N	Mean	Verbal Interpretation
Complete learning vocabulary using TED Talks no one tell what to do	82	2.65	Moderate level
Complete learning vocabulary using TED Talks someone had helped to get started	82	2.71	Moderate level
Overcome difficulties encountered when using TED Talks	82	2.73	Moderate level
Complete learning vocabulary using TED Talks no matter how difficult it is	82	2.65	Moderate level
Valid N (listwise)	82		

TED Talks Videos in Learning Vocabulary is Compatibility

The results show that students perceived TED Talks as moderately compatible for vocabulary learning, with mean scores ranging from 2.71 to 3.37. Twenty-three students choose to disagree, forty-five students choose to agree and nine students choose strongly to agree. The moderate scores suggest that although TED Talks provide authentic content and varied vocabulary, challenges such as complex language, fast speech, and similarity to other video platforms reduce their perceived compatibility. While technical access is convenient, the alignment with students' proficiency levels and course objectives is not always optimal. Nevertheless, students gave a generally positive response, recognizing TED Talks as a supportive medium for learning vocabulary.

Table 8 TED Talks Videos is Compatibility

	N	Mean	Verbal Interpretation
Using TED Talks, do not have to change anything	82	2.73	Moderate level
Using TED Talks does not require significant changes	82	2.95	Moderate level
TED Talks videos same as using other videos	82	2.71	Moderate level
Using TED Talks can reinforce from handphone or laptop	82	3.37	Moderate level
Valid N (listwise)	82		

TED Talks Videos in Learning Vocabulary in Intention of Use

Students agree to use TED Talks videos to learn vocabulary. The mean scores across all indicators remained at a moderate level mean scores ranging from 2.89 to 3.15, suggesting that although students acknowledge the usefulness of TED Talks and express a willingness to use and recommend them, their consistent adoption is not yet optimal. This outcome may be explained by several factors. First, students' initial engagement with TED Talks is often tied to course requirements, which may limit intrinsic motivation for continued independent use. Second, the complexity of vocabulary and the fast pace of speech may hinder comprehension, thereby reducing students' confidence in relying on TED Talks as a primary resource for vocabulary learning. Furthermore, the moderate score for recommending TED Talks the

mean score is 3.15, indicates that while students perceive the videos as beneficial, they do not consider them significantly superior to other available digital resources. These findings underscore the importance of structured pedagogical integration and guided practice to strengthen students' intention for sustained use of TED Talks in learning vocabulary.

Table 9 TED Talks Videos in Intention of Use

	N	Mean	Verbal Interpretation
Will use TED Talks Videos to learn vocabulary	82	2.96	Moderate level
Will use TED Talks Videos to learn vocabulary in the future	82	2.95	Moderate level
Will learn vocabulary using TED Talks Videos	82	2.89	Moderate level
Will recommend to others learning vocabulary using TED Talks Videos	82	3.15	Moderate level
Valid N (listwise)	82		

Discussion

The present study examined students' perceptions of TED Talk videos for vocabulary learning. Data were collected through a questionnaire distributed to Eighth-Semester students of the English Language Education Study Program, Universitas Tanjungpura, which focused on three dimensions: perceived usefulness, perceived ease of use, and student satisfaction.

Findings revealed that while students perceived TED Talks as highly useful for vocabulary learning, their evaluation of ease of use was only moderate. This discrepancy indicates that although TED Talks are valued for their pedagogical benefits, students encounter barriers that reduce their sense of usability. These challenges may stem from technical issues such as unstable internet access and varying video lengths, linguistic difficulties related to authentic accents and rapid speech, or limited familiarity with platform features such as subtitles and playback controls. The contrast between usefulness and ease highlights that positive attitudes toward learning outcomes do not necessarily ensure a smooth user experience.

These findings are consistent with previous research by Ahluwalia (2018), Rashtchi et al. (2021), and Jasmin et al. (2021), which emphasized the benefits of TED Talks in language education. However, this study extends the discussion by underscoring the need to address both technical and pedagogical factors to maximize effectiveness. Teachers can scaffold learners by guiding them in the strategic use of subtitles, playback adjustments, and topic selection, while institutions can support access through infrastructure and digital training. Future research should investigate the specific causes of usability challenges and examine how instructional mediation can enhance students' engagement. Such efforts will contribute to optimizing TED Talks as a sustainable and motivating resource for vocabulary learning.

Conclusion

This research aims to determine students' perceptions of using TED Talks videos to learn vocabulary. Based on the above findings, researchers found that students showed good responses and negative responses to TED Talks videos. This means students have positive and negative perceptions of using TED Talks videos. Positive side regarding usefulness, efficacy, and compatibility. Meanwhile, the negative is related to they wanted more satisfaction with easy of use and intention of use.

There are still limitations to this research. This study only included eighth-semester students. Student perceptions from other semesters may vary. TED Talks videos can be a great way to learn vocabulary that can be customized for your convenience. However, some students need to use technology effectively, which leads to a lack of effort in learning vocabulary.

The writer suggests that students who use TED Talks videos to learn vocabulary should maximize the use of TED Talks videos as an auxiliary medium for learning vocabulary. Students are expected to be more enthusiastic in learning, especially when discovering new vocabulary to find its meaning. This will help them learn vocabulary as an initial foundation for learning English and improve their reading, writing, listening, and speaking skills.

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