

## **Students' Perspective on the Use of TED-Ed Video on Enhancing English Comprehension**

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### **ABSTRACT**

This study investigates the use of TED-Ed video as a learning strategy to improve the understanding of English among undergraduate students in the Economics Faculty at Universitas Semarang. The goal of this research is to assess the effectiveness of the TED-Ed video in assisting students in mastering the English language skills required to understand economic theory. The case study method is used to investigate the experiences of students when using video as a learning tool. Data is collected through pre-test & post-test, observation, and interviews. The results of the study showed that using TED-Ed Video can increase students' motivation and participation, improve their understanding of English, and provide practical context for implementing economic concepts. This study contributes to English language learning and economic education by demonstrating innovative techniques.

**Keywords:** Students' perspective, TED-Ed Video, English Comprehension.

### **Introduction**

In the discipline of economics, English proficiency is crucial for university students. Students in the Economics Study Program need to speak English fluently in order to understand difficult economic topics. English is essential for higher education because it is a worldwide language, especially for economics degrees. Gaining access to literature and educational materials, as well as grasping intricate economic principles, requires an understanding of English. In the current globalized environment, economics students' proficiency in English is essential for overcoming obstacles in both their academic and professional lives.

The use of authentic material in the class is an adaptation of the post-pandemic learning method used nowadays. The results of a pre-research questionnaire on students in the fourth semester of the USM Faculty of Economics were obtained about the interest of students in learning English in class. The result was that 95% of students agreed that the use of media

such as video and pictures could boost their interest in learning.

The respondents in this study were fourth-semester students who took English Business class. They argued that the use of technology in learning is an interesting thing for students. This can be seen from the results of a questionnaire in which 97.5% of respondents felt interested in learning using technology. Such exposure could be the background to the need to conduct research to see how students' perceptions of the use of TED-Ed videos improve students' English language skills.

This study used a triangulated research technique to assess the efficiency TED-Ed video for university students. It seeks to give empirical data about the influence of these English material to the students, particularly in non-native English-speaking contexts. This study focuses mostly on students' language acquisition, with a scarcity of empirical studies utilizing triangulated methods to assess the long-term influence of these courses on foreign teaching practices.

Previous studies have looked at the effects of YouTube on second language acquisition as well as how it might improve vocabulary and language learning strategies for pupils (Muta'allim, 2021). Qualitative descriptive approaches were employed to study transcripts and talks regarding the impact of YouTube on language acquisition. The outcomes demonstrated that YouTube had improved students vocabularies.

Other research discusses how effective movies, TV episodes, and video clips are in teaching English as a second language. Some experts have studied the benefits of American films in ESL programs, saying that they target all linguistic aspects overall, so that traditional methods fail to improve language mastery (Kucher, 2020). This presentation discusses the benefits of using video resources in language training, emphasizing the importance of choosing relevant and acceptable content as well as various exercises before, during, and after watching. In addition, this presentation discusses how to organize ESL courses with a focus on the merger of American television series. Participants got information and inspiration to use original TV episodes to improve their language in ESL classes.

From these two studies, it can be concluded that technology as a learning aid is becoming increasingly important in the evolving era of education. One kind of technology that can be used in the curriculum is a short video presentation, which can help students of Semarang University's Faculty of Economics learn English better.

Creative learning may improve students' knowledge, pique their interest in learning, and provide a relevant context (Marpanaji et al., 2018). This study seeks to determine how video presentations might be utilized to increase students' knowledge of English in economics. A TED-Ed video is one that has been specifically made for educational purposes. It was launched in 2012 and is utilized as a learning tool by over 650.000 instructors throughout the world. TED's activities include TED Conferences, TEDx, TED Books, the TED Fellows Program, and the TED Open Translation

Project. TED-Ed Animations' on the video distinctive material is concise. The TED philosophy is that ideas have the potential to transform attitudes, lives, and, eventually, the world.

In light of these realizations, the purpose of this research is to find out how economics students feel about the usefulness of TED-Ed video for English Business Class. This study aims to advance knowledge on the successful integration of multimedia resources into the class, specifically in the context of economics, by analyzing the students' experiences of the Faculty of Economics of USM.

By examining students' experiences, the study hopes to shed light on the possible benefits and problems of incorporating TED-Ed videos into the curriculum. This research aims to help build more effective language learning methodologies and improve educational practices in higher education, notably in the subject of economics.

Significant educational theories were used, such as the Cognitive Theory of Multimedia Learning (CTML), Constructivist Learning Theory, and Second Language Acquisition (SLA) Theory. The multimedia tools used are TED-Ed videos.

The Cognitive Theory of Multimedia Learning (CTML) explore how multimedia can enhance language learning. CTML, developed by Richard E. Mayer, suggests that learners learn better when information is presented in both verbal and visual formats (Sudatha et al., 2021). This dual-channel strategy uses the brain's capacity to absorb visual and audio information simultaneously, reducing cognitive burden and promoting deeper learning. Combination of spoken language with visual material, align with CTML's objectives by providing rich, multimodal input and encouraging active processing (Nguyen, 2021). This study demonstrates that visual and audio enhance learning enjoyment and language acquisition.

Constructivist Learning Theory, associated with educational theorists such as Jean Piaget and Lev Vygotsky, maintains that learners construct their own understanding and knowledge of the world via experiences and reflections on those experiences (Nurhuda et al., 2023). In the context of this study, TED-Ed videos are interactive and engaging methods for providing students with rich, contextualized knowledge. TED-Ed videos encourage students to interact with the topic, discuss it with their peers, and apply their knowledge in real-world situations. Students gain new knowledge and strengthen current skills by interacting with real-world language input and complex economic themes using multimedia (Sasan et al., 2022). This constructivist method helps to create a dynamic learning environment that stimulates critical thinking, problem solving, and deeper comprehension (Loyless & Shaw, 2020).

This study employs Second Language Acquisition (SLA) Theory to investigate how TED-Ed videos might assist economics students learn English more efficiently. It is based on Stephen Krashen's Input Hypothesis, which claims that language learners learn new languages most effectively

when exposed to "comprehensible input"—language input that is somewhat above their current skill level but still understandable (Meng, 2023). TED-Ed videos, with their engaging and context-rich content, provide such intelligible information by presenting complex ideas in an accessible manner using both visual and auditory channels. This exposure enables youngsters to acquire new vocabulary and grammatical structures in meaningful contexts (He & Li, 2023). Furthermore, the videos contribute to Krashen's Affective Filter Hypothesis by making learning more enjoyable and decreasing anxiety, resulting in a positive learning environment that encourages language acquisition (Stebner et al., 2017). This study aims to demonstrate how TED-Ed videos may significantly increase the efficacy of English language learning for economics students by using SLA Theory elements.

### **Method**

This study uses a descriptive approach to explore fourth-semester economics students' impressions of the efficacy of utilizing TED-Ed video in English Business class. Purposive sampling is used to choose participants, who are Economics Study Program students. Pre- and post-tests to measure experiences in accessing TED-Ed video, classroom observations to collect real-time data on student engagement and interaction, and in-depth interviews to gain a deeper understanding of student experiences among the data collection methods used. The obtained data is examined using qualitative methodologies; simple analysis is utilized for pre-test and post-test findings, whilst thematic analysis is used for data from observations and interviews. This descriptive method is intended to offer a full knowledge. This method intends to give a detailed knowledge of students perspective about TED-Ed video usage in English Business class.

### **Findings and Discussion**

This research was related to assess the effectiveness of the TED-Ed video in assisting students in mastering the English language skills required to understand economic theory. The study sought to determine the impact of utilizing TED-Ed video to improve English language among economics students in English Business lecture. This section summarizes the findings of pre- and post-tests, classroom observations, and interviews. The data are structured to offer a thorough picture of how TED-Ed video affect students' language skills and engagement.

### **Pre-test and post-test results**

In the beginning of the lesson, pre-test given to all respondents. The total respondents were 59 students of Economics Faculty. The result of the test was done by recapitulating all data and calculating the percentage value for conclusions.

The pre-test and post-test results to catch the student perspective of TED-Ed video. The pre-test findings indicated the participants' basic language ability. Their confidence in using English before watch the video was 60% respondents do not have confidence and the rest 40% were confidence to use English. After the use of TED-Ed video they start to be confidence, the number rise become 71,2%, and the rest did not confidence.

58,1% students never watch TED-Ed video before, 41,9% students have ever watched it. After the lesson, 61% thinks that TED-Ed video was interesting, while the rest 39% did not think that the video was interesting.

Respondents think using short videos like TED-Ed can help in learning Business English. 92,3% respondents think it helps them, while the rest 7,7% did not think it helps them. After the used of TED-Ed video, most of the respondents 94,9% think that TED-Ed video help them in learning Business English lecture.

As explained above that post-test results shows significant improvement, indicating that watching TED-Ed video helped respondents' language acquisition. The usefulness of this multimedia method in improving students' skills were proven.

### **Classroom observations**

Observations made throughout classroom sessions revealed insights into the real-time effects of TED-Ed video on student engagement and participation. The class session begin with explanation of the lecture purpose to enhancing the English skill through short video. This stage students listen to the explanation. After that, lecturer explain the context of video would be given. At this session students listen, some of them preparing their notebook. Next, the lecturer play the TED-Ed video on the class. At this situation, all students' attention to the video played. Most of them focus to the video, while the others write on their notes. Their faces looks excited, some of them looks confused. This situation makes students talk to their friends while they were still look at the screen.

After watch the video two students ask question about a word 'caveat' and the other ask about meaning of a terms in the video stated 'the growth in our body'. Some of the students discuss with their friends, some of them write on their notes. After that, the lecturer ask about the video contents, students gave correct answer. One student ask lecturer to explain in short about the economics concept on the video. Then, lecturer ask again, how this concept could be implemented on daily life. Students said that this economics concept could be implemented on daily life.

Then the lecturer asked about new vocabulary that students found on the video. Some of the new words that students catch was 'Peter Pan Syndrome', caveat, and 'growth in our body'. After watch the video, students knows that there are new economics system in this modern era. They feels happy and excited to watch the video because the explanation in English followed with the animation explained the concept in more simple way.

Students think the analogy and example on the video helps them understand the video contents.

The addition of multimedia information seems to boost students' attention and involvement on class discussions. It promotes the students engagements and English acquisitions. The explanation above showed how students participated more actively in conversations and showed increased interest in the learning content. These findings show that TED-Ed video provide a more dynamic and engaging classroom atmosphere that promotes language acquisition.

### **Interview insights**

In-depth interviews with the students revealed more about their individual experiences with TED-Ed video. Students provided concrete examples of how the video helped them comprehend the economic subjects and enhance their language abilities. The result of interview code will be shown letter Q for question, letter S for student.

The interview result shows that most of the respondents usually watch educational video in TikTok application as their learning source.

“I watch Tiktok” (Q1S1)

“At Social media TikTok” (Q1S2)

Before they watched TED-Ed video, respondents think that learning video limited only in social media. After they watched TED-Ed video, the respondents know another alternative resource they can use to learn English language.

Based on the interview, the students' experiences on watching video lesson were rare. The lecturer before, never gave them learning source from any online video.

“Other lecturer never give us video to learn” (Q2S2)

Students think that the TED-Ed video were different from any lesson sources they ever got during the semester. They said that the animation help them understand the English language, so that even the video using English language, students can grasp the overall contents through the TED-Ed video.

“The animation help me understand the meaning of the video” (Q3S1)

The next interview question was about the video quality and contents. Based on this questions, respondent said that the video quality was good and support the contents.



“Content of the video relevant with economics material. I get knowledge about new theory” (Q4S2)

Second respondents said that the contents are relevant with their economics materials. They got new knowledge about economics theory. Based on this statement could be conclude that relevancies of the video were good for the respondents.

“This video help us to learn English because as the economics faculty students, we need to update skill English, update materials not only from journal but also from video knowledge like this.” (Q5S1)

About the English language, respondents said that the English used on the video were not easily understood, but the animation helped them to understand the contents.

“I understand the video in English because animation help me to understand.” (Q6S1)

From the interviews, students highlighted the perceived benefits of multimedia learning, such as improved knowledge retention and a more engaging learning environment. The students' interview result demonstrated the positive effects of TED-Ed video on students' language learning.

## **Discussion**

The data above showed persistent trends showing that TED-Ed video greatly improve English language acquisition. The survey and questionnaire findings showed that students' English abilities improved significantly, they felt better understood while comprehending English, and they were more engaged in studying English. A significant improvement shown in the English comprehension after seeing the TED-Ed video. Respondents reported feeling more confident in their ability to learn English after following the English Business lecture.

Observations during the English Business lecture sessions demonstrated that students were engaged and actively participating. The lesson begins with a brief explanation of the aim and goal of the lesson. During this stage, students listen carefully to the explanation. Following that, the lecture explains the video's context. At this stage, students listen; some of them are preparing notebooks. While the video was played, the majority of them were focused on the video, while some were taking notes. Their expressions are a mix of excitement and confusion. This circumstance causes students to converse with their peers while paying attention to the screen.

In-depth interviews with selected participants consistently yielded positive feedback about the course structure and content. The interview result shows that most of the respondents usually watch educational videos on the TikTok application as their learning source. The other lecturer never gave them a learning source from any online video. The respondent said that the animation helped them understand the English language. On the next question, the respondent said that the video quality was good and supported the contents. The relevancy of the video was good for the respondents. Regarding the English language, respondents stated that the English used in TED-Ed video was difficult to comprehend, but the animation assisted them in understanding the information.

In conclusion, the triangulated results from pre-test and post-test, classroom observations, and interviews show that using the TED-Ed video in the English Business lecture of Economics Faculty students at USM improved their engagement and understanding. The majority of participants reported enhanced confidence and ability to understand English, which was supported by observational data and comprehensive personal interview results. This multi-method approach gave a thorough assessment of the TED-Ed video's impact and identified prospective areas for improvement in English language acquisition.

### **Conclusion**

This study suggests that using TED-Ed video in English language instruction has a considerable impact for economics students. The results of pre- and post-tests show a significant improvement in students' English ability, demonstrating the usefulness of incorporating multimedia materials into the curriculum. Classroom observations show that using TED-Ed video in classes increases student interest, involvement, and motivation. Questionnaire results suggest that the majority of students regard TED-Ed video to be an engaging and useful tool for grasping complicated language ideas, while in-depth interviews give additional insights into how these movies enable greater comprehension and retention of information.

Future study should investigate the long-term impact of using TED-Ed video and other multimedia tools on language learning outcomes in a variety of fields. Furthermore, comparing the performance of other types of multimedia technologies, such as interactive applications or virtual reality, might give more insight into the best strategies for using technology into education. Expanding the scope to cover varied student groups from various educational backgrounds and areas would also aid in the generalization of the results. Finally, investigating the role of instructor facilitation and student cooperation in optimizing the benefits of multimedia-enhanced learning settings may provide useful information for educators seeking to effectively utilize these technologies.

Overall, the use of TED-Ed video improves students' language abilities while also creating a more dynamic and participatory learning



environment. The study supports the use of multimedia technologies in higher education, particularly in economics, to improve the quality of English language instruction. These findings highlight the need of employing new teaching strategies to satisfy students' learning demands in a worldwide educational environment. Further study is needed to investigate the long-term effects and possible uses of such multimedia materials in a variety of fields and educational settings.

### **Acknowledgement**

We would like to thank everyone who helped us complete this research. First and foremost, we want to express our deepest gratitude to the Economics Faculty students who participated in this study for their collaboration, excitement, and invaluable insights. Your willingness to participate in the research process made this study feasible. We are also extremely appreciative to our academic advisers and faculty colleagues for their advice, support, and critical input throughout the research process. Your knowledge and encouragement have helped shape the direction and quality of this study. Finally, we would like to thank our family and friends for their unfailing support and understanding during this research. Your patience and support have been sources of inspiration and strength. Thank you to everyone who has contributed to this study in any way. Your encouragement and contributions have been tremendous.

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