IDEAS

Journal on Language Teaching and Learning, Linguistics and Literature

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

Volume 14, Number 2, December 2026
pp. 9178 - 9187

Copyright © 2026 The Author
IDEAS is licensed under CC-BY-SA 4.0 License



Issued by English study program of UIN Palopo

Enhancing EFL Students' Listening Comprehension Using TED Talk Podcast Videos: A Classroom Action Research Study

Indra Yulianto[1], Jamilah[2]

[1,2]Pendidikan Bahasa Inggris, Universitas Negeri Yogyakarta, Yogyakarta

Article Info

Received: 2025-12-06
Revised: 2026-10-29
Accepted: 2026-10-30

Keywords:

classroom action research, listening comprehension, TED Talk podcast videos

DOI:
10.24256/ideas. v14i2.8718

Corresponding Author:
Indra Yulianto
indrayulianto.2023@student.uny.ac.id
Pendidikan Bahasa Inggris, Universitas Negeri Yogyakarta

Abstract

This study investigated the integration of TED Talk podcast videos with Think-Pair-Share (TPS) to support listening comprehension among 35 eleventh-grade students in class XI-F9 at SMAN 1 Grabag, Magelang. Classroom Action Research followed the Kemmis and McTaggart cycle of planning, action, observation, and reflection. Data were collected through classroom observations, interviews with two students, field notes, and listening assessments administered before the intervention, after Cycle 1, and after Cycle 2. The reported mean score increased from 50.9 on the pre-test to 58.4 on the progress test and 81.4 on the post-test. The proportion of students achieving the minimum passing score of 67 increased from 22.86% (8 of 35 students) to 31.43% (11 of 35) and 80% (28 of 35), respectively. Observations and the two interviews indicated that students found the video-based activities interesting, while vocabulary limitations, concentration, and uneven participation remained challenges. These descriptive findings suggest that the combined intervention was promising in this classroom context; they do not establish the independent effect of TED Talks or statistical significance.

1. Introduction

Listening comprehension is an essential part of second-language learning because learners must recognize spoken language, interpret meaning, and respond appropriately. Listening therefore contributes to communicative competence rather than functioning only as a receptive skill (Rost, 2016). However, students may struggle to understand spoken English when they have limited vocabulary, insufficient exposure to authentic speech, or few opportunities to practice listening strategies (Gilakjani & Sabouri, 2016).

These difficulties are relevant in Indonesian secondary-school contexts where classroom activities may place greater emphasis on grammar, reading, and writing than on sustained listening practice. This study does not treat the Merdeka Curriculum itself as the cause of students' difficulties; rather, it focuses on the classroom needs identified at SMAN 1 Grabag. Authentic listening materials expose learners to language used for real

communicative purposes, including varied speech patterns, vocabulary, and pronunciation. TED Talk podcast videos offer talks on a range of topics and can be accessed through online platforms such as YouTube.

For this study, their value was their potential to provide spoken English connected to the lesson topics, including environmental issues and hortatory exposition, suggestions, offers, and cause-and-effect relationships. TED Talk videos served as the listening input; they were not treated as a complete teaching method in themselves. The videos were integrated with Think-Pair-Share (TPS), which gave students time to consider listening questions individually, compare their responses with a partner, and share selected answers with the class.

The classroom context provided the immediate rationale for the research. At SMAN 1 Grabag, class XI-F9 students were identified as having difficulties with listening comprehension, particularly unfamiliar vocabulary, understanding spoken information, identifying main ideas, and maintaining engagement during listening activities. The class teacher also reported that students needed more opportunities to practice listening. These classroom problems made it appropriate to conduct Classroom Action Research (CAR), which supports systematic planning, action, observation, and reflection to improve teaching practice (Burns, 2010; Kemmis & McTaggart, 1999). The intervention combined TED Talk podcast videos as listening materials with TPS as a structure for individual thinking and peer discussion.

Previous studies have reported positive outcomes from podcast-based listening materials and TED Talk videos. Hanum et al. (2023) examined podcast-based learning, while Novia et al. (2023) and Tilwani et al. (2022) reported improvements in listening performance associated with TED Talk videos. Gavenila et al. (2021) and Gunawan et al. (2023) also discussed TED Talks or podcasts in extensive-listening contexts. Taken together, these studies support further consideration of TED Talks as listening resources. However, the present study addresses a practical classroom question: how the materials can be integrated with TPS to respond to the specific listening difficulties and participation patterns observed in one Indonesian senior high school class. Because the intervention combines videos, peer discussion, teacher support, and listening exercises, the study examines the combined classroom intervention rather than isolating the effect of TED Talks alone.

The study addressed the following questions: (1) How can TED Talk podcast videos be integrated into English listening instruction to support students' listening comprehension? (2) What changes in students' listening comprehension and classroom experiences are observed during the two action-research cycles? The study contributes a context-specific account of the intervention, its observed outcomes, and the challenges that remained.

The expected contribution is practical rather than a claim of universal effectiveness. The findings may help English teachers consider how authentic audiovisual materials can be selected and supported for learners who have limited vocabulary and experience difficulty following spoken English. In particular, the study highlights the importance of matching video content to lesson objectives and combining listening input with structured opportunities for students to process and discuss what they hear.

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

2. Method

This study used Classroom Action Research (CAR) based on the Kemmis and McTaggart (1999) model, which comprises planning, action, observation, and reflection. CAR was selected to address classroom listening difficulties through cycles of instructional action and reflection (Burns, 2010). The participants were 35 eleventh-grade students in class XI-F9, Language Program, at SMAN 1 Grabag, Magelang, during the 2024/2025 academic year. The class was selected because students were reported to have limited listening comprehension, vocabulary difficulties, and low engagement during listening activities.

The intervention combined TED Talk podcast videos with the Think-Pair-Share (TPS) strategy. YouTube was used to display the selected videos in class. During the Think stage, students listened and considered the task questions individually; during Pair, they compared answers and discussed the information with a partner; during Share, selected students or pairs reported their responses to the class. The videos were connected to the lesson materials, including environmental topics and hortatory exposition. The intervention was evaluated through classroom observation, listening tests, and student interviews. Because the components were implemented together, the design does not isolate the effect of TED Talks from TPS, teacher guidance, or practice activities.

The study used a pre-test, a progress test after Cycle 1, and a post-test after Cycle 2 to describe changes in listening comprehension. Observation checklists and field notes recorded students' participation, responses to the videos, and difficulties during activities. Semi-structured interviews explored students' experiences of the intervention; the reported interview sample consisted of two students and therefore provides illustrative perspectives only. Documentation was used to retain relevant records of the classroom activities and assessments.

The manuscript describes two action-research cycles, but the original descriptions conflict: one section states that each cycle consisted of a single meeting, while another refers to TPS being used during the final six meetings. This discrepancy must be resolved against the actual lesson plans and field notes before publication. [AUTHOR TO CONFIRM: number of meetings in Cycle 1 and Cycle 2; date or period of each cycle; when the pre-test, progress test, and post-test were administered; video titles/topics and approximate durations; and the specific instructional changes made in Cycle 2 after reflection.] Videos should be described according to the actual selection criteria and records; no duration or difficulty level is inferred here.

Quantitative data were summarized using mean scores and the number and percentage of students scoring at least 67, the stated Minimum Completion Criteria (KKM). The stated success criterion was that at least 75% of students achieve a score of 67 or higher. The qualitative records were reviewed, coded for recurring issues, grouped into categories, and summarized under listening outcomes, affective responses, participation, and implementation challenges.

Test results, observations, field notes, and interview responses were compared to identify areas of convergence and difference. The manuscript does not report the output of an inferential statistical test; accordingly, the present version reports descriptive changes and does not claim statistical significance. [AUTHOR TO CONFIRM before submission: actual test item format and number, scoring procedure, content coverage, whether the pre-test and post-test were equivalent, the exact expert-review/validity

procedure, any reliability coefficient or inter-rater procedure actually completed, the researcher's classroom role, and the school permission and participant-consent procedures. Retain only procedures that were actually conducted.]

3. Results

Findings

The findings address two questions: how TED Talk podcast videos were integrated into listening instruction and what changes were observed in students' listening comprehension and classroom experiences across the action-research cycles. The quantitative findings are presented first, followed by the classroom observations and interview perspectives. The figures below use the mean scores and KKM threshold reported in the detailed Results table; the abstract and all other sections should use the same verified figures.

The observations identified listening-related difficulties, affective responses, participation patterns, and implementation challenges during the intervention. Students encountered unfamiliar vocabulary and sometimes struggled to identify key information or maintain attention. Pair discussion gave them opportunities to compare answers, although participation was not always balanced. The interview findings are reported as the experiences of two students rather than as views representing the entire class.

Table 1. Observed listening outcomes, affective responses, participation, and implementation challenges during the intervention.

Category	Observed findings	Challenges or limits
Listening outcomes	Students listened to TED Talk podcast videos connected to the lesson materials and practiced identifying main ideas and important information. The videos also exposed students to spoken English vocabulary and pronunciation.	Unfamiliar vocabulary and difficulty following spoken information sometimes prevented students from understanding the video content.
Affective outcomes	Classroom observations and the two interviews indicated that the video-based lessons were perceived as interesting and less monotonous. The interviewees described greater interest in listening activities.	These are observed behaviors and the perspectives of two interviewees; they do not establish that all students experienced the same change.
Participation	TPS created opportunities for students to think individually, compare answers with a partner, and share ideas about the video content.	Some students relied on their partners, participated unevenly, or moved to discussions outside the assigned topic.
Implementation challenges	Teacher guidance, listening exercises, and pair discussion were used during the intervention to support engagement with the material.	Some students were unfamiliar with TED Talks, lost focus, or felt uncertain about their answers and asked peers for help.

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

Quantitative findings

The pre-test, progress test, and post-test were used to describe changes in students' listening comprehension across the study. Table 2 reports the mean score and the number and percentage of students achieving the KKM of 67.

Table 2. Mean listening-comprehension scores and achievement of the KKM (≥67) across the three assessments.

Test type	Mean score	Students achieving KKM (≥67)	Percentage
Pre-test	50.9	8 of 35	22.86%
Progress test (Cycle 1)	58.4	11 of 35	31.43%
Post-test (Cycle 2)	81.4	28 of 35	80.00%

The mean score increased from 50.9 on the pre-test to 58.4 on the progress test, a rise of 7.5 points. It then increased to 81.4 on the post-test, a further rise of 23.0 points. The overall increase from the pre-test to the post-test was 30.5 points. These values show a descriptive upward trend across the three assessments; they do not by themselves establish statistical significance or prove that one component of the combined intervention caused the change.

The number of students achieving the KKM also increased. Eight students (22.86%) achieved a score of at least 67 on the pre-test, compared with 11 students (31.43%) on the progress test and 28 students (80.00%) on the post-test. Thus, the final proportion exceeded the stated success criterion of 75%. The average score and the achievement percentage represent different outcomes: the mean summarizes the class's overall performance, whereas the percentage shows how many students met the minimum standard. Seven students did not meet the KKM on the final assessment.

The researcher interviewed two students after the intervention. Their responses suggested that the TED Talk podcast videos made listening lessons more interesting and provided opportunities to encounter vocabulary and pronunciation in context. They also described pair discussion as useful for comparing answers and discussing the main points of the videos. Because only two students were interviewed, these comments are illustrative and cannot be generalized to the entire class.

The cycle-by-cycle records indicate that vocabulary limitations, concentration, and uneven participation remained challenges during the intervention. The score increase was larger between the progress test and post-test than between the pre-test and progress test. However, the specific changes introduced in Cycle 2 must be described from the actual lesson plans and field notes rather than inferred from the score pattern. [AUTHOR TO CONFIRM: state the specific modifications made after Cycle 1 reflection, but include only actions documented as having occurred.

4. Discussion

The findings show a descriptive increase in listening-comprehension scores during the implementation of TED Talk podcast videos integrated with Think-Pair-Share. The mean score rose from 50.9 to 81.4, while the percentage of students meeting the KKM of 67 increased from 22.86% to 80.00%. These outcomes indicate progress in this classroom context and that the stated success criterion was reached. Because the study had no control or comparison group and used a combined intervention, the results should not be interpreted as definitive causal evidence or as proof of the independent effect of TED Talks.

The observed classroom experiences help explain how the combined activities operated in practice. TED Talk podcast videos supplied spoken English connected to the lesson topics, while TPS provided a sequence for individual thinking, partner discussion, and sharing. This combination is consistent with the pedagogical rationale for contextualized listening input and collaborative interaction. Previous studies on TED Talks and podcast-based learning have also reported potential benefits for listening instruction (Gavenila et al., 2021; Hanum et al., 2023; Novia et al., 2023; Tilwani et al., 2022). The present study adds a classroom-based account of how these resources were used with XI-F9 students at SMAN 1 Grabag, while recognizing that the different instructional components cannot be separated analytically.

The first cycle showed a more modest increase in the mean score, from 50.9 to 58.4, whereas the post-test mean reached 81.4 after Cycle 2. In CAR, this pattern makes the reflection process important: classroom observations should inform subsequent instructional decisions. In this study, the reported challenges included unfamiliar vocabulary, difficulty following spoken English, loss of concentration, and unequal participation in pair work. These challenges suggest that teachers using authentic videos with learners who have limited vocabulary should select material that matches lesson objectives and students' proficiency, prepare essential vocabulary where appropriate, give clear listening questions, and structure pair roles so that both students contribute. The manuscript should identify the actual Cycle 2 adjustments using classroom records rather than assuming which adjustments produced the larger score increase.

The qualitative evidence should be interpreted separately from the test results. The two interviewed students described the lessons as interesting and said that the videos and peer discussions supported their engagement with the material. These comments represent student perceptions, while the test scores provide the quantitative evidence of changes in listening performance. The interviews are useful for illustrating students' experiences but are too limited to represent the views of the whole class. Similarly, the study did not directly assess critical thinking, problem-solving, independent learning, or speaking proficiency; conclusions about these outcomes are therefore not warranted by the reported instruments.

Several limitations should be considered. The study involved one class of 35 students and had no control or comparison group. The intervention combined TED Talk podcast videos, Think-Pair-Share, teacher guidance, and listening exercises, so the contribution of each component cannot be isolated. Only two students were interviewed, and the intervention was relatively short. The study also focused on listening comprehension in the selected lesson materials rather than measuring broader language outcomes. These limitations restrict generalization and causal interpretation. Future studies could include

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

more classes, longer implementation, fuller qualitative sampling, and a comparison design where appropriate. Teachers may nevertheless draw a practical lesson from this context: authentic audiovisual materials should be matched to learners' needs and supported with vocabulary scaffolding, clear tasks, and structured interaction.

5. Conclusion

This classroom action research documented improvement in listening-comprehension scores while TED Talk podcast videos were integrated with Think-Pair-Share in class XI-F9 at SMAN 1 Grabag. The mean score increased from 50.9 on the pre-test to 58.4 on the progress test and 81.4 on the post-test. The proportion of students achieving the KKM of 67 increased from 22.86% to 80.00%, meeting the stated success criterion of 75%. Classroom observations and interviews with two students indicated that the activities were perceived as interesting, although vocabulary limitations, concentration, and uneven participation remained challenges.

The findings suggest that the combined use of TED Talk podcast videos and Think-Pair-Share was a promising approach in this particular classroom. Because the study did not include a comparison group and combined several instructional components, the results do not establish that TED Talks alone caused the improvement or that the changes were statistically significant. English teachers considering similar materials should select videos appropriate to their learners and provide vocabulary support and structured listening tasks. Further research with longer interventions, additional classes, and broader qualitative evidence is needed.

6. Acknowledgement

I would like to express my deepest gratitude to Allah SWT for the blessings and kindness throughout the process of compiling and completing this research article. My sincere thanks also go to all the participants who contributed their time and effort to bring this article to completion. I hope that this work will provide valuable insights and benefits to its readers.

7. References

Ary, Donald, (2006). Introduction to Research in Education. Boston: Wadsworth Cengage Learning.

Brown, H. D., & Lee, H. (2015). Teaching by principles: An interactive approach to language pedagogy (4th ed.). Pearson Education.

Burns, A. (1999). Collaborative action research for English language teachers. Cambridge: CUP

ADDIN Mendeley Bibliography CSL_BIBLIOGRAPHY Burns, A. (2009). Doing action research in english language teaching: A guide for practitioners. In Doing Action Research in English Language Teaching: A Guide for Practitioners. https://doi.org/10.4324/9780203863466

Damayanti, D. A., & Sumarningsih. (2022). The Effectiveness of TED-ED Videos as Audiovisual Input in Listening Activities. Journal of English Language and Education, 7(1), 2022.

Derrington, C., & Groom, B. (2004). A Team Approach to Behaviour Management. Paul Chapman Publishing. Retrieved from

https://childhealthanddevelopment.files.wordpress.com/2011/03/different-types-of-listening.pdf

Douangmala, P., & Widyantoro, A. (2018). the use of GBA instruction to improve students.

D. Taibi, S. Chawla, S. Dietze, I. Marenzi, and B. Fetahu, "Exploring TED Talks as linked data for education," British Journal of Educational Technology, vol. 46, no. 5, pp. 1092-1096, 2015, doi: 10.1111/bjet.12283.

Field, J. (2008). Listening in the language classroom. Cambridge University Press.

Gavenila, E. I., Wulandari, M., & Renandya, W. A. (2021). Using TED talks for extensive listening. Pasaa, 61(June), 147–175.

Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' listening comprehension difficulties in English language learning: A literature review. English Language Teaching, 9(6), 123–133. https://doi.org/10.5539/elt.v9n6p123

Gliner, J., Morgan, G. A., & Harmon, R. (2003, April). Pretest-Posttest Comparison Group Designs: Analysis and Interpretation. H.W. Wilson Company.

Goh C, Taib Y (2006) Metacognitive instruction in listening for young learners. ELT Journal 60(3): 222–32. Crossref.

Gunawan, M. H., Mandiri, I. C. P., Suherdi, D., Hanifa, E. S. D., & Gunawan, A. P. (2023). Exploring EFL students'perceptions of the use of podcast/TED talk in extensive listening class. Indonesian EFL Journal, 9(1), 43–52. https://journal.uniku.ac.id/index.php/IEFLJ/index

Hanum, H., Niah, S., & Pahmi, P. (2023). The Development of Podcast-Based-Audio Learning in Material Introducing Ourselves at 10th Grade SMA Muhammadiyah 1 Pekanbaru. Journal of Education and Learning Research, 1(1), 37–46. https://doi.org/10.62208/jelr.1.1.p.37-46

Humeniuk, I., Kuntso, O., Popel, N., & Voloshchuk, Y. (2021). Mastering Listening Comprehension At Esp Classes Using Ted Talks. Advanced Education, 8(17), 27–34. https://doi.org/10.20535/2410-8286.226733

Kessler, G., & Bikowski, D. (2010). Developing collaborative autonomous language learning abilities in computer mediated language learning: Attention to meaning among students in wiki space. Computer Assisted Language Learning, 23, 41-58. doi:10.1080/09588220903467335

Kessler, G. (2010). When they talk about CALL: Discourse in a required CALL class. CALICO Journal, 27(2), 376–392.

Lai, C., & Zhao, Y. (2005). Introduction: The importance of input and the potential of technology for enhancing input. In Y. Zhao (Ed.), Technology and second language learning. Connecticut: Information Age Publishing.

Lai, C., & Zhao, Y. (2020). Autonomy in self-access language learning. Routledge.

Loya, M.A., & Klemm, T. (2016). Teaching Note-Using TED Talks in the Social Work Classroom: Encouraging Student Engagement and Discourse. Journal of Social Work Education, 52(2), 518-523. doi: 10.1080/10437797.2016.1198291

Nation, I. S. P., & Newton, J. (2020). Teaching ESL/EFL listening and speaking (2nd ed.). Routledge.

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

Novia, F., Nery, R., & Almukni, R. (2023). TED Talks Video: A Technology to Teach Listening Skills. Didascein : Journal of English Education, 4(2), 97–103. https://doi.org/10.52333/djoee.v4i2.200

O'Malley, J. M., & Valdez Pierce, L. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. Addison-Wesley.

Rahmawati, N., & Suwastini, N. K. A. (2021). The use of YouTube in EFL classrooms: Indonesian teachers' perception. Jurnal Pendidikan Bahasa Inggris Undiksha, 9(2), 123–130. https://doi.org/10.23887/jpbi.v9i2.33857

Reinders, H., & White, C. (2016). 20 years of autonomy and technology: How far have we come and where to next? Language Learning &Technology, 20(2), 143–154.

Renandya, W. A., & Farrell, T. S. C. (2010). 'Teacher, the tape is too fast!' Extensive listening in ELT. ELT Journal, 65(1), 52–59.

Richards, J. C., & Farrell, T. S. C. (2021). Practice teaching: A reflective approach. Cambridge University Press.

Rost, M. (2016). Teaching and researching listening (2nd ed.). Routledge. https://doi.org/10.4324/9781315719196

Rubenstein, L. D. (2012). Using TED talks to inspire thoughtful practice. The teacher educator, 47(4), 261-267. https://doi.org/10.1080/08878730.2012.713303

Sanjmyatav, G., & Sumiya, S. (2020). Using Ted-Ed As Authentic Aids To Promote Efl Acquisition. Hum, 302, 66–74.

Skedsmo, G., & Huber, S. G. (2024). Enhancing feedback practices and formative assessment in education: insights and challenges from diverse contexts. Educational Assessment, Evaluation and Accountability, 36(2), 141–144. https://doi.org/10.1007/s11092-024-09436-7

Sun, T., & Wang. C. (2020). College students' writing self-efficacy and writing self-regulated learning strategies in learning English as a foreign language. System, 90, 1-17. https://doi.org/10.1016/j.system.2020.102221

Sun, Y. C., & Wang, L. Y. (2017). Exploring the listening strategies of advanced learners of English. System, 66, 111–122.

Suryani, D., & Nurkamto, J. (2020). Improving the quality of teaching English through digital listening materials. Jurnal Pendidikan Humaniora, 8(4), 438–443. https://doi.org/10.17977/um030v8i42020p438

Tabari, N., Biswas, P., Praneeth, B., Seyeditabari, A., Hadzikadic, M., & Zadrozny, W. (2019). Causality Analysis of Twitter Sentiments and Stock Market Returns. 11–19. https://doi.org/10.18653/v1/w18-3102

Tilwani, S. A., Vadivel, B., Uribe-Hernández, Y. C., Wekke, I. S., & Haidari, M. M. F. (2022). The Impact of Using TED Talks as a Learning Instrument on Enhancing Indonesian EFL Learners' Listening Skill. Education Research International, 2022. https://doi.org/10.1155/2022/8036363

Tira Nur Fitria. (2022). Using TED Talks In English Language Teaching (ELT): Supplemental Resources for English Language Teaching (ELT). SOSMANIORA: Jurnal Ilmu Sosial Dan Humaniora, 1(1), 36–43.

https://doi.org/10.55123/sosmaniora.v1i1.199

Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. Language Teaching, 40(3), 191–210.

Vandergrift, L., & Tafaghodtari, M. H. (2010). Teaching L2 learners how to listen does make a difference: An empirical study. Language Learning, 60(2), 470–497.

Wahyuni, S. (2020). The use of TED Talks to improve students' listening skills. Journal of English Language Teaching and Linguistics, 5(3), 350–362. https://doi.org/10.21462/jeltl.v5i3.466