

The Uses Of Ted Talk Video To Improve Students' Speaking Skill To Eleven Grade Students' At Sman 5 Samarinda

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Abstract

This research seeks for analyze the effectiveness out of using Ted talks videos to improve students' speaking skills. Thirty-two high school students participated in this study. Data were collected using the Classroom Action Research (CAR) method. In order to achieve aim of this learning, pre-test and post-test were conducted. From extracted data, research found that students' perception of using Ted Talking Videos to improve their public speaking skills was that students responded positively to the author's teaching style. Furthermore, the data indicated that the research used different teaching methods to achieve objective teaching and tried to find strategies based on student needs in different ways. consequently, it was concluded that with the teacher using a tool to support learning to speak, namely Ted talk can help develop students' speaking skill.

Keywords : *Ted talk, Speaking skill*

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1. INTRODUCTION

Speaking is one capability that must be mastered with the aid of using the EFL newcomers withinside the university. Sometimes powerful public talking capabilities can help with professional improvement, because they express creativity, curious capabilities, management skills, balance, professionalism, traits which might be very treasured For the activity market. Speaking at activities and meetings is a great way to build trust. The level of confidence will be developed through communication in small groups to large forums. In fact, EFL learners had some difficulty learning to speak. This is because they do not have confidence and do not know how to eliminate fear when they want to start speaking English. One of the things that affect low public speaking is the anxiety of students who they find it difficult to keep themselves calm when they start talking. This is supported by the opinion (Anandari, 2015) This feeling of insecurity appears to be caused by psychology, which makes them feel afraid before starting to speak English. this is the main cause of the ability to speak fearful some of students population, especially the students have a low confidence which affect students' English proficiency. (Harmer, 2017) the competence for speak eloquently requires not simply knowledge within language functions, but to see the succes of eloquently for receive the information. But speaking English is still considered very difficult for some students not all students dare to start speaking English this is reinforced by Richards and Renandya (2002) They discuss that is complicated for teeneger to speak according to that satndart include fluently and appropriate. In fact that students get some difficulty speaking English and are influenced by students who are insecure and afraid to start to speak. One of them, is observer from Eka Nur Hidayat she conducted a research entitled “Advantages and Barriers of TED Talks as medium to learn English Voice and Accents” in which discusses (1) Show the advantages and barriers of TED talk as a medium for learn English Voice and Accents. The descriptive qualitative method used. The study was conducted in the English Education and Research Program with 22 second semester students as participants. Data acquisition techniques are based on data analysis performed after data collection. The data collected was analyzed to answer the questions in the survey. Data were obtained from the results of pronunciation learning activities using media and TED talk program interviews to answer the first research question. The results of the interview were transcribed, codified and categorized.

We then categorized and interpreted the data based on relevant theories. Data was collected through interviews to answer the second question. The results of the interview were transcribed, codified and categorized. The data was then interpreted based on the relevant theory. The means of this investigation are observation, interview, and documentation. These findings suggest so. Students were more likely to comment on the differences in accents, were more motivated to express their thoughts, and were more willing to share ideas with others when analyzing accents in groups. In addition, the results of the survey confirmed that the use of TED Talk provided students with the opportunity to express themselves with others. On the other hand, TED Talk helps students understand different accents in parts of the world. Students also noted the fact that most topics in TED talk are socially and culturally relevant. The students said they could speak with confidence because they already counted the elements to express their thoughts, feelings and perspectives in relation to the various accents. The evolution of industry 4.0 technology is reported that technological innovation has emerged rapidly in all aspects of life that have directly or indirectly had an effect on education. This is confirmed by (Cuban, 2010) These changes make sense as educational methods are increasingly geared toward preparing staff for the current job market. Based on the above statement, the researcher chooses her one of the new mediums to help learners solve their language learning problems. According to the TED organization, TED (Technology, Entertainment and Design) is a non-profit organization dedicated to spreading ideas, usually in the form of short, powerful talks from its website (<http://www.ted.com/about/our-organization>). Educationalist already using tools that useful learning resources since ted talk made online in 2007, contains several elements in the video including transcripts and translations the students can comprehend what the speaker is saying. Playing TED Talk videos in class can help regain attention and stimulate group discussions. Instead of showing slides full of bullet points, teachers can learn to put bullet points on each slide.

2. METHOD

This study uses classroom action research that focuses on only one problem that arises from the natural situation of the classroom. According to (Saur Tampubolon, 2014), CAR is a form of strategy towards identifying as well solving some problems by educators with specific actions. CAR is a type of research conducted by researchers focused on question

About educational experiences, problems and challenges. It is a reflective process that helps teachers explore and consider aspects of teaching and learning and take action for change and improvement. (Rasuan, 2019) conducted by CAR method, the teacher acts only as the performer of the action designed by the researcher. Researchers act as planners, observers, data collectors, data analyzers, and data interpreters. Research preferences are related to where the data is collected. In this study, collected at SMAN 5 SAMARINDA, researchers were directly involved in the study and investigated the impact of the use of Ted Talk video on students' speaking skills. Researchers chose SMAN 5 SAMARINDA because they found interesting problems when they studied there.

The research began on 18th July until 25th August 2022. Subject of this study choose grade 11 students SMAN 5 Samarinda, which totaled 28 students divided into 12 male students and 16 female students. XI MIPA 3 are the target of the research are the 11th grade English subjects, especially in speaking materials. Research follow the Hopkins model research design, which begins with pre-action, then plans, acts, observes, and reflects, you find it difficult to control their self when interacting with another people. Research was done as many as 2 cycles. The outcome within cycle I still incomplete, then research continue within cycle II. Model (Hopkins, 2004). The Quantitative data were collected from the score of pre-tests, the post- test 1 and post- test 2. The researcher was done analyze the score to know the comparison of the student mean score before and after the action conduct. The quantitative data use to analyze students' scores.

3. FINDINGS AND DISCUSSION

This study has done in two cycle, proves that the process of using Ted talk videos for student learning. The research asked permission to the home room teacher curriculum and english teacher of SMAN 5 Samarinda. After obtaining permission, research conducted a pre-test in class XI MIPA 3 by providing a Ted talk videos to see the results of students' speaking skills. Research explained how to answer questions orally related to Ted talk videos and asking and giving opinion materials, research focused on how Ted talk videos can improve students' speaking skills

3.1 pre- test

Pre-test was given on Monday, on that day the research brought a script (subtitle) of the video entitled "Speak it like you're playing a video game" and prepared 3 questions related to the material "asking and giving opinion" students in groups were asked to give their opinions on the video being broadcast and express their opinions through. After getting the results from the pre-test, the research concluded that only 3 students were successful in answering questions asked orally by research without treatment using Ted talk videos judged by fluency score and vocabulary shows that speak without to great an effort with a fairy tale wide range of expression researches for word occasionally but only one or two unnatural pauses also their speaking is very understandable and high and 29 students were unsuccessful because they are not used to learning to use media such as videos and self-distrust which is very lacking in talk judging from their fluency scores and vocabulary shows that they answer questions with full of long and unnatural pauses, very halting and fragmentary delivery at times and gives making the effort, very limited range of expressions also their speak hasty

3.1.1 Meeting 1

The first meeting was conducted on Monday, July 18th, 2022. The second meeting was conducted on Friday, July 22th , 2022. The third meeting was conducted on Monday, July 25th last meeting was conducted on Monday, August 1st, 2022.

a. Pre-Activity, at the first meeting in the research opened with an opening greeting and prayed to start learning, after which the research responded to the student's presence and conveyed motivation about what could be obtained (goals & benefits) by studying the material: Giving advice & suggestion with Ted talk video "Simple way to break bad habits", the research explains the things to be learned, the competencies that will be achieved, as well as the learning methods that will be taken as well as taking an assessment of students. **Whilst-Activity** research had students create a group and watch the Ted talk videos "Simple way to break bad habits" along with subtitles shared by research. Then the research told the students about the score and told them how to answer research question with speaking. Students can ask questions and questions regarding social functioning, text structure and linguistic elements used in expressions to suggest doing something or not doing something. In pairs, learners practice role-playing interaction examples giving advice with the right intonation and language style regarding video ted talk "Simple way to break bad habits".

In the **Post-Activity**, after explaining the material and giving a video Ted talk "Simple way to break bad habits" research gave feedback during the activity process such as: Everyone in the class did a great job today. Most of you are active. We look forward to your participation in our next meeting. How do you feel during class? does anyone have anything to say?, The research also helps students to correct the incorrect pronunciation of sentences to students. After the research got each student's score in speaking English, the research gave motivation to the students and closed the meeting.

3.2 Meeting 2

- a. **Pre-Activity**, The second meeting was conducted on Friday, July 22th , 2022. In the first research and students greet each other. After that, the research check again how many students are present in the class (attending), before research started to next activity, the research shared a Ted talk video subtitle entitled "30 day's challenge" with the material: Recount text. **In whilst-Activity**, after the research explained the material through power points, the research played a video of Ted talk and asked students to write down words in the videos that students thought were difficult to pronounce in groups, after which research gave students the correct pronunciation according to words that students thought were difficult to pronounce together. After that, the research asked students to study the material and videos for 10 minutes and the group would answer the research questions. **In the Post-Activity**, test orally as an evaluation of the end of the learning in an individual assessment, students do answering questions in an orderly manner orally, while the research assesses the student's vocabulary and pronouncacy ability. The research provides a justification and complementary explanation regarding the use of each punctuation mark, the student rewrites the text using the correct punctuation mark, then the research asks about the difficulties experienced by students in the learning process. After the research got each student's score in speaking English, the research gave motivation to the students and closed the meeting.

3.2.1 Post- test

This post-test given on Monday, August 1st, 2022. The reason why the post-test was specified to subject is to know well the proportions if this study is an success to increasing the subject for speaking ability, which was be compared with the pre-test scores and the post-test scores. Post-test is given before the meeting ends, the Ted talk videos used is "How

books can open your mind" with material: Report text. The end result of this analysis proves that student learning outcomes can improve due to increased teacher while teaching and student hustle through the teaching and studying process. Completion students within cycle I up KKM come to (22%) and students who have not completed under KKM come to (78%). Based on these data, learning with Ted talk video could improved the outcome have gain the predetermined fruitfulness indicator of 50%. Students are more active, students are also more interested in learning using Ted talk videos. The results of the study revealed that use of Ted talk video succes improving english speaking grade 11 Mipa 3 SMAN 5 Samarinda can improve student learning outcomes in speaking English. In line with previous research, this study has differences and advantage are students are guided not only in groups but students are guided indivually. This research also has advantages on student learning observation sheets that increase from the good category to excellent, students look enthusiastic learning english speaking skill everyday, and enjoy well understanding every learning by using Ted talk video.

This study tried to describe the uses of ted talk video to improve students' speaking skill to eleven grade students' at sman 5 samarinda. As stated by Sohrabi and Iraj on (2016) Watching a TED video lecture gives you an overview of the structure of the content and helps you understand it better. It also helps deep learning and makes learning interesting as a new learning model. By using Ted talk videos, speaking, discuss strategy, the students can increase their achievement in speaking english. English can boost student passion to be active in the classroom as Ted Video Speaking, Speaking and Discussing Strategies help students to be active while learning English. Researchers hope that students will be able to develop and improve their speaking skills and confidence.

4. CONCLUSION

According to the analysis and results of the research above, the author obtained conclusions that can be drawn from research on the extent of the effect of using Ted talk videos on students' speaking skills in 2022 in students of SMAN 5 Samarinda are Ted talk videos could increase students' speaking skill at SMAN 5 Samarinda, Students' score at speaking skill before using Ted talk video method was poor, mean score within pre-test (55). Student's got point up 75 on post-test and the mean is (81), There is improvement of

students' speaking skill by using Ted talk videos method for teaching english at class. Students power at speaking skill from cycle I to cycle II. Cycle I post-test mean scores were validated (81 or 75 %) was increasing than before its mean score within pre-test (55 or 22 %), it means that there was an improvement students' speaking skill using Ted talk video technique these also supported the speaking students' skill by scientific learning method. It shows a continuous improvement in scores based on the data pre-test to post-test. Therefore implementation within Ted talk videos can improved the students' speaking skill, The observation exercises performed by the authors during the action showed that students were motivated and interested in participating and actively participating in English speaking activities. The teacher's response to the introduction of the Ted Talk video technique has been positive and it will serve as an alternative technique for speaking classes. Therefore, the Ted Talk video technique has the potential to improve students' speaking ability.

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