

## THE INFLUENCE OF USING TED-TALK MEDIA ON STUDENTS' SPEAKING SKILL

Misriyana Middeleyin<sup>1</sup>, Rampeng<sup>2</sup>, Andi Hamzah Fansury<sup>3</sup>

<sup>123</sup>English Language Education Department, Bosowa University, Indonesia

### ABSTRACT

This research is aim to find out whether there is a significant influence of using Technology, Entertainment, and Design) TED-Talk media on students' speaking skill. This research uses the pre-experimental research method. The population of this research is students of the second-grade of IPA 3 of SMAN 1 Mamuju in academic year 2021/2022. The number of the sample are 20 students. The researcher collected the data by giving pre-test, treatment, post-test, and questionnaire. The data of this research is analyzed by SPSS 24 version. The researcher concludes that there was significant influence of using TED-Talk media on students' speaking skill. It supported by the results of mean score in pre-test and post-test. The mean score in pre-test was 42.60, while in post-test was 79.00. The results of this study shows that the significance value is 0.000, which is smaller than 0.05. It shows that the the alternative hypothesis is accepted and the null hypothesis is rejected. This means that there are significant influence of using TED-Talk on students' speaking skill.

**Key Words** : The Influence, TED-Talk, Speaking Skill

### INTRODUCTION

Language is a basic human need. It could not be separated and will always take part in our lives. These modern days, English has become a global language to link people around the world. According to Srinivas (2019:7), the English language is spoken in the whole world and has attained the status of a global language. English is the language broadly used in scientific research, education, business, the internet, software, engineering, information and technology, entertainment, etc. So, English is used in various fields of human life. Therefore, as human beings, we are forced to speak English.

The main goal of people learning a language as well as English is to communicate. Since English serves the aims of communication, most foreign language learners try to understand it. In this process, they must gain all four basic skills of language, e.g. speaking, listening, writing, and reading. Listening and reading are passive skills while speaking and writing skills are active skills. Based on the function of the language as a tool of communication, we could say that speaking as an active skill is essential to comply with the role of the language as a tool of communication. But this fact is totally different from what happened in Indonesia. Students only reach the passive skills in the class from the teacher, meanwhile, the active skill they reach is only writing. So, the students in Indonesia can understand English, but they cannot speak it as a language.

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According to Sabina (2018:54), Speaking is one of the most difficult language skills that learners deal with. Speaking becomes the most prominent skill of the four skills generally. Indeed, one of the frustrations often voiced by students is that they have spent years learning English, but they still cannot speak it. It means speaking English is not as easy as people describe. It needs some process and also interesting media to use. We cannot deny that media will not be separated from teaching. According to Luh (2017:2), the media of learning is an important device in teaching and learning. In addition, media of learning are anything that can stimulate a student's thoughts, emotions, attention, abilities, or skills to enhance the learning process. The media of instruction in English plays an important role in curriculum design and classroom planning. The teacher should provide material and lesson plans in exciting and interesting media.

Active (speaking) skills need to be actually taught in order for students to be able to use English as a language and to use it correctly based on function. A variety of effective mediums and techniques can be used to stimulate students' interest in teaching speaking. One media that can be used is Technology, Entertainment and Design (TED)-Talks used in teaching foreign languages.

TED is the abbreviation of Technology, Entertainment and Design. According to Sailun et al (2018:65), Technology, Entertainment and Design (TED) is a series of informative, educative, inspirational, and sometimes surprising that are present "Ideas Worth Spreading". There is an emphasis on informing also opening people's eyes to new ideas, which making them perfect to apply in the classroom. Technology, Entertainment and Design (TED)-Talks are limited to 5 to 20 minutes but according to the topic. According to Yuksel (2018:96), 21st inspiring and various contents, entertaining and emotional formats, and elements of attracting passionate and passionate people as speakers, the Technology, Entertainment, and Design (TED)-Talks has become a non-profit "Hollywood of Education", and can offer opportunities for informal learning. Technology, Entertainment and Design (TED)-Talk not only entertains people but more encourages students to become more confident and be an independent thinkers.

As maintained on the researcher's experience in the third semester, there were public speaking courses. One day the lecturer told the students to watch some videos of Technology, Entertainment and Design (TED)-Talk on YouTube and pay attention to them. And when the class schedule came, they were told to talk like speakers of Technology, Entertainment and Design (TED)-Talk through public speaking. It was such a great experience so that the researcher choose the Technology, Entertainment and Design (TED)-Talk as the media of her research proposal. Significant Technology, Entertainment and Design (TED)-Talk presentations attract millions of online viewers and feature some of the world's most famous academics, intellectuals, politicians, business people, and entertainers. Talk like Technology, Entertainment and Design (TED) explores effective, well-known and influential public speaking.

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As an EFL learner, the researcher has seen that many students in school or college did not feel confident when speaking in front of many people during presentations. They were anxious and afraid of making eye contact with the audience. When feeling anxious, they may have a fast heartbeat, shake their voice, and sweaty hands, then make them lose the concept they have made, and of course, it affects students' ability to speak.

Attendant to these problems, the researcher would like to conduct quantitative research by doing experimental research to see the influence of using Technology, Entertainment, and Design (TED)-Talk media on students' speaking skills.

## METHOD OF THE RESEARCH

In this research, the researcher conducted experimental research. Experimental research is a quantitative approach designed to determine the effects of presumed causes. The researcher provided a pre-test to the students, then provided treatment to the students, and after treatment is given, the researcher provided a post-test to the students to know if there was any significant influence of using TED-Talk media on students' speaking skills. This researcher conducted the research at SMAN 1 Mamuju in the 2021/2022 academic year. The population of this research was the students of the second-grade IPA 3 and the sample was 20 of 30 students of the f second-grade of IPA 3 of SMAN 1 Mamuju. This research was held from June to July. After collecting the data, the researcher computes the data by using SPSS version 24. This shows the comparison between the pre-test and post-test points of the students. The researcher analyzed it using quantitative method. The researcher assesses students' speaking skill by using the criteria of speaking score.

## FINDINGS AND DISCUSSIONS

This research contains the result of the research. The researcher analyze the data thaieved from the pre-test and post-test score of the students and also from the questionnaire that consists of 15 questions. The researcher provided a speaking test to students before and after treatment and then provided the questionnaire after did post-test the students. The researcher conducted a pre-test and post-test to know students' skill, also to get studets' speaking scores, and conducted a questionnaire to find out students' opinion about the (Technology, Entertainment, and Design) TED-Talk media on their speaking skill.

Table 1. The Students' Speaking Score in Pre-Test

No	Students' Initial	P	G	V	F	C	Score	Classification
1	BLP	3	3	3	2	4	60	Average
2	IMP	2	2	1	2	2	36	Poor
3	LD	3	2	1	2	3	44	Fair
4	FN	2	2	1	1	3	36	Poor
5	ASM	4	4	3	3	4	60	Average
6	TA	2	1	1	2	2	32	Poor
7	J	3	2	1	2	2	40	Fair
8	DNA	3	2	1	2	3	44	Fair
9	ANS	3	2	1	3	3	48	Fair
10	AAS	4	3	1	2	3	56	Fair
11	APP	2	2	1	1	2	32	Poor
12	MFA	4	3	3	3	4	68	Average
13	CAM	3	2	1	2	3	44	Fair
14	IN	2	2	1	1	2	32	Poor
15	HDR	4	3	1	1	4	52	Fair
16	JRS	3	2	1	2	3	44	Fair
17	EA	2	1	1	1	2	28	Poor
18	IZS	2	1	1	1	2	28	Poor
19	I	3	2	1	1	2	36	Poor
20	NQA	3	1	1	1	3	32	Poor

Notes :

P = Pronunciation

G = Grammar

V = Vocabulary

F = Fluency

C = Comprehend

Table 1 shows that there was no students who got score more than 68. There were 3 students who got score 60-74, 7 students who got score 40-59, and 10 students who got score 10-39. The highest score in pre-test is 68 and the lowest score is 28. Thus, to know students' classification it can be seen in table 2 below :

**Table 2. The Percentage of Students' Pre-Test Score**

Classification	Score	Frequency	Percentage
Excellent	86-100	-	-
Good	75-85	-	-
Average	60-74	3	15%
Fair	40-59	7	35%
Poor	10-39	10	50%
Total		20	100%

Table 2 presents that there was no students who were classified as excellent and good, 3 students (15%) who were classified as average, 7 students (35%) who were classified as fair, and 10 students (50%) who were classified as poor.

As maintained on the pre-test, the researcher find out that there were many students who were hesitate to speak for many reasons, such as lack of confident, too shy to speak, lack of vocabulary, got nerveous when stand up in front of the class, and afraid if there any mistakes because no preparation to speaking. After did the pre-test and provided treatments, the researcher did the post-test. The results of students' speaking scores on the post-test can be seen in the following table :

**Table 3. The Students' Speaking Score In Post-Test**

No.	Students' Initial	P	G	V	F	C	Score	Classification
1	BLP	4	4	5	4	5	88	Excellent
2	IMP	3	5	4	4	5	84	Good
3	LD	4	4	5	4	5	88	Excellent
4	FN	3	4	5	4	4	80	Good
5	ASM	4	4	5	4	5	88	Excellent
6	TA	3	3	4	3	4	68	Average
7	J	4	4	4	4	4	80	Good
8	DNA	3	3	4	3	5	72	Average

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9	ANS	4	5	5	5	5	96	Excellent
10	AAS	4	4	4	4	4	80	Good
11	APP	3	4	4	3	5	76	Good
12	MFA	4	4	5	5	5	92	Excellent
13	CAM	4	3	4	3	4	72	Average
14	IN	3	3	3	3	4	64	Average
15	HDR	4	4	4	4	5	84	Good
16	JRS	4	4	3	5	5	84	Good
17	EA	3	3	4	3	5	72	Average
18	IZS	3	4	4	3	4	72	Average
19	I	3	4	3	3	4	68	Average
20	NQA	3	3	4	4	4	72	Average

## Notes

P = Pronunciation

G = Grammar

V = Vocabulary

F = Fluency

C = Comprehend

Table 3 shows that there were 5 students who got score 86-100, there were 7 students who got score 75-85, there are 8 students who got score 60-74. The highest score in the post-test is 96 and the lowest score is 64. Thus, to know students' classification it can be seen in table 4 below:

**Table 4. The Percentage of Students' Post-Test Score**

Classification	Score	Frequency	Percentage
Excellent	86-100	5	25%
Good	75-85	7	35%
Average	60-74	8	40%
Fair	40-59	-	-
Poor	10-39	-	-
<b>Total</b>		20	100%

Table 4 presents that out of 20 students, there were 5 students (25%) who are classified as excellent, 7 students (35%) who were classified as good, and 8 students (40%) who were classified as average, and there was no students who

are classified as fair and poor. After the researcher provided the treatment, the students' speaking skill improved.

The improvement is based on students' performance in the post-test. In post-test students such more confident to do speaking, and their vocabularies, fluency, and comprehend got better, although they sometimes did mistakes in grammar but it is fine. After calculating the result of the students' pre-test and post-test, the mean score and standard deviation were presented in the table below:

**Table 5. Descriptive Statistics**

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test	20	28	68	852	42,60	11,628
Post-test	20	64	96	1580	79,00	8,885
Valid N (listwise)	20					

According to pre-test and post-test in this page, it shows that there is a significant influence of using TED-Talk media on students' speaking skill in pre-test and post-test through the treatment of students by speaking in topic "Tell About Yourself". In the pre-test, the mean score was 42,60 and the standard of deviation was 11,628. While, in the post-test, the mean score was 79,00 and the standard of deviation was 8,885. Futhermore, this result shows that the average value of the post-test was higher that value of the pre-test.

In this research, the researcher conducting the students' score in pre-test and post-test in experimental class and uses t-test to find out the hypothesis. T-test is a test which aim to quantify whether there is a significant difference between the results of the mean score of the students on the pre-test and post-test. The researcher uses SPSS version 24 to analyze the t-test inferential or the significance test.

In this research, the H0 states that there is no significant influence of Technology, Entertainment, and Design (TED)-Talk on students' speaking skill. Meanwhile, the H1 states that there is significant influence of Technology, Entertainment, and Design (TED)-Talk media on students' speaking skill. If the significance valuee is 2 or sig. (2-tailed) is lower than 0.05, H1 accepted and H0 rejected.

**Table 6. Paired Samples Test**

Paired Samples Test		
T	df	Sig. (2-tailed)
-20,111	19	,000

Table above shows that Sig. (2-tailed) was 0.000. Based on the result above which provided that the Sig. (2-tailed) table was lower than the level of significance. It means that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Based on the result of the data of pre-test and post-test in paired samples test there was a significant influence of using TED-Talk media on students' speaking skill.

In this section also present about the result of questionnaire that given after post-test. There are 15 questions which asked about students' opinion about the influence of using TED-Talk media on students' speaking skill. The researcher collected the data by using a brief rating scales questionnaire (Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD)) to ask about students' opinion after know about TED-Talk media on students' speaking skill. The answer of all the questionnaire items from 20 respondents (samples) are the data of this research. In analyzing the data, the researcher calculates the percentage of each response to each questionnaire by using percentage computation.

**Table 7. The Responses of Questionnaire (%)**

No.	Statements	SA	A	N	D	SD	Total
1	It is good for the teacher to provide TED Talk videos in class	15%	70%	15%	0%	0%	100%
2	The use of TED talk videos supports the teaching and learning process	10%	55%	35%	0%	0%	100%
3	I feel motivated when watching TED Talk video	35%	45%	20%	0%	0%	100%
4	Through TED Talk video, I can learn about delivering ideas	20%	75%	5%	0%	0%	100%
5	I enjoy TED Talks video	30%	50%	20%	0%	0%	100%
6	TED Talk video is interesting	50%	35%	15%	0%	0%	100%
7	Through TED Talk video, I can improve my speaking skill	20%	70%	10%	0%	0%	100%
8	Through TED Talk video, I can improve	10%	60%	30%	0%	0%	100%

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	my facial expression						
9	Through TED Talk video, I can learn about movement and gesture	20%	45%	35%	0%	0%	100%
10	Through TED Talk video, I can improve my eye contact	5%	60%	35%	0%	0%	100%
11	Through TED Talk video, I can improve my pronunciation	20%	80%	0%	0%	0%	100%
12	Through TED Talk video, I know about the varieties of accents	30%	50%	20%	0%	0%	100%
13	Through TED Talk video, I can improve my pronunciation fluency	25%	45%	30%	0%	0%	100%
14	Through TED Talk video, the students can learn about how to start good speaking to get audience's attention	30%	65%	5%	0%	0%	100%
15	Through TED Talk video, I can learn about entertaining the audience in public speaking	55%	20%	25%	0%	0%	100%

## DISCUSSIONS

The description of the data gathered through the test and questionnaire described in the previous section presents that there is the significant influence of using TED-Talk media on students' speaking skills. It is supported by the researcher's experience when doing pre-test and post-test, also supported by the students' responses to the questionnaire.

According to the result of the pre-test and post-test, in the pre-test the mean score in pre-test was 42.60, there were no students who were classified as excellent and good, there were 3 students (15%) who were classified as average, there were 7 students (35%) who were classified as fair, and there were 10 students (50%) who were classified as poor. Meanwhile, the mean score for the

post-test was 79.00, there were 5 students (25%) who were classified as excellent, there were 7 students (35%) who were classified as good, and there were 8 students (40%) who were classified as average, and there were no students who were classified as fair and poor. As recorded on the average value of the pre-test and post-test, it is known that the average value of the pre-test is 42.60 which is classified in fair category, while the post-test average value is 79.00 which is classified in good category.

In the first meeting in this research, the researcher conducted pre-test, the researcher provided speaking test to the students to find out students' ability in speaking by do speech in front of the class. After provided pre-test, the researcher did treatment. In the first meetin, the researcher introduced what is TED-Talk and the history of TED-Talk to the students. In the second and third meeting, the researcher played a TED-Talk videos "*How to Introduce Yourself?*" by Brooke Blurton, and "*How to Introduce Yourself?*" by Kevin Bahler. In the second and third meeting, the researcher asked the students to pay attention and see how the speakers talk, deliver ideas, the intonation, gesture and movement of the speakers. In the last meeting, the researcher did the post-test. In the post-test, the researcher provided the same test when the writer did the pre-test. In the last meeting, the researcher also provided the questionnaire to the students' which consists of 15 questions to find out the opinion of students about TED-Talk media on their speaking skill.

Student results on the post-test higher than the pre-test, which means there are differences in student scores. According to the results, before treatment given most of the students' are clasified in poor cateory. But in the post-test, results shows that by using TED-Talk media there are improvements on students' speaking skill. Attendant to the explanation above and also the results of the post-test in the pre-experimental research by the researcher, it can be concluded that there are significant influence of using TED-Talk on students' speaking skill. Based on the frequency and percentage of questionnaire, the students provided positive responses toward teaching by using TED Talks media. It is showed by the students' answer to each the number of questionnaires.

The responses of questionnaire shows that in the 1st statement which states that, "It is good if the teacher provides TED Talk videos in the class", there were 15% students strongly agrede, 70% agreed, and 15% students neutral. The 2nd statement shows that there were 10% students who were strongly agreed, 55% agreed, 35% students neutral about, "The use of TED Talk video supports the teaching and learning process". Statement about, "I feel motivated when watching TED Talk video", there were 35% students strongly agreed, 45% agreed, 20% students neutral.

The 4th statement states that, "Through TED Talk video, I can learn about delivering ideas", there were 20% students strongly agreed, 75% agreed, and 5% students neutral. Statement about, "I enjoy TED Talks video", the result shows that there were 30% students strongly agreed, 50% agreed, and 20% students

neutral. In the 6th statement states that, "TED Talk video is interesting", there were 50% students strongly agreed, 35% agreed, and 15% students neutral.

The 7th statement shows that there were 20% students strongly agreed, 70% agreed, and 10% students neutral about, "Through TED Talk video, I can improve my speaking skill". In the 8th statement states that, "Through TED Talk video, I can improve my facial expression", there were 10% students strongly agreed, 60% agreed, and 30% students neutral. Statement about, "Through TED Talk video, I can learn about movement and gesture", the result shows that there were 20% students strongly agree, 45% agree, and 35% students neutral.

The 10th statement shows that there were 5% students strongly agreed, 60% agreed, and 35% students neutral about, "Through TED Talk video, I can improve my eye contact". In the 11th statement which state that, "Through TED Talk video, I can improve my pronunciation", the result shows that there were 20% students strongly agreed, 80% agreed, and 0% student neutral. Statement about, "Through TED Talk video, I know about the varieties of accents", shows that there were 30% students strongly agreed, 50% agreed, and 20% students neutral.

The 13th statement shows that there were 25% students strongly agreed, 45% agreed, and 30% students neutral about, "Through TED Talk video, I can improve my pronunciation fluency". In the 14th statement there were 30% students strongly agreed, 65% agreed, and 5% students neutral about, "Through TED Talk video, the students can learn about how to start good speaking to get audience's attention". Statement about, "Through TED Talk video, I can learn about entertaining the audience in public speaking", the result shows that there were 55% students strongly agree, 20% agree, and 25% students neutral.

## CONCLUSION

This research was conducted in SMAN 1 Mamuju, West Sulawesi. The sample of this research were 20 students of the second grade IPA 3 of SMAN 1 Mamuju. The researcher was conducted experimental research in this research. Based on the previous chapter which consists of about findings and discussion of the research, the researcher concludes that there is significant influence of using TED-Talk media on students' speaking skill at second grade of IPA 3 of SMAN 1 Mamuju in academic year of 2021/2022. This is supported by the results between the pre-test and post-test. The score of post-test was higher than the pre-test. Students' results on the post-test higher than the pre-test, which means there are differences in student scores. As recorded on the the average value of the pre-test and post-test, it is known that the average value of the pre-test is 42.60 which is clasified in fair category, while the post-test average value is 79.00 which is clasified in good category. Based on the result above, after the treatment given there was progress of students' ability in speaking. The mean score in pre-test was 42.60, while in post-test was 79.00. The results of this study shows that the significance value is 0.000, which is smaller than 0.05. It shows that the the alternative hypothesis is accepted and the null hypothesis is rejected. Furthermore, this also supported by the result of questionnaire. There were 15

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statements in the questionnaire and all of the students chose strongly agree (SA), agree (A), and neutral. Meanwhile, no one chose disagree (D), or strongly disagree (SD). The percentage of questionnaire shows that the students provided a very positive responses.

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