

THE EFFECTS OF TED TALK VIDEOS ON EFL SPEAKING PERFORMANCE

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Abstract: This study aims to describe the effect of TED Talk videos on speaking performance and to reveal the students' perceptions toward the use of TED Talk in EFL speaking class. This study employed a quasi-experimental design with seventy-two secondary school students in Indonesia. The data were collected through tests and closed-ended questionnaires. The result of this research showed that after the treatment, there was a different speaking performance between students taught using TED Talk video and those without using TED Talk video. It was found that the mean of post-test in the experimental group was 75.17; meanwhile, the mean of post-test in the control group was 72.94. The result of the t-test analysis showed that the Sig. (2-tailed) value was lower than 0.05 ($0.032 < 0.05$). The questionnaire results revealed that students had good perceptions toward the use of TED Talk videos in learning speaking. It can be concluded that there was a significant effect of TED talk videos on EFL students' speaking performance.

Keywords: *TED Talk videos, speaking performance, students' perceptions*

INTRODUCTION

Speaking is one of the important parts of English skills that students should master besides reading, writing, and listening (Srinivas Rao, 2019). Speaking is the basic skill that students should have to communicate and socialize with others (Rokhayati, 2018). Concerning speaking skill, the use of technology in language learning has been viewed as a means of assisting students to develop communication skills. Having good speaking skill not only facilitate students to deliver new thought, ideas, and information well but also make the students feel confident and proud. Mastering vocabulary, organizing ideas, and having good pronunciation are the most important keys to have good speaking. Students need to choose the right vocabulary and generate the correct pronunciation when speaking.

Speaking remains the most difficult skill to master (Bouzar, 2019). The students often feel confused with the topic because they lack vocabulary, have no clue about grammar, do not have good pronunciation, and hesitation in speaking. Even though speaking is difficult, senior high school students must be able to speak English. Based on the rules from the government, students should master English daily communication. In fact, the students rarely practice speaking English, so they do not master speaking English well. Some students are passive in speaking activities when they are asked to talk, give an opinion, or respond, they seem not to have any interest and be afraid of (Anam & Nurman, 2020).

According to Zia and Norrihan (2015) cited in Toubot et al. (2018), students' anxiety levels rise when classroom activities are less engaging, there is a lack of cooperation, the teacher's teaching style is inappropriate, the classroom environment is demanding, time

constraints exist, and the teaching content is inappropriate. The teacher should be able to guide their students to love English, especially speaking. They can utilize digital technology or proper method which can help them to develop their quality of speaking. Teachers should use proper teaching methods to support the process of teaching-learning in order to obtain a good result (Bawawa et al., 2021).

Besides the methods, media innovations have become easily accessible. Video is one of the advanced innovations for educating and learning. Videos are available on various topics for every learner in all the domains of instruction (Smaldino et al., 2008). There are many types of videos available in the learning process. One of the videos is TED Talk hosted on YouTube. TED Talk is a channel YouTube platform. TED (Technology, Entertainment, and Design) Talk is an inspirational video that shares experience, and give motivation to the audience since 1984. According to Vasilevich (2016) as cited in Farid (2019) TED Talk is authentic as the speaker shares their personal stories, ideas, experiences with the audience so that TED Talk is an appropriate medium that can be used in speaking class. The researcher feels that TED Talk video can help the students enhance their speaking skills with good pronunciation, movement and gesture, and eye contact, and so on.

Although numerous literature have been conducted on TED talk videos in language classes, only a few studies investigated the effect of TED talk videos on speaking performance in EFL secondary school settings. This study attempts to answer the following research questions:

1. Is there any significant difference in speaking performance between groups of students practiced speaking through TED Talk videos and groups of students learned speaking via Presentation, Practice, and Production (PPP) teaching?
2. What are the students' perceptions toward TED talk video practices in EFL speaking class?

RESEARCH METHODOLOGY

Participants

An experimental study with seventy-two secondary school students was employed. This study was conducted in a public secondary school in Central Java Province, Indonesia. Tenth-grade students took part as research participants. The researcher took two classes for the sample. One class would be treated as an experimental class and one another as a control class. For the experimental group, there were thirty-six students practicing speaking through TED talk videos; meanwhile, the control group which had the same number of students as the experimental class was taught via traditional teaching.

Instruments

Speaking performance test and students' perception questionnaires were employed as research instruments. Speaking performance tests were used to reveal students' speaking proficiency before and after getting interventions of TED Talk videos. Students' performance was scored based on Brown's (2004) five-criteria scoring: grammar, vocabulary, comprehension, fluency, and pronunciation. Meanwhile, students' perception questionnaire was adapted from Nugraheni (2017). This research used Likert scales to measure students' perceptions in using TED Talk videos. The degree of agreements were *strongly disagree* (1), *disagree* (2), *neutral*

(3), *agree* (4), and, *strongly agree* (5). The questionnaires consisted of fifteen items which related to benefit and attitude in using TED Talk videos. Learners' perceptions were measured by using a five-point Likert scale by (Pimentel, 2019) as follows:

Likert Scale	Interval	Difference	Description
1	1.00-1.79	0.79	Low
2	1.80-2.59	0.79	Fairly sufficient
3	2.60-3.39	0.79	Sufficient
4	3.40-4.19	0.79	Good
5	4.20-5.00	0.80	Excellent

Procedures

The data were collected in five meetings. In the first meeting, both control and experimental class were doing speaking pre-test. The students were asked to come forward one by one to the in front of the class and talked about an unforgettable person in their life for about two minutes. After that, experimental class was having treatment using TED Talk videos. Meanwhile, the control class were taught by using textbook. The treatment was three times. For post-test, both classes were asked to talk about their idol in front of the class one by one for about two minutes. After the post-test, the students of the experimental class would be given a questionnaire by the researcher. The students were asked to choose the degree of agreement according to the statements given by the researcher. The data of questionnaire were taken by giving a sheet of paper directly to the students.

Data Analysis

This study employed multiple data sources with pre-test, post-test, and closed-ended questionnaires. The test results were to know the effect of using TED Talk videos through a statistical test analysis by employing an SPSS program. Meanwhile, the students' responses toward closed-ended questionnaires were analysed to find out averages of each perceptions' indicator.

RESULT AND DISCUSSION

Result

All the data obtained from speaking tests and closed-ended questionnaires were analysed by statistical tests assisted by the SPSS 26 program. The test results can be seen in the following tables.

Table 1. Post-test results between experimental and control classes

		Statistics	
		Control	Experimental
N	Valid	36	36
	Missing	0	0
Mean		72.94	75.17
Std. Error of Mean		.596	.823
Median		73.00	74.00
Mode		72	73
Std. Deviation		3.577	4.937
Variance		12.797	24.371
Range		18	19
Minimum		65	68
Maximum		83	87
Sum		2626	2706

The table 1 showed that the mean of control class was 72.94, the median was 73.00, the mode was 72, the SD was 3.577, the variance was 12.797, the range was 18, the highest score was 83, meanwhile the lowest score was 65. The total score was 2626.

On the other hand, the mean of experimental class was 75.17, the median was 74.00, the mode was 73, the SD was 4.937, the variance was 24.371, the range was 19, the highest score was 87; meanwhile, the lowest score was 68. The total score was 2706.

Table 2. Questionnaire results of students' perspectives in using TED Talk videos

Perceptions	Statement Items	Mean
Attitude	1. When I watch TED Talk videos, I am inspired.	3.67
	2. I can learn about delivering ideas by watching TED Talk videos.	3.67
	3. I love watching TED Talk videos.	3.39
	4. TED Talk video is interesting.	3.72
	5. Through TED Talk videos, I'm interested in learning more about movement and gestures.	3.64
	6. After seeing TED Talk videos, I'm more familiar with the various accents.	3.53
	7. It is great that the teacher shows TED Talk videos in class.	4.06
	8. I can improve my confidence.	3.58
	9. The usage of TED Talk videos can help me learn more effectively.	3.86
	10. I can also improve my listening by watching TED Talk videos.	4.14
	11. After watching the TED talk videos, I can improve my face expression.	3.53
Benefit	12. I can increase my eye contact by watching TED Talk videos.	3.64
	13. I can enhance my pronunciation by watching TED Talk videos.	3.83
	14. I can enhance my fluency.	3.69
	15. I can learn how to deliver a speech with good structure.	3.67

Table 2 revealed that most of the students agreed and interested in watching TED Talk videos in speaking class. Also, students felt that the using of TED Talk video gave positive

impact in learning. Increasing listening skill was seen as the main benefit for the students, while showing TED Talk videos in class was seen as the main attitude.

Discussion

The results of statistical analysis revealed that students of experimental class approach had better speaking scores than students in control class. The first finding was shown by the descriptive test results where the mean score of experimental class was higher than the control class ($75.17 > 72.94$). Also, the independent samples test showed that t -value is -2.187 with the Sig. (2-tailed) 0.032 . The researcher used the significance level 0.05 . The computation shows that the Sig. (2-tailed) value was lower than significance level ($0.032 < 0.05$). Based on that, it meant that there was a significant effect of using TED Talk videos in teaching students' speaking skill. This finding is supported by previous literature (Farid, 2019; Nugraheni, 2017; Zahriani, 2018) which argued that the use of TED Talk is very useful to improve students' public speaking skill. TED Talk videos also has a positive influence on students' learning experience (García-Pinar, 2019; Guato, 2021).

Based on the result of questionnaire, in attitude indicators, the highest mean was 4.06 , students agreed in using TED Talk video in learning process. Then, for the mean 3.67 , the students were inspired and could learn to deliver ideas by watching TED Talk videos (Grodahl, 2015; Nugraheni, 2017). For the benefit indicators, the students felt that TED Talk videos helped in enhancing listening skill, it can be seen from the mean reached 4.14 . Also, in the mean 3.86 and 3.83 , the students agreed that TED Talk helped to enhance their pronunciation and make learning process being more effective (Kozínska, 2021; Liu, 2021).

The results revealed that the students' have a good perception about the use of TED Talk videos in teaching speaking. Most of students enjoy and interested in the using of TED Talk videos in learning activities. The use of TED Talk videos improved students' speaking skill because basically this video is used to learn about speaking skill. In line with prior studies (Nursafira, 2020; Tusino & Prasepdika, 2022) most of students agree that TED Talk videos could improve students' speaking skill such as gesture, pronunciation, eye-contact, facial expression, accent, and fluency.

Furthermore, the challenges of using TED Talk videos in teaching speaking were lack of confidence in studying speaking and various students' habits in learning. Some students argued that they lack of confident because they had limited English vocabularies and lack motivation, therefore they should pay more intention to understand what videos about. This finding was in line with some prior studies (Akkakoson, 2016; Keramida, 2009). These obstacles need to be overcome by the teachers so that the students can study with full of motivation and comfortableness.

CONCLUSION

The findings of this study highlight that the use of TED Talk videos is effective in teaching students' speaking skill. The students also have a good perception toward the use of TED Talks. Students feel enjoyable and interested in studying speaking English through TED Talk videos. The results of this research suggest teachers should be able to develop their strategy in using TED Talk media to make students more interested and motivated in studying speaking. The

students should have strong intention in studying English by using TED Talk videos, pay attention to teachers' explanation, and being active in the process of learning. Further studies need to apply other media in larger samples to get more comprehensive findings.

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