

# THE EFFECT OF TED TALKS VIDEO TOWARDS STUDENTS' SPEAKING ABILITY AT ENGLISH STUDY PROGRAM OF FKIP UIR

(Pengaruh Video TED TALKS Terhadap Kemampuan Berbicara Mahasiswa Pendidikan Bahasa Inggris FKIP UIR)

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## ABSTRACT

In University level, speaking is one of important skill that used be mastered by the English Students, because it is necessary for them to improve their ability to communicate orally by presenting their ideas in real life. Hence, TED is a series of informative, educational, inspiring and sometimes jaw-dropping talks that present 'Ideas Worth Spreading'. There is an emphasis on informing, educating and opening people's eyes to new ideas, making them perfect for the classroom. Therefore, the students will have the opportunity to develop their spoken language competence. In relation to this, the researcher was interested in conducting a study which was focused on the effect of TED Talks Video toward students' speaking ability at the third semester of English Study Program FKIP UIR. The researchers used experimental research and also used speaking test for pre-test and post-test in both of experiment class and control class as a collecting data of research. Based on the result, it can be seen that the value of t-obs was higher than that of t-table ( $3,217 > 2.056$ ). In addition, the value of probability significance (2-tailed) column shows  $0.002 < 0.05$ . Based on the analysis, those two criteria of rejection are fulfilled. Therefore, it can be concluded that the null hypothesis was rejected and alternative hypothesis was accepted. Consequently, it could be seen that there was a significant mean difference between the experimental and the control groups. In summary, there was a significant effect of TED Talks video toward students' speaking ability at English Study Program FKIP UIR

*Keywords: Speaking Ability, Ted Talks, experiment research.*

## INTRODUCTION

Role of technology cannot be ignored in English classrooms. Technological advancement provides new opportunities for teachers to apply online resources to traditional classrooms. It makes both learning and teaching interesting and meaningful. If students and the teachers have adequate access to the internet, there is a vast number of audio-visual resources available online that can be used in a multiple ways in English classes. YouTube is regarded one of the most effective ways to achieve success in

English classes. It can be used in ESL classroom for developing various skills such as listening, speaking, pronunciation and vocabulary etc. YouTube is a website that shares different kind of videos i.e., video clips, TV clips, music videos, movie trailers, and other content such as video blogging, short original videos and educational videos. The site allows users to upload, view, rate, share and comment on videos.

TED is a series of informative, educational, inspiring and sometimes jaw-dropping talks that present 'Ideas

Worth Spreading'. There is an emphasis on informing, educating and opening people's eyes to new ideas, making them perfect for the classroom. In past few years, TED videos have got a momentum when it comes to speaking and presentation skills improvement. Some of the TED presentations have become widely popular and have received millions of views. Additionally, Most of our students lack confidence while speaking and we can motivate that factor by showing select presentations from the TED Talks video. They can be asked to imitate their favourite presenters at the initial level and go on speaking. So, the students will have the opportunity to develop their spoken language competence. There will be a great variety of resources, spontaneous feedback, exposure to real interaction, addresses to different needs, through which students will access using TED talks video to practice listening and speaking skills.

In relation to this, the researcher interested in conducting a study which focused on the effect of TED Talks Video toward students' speaking ability at English Study Program FKIP UIR.

The formulation of problem in this research as follow: Is there any significant effect of TED Talks video toward students' speaking ability at English Study Program FKIP UIR?

The purpose of the research is to find out is there any significant effect of TED Talks video toward students' speaking ability at English Study Program FKIP UIR. Then, Describing, analyzing and explaining the effectiveness of TED Talks video in raising students' speaking ability. Furthermore, it aims to increase teachers' awareness about the positive use of TED Talks video to motivate students and increase their oral performance.

The significance of this study can be viewed from both theoretical and practical aspects, as describe below:

1. Theoretically, it is expected that this research can be used as emphasis to determine a media to increase the students' speaking ability after learning TED Talks video.
2. Practically, this research is expected to give positive input to the English teacher in teaching speaking. Based on this research, the English teachers are able to choose various kind of video from TED Talks. In addition, this research can also give contribution to government regarding the technology that is obviously rarely conducted for teachers.

### **1.1. The Importance of Speaking Skill**

The primary aim of learning any language is communication. In this respect, speaking makes a major element in the performance of any verbal interaction since the production of words, phrases, and utterance would logically convey meanings, views, and intentions. In particular, speaking, in a foreign language, is deemed to be a central skill that EFL teachers and learners seek to develop.

In parallel, speaking in the English language is a vital skill that benefits the speaker in and outside the classroom because of being as a lingua-franca adopted in international affairs.

Furthermore, among the four language skills, speaking has long been cited as the most significant ability EFL learners are supposed to master. In support of this, Ur (1996) and Khamkhien (2010) put forward that speaking is the productive skill that comprises a notable role in learning the language; especially, because it, on the one hand, identifies the learners' mistakes while using the language, and,

on the other hand, includes all the other skills of knowing that language.

In short, speaking, one of the language skills is responsible for the speech production. In this sense, it has been over emphasized as a central ability that promotes the overall success of communication among interlocutors.

### **1.2. Advantages of Technology in Language Teaching**

The advantages for using technology in language teaching are numerous. The most important advantage is to strengthen affective factors, motivation, interest and attitude, to promote cognitive skills, discovery learning, problem solving, and provide authentic materials for study.

According to Maggioli (2007), technology allows students to vary the amount of time they spend, the help they request, and allows the path they take through a learning activity. As well, it enables the teacher to tailor instruction specifically to individual learners. He added other important advantages like to provide individualized interaction, help learners develop learning strategies that will benefit them beyond the language classroom, and provide authentic material in a quick, accessible way.

Madhavaiah et al. (2013) stated that there are five advantages; to cultivate students' interest in study, to promote students' communication capacity, to widen students' knowledge to gain an insightful understanding to western culture, to improve teaching effectiveness, and to improve interaction between teacher and student.

Bena and James (2001 as cited in Zaidiyeen, 2010) claim that there are three reasons for investing in technology. Firstly, to increase students' ability and interest in applying authentic settings, what district and states have identified as learning and tasks that

students should know and able to do. Secondly, to prepare students for success in a technology centered world of work. Finally, to prepare students to manage and use information so they can be productive lifelong learners and responsible citizens.

According to Egan (1999), technology gives learners a chance to engage in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given. According to Anderson et al. (2005) technology can provide our eyes with a static image or a dynamic video image. It can present us with an audio sound. And both can be combined in video recording and playback.

In brief, for the sake of improving the quality of the students' learning and therefore facilitating the pedagogical actions, teachers use technology to expose students to real English, increase communication among them, motivate them, and make them eager to learn. It also helps teachers to better prepare the lesson and increase the degree of learners' involvement.

### **1.3. Using Audio-Visual Aids**

Audio-visual aids are different types of tools that appeal to the sense of learning and vision and are used in classroom for presentation of abstract information. According to Webster's Encyclopaedia Unabridged Dictionary of the English Language, (as cited in Ashaver and Igyuve, 2013) defines audio-visual aids as 'training or educational materials directed at both the senses of hearing and the sense of sight, films, recording, photographs, etc used in classroom instructions, library collections or the likes'. (Eze, E.U. 2013) (as cited in Ashaver and Igyuve, 2013, also states that the human being learns

more easily and faster by audio-visual processes than by verbal explanations alone. His ability to arrive at abstract concept through perceptual experience is however a phenomenon not clearly explained and perhaps not explicable.

#### **1.4. The Use of TED Talks Video**

“TED is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks. TED began in 1984 as a conference where Technology, Entertainment and Design converged, and today covers almost all topics — from science to business to global issues — in more than 100 languages. In the fall of 2012, TED Talks celebrated its one billionth video view. As TED Talks continue to be watched around the world, with an average of 17 new page views a second.

According to Pell (2015) outline how students could use TED to improve their English at home and how teachers can use them in class.

##### *1. Prediction*

Using the search bar function on TED, choose an interesting video (possibly related to the industry your students are currently working in) and then tell your students that they are going to watch a video. Ask them what they think the speaker will be discussing and why they think this. Do they have any pre-formed opinions on the subject matter? After watching, get them to talk about whether or not the video met their expectations.

##### *2. Vocabulary Collection*

Give students a piece of paper with the numbers 1 - 10 written on it. While watching, any video you have chosen, ask them to write ten words they found most interesting/ *or* ten words they didn't understand/ *or* ten words which they think would summarize the

story. After watching, encourage students to share the words they've collected and to tell each other why these words were the ones they recorded.

##### *3. Debate*

While browsing TED, look for a video which the community has marked as persuasive. Show the video and ask your students what the main points discussed in the video were. Ask them to choose sides on these - to take an opposing view from others in the classroom and to debate it.

##### *4. Post-speech interview*

Ask students to pretend that they are journalists at a TED talk. Watch one of videos marked as informative and get them to write down questions while-watching *and* post-viewing. Get one student to pretend to be the TED speaker, and encourage him/her to sit in the center of the classroom (aim to pick a student who's most likely to know about the ESP subject matter) and then get the other students to read out and ask their questions.

##### *5a. Critique Presentation Style*

Give students a piece of paper and divide it to 2 parts: + / -  
Tell students to analyze a 3- 6 minute speech: to think about the presenter's style of delivery and ask them to write pluses and minuses, things like: *she spoke too quickly; she flaps her hands about; she loves her subject material; she used good slides.*

##### *5b. Compare body-language*

Choose two very short videos on similar subjects less than 4 minutes (or use the first few minutes of a longer video) and turn these on without using sound. Ask your students to pay attention to the speakers' body language and facial expressions while giving their talks and to compare these. How many times do

they move around the stage? How do they stand, where do they keep their hands? Who looks more convinced and thus convincing? After this discussion, play the videos again with sound, do they still think the same way? What role does body language play in the audience's reception of the content of a talk?

#### 6. *Wh-questions*

Write on the board/flipchart the wh-questions. Show the video you have (or one of your students') chosen and tell them they shouldn't write anything down while they're watching. After the video is finished, ask students to sit in groups and discuss what they watched, who was the presenter, why did she make this speech, how effective was it: encourage them to ask each other questions and share opinions.

#### 7. *Critical Thinking- Who's the target audience?*

Take one of the videos marked as most-emailed and watch it with your students. Show or tell them that out of the thousands of videos on the site, this was one of the most-shared with others via email and social networks. Ask them to think about what sort of people found this video so interesting they sent it on to family members/ friends/ co-workers/ members of their online communities. Was the speech designed to go viral? Will they send it on too? Why or why not? Get them to practice writing a "FB status update or a Tweet" summarizing the video in less than 140 characters!

#### 8. *Will this idea fly?*

Choose a video marked as ingenious, in a subject matter your students have expressed a clear interest in or is connected to their work. Watch the video with them and then ask them to

discuss in groups whether or not they think the idea has merit; if they have already heard of something similar or if they disagree with its potentiality.

#### 9. *In his/her shoes.*

Review the videos marked as courageous and try to choose a video outside the scope of your students' normal interests and responsibilities. Encourage a group discussion on whether or not, they could have done what was shown in the presentation; how they may have done things differently; who they know in their own lives/ read about who has done something like this?

#### 10. *Rank my TED video!*

Encourage students to find a TED video based on something they are personally interested in. It doesn't need to be about work, it can be a poem/song - it can be about glowing underwater fish! Whatever they like and while they watch -possibly as homework (using the interactive transcripts in their own language if they need to) they can take brief notes about the subject matter.

In the next lesson, get students to share with each other what they watched. Encourage them to "rank" each person's suggestion in order of interest and at the end of the session, as a group watch the one that sounded the most fascinating.

### 1.5. **Teaching English TED Talks**

As a teacher, we should prepare our students before watching TED Talks to help them get the most out of the speech. Here are some ways to teach English with TED talks:

1. **Ask preliminary questions:** Before watching, expose basic questions to your students about what they think the TED talk conference is about, based on the title, as well as presenting additional keywords

related to the subject they are about to explore.

**2. Discuss after the first viewing:**

After the first time through, see how close your students' predictions from the pre-viewing questions were to the actual ideas in the video. Identify if they heard any of the presented keywords.

According to Patel (2014) said that there are five more ways you can use TED talks for your speaking class:

1. Ask your students to deliver talks on same topic as they have seen on TED.
2. Ask them to work in groups and evaluate one or two TED talks and note down what they found good about it.
3. Ask them to compare two or three presenters and prepare a list of their presentation qualities.
4. Make them note down key points from select presentations. This will improve their listening skills and teach them to 'focus' important points in their speeches.
5. Give them tasks to prepare a list of resources for a talk they have seen. This will help them search and organize contents for their talks

## **2.METHOD OF THE RESEARCH**

Ary et al (2006) states "Experimental research design is to enable researcher to estimate the effect of an experimental treatment". Experimental research can be done in the laboratory, in the class and in the field. In this study, the experimental research is done in the class with taking students as population.

Population is all of subject in such research. According to Arikunto (1997), population is the entire of research subject. If the researcher is

going to conduct research of all elements in the research, the researcher is considered as population research. The study is also called population study. The population of this research was English students at the third semester of English Study Program FKIP UIR.

In the research, sample is taken from the population that has been decided. Arikunto (1997) states that sample is part of population that investigated. Sample research is the research that focuses on generalizing the result of sample research. The sampling technique used in this research is random sampling. The sample of this research is the students who study in Speaking for Formal Setting subject in academic year 2016/2017. There are 56 students who become the sample which divided into two classes. There were 28 students in Class 4A as experiment class and 28 students in Class 4B as control class.

### **2.1.Research Procedure:**

1. *Preparation.* Show the learners a picture of two people conversing in a familiar casual setting. (The setting will be determined by a prior needs assessment.) Ask them to brainstorm what the people might be discussing (i.e., what topics, vocabulary, typical phrases).
2. *Presentation.* Present several video clips of small talk in casual situations. Have learners complete a worksheet in which they describe or list the topics discussed, the context in which the speech is occurring, and any phrases that seem to typify small talk. Follow up with a discussion of the kinds of topics that are appropriate for small talk, the factors in the specific situations that affect topic selection (e.g., relationships of participants, physical setting), and typical phrases

used in small talk. Chart this information.

3. *Practice*. Give learners specific information about the participants and the setting of a scenario where small talk will take place. In pairs, have them list topics that might be discussed by the participants and simple phrases they might use. Learners then engage in improvised dialogues based on these simple phrases.
4. *Evaluation*. Give pairs a teacher-prepared dialogue based on their scenario from. Ask them to compare their improvised dialogues with the prepared dialogue, analyzing the similarities, differences, and reasons for both.
5. *Extension*. Have learners go individually or in small groups into various contexts in the community (work, school, church, bus stop) and record the conversations they hear. Ask them to report their findings back to the class, and then have the class discuss these findings.

## 2.2.Data Collection Techniques

In this research, the researcher collected the data which need to suport this reasearch by showing the TED talks videos to the students in the experimental and control group. It conducted pre-test and post-test. The test used to know the students' speaking ability.

Firstly, Pre-test administered to the students before treatments. The purpose is to know the earely

background ability of students in speaking. Secondly, the treatment done three meetings in experimental group. The last, Post-test administered after treatments in order to know the students speaking ability after having the treatment by using TED Talks video.

## 2.3.Data Analysis Techniques

In this research, the technique of collecting the data divided into two ways: pre-test and post-test. The data analyzed by using statistic that is a t-test and calculate by using SPSS 2.4 version.

After get T-test ( $t_0$ ) we find theDegree of Freedom (df or db). Based on the value of Degree of Freedom, we can find the value of t-table, with the significance 5%. This indicates that the alternative hypothesis was acceptedand null hypothesis was rejected.

In other words, if the value of t-calculate was smaller than the value of t-table, this indicate that the null hypothesis was accepted and alternative hypothesis was rejected.

Criteria:

$t_{obs} < t_{table}$   $H_0$  hypothesis = accepted

$t_{obs} > t_{table}$   $H_0$  hypothesis= rejected

(Sudijono, 2009)

## 3. RESEARCH FINDINGS

### 3.1 Data Presentation

#### 1. Pre-Test

The data describes about the result of pre-test which explored the ability of students' on speaking performance in both control class and experiment class.

**Table 1. Descriptive Statistics**

	N	Minimu m	Maxim um	Mean	Std. Deviation
Control Class	28	45,00	80,00	59,46 43	9,65510
Experiment Class	28	45,00	80,00	60,35 71	11,54128
Valid N (listwise)	28				

Based on table 1 it can be seen that the mean score of pre-test in experiment class was higher than the pre-test in control class which about 0,9 point differences in both. Therefore, it seems that the students' speaking performance was average to good. In addition, there was not really significantly different between both of groups. The mean score of the experimental group was 60,35 and the mean score of the control group was 59,46.

**2. Post-Test**

The results of the post-test were statistically analyzed by using Independent Sample t-test formula to investigate whether the mean difference between the experimental class and the control class was significant or not. It was used to know whether or not there was an effect of applying TED TALKS video on students' speaking performance. The following table describes the result of research.

**Table 2. Group Statistics**

Post-Test	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Nil ai	Control Group	28	60,00	9,428	1,782
	Experiment Group	28	68,04	9,264	1,751

**Table 3. Independent Samples Test for Post-Test**

Levene's Test for Equality of Variance s		t-test for Equality of Means						
F	Sig.	t	df	Sig. (2- tail ed)	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference	
							Low er	Up per



N	Equal	,03	,8	-	54	,00	-8,036	2,498	-	-
il	varian	4	5	3,2		2			13,0	3,0
ai	ces		5	17					44	28
	assum									
	ed									
	Equal			-	53,	,00	-8,036	2,498	-	-
	varian			3,2	983	2			13,0	3,0
	ces not			17					44	28
	assum									
	ed									

From the table 2, it can be seen that there were 28 students in both experimental class and control class. The mean score of the experimental group was 68,04 and the mean score of the control group was 60,00. Then, the table 3 showed that the confidence interval of difference used was 95%. It was used because the value of alpha (p) was 0.05 which means that the deviation of normal distribution was 5%. The analysis of independent sample t-test output was divided into two steps. First step was analyzing two variances whether they were equal or not (F-test). Secondly, analyzing the two groups whether their mean scores were the same or not (T-test).

First, the null hypothesis (H0) was rejected if t-obs was higher than t-table (t-obs>t-table). Second, the null hypothesis was rejected if the probability was less than 0.05 (sig. 2 tailed<0.05). In table 3 above, we could see that the value of t-obs was higher than that of t-table (3,217>2.056). In addition, the value of probability significance (2-tailed) column shows 0.002<0.05. Based on the analysis, those two criteria of rejection are fulfilled. Therefore, it can be concluded that the null hypothesis was rejected and alternative hypothesis was accepted. Consequently, it could be seen that there was a significant mean difference between the experimental and the control groups. In summary, there was a significant effect of TED Talks

video toward students' speaking ability at English Study Program FKIP UIR.

#### 4. CONCLUSION

Based on the result of this study, it could be concluded that TED Talks video can be used as a media for students in order to develop their speaking ability especially in term of pronunciation, vocabulary, fluency, grammar and content. It supported by showing the result of pre-test and post-test in experiment class. In addition, it showed that the result of pre-test and post-test indicated that there is a significant increase of the students speaking performance. Following that, this study also provides meaningful information for both language teachers and students which is necessary to use media in the process of learning English.

This study suggests the implementation of TED Talks video for higher education in speaking classroom. Then, this video gives concrete and useful input related to the native or non-native speakers performance in using English. The result of this study also finds that the implementation of TED Talks can develop students' motivation in speaking and also challenging. However, it can attract the students' attention and influence the students to be actively involved in doing the activities. Thus, further research involving greater respondents is required to find better understanding on the implementation of

TED Talks video in speaking classroom. Further, it is suggested for future researchers to conduct a further research dealing with the implementation of TED Talks video on the other English language skills.

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