

## **TED Talks Use in Speaking Class for Undergraduate Students**

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### **ABSTRACT**

*Media essentially supports the teaching and learning process. Video such as from TED Talks source becomes one of the teaching media that can be used by both parties, teacher and students, to improve English language skills, especially speaking. This present study, therefore, aims to explore students' responses toward the implementation of TED Talks in their English speaking classes. The subjects were 23 undergraduate students who watched TED Talks videos to support their learning process. The study applied a descriptive qualitative method. To gather data, questionnaires that were distributed through Google Form with close-ended questions were employed. The findings showed that most students expressed a positive response to the use of TED Talks video to support their speaking class. They assumed that the TED Talks video encouraged them to improve their speaking skill. Besides, there were some benefits to their learning process. They mentioned that they could learn how to deliver their ideas well, express their critical thinking, and use appropriate accents, dialect, pronunciation, and fluency. Thus, the students might overcome their difficulties in understanding the speech because of the video's powerful topics and speech delivery from non-native speakers.*

*Keywords: TED talks; teaching media; speaking skills*

### **INTRODUCTION**

Dealing with the development of science and technology, learning English is very important because English is used globally. The language is taught as a foreign language in Indonesia; thus students mainly use English at the school context. This makes the teaching and learning English difficult even though some students have been learning English since kindergarten (Oktaviani & Mandasari, 2020). Because Indonesian students do not use English as the language in their daily lives, it demands that they comprehend English as their first foreign language (Aminatun et al., 2018). In line with that, both teachers and students face such difficulties. According to Khan (2011), “teaching English as a foreign language is a challenging task when it comes to places where English serves a minimal purpose”.

English is divided into two skills: productive (speaking and writing), and receptive skills (reading and listening). Speaking is one of the four competences in learning English. This competence requires students to express their idea, feeling, or thought orally. Besides, this skill also includes challenging skills for EFL learners. Students have to share their ideas and feeling

with other people based on the knowledge they have. Therefore, they have to know many significant components in terms of pronunciation, grammar, vocabulary, fluency, and comprehension (Leong & Ahmadi, 2017).

According to the Oxford dictionary, speaking is a process of conveying information or expressing one's thoughts and feelings in spoken language. It is an interactive process in giving, receiving, and processing information (Brown, 1994; Burns & Joyce, 1997). In other words, speaking is the process of delivering information or thought from the speaker to the listener. English teaching for speaking skills aims to make students able to communicate and deliver the message well. Therefore, students should have a lot of experience and knowledge to develop their ideas to speak a lot.

The role of a teacher in teaching English as a foreign language is crucial because they have to become the primary sources and facilitators to communicate in English. In the EFL context, the use of English is very limited. Many EFL students rarely use English, especially for communicative language. They mainly use English in the classroom. Thus, teachers may be the only source of language exposure during which students learn English to use the target language to communicate. Therefore, teachers are demanded to make the learning process as attractive as possible, teach effectively by using engaging media, techniques, or even material to engage them to use English, to increase their speaking ability frequently (Primadona & Prastiyowati, 2018).

Teaching media is an essential part of the teaching and learning process. Media can make the learning process effective. It can engage students to follow the learning process run well. The use of technology is beneficial in the educational field, especially in learning foreign languages. The internet connection provides new possibilities for developing educational technology, making students learn faster and easier in learning English (Madhavaiah et al. 2013). Teachers and students who have access to the internet have several online audiovisual or video resources used in the class.

Video is one of the audiovisual media that can be used as an educational tool in this era. Endahati & Purwanto (2016) stated that audiovisual is one of the media used in language learning that can easily motivate students to speak and convey their ideas. In brief, teachers can use video or audiovisual as an effective medium to enhance students speaking ability. One of the best audiovisual media that can be accessed online on YouTube is TED (Technology, Entertainment, and Design). The showcase with the slogan "Ideas Worth Spreading" has to provide more than thousand talks delivered by multiple speakers, both native speakers and non-native speakers of English. TED Talks offers various topics, such as scientific, cultural, political, and academic issues that can give informational education for more than millions of viewers.

Sailun & Idayani (2018) state that the TED Talks is a platform that emphasizes informing, educating, and inspiring to be suitable for the classroom. They also stated that TED Talks had gained momentum in speaking and presentation skills improvement. A survey conducted by Aleles & Hall (2016) found that the use of TED Talks presentations enhanced students' motivation and improved students' presentation skills. Students in the Academic Presentation class in the 2017/2021 academic year at the Universitas Teknokrat Indonesia, for instance, have watched the TED Talks videos on YouTube as a medium in their speaking learning. Therefore, the study reported in this article, aims to explore the students' responses toward the implementation of TED Talks in their speaking class and what aspect of their speaking is influenced by Ted Talk videos.

## **LITERATURE REVIEW**

### **CONCEPT OF SPEAKING**

Speaking skills is one of the essential and challenging skill for EFL students. Channey (1998) proposed that speaking is the process of building and sharing meaning through verbal and non-verbal symbols in a variety of contexts. The goal of teaching these skills is to make students able to communicate in the language they learn well. Nunan (1989) argues that oral communication can be considered successful if it involves developing the ability to articulate phonological features of the language intelligibly, mastering intonation patterns, stress, and rhythm, improving transactional and interpersonal competence, developing good fluency, good skills in taking short and long speaking turns, good competence in the management of interaction, negotiation of meanings, improving conversational listening skills, developing competence in knowing about and negotiating purposes of conversations, and using conversational fillers appropriately.

### **CONCEPT OF TED TALKS**

TED Talks has provided more than a thousand talks delivered by multiple speakers, both native speakers and non-native speakers of English, with several topics including talks on many scientific, cultural, political, and academic topics that can give information for more than millions of people. According to Patria et al. (2019), TED Talks is a digital learning media platform delivered openly and for free. TED Talks is open presentations used by people who are not professional speakers (Kedrowicz & Taylor, 2016). Cong-lem (2018) as cited in Patria (2019) stated that TED Talks is an online platform that distributes quality videos with ideas worth distributing and one of the most popular sites to study in presentations.

TED Talks has become a new pillar of public speaking excellence. Not only has the video TED Talks also has several books that have been published to help people imitate TED speakers. Thus, Ted Talks can provide authentic materials in learning speaking skills. The authentic nature of TED presentation grants students the opportunity to be exposed to speeches and presentations that are intended for real-life input (Aleles & Hall, 2016).

## **METHOD**

To reveal the objective of this study, this study employed a descriptive qualitative method. The primary data were collected through a questionnaire in Google form. The subject of this study involved 23 students studying in Academic Presentation of English Education Study Program batch 2017, Faculty of Arts and Education, Universitas Teknokrat Indonesia. The questionnaire in this study consisted of 9 questions. The question was in the form of a close-ended question, four questions in the form of "Yes" or "No" questions with a general statement to state the questions, and five other questions using a Likert scale which is 1 (Disagree), 2 (Strongly Disagree), 3 (Neutral), 4 (Agree), 5 (Strongly Agree).

## **FINDINGS AND DISCUSSION**

The data were collected from the questionnaires. The research discusses whether the students agree or not that Ted Talks impacts their speaking ability. The questionnaires for the students was divided into two parts. The first part is the familiarity of students with *TED Talks* Video. The second part is the students' responses to TED Talks influence on speaking skill aspects.

TABLE 1. Students' familiarity of students to *TED Talks* Video

Questions	Yes	No
Do you know TED Talk?	(87%)	(13%)
Have you ever watch a TED Talk video on YouTube?	(78,3%)	(21,7%)
Do you think that the TED Talk video is interesting?	(87%)	(13,%)
Do you think that the TED Talk video influence you on how to speak well?	(73,9%)	(26,1%)

Based on the research results above, various responses were obtained, showing that most of the students had positive responses. The first and second questions show a good percentage. The first question got 82% positive responses, while the second question 78.3%. This indicates that students are familiar with the TED Talk video. Furthermore, about 87% of students gave positive responses to the third question, indicating that the TED Talk video can be an effective learning medium because the TED Talk video can attract students' interest in speaking English. Thus, in the learning process, students do not feel bored. Then, on the fourth question, 73.9% of students responded positively that the TED Talk video had influenced their speaking skills.

TABLE 2. Student responses towards the influence of TED Talk on aspects of speaking skills

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
TED Talk Video Influence your vocabulary?	(0%)	(0%)	(39,1%)	(47,8%)	(13%)
Through TED Talk Video, you can learn about delivering ideas?	(0%)	(0%)	(30,4%)	(56,5%)	(13%)
Through TED Talk Video, You can improve your speaking ability?	(0%)	(0%)	(39,1%)	(47,8%)	(13%)
Through TED Talk Video, you can improve your pronunciation?	(4,3%)	(0%)	(26,1%)	(47,8%)	(21,7%)
Through TED Talk Video, you can your fluency?	(4,3%)	(0%)	(52,2%)	(39,1%)	(4,3%)

Table 2 shows that most students gave positive responses. Question No 2, for example, gets the highest percentage of the total questions in table 2. It indicates that students agree that the *TED Talk* video is a suitable medium for learning to speak English in giving ideas on how to convey information properly to be conveyed well. Furthermore, other aspects also received positive

responses from students, such as vocabulary and pronunciation. As for the fluency aspect, students give a neutral response. However, overall, students gave positive responses to each aspect.

The research result showed that nowadays, students are familiar with the technology. They like learning using social media, in this case, YouTube. The use of TED Talks video can engage students in learning. Endahati & Purwanto (2016) states that “audiovisual become one of the media used in language teaching and learning that will motivate students to speak and deliver their ideas easily”. Based on the result, the students have a positive response toward the TED Talks video. It is indicated that TED Talks video influences some aspects, such as pronunciation, vocabulary, and fluency. In addition to these, it helps students deliver their ideas and improve their English speaking ability.

## CONCLUSION

The researcher conducts this research to explore students’ responses toward the implementation of TED Talks in their English speaking class. To explore the objective study, the researcher asked students to fulfill the questionnaire. The questionnaire was delivered to the twenty-three students of the English Education Study Program in an academic presentation class who watched TED Talks video. Based on the result, most of the students had positive responses about implementing TED Talks video in English speaking class. They assume that TED Talks video trains their English speaking skills. They get many benefits through that video, such as they learn about how to deliver their ideas well, critical thinking, accent and dialect, pronunciation, fluency, and others. The students can overcome their difficulties in understanding the speech because of the non-native speakers and the topics. Hence, TED Talks video can be used as one of the teaching media in the speaking class. This research is expected to motivate and inspire future researchers to conduct the same research about the impact of TED Talks video used. They can apply it in listening classes, reading classes, and others.

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