

TED Talks Based Learning on Students' Intermediate Speaking Skills Level

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Abstract:

The top investments for all people around the world are improving and mastering speaking skills. The researcher tried to look at the implementation of TED Talks Video based learning on students' speaking skill. In addition, this research is expected to be given as a reference, source of knowledge, theory for future and motivate readers to use TED Talks video implementation in teaching and learning. In this research, the researcher used a qualitative method with a case study approach. The researcher wanted to explain about how are the implementation of TED Talks video based learning on students' speaking skill and the students' responses through the teaching and learning. The result showed that the students are interested because they can learn English with full of fun in speaking skill as well to increase their speaking skill itself, pronunciation, accent and all knowledge about speaking. Besides, they also feel motivated to join the teaching and learning using TED Talks video because there are lots of advantages, such as can learn about the body gesture while speaking and get lots of motivation and information from the TED Talks video. Finally, the students feel enjoy to retell or practice in speaking class.

Keywords: *Speaking Skill, TED Talks, Implementation, Students' Responses*

Introduction

Though speaking ability is classified as very important, teaching English speaking ability in the EFL condition is always being challenging work for educators realizing that English is a foreign language. In a nutshell, speak English is seldom used in daily communication, particularly by countries that did not make English their official language. Despite its status as a foreign, English is essentially used in ceremonial and formal learning conditions, whether for some aim as speeches or analyses (Nursafira, 2020). This is why educators are obligated to always find out and execute teaching strategies to resolve problems concerning abilities in the classroom (Nursafira, 2020). In a similar condition, EFL students also require constant practice to increase oral expression and language ability.

The speaking skill's progress for students is affected by several elements. One of them is technology. Technology is also a crucial part of affecting students' speaking skills. Technology is considered a capable tool that can execute teaching and learning (Nursafira, 2020). So, Teachers should find out what nowadays students exceptionally need to help their improvement.

Video-based learning using TED Talks is one of the media that we can use. TED Talks is a video-based conference where speakers convey their great ideas, well presented not more than 18 minutes. Teaching and learning through TED Talks also shows the student how to speak English in a native style, because there are also many native speakers on TED Talks. Therefore, teachers can apply TED Talks as a medium for teaching English in class (Nursafira, 2020).

In this research, the teacher asks the students to explore TED Talks videos that have been prepared by the teacher. Then the students must choose their favorite one of many videos there. The teacher instructs all students to listen carefully and focus on the video chosen. Students must try to take focus on the speaker's intonation, pronunciation, and also how to choose words to create a speech. Eventually, the teacher gives homework to the students to make a speech and practice at the next meeting to imitate the speaker's speech and emphasizing what has been mentioned above.

Based on the statement above, the researcher tried to investigate The implementation of TED Talks video based learning on students' speaking skill of intermediate level. The researcher also tried to describe the students' responses through this teaching and learning.

Review of Literature

Wulandari (2010) conveyed that speaking is an important skill which is an activity that generates words or sentences orally, so people can deliver their thought, idea, and opinions about everything. Summarily, Camron (2016) suggested that speaking is the purpose of language to clarify what other people said, and it can make other people build up their sense by themselves. It also implies that the language will be considered as communicative if people can demonstrate and contrive the meaning well. Indeed, based on Flutcher (2003), speaking is lexical to use the language to communicate with others. The lexical

use to communicate with others means that to relate words or the vocabulary of a language as distinguished from grammar and construction. In addition, the previous researcher has said that one of the skills that are consequential in daily life is speaking ability being an area of language that is first presented orally before reading and writing (Permanasari, 2014)

The Definition of TED

According to its official website, TED is the non-profit organization focuses on spreading ideas about Technology, Entertainment and Design converge (TED) by recording and posting powerful short talks - about a few experts - on their website. It was legalized in 1984, five years before birth World Wide Web (WWW), based on the observations of Richard Saul Wurman's includes great concepts among three areas: technology, entertainment, and draft. In building TED, Wurman was not alone. The first TED created was co-founded by Harry Marks. Then, TED Talks have caught people's attention for their own characteristics. In in other words, although it looks like an unstructured video project, but they are exactly have trained and instructed presenters following the specifics presentation formulas, optimized with storyboards and emphasizing passion for listeners (Romanelli, F., Cain, J., & McNamara, P. J., 2015).

The first six TED Talks were posted online on June 27, 2006. By September, they have reached more than a million perspectives. TED Talks showed the mainstream so in 2007, the TED site was relaunched around them, giving groups of people around the world free access to a part of the world's foremost puppeteers, pioneers, and educators. In the fall of 2012, TED Talks praised one billion views of the video. As TED Talks continues to be seen far and wide, with 17 new normal talks instantaneous online visits, TED meetings and events continue to inspire, persuade and excite participants.

Ted Talk' Role in Learning English

Video TED Talks is one of the recommended videos that can be used by teachers in teaching English. In general, TED Talks are considered a valuable resource in education from two different perspectives as described by (Taibi, D., Chalwa, S., Dietze, S., Marenzi, L., & Fetahu, B, 2015) that the TED Talks

video has been a good resource for teaching English since then it presents multilingual transcripts. Apart from that, it provides a useful and updated one source of information to learn a subject or language.

In addition, (Romanelli, F., Cain, J., & McNamara, P. J., 2015) suggested that educators can take advantage of TED Talks as a tool to help students carry out a scientific approach curriculum. For example, TED can be used as an active learning strategy allow students to critique and design their own speech based on them flower. In this regard, the use of TED Talks appears to be a positive medium teaching and learning process.

Similarly, (Tafazoli, D., & Romero, M., 2016) stated that although TED Lecture originally served to cross information and abilities, it could also be the case is used as an excellent resource in teaching English. The audience might just be familiar with educational TED Talks. However, TED-Ed went above and beyond outside. This site allows you to take TED Talk or YouTube videos and use them It's for completing lessons tweaks with discussion questions and additions source.

In its implementation, teachers must pay attention to many important things. (Arntsen, 2016) states that an educator must choose the appropriate TED Talk of a very large library depending on student numbers and teaching goals before being given as teaching material. In choosing the TED Video, teacher must pay attention in determining the language level, selecting video content and its duration, and pre-teaching vocabulary. On the other hand, after summarizing Many studies, (Li, 2015) concluded that TED Talks can be used to:

1. develop public speaking skills;
2. generate student interest and curiosity;
3. teach students how to interact with the audience;
4. become the standard public speaker;
5. increase student motivation;
6. encourages overall personal development;
7. help viewers develop a global perspective and become versatile;
8. developing the quality of teaching;
9. Increase the duration of student attention.

To make use of the TED Talks video in class, (Arntsen, 2016) suggests teachers to combine it using the many activities that will support students learn. The teacher can also implement it with pre, during, and post presentations activities.

a. Before the Talk

To get students interested and talking about the topic, (Arntsen, 2016) recommend that teachers provide prior knowledge and vocabulary previous development. The teacher can prepare several pictures, in general questions, or maybe a survey. So that student can do it easier video-related exercises.

b. During the Talk

In this section, when students are listening to the TED Talk video, the teacher can ask students to watch and take notes the important point of the video.

c. After the Talk

In this last part, students can be asked to do a small group or personal discussion. Besides, for various methods, teacher can set it by asking the student to do a presentation or speech imitating the video (Arntsen, 2016)

Students' Responses Toward TED Talks Implementation

The goal of teaching pronunciation for many EFL students and the goal of these students is to become understood in conversation but other learners want to communicate with native speakers. Based on (Fraser, 2000), students should be able to speak English with their favorite accent easily understood by English speakers. (Jenkins, 2000) states that students must understand both native speakers and non-native speakers. Teachers must help students to be clear and easy to understand. EFL students cannot completely pronounce English words exactly like a native speaker. Here are the students' responses through TED Talks video-based learning:

- a. Students feel TED Talks can help them understand different accents in other part of the world. This is supported by Another student stated that “the use of TED Talks Video helps in learning especially in understanding the difference. "Students reveal that they feel more comfortable doing the

- activities proposed by the researcher. Students also cited the fact that most of the themes in TED talks are socially and culturally relevant.
- b. Learners communicate with their partners using words in the right context and are more confident thanks to the vocabulary and exposure to which it is subject.
 - c. Students feel they can improve their speaking skill using TED Talks video because they feel interest to watch the video and try to speak like the speaker do. So, that can make students like to practice more and more about speaking.

Method

In this research, the researcher use a qualitative method with a case study approach. (Cresswell, 2014) states that qualitative research has several characteristics, namely the natural setting, researchers as the key instruments, multiple data sources, inductive data analysis, participants, meaning, emerging designs, theoretical lenses, interpretive, and holistic accounts. Furthermore, he also said that qualitative researchers collected data with self by examining documents, observing behavior and interviewing participants. In conclusion, based on the existence of several definitions of qualitative research, it can be interpreted that qualitative research is a research method that studies the meaning or explanation of the subject about the object under study (Hanurawan, 2012).

The researcher uses a qualitative approach, to find out and describe how are the implementation and students' responses towards TED Talks video based learning on students' speaking skill of intermediate level. In this research, the researcher used five students to be observed. There are at the same level of students, intermediate level in Excellent course Bangkalan.

Results and Discussions

In this study, the researcher collected the data by doing interview and observation. The detail of teaching and learning observation and interview are stated on the field note of the research in appendices while the data got by the researcher from analysis of TED Talks Video based teaching and learning in intermediate level. The researcher took all the data relating the TED Talks

video-based learning in intermediate level and analyzes the students' responses of the teaching and learning.

Results

A. Here are the steps of the TED Talks Video Based learning on students' speaking skill's implementation:

(1) Before the talk. To get students interested and talking about the topic, Arntsen (2014) recommend that teachers provide prior knowledge and vocabulary previous development. In this part, the teacher prepared the class. Then as always, students would attend the class to begin the teaching and learning. After the class is completed, the teacher would give a greeting first, asked the students' condition, asked for the attendant list and so on. After that the teacher will give the introduction to the students. The teacher gave the material for today's teaching and learning, gave the regulation along this class.

(2) During the talk. The teacher played the video chosen. The video was played by the teacher and the teacher also asked the students to watched and listened up carefully to the video. Then the teacher played the video for about 10 minutes. After playing the video, the teacher explained about the video and gave the hard and new vocabularies of the video. The teacher also told the students how to pronounce the vocabularies correctly.

(3) After the talk. For various methods, teacher can set it by asking the student to do a presentation or speech imitating the video (Arntsen, 2016). In this part, the teacher explained about the video and also talked about the hard and new vocabularies, the teacher gives the student 15 minutes to discuss, and review, summary and try to imitate the speaker. Then, the students would perform to retell about the video watched. When 15 minutes given by the teacher was done, the students would begin to the speaking practice which imitating the TED Talks video watched. The students had a free time to retell or performed their speaking based on the TED Talks video.

(4) Going to the last two steps of the TED Talks based teaching and learning. After all of the students perform their speaking practice, the teacher asked to the student about what is the moral value delivered from the video. Then the teacher asked just one of the students for representing to deliver the moral value of the video.

Discussions

Those were the regulation of TED Talks video-based learning implementation on students' speaking skill of intermediate level. All of the students joined the class and enjoyed during the teaching and learning process. This teaching and learning usually hold in a real class with offline class. But now we did this teaching and learning using zoom meeting because of the pandemic. B. The students felt really interest with TED Talks video-based learning on students' speaking skill. They liked the role of this teaching and learning because easy to follow. They exceptionally enthusiast in this teaching and learning, because when they used TED Talks video, they could improve their speaking skill and they also learned about the accent or the way to speak like a native speaker. The students also said that they could learn easier because the teacher helped them by explaining about the video and also told the student about the new or hard vocabularies in the video.

Besides, they also perceive that by using this TED Talk based learning; they have gotten many beneficial advantages to increase their English-speaking skill. In detail, they also stated that they got much new information after watching the video. Thus, the video believed as one of appropriate media that can be used in English teaching and learning. (Arntsen, 2016) declared that TED Talks are a great resource for teachers to apply in several fields of education and can be used as main or supporting material in English speaking learning classes.

Conclusion

Based on the data analysis and the discussion, the researcher finally comes toward the conclusion about the Implementation of TED Talks based learning on students' speaking skill of intermediate level.

After all the data were analyzed using a questionnaire and interview. The researcher found the conclusion " TED Talks Based Learning on Students' Speaking Skill of Intermediate Level." The teaching and learning were done by three steps. There were before the talk which is about the preparation of the class and also the introduction of the class beginning. The second was during the talk that was containing students watched the video, and after that teacher

explained and talked about the hard and new vocabularies of the video. And the last is after the talk with the activities that students had to perform and imitate the video had been watched. The researcher stated that those were the teaching and learning process of TED Talks based learning implementation and the students really enjoyed the teaching and learning and done with a great performance.

The researcher also concludes that there are few responses from the students. The first, students really interested with the teaching and learning process because the rule is easy to follow. The second is they feel enthusiastic through the teaching and learning process because when they use TED Talks video, they were like learned with a native speaker and also about their accent. The last is the students stated that the teaching and learning is easier because the teacher helped the students to understand perfectly about the TED Talks video because of explaining and also told the students about the new and hard vocabularies of the video. Over all, the researcher concludes that the students' responses were really positive, liked and enjoyed the teaching and learning process and that was an appropriate teaching and learning.

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