The Implementation of TED Talks Based Learning on Students’ Speaking Skills of Intermediate Level

Ainul Yaqin

Pendidikan Bahasa Inggris

STKIP PGRI Bangkalan

*yaqinainul995@gmail.com*

***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 that, 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 : *Implementation, Speaking Skill, Students’ Responses, TED Talks***

**Introduction**

The top investments for all people around the world are improving and mastering speaking skills. Using speaking ability, community can separate the messages they want to convey and catch the information or action they need from other side. Foreign language speaking skill is be observed as an important part of good learners’ characteristic in all backgrounds (Nursafira, 2020).

Even though other international languages have a lot of speakers, English still the dominant language because it is not the only language used for different languages people, in the cyberspace, almost all of the content is made with English as well (Nursafira, 2020)

Though speaking ability is classified as very important, English speaking ability teaching and learning in the condition of EFL is always being work challenge for educators realizing that English is a foreign language. In a nutshell, speak English is seldom used in our daily communication, particularly by countries which did not make English as their official language. In spite of 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. TED started in 1984 as a conference where Technology, Entertainment, and Design come together, and today involve almost all topics such as science, business, global issues, and education. 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.

This reserach was conducted by some researchers,The first research is come from (Nursafira, TED Talks in EFL Context: An Alternative Way for Teaching and Improving Students' Speaking Skills, 2020). Her study is TED Talks in EFL Context: An Alternative Way for Teaching and Improving Students’ Speaking Skills. She thinks that the technological advancement has made the media rapidly grow exactly in learning media. Nowadays teachers must be creative, innovative and updated in finding and using media as teaching and learning tool in class. This study is about to present how a video based-conference video channel known as TED Talks can be useful in improving the speaking skill of the student. In this study we just found how TED Talks work on EFL Students without any specific subject. The second thesis by by (Kusuma, 2017). This study discusses about Islamic-Content-TED Public Speaking as a Source Material for Improving Islamic Student’s Communication Skill. In applying communicative competence which is the best teaching method in teaching English programs, the lecturers found the fact that Islamic communication students were apparently unwilling to speak and communicate their ideas with confidence. It happens because they thought that they do not know what they are going to talk their ideas. Based on that reason, the researcher tries to analyze the order of Islamic-content-TED and integrate those public speaking order from TED Talks to STID Al-Hadid’s Students to make them understand and also to improve their confidence to speak up.

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**

**The Definition of Speaking**

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**

In the official website, TED is the non-profit organization which take focuses on spreading ideas of Technology, Entertainment and Design converge (TED) by recording and posting powerful shortly talks - about a few experts - on their own website. It was inaugurated in 1984, five years before the birth of World Wide Web (WWW), according to the observations of Richard Saul Wurman's includes very good concepts among three areas: technology, entertainment, and draft. In building TED, Wurman collaborated with another partner. The first TED created was co-founded by Harry Marks.

**The Definition of TED Talks**

 Since 2006, This TED Talks can be accessed in the official TED website. Currently, Accordance with (Taibi, D., Chalwa, S., Dietze, S., Marenzi, L., & Fetahu, B, 2015) TED Talks has achieved more than 1,800 talks facilitated by 35,000 people’s transcripts in more than 30 languages. The transcript, based on the formal TED Web, translated by more than 15,000 volunteers.

 TED Talks have caught people's attention for their own characteristics. In in other words, although it is like an unstructured video project, but the presenters exactly have trained and instructed to follow 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 have been posted online on June 27, 2006. Via September, they have got reached more than one million views. TED Talks confirmed the mainstream so in 2007, the TED web page turned into relaunched around them, giving agencies of human beings round the world free access to a part of the world's foremost puppeteers, pioneers, and educators. Within the fall of 2012, TED Talks praised a billion views of the video. As TED Talks continues to be seen far and wide, with 17 new ordinary talks instantaneous online visits, TED meetings and events continue to inspire, persuade and excite contributors.

 According to (Gallo, 2014), on November 13, 2012 TED.com presentations have reached a thousand million views. Currently, a TED video is playing viewed at a speed of 1.5 million times per day. The videos are translated as much as ninety languages, and 17 new displays of TED shows start each second every day.

 In 2014, a TED assembly praised the thirtieth anniversary Vancouver, Canada. The topic of meeting this turning factor: "The Next Bankruptcy, "both a reflection of enhancements over the preceding 30 years and Other than that, take a quick look at what will happen.

**English Level in TED Talks**

The level of English shown on the TED Talks video may differ from one to another video. This is because the majority of TED speakers are men (73%), while the rest are women (27%). Both men and women, 79% came from non-academic background. Usually speakers from academia (21%) professor of several universities in the United States (Sugimoto, C. R., & Thelwall, M. , 2012). Therefore, different speakers may also have different levels of English, especially in the language side talking.

**Ted Talk’ Role in Learning English**

Video TED Talks is one of the advocated videos that can be used by teachers in teaching English. In popular, TED Talks are considered a valuable resource in education from two exclusive views as described by (Taibi, D., Chalwa, S., Dietze, S., Marenzi, L., & Fetahu, B, 2015) that the TED Talks video has been a terrific aid for teaching English since then it presents multilingual transcripts. Apart from that, it gives a beneficial and up to date one source of facts to learn a topic or language.

 Similarly, (Romanelli, F., Cain, J., & McNamara, P. J., 2015) suggested that educators can take advantage of TED Talks as a device to assist students carry out a systematic technique curriculum. As an instance, TED may be used as a lively learning strategy allow students to critique and design their very own speech based totally on them flower. On this regard, the usage of TED Talks seems to be a wonderful medium teaching and learning process.

 In addition, (Tafazoli, D., & Romero, M., 2016) said 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 academic TED Talks. But, TED-Ed went above and passed out of doors. This web 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 of many vital things. (Arntsen, 2016) states that an educator must select the proper TED Talk of a very large library depending on student numbers and couching goals earlier than being given as teaching material. In choosing the TED Video, teacher must pay interest in figuring out the language degree, selecting video content material and its period, and pre-teaching vocabulary. Alternatively, after summarizing many research, (Li, 2015) concluded that TED Talks may be used to:

* Increase public speaking abilities;
* generate student curiosity and interest;
* educate students the way to have an interaction with the target audience;
* turned out to be the usual public speaker;
* increase student motivation;
* encourages overall personal improvement;
* assist viewers expand a worldwide attitude and turn out to be versatile;
* developing the quality of teaching;
* Increase the duration of student attention.

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

1. Before the Talk

 To get students fascinated and talking approximately the subject, (Arntsen, 2016) recommend that teachers provide earlier understanding and vocabulary previous improvement. The teacher can put together several pictures, in standard questions, or maybe a survey. So that student can do it less complicated video-related exercises.

1. During the Talk

 On this section, while students are paying attention to the TED Talk video, the teacher can instruct students to watch and take notes the important point of the video.

1. After the Talk

 On this closing phase, students may be requested to do a small group or personal dialogue. Except, for numerous techniques, educator can ask the student to present 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:

1. Students feel TED Talks can help them understand different accents in other parts 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.
2. 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.
3. 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.

 According to one Students, “learning pronunciation using TED Talks Video is good and useful, because it is listening people speak continuously like that accent, making us go along with the flow of sound and accent. "

**Research Design**

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 5 as a sample observed. There are at the same level of students, intermediate level in Excellent course Bangkalan. They are 2 Boys and Three girls.

**Results and Discussions**

The first thing that was done by the researcher is Observing the teaching and learning using TED Talks video in intermediate class. Then the next activity is interviewing the all of participants. 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. This research could not do in normal condition such as in real classroom activity because the covid-19 pandemic. The researcher took all the data relating the TED Talks video-based learning in intermediate level and analyze the students’ responses of the teaching and learning.

Based on the observation with the students and also from the interview the researcher found that the regulation of the method implementation. Normally, this activity does in the real class and the students have a meeting in class. But, in Covid-19 pandemic the teaching and learning do in online class. This kind of teaching and learning on students’ speaking skill used imitative which one of the types of speaking. Here are the steps of the TED Talks Video Based learning on students’ speaking skill’s implementation:

The first is 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. She used internet to provide the class which use zoom meeting. 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.

The second is during the talk. After greeting and introduced the regulation of teaching and learning. The teacher would play 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.

The third is 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, review, summary and try to imitated the speaker. Then, the students would perform to retold 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 retold or performed their speaking based on the TED Talks video.

Then, 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 will ask to the student about what is the moral value delivered from the video. Then the teacher asks just one of the students for representing to deliver the moral value of the video.

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.

Based on interview that researcher do after the implementation of TED Talks video-based learning using zoom meeting, the researcher interview all of the students of intermediate level in excellent course. The interview uses WhatsApp chat. The researcher makes a personal chat to each student and give them few questions and let them to answers the questions based on their responses through the teaching and learning.

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.

Except, they also perceive that by using this TED Talk based learning, they are becoming many beneficial advantages to increase their speaking ability. In element, additionally they said that they were given lots new records after looking the video. Hence, the video believed as considered one of suitable 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 may be used as fundamental 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.

# References

Arntsen, T. (2016). English language teaching with TED Talks. *New York: The Guilford Press*.

Brown, H. (2000). Principles of Language Learning and Teaching . *New York: Pearson Education*.

Cohen, L., Manion, L., & Morison, K. (2005). Research Method in Education. *New York: RouletdgeFalmer Taylor and Farncis Group*.

Cresswell, J. (2014). Research Design: Qualitative, Quantitative and Mixed Method Approach. *Educational and Learning*.

Eunice Ivala, Daniela Gachago, Janet Condy, & Agnes Chigona. (2014). Digital Storytelling and Reflection in Higher Education: A Case of Pre-service Student Teachers and Their Lecturers at a University of Technology. *Journal of Education and Training Studies*, 218.

Fraser, H. (2000). Coordinating Improvements in Pronunciation Teaching for Adult Learners of English as a Second Language. *Department of Education, Training and Youth Affairs, Canberra*.

Gallo, C. (2014). Talk like TED: The 9 public-speaking secrets of the world’s top minds. *USA: St. Martin’s Press*.

Hartley, J. (2002). Note taking in non academic settings: a review. *Applied Cognitive Psychology*, 559-574.

Hudges, R. (2002). Teaching and Researching Speaking. *New York: Pearson Education*.

Jenkins, J. (2000). The Phonology of English as an International Language. *Oxford: Oxford University Press*.

Kanu, A & Durham, S. (2014). Processing public speaking perspective in information, production, and consumption. *USA: Xlibris LLC*.

Kusuma, L. A. (2017). Islamic-Content-TED Public speaking as a source Material for Improving Islamic Students' Communication Skill. *Journal of English Educators Society*.

Leong, L. M., & Ahmadi, S. M. (2017). An Analyis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*.

Li, T. (2015). Effectiveness of TED Talks on public speaking skills among University students. *Higher Education Studies*.

Martinez Hernandez A., Vargas Cuevaas Junior A & Ramirez Valencia Astrid. (2018). TED Talks as an ICT Tool to Promote Communicative Skills in EFL Students. *English Language Teaching*.

Mazouzi, S. (2013). Analysis of Some Factors Affecting Learners' Oral Performance. *International Journal of Research in English Education*, 36.

Mutairi, A. N. (2015). The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among male Students in Kuwait: A Field Study on Saud Al-Kharji School in Kuwait City. *Journal of Education and Practice*.

Mutairi, A. N. (2015). The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among male Students in Kuwait:A Field Study on Saud Al-Kharji School in Kuwait City. *Journal of Education and Practice*, 140.

Nursafira, M. S. (2020). TED Talks in EFL Context: An Alternative Way for Teaching and Improving Students' Speaking Skills. *Journal of English Language Studies*, 44.

Nursafira, M. S. (2020). TED Talks in EFL Context: An Alternative Way for Teaching and Improving Students" Speaking Skill. *Journal of English Language Studies*, 43.

Permanasari, R. C. (2014). Improving Students' Speaking Skill Through three steps Interview Thecnique. *STEM Education*.

Qutob, M. M. (2018). The Relationship between EFL Learners' Satisfaction within the Classroom Environment and Their Speaking Skills. *English Language Teaching*, 116-124.

Romanelli, F., Cain, J., & McNamara, P. J. (2015). Should TED Talks be teaching us Something? *American Journal of Pharmaceutical Education*, 78.

Sugimoto, C. R., & Thelwall, M. . (2012). Scholars on soap boxes: Science communication and dissemination in TED videos. *Journal of American Society for Information Science and Technology*, 663-674.

Tafazoli, D., & Romero, M. (2016). Multiculturalism and technology-enhanced Language Learning. *United States of America: IGI Global*.

Taibi, D., Chalwa, S., Dietze, S., Marenzi, L., & Fetahu, B. (2015). Exploring TED talks as linked data for education. *British Journal of Educational Technology*.

Thornbury, S. (2005). How to Teach Speaking. *Harmer J (Ed): London:Longman*.