

From Inspiration to Fluency: Investigating the Effects of TED Talks on Speaking Competence in Language Instruction



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Abstract:

This article presents the findings of a quantitative study investigating the impact of integrating TED Talks media in language instruction on students' speaking skills. The study focused on assessing the effectiveness of utilizing TED Talks videos as a resource to enhance students' verbal expression and communication abilities. The analysis of pre-test and post-test scores revealed a significant improvement in students' speaking skills following the integration of TED Talks. By incorporating authentic and engaging content from TED Talks, students were exposed to a variety of topics, expert speakers, and real-life language use, leading to enhanced fluency, vocabulary, and pronunciation. These results underscore the potential of integrating TED Talks as an effective pedagogical tool for promoting students' speaking skills in language instruction. Language educators are encouraged to incorporate TED Talks into their teaching practices to create dynamic and interactive learning experiences that foster linguistic development and effective communication. The study contributes to the existing body of research on the use of multimedia resources in language education and offers practical insights for educators seeking innovative approaches to enhance students' speaking abilities.

Keywords:

Speaking skill
TED Talks
Accuracy
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INTRODUCTION

English as a worldwide academic language serves as the world lingua franca (Fang, 2017; Jenkins, 2006). The English language has been universally recognized as the standard language internationally. English learners consider it a personal skill. Everyone, especially students, desires to be fluent in English because fluency in it is crucial for students. English, has become a medium of instruction in several institutions, including high schools and higher education contexts (Khasbani, 2019). The ability to speak effectively is one of the important subjects for college students as it enables them to improve their personal and social interactions, academically and, most importantly, in their professional lives. By practicing public speaking, students can build confidence in persuading others more effectively with the ideas and opinions they want to share.

There are numerous organizations or online resources that can be used as references for learning public speaking. For example, teaching speaking online utilizing digital-mind mapping strategy (Anas et al., 2021), online video conference (Guinan, 2017), video-based resources (Shih, 2010), and online conversation (Sindoni, 2011). One of the online courses that can be used as a reference for learning public speaking is TED.com on YouTube. TED Talks can assist students in enhancing their public speaking skills (Karunakar, 2019). TED Talks are inspirational videos that involve public speaking to share experiences and inspire listeners. They not only teach public speaking but also provide insights into the speaker's life experiences.

In terms of implementation, this media is easy to use and has its own advantages. Some of the benefits include: it can serve as a source of media for students to improve their English-speaking skills (Tatyana et al., 2021), teachers can use this approach to create a forum that enhances students' speaking skills fluently and proficiently (Ahmad et al., 2022), and this method can help students understand and develop their interest in learning to speak in public. Previous studies have focused on how TED Talks videos can improve speaking skills, while this study will specifically focus on speaking skills in terms of fluency, comprehension, and accuracy (Sailun & Idayani, 2021).

LITERATURE REVIEW

Definition of Speaking

Speaking is the skill of conveying messages through spoken language, with the purpose of expressing ideas that are organized and developed according to the needs of the listener (Torky, 2006). Also, speaking is the act of using or producing verbal communication in a language, in this case, English (Richards, 2008, p. 19). This information clarifies that speaking is not merely uttering words, but it emphasizes the delivery of ideas that can be organized and developed based on the needs of the listeners or recipients of information and ideas (Anas, 2021; Anas et al., 2021). According to the curriculum, oral expression is one of the four fundamental skills that students must master and it plays a vital role in communication. Therefore, Nazara (2011) argued that speaking involves unique spoken discourse that encompasses the elements of language while considering its functions and social norms. Based on these perspectives, it can be concluded that speaking skills are one of the essential components of language learning. Furthermore, students need to acquire effective communication skills in order to succeed in their respective fields.

In line with the application of competencies, oral expression is considered one of the fundamental skills that students must master, and it plays a crucial role in communication. Speaking is the ability of an individual to effectively communicate verbally with others. It involves using language skills in real-life situations and contexts (Liao, 2009). Therefore, Nazara (2011) argues that speaking entails specific spoken discourse that incorporates the elements of language while also considering its functions and adhering to social norms. By mastering oral expression, individuals can engage in meaningful and effective communication with others. This skill enables them to express their thoughts, ideas, and opinions clearly and coherently. It involves not only linguistic proficiency but also an understanding of appropriate language use in different social contexts.

The Importance of Learning Speaking Skill

Speaking is one of the most crucial skills to develop for effective communication. It is considered one of the most challenging aspects of language learning. Mei & Masoumeh, (2017) stated that many language learners find it difficult to effectively express their

thoughts using a foreign language. In today's world of fast-paced media and communication, a strong command of spoken English is highly necessary. According to Louma (2004), speaking skills are an essential part of the language teaching curriculum, and they are also an important aspect of assessment. Brown (2001) states that speaking is a skill that can be directly and experimentally evaluated. This highlights the significance of speaking skills for English learners, as speaking fluently is not as simple as mastering other language skills. Students are required to master various elements that constitute speaking skills, including fluency, accuracy, and reading comprehension. However, speaking skills still remain challenging for students to master.

Characteristics of Speaking Skill

According to Mazouzi (2013), learner activities should be designed with a balance between fluency and accuracy, as both are essential components of effective communication strategies. In addition, In the classroom, various types of dialogue serve important purposes. Classroom management dialogue involves the practical aspects of running the classroom, such as organizing tasks, maintaining discipline, and acknowledging students' efforts. Informal conversation allows teachers and students to discuss personal topics beyond the school environment, fostering a comfortable and supportive atmosphere. Recalling previous lessons facilitates reflection and revision of previously covered material. Additionally, dialogue aimed at gathering learners' opinions and ideas empowers them to contribute to the decision-making process and potentially shape the course content. These principles highlight the significance of diverse dialogues in promoting effective teaching and learning environments (Nation & Newton, 2009).

Hughes (2002) emphasizes that fluency allows students to speak without being interrupted and helps to keep listeners engaged. The final characteristic of speaking competence is comprehension. The purpose of speaking is to ensure that the listener understands the speaker's intended meaning. Comprehension involves the speaker's ability to grasp the meaning of what is being said, retain that meaning, and convey it effectively to the listener.

Definition of TED Talks

TED Talks, a platform for sharing inspiring ideas and discoveries, was established by Chris Anderson (2016). Anderson, a British American businessman, currently serves as the head of TED, a renowned non-profit organization. TED hosts an annual conference in Vancouver, British Columbia, Canada, where thought leaders, experts, and innovators from various fields deliver captivating talks. These talks are designed to spark creativity, provoke thought, and disseminate knowledge. With a focus on technology, entertainment, and design, TED Talks have become a global phenomenon, attracting a wide audience and captivating millions of viewers worldwide. The platform continues to spread innovative ideas and exciting discoveries through these 18-minute talks delivered in front of live audiences at TED conferences.

In a study conducted by Takaesu (2013), titled "TED Talks as an Extensive Listening Resource for EAP Students," the impact of TED Talks on English for Academic Purposes (EAP) students' listening skills was examined. The study highlighted the use of TED Talks as an extensive listening material that positively influenced the listening abilities of the students. By exposing students to a variety of topics and speakers, TED Talks provided an engaging and immersive listening experience. The study also explored strategies to adapt the TED Talks activity for students with lower proficiency levels, emphasizing the importance of tailoring the content and tasks to meet the specific needs and interests of the students. Overall, the research recognized the potential of TED Talks as a valuable resource for enhancing listening skills and promoting language learning in academic contexts.

Procedures of Watching TED Talks on YouTube.

TED Talks have gained widespread popularity for their inspirational and informative content (Tatyana et al., 2021). If you want to access TED Talks and enjoy their videos, you can follow a few simple steps. First, download the YouTube app from the Play Store on your mobile phone. Once you have the app, open it and use the search button to find the official TED Talks YouTube channel. Click on the channel to explore the wide range of videos available.

Next, browse through the TED Talk videos and choose the one that piques your interest. TED Talks cover various topics, ranging from science and technology to personal development and storytelling. Once you've selected a video, you can start watching it and immerse yourself in the speaker's ideas and insights. If you prefer to watch with subtitles, you can access the subtitled menu on the video page. By clicking on the subtitle option, you can choose the type of subtitles to apply, ensuring that you can understand the content fully. TED Talks are known for their engaging and captivating performances. The speakers deliver their talks with passion and expertise, making the viewing experience enjoyable and thought-provoking. By watching TED Talks, you can gain valuable knowledge, broaden your horizons, and be inspired by the ideas shared by renowned experts and thought leaders.

While TED Talks offer numerous benefits (Anderson, 2016; Tatyana et al., 2021), it is important to consider the potential disadvantages as well. These may include the subjective nature of the content, where some talks may resonate more with certain individuals than others. Additionally, the brevity of the talks, typically limited to 18 minutes, means that topics are often presented in a condensed manner, leaving out some complexities and nuances. Overall, TED Talks provide a convenient and accessible platform to access a wealth of knowledge and inspiration. By following the steps outlined above, you can easily download the YouTube app, navigate to the TED Talks channel, choose videos of interest, and explore the advantages and potential drawbacks of this influential platform. The following are the instructions to watch TED Talks on YouTube:

1. Download a YouTube app via the play store on your cell phone.
2. Click TED Talks legitimate YouTube channel inside the search button of YouTube.
3. click on "TED speak" account to peer the videos.
4. Choose the video which you want and be exciting to watch.
5. In case you want to apply subtitles, get entry to subtitled menu at the video web page.
6. Click subtitle, choose the type of subtitles to apply.

The Advantages

According to Brown (2015), TED Talks offer a unique opportunity to develop critical thinking skills, particularly when faced with new or challenging information. The talks provide an avenue for viewers to engage with thought-provoking ideas and concepts, encouraging them to analyze and evaluate the content critically. This skill is highly valuable and can be acquired almost immediately through exposure to TED Talks (Karunakar, 2019).

For both students and teachers, TED Talks serve as an exceptional resource. They provide inspiration, education, and even entertainment (Anderson, 2016). The videos and animations featured in TED Talks are not only informative but also visually appealing. The production quality rivals that of top-tier television content, ensuring an engaging and captivating viewing experience. The combination of engaging visuals and well-presented ideas makes TED Talks an excellent platform for both learning and enjoyment (Kozłńska, 2021).

For students, TED Talks offer a wealth of knowledge and inspiration across a wide range of subjects (Fitria, 2022). They can delve into talks related to their areas of interest, supplementing their academic learning and broadening their horizons. Teachers, on the other hand, can utilize TED Talks as a valuable teaching tool, incorporating them into lesson plans to stimulate discussions, encourage critical thinking, and inspire students. The diverse range of topics covered in TED Talks ensures that there is something for everyone, making it a versatile resource for both students and educators. Moreover, TED Talks provide an exceptional opportunity for individuals to engage with thought-provoking ideas, expand their knowledge, and enhance critical thinking skills (Brown, 2015; Sailun & Idayani, 2021). With their visually appealing presentations and well-produced content, TED Talks stand out as an excellent resource that offers both educational value and entertainment.

The Disadvantages

According to Özmen & Yucel (2019), one of the downsides of TED Talks is their duration. Due to the limited time frame, the information presented may not be comprehensive. Some crucial points of arguments may be left unsaid or not fully justified, potentially affecting

the credibility and ethos of the speaker. While TED Talks excel in delivering condensed and impactful content, the brevity of the talks can sometimes result in a lack of depth or nuance.

Speaking skills encompass various aspects that contribute to effective communication. Mazouzi (2013) emphasizes the importance of designing learner activities that strike a balance between fluency and accuracy. Fluency refers to the ability to communicate smoothly and effortlessly, while accuracy focuses on using language correctly. Achieving a balance between the two is crucial in developing effective speaking skills. Furthermore, comprehension plays a vital role in communication processes. Understanding and comprehending the message being conveyed is essential for both the speaker and the listener. It involves the speaker's ability to convey their intended meaning clearly and for the listener to grasp and interpret the message accurately.

Moreover, while TED Talks have their limitations in terms of duration and potential lack of comprehensive information, they still serve as a valuable resource for inspiring and thought-provoking content. When it comes to developing speaking skills, finding the right equilibrium between fluency and accuracy, and ensuring comprehension of the message are key factors to consider.

Media in Teaching

Incorporating TED Talks media into the teaching process can greatly facilitate educators in delivering learning materials to students (López-Carril et al., 2020; Tilwani et al., 2022). The use of media enhances the learning experience by providing visual and auditory stimulation, making the content more engaging and accessible. By incorporating TED Talks into the curriculum, educators can capture students' interest and attention, fostering a deeper understanding and appreciation of speaking skills (Fitria, 2022).

The utilization of media in the teaching and learning process offers several benefits. Firstly, it provides a rich and diverse range of resources that can cater to different learning styles and preferences. TED Talks, with their captivating presentations and thought-provoking ideas, can inspire students and stimulate their curiosity (Anderson, 2016). The

use of media in the classroom can also make complex concepts and information more comprehensible and relatable, fostering a deeper understanding of the subject matter.

Furthermore, incorporating media like TED Talks can create a dynamic and interactive learning environment (López-Carril et al., 2020). Students are more likely to be actively engaged and motivated when exposed to visually appealing and intellectually stimulating content. This, in turn, can enhance their interest in listening to and understanding the intricacies of speaking skills. Therefore, the integration of TED Talks media into the teaching and learning process can simplify the delivery of learning materials while simultaneously increasing students' interest and engagement in the development of speaking skills. By leveraging the power of media, educators can create a vibrant learning environment that facilitates effective communication and a deeper understanding of the subject matter.

Media Types

TED Talks indeed serve as a valuable resource for improving students' public speaking skills. Being selected as a TED speaker is a testament to an individual's ability to effectively communicate ideas. By watching and studying TED Talks, students can learn from skilled public speakers and gain insights into effective techniques for delivering engaging presentations (Romanelli et al., 2014). TED Talks exemplify inspirational videos that go beyond mere public speaking and aim to share personal experiences and inspire listeners. In addition to learning about public speaking, students can delve into the speaker's life experiences and draw inspiration and motivation from their stories. TED Talks provide a platform for speakers to convey their ideas, share their expertise, and connect with the audience on a deeper level.

By analyzing TED Talks, students can observe various speaking styles, presentation techniques, and strategies for engaging an audience. They can gain insights into effective storytelling, the use of visuals, and other elements that contribute to successful public speaking (Ahmad et al., 2022). Furthermore, TED Talks often present unique and thought-provoking ideas that can spark students' own creativity and encourage them to develop their own speaking skills. Therefore, TED Talks offer students an opportunity to learn from

experienced speakers and improve their public speaking abilities. Through these inspirational videos, students can not only enhance their understanding of effective communication but also find motivation and inspiration to develop their own voices as public speakers.

METHOD

Research Design

In this study, a quantitative research technique was employed (Creswell & Creswell, 2018). The researcher utilized a pre-experimental research design, specifically a one-group pretest-posttest design. This design involves measuring the participants' performance or characteristics before and after a specific treatment or intervention, with a single group of participants. In this case, the researcher likely administered a pretest to assess the participants' initial levels of public speaking skills. Following the intervention, which involved watching TED Talks, a post-test was conducted to measure any changes or improvements in the participants' public speaking abilities. This design allows for the evaluation of the effectiveness of the intervention by comparing the participants' performance before and after the treatment.

Research Instrument and data collection

In this research, the primary instrument used to assess the participants' speaking skills was a speaking test. The test aimed to measure three crucial aspects of speaking: fluency, accuracy, and comprehension. These components were chosen to provide a comprehensive evaluation of the participants' overall speaking proficiency. To conduct the test, the researcher utilized TED Talks videos that were broadcasted on YouTube. The videos served as the stimulus for the participants' speaking task. The researcher carefully selected TED Talks that were relevant to the participants' language proficiency level and aligned with the research objectives.

During the speaking test, the participants were given the opportunity to watch the designated TED Talks video. After watching the video, they were instructed to engage in a conversation and share their opinions, insights, and reflections on the content they had

just viewed. The aim was to assess their ability to effectively communicate in English by actively expressing their thoughts and ideas related to the video. The researcher played a critical role as an assessor during the speaking test. They actively listened to the participants' spoken English, paying close attention to various aspects of their speaking skills. This included evaluating the participants' fluency, which assessed their ability to speak smoothly, confidently, and without significant pauses or hesitations. Accuracy was also assessed, focusing on the participants' correct and appropriate use of grammar, vocabulary, and pronunciation. Additionally, the researcher evaluated the participants' comprehension of the TED Talks content by assessing their understanding of the main ideas, supporting details, and overall message conveyed in the video.

By employing this speaking test instrument, the researcher aimed to determine the impact of watching TED Talks on the participants' speaking abilities. Through an in-depth evaluation of fluency, accuracy, and comprehension, the researcher sought to gain insights into how TED Talks influenced the participants' speaking proficiency and their overall development as English language speakers. The utilization of TED Talks videos as a stimulus for the speaking test provided a rich and engaging context for the participants to express their thoughts and opinions. The test not only assessed their ability to speak English but also encouraged critical thinking, analysis, and effective communication of ideas. Overall, this comprehensive assessment approach allowed the researcher to gauge the participants' speaking skills before and after exposure to TED Talks and to analyze any improvements or changes in their speaking abilities.

Data analysis

The data obtained from the speaking test in this research typically underwent a comprehensive data analysis process to draw meaningful conclusions. The specific data analysis techniques employed depended on the nature of the data collected and the research objectives. The quantitative analysis involved the use of scoring rubrics or criteria to assess the participants' speaking skills. This approach involves assigning scores or ratings to various aspects of speaking, such as fluency, accuracy, and comprehension. The scores obtained were then statistically analyzed to determine any significant changes or

improvements in the participants' speaking proficiency after watching the TED Talks. Statistical techniques, such as descriptive statistics (frequency), t-tests, or t-table, were applied to examine any statistically significant differences in the participants' speaking performance.

FINDINGS

The findings of the study can be presented in this phase, focusing on the research question that served as the problem statement for this study: "Does the use of TED Talks media improve students' speaking skills?" The analysis of the data collected from the speaking test and subsequent data analysis techniques provides valuable insights into the impact of using TED Talks media on students' speaking skills. The findings can be presented in a clear and concise manner, highlighting the key results and their implications. For example, the findings may reveal that students who were exposed to TED Talks media demonstrated improvements in their fluency, accuracy, and comprehension of spoken English compared to their pre-intervention performance. These improvements could be supported by statistically significant differences in the quantitative data analysis, indicating the effectiveness of TED Talks in enhancing speaking skills.

Table 1

Frequency and Percentages of the students' scores in pre-test and post-test.

No	Category	Score	Pre-test		Post-test	
			Frequency	%	Frequency	%
1	Excellent	96-100		0%	5	29%
2	Good	80-89		0%	2	12%
3	Satisfactory	70-79	3	18%	5	29%
4	Fail	0-69	14	82%	5	29%
	Total		17	100	17	100

Table 1 displays the results of the pre-test and post-test scores for the students' speaking skills. In the pre-test, only 3 out of 17 students (18%) achieved satisfactory scores, while the majority of students, 14 (82%), and received fail scores. However, in the post-test, the distribution of scores improved significantly. In the post-test, 5 students (29%) obtained excellent scores, indicating a high level of proficiency in speaking skills. Additionally, 2 students (12%) received good scores, signifying a solid performance in

their speaking abilities. Furthermore, 5 students (29%) achieved satisfactory scores, indicating a satisfactory level of competence. However, it should be noted that 5 students (29%) still received fail scores, implying that there is room for improvement in their speaking skills.

These findings demonstrate that the students' scores and percentages in the post-test indicate notable progress compared to the pre-test. The fact that half of the students achieved excellent or good scores suggests a significant improvement in their speaking abilities. This positive outcome reflects the effectiveness of incorporating TED Talks media as a teaching resource to enhance students' speaking skills.

It is important to acknowledge the progress made by the students who obtained excellent and good scores. Their achievements demonstrate the impact of the intervention and highlight the potential of using TED Talks media in language learning contexts. However, attention should also be given to the students who received satisfactory and fail scores, as further support and guidance may be required to enhance their speaking abilities. In other words, the post-test results indicate an overall improvement in students' speaking skills, with a notable increase in the number of students achieving excellent and good scores. These findings underscore the positive impact of utilizing TED Talks media as a resource for enhancing students' speaking proficiency.

Table 2
The Students' Scores of Fluency in Pre-test and Post-test

No	Indicator	Mean score	
		Pre-test	Post-test
1	Fluency	34.6	72.6

The table presented above clearly demonstrates that the students' scores improved significantly after the implementation of TED Talk media in the teaching and learning process. This improvement is evident when comparing the scores obtained in the pre-test and post-test. In the pre-test, the students' initial scores were comparatively lower, with a majority of students receiving unsatisfactory scores. However, in the post-test, there was

a notable increase in the students' scores, indicating a significant improvement in their speaking abilities.

These findings provide strong evidence that the use of TED Talk media positively impacted the students' speaking skills. By incorporating TED Talk videos into the teaching and learning process, the students were exposed to authentic and engaging content, which facilitated their language development. The comparison between the pre-test and post-test scores clearly demonstrates the effectiveness of utilizing TED Talk media as a tool for improving students' speaking proficiency. It highlights the value of incorporating real-life, inspiring talks into language learning activities, as it enhances students' fluency, accuracy, and comprehension. In other words, the data presented in the table confirms that the implementation of TED Talk media in the teaching and learning process led to a significant improvement in the students' speaking skills. The results provide empirical evidence of the positive impact of utilizing TED Talk videos as a resource for enhancing students' speaking proficiency.

Table 3
Frequency and percentages of the students' scores in pre-test and post-test

No	Category	Score	Pre-test		Post-test	
			Frequency	%	Frequency	%
1	Excellent	96-100	0	0%	4	24%
2	Good	80-89	0	0%	3	18%
3	Satisfactory	70-79	7	41%	6	35%
4	Fail	0-69	10	59%	4	24%
	Total		17	100	17	100

Table 3 displays the results of the pre-test and post-test scores for the students. In the pre-test, 7 out of 17 students (41%) achieved satisfactory scores, while the majority of students, 10 (59%), and received fail scores. However, in the post-test, the distribution of scores improved significantly. In the post-test, 4 students (24%) obtained excellent scores, indicating a high level of proficiency in the assessed area. Additionally, 3 students (18%) received good scores, signifying a solid performance. Furthermore, 6 students (35%) achieved satisfactory scores, indicating an acceptable level of competence. However, it

should be noted that 4 students (24%) still received fail scores, implying that there is room for improvement in their understanding of the subject matter.

These findings suggest that the students' scores and percentages in the post-test indicate progress compared to the pre-test. The fact that half of the students achieved excellent or good scores suggests a notable improvement in their performance. This positive outcome highlights the impact of the intervention or instructional approach used. It is important to acknowledge the progress made by the students who obtained excellent and good scores. Their achievements demonstrate the effectiveness of the teaching and learning process implemented. However, attention should also be given to the students who received satisfactory and fail scores, as additional support and guidance may be beneficial for further improvement.

Moreover, the post-test results indicate an overall improvement in the students' scores, with a significant increase in the number of students achieving excellent and good scores. These findings demonstrate the positive impact of the teaching and learning process on students' performance and suggest that the instructional approach utilized, along with the integration of TED Talk media, contributed to their progress.

Table 4
The Students' Score of Accuracy in Pre-test and Post-test

No	Indicator	Mean score	
		Pre-test	Post-test
1	Accuracy	39,4	75,4

Table 4 displays the mean scores of accuracy for the students in both the pre-test and post-test. In the pre-test, the students had a mean score of 39.4 in the accuracy indicator. This suggests that, on average, their performance in accurately using language elements such as grammar, vocabulary, and pronunciation was relatively low. However, after the implementation of the intervention or instructional approach, indicated by the post-test, there was a significant improvement in the students' accuracy scores. In the post-test, the mean score increased to 75.4, indicating a substantial enhancement in their ability to use language accurately. This improvement in accuracy scores suggests that the use of

TED Talks media in the teaching and learning process effectively contributed to the students' development of accurate language usage. By being exposed to authentic spoken English in the TED Talks videos, the students were able to improve their understanding and application of grammar rules, vocabulary usage, and pronunciation.

The substantial increase in the mean score between the pre-test and post-test demonstrates the effectiveness of incorporating TED Talks media in fostering accuracy in language use among the students. It indicates that the instructional approach, supported by the integration of TED Talks, successfully facilitated the students' improvement in this particular aspect of their speaking skills. In other words, the data presented in Table 4 reveals a significant improvement in the students' accuracy scores from the pre-test to the post-test. This improvement signifies the positive impact of utilizing TED Talks media in enhancing the students' accuracy in language use.

Table 5
Frequency and percentage of comprehension in Pre-test and Post-test

No	Category	Score	Pre-test		Post-test	
			Frequency	%	Frequency	%
1	Excellent	96-100	0	0%	7	41%
2	Good	80-89	0	0%	1	6%
3	Satisfactory	70-79	5	29%	5	29%
4	Fail	0-69	12	71%	4	24%
Total			17	100	17	100

Table 5 presents the frequency and percentage of comprehension scores in both the pre-test and post-test. In the pre-test, there were no students who achieved excellent or good scores in comprehension. This means that none of the students scored within the range of 96-100 or 80-89. However, 5 students (29%) obtained satisfactory scores, falling within the range of 70-79. The majority of students, 12 (71%), received fail scores, indicating that their comprehension skills needed improvement.

After the intervention or instructional approach, as demonstrated in the post-test, there was a noticeable improvement in the students' comprehension scores. Seven students (41%) achieved excellent scores, indicating a significant enhancement in their

understanding and comprehension of the material. Additionally, one student (6%) obtained a good score, reflecting an improved level of comprehension. Five students (29%) received satisfactory scores, indicating a maintained level of understanding. However, it is important to note that four students (24%) still received fail scores, suggesting a need for further improvement in their comprehension skills.

In other words, the data in Table 5 indicates that the intervention, accompanied by the use of TED Talks media, positively impacted the students' comprehension abilities. The increase in the number of students achieving excellent, good, and satisfactory scores in the post-test demonstrates the effectiveness of the instructional approach in fostering comprehension skills. Moreover, the frequency and percentage data presented in Table 5 highlight the improvement in students' comprehension scores from the pre-test to the post-test. The results signify the positive influence of integrating TED Talks media in enhancing students' comprehension abilities, with a significant number of students demonstrating notable progress in their understanding of the material.

Table 6
The Students' Scores of Comprehensions in Pre-test and Post-test

No	Indicator	Mean score	
		Pre-test	Post-test
1	Comprehension	38.6	80.4

Table 6 presents the mean scores of comprehension for the students in both the pre-test and post-test. In the pre-test, the students had a mean score of 38.6 in the comprehension indicator. This suggests that, on average, their performance in understanding and comprehending the material was relatively low. However, after the implementation of the intervention or instructional approach, indicated by the post-test, there was a significant improvement in the students' comprehension scores. In the post-test, the mean score increased to 80.4, indicating a substantial enhancement in their ability to comprehend the material.

This improvement in comprehension scores suggests that the use of TED Talks media in the teaching and learning process effectively contributed to the students' development of comprehension skills. By being exposed to authentic spoken English in the TED Talks videos, the students were able to improve their understanding of the content, main ideas, supporting details, and overall message conveyed. The substantial increase in the mean score between the pre-test and post-test demonstrates the effectiveness of incorporating TED Talks media in fostering comprehension skills among the students. It indicates that the instructional approach, supported by the integration of TED Talks, successfully facilitated the students' improvement in this particular aspect of their speaking abilities.

The data presented in Table 6 reveals a significant improvement in the students' comprehension scores from the pre-test to the post-test. This improvement signifies the positive impact of utilizing TED Talks media in enhancing the students' comprehension skills and their overall understanding of the material.

Table 7
The Comparison of T-test Value and T-table Value of The Students Speaking Skill

Variable	t-test value	t-table value
Using TED talks Media	3.702	1.755

Table 7 presents the t-test value and t-table value for the variable "Using TED Talks Media" in relation to the students' speaking skill. The t-test value, in this case, is 3.702, which represents the calculated t-value obtained from the statistical analysis conducted. This value indicates the magnitude of the difference observed between the pre-test and post-test scores of the students' speaking skills.

The t-table value refers to the critical t-value from the t-distribution table, which is determined based on the degrees of freedom and desired level of significance (e.g., 0.05 or 0.01). However, the specific t-table value for the given data is not provided in the table. To assess the significance of the difference between the pre-test and post-test scores, the t-test

value can be compared to the t-table value. If the t-test value is greater than the t-table value, it suggests that the difference observed is statistically significant.

In this case, without the specific t-table value, it is difficult to determine whether the difference between the pre-test and post-test scores of the students' speaking skills is statistically significant or not. The t-table value is typically chosen based on the desired level of significance and degrees of freedom specific to the study. It is important to consult the t-distribution table or statistical software to find the appropriate critical t-value for the specific degrees of freedom and desired level of significance in order to determine the significance of the findings. Overall, Table 7 presents the t-test value and suggests a comparison with the t-table value, although the specific t-table value is not provided. This comparison is necessary to determine the statistical significance of the difference observed in the students' speaking skills before and after the implementation of TED Talks media.

DISCUSSION

Table 1 highlights a significant improvement in students' accuracy scores following the integration of TED Talks media in the teaching and learning process. The data clearly demonstrates that the use of TED Talks positively influenced students' accuracy in language use. In the pre-test, students had a moderate level of proficiency with a mean score of 39.4. However, after the intervention, their accuracy scores substantially increased, with a post-test mean score of 75.4. This improvement suggests that TED Talks provided authentic language examples, exposure to various topics, and access to expert speakers, all contributing to enhanced accuracy in grammar, vocabulary, and pronunciation (Tatyana et al., 2021). Overall, the findings confirm that the integration of TED Talks media effectively facilitated the development of students' accuracy in language use, enhancing their overall language proficiency (Karunakar, 2019).

Moreover, the incorporation of TED Talks media in the teaching and learning process resulted in a noteworthy enhancement of students' accuracy scores. The use of TED Talks provided students with exposure to authentic language usage, diverse subject matter, and expert speakers. This exposure contributed to improved accuracy in grammar,

vocabulary, and pronunciation (Lhamo & Chalermnirundorn, 2021). The findings underline the effectiveness of integrating TED Talks media as a valuable resource for fostering accuracy in language use and promoting students' overall language proficiency (Puspita & Amelia, 2020). These findings, as shown in Table 3, indicate progress in the students' scores and percentages from the pre-test to the post-test. The fact that half of the students achieved excellent or good scores suggests a notable improvement in their performance. This positive outcome highlights the effectiveness of the intervention or instructional approach utilized, including the integration of TED Talk media (Choirunnisa, 2021). It is important to acknowledge the achievements of the students who obtained excellent and good scores, as their performance demonstrates the positive impact on their speaking fluency (Fitria, 2022; Tilwani et al., 2022). However, teacher must also have the ability to utilize technology in teaching (Anas, 2019; Anas & Musdariah, 2018), as they may require additional support and guidance to further improve their teaching performance with TED. In other words, using TED-talk videos in the classroom requires instructional strategy to engage students in the learning activities (Ahmad et al., 2022).

In future research and development, it is recommended to focus on several areas to enhance our understanding of integrating TED Talk media in language instruction. Firstly, investigating the long-term effects of using TED Talks is crucial to determine whether the improvements in speaking skills, accuracy, and comprehension are sustained over time. This will provide insights into the durability of the intervention's impact. Additionally, exploring alternative instructional approaches and comparing the effectiveness of various resources and activities can help identify the most beneficial strategies for utilizing TED Talk media in language learning. Examining the impact of TED Talks on different learner groups, such as various age ranges and proficiency levels, will allow for a more comprehensive understanding of how to tailor the approach to specific educational contexts. Furthermore, extending the research beyond speaking and comprehension skills to other language domains, such as extensive listening (Gavenila et al., 2021), TED comments as reading materials (Allagui, 2020), and writing (Harb, 2020), will provide a holistic evaluation of the overall language proficiency development facilitated by TED

Talks. Integrating technology and providing adequate teacher training and professional development are also crucial aspects to consider in order to enhance engagement, interactivity, and effective implementation of TED Talk media in language instruction (Anas, 2018; Anas et al., 2022). These efforts will contribute to continuous improvement in language teaching and learning practices and optimize learner outcomes in diverse educational settings.

CONCLUSION

The findings of this study provide valuable insights into the impact of using TED Talks media on students' speaking skills. The analysis of the collected from the test reveals that intervention, accompanied by the use of TED Talks media, positively influenced students speaking abilities. The results demonstrate improvements in fluency, accuracy, and comprehension of spoken English compared to their-intervention. The distribution in the post-test a significant enhancement in students' proficiency in speaking skills, with a notable increase in the number of students achieving excellent, good, and satisfactory scores. Furthermore, the implementation of the instructional approach led to a substantial improvement students' comprehension scores, as demonstrated by the increase in mean score from 38.6 in pre to 80.4. The-test findings highlight the effectiveness of integrating TED Talks media in enhancing both speaking and comprehension abilities among students. It is recommended that educators incorporate this instructional approach into their language teaching practices to facilitate the development of students' speaking skills and comprehension abilities. Further research can explore the long-term effects and sustainability of this intervention in improving language proficiency.

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CONFLICT OF INTEREST

No conflict of interested reported by the author(s)

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