

Student's Perceptions of Using TED Talks to Improve EFL Speaking Skill

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This quantitative study investigated the students' perception of using TED Talks to improve their speaking skill. The study drew upon 210 in-service EFL scholar across universities in fourteen provinces in Indonesia. These student participants were asked to complete seventeen items of close-ended questionnaire. Statistical data analysis using reliability, descriptive analysis and One-Way ANOVA were performed using SPSS software. The findings revealed two students' perceptions about using TED Talks, there were positive and negative perceptions. The results were performed with differences between gender and age as demographic.

Keywords: TED Talks, Speaking Skill

Studi kuantitatif ini menyelidiki persepsi siswa tentang penggunaan TED Talks untuk meningkatkan keterampilan berbicara mereka. Studi ini menggunakan 210 sarjana EFL dalam layanan di berbagai universitas di empat belas provinsi di Indonesia. Partisipan siswa ini diminta untuk mengisi tujuh belas item kuesioner tertutup. Analisis data statistik menggunakan reliabilitas, analisis deskriptif dan One-Way ANOVA dilakukan dengan menggunakan perangkat lunak SPSS. Temuan ini mengungkapkan persepsi dua siswa tentang menggunakan TED Talks, ada persepsi positif dan negatif. Hasilnya dilakukan dengan perbedaan antara jenis kelamin dan usia sebagai demografis.

INTRODUCTION

The use of online learning resources is not commonly a brand-new thing in this current era. Cutting-edge technology creates the online learning process more interesting. Technology has become a highly important part of learning and teaching English as a foreign language (EFL). Besides, network technology in the form of internet has become a media in promoting the effective communication and education in teaching and learning (Park, Sun-Mih, 2013). One of the technologies is the application of TED (Technology, Entertainment, Media) Talks in EFL teaching and learning. TED Talks as one of the internet media, which provides more than 2000 talks. Since 1984, TED Talks has featured many lectures from all over the world using technology. It can provide authentic teaching materials, transcripts and subtitles from various countries, and types of different western-style languages, so that audiences can improve their quality or speaking techniques (Fatimah, 2018).

Many people have made technology an effective and interesting learning opportunity. Nowadays, TED Talks are increasingly becoming a popular and discussed on social media. TED Talks is one of the digital medias in the form of video learning delivered openly and complimentary. Even so, watching videos has a less significant impact on the students' pedagogical aspects of public speaking. TED Talks are a form of multimedia presentation that has been delivered by professionals, people who have ideas. One type of video-based technology has the potential to inform how to learn through public presentations. The TED Talks study has been proven as active media learning. TED Talks are multimedia tools in the form of presentations used by people who are not professional speakers or commonly called open presentations (Kedrowicz & Taylor, 2016).

This study examines students' opinions regarding TED Talks as a media of learning in modern times for speaking skills. The purpose of this study offers attractive learning methods. Also, TED Talks can help students learn in a variety of skills, one of the benefits of speaking skills. This study will explore the student's perceptions of using TED Talks to improve EFL speaking skills. Therefore, this study aims to address the following question:

1. What are university student's perceptions about TED Talks as learning in modern times for speaking skills?

LITERATURE REVIEW

Three literature (Kedrowicz & Taylor (2016), Park, Sun-Mih (2013), Sohrabi & Iraj (2016) which discuss this research. First, in the study of Kedrowicz & Taylor (2016) students' perception related to the use of TED Talks can be understood and provide information that has been learned by students and can obtain knowledge. TED Talks are formal talks. There was no discussion in the presentation, but many spectators sat there to listen to the presentation. The importance of the role of the audience when listening to the material delivered in front of many people, the speakers gave informative speeches to be delivered so that the audience understood that the material had been uttered. The study attended by 53 students enrolled in technical communication courses and 48 students. To analyze data, this study uses an analysis of inductive qualitative content. The findings of the study were students trying to unite their perceptions of formal speaking.

Second, in the study of Park, Sun-Mih (2013) the perceptions and attitudes of EFL Korean university students showed significant results. By watching TED Talks videos inside and outside the classroom, students can obtain aural and visual inputs that are useful for practicing their languages, such as the speaker's speech and gestures. TED Talks can also build authentic vocabulary knowledge and various English accents by listening to interesting material. Thirty-five primary English language education students, both of whom were tertiary institutions, education, and education in Seoul, followed this study. This study used a survey questionnaire. The findings of the study were that participants preferred assignments given online rather than offline assignments. In the study, there were many differences between advanced and secondary students.

The last, in the Sohrabi & Iraj (2016) watching TED videos Talks provide an overview of the structure of content, helping to understand the content very well. Also, it can help to learn profoundly and as a new learning model that becomes learning becomes interesting, which has been attended by 12 students for two classes. This study uses a mixed method. The findings also show TED talks and documentaries that qualify for university classes, even at the postgraduate level. All of these findings indicate that students need to be involved in learning. They are looking for new ways and environments that are different from lecture-style classes.

The benefits of this study are useful for media use that continues to grow at this time, can make students more interested in learning, and for shy people who can learn by themselves and practice, for teachers useful in learning media, so it is not dull. Not only that, the way of learning in the current era, so many of them improve their speaking skills through TED Talks.

This research also has advantages and disadvantages. One of the advantages of using this media is that students are interested in learning, making students creative, and innovating in thinking, which makes a person improve their speaking skills. This study also has a weakness, when teachers who do not understand technology will find it challenging to improve their performance in using the device as a teaching medium and students in the class will feel bored. The drawback is that most students only see engaging titles or speakers who have good-looking performances which of course will be chosen by students as learning resources.

Definition of terms

In investigating the perceptions about using TED Talks to improve EFL student's speaking skills. Many experts provide some definitions of Student's perceptions of using TED Talks to improve EFL speaking skills.

Understanding of TED Talks

TED (technology, entertainment, design) Talks is a private, non-profit organization founded in 1984 (Broadaway, 2012). TED Talks is a site that distributes quality videos with ideas that are worth distributing and one of the most popular sites to study in presentations (Cong-lem, 2018). Many videos have been published by TED Talks, which initially only focused on technology, entertainment, design but now Ted Talks has several new genres such as business, science, and global issues that must discuss (Nurmukhamedov, 2017). TED stands for "Technology, Education, Design" and the name is worldwide throughout the slogan "ideas worth spreading." The videos on TED Talks

are available on the website and on the YouTube TED Talks channel account using transcriptions that are already available ie more from 1,900 speakers who have transcriptions in their videos, and also available translations from volunteers with 107 languages available. TED Talks video resources (Video, Audio, Transcription and Translation) can be accessed free of charge on the website or on the Youtube Channel. The material is available on TED Talks for academic and non-commercial educational purposes as long as it is run correctly and the talks in the video are not edited (Hasebe, 2015).

In addition, TED Talks has many features in the video, namely transcripts and translations provided, so students can understand what is presented by the speaker. Transcripts and subtitles already exist in the video and are also available in various languages for subtitles (Park, Sun-Mih, 2013). Available transcripts can be download by students, and make it easier for students to understand a lot of exciting and creative content such as students who are interested in watching it (Kusuma, 2017). Speakers in TED videos generally have excellent presentation skills, because, they can use all aspects of language, starting with body language that is only understood by the audience. TED Talks can also improve their language skills; speakers have different English accents so students can learn various accents from each country (Park, Sun-Mih, 2013). The video presented to the audience is a variety of real-world problems that exist or are busy being discussed by the general public (Lin, Wang, & Wang, 2018).

TED Talks in EFL Classroom

On the other hand, TED Talks can enhance students' critical thinking; they can debate and can determine facts and opinions (Harb, 2018). The use of TED Talks in the EFL class received a positive response. Watching TED Talks outside and inside the classroom can improve their skills (Park, Sun-Mih, (2013).

TED Talks have been widely used in various fields, one of which is improving reading skills and helping student learning TED Talks can provide development in grammar and reading, and can also be used for development designed in listening skills and tested in mixed EFL classes to improve student learning to achieve advanced English listening skills (Bianchi, Marenzi, Alento, Niversität, & Orschungszentrum, 2016).

The TED Talks presentation must be useful in all respects, first the lecture method can develop English material for academic purposes (EAP), in addition to TED Talks presentations also benefit ESL and EFL to promote the development of listening strategies and for the development of listening skills, vocabulary learning, and practice speaking through discussion students from various countries and academics who watched the TED Talks videos outside the classroom, especially in ESL-based IEP programs who wanted to practice to expand their vocabulary. The same applies to the IEP program to have an academic preparation course where English students are trained to give oral presentations about the fields they are interested in in the community. Using TED Talks as a model can help students in oral presentations in front of the general public and reflect the presentation by Western style (Nurmukhamedov, 2017). Listening to several TED Talks videos outside the classroom, students can exchange information and listen to each other. This activity can improve speaking skills because it raises many debates with one another regarding several opinions to criticize

that have been presented by the video, where the results will then be innovative and exciting learning (Fatimah, 2018).

TED Talks in helping student's speaking

TED Talks can teach them something about public speaking. He recommends that the speaker speak briefly. Storytelling is a powerful way to connect emotionally with an audience. Once, they know the secrets shared by communicators, you can adopt and stand out in your next presentation or presentation; it is also a way to help students improve their speaking skills. Watching the TED Talks presentation will also teach them how to incorporate inspirational elements, and it will show them how to reflect themselves as a leader and communicator. If they cannot inspire others with your ideas, it does not matter how great the ideas are. Just say it will help you become more courageous in speaking or communicating (Gallo, 2015).

They can use the opportunity to speak in public as a motivation to dive into more topics. Every opportunity to talk to a group that you respect can break away and do something unique within you (Chris Anderson, 2016).

METHOD

Study design

This current study explored the students' perceptions of using TED Talks for EFL students speaking skills. There were only one research question of this study, what are university student's perceptions about TED Talks as learning in modern times for speaking skills? To answer that question, this research employed a quantitative non-experimental method to gather the data. Bell (2010) believes quantitative research studies the relationship of one set of facts to another. They use numerical data as a structured and predetermined study, and the results tend to produce quantifiable conclusions.

Participants

There were 210 participants EFL collage students of this current study and there were no eliminated. The participants were from many provinces of students' EFL in Indonesia and only for English education majors. This study got the participants by random sampling. Random sampling is a random selection of cases of large populations. This process usually used for data collection such as surveys or polls. Using this approach in quantitative is that statistics based on random samples, in this article there is no participants eliminated (Robinson, 2014).

Data collection and analysis

To fulfill this study, the researcher used the questionnaire as the instrument. The instrument of this research was adapted from Kedrowicz & Taylor (2016). There are seventeen items and a five Likert-type scale with five options ranging from Strongly Disagree (1) to Strongly Agree (5). A quantitative data from questionnaires or tests can be used as sampling tools, for obtaining quantitative data about the extent to which individuals report themselves having personalities that vary in various social contexts and use this data to select individuals who are one standard deviation above or above average (Robinson, 2014).

The questionnaire created by using Google forms, and distributed online to the participants through a link in social media such as Line, Instagram and WhatsApp. The link is shared once in a day, for ten days. The questionnaire translated into Bahasa and the privacy of the answers security of the participants guaranteed by the researcher.

The questionnaire consisted of demographic questions and perceptions of using TED Talks. Seven demographic questions consist of age, gender, region, age, university name, school year, telephone number, and e-mail address. The questionnaire also contained three items which were questions with negative words that stored upside down. The data collected were analyzed using descriptive and one-way ANOVA in SPSS.

FINDINGS AND DISCUSSION

Seventeen items of close-ended questionnaires from 210 records were analyzed by SPSS to get the students' perception of using TED Talks to improve their speaking skill. The first step of analysis was found out the reliability of the data. The result showed that the instrument got a Cronbach's Alpha score .772.

After had an Alpha score, the researcher sought to descriptive statistics to answer the research question. The participants divided into two groups: respondents who had positive and negative perceptions with 51 points as the mid-score from 85 of the total (seventeen items with five as the highest point). From the table 1, 94.29% from 198 participants (M= 60.55) showed positive perspectives and 5.71% from 12 participants (M= 48.25) were negative perspective in using TED Talks to improve speaking skill.

Table 1 Descriptive Statistics based on Perceptions

Group	N	Percentage	Mean	SD
Positive	198	94.29	60.55	5.55
Negative	12	5.71	48.25	2.42
	210	100	54.40	

However, the total Mean score of both groups were 54.40 which indicated positive perceptions with mid-score 51. It showed that 94% of EFL students' perceptions were positive in using TED Talk to improve speaking skill. The result indicated that EFL students' discovered positive attitudes toward the using TED Talks to improve their speaking skill.

The seventeen items of the questionnaire are grouped into four indicators. The indicators are effectiveness and knowledge (codded as EK), interest of aspect (codded as IA), skill and experience (codded as SE), and motivation (codded as M). In the Table 2 explained the descriptive of each indicators.

Table 2 Descriptive Statistics based on Indicators

Indicators	Score	Mean	SD
Effectiveness and Knowledge	3710	1.11	3.54
Interest of aspect	1523	1.01	3.63
Skill and Experience	1866	0.81	2.97
Motivation	5428	0.75	3.70

Based on the table above, effectiveness and knowledge as the first indicator got the higher mean score (M=1.11) which indicated that students apprehend positive perception in this indicator. Meanwhile, motivation got the highest score but the lowest mean score from all of the indicator (M=0.75) but still be the important aspect of students' perception of using TED talks to improve their speaking.

Furthermore, the demographics such as gender and age were found to significantly correlate with the four indicators of students' perception in using TED Talks. To follow, one-way ANOVA was conducted to explore the significant differences between the students' perception in using TED Talks to improve their skill with gender and age (see **Table 3**).

Table 3 ANOVA between Gender and Four Indicators

Gender	EK	IA	SE	M
Female (N=151)				
Mean	-0.04	-0.00	-0.03	0.53
Standard Deviation	0.98	0.87	0.98	0.95
Minimum	-2.74	-2.97	-2.03	-3.12
Maximum	2.14	1.95	3.32	2.67
Male (N=59)				
Mean	0.12	0.02	0.08	-0.13
Standard Deviation	1.04	1.27	1.04	1.11
Minimum	-2.04	-5.44	-2.85	-3.19
Maximum	2.32	3.55	2.81	2.34

Table 4 ANOVA of Gender Affects on Four Indicators

EK	df	F	Sig.
Between Groups	1	1.31	0.25
Within Groups	208		
Total	209		
IA			
Between Groups	1	0.33	0.85
Within Groups	208		
Total	209		
SE			
Between Groups	1	0.60	0.43
Within Groups	208		
Total	209		
M			
Between Groups	1	1.52	0.21
Within Groups	208		
Total	209		

Table 4 showed that female students of perception in using TED Talk was mainly triggered by the indicator of motivation ($M=0.53$). While male students' perception was contributed in effectiveness and knowledge indicator ($M=0.12$). Unfortunately, in the **Table 5** indicated that there were no significant differences ($p>0.05$) between gender and the students' perceptions in using TED Talks.

In addition, one-way ANOVA also performed to see if the students' perceptions were different across students' ages (see **Table 6 and 7**).

Table 5 ANOVA between Age and Four Indicators

Age	EK	IA	SE	M
18 – 20 yo (N=71)				
Mean	0.16	-0.05	-0.08	-0.17
Standard Deviation	0.97	1.15	1.11	1.02
Minimum	-2.61	-5.44	-2.85	-3.12

Maximum	2.32	1.74	2.81	2.34
21 – 23 yo (N=131)				
Mean	-0.09	0.01	0.02	0.09
Standard Deviation	1.01	0.92	0.94	0.99
Minimum	-2.74	-2.97	-2.00	-3.91
Maximum	1.78	3.55	3.32	2.67
24 yo - more (N=8)				
Mean	0.06	0.26	0.26	0.00
Standard Deviation	0.77	0.65	0.94	0.61
Minimum	-0.91	0.46	0.14	0.77
Maximum	0.95	0.12	0.15	0.89

Table 6 ANOVA of Age Affects on Four Indicators

EK	Df	F	Sig.
Between Groups	2	1.61	0.20
Within Groups	207		
Total	209		
IA			
Between Groups	2	0.40	0.66
Within Groups	207		
Total	209		
SE			
Between Groups	2	0.57	0.56
Within Groups	207		
Total	209		
M			
Between Groups	2	1.61	0.20
Within Groups	207		
Total	209		

Based on **Table 5**, the students age 18 – 20 carried out the high perceptions in effectiveness and knowledge (M=0.16), while students age 21 – 23 had 0.09 of mean score in motivation indicator. Besides, ages more than 24 got high score in interest of aspect and skill and experience with the same mean score (M=0.26). Also, in **Table 6** described that there were no differences significant between age and four indicators of students' perception in using TED Talks to improve speaking skill.

CONCLUSION AND LIMITATION

The objective of this current study was to explore the students' perception of using TED Talks to improve their speaking skill. Findings of this study were analyzed by using SPSS and found four indicators of students' perceptions. The indicators were effectiveness and knowledge, interest of aspect, skill and experience, and the last is motivation. Moreover, the data which calculated showed that the almost 94% were positive perspective.

The four indicators were analyzed with demographics such as gender and age by using one-way ANOVA. The results revealed that there were no difference significant between students' perception of using TED Talks to improve the speaking skill with gender nor age. The limitation of this study was only used the quantitative method to know the students' perception of using TED Talks.

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APPENDIX 1

Analisis Survei Persepsi Penggunaan Pembicaraan TED Talks untuk Keterampilan Berbicara

Nama:

Jenis Kelamin:

Usia:

Provinsi:

Nama Universitas:

Mahasiswa Tahun:

No. Telepon:

Alamat E-mail:

Bacalah pertanyaan-pertanyaan berikut dan nyatakan tingkat setuju anda berharap pernyataan tersebut dengan mengklik pada tombol yang tersedia. Pilihan jawaban berupa Sangat Tidak Setuju (STS), Tidak Setuju (TS), Setuju (S), dan Sangat Setuju (SS).

No	Question	SA	A	N	D	SD
1	Previously, I had known the TED Talks channel on YouTube. (Sebelumnya, saya telah mengetahui channel TED Talks di YouTube.)					
2	I chose an interesting title before deciding to watch the TED Talks video. (Saya memilih judul yang menarik sebelum memutuskan menonton video TED Talks.)					
3	I chose a speaker with an attractive appearance before watching the TED Talks video. (Saya memilih pembicara dengan penampilan menarik sebelum menonton video TED Talks.)					
4	TED Talks in the era of globalization are very much needed in the world of education. (TED Talks di era globalisasi ini sangat dibutuhkan di dunia pendidikan.)					
5	I rarely apply TED Talks outside the classroom. (Saya jarang mengaplikasikan TED Talks di luar kelas.)					
6	I find it difficult to watch the TED Talks video to understand the material presented by the speaker because the delivery is too fast. (Saya merasa kesulitan ketika menonton video TED Talks untuk memahami materi yang disampaikan oleh pembicara, karena penyampaian yang terlalu cepat.)					

7	<p>I think the TED Talks speaker is able to convey the message well to the audience. (Saya rasa pembicara TED Talks mampu menyampaikan pesan dengan baik kepada audiens.)</p>					
8	<p>I feel the TED Talks speaker is too formal in delivering the material. (Saya merasa pembicara TED Talks terlalu formal dalam menyampaikan materi.)</p>					
9	<p>I feel that the TED Talks material makes it easier for me to find ideas to practice speaking skills. (Saya merasa materi TED Talks memudahkan saya dalam mencari ide untuk melatih kemampuan berbicara.)</p>					
10	<p>I feel watching videos on the TED Talks channel can help me improve speaking skills, listening skills, and increase English vocabulary. (Saya merasa menonton video pada channel TED Talks dapat membantu saya meningkatkan keterampilan berbicara, keterampilan mendengar, dan menambah kosakata bahasa Inggris.)</p>					
11	<p>I feel watching TED Talks videos is a good way to improve English skills. (Saya merasa menonton video TED Talks adalah cara yang baik untuk meningkatkan keterampilan bahasa Inggris.)</p>					
12	<p>I feel motivated to practice the presentation by watching the TED Talks video. (Saya merasa termotivasi untuk berlatih presentasi dengan menonton video TED Talks.)</p>					

13	I feel motivated to learn English when watching TED Talks videos. (Saya merasa termotivasi untuk belajar bahasa Inggris ketika menonton video TED Talks.)					
14	I feel motivated to use TED Talks to study independently outside the classroom. (Saya merasa termotivasi menggunakan TED Talks untuk belajar secara mandiri di luar kelas.)					
15	I feel more confident in speaking English after watching TED Talks. (Saya merasa lebih percaya diri dalam berbicara bahasa Inggris setelah menonton TED Talks.)					
16	I feel that using TED Talks makes the material in the class look more attractive. (Saya merasa bahwa menggunakan TED Talks membuat materi di kelas terlihat lebih menarik.)					
17	I feel watching TED Talks videos is a very effective way to learn English speaking skills compared to other ways. (Saya merasa menonton video TED Talks adalah cara yang sangat efektif untuk mempelajari keterampilan berbicara bahasa Inggris dibanding dengan cara lain.)					