

THE EFFECTIVENESS OF TED SHORT VIDEO IN IMPROVING EYL SPEAKING SKILLS

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Abstract: The study concerned with the effectiveness of TED short video in improving EYL speaking skills. The purposes were to find out whether the use of TED short videos improved students' speaking skills for learning purposes and to figure out whether the use of TED videos could eliminate students' fears when speaking in class. A mixed-method study was used as a research design that combined a pre-experimental design and a descriptive study. This study involved the seventh-grade students of a Junior High School in Ciamis in the academic year 2023/2024. Two instruments in the form of the speaking test and the questionnaires were administered to the students. An inferential analysis was used to analyze the speaking test while an exploratory data analysis was used to analyze the questionnaires. The findings indicated that the application of TED short video helps enhancing EYL speaking skills in the seventh grade of a Junior High School in Ciamis. In other words, it could improve students' speaking skills for learning purposes. The findings also indicated that the use of TED short videos could eliminate students' fears when speaking in class because it was easy, fun, enjoyable, and good for learning to speak. Other reasons, it could also increase their confidence to use English after participating in speaking class. Therefore, the teachers are suggested to get alternative teaching media in teaching speaking by using TED short videos. Besides that, it is recommended that students use TED short videos to improve their speaking performance. It is suggested for other researchers to get some advantages of this study because it can be used as a reference source for the same topic.

Keywords: *TED short video, speaking skills*

INTRODUCTION

Students must master language skills, particularly speaking in learning English. It is one way to communicate with ideas and through a message orally. In line with this, speaking is the capability of someone to communicate orally with others (Savira, 2023, p. 49). In other words, speaking is a form of oral communication to express and share ideas, meanings, messages, and information with other people. Furthermore, speaking is considered as one of the vital skills that should be learned and mastered by language learners since it helps the learners to communicate, interact, negotiate, convey, and share ideas with others in an oral way (Rohmah, 2022, p. 68). In brief, speaking skill is important for the students to communicate, interact, convey, and share ideas with others. Moreover, the students should have the ability to speak skills in learning a foreign language.

However, based on class pre-observation at a Junior High School in Ciamis, it was revealed that the students still faced problems in improving their speaking skills. The factor that influenced

the students' speaking skills was the lack of practicing English in their daily lives. Accordingly, speaking is an activity that is seldom practiced by students in classrooms (Karunakar, 2018, p. 59). Besides that, these problems were caused by their teacher who used traditional teaching and did not use interesting techniques and media in teaching speaking. Whereas, the use of technology is beneficial in the educational field, especially in learning foreign languages (Choirunnisa, 2021, p. 36). In brief, the teacher should consider the use of technology in teaching speaking to young learners.

To overcome these problems, teachers should use innovative teaching media to develop students' speaking skills, one of which is TED Talks Video. It is an instructional aid that students can access by laptops or phones and watch via offline or online modes that encompass different types of topics spoken by natives (Tilwani, 2022, p. 94). In brief, it can be used to help students learn to communicate which can be accessed by laptops or phones freely from various platforms. The focus of this study is the use of TED Talks Videos because it brings some advantages for the students in learning to speak. Firstly, it can improve the students' speaking skills. Accordingly, TED talks provide language learners with the opportunity to improve their speaking skills (Stognieva, 2019, p. 96). Secondly, it can improve their self-confidence to speak English. In line with this, TED Talks enabled the students to be more confident in practicing pronunciation and speaking spontaneously (Hafour, Shawqy & Al-Rashidy, 2022, p. 71). Thirdly, it can improve their motivation to learn to speak. Likewise, through TED Talks, the students can be motivated and inspired to learn English (Karimah, 2022, p. 301). In short, the use of TED Talks Videos can improve the students' speaking skills, self-confidence, and motivation.

Previously, many writers conducted studies on TED short videos to improve students' speaking skills. For example, Samaranayake (2023) focused on "Can TED Talks Help Improve Undergraduate Non-English Major Thai EFL Students' Listening and Speaking Competencies?" Besides that, Tilwani (2022) investigated "The Effects of TED Talks as an Instructional Tool on Developing EFL Learners' Speaking Accuracy and Fluency: Attitude in Focus." In the Indonesian context, Savira (2023) conducted "Teaching Recount Text Using TED Talks Video to Enhance Students' Speaking Skill at the Secondary School." Furthermore, Rohmah (2022) also focused on "The Use of TED Talks Videos for Learning Public Speaking by English Department Students." In addition, Karimah, Setiawan, and Munir (2022) investigated "Boosting Students' Speaking Skill using Ted Talks YouTube Videos: Teacher Talk Theory."

Similarly, this present study and those previous studies aforementioned investigated the use of TED short videos in improving speaking skills. Those previous studies, however, focused on improving students' listening and speaking competencies, developing learners' speaking accuracy and fluency, teaching recount text to enhance students' speaking skills, learning public speaking, and boosting students' speaking skills. Meanwhile, this present study focused on the benefit of TED short video in enhancing EYL speaking performances. In addition, those studies used a survey study, a pre-experimental study, and a mixed-method study. Meanwhile, the present study used a mixed-method study as a research design. From the statements, the writer is interested in discussing further "The Effectiveness of TED Short Video in Improving EYL Speaking Skills (A Mixed-Method Study at the Seventh Grade of a Junior High School in Ciamis)."

METHOD

Research design

The research design was needed to determine the way of conducting the study. The selection of the research design should fit with the purpose of the study. This research design is managed by the perspective of 'fitness for purpose' in which the purposes of the research determine the methodology and design of the research (Cohen, et al. 2007, p. 78). Moreover, the goal of this study was to investigate whether or not the application of TED short videos improved students' speaking skills for learning purposes and to figure out how the use of TED videos can eliminate students' fears when speaking in class.

This study used a mixed-method study, which was a combination of the method of quantitative and qualitative (Fraenkel, et al. 2012, p. 557). This study involved all students in the seventh grade of a Junior High School in Ciamis in the academic year 2023/2024. Since this study employed a quantitative method in advance, the explanatory sequential design was used because it comprises collecting quantitative data and then collecting qualitative data to describe, explain, and elaborate on the quantitative results (Creswell, 2012, p. 542). It means that in doing this mixed-method study, the writer collected the quantitative data from the speaking test at first. Then, he collected the qualitative data from the questionnaires.

Quantitative Method

The quantitative method was used to build the relationship among variables in this study. In this case, quantitative researchers seek to build relationships among variables and find once in a while explain such relationships' causes (Fraenkel, et al. 2012, p. 10). Two variables used in this study were the independent and the dependent variables. The former was the use of TED short videos, which influenced, affected, and stimulated students' speaking skills. Meanwhile, the latter was students' speaking skills, which was caused and influenced by the use of TED short videos. The present study examined the hypotheses which was H_0 ("TED short videos can improve students' speaking skills for learning purposes?") and H_1 (TED short videos cannot improve students' speaking skills for learning purposes?"); and the research instruments in this study was speaking test.

Furthermore, a quantitative method was used in this study by using an experimental design. In line with this, experimental design is used to search for meaningful relationships and to discover their consequences for action (Cohen, et al. 2007, p. 10). Therefore, experimental design was used to find out how far the use of TED short videos improved students' speaking skills for learning purposes. The the type of the quantitative method was pre-experimental because it was conducted to test one group to get significant results of the treatment by using TED short videos. In line with this, a single group-pre-experimental design is meant to provide easy implementation in the short term (Creswell, 2012, p. 324). Likewise, the researcher gathers the pretest and post-test scores, which have typical measures, collected during the experimental process (Creswell, 2012, p. 21). It means that the writer collected the scores of the students in the pre-test before they received treatment. After doing the treatment, the writer also collected the scores of the students in the post-test.

Meanwhile, the type of experimental design was a pre-experimental study with a one-group pretest-posttest design. Regarding several variants of the 'pre' experimental design, one of them is the one-group pretest-posttest design (Cohen, et al. 2007, p. 282). Moreover, the group was distributed pre-test and post-test in the form of the speaking test. The following statistical design was adapted from Fraenkel, et al. (2012, p. 271) and Cohen, et al. (2007, p. 282) which is elaborated as follows:

A Pre-Experimental study	O_1	X	O_2
(Fraenkel, et al. 2012, p. 271; Cohen, et al. 2007, p. 282)			

Description:

O_1 = pre-test

O_2 = post-test

X = treatment (teaching speaking by using TED short videos)

The writer used inferential analysis to analyze the result of the data from the speaking test. It was used to test the relationship between the variables and to test the hypotheses in this study. The following is the step in analyzing the data:

1. Presenting the score of pre-test and post-test into the table of distribution;

2. Tabulating and coding the data by computing the sum of pre-test and post-test differences;
3. Computing the mean difference;

$$\bar{X} = \frac{\sum x}{n}$$

(Fraenkel, et al. 2012, p. 196)

Description:

\bar{X} = mean;

$\sum x$ = the sum of score;

N = the number of students.

4. Computing the value of t-test:

$$t = \frac{\bar{X}}{\sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n-1}}}$$

(Fraenkel, et al. 2012, p. 199)

Description:

\bar{X} = Mean;

$\sum x$ = Sum scores;

n = Number of the students.

5. Calculating the degree of freedom (df);

$$df = n - 1$$

(Fraenkel, et al. 2012, p. 234)

Description:

df = degree of freedom;

n = the number of students.

After having finished the previous statistical computation, the writer proved the truth of the hypotheses that had been proposed earlier. The writer also compared the t-test value and t-statistic one at the degree of freedom (df) and the level of significance (0.05) with the two-tailed test. If the t-test value was less than or the same as the t-statistic value, the null hypothesis (H_0) was accepted.

Qualitative Method

The qualitative method was also used in this study to see and to figure out how the use of TED videos can eliminate students' fears when speaking in class. Likewise, qualitative researchers are more concerned with learning the situation and moment from the participants' perspective (Fraenkel, et al. 2012, p. 10). In line with this, Cohen, et al. (2007, p. 253) argue that "qualitative research provides a clear, detailed and in-depth description." The qualitative method was also used in this study to investigate the students' perceptions of TED videos in learning to speak in class by using a set of questionnaires.

The qualitative method was used in this study by using descriptive design. It was used in this study because it described, analyzed, and made conclusions about the lessons learned in classroom situations. Similarly, descriptive studies in an educational context include classifying the outcomes of different groups of students (Fraenkel, et al. 2012, p. 15). Likewise, a descriptive approach covers comprehensive data on people and places to carry the narrative (Creswell, 2012, p. 274). In line with this, descriptive design sets out to describe and interpret what exists (Cohen, et al. 2007,

p. 205). Therefore, descriptive design was used in this study to figure out how the use of TED videos can eliminate students' fears when speaking in class.

The qualitative data that had been obtained from the questionnaires was analyzed by using exploratory data analysis. Exploratory data analysis is usually descriptive which is made of visual techniques of data presentatio; in calculating the percentage, the writer used a percentage formula, as follows:

$$\text{Percentage} = \frac{\text{number of X}}{\text{total}} \times 100$$

(Fraenkel, et al. 2012, p. 189)

In this analysis, each statement and its answer were presented in table. Then, each statement of answers was shown with its frequency. Likewise, the researcher arranges his or her data on this variable (and others) in the form of a frequency table, which shows the frequency with which each type, or category, of learning activity is mentioned (Fraenkel, et al. 2012, p. 209).

RESULTS AND DISCUSSION

As previously mentioned, the purposes of the present study were to find out whether the use of TED short videos improved students' speaking skills for learning purposes and to figure out whether the use of TED videos could eliminate students' fears when speaking in class. The result will be elaborated in the following discussion:

Result

This study examined the effectiveness of a TED short video in improving EYL speaking skills. The objective of the study was to find out whether the use of TED short videos improves students' speaking skills for learning purposes and whether the use of TED videos can eliminate students' fears when speaking in class. Based on the result of the computation above, it was revealed that the mean difference (\bar{X}) of the pre-test was 4.87. Based on the result of the computation above, the writer found that the mean difference (\bar{X}) of the post-test was 8.33.

After presenting the mean difference, the writer also presented the sum of the difference between pre-test and post-test. In this step, the sum of the difference between pre-test and post-test was presented. In this case, the sum of the difference between pre-test and post-test was presented in table 1.

Table 1. Mean Differences

No.	The students' code	Pre-test	Post-test	X	X ²
1.	Student 1	5.5	9	3.5	12.25
2.	Student 2	6	9	3	9
3.	Student 3	6.5	8.5	2	4
4.	Student 4	5.5	9	3.5	12.25
5.	Student 5	4.5	9	4.5	20.25
6.	Student 6	5	6.5	1.5	2.25
7.	Student 7	5	9	4	16
8.	Student 8	5	9	4	16
9.	Student 9	5.5	8.5	3	9
10.	Student 10	5	9	4	16
11.	Student 11	4.5	8.5	4	16
12.	Student 12	4	8.5	4.5	20.25
13.	Student 13	5.5	9	3.5	12.25
14.	Student 14	6.5	9	2.5	6.25
15.	Student 15	3.5	6	2.5	6.25
16.	Student 16	5.5	8.5	3	9
17.	Student 17	4	8.5	4.5	20.25

18.	Student 18	4.5	8.5	4	16
19.	Student 19	4	9	5	25
20.	Student 20	6	9	3	9
21.	Student 21	5.5	7.5	2	4
22.	Student 22	4	8	4	16
23.	Student 23	4	9.5	5.5	30.25
24.	Student 24	2	5	3	9
25.	Student 25	6	8.5	2.5	6.25
26.	Student 26	4.5	8.5	4	16
27.	Student 27	5	9	4	16
28.	Student 28	6.5	9	2.5	6.25
29.	Student 29	5	9	4	16
30.	Student 30	2	5	3	9
	Total scores	146	250	104	386

Looking at the computation from the sum of the difference above, the writer found that $\sum X$ was 104, while $\sum X^2$ was 386. Besides, the writer also found that the total scores of pre-test were 146, while the total scores of the post-test were 250. It means that the use of TED short videos could improve students' speaking skills for learning purposes.

Value of t-test

In this step, the value of t-test was computed by using the computation of statistics that was adapted from Fraenkel, et al. (2012, p. 199) as follows:

$$t = \frac{\bar{X}}{\sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n-1}}}$$

$$t = \frac{3.47}{\sqrt{\frac{386 - \frac{(104)^2}{30}}{30-1}}}$$

$$t = \frac{3.47}{\sqrt{\frac{386 - \frac{10816}{30}}{29}}}$$

$$t = \frac{3.47}{\sqrt{\frac{386 - 360.43}{29}}}$$

Looking at the calculation, the writer found that the value of t-test was 3.695.

$$t = \frac{3.47}{\sqrt{\frac{25.57}{29}}}$$

$$t = \frac{3.47}{\sqrt{0.882}}$$

$$t = \frac{3.47}{0.939}$$

$$t = 3.695$$

Calculating the Degree of Freedom (df)

In this step, the degree of freedom (df) was computed by using the computation of statistics which was adapted from Fraenkel, et al. (2012, p. 234) as follows:

$$df = n - 1$$

$$df = 30 - 1$$

$$df = 29$$

From the calculation above, the writer found that the value of the degree of freedom (df) in this study was 29.

The result of the statistical computation of t-test in the previous section was interpreted to answer the research question. It was done by testing the hypotheses of the research. In testing the hypotheses of the research, the writer compared the t-test and the value of df (degree freedom) The result of statistical computation of t-test showed that the value of t-test was 3.695. Meanwhile, the value of the degree of freedom was 29. Therefore, $df = 29$ was used in the t-table to test the hypotheses in this study. Moreover, by using $df = 29$ and a level of significance 0.05 with a two-tailed test, the value of the t-table was 2.045. It could be concluded that the value of t-test ($=3.695$) is higher than the value of t-table ($= 2.045$).

From the previous statistical computation, the findings showed that the value of t-test ($=3.695$) is higher than the value of t-table ($= 2.045$). In other words, it can be seen that $t\text{-test} > t\text{-table}$ ($3.695 > 2.045$). It implies that the null hypothesis (H_0) in this study was rejected, while the alternative hypothesis (H_1) in this study was accepted. It could be concluded that the use of TED short videos could improve students' speaking skills for learning purposes.

Questionnaires

The second research question was formulated as follows: "Can the fear of speaking be overcome by the TED video learning model?" The questionnaires were used to answer the second research question. The questionnaires employed in this study were distributed to the students. In conducting questionnaires, the writer prepared questions for the students. Moreover, two responses "YES" and "NO" were provided to limit the students' answers. The students' questionnaires consisted of 5 questions which were adapted from Farid et al. (2022). It was about the students' answers toward the use of TED videos eliminated their fears when speaking in class. All statements in the questionnaires were in the form of closed-ended questions. Furthermore, close-ended questions were used to limit the students' answers in responding to the questionnaires. These two responses "YES" and "NO" were set intentionally to limit the students' responses. In doing the questionnaires, the students should mark checklist [\checkmark] on every question based on their opinions. The result of questionnaires is given in Figure 1.

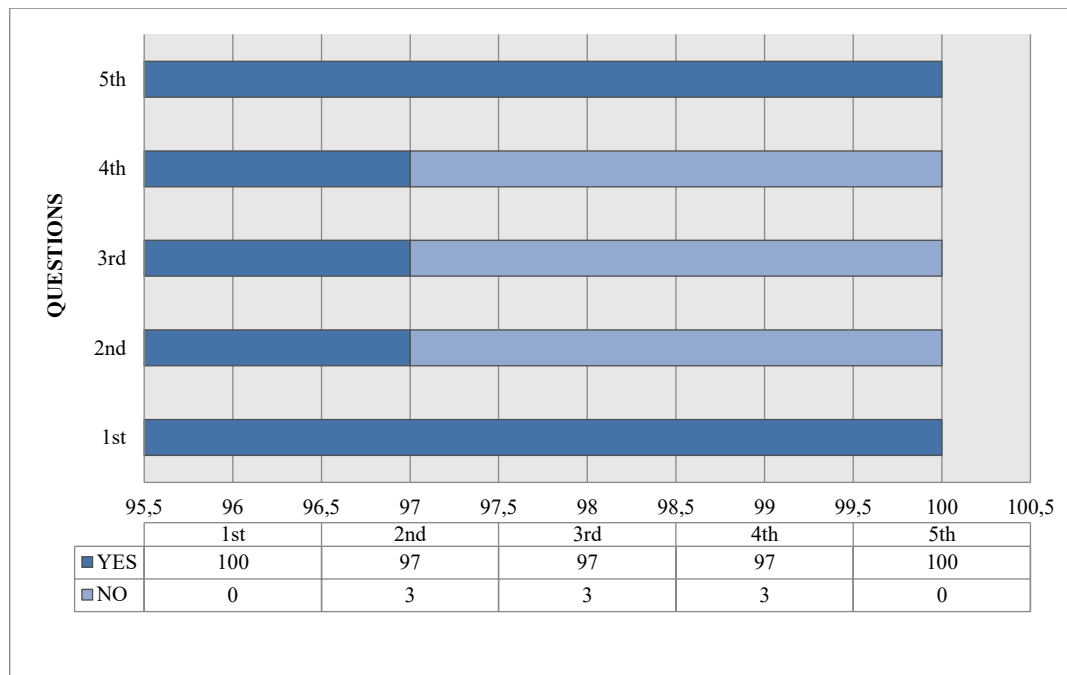


Figure 1. The result of questionnaires

Looking at the Figure 1, the writer found that the students show positive responses to the use of TED short videos to overcome their fear of speaking. Firstly, they were easier to learn to speak by using TED short videos (100%). Secondly, they were more fun in learning to speak by using TED short videos (97%). Thirdly, they were more confident in using English after participating in speaking class by using TED short videos (97%). Fourthly, they enjoyed learning to speak by using TED short videos (97%). Fifthly, they were better at learning to speak by using TED short videos (100%). Therefore, the use of TED short videos was appropriate for the seventh grade of a Junior High School in Ciamis because it was not difficult to apply. Moreover, the students could increase their speaking skills and reduce their fear of using English as a daily activity in English class by using TED short videos.

Discussion

This study focused on the effectiveness of TED short video in enhancing EYL speaking performance. In this case, the results of the speaking test were analyzed to answer the first research question. The quantitative findings showed that the use of TED short videos could increase the students' speaking skills for learning purposes. Meanwhile, the questionnaire result was analyzed to answer the second research question. The qualitative findings revealed that the use of TED short videos could eliminate students' fears when speaking in class because it was easy, fun, enjoyable, and good in learning to speak. Other reasons, it could also increase their confidence to use English after participating in speaking class.

To support the findings, the issues on the effectiveness of TED short videos in improving EYL speaking skills have been widely discussed recently by some writers in the literature. This present study was also supported by the previous study carried out by Samaranyake (2023) who concluded that TED Talks are an effective source to help students to develop competencies in speaking and listening. In line with Samaranyake (2023), the findings of this study also indicated that the use of TED short videos could increase the students' speaking skills for learning purposes. The similar findings between this study and the previous research carried out by Samaranyake (2023) because of the emphasis on the use of TED short videos about speaking skills. However, Samaranyake (2023) focused on improving undergraduate non-English major Thai EFL students' listening and speaking competencies. Meanwhile, this present research focused on students'

speaking skills at the seventh grade of a Junior High School in Ciamis. In addition, Samaranayake (2023) used a survey study design, while this research used a mixed-method study design.

This present study was also enriched by the previous study carried out by Tilwani (2022) in that using TED Talks had positive effects on Saudi Arabian EFL students' speaking fluency and accuracy. Similar to Tilwani (2022), the findings of this current study also showed that the use of TED short videos could increase the students' speaking skills for learning purposes. The similar findings of this study and Tilwani (2022) is emphasizing the use of TED short videos about speaking. However, Tilwani (2022) focused on developing EFL learners' speaking accuracy and fluency at the English Language Institute in Al-Kharj, Saudi Arabia. Meanwhile, the present study focused on the students' speaking skills in the seventh grade of a Junior High School in Ciamis. In addition, Tilwani (2022) used an experimental study design, while the present research used a mixed-method study design.

In the Indonesian context, this present study was also supported by the previous study carried out by Savira (2023) who also indicated that there is a significant effect of teaching recount text using TED Talks Video on students' speaking skills at the secondary school. Likewise, the findings of this current study also revealed that the use of TED short videos could increase the students' speaking skills for learning purposes. The similar findings of the present research and Savira (2023) is emphasizing the use of TED short videos about speaking. However, Savira (2023) focused on teaching recount text to enhance students' speaking skills in the eleventh grade of SMA Negeri 1 Jabiren Raya, Kabupaten Pulang Pisau. Meanwhile, the present study focused on the students' speaking skills in the seventh grade of a Junior High School in Ciamis. In addition, Savira (2023) used a pre-experimental study design, while this research used a mixed-method study design.

Furthermore, this present study was also confirmed by the previous study carried out by Rohmah (2022) who also indicated that the students perceived exciting experiences such as finding various exciting topics when they used TED Talks videos for learning public speaking. Likewise, the findings of this current study also showed that the use of TED short videos could eliminate students' fears when speaking in class because it made them confident, easy, fun, enjoy, and better at learning to speak. The similar findings of this research and Rohmah (2022) is emphasizing the use of TED short videos about speaking by using a mixed-method study design. However, Rohmah (2022) focused on learning public speaking for the students at the English Department of one of the universities in Surabaya. Meanwhile, this study focused on the students' speaking skills in the seventh grade of a Junior High School in Ciamis.

In addition, this present study was also similar to the previous study carried out by Karimah, Setiawan, and Munir (2022) who also indicated that the students improved their English speaking skills especially pronunciation and fluency in delivering English speech in front of their friends after the treatment using the TED Talks videos. Likewise, the findings of this current study also showed that the use of TED short videos could increase the students' speaking skills for learning purposes. Similar findings of this research and Karimah, Setiawan, and Munir (2022) is emphasizing the use of TED short videos about speaking by using a mixed-method study design. However, Karimah, Setiawan, and Munir (2022) focused on boosting students' speaking skills in the seventh grade in MTsN Surabaya. Meanwhile, this study focused on the students' speaking skills in the seventh grade of a Junior High School in Ciamis.

CONCLUSION

This current research has investigated the effectiveness of TED short videos in improving EYL speaking skills. This mixed-method study was carried out to students in the seventh grade of a Junior High School in Ciamis. It was aimed at finding out whether or not the use of TED short videos improved students' speaking skills for learning purposes; and figuring out whether or not the use of TED videos can eliminate students' fears when speaking in class. The results of the

speaking test and the questionnaires were analyzed by using inferential analysis and exploratory data analysis. The conclusions in this study were elaborated as follows:

The first conclusion showed that from the previous statistical computation, t-test value (=3.695) is higher than the value of t-table (= 2.045) which implies that the null hypothesis (H_0) in this study was rejected, while the alternative hypothesis (H_1) in this study was accepted. In other words, the use of TED short video is effective in improving EYL speaking skills in the seventh grade of a Junior High School in Ciamis. It could be summed up that the use of TED short videos could improve students' speaking skills for learning purposes.

The second conclusion is derived from the result of questionnaires which revealed that the use of TED short videos was effective in overcoming the students' fear of speaking for some reasons. Firstly, it could be used to make them easier in learning to speak. Secondly, it was fun for the students to learn to speak. Thirdly, it enabled them to be more confident in using English after participating in speaking class. Fourthly, it enabled them to enjoy learning to speak. Fifthly, it enabled them to be better in learning to speak.

However, the study is lacking in terms of the findings because the writer focuses on two important points. In this case, the study only investigates the use of TED short videos that improve students' speaking skills for learning purposes and can eliminate their fears when speaking in class. Therefore, the next researchers are expected to find out the student's difficulties in learning to speak by using TED short videos. Besides that, it is lacking in terms of the research instruments used because the writer only employs both the speaking test and the questionnaires to collect the data. Therefore, the next researchers are expected to use other research instruments such as observation or interviews to enlarge the findings. In addition, it is lacking in terms of the research participants involved because the writer only selects thirty students in one class to participate in this study. Therefore, the next researchers are expected to add their research participants and use other methodologies to widen the findings.

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