IMPROVING STUDENTS' SPEAKING ENGLISH PERFORMANCE BY UTILIZING YOUTUBE TED TALK VIDEOS

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Abstract

This research is to (1) determine how using TED Talks videos affects students' public speaking performances and (2) ascertain how students view TED Talks videos in the context of English classes, where they are utilized as a teaching tool for public speaking. This study employed a quantitative, quasi-experimental research strategy. First-year MA DDI Lilbanat Parepare students made up the study's population. A basic random selection group of 16 students for the experimental group and 17 students for the control group was used in the study. While the control group employed traditional teaching methods (textbook-centered method), the experimental group received therapy via YouTube TED Talk videos. Pre- and post-tests were used in this study to gather data, and a questionnaire was used to find out how students felt about the YouTube TED Talk video. The analysis of the gathered data was done with SPSS version 26. The average speaking score for the experimental group was 45 on the first exam and 53 on the second, according to the data analysis results. In contrast, the control group's average speaking score on the first and final exams was 40 and 41, respectively. In the post-test fort test, the t-value (8.345) is greater than its t-table value (2.219), and the p-values for the experimental and control groups were both less than α (0.000 < 0.05) and control groups (0.041 < 0.05). This means the null hypothesis was rejected and the alternative hypothesis accepted. This indicates that YouTube TED Talks videos affect students speaking performance. In addition, the perception of the students, obtained through the questionnaire showed that they had a positive view of the YouTube TED Talk Video.

Keywords — Speaking, English Performance, Youtube.

INTRODUCTION

One of the key components of communication is language. They are free to communicate their thoughts, ideas, opinions, and whatever else that exists in their heads. A region's language will differ from that of another region. Every nation has a national language that served as the unifying language throughout. There are various languages that are commonly spoken in the area; thus, it is important to study them all while keeping in mind one another. The English

language is widely spoken. Habitual use of English is an indicator of the importance of mastery through education. People has the ability to communicate with others through language.

The four skills that make up learning English are speaking, reading, and writing. Those abilities must all be learned while keeping in mind one another. In learning a foreign language, it is necessary to consider improving their speaking abilities, and the effectiveness of language acquisition is measured by their ability to have a conversation. Cameron (2001), said an active expression with meanings through language such other people can understand them. She continues by saying that paying close attention to linguistic nuances is necessary when speaking a foreign language in order to connected with another people. Therefore, speaking is important components in learning since crucial instrument for communication.

Based on Rafikadilla & Syafei, (2013) says that speaking is an important skill. Students should mastered those one of skills. All of skills will need each other. Such as, the writing skill need the reading comprehension. Speaking skill need the listening ability, so that why all of skills cannot be separated. Speaking is a disciplinary skill, according to Miller (2003). Usually, what individuals believe and say about something is what they do every day. People cannot get through life without conversing.

Based on the results of observations made at MA DDI Lil-Banat Parepare, the study and knowing process carried out by the teacher is using lecture method learning and only in the form of manual without using additional media in the form of video (audiovisual) medium in study. In presenting English material the teacher only explains according to with what is in the textbook used. This situation causes less optimal learning so that pupils become less active in the studying process. Teachers still do not ii make use of existing facilities and infrastructure. This occurs because teachers have not been able to make the most of current technology during studying to implement technology-based learning materials. This occurs for a number of reasons, including the fact that some students lack access to personal communication devices and that students find it challenging to get Internet connectivity.

With the conditions described above, it will cause some difficulties experienced by students, especially in speaking activities, including: (1) Students find it difficult to get learning resources about how to speak properly, such as discussing accents, differences in sentence patterns, accuracy and so on. (2) Students have difficulty speaking with a good grammar structure (3) Students have difficulty understanding the comprehensiveness of what they convey. There was an efficient approach to teaching speaking skills in order to overcome this

difficulty.

Solutions that can be offered by developing video ted talk as media. The researcher will hold an experiment as a treatment using YouTube as media in class. The video-based demonstration method is expected to make it simple for teachers to present material. Moreover, learning is fun because of visualization compared to just reading books, taking notes and listening to lectures from the teacher. With the video-based demonstration method, students can directly observe the process of something happening, think critically, and are able to draw conclusions and it is hoped that students will be motivated to be able to prove the truth directly both in practical activities at school and outside of school. Therefore, the video-based demonstration method is a stimulus and is expected to increase students' understanding and learning outcomes from previous method. According to Stempleski & Tomalin (1990), movies can be used with students at every grade level. The films can be utilized as additional resources for reinforcing language and honing skills when necessary.

Moreover, the use of technology by pupils can also have an impact on their speaking abilities. Technology is regarded as a potent instrument for learning and teaching (Gómez, 2019). Teachers may help students speak more effectively in class by acting as educators. As a result, the instructor must be knowledgeable about new ideas or solutions to issues that frequently arise when trying to improve pupils' speaking abilities in class. The Internet may be used for anything in ELT (English Language Teaching), including activities, obtaining teaching resources, and maintaining language abilities (Teeler & Gray, 2000). As a result, so as to effectively keep pupils in developing their speaking abilities in the classroom, teachers need to be adept at coming up with new ideas and solving common issues.

Prakoso (2009) says that YouTube is available for everyone in community. Some of it utilizes TED Talks as the basis for video-based learning. The non-profit media company TED, which stands for Technology, Entertainment, and Design, posts free talks online. at less than 18 minutes, presenters may propose their big ideas at TED Talks, a video-based conference. Up to this point, TED Talks have covered a wide range of subjects, including business, global challenges, education, and science. TED Talks will inevitably be used by instructors to teach English in the classroom. (Gheorghiu et al., 2020).

In case with TED Talks while writing thesis process, there are several research that related to the finishing the final task. The first is done by Karimah et al., (2022), to determine whether the students' desire and interest in using TED Talks to improve their speaking abilities was

consistent with the students' improvement of speech abilities. The majority of students believed that TED Talks improved their speaking skills across the categories of praise, motivation, comedy and others. The relevance of using TED Talks to support the quality of learning as seen by students. The variety of subjects covered in TED presentations encourages students' motivation and creative thinking (Li et al., 2015). Even though TED Talks are typically less than 18 minutes long, they are powerful presentations of original ideas (Windingland, 2014).

Secondly, came from Choirunnisa & Sari (2021) to analyze out students' views on learning English using TED Talks. The results revealed that most students responded well to using TED Talks videos to supplement their speaking classes. Then, Syahira (2022), The study uses YouTube videos to help pupils in the 2nd semester for program of English education study enhance their speaking abilities. In this study, observation, interviews, testing, and documentation were used as data gathering methods. The investigation's findings were as follows. Students' proficiency in speaking in groups is 63.6% for fluency, 68% for grammar, 66% for pronunciation, 80% for intonation, and 82% for performance or acting.

Forthly, Albahlal (2019) intended to determine how English language instructors view utilizing YouTube to improve speaking abilities, their views on YouTube usage, and the most effective strategies to use YouTube. The researcher created a questionnaire as the means of gathering data and used a descriptive analytical technique. The findings indicated that there are several methods to use YouTube in the classroom, such as asking students to remark on certain aspects or features they see in the videos and providing opportunities for students to provide information, comment, discuss, and comprehend the subject matter.

Based on previous existing research above, since the main issue for EFL students at this level is that speaking in public can be challenging, research to determine whether using TED Talks as a media source improves students' speaking abilities, particularly in accuracy, fluency, and comprehensibility toward students at senior high school level.

Besides, Rakhmat (2007) claims that the process of synthesizing information and perception is the process of comprehending instruction. Perceptions include things like interpretations, responses, reactions, beliefs, and expectations. Based on their level of emotion, zeal, and input from sources outside their brain, each person has a different suggestion (Nurhayati & Samiati 2018). In light of the foregoing argument, research is required to learn how students perceive the intervention in the experimental class. The students'

perceptions have been used as material for evaluating the strengths and weaknesses of learning speaking using the YouTube TED TALK Video media. Those are the reasons why this research will conduct the research about "Improving Students' Speaking English Performance by utilizing YouTube Ted Talk Videos". The research questions are formulated as follows: 1) Does the YouTube TED Talks video improve the students' speaking performances? 2) What is the students' perception of utilizing YouTube TED Talk videos in improving learners' English speaking?

METHODS

To find out how accessing TED Talks videos on YouTube affected students' public speaking abilities, a quasi-experimental design was used in the research. There were two groups used: control (Y) and experimental (X) with and without therapy. Gay (2000:367) provided evidence for it when he said that experimental research is a sort of study that may test hypotheses to determine cause and effect relationships.

According to Gay (2000: 368), Two classes are typically compared in an experimental study: The control group received treatment using traditional media (non-YouTube video), whereas the experimental group received treatment using media, namely a TED Talks video from YouTube. For two sets of samples, the researcher utilized pre-testing prior to the therapy and post-testing following the treatment.

Based on the method used in treatment in the experimental class, they were:

a. Brainstorming

The researcher started a brainstorming session by posing a problem. The students view this TED Talks video in regard to the topic that has been assigned to their group. This is related to Roestiyah (2012) as a teaching strategy or method, brainstorming involves the instructor presenting an issue to the class, followed by student responses, ideas, or remarks to prevent the problem from becoming a new one. alternatively, it may be seen as a quick technique to elicit thoughts from a large number of individuals.

b. Group discussion

The students were assigned to discuss the content of the given topic after the researcher divided them into groups. This is related to Jacobsen (2009), small group discussions are a type of active learning method that utilizes interactions between educators and students and between students and students as the main tool for achieving better learning. Small group talks

can therefore foster critical thinking, pose questions about attitudes and ideas, and foster the growth of interpersonal skills.

c. Delegate performance

Each group assigns each member to represent the results of their topic discussion. This is relate to Lie (2005), the small group discussion learning model has advantages such as the small group discussion method requires individual accountability that measures each group member's mastery of learning materials, and is given feedback on the members' learning achievements so that they know each other's colleagues who need help. This can be done after discussion and appointing one performance delegate to present their conclusions.

d. Feedback

The last treatment was feedback, students from each group respond in the form of questions or additions. Then the Teacher gave suggestions from the students' performances. This is related to Apruebo (2005:100) feedback is also reinforcement. He said that "Reinforcement means any event that increases the probability that a particular response will reoccur under similar consequences". Reinforcement means giving reinforcement to an event or activity that has been carried out so that the activity can still be maintained or provide a similar response and in the next activity it can increase again.

RESULTS AND DISCUSSIONS

1. The effect of YouTube TED Talks videos in students' speaking performances

The researcher's goal in this section was to examine how watching TED Talks videos on YouTube affected students' public speaking abilities. The students' speaking abilities were assessed using a speaking exam, with 33 students. The data that the researcher gathered is presented here.

Table1. The Frequency and Percentage of the students' achievement in Experimental and Control class in Pre-Test

Score	Classification	Experimental		Control	
		F	%	F	%
81-100	Very Good	0	0	0	0
61-80	Good	0	0	0	0
51-60	Fair	5	31.25	3	17.64
41-50	Poor	3	18.75	5	29.41
≤40	Very poor	8	50	9	52.94
Total		16	100	17	100

Table 1 showed that, for experimental group in pretest, there is no students received a very good or good grade, 5 (31.25%) classified into fair score, 3 (18.75%) classified into poor score, 8 (50%) classified into very poor score. For control group there is no students received into very good and score, 3 (17.64%) students were assigned a fair grade, 5 (29.41%) classified into poor score, 9 (52.94%) classified into very poor score.

The percentage on the pretest above shows that the underachievers in two classes are found in the control and experimental groups alike. As a result, the pupils' speaking abilities still require improvement.

Table 2. The Frequency and Percentage of the Students' Achevement in Experimental and Control Class in Postest

Score	Classification	Experimental		Control	
		F	%	F	%
81-100	Very Good	0	0	0	0
61-80	Good	3	18.75	0	0
51-60	Fair	6	37.5	5	29.41
41-50	Poor	6	37.5	3	17.64
≤40	Very poor	1	6.25	9	52.94
Total		16	100	17	100

According to Table 2, there is no students received a very excellent grade. Instead, 3 (18.75%), 6 (37.5%), 6 (37.5%), and 1 (6.25%) were given good grades, fair grades, bad grades, and very poor grades, respectively. There were 5 (29.41%) students in the control group who were assigned a fair score, while none of the students received a very excellent or good score, 3 (17.64%) classified into poor score, and 9 (52.94%) classified into very poor score.

The researcher draws the conclusion that the classification of the speaking test score in the posttest is higher than the classification of score in the pretest based on the data presented above. This indicates that the learners' speaking abilities have significantly improved.

Next, figure 1 shows the comparison of mean score of experimental and control groups both in pretest and posttest.
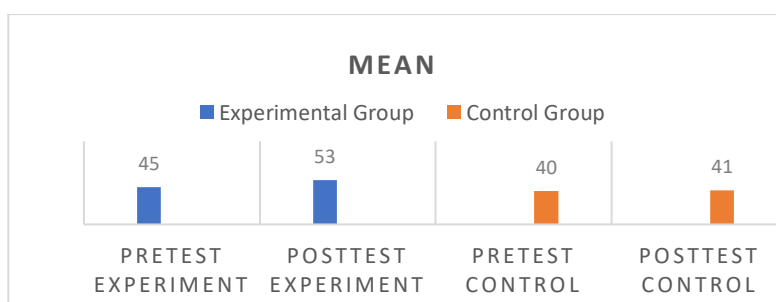

Figure 1. Students' Mean score for Pretest and Posttest

The mean score for the experimental and control groups is contrasted in the above chart. Figure 1 shows the variation in the students' pretest and posttest means. Both groups' posttest mean scores have gone up. However, the experimental group made more progress than the control group did. The experimental group's pretest mean score went from 45 to 53. Therefore, it can be said that the group that is receiving treatment is better than the group that is not receiving treatment when it comes to using YouTube TED Talk videos. It demonstrates how watching TED Talk videos on YouTube might help students do better on speaking assessments.

2. Scoring classification of the students' pre-test and post-test

Table 3. The Mean Score and Standard Deviation of Students' Speaking Perfomance

	N	Mean	Std. Deviation
Pre-Test Experiment class	16	45	2.056
Post-Test Experiment class	16	53	2.543
Pre-Test Control class	17	40	2.643
Post-Test Control class	17	41	2.597

The experimental group's pre-test mean value is 45, and its post-test mean is 53, as can be seen from the above descriptive statistics table. This suggests that students' speaking abilities have improved.

It is evident from the above descriptive statistics table that the pre-test mean value in the control group is 40, and the post-test mean is 41. This suggests that students' speaking abilities have slightly improved. It is implied that the use of YouTube videos featuring TED Talks could improve students' public speaking abilities.

3. Student Perception

The learners' perception data were collected through the questionnaire. In this questionnaire, the students were responded to what they thought as the most appropriate statement that represented their perception after learn about YouTube TED Talks video. Questionnaire of this research has 3 measurement indicators with 20 question items. There were 15(fifteen) positive statements (PS). Then, 5 (five) negative statements (NS) asked about pupils' perception on the use YouTube TED Talk Video.

a. The distribution of Frequency of students' motivation

After analyzing the students' questionnaire about teaching speaking by using YouTube TED Talk video, in order to select the correct response, students must cross the options for Strongly

Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The table that follows displays the outcome:

1) Media Accessibility

Table 4. Students' Frequency nd Percentage Perception of Media Accessibility

Range of scale	Frequency	Percentage	Students' Perception
37-50	6	37.5	Strongly positive
28-36	8	50.0	Positive
19-27	2	12.5	Moderate
10-18	0	0	Negative
1-9	0	0	Strongly negative

Table 5 The Descriptive Analysis of Students' Perception of Media Accessibility

Descriptive statistics	Value
Number of Samples	16
Mean	33.3
Std. Deviation	19.09
Minimum	12.5
Maximum	50

The first indicator is media accessibility, consists of three items questions related to matters relating to access procedures and students' ability to access YouTube TED Talk video learning media. This indicator received a fairly high score, reaching 33.3. Although, the media accessibility indicator is actually likely to get a higher score because it is estimated that there has been a misunderstanding by students regarding the meaning of the item question. Some of them answered Neutral because at school students are not allowed to use cellphones so they can only access YouTube videos when learning using laptops.

2) Media Usability

Table 6. Students' Frequency and Percentage of Media Usability

Range of scale	Frequency	Percentage	Students' Perception
37-50	2	12.5	Strongly positive
28-36	8	50.0	Positive
19-27	6	37.5	Moderate
10-18	0	0	Negative
1-9	0	0	Strongly negative

Table 7. The Descriptive Analysis of Students' perception of Media Usability

Descriptive statistics	Value
Number of Samples	16
Mean	33.3
Std. Deviation	19.09
Minimum	12.5
Maximum	50

The second indicator is the media usability indicator, consisting of ten question items which discusses the benefits of YouTube video-based learning media felt by students. This media usability indicator obtained a large score, 33.3. This proves that the media YouTube TED Talk Video learning has quite an impact good for students' English learning process. One of the things that proves that language learning media YouTube video-based benefits for students' learning process can be seen through student responses to question item number 7 discusses regarding the effect of YouTube TED Talk videos on development of vocabulary acquired by pupils. As many as 15 out of 16 students stated that YouTube video-based English learning media increases their vocabulary.

3) Media Practically

Table 8. The Frequency and Percentage of the students' perception of media practically

Range of scale	Frequency	Percentage	Students' Perception
37-50	0	0	Strongly positive
28-36	9	56.3	Positive
19-27	0	0	Moderate
10-18	0	0	Negative
1-9	7	43.8	Strongly negative

Table 9. The Descriptive Analysis of Students' Perception of Media Usability

Descriptive statistics	Value
Number of Samples	16
Mean	50.05
Std. Deviation	8.83
Minimum	43.8
Maximum	56.3

The third indicator is an indicator of media practicality. Media practicality indicators has seven question items that discuss practicality or advantages felt by students because they use video-based English learning media YouTube. The media practicality indicator scored are 50.05.

Based on the mean score of media accessibility, it has a value of 33.3, media usability has a value of 33.3, and the value of practical media is 50.05. then it can be calculated that the overall average value is 38.8. So, it can be concluded that student perceptions are in the strongly positive category.

Moreover, questionnaire of this research has 3 measurement indicators with 20 question items, those are Media Accessibility (1,2,3), usability (4,5,6,7,8,9,10,11,12,13), and practically (14,15,16,17,18,19,20). For positive perceptions statements of Media accessibility 87 % students classified into strongly agree and agree. For statement of Media usability 70% students classified into strongly agree and disagree. For positive perception statements of Media practically 64% students classified into strongly agree and agree.

Based on the positive questionnaire result above, it can be seen that the most students agree in all items and this means that the most students gave positive perception on YouTube TED Talks media in English speaking.

This section shows how the results of statistical analysis—whether descriptive or inferential analysis—were interpreted. The goal of the discussion presentation is to address the issues raised and link the results of the current investigation to those of the earlier studies. The debate was detailed in detail in an effort to achieve the goal.

4. The effect of YouTube TED Talks videos in students' speaking performances

The data in this study fulfill the normality assumption. Therefore, it can be stated that the students' speaking performance data have a distribution that is close to normal, allowing for statistical analyses that require this assumption.

Furthermore, the descriptive statistics results showed an improvement in students' speaking performance in both groups. The average early-test score for the group of experimental was 45, and the averagely post-test score increased to 53. This shows that when students were given the treatment of watching YouTube TED Talk videos as part of their education, their public speaking ability was significantly improved. However, with an avaragely pre-test score of 40 and an averagely post-test score of 41, the control group showed less improvement.

All things considered; the data analysis shows how well students' speaking performances can be improved by using YouTube videos of TED Talks. This is in line with Choirunnisa & Sari (2021), discovered that the majority of students responded favorably to the utilize of TED Talk videos in English-speaking classes. They believe watching TED Talks will improve their speaking abilities. Through the video, kids get several advantages, including knowledge of effective communication techniques, critical thinking, accent and dialect, pronunciation, fluency, and other topics. According to Sanaky (2013), Because students can easily access online stores for their homes, the usage of the Internet can help the teaching and learning processes in schools. However, it is important to consider other factors that may influence the results, such as students' motivation, teacher-student interactions, and the learning environment. Growth of students' speaking abilities as well as their enthusiasm and drive for using TED Talks to improve their public speaking abilities. This study proved how using TED Talk videos on YouTube might help students, particularly in the area of fluency. The highest category of improvement obtained by the experimental class was in the early-test, the students' vocabulary scores rise from 47% to 55%. According to the Harris (1968) hypothesis that the researcher uses, vocabulary is connected to whether or not the words chosen are appropriate for the situation. Hence, YouTube can be utilized as a method for learning English. As a way to improve learners' speaking proficiency is the goal of this strategy in language learning.

5. Students' Perception

In addition, the analysis of learners' Percepts represent that the use of YouTube Videos in the English lesson process significantly affected students' perceptions of attending class during the teacher's English speaking, especially as one of the indications of the success rate of language skills.

In this research, the pupils' perception about the use of YouTube TED Talk video was considered as the result given from the treatment in experimental class since they were expected to obtain the high perception category toward the use of English speaking in the classroom. This indicated that improving learners' speaking skills through YouTube TED Talk could be more effective and useful. This can be proven by the averagely value of learners' Perceptions of the utilize of TED Talk videos in improving learners' speaking proficiency is 70.5 which is classified as very positive.

Moreover, based on the research by Karimah et al., (2022) When asked how they felt about teachers using TED Talks to supplement their lectures, the majority of students said that TED Talks videos could help with teacher presentations that fell into the areas of handling emotions, complimenting and encouraging, cracking jokes, providing guidance, and lecturing. Additionally, it should be noted that this study is limited to the specific sample and context, so generalizing the findings to a broader population should be done cautiously.

There were some obstacles in the technical context that make the treatment did not run as planned before. The problems dealt with time planning and students' background knowledge. The first obstacle was time planning, the researcher plans to take research time before the exam so that she would have more time. However, the student exam schedule was brought forward so that the research was conducted the research earlier.

The second obstacle was the students' background. Some of students had limited knowledge in English especially on speaking. There were some of students who had lack of vocabulary. It can be seen, when the researcher applied treatment. Thus, the researcher should explain it twice. As a result, the researcher gave the students practice using their vocabulary to help them speak in front of the class. Most of students felt more excited in study English especially on YouTube TED Talk Video. Moreover, the researcher gave a feedbacks and reflection about how to present the idea in front of the people. This is in line with Farid (2019) discovered that when TED Talks videos are used to teach public speaking, students find it difficult to speak in front of an audience and for the audience to pay attention to the speaker. Actually, a variety of issues have been discovered in the results. Overall, they are content and have had fun using TED Talks videos to teach public speaking.

CONCLUSIONS

YouTube TED Talk Videos improved the learners' speaking performances the pretest and posttest scores indicate a considerable rise in scores. The average speaking score of early tests for the experimental class was 45, according to the data analysis results, while the final test score was 53. Meanwhile, in the control group, the average speaking score on the test score at the beginning was 40, and at the end it was 41.

The students' perception about the utilize of Video YouTube TED Talks in teaching English shows positive perception. It was perceived that the media is effective and help them in improving their speaking performance in English subject. Based on the mean score of media

accessibility, it has a value of 33.3, media usability has a value of 33.3, and the value of practical media is 50.05. Then it can be calculated that the overall average value is 38.8. So, it can be concluded that student perceptions are in the strongly positive category.

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