

STATEMENT OF ORIGINALITY

Herewith I declare that the research paper I wrote as a partial fulfillment of the requirements for the Sarjana degree and submitted to the English Education Department, the Faculty of Education and Letters wholly constitutes my own original scientific writing.

As for the other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepare to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, November 01st, 2022



MOH FAIZ
SRN. 181230056

ABSTRACT

Moh Faiz. 181230056. 2022. *“The Effectiveness of Using TED Talks as The Media in Teaching Students’ Speaking Skills (a Case Study at the Eleventh Grade of MA Masyariul Anwar Caringin)”*. Undergraduate Research Paper, Departement of English Education, Faculty of Education and Teacher Training, University of Islamic State “Sultan Maulana Hasanuddin” Banten. Advisers: Dr. H. Naf’an Tarihoran, M.Hum. and Dr. Hj. Fitri Hilmiyati, M.Ed.

This research investigates using TED Talks to improve students’ speaking skill. This research used quasi-experimental research, it was conducted based on the main problems, 1) How is students speaking skill at the second grade of MA Masyariqul Anwar Caringin? 2) Is there any significant effect of using TED Talk as media in enhancing students’ speaking skill at the second grade of MA Masyariqul Anwar Caringin? The researcher collected data from 60 students that spared into two classes. One class was experimental class and another one was the control class. The researcher used quasi-experimental design with use the instruments were three stages are pre- test, treatment, and post-test. Population of the research was the the second grade of MA Masyariqul Anwar Caringin, academic year 2022/2023. The sample of the research used class XI-4 as experimental research and class XI-3 as control class. The result of this research showed that; The researcher got the result of the average pre-test score in the experimental class was 59,65, while the average pre-test score in the control class was 67,717. The average post-test score in the experimental class was 76,87, while the average post-test score in the control class was 70,90. The students speaking ability who used TED Talks achieved better performance than those who did not use TED Talks. Based on the calculation of Cohen’s *d* Effect Size, it gained $d=0,796$ and it accomplished become 0,8 means based on the table 4.14 above the size effect had 79%. The use of TED Talks as teaching media for speaking skill had a high criterion (79%). The t-test showed that the value of t_o ($t_{observation}$) was 3,09, the degree of freedom (df) = 58. In the degree significance 5% = 1,67 in degree of significance 1% = 2,39. After that the researcher compared the data with t_t (t table) both in degree significance 5% and 1%. Therefore $t_o:t_t = 3,17 > 1,67$ in degree of significance 5% and $t_o:t_t = 3,17 > 2,39$ in degree significance 1%..

Keywords: *TED Talks, Speaking Skill, Teaching Media.*

THE ADVISERS' APPROVAL

This is to certify that the undergraduate research paper of Moh Faiz entitled "The Effectiveness of Using TED Talks as The Media in Teaching Students' Speaking Skills (a Case Study at the Eleventh Grade of MA Masyariqul Anwar Caringin)" has been approved by the research paper advisers for further approval by the board examiners.

Serang, October 19th, 2022

Adviser I



Dr. H. Naf'an Tarihoran, M.Hum.
NIP. 19700103 200331 221001

Adviser II



Dr. Hj. Fitri Hilmivati, M.Ed
NIP. 19700614 199703 2 001

Acknowledge by:

The Head of English Education Department



Dr. Hj. Anita, S.S., M.Pd
NIP. 19770410 200312 2 001

**THE EFFECTIVENESS OF USING TED TALKS AS THE
MEDIA IN TEACHING STUDENTS' SPEAKING SKILLS**
(a Case Study at the Eleventh Grade of MA Masyariqul Anwar
Caringin)

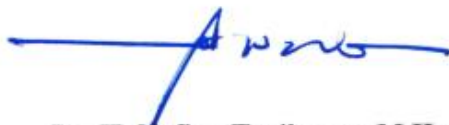
By:

MOH FAIZ

S.R.N: 181230056

Under the Supervision of:

Adviser I



Dr. H. Naf'an Tarihoran, M.Hum.
NIP. 19700103 200331 221001

Adviser II



Dr. Hj. Fitri Hilmiyati, M.Ed
NIP. 19700614 199703 2 001

Acknowledged by:

The Dean of Education
and Teacher Training Faculty



Dr. Nana Jambhana, M.Ag
NIP. 19701029 199903 1 002

The Head of
English Education Department



Dr. Hj. Anita, S.S., M.Pd
NIP. 19770410 200312 2 001

THE BOARD OF EXAMINERS' APPROVAL

That the undergraduate research paper of Moh Faiz has been approved by the Board of Examiners as a partial fulfillment of the requirements for the Sarjana Degree in English Education Department.

Serang, November 01st 2022

The Board of Examiners:

Dr. Apud, M. Pd.

NIP. 19710117 200312 1 002

Chairman

Afif Suadi, S.S., M. Hum.

NIP. 1987122 8201903 1 003

Secretary

Dr. Hj. Anita, S.S., M.Pd

NIP. 19770410 200312 2 001

Examiner I

As.ari, S.S., M.Si.

NIP. 19741029 200003 1 002

Examiner II

Dr. H. Naf'an Tarihoran, M.Hum.

NIP. 19700103 200331 221001

Adviser I

Dr. Hj. Fitri Hilmiyati, M.Ed

NIP. 19700614 199703 2 001

Adviser II

A BRIEF BIOGRAPHY

The researcher, Moh Faiz was born in Pandeglang, Banten on July 15th 2000. He is the third child of Mr. Nana Suprana and Mrs. Dahlia. He finished her elementary education at SDN Cipicung 2 in Bojong Canar, whereas his junior high education was finished at MTsN Pandeglang 2 in Labuan,. And then he finished her senior high school at SMA Mathla'ul Anwar in Menes. After graduated from senior high education, he continued his education by joining undergraduate program of English Education Department, Faculty of Education and teacher training, the State Islamic University Sultan Maulana Hasanuddin Banten.

During his time of studentship, she joined organization named Association of English Students (ASSES). During joined internal organization, he was getting the knowledge which not getting in class and getting new many friends in there.

Dedication

This research paper is dedicated to my beloved parents, Mr. Nana Suprana and Mrs. Dahlia who never stopped praying for my happiness, my success, always love, and support me in various way.

Thanks to my beloved oldest Sister, Ms. Analia Pranita,S.ST , and my brother, Ahmad Faujiyanto who always support, pray for me, those who always hear all my stories.

Thank you so much for all my friends who have made this process more colorful and more enjoyable.

You are the best thing I've ever had.

MOTTO

“We will feel lost if one of our friends suffers”

One Piece Marco The Phoenix

ACKNOWLEDGEMENT

Assalamu'alaikum Wr. Wb.

In the name of Allah, most gracious most Merciful. All praise be to Allah SWT Lord of the world, who has given the mercy, direction, guidance to us and who has given fluency and pleasure so that the writer can complete this paper.

Secondly peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness.

However, this success would not be achieved without those supports, guidance, advice, help and encouragement from individual and institution. And I realize that an appropriate moment for me to deepest gratitude for:

1. Prof. Dr. H. Wawan Wahyuddin, M.Pd, the Rector of State Islamic University Sultan Maulana Hasanudin Banten.
2. Dr. H. Nana Jumhana, M.Ag, the dean Faculty of Education and Teacher Training State Islamic University Sultan Maulana Hasanudin Banten.
3. Dr. Hj. Anita, S.S., M.Pd, the head of English Education Department Faculty of Education and Teacher Training State Islamic University Sultan Maulana Hasanudin Banten.

4. Dr. H. Naf'an Tarihoran, M.Hum. as the first adviser and Dr. Hj. Fitri Hilmiyati, M.Ed as second adviser who have educated, supported, directed and given the researcher advice, suggestion, and a recommendation from this graduating paper for beginning until end.
5. All lecture in the State Islamic University "Sultan Maulana Hasanuddin" Banten, especially the lecturers of English Education Departement who have gave the researcher valuable knowledge during the researcher studies in this campus.
6. The head master of MA Masyariqul Anwar Caringin who has given permission to the researcher to conduct this research.
7. The English teacher of MA Masyariqul Anwar Caringin for helping writer and contribution to the researcher while he was doing the research
8. My Parents (Mr. Nana Suprana and Mrs. Dahlia), my sister and brother Analia Pranita,S.ST , Ahmad Faujiyanto, and all the part of my big family who always gave the researcher support and love.
9. All My Beloved friends Mulyadi, Salma Aida, Paong, Petok, Afghan, Herdi, Rahman, Walid, dede and Azril who always cheered me on. As well as to partner in all matters, namely Hury Arsyil Aini

who always give me a spirit and supporting me, always praying for me to finish this thesis. And don't forget to mr. Dzikri Alwi Haetami, M.Pd who has helped and taught me a lot in making this thesis.

10. My classmates TBI 2017 UIN SMH BANTEN thanks for the happiness, fullness for all time.

Finally, the writer realizes that this paper is far from being perfect, so the writer hopes this paper will be useful especially for the writer and for any reader or any researcher. Therefore, the writer would like to accept some suggestion to correct this weakness of this paper.

Wassalamu'alaikumWr. Wb.

Serang, October 19th, 2022

The Writer

TABLE OF CONTENTS

STATEMENT OF ORIGINALITY	i
ABSTRACT.....	ii
THE ADVISERS' APPROVALL.....	iii
LEGALIZATION OF DEAN FACULTY	iv
THE BOARD OF EXAMINERS' APPROVAL	v
A BRIEF BIOGRAPHY	vi
DEDICATION	vii
MOTTO	viii
ACKNOWLEDGEMENT.....	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiv
LIST OF APPENDICES	xvi
CHAPTER I INTRODUCTION	1
A. Background of the study	1
B. Identification of the Problem	9
C. Limitation of the Problem.....	9
D. Statement of the Problem.....	10
E. Objective of the Study	10
F. Significant of the Study	11

G. Previous Study	12
H. Hypothesis	18
I. Organization of Writing.....	18
CHAPTER II THEORITICAL FRAMEWORK	20
A. Video in English Language Teaching.....	20
1. The Definition of Video.....	20
2. Kinds of Video in English Language Teaching	22
3. Benefits of Using Video in Language Learning	25
4. Barriers of Video Usage in Language.....	28
B. TED Talks.....	30
1. The Definition of TED.....	30
2. Video Content in TED Talks as a Teaching Media	32
3. Teaching and Learning Speaking from TED Talks Style.....	34
C. Speaking Skill	39
1. The Definition of Speaking Skill	39
2. The function of speaking skill	40
3. Teaching Speaking in EFL (English as a Foreign Language)	42
4. Speaking Skill Assessment Criteria.....	43
CHAPTER III RESEARCH METHODOLOGY	49
A. Research Method	49
B. The Place and Time of Research	51
C. Population and Sample	52
D. Research Instrument	52
E. Technique of Data Collecting.....	58
F. The Technique of Analyzing Data.....	61

G. Research Procedures	67
CHAPTER IV RESEARCH FINDING AND DISCUSSION....	70
A. Research Finding	70
B. Results of Data Analysis	95
C. Discussion of Research Finding	117
CHAPTER V CONCLUSION AND SUGGESTION.....	125
A. Conclusion	125
B. Suggestion.....	127
REFERENCES.....	129
APPENDICES	133

LIST OF TABLES

Table 2.1 : Five-Element Speech Outline with Premise and Proof	37
Table 2.2 : Speaking Skill Components	44
Table 3.1 : Research Timeline	52
Table 3.2 : Teaching and Learning Process of Speaking Skill	53
Table 3.3 : Students' Performance of Speaking Skill.....	54
Table 3.4 : The Criteria of Students' Score Conversational English Proficiency Weighting.	56
Table 3.5 : Criteria for The Success Of The Learning Process Of Students' and Teachers	57
Table 3.6 : Lists of Videos.	58
Table 3.7 : Cohen's Effect Size Table Criterion Table	66
Table 4.1 : Observation of Teaching and Learning Process of Speaking Skill	71
Table 4.2 : Observation of Students' Performance of Speaking Skill.....	74
Table 4.3 : Pre-test Data for Experiment Class	76
Table 4.4 : Post-Test Data for Experiment Class	79
Table 4.5 : Pre-Test and Post-Test Data for Experiment Class	82
Table 4.6 : Pre-Test Data for Control Class	86

Table 4.7 : Post-Test Data for Control Class	89
Table 4.8 : Pre-Test and Post-Test Data for Control Class.....	92
Table 4.9 : Normality Testing for Pre-Test of Experimental Class	96
Table 4.10 : Normality Testing for Post-Test of Experimental Class.....	99
Table 4.11 : Normality Testing for Pre-Test of Control Class	100
Table 4.12 : Normality Testing for Post-Test of Control Class.....	103
Table 4.13 : Homogeneity Pre-Test (Experimental Class and Control Class)	105
Table 4.14 : Homogeneity Post-Test (Experimental Class and Control Class)	106
Table 4.15 : The result calculation of post-test at the experimental class (X_1^2) and the control class (X_2^2).....	108
Table 4.16 : Cohen's Effect Size Table Criterion Table.....	114

LIST OF FIGURES

Figure 3.1: Pre-Test and Post-Test of Experimental Class	49
Figure 4.1: Pre-Test and Post-Test of Experimental Class	85
Figure 4.2: Pre-Test and Post-Test of Control Class	95

LIST OF APPENDICES

Appendix 1: Lesson Plan	134
Appendix 2: Observation Sheet	150
Appendix 3: Instrumentation for Pre-Test and Pos-Test	154
Appendix 4: Students' Speaking Skill (Raw Data)	155
Appendix 5: Homogeneity Testing from SPSS	163
Appendix 6: Liliefors Critical Table of Normality Testing.....	164
Appendix 7: T-Table Distribution	165
Appendix 8: Documentation	167
Appendix 9: Letter from School	168
Appendix 10: Consultation Book	169