CHAPTER I

INTRODUCTION

A. Background of Study

Technology is utilized in practically every facet of life, especially in the aspect of education, which is currently entering the 4.0 industry period. In both developed and developing nations, the use of technology-based learning tools is expected to augment existing instructional approaches and provide new methods for language teaching and learning. Qureshi and Raza stated that many worlds will experience a paradigm shift in their educational systems and reforms as a result of the fourth industrial revolution (4.0 industry). Developed nations frequently adopt technological progress, close the skills gap, and unlock access to new resources.[1] Using modern technology to make the web-based growth potential truly engaging outside of the classroom is a fantastic alternative that might be exploited at this time, given that many students choose to use new technology as one of medium for teaching and learning rather than conventional media. According to Xursanovna et al.,

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[1] Muhammad Imran Quershi and Hamad Raza, "Digital Technologies in Education 4.0. Does it Enhance the Effectiveness of Learning?", in *International Journal of Interactive Mobile Technologies (iJIM),* Vol. 15, No.4, 2021, pp.31-47, 34

highlighting audio, visual, and animation impacts comes into full play in English class instruction and creates a favorable environment for change and research on English teaching model in the new era as a result of the rapid advancement of science and technology, including the internet of multimedia innovation and its application to education.[2]

Technological media for English lesson has a crucial role to teach language skills especially speaking skill. According to Tarihoran, the utilization of technology in English as a Foreign Language (EFL) lessons has a substantial impact on the future of educators. There are repercussions regarding the role of teachers, the educational technique, and the instructional materials.[3] In addition, Sosas also stated that today's technologies have reached the point where they can be used effectively in the teaching of speaking. This is an additional contribution made by educators apart from traditional lecturing. When it comes to instructing students how to speak, teachers no longer rely on conventional methods or

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[2] Turaeva Guzal Xursanovna et al, "Use of Information Technology in Teaching English", in *International Journal on Orange Technologies*, Vol.3, No.4, (April, 2021), pp.132-136, 133.

[3] Nafan Tarihoran, "Teacher Candidates' View on Using Technology in Developing English Language Teaching Materials", in *International Journal of Psychosocial Rehabilitation*, Vol.24, No.8, (2020), pp.3005-3013, 3005.

antiquated approaches like chalk and board instruction; rather than technological media. Traditional methods and methods like chalk and board instruction are examples of such antiquated approaches.[4] The educators should choose interesting media technology so that it can attract students' attention to keep follow learning speaking activities with maximum response and material that is easily absorbed by students.

In speaking activities, learners encounter some difficulties with their speaking ability. Students frequently confront inhibition. When attempting to speak English lesson, students are frequently restricted.[5] Students worry that they will make mistakes and are terrified of being mocked or looking foolish in front of their peers. They are ill at ease with the amount of attention that their speech receives. In addition, it is common for students to assert that they have nothing to say and are unable or unwilling to find the motivation to express themselves.[6] Rivers stated the students have

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[4] Rowena V. Sosas, "Technology in teaching speaking and its effects to students learning English", in *Journal of Language and Linguistic Studies,* Vol.17, No.2, (2021), pp.958-970, 968.

[5] Penny Ur, *A Course in language Teaching*, (Cambridge: Cambridge University Press, 1994), p.120.

[6] William T. Littlewood, *Foreign and Second Language Learning*, (Cambridge: Cambridge University Press, 1984), p.22

nothing to say may be due to the teacher's selection of an unsuitable topic or their insufficient knowledge of the subject.[7] When teachers ask their students to respond in a foreign language, many of those students struggle to do so because they are unsure of the utterance, proper vocabulary use, or using grammar in an appropriate manner.[8]

Devies in Tarihoran et al. stated that "Realia," representations, and instructional technology are all types of teaching materials that are used in ELT classroom. Obviously, they have the potential to be utilized fruitfully in language instruction that focuses primarily on the application of various kinds of visual aids.[9] One of the teaching media that can be utilized with teaching English speaking is video media. There have been advancements in media technology, one of which is video. Video media performs a number of functions, including clearer and more interesting learning, more interactive learning, time and energy efficiency, improving the quality of learning outcomes, and learning that can be done

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[7] Wilga M. Rivers, *Teaching Foreign Language Skills*, (Chicago: University of Chicago Press, 1981), p.192.

[8] Johnnatan Baker and Westrup, H, *Essential Speaking Skills: A Handbook for English Language Teachers*, (London: Continuum International Publishing, 2003), p.102.

[9] Nafan Tarihoran et al., "Pre-Service Teachers' Perception of Online Learning in Islamic University during a Coronavirus (Covic-19) Pandemic", in *Turkish Journal of Computer and Mathematics Education*, Vol.12 No.3(2021), pp.4181-4189, 4183

anywhere and at any time. Students benefit greatly from the use of media to comprehend a certain idea. The media's function can stand in for the teacher's incapacity to explain a subject, allowing the learning objectives to be met as intended.[10]

The researcher is eager to study about teaching and learning speaking with TED Talks as video media. It is used for the delivery of speaking learning includes digital media which is now widely used to learn English speaking skill so that they are more proficient in using language or speaking skills in front of many people. Maria, Junior, and Astrid in Nurhidayat and Syarifah stated that TED talks contents are an excellent resource for teaching English as a foreign language because they contain numerous features that capture students' interest and engage them with the language used in real-world circumstances.[11] From here the researcher wants to use TED talks as a medium for learning speaking by using video content as teaching materials for students. Callan and Skylark in Nurshafira stated that a non-profit media company called TED (Technology,

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[10]Jack C. Richard .and Willy A. Renandya (eds.), *Methodology in Language Teaching: An Anthology of Current Practice,* (Cambridge: Cambridge UniversityPress, 2002), p.366.

[11] Eka Nurhidayat and Eva Fitriani Syarifah, "Technology for EFL Learners: TED Talks as Technology Resources in Learning English Voice and Accent", in *Indonesian Journal of Informatics Education,* Vol. 3, No.1, (June 2019), pp.1-6, 2.

Entertainment, and Design) that posts seminars online for free. TED Talks is a video which the speakers deliver their inspirational thoughts, expansive presentations of their ideas in under 18 minutes. TED Talks have thus far covered a wide range of subjects, including business, global challenges, education, and science. Because of this, TED Talks are now well-known, and the videos have been dubbed in numerous languages.[12]

The format of TED Talks, which are typically presented in state-of-the-art studios with contemporary backdrops, focuses on the presenter and makes use of few, extremely useful visual aids. Topics range from international warming to running to the expanding world. TED Talks is a compilation of TED conference talks. As a result of TED's growing popularity, the caliber of its speakers, videos, and content has increased.[13]

There are some studies that conduct TED Talks on language skills, one of them Wu's research showed that most students' listening skill is developed after learning the TED talks video.

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[12] Mutia S. Nursafira, "TED Talks in EFL Context: An Alternative Way for Teaching and Improving Students' Speaking Skills", in *Journal of English Language Studies,* Vol. 2, No. 2, (June, 2020), pp. 43-47, 44.

[13] Tira Nur Fitria, "Using TED Talks In English Language Teaching (ELT): Supplemental Resources for English Language Teaching (ELT)", in *SOSMANIORA (Jurnal Ilmu Sosial dan Humaniora),* Vol.1, No.1, (March, 2022), pp.36-43, 36.

Students reviewed their experience information and analyzed content in the TED Talks.[14] It means the students also learn how to receive an information from the video critically.

The researcher had done the preliminary research by observation at MA Masyariqul Anwar Caringin, the researcher found some problems on students' speaking skill. Problems in learning English, such as lack of vocabulary to learn English, lack of motivation in learning English, and not fluent in speaking and also low self-confidence of students in using English in language classes, and feeling anxiety in speaking the English in front of his friends. Furthermore, Teachers could not be aware of students' problems in speaking skill and they cannot presented new material by using interesting teaching media.

The problems related of speaking skill of MA Masyariqul Anwar students generally can be divided into students' speaking skill aspect, students' mentality, teaching methodology, and teaching media. Those problems are linking each other because the students' and the teacher connection in teaching learning are very important to

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[14] Chia-Pei Wu, "Implementing TED Talks as Authentic Videos to Improve Taiwanese Students' Listening Comprehension in English Language Learning", in *Arab World English Journal (AWEJ) Special Issue on CALL*. No.6, (2020), pp. 24-37, 34.

improve students' speaking skill. This research is studied the students' speaking skill by using TED Talks video contents because it is accessible for teacher and students through technological devices such as laptop, projector, and smartphone.

Unlike the previous research, this study focuses on expressing opinion and thoughts through TED Talks videos they watched, expressing opinion and thoughts from current issues, presenting a topic by using TED Talks style, and developing student critical thinking. The performance process that second graders at MA Masyariqul Anwar Caringin will observe will allow students to activate their target language without undue worry because they will have sufficient practice outside of class. Students will have a two- to three-minute presentation based on the thoughts of MA Masyariqul Anwar Caringin students regarding the advantages and disadvantages of the films they see. Because it is part of the evaluation, this activity will also motivate pupils to speak. Additionally, mobile video viewing is straightforward.

TED Taks as a medium for learning speaking skill is very interesting to be studied because the content of TED Talks in the form of videos can be authentic material for students. Therefore,

researcher is interested in researching this topic with the title **"The Effectiveness of Using TED Talks as The Media in Teaching Students' Speaking Skill at MA Masyariqul Anwar Caringin".**

B. Identification of problem

Based on background of study above, the researcher identifies some problems as follows:

1. The students' speaking score is low in every aspect such as accent, grammar, vocabulary, fluency, and comprehension

2. The students feel unconfident and anxiety during speaking in front of their friends

3. The students are not motivated during English lesson because the classroom atmosphere is boring

4. The teacher used conventional teaching and learning media such as pictures, whiteboard, and power point presentation.

C. Limitation of Study

Based on the identification of problem above, the writer limits the study as follows:

1. The researcher focuses on students' speaking skill at the second grade of MA Masyariqul Caringin.

2. The researcher focuses on using TED Talks in teaching Speaking at the second grade of MA Masyariqul Caringin.

D. The Statement of Problem

Based on the background of study above, the statement of problems as follows:

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?

E. The objective of research

Based on the statement of problem, the researcher studies this research with the objective of the research as follow:

1. To investigate students speaking skill at the second grade of MA Masyariqul Anwar Caringin.

2. To investigate the effect of using TED Talk as media in teaching students' speaking skill at the second grade of MA Masyariqul Anwar Caringin.

F. The significant of The Research

To be significantly divided into two kinds, theoretically and practically. The significant of the research is useful for teacher, student, school stakeholder, and other researchers.

1. Theoretically, the results of this study can contribute ideas for the renewal of English teaching media, especially speaking skills at the senior high school level. Then, it can make a scientific contribution in the science of English Education, namely making innovations in the use of experimental methods in improving students' speaking skills. It also becomes a foothold and reference for further studies related to improving speaking skills using video learning media.

2. Practically, this research can increase students' knowledge and experience in learning, so as to increase students' interest and learning outcomes. The teachers also got an idea in designing lessons using TED Talks media. This research can increase knowledge and experience as well as creativity as teacher candidates in developing learning methods. In addition, this research is also expected to be able to add a vehicle in the practice of applying the theories obtained during the study, can

add scientific insight, a vehicle for practicing scientific writing skills and as one of the requirements for obtaining a Bachelor of Education degree at Sultan Maulana Hasanuddin State Islamic University, Banten.

G. Previous Study

There are some previous studies that related with the researcher's study. These studies are the references to make this research improved. In addition, there are some similarities and differences from these previous studies and the researcher's study.

Alrefai, Adel and Bataineh, Ruba. Yarmouk university, Jordan. *International Journal for Innovation Education and Research,* 2019. The research was entitled "Potential Effectiveness of TED talks in developing listening: Reflections of Jordanian Participants in United Nations Police Monitors Courses". This study investigates the perceptions of UN police screen course participants regarding the effectiveness of TED (technology, entertainment, and design) speeches in enhancing their listening comprehension. The researchers administered a subjective examination to 25 participants in a police screening course given by the Jordanian police peacekeeping organization. Program based on

TED lectures intended to provide members with opportunities to practice listening and increase their awareness of the benefits of using TED talks for academic objectives. During the 2018 primary police screening course, extensive preparations were made. The findings indicate that TED presentations played a role in influencing the participants' perceptions of the practicality of these discussions for enhancing their listening skills. The participants were reportedly extremely satisfied with the content, approach, and timing of the planning, as well as their communication, inspiration, and benefit. The study concludes with some recommendations for EFL instructors, instructional method developers, and reading material designers.[15]

Based on the first previous study above, the researcher compares the similarity and the difference with this paper. The similarity between Alrefai and Bataineh's research and the researcher's research was; firstly, both of them investigated TED Talks as one of main variables. Secondly, TED Talks was used as the teaching media. Thirdly, the research method was quantitative

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[15] Adel Alrefai and Ruba Bataineh, "Potential Effectiveness of TED talks in developing listening: Reflections of Jordanian Participants in UN Police Monitors Courses", in *International Journal for Innovation Education and Research,* Vol.7, No.10, (October, 2019), pp.929-944.

research. On the other hand, there were some differences between Alrefai and Bataineh's research and researcher's study; firstly, the English subject in Alrefai and Bataineh's research was listening skill, meanwhile the researcher investigated speaking skill. Secondly, the researcher specifically used quasi-experimental research as one of quantitative research as the method which is different with Alrefai and Bataineh's not specifically quasi-experimental research. Thirdly, the participant of Alrefai and Bataineh's was university students, meanwhile the researcher's participants was senior high school students.

Wu, Chia-Pei. I-Shou University, Taiwan. *Arab World English Journal (AWEJ)*, 2020. The research was entitled "Implementing TED Talks as Authentic Videos to Improve Taiwanese Students' Listening Comprehension in English Language Learning". This study analyzes the use of authentic video materials in EFL listening classrooms by using TED Talks. Videos have been utilized as one of the English listening learning skill; nevertheless, without effective learning supports, EFL students are likely to struggle with comprehending the content on videos and consequently lose interest in studying English. This study aimed to

include actual Internet video into the English listening exercises of college-level students at a private comprehensive institution in southern Taiwan. According to the examination basis and reasoning, there were three basic questions: (1) Is there a substantial difference in the perception of the effectiveness of TED Talks listening activities across students with different majors? (2) Is there a substantial difference in students' TED Talks video-based learning content similarities? (3) What do students think of using TED Talks videos for English listening practice? This evaluation was designed as a one-semester project to determine the self-reports of 82 EFL students regarding their learning of internet video materials. Videos of TED Talks and listening exercises were utilized in this learning environment. The controlled survey included segmentation data, Likert scale questions, and interviews. The results demonstrated that the majority of students' listening skills improved after viewing the TED Talks video. Students assessed their experience data and analyzed the TED Talks' substance.[16]

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[16] Chia-Pei Wu, "Implementing TED Talks as Authentic Videos to Improve Taiwanese Students' Listening Comprehension in English Language Learning", *Arab World English Journal (AWEJ) Special Issue on CALL*, No.6, (2020), pp. 24-37.

Based on the second previous study above, the researcher compares the similarity and the difference with this paper. The similarity between Wu's research and the researcher's research was; firstly, both of them investigated TED Talks as one of main variables. Secondly, TED Talks was used as the teaching media. Thirdly, the research method was quasi research. On the other hand, there were some differences between Wu's research and researcher's study; firstly, the English subject in Wu's research was listening skill, meanwhile the researcher investigated speaking skill. Secondly, the participant of Wu's research was university students, meanwhile the researcher's participants was senior high school students.

Dinillah, Adelin Fii. 2021. Thesis of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. The research was entitled "The Use of TED Talks to Improve Students' Speaking Skill at EFL Classroom in Muhammadiyah University of Makassar". This study was conducted to determine the efficacy of using TED Talks as teaching material to improve the speaking skills of third-semester English Education Students at Muhammadiyah University of Makassar. The

speaking ability emphasized precision and fluency. This researcher employed a quasi-experimental research design, administering pre- and post-tests to both experimental and control groups. Twenty students from the third semester of English Education Students at Makassar University made up the participation pool. The outcome indicated that t-$_{test}$ is superior to t-$_{table}$ (4,037 > 1,743). This indicates that there is a considerable variation between the pre- and post-test scores of the students. In other words, the utilization of TED Talks videos is helpful in boosting the speaking skills of third-semester students at Muhammadiyah University of Makassar in terms of accuracy (vocabulary) and fluency.[17]

Based on the third previous study above, the researcher compares the similarity and the difference with this paper. The similarity between Dinillah's research and the researcher's research was; firstly, both of them investigated TED Talks as one of main variables. Secondly, TED Talks was used as the teaching media. Thirdly, the English subject focused on speaking skill. Lastly, the research method was quasi research. On the other hand, there were

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[17] Adelin Fii Dinillah, *The Use of TED Talks to Improve Students' Speaking Skill at EFL Classroom in Muhammadiyah University of Makassar*, A Thesis (Muhammadiyah University of Makassar, Makassar, 2021).

some differences between Dinillah's research and researcher's study; firstly, the English subject in Dinillah's research was speaking skill focused on accuracy and fluency. Secondly, the participant of Dinillah's research was university students, meanwhile the researcher's participants was senior high school students.

H. Hypothesis

1. Alternative hypotheses (H_a): "There is significant effect of using TED Talks on students' speaking skill at MA MASYARIQUL ANWAR CARINGIN."

2. Null hypotheses (H_o): "There is no significant effect of using TED Talks on students' Speaking Skills MA MASYARIQUL ANWAR CARINGIN".

I. Organization of The Writing

The researcher arranges this paper into five chapters, namely introduction, theoretical framework, research methodology, research finding and discussion, and conclusion and suggestion. The points of each chapter are as follows:

Chapter I is introduction, it contains the background of the study, Identification of problem, Limitation of Problem, statement

of the problem, The objective of Research, the significant of Research, previous study, Hypothesis and The organization of writing.

Chapter II is theoretical frameworks. This chapter consists of the theories from some experts about TED Talks and Speaking Skills.

Chapter III is research methodology. This chapter consists of research method, population and sample, the site and time of study, the technique of data collecting and the technique of data analyzing

Chapter IV is research finding and discussion. This chapter consists of the research finding from experimental class and control class, and the discussion from the findings

Chapter V is conclusion and suggestion. This chapter consists of the conclusion that answers the formulation of problems, and some suggestions.