

Using TED Talks for EFL Learners to Boost Their Speaking Skill

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Abstract: We are as an English lecturer needs to bring technology in our EFL classroom. A technology is a good solution to improve students' English skill. One of the technologies that can be used in EFL classroom is a TED talks. A TED talks is one of the solution to overcome the students' problems especially in their speaking skill. In this study, the researcher focused on implementing TED talks in her speaking class in order to improve the students' speaking skill. Besides, she wants to know the classroom situation when TED talks is implemented in speaking class. This study is Classroom Action Research which is divided into 2 cycles. Based on the result of the study, there is improvement in students' speaking skill through the use of TED talks. It can be seen from the students' score in cycle 1 (72) from pre-test (60). Then 78 in cycle 2 from 72 in cycle 1. The classroom situation can be described as follows: 1) the students were more interested in speaking class; 2) the students were more active in giving feedback to other students; 3) the students have many ideas to speaking in front of the class.

1 INTRODUCTION

Speaking is speech production that become a part of daily life (Thornbury, 2005). Speaking is one of the skills that should be mastered by the EFL learners in the university. In fact, the EFL learners got some difficulties in learning speaking. These problems came from internal and external factors (Dimiyati, 1989). The internal factors came from the students' attitude, skill and motivation. Meanwhile, external factors were from family, environment and university. The problems faced by the EFL learners related to the media used by the lecturer. The media used was still monotonous which is handbook of speaking subject. According to Dudeney and Hockly (2007), there are ten reasons to bring internet and technology into classroom, some of them are:

1. Internet access is becoming increasingly available to learners.
2. Young learners are growing up with technologies, and it is natural and integrated part of their lives- it is a way of bringing the outside world into the classroom.
3. English as an international language is being used in technologically mediated context.
4. Technology, especially the internet, presents new opportunities for authentic task and materials, as well as access to a wealth of ready-made ELT materials.
5. The internet offers excellent opportunities for collaboration and communication among learners who are geographically dispersed.
6. Technology is offered with published materials such as course book and resources book for teachers.
7. Learners increasingly expect language schools to integrate technology into teaching.
8. Technology offers new ways for practicing language and assessing performance.
9. Technology can not only be used in the classroom, but also at home and even public area.
10. Using a range of ICT tools can give learners exposure to and practice in all of the four main languages skills-listening, speaking, reading, and writing.

Based on the statements above, the researcher chooses one of the new media that can help the EFL learners to solve the problems in learning speaking. It was TED talks. TED is an acronym for Technology, Entertainment and Design. TED Talks, although typically fewer than 18 minutes long, pack a punch: unique ideas presented with passion (Windingland, 2014). TED talks is a series of public speeches made by both notable and not so famous people. The wide range of topics speeches offer help stimulate the students' inspirations and innovative ideas (Li et al., 2016). The distinction between this research and previous research is on the implementing of TED talks to boost speaking skill of EFL learners.

This research is trying to solve the problems regarding the use of TED talks to boost the students' speaking skill and finding out the improvement, and the students' activities when TED talks implemented in learning speaking.

2 METHODS

The research was administered to one class of the fifth semester of English Education Study Program in Muhammadiyah University of Metro. A Classroom Action Research conducted consists of four stages. Those are planning, acting, observing and reflecting.

Kemmis and Tggart (as cited in Hopkins, 1993) mention the procedure in action research:

- a) Problem identification and planning activity (pre-observation, prepare for the materials, lesson plan, steps of the research, students' attendance list, teaching tools, observation sheet and test);
- b) Implementation of the research (the lecturer applies learning process using TED talks as a media. In this step, the lecturer does all designs of the lesson plan);
- c) Observation (observation is the instrument used to collect the data. The researcher observes the students' activity in learning process. The observation results are recorded in the observation sheet. The speaking lecturers also participate in observing and giving the suggestions);
- d) Reflecting (after doing the teaching and learning process using TED talk, the researcher evaluates the learning process and the learning result. The cycle will be stopped when 75% students meet the English standard.

In collecting the data, the researcher used test, observation, diary, questionnaire and interview.

1) Test

Test is used to know the students' speaking skill. Brown (2003) explains that the test is a method to measure the ability, knowledge. The purpose of the test is to measure students' speaking skill. The test consists of two tests: pre-test and post-test. Pre-test will be given to students before learning using TED talk. Post-tests will be given to students after learning by using TED talk applied. After both of these tests have done, researchers can see whether there is an improvement of speaking skills after learning using TED talk is given.

2) Observation

Burns (1999) explains that observation is the main core of action research. Observation is the activity of living things in terms of interpret everything that happens using the senses or record things using a scientific instrument. Researcher will observe all student activities and situations that occur during the learning process using TED talk as a media.

3) Diary

According to Wallace et al. (2004), the diary is a personal document, so there are no rules in writing of the diary. Because of that, the researcher can express all thoughts and feelings related to the research. Diaries are appropriately used to extract affective data. Diary is usually used in everyday research, the result of the data can vary from day to day. In this study, the researcher writes all the things that happen in the classroom in the note starting from the opening, the main activity and closing.

4) Questionnaire

Researcher will provide questionnaires before and after using TED talk to EFL learners to get information about their activities, opinions, expectations, behaviour, and perceptions. Researcher will ask students to fill the questionnaire. Questionnaire has advantages that is easier to implement, less time required than interviews, and information that can be gathered with more informants.

5) Interview

Interviews are personal meetings between people because there are questions to ask and to answer. Researcher will interview students about their personal perceptions, experiences, opinions, and ideas relating to action research in their

classroom. Burns (1999) states that interviews are very popular and widely used as a tool for collecting qualitative data. The researcher will interview several students in the early and late stages to analyse their point of view about the learning process.

The data analysis techniques were used: descriptive statistic and constant comparative method. Hasan (2004) explains that descriptive statistics are part of statistics that studies how data collection and data presentation are so easy to understand. Descriptive analysis only relates to the matter of describing or providing information about a data or circumstance. Descriptive statistics serves to explain the state, symptoms, or problems. The conclusions in descriptive statistics are only directed to the existing data. In addition, the researcher also used the verification technique. The technique of verification is an essential step in the research process. This conclusion is based on organizing the information obtained in data analysis. The conclusion of this research using inductive technique, which is the technique of drawing conclusions from the data that is specific to the general conclusion.

3 FINDINGS AND DISCUSSION

This study describes the results of the research that conducted on students of Muhammadiyah University Metro. The purpose of this study is to identify whether the use of TED talk as a media can boost the EFL learners skill in speaking and to describe the classroom activities when TED talk implemented in speaking class. The research results will be described in four sub stages: pre-research situation, research, implementation, research results, and discussion. Everything will be explained separately and summarized in table form.

Based on Kemmis and Taggart (as cited in Qomar, 2016), the procedure of action research can be explained as follows:

- a. Identifying problems and planning the activities are:
 - 1) Pre-observation toward the teaching speaking class in Muhammadiyah University of Metro.
 - 2) Preparing the material, making lesson plan, and designing the steps in doing the action
 - 3) Preparing list of students' name and scoring
 - 4) Preparing teaching aids
 - 5) Preparing sheets for classroom observation
 - 6) Preparing test

b. Implementation the Action

The lecturer applies the action of the teaching speaking by using TED talks. In this step, the researcher implements the activities written in the lesson plan.

c. Observing

Observation is one of the instruments which are used in collecting the data. The writer as the researcher observes the students' activities while teaching and learning process occur. The result of the observation is recorded on observation sheets as the data.

d. Reflecting

After carrying out the teaching process, the researcher recites the occurrence in classroom as the reflection of the action. The researcher evaluates the process and the result of the implementation of TED talks in teaching English.

3.1 The Improvement of Students' Speaking Performance

The use of TED talk had improved the students' speaking. Referring to the result of the pre-test and post-test, the students mean score was improved 4%. However, not all aspects of speaking were constantly improved. The complete mean score was presented in the table below.

Table 1: The Improvement of Students' Speaking Achievement

A	F	G	WC	P	C
Pre-test	6	5	6	5	5
Post-test1	7	6	7	6	6
Post-test2	8	7	8	8	7

Based on Table 1, it can be concluded that the students had a good achievement at the end of the research. Their score was increasing from cycle 1 to cycle 2. Furthermore, the number of the students who passed the test increased up to 100% in the post-test 2. It was indicated for each elements of scoring.

3.2 The Classroom Activities

The result of observation showed that the students were more active in speaking class when TED talks was implemented. In addition, the result of interview showed that the students were more interested in following speaking class. The applying of TED talk in students' speaking skill had some classroom activities. Those are some strengths and weaknesses of TED talk.

1. The strengths of TED talk
 - a) class situation is more life and fun;
 - b) there were interaction between student–student and lecturer–student;
 - c) the students are more active and enjoy the lesson;
 - d) students' confidence are increased, they are not shy again when performing forward in the class;
 - e) students' speaking proficiency were improved.
2. The weaknesses of TED talk
 - a) The students were not controlled when they used TED talk;
 - b) The students frequently opened another sites for teaching and learning process;
 - c) The time management related to the classroom situation;
 - d) Teaching and learning process became noisy.

4 CONCLUSIONS

The final discussion in the previous chapter can be drawn into two conclusions. Firstly, the use of TED talk to teach speaking can boost students' speaking ideas. It is taken into account that the students had positive progress in speaking skill as mentioned in the research findings. 1) Students had right intonation and stress in pronouncing sentences. 2) Students used accurate structure in grammatical accuracy. 3) Students used effective and appropriate word choice. 4) Students were able to keep the conversation going without hesitation, or inappropriate pause, or repeating words. 5) Students were well organized and clear ideas in interactive communication.

Supporting the statement, the students had higher mean score in the final post-test (post-test 2), which was 78.00. This score was above the passing grade which was settled at 65.00. The mean score had gradually improved since the second and the first post test. The students got 72.00 in post-test 1. The result of pre-test was 60.00.

The second conclusion is the classroom activities. It was related to the strengths and the weaknesses of TED talk during the teaching and learning process. Referring to the research findings, the strengths of TED talk were: a) the class situation more life and fun; b) there were interaction between student–student and lecturer– student; c) the students more active and enjoy the lesson; d) students'

confidence increase, they not shy again when perform forward in the class; e) students' speaking proficiency improved.

Meanwhile, the weaknesses of TED talk during the teaching and learning process were: The students were not controlled when they used TED talk. The students frequently opened another sites for teaching and learning process. The time management related to the classroom situation. Teaching and learning process became crowded.

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