

**A STUDENT'S PERSPECTIVE ON THE APPLICATION OF TED TALKS AS A MEDIA FOR TEACHING
SPEAKING AT INTENSIVE CLASS IN IAIN SYEKH NURJATI CIREBON**

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Abstract

The objectives of this research endeavour are to examine the viewpoints of students enrolled at IAIN Syekh Nurjati Cirebon regarding the incorporation of TED Talks into speaking exercises during intensive courses, in addition to the challenges that may arise from such an execution. A TED Talks video is an instructional resource that is utilized in English language learning. The integration of that instrument into English instruction will effectively avert students from experiencing boredom throughout the learning journey. As a consequence of the TED Talks video featuring an assortment of motivational and inspiring topics and themes (in this case, students). The design of the current investigation utilizes a qualitative methodology. The research subjects for this study were individuals enrolled in the English Intensive class. The instruments utilized in the research process were interview and observation protocols. Through observation reduction and interview semi-transcript analysis, the data were examined. Drawing from the research findings, the subsequent conclusions can be drawn concerning the viewpoints of the students concerning the implementation of TED Talks Videos in speaking courses: a) A considerable percentage of the students conveyed that TED Talks had, in fact, enhanced their scholarly progression. b) For the following reasons, a number of students maintained the opinion that TED Talks are of moderate effectiveness: c) TED Talks serve as a supplementary educational tool, devoid of direct interaction between attendees and presenters. In some respects, TED Talks enhanced the learning process. Strengthen persuasion, facial expression, hand gestures and movements, pronunciation, comprehension of diverse accents, and speech structure. Furthermore, the respondents identified technical difficulties, pedagogical concerns, and content barriers as the most substantial.

Keywords: *TED Talks Integration, Student Perspectives, Speaking Activities, English Language Learning, Intensive English Program*

INTRODUCTION

Students in Indonesia are typically apprehensive about enrolling in English as an EFL foreign language courses. They might feel readily disheartened and unmotivated. Despite the possibility that English proficiency will be mandatory in the future, numerous children lack the motivation to acquire it. According to their worldview, learning foreign languages is challenging because the majority of individuals begin with no prior knowledge. Anxiety is frequently regarded as a detrimental affective state that is influenced by external factors and characteristics (Mahardika et al., 2021; Pedrosa et al., 2020). The students' lack of interest in English learning may have been caused by any of the anxiety or inhibition factors they identified. They consider studying English to be challenging. Their challenges in acquiring proficiency in the English language remain unresolved.

It is possible that pupils encounter difficulties in comprehending the English language, specifically in terms of their communication skills. The instructor must likewise resolve issues in order to diminish and resolve them. A fundamental issue in English education revolves around the pedagogical approach utilised, which often prioritises rote memorization of vocabulary, strict adherence to grammatical requirements, and understanding of anecdotes or dialogues. As a result, students' opportunities for practical application and effective communication are severely restricted. An additional obstacle lies in formulating a strategy that encourages the open expression of students while preventing the emergence of apprehension or timidity. The solution must be explained in class by the instructor. Given these circumstances, Baranowska (2021) proposes that educators develop and execute an English-learning approach that empowers students to overcome these discouraging elements. There are a variety of approaches and learning strategies, including video learning, that offer more engaging and interactive resolutions to this concern. The utilisation of videos greatly facilitates the educational process in the context of general international practice. Conversely, students choose a wider range of learning activities in real-world situations. Feny Vensi (2020). Academics have conducted investigations into the incorporation of video into the pedagogical process and have found that video utilisation is widespread across diverse contexts and subject areas. For example, instructional content is frequently supplemented on YouTube videos. In light of this, consider Amador et al. (2020).

Consequently, during speaking activities, the instructors of English Intensive class utilise TED Talks as the medium through which they instruct English public speaking as a method or strategy. English speaking proficiency was avidly acquired by students enrolled in the English Intensive course by means of the instructor's utilisation of interactive media, including TED Talks. According to preliminary research conducted by the researcher, the speech and public speaking abilities of a significant number of students who viewed TED Talks in the classroom improved considerably. According to TED Talks (2019), their capability to greatly assist students in honing their public speaking skills is asserted. Hence, irrespective of the integration of TED Talks into the English teaching and learning process, pupils will persistently exhibit inadequate speaking proficiencies. Moreover, this will influence the development of the pedagogical and educational process, consequently hindering the successful attainment of its goals. As a consequence of the observed phenomenon, the researcher intends to examine the application of TED Talks in speaking activities of English Intensive classes.

Research Methods

The qualitative approach is what the researcher employs. A qualitative research design will be implemented for this investigation. Several methodological traditions of inquiry underpin the process of investigating a social or human topic via qualitative research, according to Creswell (2014). This technique of investigation is a case study. As stated by Regina (2019), the researcher employs a case study methodology in this investigation. Because the researcher wishes to examine the effectiveness of TED Talks videos in enhancing speaking abilities in an English intensive course, this methodology is selected. The researcher employed a case study methodology. Due to the fact that this investigation concerns a case study. This is an example of a social phenomenon involving cause and effect. Swanborn (2010) defines case studies as

comprehensive contextual evaluations of one or more instances of naturalistic phenomena, including but not limited to an individual, organisation, programme, event, geographic region, or decision. In this study, the researcher will closely examine the utilisation of TED Talks videos during speaking exercises at the English intensive course.

Participants / Subject / Population and Sample

This study was carried out at the English intensive classes at IAIN Syekh Nurjati Cirebon. It is situated in Cirebon, West Java. The research conducted from March to April 2024. This study's population consisted of intensive classes students. There are ten students in the population. Students must be energetic, participatory, engaged, and have a strong command of the English language.

Instruments

The instruments utilised to obtain the information are interviews and the use of cell phones as a medium to dissect and authenticate the data. Tracy (2013) states: Interviews provide respondents with the opportunity to share their personal perspectives, sources of inspiration, and experiences. The interviewee is expected to comprehend what transpires throughout the educational and learning process and to be knowledgeable about the research issues in speaking expertise. Furthermore, this study was further guided by the method of class observation. Class observation is associated with the conditions that demonstrate the speaking process. The interview pertains to the evaluation of the speaking activity utilising the TED Talks video in the intensive course. Observation, according to John and David Creswell (2018), is the phase in which the expert documents in the field the behaviour and activities of individuals at the exploration site. The scientist records activities at the exploration site in these field notes in an informal or semi-formal fashion, supplemented with a few prior inquiries that the reader should be cognizant of. Indicate to whom, what, and how the instruments utilised in the study were applied.

Data Analysis

Using a TED Talks video to observe student speaking skills activities in an English intensive course yielded the data that will be analysed. The process of data reduction is employed in order to analyse the observational data. Data reduction encompasses various activities such as summarising, selecting essential components, focusing on what is significant, and identifying themes and patterns. This analytical method is utilised so that the reduced data of the study will provide a clearer image, facilitating the formation and verification of the study's final conclusions.

The data obtained from interviews with students at IAIN Syekh Nurjati Cirebon High School concerning their perspectives on the utilisation of TED Talks videos during speaking activities in the English Intensive course was analysed using semi-transcription techniques. The utilisation of this analytical method is intended to facilitate comprehension of the responses provided by the participants. As stated in the source (Edmonds & Kennedy, 2017, p. 323, as cited in Nashruddin, 2020, p.84), the "semi-transcription" method fails to offer an exhaustive depiction of the interviewee's verbiage. In lieu of this, the respondent's answer to the given query is transcribed in its entirety. Improving the legibility of the responses provided by the participants is the objective.

Result and Discussion

By employing TED Talks as the medium for instructing speaking, this study utilises an observational research instrument to examine the ways in which tutors deliver content. It seeks to conduct an in-depth examination of teaching and learning activities, from pre-teaching and during-teaching to post-teaching. In order to align with the attributes of learning sequences frequently utilised by educators during learning activities, and the components of teaching sequences in which instructors incorporate TED Talks as media. Additionally, interviews were conducted with instructors who incorporated TED Talks into their instructional and learning practices. This is done in order to gain a deeper understanding of the concluded learning activities. In addition, the author validates inquiries pertaining to the tutor's instructional endeavours that they themselves did not fully grasp during instruction and provides clarification on the unreliable sequence of learning activities. Instructors also rely heavily on interviews to disseminate information regarding the use of media during the learning process, particularly TED Talks.

The educator implements a number of steps outlined in the lesson plan, which are divided into three sections. They conduct pre-teaching, in-class, and post-class instruction. The subsequent discourse pertains to the utilisation of TED Talks as a medium for instructing speaking in an English Intensive course, drawing upon the learning sequences obtained from the lesson plan.

The integration of TED Talks into the speaking curriculum at SMAN 1 Ciwaringin yielded favourable outcomes for both instructors and learners. Students, according to the instructor, are enthusiastic about the media and assert that it is simple to use. Furthermore, the functionalities encompassed within the media are readily accessible and comprehensible. Videos, one of them, contain both audio and visual elements. This observes the findings of Endahati and Purwanto (2016). They claimed that audiovisual (video) materials are among the language-learning media that can inspire students to speak and communicate their thoughts with relative ease. Teachers have the ability to effectively improve students' speaking abilities through the use of audiovisual or video materials. The educator then reaffirmed their concurrence that video could facilitate students' comprehension and retention of the material.

Hence, the following stages can be delineated in accordance with the findings of the research pertaining to the implementation of TED Talks in an intensive English speaking course:

1. Tutor provide students with a link to TED Talks..
2. The tutor instructs the students to access the TED Talks through the provided hyperlink..
3. The instructor describes how to utilise TED Talks.
4. Students are allotted time by the tutor to examine TED Talks.
5. Students commence viewing one of the videos that will serve as the meeting's topic upon opening.
6. The instructor allots time for students to engage in discussions pertaining to the videos that they have viewed.

7. Students are instructed to practise in accordance with the video they viewed by the educator.
8. The educator assists students who are struggling to comprehend the subject matter and utilise TED Talks.

The verification of the aforementioned eight stages was achieved through the utilisation of two research instruments invented by the author. The author affirmed during the observation that the teaching procedures executed by the tutor were consistent with the aforementioned procedures. This was subsequently supported by interviews the author conducted with the tutor. The tutor discusses the objectives and verifies the procedures.

Perspectives on the utilisation of TED Talk videos in public speaking were examined in this study. Students concluded, on the basis of these results, that it is prudent to utilise TED Talks videos to develop public speaking skills. TED Talks videos provide students with numerous benefits. They have the ability to acquire proficiency in numerous domains, such as facial expression, hand gestures and movement, fluency, proper pronunciation, coherent structure, diverse dialects, and persuasive techniques.

TED Talks, according to Fitria (2022), can enhance and influence speaking abilities. Students can greatly benefit from TED Talks in their efforts to improve their public speaking abilities. Due to the fact that public speaking instruction often analyses the impact of TED Talks' presentational style on students, TED Talks play a crucial role in assisting students in enhancing their public speaking skills. The videos of TED Talks have significantly improved the speaking abilities of students and have had a positive effect on their speaking capacity. Additionally, students can greatly benefit from TED Talks by honing their public speaking abilities. Moreover, the results of this investigation closely resemble those of the preceding study, "The Efficacy of Employing Ted Talks Video as a Means to Enhance the Public Speaking Abilities of Senior High School Students." Farid (2019) discovered that students exhibited favourable attitudes towards the application of Ted Talks in the context of public speaking. Furthermore, the study revealed a noteworthy enhancement in students' public speaking proficiencies subsequent to their engagement with the TED Talks Video intervention. Furthermore, the positive responses of students when utilising TED talk recordings to improve their public speaking skills provide further evidence for this claim. Moreover, students consider viewing TED Talks recordings to be an innovative method of acquiring knowledge regarding public speaking.

Additionally, the data unveiled that the pupils were enthusiastic about acquiring knowledge in the classroom, and that the instructor supported and motivated them in this endeavour while also aiding in the development of their public speaking abilities. As stated by Kusumastuty et al. (2019), an advantage of utilising this platform is that it fosters students' capacity for innovative and inventive thought, thereby assisting them in improving their oral communication skills. Farid (2019) posits that by attending the talks, the researcher can acquire novel insights and information due to the presenters' consistent provision of personal experiences. By viewing TED Talks videos, the researcher will gain a deeper understanding of public speaking concepts. Fitria (2022) posits that learners of English at four distinct proficiency levels can gain access to profound concepts via TED Talks. The application's

immersive transcripts provide definitions of TED Talk terms and phrases. By practicing new vocabulary, syntax, and speaking patterns independently, students and learners can better prepare themselves for arguments in the classroom.

According to the results, which identified numerous benefits of utilising TED Talks, participants reported that the advantages of doing so included a wide range of topics that could serve as illustrations for constructing effective speeches. These are the benefits that individuals obtain from utilising TED Talks. In contrast to conventional learning approaches, the utilisation of TED Talks undoubtedly introduces a novel dimension to the learning experience. Because, as is common knowledge, pupils will find the use of digital media to be extremely engaging. Moreover, TED Talks, as is common knowledge, focuses on public speaking so that students can observe how to communicate effectively in a classroom setting. Students can learn and hear their native accents in real time after viewing TED Talks; therefore, it is simple to imitate them.

The Challenges Confronting Students When Employing TED Talks as a Learning Platform for Speaking

During the integration of TED Talks into educational exercises, students encountered a number of challenges. The obstacles were divided by the researcher into three categories: pedagogy, content, and technical issues. In technical problem there were less supportive network, the internet quota or data which is quite large, lack of direct practice and TED Talks are not as unstructured that teacher may appear. All of students said that they did not find poor internet connection because they used school wi-fi and its signal is good.

Additionally, they failed to meet the substantial internet usage quota because they utilised the school-provided wifi and thus did not utilise mobile data on their smartphones. These findings contrast with the previous research conducted by Atmojo and Nugroho (2020) titled "EFL Classes Must Be Online!" "Teaching Activities and Challenges During the COVID-19 Pandemic in Indonesia" Internet coverage remains an obstacle in remote and rural areas. Indeed, certain pupils reside in remote areas, mountainous regions, and rural locales.

Furthermore, they claimed that they did not utilise TED Talks to study during their leisure time, resulting in a dearth of direct practice. This result is consistent with Lestari's (2022) findings that an additional issue is the lack of direct practice when using TED Talks; this is due to the limited time available, which makes it challenging to maximise time when learning speaking in class through the use of TED Talks. However, one of the technical issues is that TED Talks are not as unstructured as their instructors may make it seem. Several students stated in interviews that the fact that TED Talks are not as unstructured as the instructor may make them appear is an impediment to their use of the platform. This assertion is substantiated by prior investigations carried out by Frank et al. (2014) and Delibegovic Dzanic (2016).

According to the findings of this study, every single student stated that different speaker accents prevent them from viewing TED Talks. They claimed that every speaker has a unique dialect, and that in order to comprehend them, students must exert considerable effort to comprehend the accent as well. This finding is corroborated by Astika and Kurniawan (2019), who observed that students encountered difficulties comprehending lectures due to the perceived uniqueness of the speaker's pronunciation in relation to various accents.

In addition, the speech rate or pace of the speakers is extremely rapid, which is problematic for students. Individuals encountered challenges in comprehending the speaker's discourse and following along with her discussion of the subject matter. They reported that when speakers delivered their speeches at a rapid pace, the materials they discussed were not entirely obvious to them. Aligned with the findings of Astika and Kurniawan (2019), it is evident that students also identified speech rate as a hindrance to comprehension during discussions, ultimately preventing them from discerning the meanings of words. Moreover, students' limited vocabulary is an additional barrier to their utilisation of TED Talks. All students expressed a restricted level of mastery over their vocabulary. They encounter difficulty comprehending the content of videos in its entirety. Occasionally, they encountered a number of unfamiliar terms. This result is further corroborated by the findings of Astika and Kurniawan (2019), who discovered that a considerable number of students encountered difficulties comprehending TED Talk lectures due to their limited vocabulary repertoire.

The findings indicate that only four students perceive the time constraint as a hindrance to their utilisation of TED Talks. They stated that limiting the duration would have an effect on the speaking rate of the presenters. Additionally, the presenters will speak rapidly. This statement is consistent with the findings of Frank Romanelli et al. (2014), who identified the fact that the informational segments are limited to 18 minutes in duration as one of the drawbacks of utilising TED Talks videos.

In addition, the concise videos present a challenge when it comes to implementing TED Talks for a group of five students. They claimed that the concise nature of the videos rendered the subject matter somewhat ambiguous. The presenters provided a limited exposition of the concepts. This claim is corroborated by the research of Frank Romanelli et al. (2014). One drawback identified in their analysis is that TED Talks consist of informational segments that are intended to provide concise and focused illumination on a variety of topics or concepts.

Conclusion

Based on the observation conducted, the author verified that the instructional procedures executed by the instructor during class were consistent with the syntax of TED Talks. As a result of this observation, the authors identified a number of activities that were carried out in accordance with the lesson plan's phases. The educator was subsequently interviewed in collaboration by the researcher. The tutor clarifies the objectives and outlines the procedures.

According to the findings of the researcher's investigation, students expressed that incorporating TED Talks into speaking class activities facilitated their acquisition of speaking skills and knowledge. TED Talks media assist students in their English speaking studies by enhancing their understanding of Facial Expressions, Hand Movements and Gestures, Accent Variation, Pronunciation, Good Speech Structure, and Persuasion in Speech. Based on the student's perspective, incorporating TED Talks into their learning activities does not result in an improvement in their speaking fluency. Nonetheless, a number of obstacles emerged throughout the Speaking course, which utilised TED Talks as its medium. The students have developed a number of strategies to surmount the challenges they encountered while utilising TED Talks.

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