STUDENTS’ PERCEPTION OF THE USE OF TED TALK VIDEOS IN PUBLIC SPEAKING CLASSES

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ABSTRACT

TED Talk videos contain speakers discussing the latest thinking about education, learning, innovation, etc. The videos are made as learning media in a public speaking class. This research investigates students’ perceptions of the use of TED Talks video in public speaking class. There were thirty five students contributing as participants of this research. To gain the research data, the researcher used three research instruments: questionnaires, students and lecturer interviews. According to the data analysis, it was found that both the students and lecturer in public speaking have similar perceptions of the use of TED Talk videos. It can be inferred that the use of TED Talk videos can enhance the students’ speaking performance and give new information to them. It is recommended that EFL classes can use TED Talk videos as authentic learning media.

Keywords: Students’ Perception, TED Talks, Public Speaking.
1. Introduction

Speaking is the language skill that most language learners wish to perfect as soon as possible, it used to be the only language skill that was difficult to practice online. This is no longer the case. English learners can practice speaking online using voice or video chat and services like skype. They can also record and upload their voice for other people to listen to.

Speaking is the active use of language to express meaning, so that other people can make sense of them to speak in the foreign language to share understanding with other people requires attention to precise details of the language (Choirunnisa & Sari, 2021). While Salem (2019) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context. It can be inferred that speaking has very important point in language learning. However, the ability of students to speak, especially English language is still unsatisfactory (Heriansyah, 2012). Students at the university level have difficulties speaking English in front of the teacher, lecturer, and also in front of the class. Some of them have limited vocabulary so, they are not confident to speak in front of the class, on the other hand, they are also not confident with themselves because they are afraid of making mistakes in pronunciation. That is why the lecturer used media to teach them speaking. The media selected is TED Talk videos. It is hoped that the videos can give inspiration for the students to perform public speaking. Yet, the perceptions of the students learning speaking using TED Talks have not been investigated yet.

2. Theoretical Framework

Speaking is not only speech but makes people get meaning from the speech (Mumford, 2009). Students listen to competent speakers and study transcripts of way what they say. At least makes them aware of the kind of speech phenomena.

Student perception is a thought which is created when person sees around the world. According to
Litchmore & Safdar (2015), students perception includes all those processes by which an individual receives information about his environment seeing, hearing, feeling, tasting and smelling. Student perception does not only create person experience but it also lets the person knows deeper through the environment. In other word, according to Agarwal (2015) perception is the process of becoming aware of situations, of adding meaningful associations to sensation. Different perception from person to another are influenced by their interests and needs. In this study student perception means students subjective experiences and opinions through their observation and which happen in speaking class.

There are two researchers who have investigated student perception about speaking skill through video technology. In this era, video technology is one of the subjects that must be learned by students to improving their speaking skills. Some topics related to investigating students’ perception of using TED talk in public speaking class.

First, the research of speaking through video entitled, “Using Video Technology to Diagnose EFL Students’ Cognitive Learning Difficulties in Public Speaking” was conducted in 2012 by Jung-Chin Liang. In her research she showed shows that EFL Students can speak with the video technology. She used a questionnaire and interview to collect the data. Based on this research, the writer got the information that the factor is mastery experiences. The students agreed that they could more listening and understanding what the speakers say in the video to improving speaking skills. Moreover, they believed that they were can improving their mapping scenario speak planning through watching video. The result shows that the students’ cognitive mapping of the speech difficulties in relation to their overall speech conceptual. The second factor is a vicarious experience by the writer. The writer adds that two vicarious experiences, the observation and models are the
source of information to form individual self-efficacy when students speak in the public. As such, students have a role model in delivering speeches. So that students can be motivated by attention to gestures and facial expressions when the speakers deliver a speech through video.

Another related research is Vo Phoung Quyen (2018) entitle Challenges to Speaking Skill Encountered by English-majored Students: A Story of One Vietnamese University in Mekong Delta. Based on this research, it was found that is performance accomplishment, a failure based on carrying a negative effect was used as a hint to build the student mood Booster to have a good skill in delivering the speech the result is that students' speaking skills are hindered by the student vocabulary and English language. The result is that students 'speaking ability is hampered by students' vocabulary and English.

These researchers related or similar which the research conducted by the researcher. the researcher wants to describe student’s perception of using TED talk video in public speaking class. In this research the researcher uses three instruments which are document, questionnaire, and interview.

3. Methodology

In this research, qualitative approach became the basic approach of analyzing students’ perception of the use of TED Talks video. In public speaking class. To maintain the approach chosen, the writer implied descriptive method. In addition, triangulation data collection was involved, starting from questionnaire, following by the students interview and the last is lecturer interview session. The research was conducted to the fifth semester students of English Language Education Study Program at FKIP pakuan University. The study involved thirty five students and one lecturer from September 1st to 26th of January 2021.

The first instrument was a questionnaire. The purpose of the questionnaire is to get the data about students' perception of the TED Talk
video in public speaking class. The researcher used closed-ended questions. Mann et al. (1997) suggest closed-ended questions be more specific.

A guided-interview will be used as another instrument. The kind of interview is to dig up more information about student perceptions of TED talk video in public speaking class. Moreover, it is used to validate the data collected from the questionnaire. Those questionnaires are about students’ perception of the use of TED talk videos in a public speaking class. The students and lecturer are interviewed to get information about the perception of TED video used in the public speaking classroom.

In conducting the interview session, the participant, who was the lecturer and the students, were asked five questions related to the increase of the students’ speaking performance and whether or not TED Talk videos give them some information. Interview session occupied by the lecturer was preferred as the crosscheck from the questionnaire answers from students.

Data Description

The data is collected from questionnaire and interview. The questionnaire is used since it can reach more people. Here, the students (35 people) were asked to filled out a close-ended questionnaire that consists of two indicators and ten questions.

The questionnaire was used to find out the student’s perception of TED Talks video in public speaking class. It was distributed to 35 students in public speaking class. The indicators used in this questionnaire are: 1) TED Talk videos enhance students’ speaking performance and 2) TED Talk videos give them new information.

The first indicator was investigated using five questions. 11.6% students have already known and watched TED Talk videos. 78% think that TED Talks can give them example to conduct a public speaking activity. 59% of the students can find parts of public speaking in TED Talk
videos such as how to open and close a presentation, how to create a good power point, and how to use body language when speaking in front of people. 78% of the students think that they understand better the theory about public speaking given by the lecturer after they watch TED Talk videos and 62% of the students can evaluate good and bad performances after watching TED Talk videos.

For indicator number two which is the gaining of new information are asked in another five questions. 87% of the students think that TED Talk videos broaden their view about the world. 76.5% of the students become interested about other field of knowledge after watching TED Talk videos. 57% of the students watched TED Talk videos until the end because they were curious about the materials being discussed. 88% of the students find some inspiration as their speaking materials from watching TED Talk videos. 74% of the students are motivated to keep learning new things after watching TED Talk videos.

From the students’ answers of the questionnaire, it is found that the students think that the use of TED Talk videos in public speaking class can enhance their speaking performance and helping them gain new information.

Table 1

The Results of the Questionnaires

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Enhancing Students’ Performances</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Students have known and watched TED Talk videos before</td>
<td>11.6%</td>
</tr>
<tr>
<td>b.</td>
<td>TED Talks can give them example to conduct a public speaking activity</td>
<td>78%</td>
</tr>
<tr>
<td>c.</td>
<td>TED Talks give lessons such as how to open and close a presentation</td>
<td>59%</td>
</tr>
<tr>
<td>d.</td>
<td>Lecturer’s explanation is better understood after watching TED Talk videos</td>
<td>78%</td>
</tr>
<tr>
<td>e.</td>
<td>I know good and bad performances after watching TED Talk videos</td>
<td>62%</td>
</tr>
<tr>
<td>2</td>
<td>TED Talk videos give them new information</td>
<td></td>
</tr>
</tbody>
</table>
The above table indicates that students gain knowledge to enhance their speaking performance and also find more information. The knowledge makes them knowledgeable and ready to conduct public speaking.

The interview session occurred on 18th of December 2021. The interview was conducted to both the students and the lecturer. The students chosen as interviewee were those whose answers to the questionnaires were almost all positive. By this selection, there were five students chosen.

The indicators used in the interview to the students are the same as those used in the questionnaire which are: 1) TED Talk videos help students enhance their speaking performance and 2) TED Talk videos give students new information. There are seven questions related to the first indicator and five questions related to the second.

From the interview to the students, it is found out that TED Talk videos help the students enhance their speaking performance. One of the respondents said that he understood how to open a speech after watching TED Talk videos. The following is the excerpt:

**Excerpt 1:**

I am aware now that we should use story, quotation, or statistic to open a public speaking. Usually, I said...
salam and self-introduction to open a speech.

From the excerpt above, it is seen that the student becomes aware of how to open a public speaking activity. The students also think that TED Talk videos give them good examples of how to conduct public speaking as the excerpt below:

Excerpt 2:

TED Talk videos show good examples of public speaking activities

Not only do TED Talk videos give good example and strategies to conduct a public speaking activity, it also helps students better understand the materials given by the lecturer. The following is the excerpt:

Excerpt 3:

After watching TED Talk videos, I understand fully what my lecturer has explained.

It means that through watching the TED Talk videos, the students understand the material better. Based on the answer of all respondents, it can be interpreted that TED Talk videos give positive impacts in public speaking ability of the students.

For the second indicator, that TED Talk videos give students new information was confirmed by the statements of the students as follow:

Excerpt 4:

I gained a lot of new knowledge from watching TED Talk videos.

They also added that watching TED Talk videos give them inspirations for their public speaking assignment.

Hence, it is concluded that the students agree to the two indicators which are TED Talks enhance their ability to conduct public speaking and help them gain new information.

The third data was taken from interview. The interview was conducted on December 24th 2021. There were four questions according to the two indicators.

After interviewing the students, the researcher confirmed the students’
answers to the lecturer. The lecturer was interviewed based on the two indicators. There are five questions regarding the first indicator and another five questions related to the second one.

For the first indicator, the lecturer was asked to what extent that TED Talk videos help the students enhance their speaking ability. The lecturer answered that the videos strengthen her explanation about the theory of conducting public speaking activity. The following is the excerpt:

**Excerpt 5:**

TED Talk videos help my students understand the materials I deliver. For example, when I explained about how to open and close a presentation, I directly played a TED Talk video and the students understood what I said better.

The lecturer also reported that TED Talk videos help the students find their materials for having a public speaking activity as one of the assignments in public speaking class as follows:

**Excerpt 6:**

I gave the students assignments. One of them was to conduct a public speaking activity. I gave them freedom to choose the topic. I also allowed them to watch some TED Talk videos and picked similar topics like what they could find from the website.

**DATA ANALYSIS**

In this research, the researcher would like to investigate students’ perception of the use of TED Talk videos in public speaking class. After gaining and describing the data from questionnaire and interview, the researcher analysed the data to find out the students’ perception of the use of TED Talk videos in a public speaking class. It was proven by interpreting the answers of questionnaire and students and lecturer interview result done by researcher in online form.

Based on the result data analysis the researcher can conclude that
students have a variety of perceptions and preferences toward TED Talk videos.

According to the first indicator which states that the use of TED Talk videos enhance the students’ ability to conduct public speaking activity, the questionnaire indicates that TED Talk videos give them examples to conduct public speaking activity. The same opinion was stated by the students when they were interviewed and it was also confirmed by the lecturer. That TED Talk videos are beneficial to help students in conducting public speaking was in accordance to the research finding done by Salem (2019).

The statement says that students get knowledge about how to open and close a presentation and how to create power point was proven by the answers of the questionnaires and it is also strengthened by the interview done both with the lecturer and also the students. This finding is similar to the research conducted by Nursafira (2020). Besides that, TED Talk videos also help students to understand the materials. From the students answers to the questionnaire, it can be concluded that TED Talk videos help them understand the lecturer’s explanation better. This is confirmed by the interview with lecturer and also with the students as also found by Leopold (2016).

The students become aware and able to differentiate good presentation from the bad ones after watching TED Talk videos for several times. The same answer is also stated by the students when they are interviewed and also by the lecturer. This is also the finding of Meihua (2021). Not only becoming aware about the good and the bad presentation, the students also get more knowledge and eager to broaden their knowledge about the world. This finding is the same as the research conducted by Sailun & Idayani (2018).
5. Conclusion

The results of the present study showed that the students perceive that the use of TED Talk videos in the speaking class are able to help them enhance their speaking ability and their overall English skills.

Reference


Meihua, L. (2021). CHANGES IN AND EFFECTS OF TED TALKS ON POSTGRADUATE STUDENTS’ ENGLISH SPEAKING PERFORMANCE AND SPEAKING ANXIETY. *Journal of Language and

