e-ISSN: 2723-1623
p-ISSN: 2723-1615

ELLITE

Journal of Education, Linguistics, Literature and Language Teaching

THE USE OF TED TALK VIDEOS IN LEARNING SPEAKING FOR EFL STUDENTS

Nurul Putri Mawaddah

Universitas Samudra, Langsa, Aceh, Indonesia

Abstract

This study aims to examine the influence of speaking skills on the use of TED Talks and to describe students' perspectives on using TED Talks for speaking learning. Using a one-group pretest-posttest pre-experimental design, this quantitative study was conducted at SMA Unggul Cut Nyak Dhien, Langsa. To collect the data, this research employed a questionnaire and test as the instruments. The research population consisted of class XII students at SMA Unggul Cut Nyak Dhien Langsa, and the sample for this study comprised 30 students. The data from the pre-test and post-test were analyzed using a t-test. The pre-test mean score was 43,8 and the post-test score was 82,5. The result of the T-observed value was 5,2. The result was greater than the t-table value, with significance at the 5% level (2.045) and at the 1% level (2.756). Thus, the result met the criteria of t-observed > t-table, leading to the acceptance of the alternative hypothesis. There was a significant positive change in students' speaking skill scores between the pre-test and post-test. Apart from that, the questionnaire results also indicated that learning English through TED Talk videos is very interesting. It improves vocabulary, pronunciation, body language, and spontaneous speaking skills, and motivates students to learn to speak with TED Talks. Thus, this study's results indicate that using TED Talk videos positively influenced students' speaking skills.

Keywords: *Teaching Media, Ted Talk Videos, Speaking Skill, EFL, Teaching.*

INTRODUCTION

English has become essential for global communication, making oral proficiency a major goal in EFL instruction. Nevertheless, many learners experience difficulties in speaking because classroom interaction often provides limited opportunities for authentic communication practice. As Wu & Shafait, (2024) states that English is one of the most important language for global communication. EFL subject is very crucial for EFL students to ensure the sustainability of foreign language teaching and learning. One of the much sought-after skills when learning English is the ability to speak. Communication is the key to convey messages successfully (Rao, 2019). Speaking is highly important to master for successful communication. However, English students often face challenges in developing their speaking skills, such as a lack of opportunities to communicate in authentic English, a lack of confidence, and limitations in using authentic language. Akbari (2015) noted that the lack of original English-language learning resources is one of the biggest challenges students face. Ideally, when learning a new language, students need to be exposed to and interact with real-world

e-ISSN: 2723-1623
p-ISSN: 2723-1615

materials in order to develop their skills and improve their language skills. The main barrier to learning English is the lack of an environment where one can get used to their mother tongue.

Among the four macro language skills, speaking remains particularly demanding for EFL learners because it requires real time language processing, confidence and communicative responsiveness. According to Sabina (2018), speaking is one of the most difficult language skills for English learners. It requires an interesting process and the use of media. A learning media can be used to help learners improve their speaking skills.

Researchers have pointed out that media and teaching are inseparable. Luh (2017) believes that learning media is an important tool in the teaching-learning process. In addition to this, learning media is anything that can stimulate students' thoughts, emotions, attention, skills or abilities to improve the learning process. The language of instruction, English, plays an important role in course design and curriculum planning. Teachers should provide materials and lesson plans through interesting media.

In response to these challenges, integrating authentic digital media into speaking instruction has gained increasing attention. One medium that offer meaningful communication exposure is TED talk videos. Unlike conventional instruction materials, TED talks combine authentic language, persuasive delivery, visual support and real word topics that may stimulated learner's engagement.

Previous scholarship highlights that authentic multimedia input may reduce learners' anxiety, enrich vocabulary exposure and support oral fluency development (Akbari,2015;Yuksel, 2018). Significant Technology, Entertainment, and Design (TED)-Talk presentations attract millions of online viewers and feature some of the world's most famous academics, intellectuals, politicians, businesspeople and entertainers. Talk like Technology, Entertainment and Design (TED) explores effective, famous, and influential public speeches.

Based on the preliminary observation at SMA Unggul Cut Nyak Dhien Langsa, students showed difficulties in spontaneous speaking, audience interaction and confidence during oral presentations. Therefore, this study investigated whether the use of TED Talks videos significantly perceived the implementation of this media in speaking instruction.

METHODS

This study employed a pre-experimental one-group pretest-posttest design to examine the effect of TED talks video on students' speaking performance. The participants were 30 second grade students of SMA Unggul Cut Nyak Dhin Langsa selected as the research sample.

Data were collected through speaking tests administrated before and after treatment and supported by questionnaire responses exploring students' perceptions. The speaking scores were analyzed using paired-sample t-test to determine whether the treatment produced significant improvement.

FINDING AND DISCUSSIONS

This findings indicate substantial improvement in students' speaking achievement after the implementation of TED Talk video.This section provides a discussion based on the results of the research that has been presented in the previous section. This study was conducted to determine the effect of speaking skills in the use of Ted Talk and describe students' perceptions of the use of Ted Talk in speaking learning. The study was conducted at SMA Unggul Cut Nyak Dhien Langsa with a sample of Xll. The researcher used a Questionnaire and Test as research instruments. The data from the results of the students' pre-test and post-test scores showed that there was an increase in students' speaking skills after being given treatment. The results of the students' pre-test scores were 43.8 and the average of post-test was 82.5. There was an increase of 38.7 percent after being given treatment. In addition, it is also reinforced by

the significance value of the t-table at the 5% level of 2.045 and the significance value at the 1% level of 2.756. From the significance value of the t table at both levels, it shows that the observed t value is greater than the t table. This means that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. There are actually two reasons why ted talks are effective in this school, first because the content is authentic/interesting and second because it uses visual presentations (Permatasari et al., 2025). There are three authentic factors of ted talks, namely relevant content: actual topics and in accordance with student interests, that is, the speakers are experienced in their fields and the stories are inspiring in which personal experiences and real cases that motivate. The influence of authentic ted talk content on students' motivation is to increase students' interest. Authentic content arouses students' curiosity, builds student self-confidence because the story is inspiring, motivating students to achieve a goal and developing their empathy since the speaker shares personal experiences and strengthens emotional connections. The second reason why ted talks are effective is their visual presentation because the visual presentation attracts students' attention and reduces the impression of boredom. The visualization of the concept is more complex so that it makes it easier for students to understand the material presented and the visual quality of the video is clear and relevant. There are three aspects that influence students' speaking skills at the school. First, the speaker uses effective speaking techniques, such as intonation, gestures, body language and eye contact. Second, the use of language is simple and easy to understand and third, the speaker evokes positive emotions and motivates.

Based on the results of the pre-test and post-test data in the paired sample test. There is a significant influence of the use of TED-Talk media on students' speaking skills. It is in line with Hall (2007) in which in his research he found that speaking skills can be improved using TED Talks. This increased percentage of students who perceived their presentation skills having improved can be attributing to the use of TED Talks in teaching-learning motivation. In line with other researchers, this study found that the TED talks play an important role in improving student's speaking skill. Zahriani (2018), with the results of her research showing an 18,5% increase, state that utilizing TED talk videos helped students improve their speaking skills. Other studies also indicate that the TED Talks is important to apply in teaching learning process especially in public speaking. Jonatha (2015), state that TED talks can help student's university improve public speaking more effectively. The key is to focus on one area, such as storytelling, body language, humors, and structure. The challenges or limitations of this study are that the students were only afraid to speak in front of the class and some of them lacked vocabulary but not much. Accessibility of technology in the school was also very adequate; students are allowed to bring and open mobile phones according to instructions from teachers and subjects.

Based on the results of an open questionnaire given to 30 students, TED Talks as a medium in the speaking learning process produced several perceptions from respondents. Most of them thought that the use of TED Talks was effective. Some agreed that the use of TED Talks was quite effective and only two students neutral with the use of TED Talks to improve students' speaking skills. The results revealed that the students' have a good perception about the use of TED Talk videos in teaching speaking. Most of the students enjoyed and were interested in using TED Talk videos in their learning activities and also improved their spontaneous speaking skills, vocabulary, pronunciation and students could learn how to entertain the audience in speaking in front of the class. The use of TED Talk videos improved students' speaking skill because basically this video is used to learn about speaking skill. It is in line with (Nursafira, 2020; Tusino & Prasepdika, 2022) most of the students agree that TED Talk videos could improve students' speaking skill such as gesture, pronunciation, eye-contact,

facial expression, accent, and fluency. This is relevant with prior studies (Farid, 2019; Nugraheni, 2017; Zahriani, 2018) which argued that the use of TED Talk is very useful to improve students' public speaking skill. TED Talk videos also has a positive influence on students' learning experience (García-Pinar, 2019; Guato, 2021).

CONCLUSION

The findings suggest that TED Talk video can function as an effective instructional medium for supporting EFL students' speaking development. The improvement in test scores, supported by positive learner perceptions, indicates that authentic video input contributes not only to linguistic performance but also to confidence and motivation.

Pedagogically, integrating TED Talks into speaking classes may provide learners with exposure to authentic discourse while promoting presentation awareness and communicative competence. The use of Ted Talk videos helps students to improve their speaking skills. After doing some treatments, students can understand what they have learned in the TED Talk videos played by the researcher. Based on the results of data collection, it can be seen that teaching speaking using TED Talk videos has a little effect on students' speaking skills. it shows that the mean score of post-test was higher than pre-test, which means score of pre-test was 43,8 and the mean score of post-test was 82,5.This results show 38,7% increased after the treatment by using TED Talk videos. Finding shows that based on the result of pre-test and post-test there were several significant improvements achieved by the students, such us students more confident when do speaking in front of the class, their vocabulary, grammar, pronunciation, fluency and comprehension got better.

Future research is recommended to investigate long-term effects of TED-based instruction using broader participant groups and comparative experimental design.

REFERENCES

Akbari, Z. (2015). Current challenges in teaching/learning English for EFL learners: The case of junior high school and high school. Procedia - Social and Behavioral Sciences, 199, 394 – 401. doi: 10.1016/j.sbspro.2015.07.524.

Ary, D., Jacobs, L. C., Christine, K., Irvine, S., Walker, D., (2018). Introduction to Research in Education (10th Ed.). Cengage Published. Retrieved from https://books.google.co.id/books?id=X69EDwAAQBAJ&printsec=frontcover&num=100#v=onepage&q&f=false.

García-Pinar, A. (2019). The influence of TED talks on ESP undergraduate students' L2 motivational self system in the speaking skill: A mixed-method study. ESP Today, 7(2), 231–253. https://doi.org/10.18485/esptoday.2019.7.2.6

Luh, Ni, and Putu Ekayani. 2021. *"Pentingnya Penggunaan Media Siswa."* Pentingnya Penggunaan Media Pembelajaran Untuk Meningkatkan Prestasi Belajar Siswa (March):1–16.

Nugraheni, Gracia Vica Ade. 2017. *"Students' and Lecturers' Beliefs About the Use of TED-Talks Video to Improve Students' Public Speaking Skill."* 1–78.

Nursafira, M. S. (2020). TED talks in EFL Context: An alternative way for teaching and improving student's speaking skills. Elsya : Journal of English Language Studies, 2(2), 43–47. https://doi.org/10.31849/elsya.v2i2.3968

Permatasari, L. D., Zasrianita, F., & Febriani, H. (2025). Students' perception of using ted talks on speaking skill in english language teaching. *Deiktis: jurnal pendidikan bahasa dan sastra,* 5(3), 2348 – 2356

Rao, P. S. (2019). The importance of speaking skills in english classrooms. *Alford council of*

international english & literature journal (ACIELJ), 2(2), 6 - 18

Sabina. 2018. *"The Importance of Teaching Listening and Speaking Skill."* World Science 7(June):52–55. doi: 10.31435/rsglobal_ws/12062018/5881.

Sailun, Betty, and Andi Idayani. 2018. *"The Effect of TED-Talks Video Towards Students' Speaking Ability at English Study Program of FKIP UIR"* Perspektif Pendidikan dan Keguruan 9(1):65–74. doi: 10.25299/perspektif.2018.vol9(1).1423.

Tusino., & Prasepdika, R. W. (2022). Students' perceptions toward online learning in EFL speaking. Journal of English Teacing, Applied Linguistics and Literatures (JETALL), 5(1), 69-78. http://dx.doi.org/10.20527/jetall.v5i1.12435

Wu, S. & Shafait, Z. (2024). Assessing efl (english as foreign language) education for sustainable development: Exploring the cultural teaching literature. *European journal of investigation in health, psychology and education,* 14(8), 2282-2299

Yuksel, Peri. 2018. *"TED Talks Complement Self-directed (Learning and Entertain Students)."* 28(1):96–103.

Zahriani. 2018. *"Utilizing TED Video to Improve Students' Public Speaking Skill for Academic Purposes."* Ar-Raniry State Islamic University Darussalam – Banda Aceh.