Utilizing Ted Talks Video With Subtitles On Students' Speaking Ability

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Abstract

The purpose of this study is to compile empirical information regarding the effect of TED Talks videos on students' speaking abilities. The study is conducted using a quasi-experimental design. Students from SMAN 11 Kota Bengkulu conducted this study. Each participant in the study was a member of the 18-student class A class XI IPA. The study's sample was ultimately decided upon after confirmation through purposive sampling was conducted on one class. A test class is shown TED Talks with subtitles. A pre-test was given to the class before the treatment began. Average score for the experimental group was 40.00. The students were given a post-test after treatment. The experimental class average after the test was 61.67. The paired sample t test yields a result of 8.812 and a 0.000 p-score for the t-table. This suggests that a major factor affecting how well students perform is the quality of instructional media. It can be said that SMAN 11 Kota Bengkulu get benefit from watching TED Talks videos with subtitles.

Key words: *TED Talks, Subtitle, Speaking Ability*

A. INTRODUCTION

Students must develop their communication skills because it is important. speaking is a challenging skill to teach, but teachers must encourage students to study and practice it. Videos from TED Talks with subtitles can be used to instruct speaking techniques. When the "findings and discussion" were statistically examined, it became obvious that showing students TED Talk videos enhanced their learning. Arung (2016)

asserts that speaking has become more significant in English as a result of the ability to communicate and express ideas. The variance between the students' pre-test and post-test average scores serves as proof of this.

Tools and techniques are needed to help English language learners understand what they hear. Giving students and English language learners the right tools and resources is one way to help them learn the language. The use of cognitive, affective, sociocultural, and metacognitive techniques is required when learning English (Oxford, 1990). Watching videos can help students learn English more quickly and effectively. One type of multimedia learning resource that can be incorporated into lesson plans is video. The enjoyment and interactivity of learning can be increased by using this kind of educational media. It will be simpler for teachers to impart learning materials and for students to comprehend the context of the subject if video learning is used.

A good example of video-based educational material that can be used in conjunction with task-based learning techniques to help students develop their skills is TED Talks. The TED Conference is a nonprofit organization that uses potent, succinct speeches to spread ideas. A conference devoted to technology, entertainment, and design was established as TED in 1984. Over a hundred languages have been translated or given subtitles for TED videos. Subtitles are available in over 90 languages thanks to the Open Translation Project, which is run by volunteers from all over the world. Speaking skills have been demonstrated in prior studies to be improved by using English learning materials based on TED Talks. Students like watching TED talks, as Yaqin and Athena (2022) found out. After watching TED Talks, the researcher will distribute questionnaires as part of this study, which employs a qualitative methodology. Utami and Noviana (2021) cite the steps taken to incorporate TED Talks into speaking classes as an illustration of the advantages of doing so. Students initially pick up new vocabulary. Students are also aware of how to pronounce words correctly. Third, each Ted Talks speaker presents fresh viewpoints to the audience. Finally, Ted Talks make fantastic teaching tools for public speaking courses. They are viewing an LCD screen

with a video. Ten questions about the participants' opinions of TED Talks were then posed to them. Using TED Talks, Hadi et al. (2021) used 45 minutes of instruction and 15 minutes of discussion.

Farid (2019) also uses a mixed methodology to evaluate the value of TED Talks. His study found that students liked watching TED Talks. TED Talks leave a lasting impression. The use of TED Talks has had a big influence on how well university students can present in front of audiences. Before watching the video, students are asked some preliminaries questions, and then it is discussed with them to see what they understand and can learn (Sailun & Idayani, 2018). TED Talks leave a lasting impression. The ability of university students to speak in front of groups has been significantly impacted by the use of TED Talks. A mixed methodology is used by Farid (2019) to evaluate the effectiveness of using TED Talks. His study revealed that TED Talks are well-liked by college students. Before watching the video, students are given questions to help prepare them, and afterward, they talk about what they learned (Sailun & Idayani, 2018). In this study, grade 11 students at SMA 11 Kota Bengkulu used a TED Talks video with subtitles to hone their speaking abilities. Based on the problem's limitations, the formulation in this study: Does the TED Talks video with subtitle can used to improve students speaking skills in English?

B. RESEARCH METHOD

In this study, a pre- and post-test were administered to one group using a quantitative research design with a quasi-experimental design. The goal of the quasi-experimental design is to ascertain whether there is a connection between speaking ability and the quantity of subtitled TED Talks. Fraenkel and Wallen (2011) used a one-group pre-test design to compare students' speaking abilities with subtitled TED Talks rather than testing one group before and after exposure. 18 students from IPA SMA 11 Kota Bengkulu, who are in the eleventh grade, took the test.

The researcher used pre- and post-testing techniques to collect data. The researcher administers pre- and post-tests to students to determine whether watching TED Talks with subtitles improves the clarity of their speeches. After collecting the data, the researcher must analyze it using the SPSS software. SPSS is a simple program for processing statistical data. Knowing the basics of statistics will make it easier for the researcher to comprehend how to analyze data and interpret the results. The researcher also assessed their work using a t-test. The alternative hypothesis (H_a) is accepted while the null hypothesis (H_o) is rejected. To determine whether there is a statistically significant difference between the study's means before and after treatments, the t critical is compared. T is regarded as statistically significant if it is obtained at the level of significance ($p = 0.05$).

C. FINDINGS AND DISCUSSION

Findings

The findings were derived from speaking assessments given to 11th graders at SMAN 11 Kota Bengkulu. After gathering the information, the researcher evaluated the students' test results. The researcher graded each component of the speaking component. The Kolmogorov-Smirnov test was used by the SPSS 26.0 program to determine the data's normality. The results of the pre- and post-tests for each experimental class were separately compared by the researchers. The normality of the data needs to be verified before a statistical analysis is performed.

The results of a pre-test given to the experimental class are included in this section. The evaluations were excellent, very good, good, average, and very bad. The classification standards were established using the score. The average fell between 61 and 70, the high score ranged from 91 to 100, and the low score was under 50. The insufficient level of completion was the cause of the low score.

Table 1 (Students' Pre-Test Scores)

Score	Freq.	F(%)
1 – 50	4	78%
51 – 60	14	22%
61 – 70	0	0
71 – 80	0	0
81 – 90	0	0
91 – 100	0	0
Total	**18**	**100%**

Table 2 (Students' Post-Test Scores)

Score	Freq.	F(%)
1-50	5	28%
51 – 60	5	28%
61 – 70	3	16%
71 – 80	5	28%
81 – 90	0	0
91 – 100	0	0

Total	18	100%

Normality test

Table 3 One-Sample Kolmogorov-Smirnov Test

		Nilai Mahasiswa (Pre-Test)	Nilai Mahasiswa (Post-Test)
N		18	18
Normal Parameters[a,b]	Mean	40.00	61.67
	Std. Deviation	14.552	16.891
Most Extreme Differences	Absolute	.167	.183
	Positive	.167	.139
	Negative	-.167	-.183
Test Statistic		.167	.183
Asymp. Sig. (2-tailed)		.200[c,d]	.114[c]

Testing *Hypothesis*

Table 4 Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean

Nilai Mahasiswa (Post-Test)	61.67	18	16.891	3.981
Nilai Mahasiswa (Pre-Test)	40.00	18	14.552	3.430

The results for students who took both the pre-test and the post-test are shown in the table below, along with their means and standard deviations (Pre-Test and Post-Test). Students' pre-test scores were 40, with a 14,552 standard deviation, and their post-test scores were 61.67.

Table 5 Paired Samples Test

Pair 1

Nilai Mahasiswa (Post-

Test) - Nilai Mahasiswa

(Pre-Test)

Paired Differences	Mean		21.667
	Std. Deviation		10.432
	Std. Error Mean		2.459
	95% Confidence Interval of the Difference	Lower	16.479
		Upper	26.854

T	8.812
Df	17
Sig. (2-tailed)	.000

The Paired Samples t-Test (t-count) score is 8.812 and the t-Table score is 2.110, both of which have a p-score of 0.000. The table shows how using learning resources significantly affects how well students perform.

Discussion

This discussion centers on the results of evaluating and supporting students' oral communication skills during the teaching and learning process. A TED Talk video is also included. Students' participation and effort on the pre- and post-tests serve as evidence of this. Pre-test and post-test learning outcomes for the average student vary due to variations in how they were handled during the learning process. Public speaking challenges among students are proof of this. Students need more concrete media when using traditional methods, for instance, because their speaking skills are still poor, their media consumption is monotonous, and there aren't enough students.

Because they can see and hear what is being said at the same time while watching TED Talks videos, students can practice public speaking in a fun way. Students are thus kept engaged in their lessons. Because we live in a highly developed technological age, we need technology in the classroom. Video can be used to both teach and learn. When videos are used in the classroom to teach speaking, students are exposed to material that is both interesting and easy to understand. These results persuade the researcher that TED Talks videos with subtitles will engage students in learning English speaking.

Watching TED Talks videos gives students a fun way to practice public speaking because they can see and hear what is being said at the same time. As a result, they remain engaged in their lessons. Because we live in an advanced technological age,

technology is necessary in the classroom. Video is a useful tool for learning and teaching. When videos are used in the classroom to teach speaking, students are exposed to engaging and understandable content. These results persuade the researcher that TED Talks videos with subtitles will stimulate students' interest in the English language when used to teach speaking.

TED Talks are available on YouTube for students to watch in order to improve their English. As a result, when speaking English, students will be more assured and less hesitant. The researcher talked about TED Talks as an example of public speaking aids. On the pretest and posttest, the student scored 60 and 20, respectively. The post-test had a maximum possible score of 80 and a minimum possible score of 20. The researcher learned that the average pre-test score was 40.0 and the average post-test score was 61.67 after entering the data into SPSS.

TED Participants in the study underwent a speaking evaluation to ascertain their level of proficiency. The pre-test and post-test portions of the examination were divided in order to gather data for this study. The investigator did the following things: Before starting therapy, students took a pre-test to ascertain their aptitude. The pre-test was taken by 11th graders at IPA SMAN 11 Kota Bengkulu. Because the teaching and learning took place in the classroom before the start of treatment, the researcher required the students to complete an oral pre-test with a random question. Students who want to advance can access talks on YouTube. The students will undergo six rounds of treatment after a pre-test. The researcher will show TED Talk videos throughout the lesson. The researcher inspired the students at the first meeting and explained TED Talks, including what it is, how it operates, and what the students will do. The students will then receive the researcher's email containing the YouTube video link. The overall delivery of the speech was the subject of the first meeting. The purpose of showing the video to the students was to motivate them to seek clarification when necessary. The researcher will then assign homework to the students to gauge their comprehension of the subject.

Additionally, using TED Talks videos to teach speaking skills had a significant impact on students' speaking abilities in the 11th grade at IPA Kota Bengkulu. This agrees with the median results of the students' pre- and post-test results. The data were analyzed using the t-test (paired sample t-test), with a 5% significance level and a sig. (2-tailed) of 0.000 > 0.05. The results show that the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_0) is rejected.

D. CONCLUSION AND SUGGESTION

Conclusion

It's challenging to teach someone to talk. Students and teachers must therefore work together. Speaking is a challenging skill to teach, so teachers must make use of interactive methods and media to aid students in understanding and practicing it. In order to immediately meet these objectives, students and teachers can try to practice using the appropriate media and strategies. Try to understand it. The use of video TED Talks had a significant impact on students, according to statistical analysis. This is shown by the difference between the students' pre-test and post-test average scores.

Suggestion

The researcher came up with some recommendations for the teacher or mentors, the pupils, and the next researchers. Particularly in these times, teachers can use TED Talks videos with subtitles to teach English because today's students need to be exposed to effective media in order to learn and use English correctly. To keep students interested in the teaching and learning process, the teacher or tutor should employ cutting-edge media and techniques. Maintaining a positive attitude, participating bravely in class, and working to improve their speaking abilities are all important for students' future success in life and in school. Last but not least, future researchers should learn more about TED Talks and try to use these media to conduct research to see the impact on writing, reading, and listening proficiency. This media has a big impact on how well all of your English skills are developing.

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