The Influence of YouTube TED Talks Video on Speaking Skills Mastery (A Quasi Experimental Study at one of the Tertiary Schools in Lebak-Banten)

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Article Info

Abstract

The purpose of this study was to find out the effect of TED Talks videos on YouTube towards eleventh-grade students' speaking ability at one of the tertiary schools in Lebak, Banten. With the application of quasi-experimental design and non-equivalent control group, quantitative approach was used. The sample population was 46 students who were allocated to two groups of 23 students each: the experimental and the control groups. Speaking proficiency pre- and post-tests were employed as the research tool in this study. Normality, homogeneity, content validity, inter-rater reliability, and hypothesis testing by the procedure of t-test were all employed to examine the data. On a significance level of 0.05 (5%), the computation indicates that the value of $tcount$ is higher than $ttable$ ($5.25 \geq 2.00$). It can be inferred that the TED Talks videos on YouTube influence the speaking abilities of eleventh grade students. English teachers are advised to use YouTube TED Talks videos to assist their pupils become more proficient speakers.

INTRODUCTION

Speaking is a crucial skill to acquire in learning English. Speaking is a significant skill to acquire because of the fact that it is used in every field of daily life, for instance, learning and teaching, answering questions, questioning, leading discussion, presentations, etc. Richard and Rodgers (2014) uphold that speaking skill is extremely significant for students to acquire at school because all international information and communication about all aspects of life are in English. In the age of globalization, English speaking skill can enable students to communicate across cultures, participate in exchange programs, access international information, and create networks through global communication. Speaking is also a crucial skill to learn since it allows you to express your ideas, facts, knowledge, and feelings to others. Speaking entails the spontaneous use of the language, as contrast to reading and writing. It involves not only vocabulary and grammar but also confidence, pronunciation, fluency, and awareness of culture.

Most EFL learners are extremely nervous when asked to speak. Foreign language anxiety is a unique complex of tone- comprehensions, beliefs, stations, and actions associated to classroom language accession that arises from the distinctness of the language literacy process (Horwitz, et al. 1986; Sidik, et al., 2021; Meliyani, et al. 2022). This anxiety is typically founded on fear of mistake, negative criticism, and inability to speak. Additionally, the traditional classroom environment may prioritize written skills over oral skills, thus maintaining speaking as a weak skill. As a result, students may be able to pass exams but fail to communicate well in real-life scenarios.

However, English speaking is an issue for the majority of students. Research by Putri et al. (2020) indicated that a number of variables cause students' poor speaking, i.e., inadequate confidence, inadequate mastery of vocabulary, inadequate mastery of grammar, and learning methods that are not interesting to the students. The same phenomenon occurs in students of SMAN 1 Bojongmanik. In reference to the finding of classroom observation, it shows that most of the students fail to acquire such a skill. Some of their difficulties are as follows: low self-esteem, limited vocabulary, poor grammatical ability, insufficient pronunciation and intonation, and no study intent.

Interview result to the eleventh grade of English teachers in SMAN 1 Bojongmanik also showed that many students have difficulties explaining their thoughts since they act in front of the class. This is so because there is a lack of confidence in using English language since they have fear that they might misuse the language, lack of knowledge on grammar and vocabulary, no interest and motivation towards learning, inability to use English in day-to-day lives, and students learn the language in school only and do not pursue higher studies. This finding is supported by the students' remarks during the interview. They attested that they had no faith in employing English because of a lack of rules of grammar, vocabulary, and not putting English into practice.

The challenges of students in expressing ideas, their grammatical errors, their lack of participation in class, their rapid boredom, and their lack of interest in lessons are all affected by these challenges that hamper their speaking abilities. Teachers thus need to be able to develop effective and simple teaching approaches to allow students to improve as speakers. To engage students to study speaking English, teachers must provide more innovative and creative teaching practices (Octavia, et al. 2023). As part of a learning system, media has an essential function in the learning process. Using media as a tool within the learning process gives significant benefits to students, which will impact the whole learning process (Wahyuni & Utami, 2021).

YouTube videos are among the learning media available that teachers can utilize. YouTube is a medium that is readily available to students. Previous studies (Apriani et al., 2022; Kristiani & Pradnyadewi, 2021; Karimah et al., 2022) has shown that YouTube can influence students' speaking skill. Their studies revealed that using YouTube as a learning media has a positive impact on speaking and helps students to improve their speaking skills.

There are numerous other informative and interesting YouTube channels that can be watched from anywhere. One of the probable resources to assist in the development of speaking skills is TED Talks on YouTube. Students can learn about numerous different topics in YouTube TED Talks videos. The videos have rich, live examples of spoken English on many subjects delivered in an interesting manner. TED speakers are eloquently fluent and are prone to employing body language, tone, and visual presentations—significant facilitators of communication. Additionally, YouTube employs the human senses of hearing and sight, therefore being simpler to understand while learning. Therefore, watching TED Talk videos on YouTube allows students to study more efficiently.

Furthermore, students and teachers both can benefit a lot from TED Talks. Students' learning experience is enriched and their thinking ability is stimulated by the vast amount of information and ideas offered by TED Talks on various topics (Fitria, 2022). Teachers can motivate learners, stimulate students to think critically, and trigger discussions by using TED Talks as a responsive tool (Sailun & Idayani, 2021). Their study findings validate the effectiveness of TED Talks through an illustration of the way the videos improve students' grammar and content delivery in oral English as well as improving pronunciation, fluency, and accuracy. Through research, TED Talks are an entire tool used to improve the overall speaking proficiency (Sailun & Idayani, 2018)

Many academic evidence for using TED Talks with EFL students. Hadi et al. (2021) established an enhanced performance by students in speaking after using a TED Talks app for English language learning. The evidence is congruent with the research by Hamza (2019), confirming the potential of TED Talks videos to expand learners' vocabulary. Besides, the functional nature of such videos ensures a positive perception towards their use in gaining EFL speaking ability (Hamza, 2019). Similarly, Qomar (2020) discovered that applying TED Talks to speaking classes is able to inspire students' production of speaking ideas, which ultimately improves their skills in oral language. Nawaz et al. (2021) further affirmed these findings as 20 students reported improved pronunciation, fluency, and accuracy after incorporating TED Talks videos into the learning system. Interestingly, the study also found that students find TED Talks more acceptable than traditional reading materials for learning English (Nawaz et al., 2021).

The advantages of TED Talks are extended to college-level public speaking abilities (Aprilia, 2022). According to Aprilia (2022), first-year students get excited when they watch TED Talks films featuring native speakers giving presentations. This enthusiasm results in enhanced speaking abilities through imitation, which eventually promotes public speaking competency by resulting in more certain and precise pronunciation (Aprilia, 2022). In conclusion, a large amount of research highlights how well TED Talks improve EFL speaking abilities in a variety of ways. TED Talks provides a comprehensive approach to language learning that encourages student motivation and engagement, ranging from vocabulary acquisition and fluency development to better pronunciation and content delivery. However, there is limited discussion on how TED Talks might be integrated with peer interaction (e.g., pair work, group discussions) to improve communicative competence or negotiation of meaning.

SMAN 1 Bojongmanik has indeed utilized a use of YouTube as a method of learning English but in a less intensive manner, with emphasis only in listening skill. However, looking into the students' challenges as discussed above, this study focused on speaking skill through peer interaction. Similar to the previous studies above, this research also uses YouTube TED Talks video as media to see if there is any influence on students' speaking skills. The results of this study are expected to motivate students in speaking skills to be more confident.

METHOD

The study was quantitative in design with quasi-experimental and non-equivalent control group. There were two sample groups: an experimental group and a control group, each with 23 eleventh-grade students of SMAN 1 Bojongmanik Lebak. Both groups received two times treatment and pre- and post-tests to assess their speaking ability. The treatment was provided to the experimental group via YouTube TED Talks videos, but not to the control group. The data were analyzed using content validity, inter-rater reliability, normality and homogeneity tests, and hypothesis testing with the formula of the t-test.

RESULT

The purpose of this study was to determine whether students' speaking ability in Asking and Giving Opinion impacted by the application of YouTube TED Talks video materials. Pre-test and the post-test were two test tools applied by the researchers in this study. The pre-test and post-test were administered to the control class and experimental class students. The results for discussion or elaboration are presented in the descriptive statistical in table 1.

Table 1. Descriptive Statistic

	N	Min. Score	Max. Score	Mean	Std. Deviation
Pre-Test Experimental Class	23	48	88	68.09	11.732
Post-Test Experimental Class	23	76	96	86.61	6.308
Pre-Test Control Class	23	48	80	64.78	9.180
Post-Test Control Class	23	62	86	75.83	7.554
Valid N (listwise)	23				

Table 1 shows a large difference in the students' speaking ability between the experimental class, treated, and the control class, untreated. Pre-test scores of the experimental class varied from 48 to 88 with a mean of 68.09 and a standard deviation of 11.732. Post-test scores after treatment with YouTube

TED Talks video media ranged from 76 to 96, averaging 86.61 and having a standard deviation of 6.308. Pre-test and post-test scores had a significant impact on the experimental class.

Moreover, the control group's pre-test scores varied from 48 to 80 with a mean value of 64.78 and a standard deviation of 9.180. On receiving conventional treatment, post-test scores ranged from 62 to 86 with mean 75.83 and standard deviation of 7.554. On the basis of these outcomes, the control group also received a considerable effect. The validity of the tool used was determined through content validity. The English teacher becomes the validator as she has taught English in this school for over five years. The basic competency indicator, teaching strategy, and test instrument are the parameters used as indicators of validity, and they were mapped according to the school curriculum. Moreover, an inter-rater reliability test was also applied in this study to check how reliable the test results were. As the inter-rater for the speaking test, the researcher worked together with the English teacher of SMAN 1 Bojongmanik Lebak to test the speaking competence of the students. In order to check the reliability of the test, the researcher used the IBM SPSS 30 program and the Cohen Kappa formula. The results are the following:

Figure 1. Reliability test for the pre- test Experimental Class

Symmetric Measures

		Value	Asymptotic Standard Error [a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.617	.104	10.180	<,001
N of Valid Cases		23			

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

Experimental class pre-test reliability was 0.617. According to the interpretation of kappa value, the score was "Good Agreement," which meant the test was reliable.

Figure 2. Reliability test for the pre- test Control Class

Symmetric Measures

		Value	Asymptotic Standard Error [a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.530	.107	9.241	<,001
N of Valid Cases		23			

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

While the Control class pre-test reliability was 0.530. According to the interpretation of kappa value, the score was "Moderate Agreement," which meant the test was reliable.

Figure 3. Reliability test for the Post- test Experimental Class

Symmetric Measures

		Value	Asymptotic Standard Error [a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.757	.094	10.993	<,001
N of Valid Cases		23			

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

The Post-test reliability in the experimental class was 0.757. The "Good Agreement" kappa result interpretation indicates the test reliability. Similarly, the post-test reliability in the control group was 0.612. The "Good Agreement" kappa result interpretation indicates the test reliability. Based on the above reliability table, the researcher concluded that all data for both the Control and Experimental classes were reliable.

Figure 4. Reliability test for the Post- test Control Class

Symmetric Measures

		Value	Asymptotic Standard Error [a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.612	.108	8.774	<.001
N of Valid Cases		23			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

To determine whether the data were normal or not, normality tests were used. The Kolmogorov-Smirnov test was one of the statistical computations that the researchers used in using SPSS (Statistical Package for Social Science). The following is the result:

Table 2. Normality Test

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Pre-test Experimental Class	.155	23	.159	.945	23	.229
	Post-test Experimental Class	.152	23	.178	.943	23	.213
	Pre-test Control Class	.118	23	.200[*]	.959	23	.435
	Post-test Control Class	.161	23	.124	.927	23	.092

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the result of SPSS above it can be concluded:

1. The significance value of Experimental Class Pre-tests is **0.159**, meaning it was higher than 0.05 indicated the pre-test of experimental class was normally distributed.

2. The significance value of Experimental Class Post-test is **0.178**, meaning it was higher than 0.05 indicated the post-test of experimental class was normally distributed.

3. The significance value of Control Class Pre-test is **0.200**. meaning it was higher than 0.05 indicated the pre-test of experimental class was normally distributed.

4. The significance value of Control Class Post-test is **0.124**, meaning it was higher than 0,05 indicated the post-test of control class was normally distributed.

The researcher computed the effect of the treatment through applying the formula for the t-test. The result is as follows:

Table 3. Independent Sample T-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p			Lower	Upper
Result-Post test	Equal variances assumed	.666	.419	5.254	44	<,001	<,001	10.783	2.052	6.647	14.918
	Equal variances not assumed			5.254	42.645	<,001	<,001	10.783	2.052	6.643	14.922

Two hypotheses were assumed in this study:

1. H_o (Null Hypothesis)

   If the value of $t_{count}- \leq t_{table}$, then the Null Hypothesis is accepted, meaning the utilization of YouTube TED Talks Video as media does not have a significant effect on the speaking abilities of eleven grade students at SMAN 1 Bojongmanik Lebak.

2. H_a (Alternative Hypothesis)

   If the value of $t_{count} - \geq t_{table}$, then the Alternative Hypothesis is accepted, meaning the utilization of YouTube TED Talks Video as media does have a significant effect on the speaking abilities of eleven grade students at SMAN 1 Bojongmanik Lebak.

Based on the study's findings, the value of t-count was 5.254. The t-table value was 2.00, the d.f. = (Nx + Ny - 2) = (23 + 23 - 2) = 44, and the hypothesis test level was 5% (0.05). It concluded that t-test > t-table, i.e., 5.25 > 2.00, which meant that the alternative hypothesis is accepted and null hypothesis is rejected.

DISCUSSION

According to the above description, the result showed that there was a significant variation in students' speaking skill from the Pre-test to the Post-test between the Experimental class, which used YouTube TED Talks videos to support speaking exercises, and the Control class, which utilized traditional teaching. In addition, the statistical computation yielded a value of t-count as 5.254 and t-table value as 2.00 at 0.05 level of significance. The results showed that t-count ≥ t-table, or 5.254 ≥ 2.00, which meant that the Alternative Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) was rejected.

Besides, during the treatment duration, the experimental group students had a positive attitude toward the learning and teaching process. Students were more enthusiastic to follow the lessons and carry out the tasks recommended during the learning process. Students viewed TED Talk videos on YouTube during treatment. Afterwards, they were led to create dialogues about asking and giving opinions based on the provided subjects. Students then submitted their dialogues to the researcher for checking. The researcher reviewed the dialogues, gave feedback, and passed them back to the students.

Students then practice with classmates before the class and then they are tested directly. The students improved their speaking test results following treatment in the form of watching YouTube TED Talks videos.

Further, the mean values of both the experimental group and the control group were significant. The results are indicated below:

	Pre-test	Post-test
Experimental Class	68.09	86.61
Control Class	64.78	75.83

This result suggested a general effect on students' scores prior to and subsequent to being treated by using TED Talks videos from YouTube, specifically on the subject matter of posing and offering opinions. The table shows that the experimental class's mean post-test score was 86.61, significantly higher than the control class's pre-test mean score of only 68.09, whereas the control class's mean post-test score was 75.83, significantly higher than the pre-test score of only 64.78.

In conclusion, the utilization of YouTube TED Talks Video media improved the speaking skill of the eleventh-grade students of SMAN 1 Bojongmanik Lebak. Referring to the data above, the scores of the students are improved after they are treated by utilizing YouTube TED Talks Videos as media. Furthermore, using YouTube TED Talks Videos had an impact on the students' speaking achievement scores. This made learning more engaging for the students than traditional approaches. The YouTube TED Talks video gave students real-life models of speakers to emulate, encouraging them to enhance their speaking skills. Experimental class students' improved scores after utilizing YouTube TED Talks Video to learn English demonstrated the effect of YouTube TED Talks Video on their speaking skills.

The findings of the research conformed to Sailun & Idayani (2018), Hamza (2019), Qomar (2020), Nawaz et al. (2021), Hadi et al. (2021), Fitria (2022), and Karimah et al. (2022), who demonstrated that YouTube TED Talks videos helped students gain a clearer understanding and the potential to considerably enhance their speaking skills. Students were able to learn vocabulary, comprehension, pronunciation, fluency, and grammar through YouTube TED Talks. The findings of the present study also confirmed that English speaking ability of students was improved by YouTube TED Talks, a result which is consistent with earlier studies. This was due to the fact that using YouTube TED Talks in instruction improved grammar, vocabulary, pronunciation, comprehension, and fluency among the students. They were explicitly instructed by the speakers on how to utilize body language, facial expressions, communicate effectively, as well as effective message transmission.

All the above researchers established that the inclusion of YouTube TED Talks in the classroom impacted the speaking abilities of the students. The results of the performance of the students from pre-test to post-test established that there was a significant difference between the speaking ability of the treated experimental class and the untreated control class regardless of differences in research design,

population, and sample among the researchers. Students in the experimental group outperformed those in the control group in terms of speaking ability. After the therapy, both experimental and control group students improved their results, with the experimental group outperforming the control group. Through this, it was thought that watching YouTube TED Talks would allow students to improve their speaking. As indicated by the research findings, the use of YouTube TED Talks as learning material might enhance the students' speaking.

CONCLUSION

The findings of the analysis indicated that the oral skills of the students were improved after treatment with YouTube TED Talks video clips compared to before treatment. This is in line with the data analysis, where it showed that the t-count exceeds the t-table. According to the statistical computation, df = 44 and the value of t-count is 5.25. Under the degree of freedom, the t-value significance level is 0.05. t-count (to) > t-table (tt) (5.25 > 2.00) was the outcome. This means that the use of YouTube TED Talks video materials influences the speaking ability of class XI students of SMAN 1 Bojongmanik-Lebak, confirming the confirmation of the Alternative Hypothesis (Ha) and the nullification of the Null Hypothesis (Ho). These results show that one of the teaching materials that teachers can use to facilitate students to develop their speaking ability is YouTube TED Talks video materials.

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