

# NUR AJIZAH UTAMI\_020\_BAB 1-5\_.pdf

by 1 Perpustakaan UMSIDA

---

**Submission date:** 24-Jul-2024 08:46PM (UTC+0700)

**Submission ID:** 2421793934

**File name:** NUR AJIZAH UTAMI\_020\_BAB 1-5\_.pdf (683.09K)

**Word count:** 6168

**Character count:** 32774

## DO YOU LIKE WATCHING YOUTUBE CHANNEL ? THE EFFECT OF USING TED CHANNEL IN LEARNING SPEAKING AT VOCATIONAL HIGHT SCHOOL

Nur Ajizah utami angraini <sup>\*1)</sup>, Dian Rahma Santoso <sup>\*2)</sup>

<sup>1)</sup>Departement of English Education, Universitas Muhammadiyah Sidoarjo, Indonesia

<sup>2)</sup> Departement of English Education, Universitas Muhammadiyah Sidoarjo, Indonesia

Corresponding author: [dianrahma24@umsida.ac.id](mailto:dianrahma24@umsida.ac.id)

**Abstract :** This research seeks to find out or investigate whether there is a significant effect in the use of TED media in improving students' speaking skills at SMK Dian Indonesia. This research uses pre-experimental quantitative methods and data collection in this study uses purposive sampling techniques. The instrument used in the study was a speaking test and data collection using pre-test and post-test techniques. With the use of paired sample T test with SPSS it was found that the results of this study there was a significant difference between the pre-test and post-test results. The average value of the pre-test of many students is below the Minimum Completion Criteria (KKM) (71.2) while the value of the post-test results is (79.9) which means passing the KKM. This indicates that there is a difference in the score results, and this shows that the post test score is higher than the pre-test score. And based on the paired sample test, the results of using the T test show that sig (2-tailed) 0.000, while alpha ( $\alpha$ ) 0.05 ( $0.000 < 0.05$ ), which means  $H_0$  is rejected and  $H_a$  is accepted. This shows that the use of TED channels has a significant effect on students' speaking learning.

**Keyword**—ted channel;speaking skill

**Abstrak:** Penelitian ini berusaha untuk mengetahui atau menyelidiki apakah ada pengaruh yang signifikan dalam penggunaan media TED dalam meningkatkan kemampuan berbicara siswa di SMK Dian Indonesia. Penelitian ini menggunakan metode kuantitatif pra-eksperimental dan pengambilan data dalam penelitian ini menggunakan teknik purposive sampling. Instrumen yang digunakan dalam penelitian ini adalah tes berbicara dan pengumpulan data menggunakan teknik pre-test dan post-test. Dengan menggunakan paired sample T test dengan SPSS ditemukan bahwa hasil penelitian ini terdapat perbedaan yang signifikan antara hasil pre-test dan post-test. Nilai rata-rata pre-test siswa banyak yang berada di bawah Kriteria Ketuntasan Minimal (KKM) (71,2) sedangkan nilai hasil post-test sebesar (79,9) yang berarti lulus KKM. Hal ini menunjukkan bahwa terdapat perbedaan hasil nilai, dan hal ini menunjukkan bahwa nilai post test lebih tinggi dibandingkan dengan nilai pre test. Dan berdasarkan uji paired sample test, hasil dari penggunaan uji T menunjukkan bahwa sig (2-tailed) 0,000, sedangkan alpha ( $\alpha$ ) 0,05 ( $0,000 < 0,05$ ), yang berarti  $H_0$  ditolak dan  $H_a$  diterima. Hal ini menunjukkan bahwa penggunaan media TED memiliki pengaruh yang signifikan terhadap pembelajaran berbicara siswa.

**Kata kunci**-ted channel; keterampilan berbicara

### I. INTRODUCTION

English language learning for students plays an important role in equipping students with international language skills. The curriculum is generally designed to develop all four language skills, namely listening, speaking, reading and writing. English language learning in countries that use English as a foreign language such as Indonesia, of course, is likely to experience various difficulties in the learning process. This difficulty can be influenced by several internal and external factors, for example some of the problems or difficulties that occur to students when starting from less interesting learning methods, limited learning resources, to unequal access to technology. To help their students improve their speaking abilities in English classes, teachers must be aware of the challenges faced by ELLs (English language learners) and work to apply a variety of instructional techniques. By utilizing the most recent methods and resources and modifying their approach to teaching speaking skills, educators might achieve this [1]. English language learning for students plays an important role in equipping students with international language skills. The curriculum is generally designed to develop all four language skills, namely listening, speaking, reading and writing. English language learning in countries that use English as a foreign language such as Indonesia, of course, is likely to experience various difficulties in the

learning process. This difficulty can be influenced by several internal and external factors, for example some of the problems or difficulties that occur to students when starting from less interesting learning methods, limited learning resources, to unequal access to technology. Students who dislike English lessons can experience low English learning outcomes due to various problems. One of the problems in learning English is the students' assumption that English is a difficult and boring subject. Problems related to difficult and boring subjects have an impact on so many students who dislike English lessons[2]. The development of speaking skills is very important in language learning, as well as English in education. There are four language skills that must be learned by students, namely listening, speaking, reading and writing skills. One of the important skills in learning a language is speaking. According to Brown and Yule Speaking skill is often considered as one of the most difficult aspects in learning English language learning[3].

The people have all realized that our lives at this time are greatly influenced and dependent on information technology, this technology has an important role in the development of daily life, especially in the field of education. Learning using technology can have a positive impact on students' English language learning more specifically on students' speaking skills. Technology is considered as one of the powerful instruments that can be used for learning activities and English language learning. According to Jobirovich digital technology can help facilitate teachers' work activities and improve students' knowledge, skills, qualifications, and compensation[4]. In supporting an effective and interesting learning process, many people can use various types of media, such as learning videos, audio, and digital platforms, all of which can help students understand learning materials better. One technology that is often used to improve speaking skills in English is using the YouTube channel, in YouTube provides a lot of interesting learning video ragarams and there are many tools that make it easier for students to learn English, therefore the YouTube platform is one of the media that many people use. watching videos with subtitles has many benefits for many people (from children to adults) [5]. After exploring learning media through the YouTube Channel with a focus on the diversity of content available on YouTube itself, one example is by using TED channel. TED channel itself is a channel on YouTube that offers a variety of video podcasts or speeches presented by speakers who are experts and experienced in various fields. The TED Talk channel can help students hone their English speaking skills through in-depth insights from native speakers on a variety of topics. In addition, the benefits of TED channel in English language learning are that teachers can invite students to listen to inspirational speeches that not only help them expand their vocabulary, but also hone their ability to understand different speaking styles. TED, TED Talks, and TEDx are different components of the TED ecosystem, each with unique roles and characteristics. TED is a non-profit organization founded in 1984, which focuses on spreading ideas through concise and impactful talks. TED Talks are short, impactful presentations delivered at TED events, available online and aim to share "ideas worth spreading" with a global audience. This is what makes researchers use the TED channel in this study compared to other TED channels, in addition to the global and broad topic of conversation so that students can be more free to explore this media as a learning medium.

Researchers chose Smk Dian Indonesia because of several underlying factors, the first of which is in line with the use of methods in this study, namely quantitative experiments, researchers are looking for schools that have not applied TED media before, because of that researchers chose to conduct research at Smk Dian Indonesia. From the results of observations made by researchers at SMK Dian Indonesia, the school experienced several problems that occurred in the English language learning class, in the English language class the students had difficulty understanding the material presented and also found it difficult to speak English. The students said that they find it difficult to speak English because they feel that they have difficulty in pronunciation and intonation when speaking. According to the students when English learning takes place they feel bored because their teacher gives learning material using only books and rarely uses other interesting media when learning. and when researchers confirm the use of learning media to teachers there, researchers get information that teachers usually only use LCDs and student worksheets as media supporting lesson plans in the learning process. RPP (lesson plan) is an important document that contains a description of how a lesson will be carried out for one meeting, one semester, or

more. These lesson plans are usually prepared by teachers before starting learning activities at school. English learning activities there are still not going well, because the lack of facilities makes English learning less optimal. Some students feel that they still don't understand what they are learning in class. Therefore, there is a need for media that can be used to support the learning process of students at the school, so the researcher decided to try to apply the TED - Talk channel as an English learning media, especially to improve students' speaking skills. By using TED, it is expected that there will be an improvement in students' speaking ability, and researchers hope that when implementing learning using TED media, it can increase interest and motivation in learning English for students. The researcher chose speaking as the skill to be studied because in the observation at this school the researcher found many students who had difficulty in speaking due to lack of confidence and pronunciation, therefore the researcher wanted to examine whether the use of TED could help improve students' speaking skills at SMK Dian Indonesia.

Researchers found several previous studies related to or in line with this research, previous research will be a comparison material for this research. the first study by Farid with title "the effectiveness of using TED talks videos in improving students' public speaking skills in senior high school" in this study concluded that using TED talks videos is an effective method for improving students' public speaking skills. The study found that there was a significant improvement in students' speaking skills after using TED talks videos as a teaching tool. Additionally, the students responded positively to the use of TED talks videos and enjoyed the learning process. The researchers suggest that institutions should support teachers in using this method by providing necessary facilities such as internet connection. Overall, the study highlights the potential of using TED talks videos in teaching public speaking skills [6]. then the second study is by amalia with the title "the effectiveness of using ted talk videos towards students' speaking ability in the twelfth grade of the first semester of man 1 Lampung Tengah in the academic year of 2022/2023" in which this study found that the use of TED Talk videos had a significant effect on students' speaking ability and confidence in public speaking. This study also recommends the use of audio-visual media such as speakers and projectors, in the teaching and learning process. In addition, this study highlights the positive impact of TED Talks in promoting speaking in English as a foreign language (EFL) and as a source of motivation for teachers and students. The research findings show that TED Talks enhance students' perspectives and motivate them to develop their speaking skills [7]. And the last previous study is from mutia sari with the title "TED Talks in EFL Context: An Alternative Way for Teaching and Improving Students' Speaking Skills" This article discusses how TED Talks can be used to improve the speaking skills of English as a Foreign Language (EFL) students. The study was conducted using a qualitative descriptive method and this researcher found that TED Talks can be an effective learning medium for EFL students. The study emphasizes the importance of mastering listening skills before speaking and highlights how TED Talks can indirectly change students' perspectives and boost their confidence. The article concludes that TED Talks can be recommended as a learning medium in countries where English is a foreign language. From some of these previous studies we can conclude that the use of TED can improve students' speaking skills, therefore the researcher wants to make an experimental study using TED to find out whether the use of TED can also improve students' speaking skills at SMK Dian Indonesia.

### Research Question

Is there an effect of using TED channel in improving students' speaking skill at SMK Dian Indonesia?

## II. METHOD

### Research Design

In this study, researchers used a pre experiment research method according to Sugiyono 2015: 109 stating that Pre-Experimental Design is an experiment in which there are still external variables that contribute to the formation of the dependent variable. So the experimental results which are the dependent variable are not solely influenced by the independent variable. This can happen, because there are no

control variables, and the sample is not randomly selected [8]. In addition, this theory says that Experimental Design is a quantitative approach. Quantitative research can be interpreted as research based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, data analysis is quantitative / statistical, with the aim of testing predetermined hypotheses Sugiyono [9]. For data collection from this study, researchers used the saturated sampel method because the number of sampel populations was less than 30 data. Researchers will conduct this research in January using this sample, because the school used has 1 class with 20 students, in class X of smk dian Indonesia. the selection of class X is due to several reasons: the first is because in class XI will have an internship and XII will carry out the graduation exam. the second reason, in class X it is the most appropriate level to apply TED media to students, because in the early stages of class X students really need varied learning media in the classroom.

### Data Collection and Techniques

In order to implement speaking skills using TED, the researcher needed to conduct a pre-experiment class. This pre-experiment class consisted of 20 students, and the researcher's goal was to collect data during the class. This study used a speaking test. There were four aspects of speaking ability that were the focus of this study. During the speaking test, after students were given the treatment using TED media, students were asked to listen and also look at the TED video with the title "why are we so bad at reporting the good news" by agnus hervey and then students were asked to make 1 short video related to the material (news item). "why are we so bad at reporting the good news" by agnus hervey is the video provided for the speaking test. Angus is a political economist, journalist and writer who seeks out and spreads positive news from around the world. He is the editor of Future Crunch, one of the world's most popular newsletters on human progress, covering human rights, renewable energy, global health, development, scientific discovery and conservation success. He received his PhD from the London School of Economics, where he was also a Ralph Miliband Scholar from 2009 to 2011. The speaking test was conducted twice, namely before (pre-test) and after (post-test). Each instruction has aspects that can assess students' abilities in speaking aspects. According to Sugiyono in this research design, the experimental group was given an initial test (pretest) before carrying out learning and given a final test (posttest) after treatment. The experimental group was given a final test (posttest) after being given treatment in the form of project-based learning. (The experimental group was given a final test (posttest) after being given treatment in the form of project-based learning [10].

### One group Pre-test , Post –test design

**Table1.** One group Pre-test Post-test design

Pre –Test	Treatment	Post-Test
O1	X	O2

#### The explanation

- O1 : pre test (before giving the treatment )
- X : treatment (giving treatment using TED to the student)
- O2 :final test post test is carry out being giving the treatment

This study takes data from student speaking tests, this test is a tool to measure the level of student speaking through pre tests (initial stage assessment) and post tests (final stage assessment). This test uses news material with the theme of natural disaster news and current news. The use of this material is adjusted to the existing curriculum material at SMK Dian Indonesia based on observations made by researchers. The selection of news item material as teaching material at this time is due to the need for improvement in student vocabulary, student habituation in the use of sentence structure, the use of intonation when speaking, and the lack of student speaking practice.

## TEST

This study takes data from student speaking tests, this test is a tool to measure the level of student speaking through pre tests (initial stage assessment) and post tests (final stage assessment). This test uses news material with the theme of natural disaster news and current news. The use of this material is adjusted to the existing curriculum material at SMK Dian Indonesia based on observations made by researchers. The selection of news material as teaching material at this time is due to the need to increase student vocabulary, student habituation in the use of sentence structure, the use of intonation when speaking, and the lack of student speaking practice.

### PRE-TEST

The test conducted before the sample is given treatment is called a pretest. Before being given treatment, this test aims to assess students' speaking ability and knowledge. This test aims to assess students' speaking ability before using podcast media to improve listening ability. This test was conducted by asking the students to create your own news text for the TV talk show and present it in front of your classmates. Then the researcher observed the students' speaking skill.

#### Pre-Test Instructions and Steps

Creating a direct link between instruction and assessment in identifying the purpose of the speaking assessment will be helpful in planning an assessment [11]. This tasting was adapted from taufiqullah [12].

**Table 2.** Instruction pre-test table

Pre-Test Instructions
<p>It's time to present your story. You will present the news you have chosen and present it in a TV talk show. Work individually and imagine you are doing a TV talk show. Before that, create your own news text for the TV talk show and present it in front of your classmates.</p> <p>#Pay attention to the aspects that will be assessed such as: fluency, clarity of speech and also the content of the material topic.</p>

- The teacher guides students to pay attention to the power point text about learning first before carrying out the discussion.
- The researcher ask to the students to pay attention when the researcher explain the material, and the tsudents must write the poin from the material
- After that the researcher ask to the students to discussion in the class about the material (news item )
- After that Students are asked to choose one of the topics from the news item (hard news / disaster news / breaking news)
- Students are asked to make a draft according to what the students have chosen previously
- Students are asked to present the news that has been made previously
- Pay attention to the aspects that will be assessed such as: fluency, clarity of speech and also the content of the material topic.

### POST TETS

Post-test is a test given to students after treatment to measure their ability or knowledge of what is to be achieved. The purpose of the post-test in this study is to find out whether students' speaking skills have improved significantly after being given TED as a medium for teaching speaking skills. The results of this post-test will be compared with the results of the pre-test to find out whether TED can help

students in terms of improving speaking skills. In this post-test process, the researcher provided a TED video and then students were asked to make a short video related to the material in the video.

**Post-test Steps**

Creating a direct link between instruction and assessment in identifying the purpose of the speaking assessment will be helpful in planning the assessment[11]. This tasting was adapted from Taufiqullah [12] .

**Table 3.** Instruction post-test table

Post-Test Instructions
It's time to present your story. You will present the news you have chosen and present it in a TV talk show. Work individually and imagine you are doing a TV talk show. Before that, create your own news text for the TV talk show and present it in front of your classmates.
#Pay attention to the aspects that will be assessed such as: fluency, clarity of speech and also the content of the material topic.

- Students are asked to choose a topic from the news item material (hard news / disaster news / breaking news)
- After choice the material ,students are asked to make draft the news item before they delivered.
- The researcher ask the students to Pay attention to the aspects that will be assessed such as: fluency, clarity of speech and also the content of the material topic .
- Students are asked to make a news item video and the result will be upload it on instagram.

**SCORING CRITERIA**

This test was conducted using a speaking test or oral test with individual assessment, therefore, the researcher separated the scores into five aspects: grammar, vocabulary, comprehension, fluency, and pronunciation. These aspects were created based on the oral assessment process described in Douglass Brown [13]. In the student scoring session, the assessment is carried out by two people, namely the teacher and the researcher.

These aspects of speaking proficiency are:

### Speaking Scoring Rubric from Brown and Harris

Scores	Fluency	Pronunciation	Grammar	Comprehension
1	(No Specific fluency description. Refer to other to four language areas for implied level of fluency).	Errors in pronunciation are frequent, but can be understood by a native speaker, used to dealing with for engineers attempting to speak his language.	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Within the scope of his very limited language experience, can understand simple question and statements if delivered with slowed speech, repetition, or paraphrase.
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Accent is intelligible though often faulty.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of grammar.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
3	Can discuss particular interests of competence with reasonable ease. Rarely has to grop for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Comprehension is quite complete at a normal rate of speech.
4	Able to use language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand any conversation within the range of his experience.
5	Has complete fluency in the language such that his speech is fully accepted by	Equivalent to and fully accepted by educated native speakers.	Equivalent to that of an educated native speaker.	Equivalent to that of an educated native speaker.

#### TREATMENT

In this study, in addition to conducting pre and post tests as a measurement or assessment of students' speaking skills, researchers also applied treatment as an application of the media to be tested (TED), this treatment was carried out several meetings. Treatment is the process by which the research sample is given treatment to evaluate the effect of the independent variable on the dependent variable of the study. According to Purwanto, research instruments are basically tools used to collect data in research [14]. Treatment was used in this study to test the impact of using TED on students' speaking ability. After the pretest, this treatment was given as a learning tool, namely by listening to the TED video. and this treatment was carried out several times before the post test.

#### Treatment activity and steps

Treatment activity instructions that provided are adapted from M.alyah [15].

##### The first meeting:

- The teacher guides students to pay attention to the power point text about learning first before carrying out the discussion.(the definition , structure, example)



- After explaining the material, students are asked to mention the key points of the material orally.
- And after that the researcher showing students an example of presenting news from TED channel with the title Why are we so bad at reporting good news ? by angus Hervey ([https://youtu.be/x5mAqRx62rk?si=rCpXB\\_ilXOQR6mzM](https://youtu.be/x5mAqRx62rk?si=rCpXB_ilXOQR6mzM) ) (The first 5 minutes of the video)
- and after that the researcher showing students an example of presenting news from ted channel with the title why are we so bad at reporting a good news?
- When the researcher play the video , the students ask to pay attention and write the poin from delivering some news (how the speaker delivered the news: body gesture ,speed, pronountiation.)
- The researcher ask to the students to discussion (asking question about the material such as :what the poin of the video , what you learn from the video , ect )

### **The second meeting**

- The researcher repeated the material from the previous meeting.
- And after that the researcher showing students an example of presenting news from TED media with the title why are you so bad at reporting a good news? By Angus Harvey ([https://youtu.be/x5mAqRx62rk?si=rCpXB\\_ilXOQR6mzM](https://youtu.be/x5mAqRx62rk?si=rCpXB_ilXOQR6mzM) ) (The second 5 minutes of the video)
- When the researcher play the video , the students ask to pay attention and write the poin from delivering some news (how the speaker delivered the news: body gesture ,speed, pronountiation.)
- The researcher ask to the students to discussion (asking question about the material and the researcher answer the question from students)
- The researcher repeat the poin of the video that give ( TED –Talk) ( how the speaker delivered the news: body gesture ,speed, pronountiation. )

### **The third meeting**

- The researcher repeated the material from the previous meeting.
- And after that the researcher showing students an example of presenting news from TED media with the title why are you so bad at reporting a good news? By Angus Harvey ([https://youtu.be/x5mAqRx62rk?si=rCpXB\\_ilXOQR6mzM](https://youtu.be/x5mAqRx62rk?si=rCpXB_ilXOQR6mzM) ) (The third 5 minutes of the video)
- When the researcher play the video , the students ask to pay attention and write the poin from delivering some news (how the speaker delivered the news: body gesture ,speed, pronountiation.)
- The researcher asking students' the question about the material to look the understanding students about the material presented.

- The researcher modeling to students the performance of the news and giving some important points such as intonation, clarity in delivering the story, speed, body gestures and also pronunciation of words.
- The researcher resume all the material from the first meet – the third meet of treatment

### Data Analysis

In the research conducted by researchers, researchers use statistical test calculations to calculate the results of data from tests (Pre Test and Post Test) that have been carried out by students before. This data calculation is to determine whether there is a significant increase or difference in results in activities before and after treatment. The statistical technique used is using the paired T test and normality test. According to Widiyanto, paired samplet-test is a testing method used to test the effectiveness of a treatment, this effectiveness is usually marked by the average difference before and after treatment / experiment[16]. And while the normality test is a test conducted to determine whether the data used has a normal distribution so that the data can be used in parametric statistics.

### FINDINGS AND DISCUSSION

The use of TED as a supporting media in English language teaching has a significant impact on students' speaking skills. This can be seen from the increase in scores on the pre test and post test calculated using SPSS, the results of these calculations are as shown in the attachment below.

**Table 4.** Descriptive Statistics

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pretest	20	22	58	80	1425	71,25	5,990	35,882
Posttest	20	19	71	90	1598	79,90	5,015	25,147
Valid N (listwise)	20							

In the pre-test assessment, many students scored below the English language subject KKM score of 75, there were 14 children who had scores below the KKM with a range of scores of 58-72. And after the pre-test, there was a lot of improvement in student scores, this can be proven by SPSS calculations such as the table attached by the researcher above. the explanation of the table above is as follows:

#### Descriptive Statistics:

The pretest data comprises observations from 20 participants, with scores ranging from 58 to 80. The total sum of scores is 1425, yielding a mean score of 71.25 with a standard deviation of 5.990 and a variance of 35.882, indicating the spread or variability in the scores across the sample. In contrast, the posttest data also includes 20 observations, where scores range from 71 to 90, summing up to 1598. The mean score for the posttest is 79.90, with a standard deviation of 5.015 and a variance of 25.147. These statistics depict the distribution and central tendency of scores before and after an intervention or treatment, showing both the initial level and the observed changes following the intervention.

**Table 5.** Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.217	20	.014	.905	20	.052
Posttest	.186	20	.069	.936	20	.202

a. Lilliefors Significance Correction

#### Normality Test:

The normality of both pretest and posttest scores was evaluated using the Kolmogorov-Smirnov and Shapiro-Wilk tests. Specifically, for the pretest scores, the Kolmogorov-Smirnov test produced a statistic of 0.217 with a significance level of 0.014, indicating a departure from normality. Similarly, the Shapiro-Wilk test yielded a statistic of 0.905 with a significance level of 0.052, suggesting a marginal deviation from normal distribution. In contrast, the posttest scores, assessed using the Kolmogorov-Smirnov test, showed a statistic of 0.186 with a significance level of 0.069, implying a slight departure from normality. The Shapiro-Wilk test for posttest scores resulted in a statistic of 0.936 with a significance level of 0.202, indicating no significant deviation from normal distribution. These tests provide insights into the distributional characteristics of the scores before and after the intervention, crucial for interpreting the results of subsequent statistical analyses.

**Table 6.** Paired Samples Test

	Mean	Std. Deviation	Std. Error Mean	Paired Differences 95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Pretest - Posttest	-8,650	5,887	1,316	-11,405	-5,895	-6,571	19	.000

#### Paired Samples Test:

A paired samples t-test was employed to assess the significance of differences between pretest and posttest scores. The paired difference between these scores showed a mean decrease of -8.650 points, with a standard deviation of 5.887 and a standard error of the mean of 1.316. The t-test statistic calculated was -6.571, based on 19 degrees of freedom, resulting in a highly significant p-value of 0.000. This indicates a substantial and statistically significant decrease in scores from the pretest to the posttest, suggesting a notable effect of the intervention or treatment administered between the two assessments.

### DISCUSSION.

The use of TED channel for English language learning has also been done by several previous researchers. Researchers found several previous studies related or in line with this research, previous research will be a comparison material for this study. the first study by Farid with the title "the effectiveness of using TED channel videos in improving students' public speaking skills in high school" in this study concluded that the use of TED channel videos is an effective method for improving students'

public speaking skills. The study found that there was a significant improvement in students' speaking skills after using the TED channel video as a teaching tool. In addition, students responded positively to the use of TED channel videos and enjoyed the learning process. The researchers suggested that educational institutions support teachers in using this method by providing the necessary facilities such as internet connection. Overall, this study highlights the potential of using TED channel videos in teaching public speaking skills [6].

According to some existing theories, one of the problems in learning English is students' assumption that English is a difficult and boring subject. Problems related to this difficult and boring subject have an impact on the number of students who dislike English lessons[2]. In addition, according to Jobirovich 2021; 17 digital technology can help facilitate teachers' work activities and improve students' knowledge, skills, qualifications, and compensation. with these two theories, the combination of the right learning method and also the application of media as a learning support can have a good impact on the development of students' speaking skills. with the guidelines of previous research and existing theories, researchers use TED channels in learning at SMK Dian Indonesia.

In this study, researchers found that the students of SMK DIAN INDONESIA experienced some difficulties in learning English, especially in speaking skills. the students said that they had difficulty in the aspects of vocabulary pronunciation, fluency and intonation, this was because learning English was less interesting and boring. with these problems, researchers tried to conduct research in the school in the hope of helping the problems experienced by students in English language learning, researchers used TED channel to support English language learning with the theme "NEWS ITEM". The use of TED channels is expected that students can get a varied experience when learning, besides that in the TED channel, speakers often use various accents and intonations. With this, students can learn directly how to pronounce and intonate like a native speaker when delivering news. And during this research activity there are several things that researchers found, namely; when researchers conducted pre-test activities the students were still very keuslitan in presenting to the class, most of them found it difficult to pronounce words, vocabulary, intonation when presenting news. Then when researchers provide treatment using TED channel, many students are more enthusiastic in this activity, this can be seen by the more active students during the question and answer session and some students also ventured to answer basic questions from researchers related to the material. And in the final activity, namely the post test, students have improved a lot in intonation, pronunciation, and gesture when presenting news marked by an increase in scores during the post test. that way the use of TED channel in this study has a positive impact on students' speaking skills. Based on the comparison of the three things, namely previous research, theory, and the results of this study, all show significant developments from the use of TED channel media.

## CONCLUSION

In an effort to improve students' abilities and also to overcome some of the problems faced by many SMK Dian Indonesia students in learning English, researchers try to use TED media in classroom learning, TED is considered as one of the media that can support learning and make students more interested in learning English, especially speaking. In this study, the researcher concluded that the use of TED channel has a significant effect on the development of students' speaking skills. This improvement can be seen from several things, namely the increase in students' scores in the pre-test and post-test, then the active participation of students in teaching activities carried out during the study. TED channel can be used as one of the media in student learning activities and teaching activities of all teachers so that learning activities are more varied and students can see examples of how native speakers speak directly. This research can make a significant contribution in the context of English language education. with various examples of native speakers in TED videos and some accents presented by presenters on the TED channel, and for students to explore speaking learning more effectively and fun. For future research, it would be better if it also varies the content to be delivered this can also affect the role of student creativity in making videos.

## Referensi

- [1] Parupalli Srinivas Rao, "The importance of speaking skills in English classrooms," *Alford Counc. Int. English Lit. J.*, vol. 2, no. 2, pp. 6–18, 2019, [Online]. Available: [www.acielj.com](http://www.acielj.com)
- [2] N. Made, D. Sintadewi, N. Putu, J. Artini, and I. Febryan, "Analysis of English Learning Difficulty of Students in Elementary School," vol. 4, no. 3, pp. 431–438, 2020.
- [3] N. H. Tuan and T. N. Mai, "Factors affecting students' speaking performance at le thanh hien high school," vol. 3, no. 2, pp. 8–23, 2015.
- [4] E. Salainti and W. R. Pratiwi, "the Role of Digital Technology in Supporting Students' Listening Skills Through Digital Music Platforms and Podcasts: a Literature Review," *Klasikal J. Educ. Lang. Teach. Sci.*, vol. 3, no. 3, pp. 72–79, 2021, doi: 10.52208/klasikal.v3i3.109.
- [5] M. Mustofa and A. S. Sari, "Video subtitle to teach listening skill of junior high school students," vol. 5, no. 2, pp. 149–153, 2020, doi: 10.21070/jees.v5i2.874.
- [6] M. R. HIKAM, "The effectiveness of using TED-Talk video in improving students public speaking skills in senior high school," vol. 3, no. 1, pp. 61–74, 2019.
- [7] A. R. AMALIA, "The effectiveness of using TED-Talk video towards student's speaking ability In the twelfth grade of the first semester of man 1 lampung tengah in the academic year of 2022/2023," 2023.
- [8] K. Aziz and W. Lestari, "Need Analysis for Development of a Cube and Beam Volume Assessment Instrument in Macromedia Flash Based Elementary Mathematics Learning," vol. 8, no. 2, pp. 99–107, 2019.
- [9] P. H. M. Ma and M. Si, *metodologi penelitian kuantitatif*.
- [10] H. I. Umam and S. H. Jiddiyah, "Pengaruh Pembelajaran Berbasis Proyek Terhadap Keterampilan Berpikir Kreatif Ilmiah Sebagai Salah Satu Keterampilan Abad 21," *J. Basicedu*, vol. 5, no. 1, pp. 350–356, 2020, doi: 10.31004/basicedu.v5i1.645.
- [11] Suwandi and Taufiqulloh, "Designing Speaking Test," *Eksplor. Vol. 4 Nomor 8*, vol. 4, no. 8, pp. 183–191, 2009.
- [12] R. Afrilyasanti, *Bahasa Inggris tingkat lanjut*. 2021.
- [13] H. Douglas Brown, *Principles of Language Teaching and Learning (Fourth Edition)*. 2007.
- [14] R. David, "research method," no. 2003, pp. 52–58, 2009.
- [15] M. ALIYAH, *News Item Texts*. 2020. [Online]. Available: [https://cendikia.kemendiknas.go.id/storage/uploads/file\\_path/file\\_03-12-2022\\_638acc5067349.pdf](https://cendikia.kemendiknas.go.id/storage/uploads/file_path/file_03-12-2022_638acc5067349.pdf)
- [16] Khoiriah, "Bab III - Metode Penelitian Metode Penelitian," *Metod. Penelit.*, pp. 32–41, 2022.

## ORIGINALITY REPORT

9%

SIMILARITY INDEX

9%

INTERNET SOURCES

7%

PUBLICATIONS

3%

STUDENT PAPERS

## PRIMARY SOURCES

1	<a href="http://jurnal.unikal.ac.id">jurnal.unikal.ac.id</a> Internet Source	1%
2	<a href="http://ojs.unm.ac.id">ojs.unm.ac.id</a> Internet Source	1%
3	<a href="http://repositorio.uta.edu.ec">repositorio.uta.edu.ec</a> Internet Source	1%
4	<a href="http://journal.unilak.ac.id">journal.unilak.ac.id</a> Internet Source	1%
5	<a href="http://ejournal.unsub.ac.id">ejournal.unsub.ac.id</a> Internet Source	1%
6	<a href="http://jeltl.org">jeltl.org</a> Internet Source	1%
7	<a href="http://repositori.uma.ac.id">repositori.uma.ac.id</a> Internet Source	1%
8	<a href="http://journal.jis-institute.org">journal.jis-institute.org</a> Internet Source	1%
9	<a href="http://www.journalkipuniversitasbosowa.org">www.journalkipuniversitasbosowa.org</a> Internet Source	1%

**10** Submitted to Laguna State Polytechnic University 1%  
Student Paper

---

**11** Submitted to Colorado Christian University 1%  
Student Paper

---

**12** [garuda.kemdikbud.go.id](http://garuda.kemdikbud.go.id) 1%  
Internet Source

---

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On