IMPROVING PUBLIC SPEAKING SKILLS AT THE UNIVERSITY LEVEL THROUGH TED TALKS SHORT SESSIONS

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Abstrak

Bagi pembelajar bahasa Inggris, mampu berbicara bahasa Inggris di depan umum merupakan hal yang krusial dalam proses penyampaian dan penyimpanan ide baik dari pembicara maupun pendengar. Namun demikian, kursus ini adalah salah satu yang sering dijauhi dari keterampilan bahasa lain seperti mendengarkan, membaca, dan menulis. Hal ini juga menimbulkan perasaan cemas terhadap peserta didik. Bahkan para sarjana berpendapat bahwa siswa yang belajar bahasa Inggris sebagai bahasa kedua atau bahasa asing memiliki tingkat masalah yang lebih tinggi. Oleh karena itu, peneliti berkeinginan untuk mengimplementasikan materi tambahan pendek digital kepada mahasiswa untuk meningkatkan penampilan mereka di kelas berbicara di depan umum, yaitu video sesi singkat TED Talks. Penelitian ini bertujuan untuk mengetahui pengaruh TED Talks terhadap penampilan public speaking mahasiswa. Penelitian ini memakan waktu satu setengah bulan untuk diselesaikan dan melibatkan 40 partisipan sebagai sampel dari mahasiswa baru Pendidikan Bahasa Inggris Universitas Negeri Surabaya. Siswa dibagi menjadi dua kelompok, yaitu kelompok eksperimen dan kelompok kontrol. Di bawah desain penelitian eksperimen pretest-posttest, siswa dinilai pada penampilan berbicara mereka berdasarkan komponen yang ditetapkan dalam rubrik berbicara. Analisis data menggunakan independent sample t-test menggunakan SPSS 26. Hasil penelitian menunjukkan bahwa terdapat perbedaan skor hasil antara kelompok kontrol dan kelompok eksperimen yang signifikan. Hal ini dibuktikan dengan Independent Sample t Test dengan nilai signifikansi 0,00. Kemudian dikonfirmasikan pada rerata data kelompok eksperimen sebesar 89,10 dan kelompok kontrol sebesar 83,60. Temuan penelitian ini mengungkapkan bahwa sesi singkat TED talk dapat konstruktif dan bermanfaat untuk meningkatkan penampilan berbicara di depan umum mahasiswa.
Kata Kunci: TED Talks, public speaking, video digital, mahasiswa

Abstract

For English learners, being able to speak English in public circumstances is a crucial thing in the process of delivering and retaining ideas both from speakers and listeners. Nevertheless, this course is often shunned from other language skills like listening, reading, and writing. It also creates feelings of anxiety toward learners. Even scholars argued that students studying English as a second or foreign language are having higher rates of experiencing problems. Thus, the researcher was eager to implement digital short supplementary material to university students to improve their performances in public speaking classes, namely TED Talks short session videos. This research aim was to investigate the effect of TED Talks on college students' public speaking performances. The study took one month and a half to be finished and involved 40 participants as the sample from English Education freshmen of Universitas Negeri Surabaya. The students were divided into two groups, which were an experimental group and a control group. Under experimental pretest-posttest research design, the students were assessed on their speaking performances based on the components set in a speaking rubric. The data were analyzed using an independent sample t-test using SPSS 26. The results of the study showed that there was a difference in the outcome scores between the control group and experimental group which was significant. This was evidenced in the Independent Sample t-Test with a significance value of 0.00. Then, it was confirmed on the mean data in the experimental group which is 89.10 and the control group which is 83.60. The finding of this research revealed that TED talks short sessions can be constructive and beneficial to improve college students' public speaking performances.
Keywords: *public speaking, TED talks, digital video, university level*

INTRODUCTION

Being able to speak English in public circumstances is a crucial thing, especially in the process of delivering and retaining ideas both from speakers and listeners (Djihane, 2020). Speaking ability is one of the most demanded skills that learners should possess to adapt to

global development that later on can be acquired in learners' life (Nugraheni, 2017). For English learners, expressing thoughts and ideas in public is a fundamental soft skill that will help them to enhance their self-growth (Nikitina, 2011). Nevertheless, aside from the many benefits students get from mastering public speaking, this course is often shunned from other language skills like listening, reading, and writing (Lina et al., 2018). It also creates feelings of anxiety toward learners (Hasibuan & Irzawati, 2020). Even scholars argue that students studying English as a secondary or foreign language are having a greater percentage of experiencing problems (Wulandari & Surjono, 2013). Thus, the researcher is eager to implement digital short supplementary material to university students to improve their performance in public speaking classes.

The previous study conducted by Hikam (2019) stated that applying Ted Talks to advance public speaking skills is sufficient and compelling because it is very practical and can help students to understand how to do public speaking more comprehensively. However, this study was limited on the topics and only conducted at senior high school level students. Therefore, the author of this research wanted to conduct further research on improving learners' public speaking skills at the university level through TED Talks short sessions

Based on the author's informal observation of freshmen students at Universitas Negeri Surabaya, the students are stuck on creating ideas, subject mastering, fearing mispronunciation, and having mental problems while they were asked to give a speech in front of the public or their speaking classes. If these problems are allowed to persistently exist and are downgraded from one generation to the next generation, these issues will, later on, have a serious impact on the development of public speaking proficiency among students. The prospective undergraduate learners, especially students from Universitas Negeri Surabaya who are expected to be able to express their aspirations as educators and improve the quality of education in Indonesia, will not be able to explore, voice, and spread their knowledge due to limitations in oral delivery included being exposed to non-authentic sources and lacking input of successful speaking behaviours. Thus, further action such as adding a sorted supplementary material for freshmen students' public speaking class at the State University of Surabaya is a focal point that needs to be conducted in advance.

The use of digital material and online sources to teach Speaking is not a brand-new thing in education. The use of technology in language learning, especially for speaking material, makes teaching processes more attractive and engaging to learners (Kusumastuty, P. E., Mulyono, H., & Ekawati, 2019). By increasing the need for the ability to use English as a tool to communicate and share concepts

in public, the number of online sources also becomes zillion both authentic and inauthentic ones (Kormos & Dénes, 2004). However, the use of countless unsorted internet sources can be two-edged- a sword that makes the materials more accessible yet, now and then, causes perplexity on learners to make and gather up information to produce their thoughts (Vasilevich, 2000). Therefore, to uphold these obstructions, this thesis will focus on the effectiveness of applying sorted short sessions of TED Talks videos as a medium to enhance undergraduate students' public speaking skills.

Technology-based material can provide remarkable access to support learners to evolve their public speaking skills due to their capability to operate integrated computer tools (Salem, 2019). One out of numberless online speaking sources, TED Talks videos become the most promising and educated materials. An instant precedent of knowledge-based technologies is the application of TED (Technology, Entertainment, Media) Talks in the field of teaching and learning languages (Hayward, 2017). TED Talks as one of the internet showcases that now is well-known on social media provides more than 2000 discussions in a form of presentations. Since 1984, it has called attention to numerous speechmakers worldwide using technology (Kusumastuty, P. E., Mulyono, H., & Ekawati, 2019). There are so many benefits the audiences or listeners can use to level up their speaking abilities such as valid and reliable teaching materials, labelled trans-acts, and subtitles from various countries (Li et al., 2016). They also provide countless western-style of dialects, speeches, and articulations at variants so that hearers can advance their speaking technique traits (María et al., 2018). In February 1984, TED (Technology, Entertainment, and Design) Talk was broadcasted for the first time by its founder, Richard Saul Wurman, as a symposium, then was occupied as an annual event afterwards (Salem, 2019). The presentations were delivered by various speakers from all over the world using even more languages under different topics such as education, sport, fashion, politics, culture, etc. TED Talks also gives an effective and authentic nature to the listeners to enhance their language mastering due to its critical theme talks that are challenging. In the context of authenticity, TED Talks can be a tool to familiarise students with how to pronounce English, put correct stressing to English words, and show students appropriate gestures and attitudes when expressing an opinion or idea in front of audiences (Mishan, 2005). The digital platform as TED Talks videos can bring improvements in pronunciation, style of speech, and diction (María et al., 2018). After knowing the right behaviour to master the stage and the people, psychologically students will get a more confident feeling which in turn keeps them from feeling excessively anxious. The statement obtained from the opinion of State University of Surabaya students who had gone through public speaking classes in the previous year stated that if they had sufficient preparation and appropriate role models in delivering a speech, they strongly assumed the results of their public speaking would have a higher score. This data was gathered from a formal survey through Google Form filled by 20 correspondents. Therefore, applying sorted authentic

networked sources in a form of TED Talks short sessions as supplementary material in EFL learners' public speaking class can be an effective technique to reduce the speaking anxieties that the students are experiencing therefore it can improve the learners' public speaking skills.

According to the problem elaborated previously, this study determines to examine the effectiveness of using sorted TED Talks Short Sessions as supplementary material effective to increase second-semester of college students' public speaking proficiency. The topics used in this study include education, learning language, and public speaking videos that have a time fewer than 20 minutes. The study also encompasses the freshmen learners' response to the treatment to make the research more complete and comprehensible.

This study was conducted to retain information and to investigate the effectiveness of using sorted TED Talks Short Session as supplementary material to improve freshmen' public speaking proficiency.

As this study focused on sorted TED Talks short sessions as supplementary material on EFL learners' public speaking skills, this study is limited to only certain themes of TED Talks videos. The topics used include education, learning language, and public speaking videos that have a duration of fewer than 20 minutes. This study does not use other themes such as business, sport, politics, etc. Moreover, this technique is only targeted to improve learners' public speaking skills, therefore the skill elaborated will not cover other language aspects such as reading, listening, and writing.

This study is intended to give benefits and positive contributions for English educators, especially those who are exploring fact-finding on the strategy that focuses on improving EFL learners' public speaking skills. The author expects that the findings of this study will provide and facilitate English educators –teachers and lecturers– more credible techniques in developing learners' oratory competencies.

Based on the above understanding, there were two hypotheses:

H0: The applicability of sorted TED Talks Short Sessions cannot improve public speaking skills at the university level.

H1: The applicability of sorted TED Talks Short Sessions can improve public speaking skills at the university level.

METHOD

This research investigated the improvement of using sorted TED Talks short sessions as supplementary material to increase EFL Learners' public speaking proficiency. Regarding the aim, the study was conducted by using a quantitative method and considered experimental research. According to Balnaves (2001) research design helps researchers to control where the study is aimed. Creswell (2012) stated that research design can be a tool to gather, examine and, interpret the data. Regarding the statements above, the research retained credible, vivid, and valid data that answer the research questions.

Figure 1. Two-groups pre-test and post-test research design

The research design adopted was experimental research with two groups pretest and post-test design. The researcher used two groups to figure out the effectiveness of TED Talks short session videos as supplementary material in freshmen college students on their public speaking ability. Pre-test and post-test were used by the researcher to investigate the effect of the treatments on the experimental group and spot any significant differences between both groups. There was no tryout test for the sample of the study that was already selected by the university which indicated that the participants were at the same level of abilities.

The provision of TED Talks treatment took place for 4 meetings with a schedule of one meeting a week. One encountered at the beginning to acquire student scores before the treatment and one assembly at the end to attain the final grades after taking treatments for 4 sessions. Therefore, there were 6 meetings in total. At each meeting of the treatment sessions, the group consisting of 40 students were shown a video TED Talks. After that, they were given a graphic organizer about the public speaking components contained in the TED Talks video they had seen before. Then they were instructed to make a group of 5 aimed to discuss the video further and in more detail. At the end of each meeting, one of the groups or 5 students practiced their presentation of their public speaking skills with the knowledge they had learned at that meeting and it continued until the last group. At the last meeting, they were given a test to present their best speech and they were assessed as the result of the four meetings' TED Talks treatment. The data collected was retained from primary sources that the researcher had got from conducting the pre-test, applying the treatment, and conducting a post-test to investigate the students' development after applying the treatment.

The participants of this study were the college students of a university in Surabaya taking English education majors and in their periods of studying public speaking courses. Based on the empirical experience of the author, public speaking courses were given in odd semesters when students reached their second semester or commonly called freshmen. The sampling method of this study used random samples out of the entire population of a public speaking class at the State University of Surabaya. Intending to prevent the spread of the Covid-19 virus, the author of this research decided to collect data from only 40 freshmen students. Considering the correspondents' safety and comfort, the personal data of the participants were not written in the report. Therefore, the author disguised the name into a pseudonym.

To investigate whether the application of TED Talks short sessions could improve freshmen college students' public speaking skills at the university level or not, the

researcher used several instruments; (1) the form of pre-test and (2) post-test to compare the speaking proficiency and behavior quality between the control group and the experimental group.

For data collection, the researcher prepared files for later on that used for the observation such as videos, graphic organizer, pre-test and post-test rubrics for assessing public speaking performance. Before carrying out the research, the researcher asked for approval from the university regarding the time, the place or class, and the participant as the object and the subject of the observations. After determining the implementation schedule, the researcher explained the technical, objectives, and other rules of the research to the participants. The researcher began the research by giving treatment in the form of a brief video TED Talks as additional material in the public speaking class. After undergoing 4 meetings, the researcher along with other judges who had worked together assessed the performance of the experimental group and the control group. Verbal presentation skills were appraised through an oral presentation sheet that had been accomplished and devised by the researcher. Imperfection, frailty, and power in student presentations were one in terms of the preparation of public speaking presentations and the speakers themselves (Salem, 2019). Their performances were evaluated based on different aspects: organization, clarity of ideas (content), presentation style (gestures and expressions), speaking pace, pronunciation, and grammar use.

RESULT AND DISCUSSION

Result

To find out the results of research data in detail, we can gain information from descriptive analysis conducted by using SPSS 26, as shown below:

Table 1. Descriptive Statistics

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
Pre-test Experimental	20	60	88	74.60	8.635
Post-test Experimental	20	72	98	89.10	6.664
Pre-test Control	20	60	80	69.90	5.291
Post-test Control	20	76	92	83.60	4.524
Valid N (listwise)	20				

Based on the table above, the pre-test and post-test results of experimental and control groups showed that the minimum pre-test outcome of the experimental group is 60, the maximum mark is 88, and the mean is 74.6.

Furthermore, in the post-test score of the experimental group, the minimum result is 72, the maximum result is 98, and the mean is 89.1. While in the pretest of a control group, the minimum rate is 60, the maximum score is 80, and the mean is 69.9. Then, in the post-test of a control group, the minimum score is 76, the maximum score is 92, and the mean final count is 83.6.

Table 2. Test of Normality

Tests of Normality							
	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Public Speaking Score	Pre-Test Experimental	.153	20	.200*	.939	20	.231
	Post-Test Experimental	.168	20	.140	.906	20	.053
	Pre-Test Control	.140	20	.200*	.974	20	.839
	PostTest Control	.138	20	.200*	.957	20	.482
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the result of the normality test above, it is known that the significant value of the experimental group pretest on the Kolmogorov-Smirnov is 0.200 and in the Shapiro Wilk is $0.231 > 0.05$, then it is normally distributed. Furthermore, the experimental group posttest on the Kolmogorov-Smirnov is 0.140 and the Shapiro-Wilk is $0.053 > 0.05$, so it is normally distributed. Furthermore, the pretest score of the control group in the Kolmogorov-Smirnov is 0.200 and the Shapiro-Wilk is $0.839 > 0.05$, so it is normally distributed. Moreover, the posttest score of the control group in the Kolmogorov-Smirnov is 0.200 and the Shapiro-Wilk is $0.482 > 0.05$, so it is normally distributed. Because the data is normally distributed, Ha is accepted and Ho is rejected.

Table 3. Independent Sample T-Test

		Levene's Test for Equality of Variances	
		F	Sig.
Public Speaking Score	Equal variances assumed	3.116	.086
	Equal variances not assumed		
t-test for Equality of Means			
t	df	Sig. (2-tailed)	Mean Difference

| -5.945 | 38 | .000 | -14.500 |
| -5.945 | 35.706 | .000 | -14.500 |

Std. Error Difference	95% Confidence Interval of the Difference	
	Lower	Upper
2.439	-19.438	-9.562
2.439	-19.448	-9.552

Based on the table above, it is known that the Sig. (2-tailed) is $0.000 < 0.05$. so, it can be concluded that Ho is rejected and Ha is accepted, which means there is a significant difference in the posttest result by using TED Talks short session videos as supplementary material in second-year college students on their public speaking ability.

Discussion

The research process was carried out by using two different samples, namely an experimental group with 20 students and a control group with 20 students. Those two groups received different treatment whereas the experimental group received treatment using TED Talks short session videos as supplementary material, while the control group did not get the same treatment.

The two samples are proven whether there is a difference in the effectiveness of TED Talks short session videos as supplementary material in second-year college students on their public speaking ability. To prove it, the researcher conducted a pretest and posttest on two groups, namely the experimental group and the control group. The pretest is given before the learning process takes place. The purpose is to determine the students' initial ability in understanding the material to be studied. Posttest is given after the learning process is complete, where the aim is to determine the students' final ability to understand the material that has been taught and determine the effectiveness of using TED Talks short session videos

From the results of the pretest and posttest results of the experimental and control group, the researcher has proven it by analyzing statistical data using SPSS 26. The results of the analysis for the experimental category on the mean score of the pretest is 74.60 and the mean score of the posttest is 89.10. Meanwhile, for the control assemblage, the mean score of the pretest is 69.90 and the mean final count of the posttest is 83.60. So, it can be concluded that the experimental assortment is superior has a significant increase compared to the control category.

In the tests that have been carried out in the normality test, the researcher obtained data that the significant value of the experimental pretest in Kolmogorov-Smirnov is

0.200 and in the Shapiro-Wilk is $0.231 > 0.05$, then it is normally distributed. Furthermore, the experimental group posttest on the Kolmogorov-Smirnov is 0.140 and the Shapiro-Wilk is $0.053 > 0.05$, so it is normally distributed. Furthermore, the pretest score of the control group in the Kolmogorov-Smirnov is 0.200 and the Shapiro-Wilk is $0.839 > 0.05$, so it is normally distributed. Moreover, the posttest score of the control group in the

Kolmogorov- Smirnov is 0.200 and the Shapiro-Wilk is $0.482 > 0.05$, so it is normally distributed.

Based on those results, it was found that the learning process was more effective when using TED Talks as a learning tool. This also can be seen from the students' mean scores which increased significantly in the experimental class.

CONCLUSION

From the discussion that has been described above, it can be concluded that the use of TED talks as a medium helps improve students' ability to deliver speeches. This is very inversely proportional to the infrequent application of website media from technology for public speaking learning. This is also supported by the results of research from Nursafira (2020) that TED Talks can be a useful tool for improving the speaking skills of EFL students. Even though the use of TED Talks in learning speaking is still relatively novel, the responses gained from EFL students showed a positive acknowledgement.

The activity of implementing TED talk in learning public speaking can make students more confident about the excitement of various TED talk speakers, who are only native speakers but non-native speakers who can speak English correctly and fluently. Therefore, it helps them to ease and overcome their problems. Students can take public speaking techniques from various speakers and finally can apply them in their lives and improve students' public speaking skills.

TED talks speakers who share ideas on stage can be from any country and any ethnicity, and they speak very well in a language that is not their mother tongue. Using TED Talks as material in classrooms can indirectly change perspectives and increase students' self-esteem as beginner EFL speakers (Nursafira, 2020).

Based on the result of data analysis and research discussion, it can be concluded that the use of sorted TED Talks Short Sessions can improve freshmen college students' public speaking skills at the university level. Future researchers are welcome to use and improve the significance of the findings if the review is more systematic and robust in its selection.

Suggestion

In this study, it is necessary to pay attention to the following suggestions:

1. TED Talks Short Sessions should be used in learning public speaking. This is because this teaching tool, not only demands group cooperation but also requires individuals to be accountable to the group and themselves.
2. Teacher should monitor the activities when using TED Talks Short Sessions so that the learning activities can be done well.
3. The institution should support teachers in the learning process by providing good facilities, such as an internet connection.

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