

THE USE OF TED TALKS VIDEOS FOR LEARNING PUBLIC SPEAKING BY ENGLISH DEPARTMENT STUDENTS

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Abstrak

Keterampilan berbicara dianggap sebagai salah satu keterampilan yang paling menantang oleh para siswa karena berkaitan dengan bagaimana mereka mengekspresikan dan menyampaikan ide mereka menggunakan bahasa target. Terlebih lagi dalam berbicara di depan umum, para siswa harus tahu bagaimana menyampaikan ide mereka menggunakan perpaduan antara bahasa lisan dan non lisan seperti menciptakan pidato yang menarik, topik yang memukau, serta gerakan yang tepat. Beberapa penelitian sebelumnya menemukan bahwa video TED (Technology, Entertainment, and Design) Talks bermanfaat dalam meningkatkan keterampilan berbicara di depan umum oleh para siswa. Namun, kita masih belum mengetahui bagaimana pengalaman para siswa dalam memanfaatkan TED Talks untuk berbicara di depan umum baik secara lisan maupun non lisan. Untuk mengatasi hal tersebut, penelitian ini bertujuan untuk menyelidiki pengalaman mahasiswa Jurusan bahasa Inggris tentang bagaimana mereka memanfaatkan video TED Talks untuk belajar berbicara di depan umum, serta aspek apa saja yang mereka pelajari dalam memanfaatkannya. Penelitian ini menargetkan mahasiswa angkatan 2018, 2019, dan 2020 di Jurusan Bahasa Inggris di salah satu universitas di Surabaya. Melalui kombinasi metode kuantitatif dan kualitatif, penelitian ini menemukan bahwa para mahasiswa menemukan pengalaman-pengalaman menarik yang dirasakan seperti menemukan beragam video yang menarik ketika mereka menggunakan video TED Talks untuk belajar berbicara di depan umum. Mereka juga mengakui bahwa ada banyak aspek berbicara di depan umum yang dapat dipelajari dari video tersebut. Setelah melihat video-video di TED Talks, para mahasiswa mencoba meniru dan mempraktekkan apa yang telah mereka tonton untuk membuat *public speaking* mereka menjadi lebih menarik.

Kata Kunci: Video TED Talks, Berbicara di Depan Umum, Mahasiswa Jurusan Bahasa Inggris, Pengalaman

Abstract

Speaking skills can be considered one of the most challenging skills by the students since it deals with how they express and convey their idea using the target language. Moreover, in public speaking, the students should know how to communicate their ideas using verbal and nonverbal language combinations such as creating an interactive speech, exciting topics, and proper movement. Some of the previous studies found that TED Talks videos are beneficial in improving the students' public speaking skills. However, we still do not know how the students' experiences on how they make use of TED (Technology, Entertainment, and Design) Talks to learn public speaking in both verbal and nonverbal aspects. To address it, this research aims to investigate the English Department students' experiences of how they use of TED Talks videos for learning Public Speaking and also what public speaking aspects they learned by using it. This research targeted 2018, 2019, and 2020 cohort students in the English Department of one of the universities in Surabaya. Through the combination of quantitative and qualitative methods, this research found that the students perceived exciting experiences such as finding various exciting topics when they used TED Talks videos for learning public speaking. They also admitted that there were many aspects of public speaking that can be learned from the videos. After watching the videos in TED Talks, the students tried to imitate and practice what they have watched to make their public speaking better.

Keywords: TED Talks Videos, Public Speaking, English Department students, Experiences

INTRODUCTION

In the digital era, where the rapid advancement of technology cannot be separated in the life aspects, one of which is the education aspect, many advantages can be

gained for the teachers and learners in having enjoyable teaching-learning activities. One of the advantages that the teachers and the students can obtain is the ease of accessing the internet and any media to support learning activities. Suleiman and Abaker (2022), related to

technology experience, found that most English Learners utilized their mobile phones to access video platforms, with which YouTube had the most significant percentage than audio games. Thus, the learners can easily access and browse many learning resources from all over the world that can help them develop various skills such as listening, reading, writing, speaking, etc.

Meanwhile, speaking is considered one of the vital skills that should be learned and mastered by language learners since it helps the learners to communicate, interact, negotiate, convey, also share ideas with others in an oral way. According to Mohammed (2018), speaking skill is regarded as another vital skill in English since it deals with producing utterance, sentences, and sound in the correct forms. In addition, speaking is an essential skill needed to be learned to grasp how to use the target language like the natives (Ur, 2009). Authentic materials refer to the materials from the natives that are useful in providing models that are rich and natural from the target language (Bacon & Finnemann, 1990; Lontas, 1992). Thus, authentic materials can be used in learning speaking since authentic materials grant the students by providing contents that are handled by people who speak the target language as their primary language.

Dealing with authentic materials, TED (Technology, Entertainment, Design) Talks comes by offering the students about learning resources connected to the experts' fields of speaking, especially public speaking. TED Talks refers to the series of educative, enlightening, and inspiring shows that provide the audience with the motivational speech on the stage, established in 1984s by Harry Mark and Richard Saul Wurman. Nowadays, people can access the series of TED Talks in various platforms such as YouTube, Spotify, Google Podcast, website, etc. As Li et al. (2015) claimed, TED Talks videos authentic role models to develop gestures and other non-verbal languages as one of the skills needed in public speaking skills. The authentic model or real life in learning public speaking skills, especially presented in a foreign language, is needed to motivate the students for developing the skills. Leopold (2016) found that the inadequacy of authentic and research-based textbooks may reduce the learners' enthusiasm and the possibility and ability to develop the communication competency and public speaking skills that are required in helping them to become successful spokespersons. Hence, the authenticity of TED Talks presentation grants the students opportunity to expose presentations and speeches that are proportionally proposed for real-life input (Aleles & Hall, 2016).

According to Vasilevich (2016), the most significant benefit from TED Talks is the speakers who share their motivational ideas through motivational speeches in front of the public. In addition, as stated by Rossette-Crake

(2019), the speakers in TED Talks naturally put themselves on the same levels as their audience while sharing their ideas about personal experiences.

In the academic field, public speaking will help learners convey their ideas since public speaking deals with the ability to convey, persuade, and give informative things to the audience. Public speaking refers to an extensive type of speaking since it allows the learners to perform a monologue in oral reports, summaries, or short speeches widely (Brown & Lee, 2015). In addition, according to Korompot and Jabu (2019), public speaking belongs to extensive speaking that requires the learners to have access to speaking resources outside of the classroom through the use of modern technology. Hence, to develop good and proper public speaking skills, the students need to understand the aspects of public speaking, both verbal and nonverbal aspects, and find out the right ways that are suitable to them in improving their skills.

Learning the aspects of public speaking is essential for the students to make them know in which aspects they are strong or weak in, so that they can improve their public skills. Meanwhile, public speaking aspects that can be learned and implemented by them are topic selection, valuable language input resources, assimilation in language learning, imitation, self-evaluation, and feedback (Li et al., 2015). A public speaker should know how to build the relations with the audience, move and hold themselves on the stage, attract the audience by using eye contact, and learn how to deliver the speech properly in front of the audience as those aspects belong to the non-verbal aspect (Rossette-crake, 2019). Moreover, according to Devito (2018), nonverbal aspects that are contained in public speaking are gestures, body movement, eye behavior, and tone of voice. Those nonverbal aspects in public speaking should be developed to attract the audience. On the other hand, the verbal aspects involve the words that the speakers want to speak (Devito, 2018). Concerned about that issue, Hayward (2017) found that, in verbal aspects of public speaking, TED Talks also provide the students in terms of language use, speech structure, the persuasive elements of language, and how to use visual aids effectively. It reveals that TED Talks videos can provide both nonverbal and verbal aspects that are needed in public speaking since those aspects should be used to enact the speech become more powerful. Besides mastering verbal aspects that can make the speech more fluent, the students should also master nonverbal aspects to use proper movement and powerful speech in front of the audience.

Then, to improve public speaking skills, the students should be able to find the right ways to develop the aspects based on their ways. Thus, the most successful teaching and learning public speaking model relies on the

collaboration of instruction, imitation, and practice (Ettner & Utterback, 2017). In learning by instruction, the learners tend to learn about the principles of arrangement, argumentation, and public speaking styles. Then, imitation learning deals with how the learners perform to speak by identifying and imitating the best practices of a capable spokesperson. In this case, the students not only watch the speakers of TED Talks, but they also should look to find some verbal and non-verbal behaviors that they imitated. Learning by imitating does not mean stealing or plagiarizing the idea. However, it is about linking phrases together similarly to a capable speaker that we think is good. In addition, in learning by practicing, the learners are asked to be able to practice or implement the lessons of instruction directly through real action.

Since public speaking deals with delivering information or ideas to the audience, there are three kinds of public speaking which are informative speech, persuasive speech, and special occasion speech (Ettner & Utterback, 2017). Devito (2018) explained further explanation about those types of public speaking. First, an informative speech aims to tell the audience something new that they do not know before. Second, a persuasive speech refers to a speech that speaks about significant and debatable issues that allow the audience to look for information that supports their opinions, decisions, and values. Last, a special occasion speech can be defined as a speech that is designed for occasional purposes such as an introduction speech, presentation speech, speech to secure goodwill, commencement speech, inspiration speech, dedication speech, eulogy speech, farewell speech, and toast speech.

Utilizing TED Talks videos for learning public speaking is expected to help the students implement public speaking aspects properly. Hence, the learners are expected they can learn and imitate the speakers of TED Talks videos on how to maintain eye contact with the audience, have good body movement and gestures, and other mannerisms that are related to the effectiveness of delivering the speech.

Some of the studies that are related the use of TED Talks videos found that TED Talks videos are helpful in improving the learners' public speaking skills (Aleles & Hall, 2016; Aravind & Rajasekaran, 2019; Arifin et al., 2020). On the other hand, the researcher found a gap in previous studies. The gap from the previous study is that the researchers did not investigate how the EFL learners use TED Talks videos for learning public speaking, what public speaking aspects from both verbal and nonverbal aspects, also kinds of TED Talks videos that they used.

In one of the universities in Surabaya, where the research was conducted, Public Speaking belongs to the compulsory course consisting of two credits that should be

taken by the English Department students as the requirement in taking the next speaking, which is Academic Speaking. In the Public Speaking class, based on the Basic Course Outline that becomes the fundamental thing in teaching-learning activities, the learners are required to use IT-based learning sources to posse the knowledge and methods in bringing professional and articulate presentations for academic and professional forums. The purposes of Public Speaking class are to help the learners prepare and deliver extemporaneous and impromptu speaking and speaking for occasional speech.

As aforementioned, this research focuses on investigating the English Department students' experiences in using TED Talks videos for learning public speaking and how they use TED Talks videos in learning public speaking. Specifically, this article aims:

1. To report the kinds of TED Talks videos that English Department students use for learning to speak in Public Speaking class.
2. To explain how English Department students use TED Talks videos for learning to speak in Public Speaking class.
3. To find out public speaking aspects that English Department Students learned by using TED Talks videos.

METHODS

To investigate the English Department students' experiences in using TED Talks videos in learning Public Speaking, the researcher conducted a mixed method which is a mixture of quantitative and qualitative methods. In collecting quantitative data for the purpose of finding the answer of research objectives number 1 and number 3, which are *"To report the kinds of TED Talks videos that English Department students use for learning to speak in Public Speaking class,"* and *"To find out public speaking aspects that English Department Students learned by using TED Talks videos"* the researcher used a semi-open-ended questionnaire to gain the answers from the participants. The number of participants who filled out the questionnaire was 20 participants from 2018, 2019, and 2020 cohorts of English Literature and English Department students as the part of English Department students in one of the universities in Surabaya where the research was conducted. The participants were selected since they were required to program Public Speaking class as a compulsory subject.

On the other hand, in collecting the qualitative data and in finding the answer of the research objective number 2, which is *"To explain how English Department Students make use of TED Talks videos for learning Public Speaking"*, the researcher conducted a semi-structured interview which targeted the participants who had already

filled out the questionnaire before. The total of interviewees in the semi-structured interview was 17 participants. Those 17 participants were selected based on their willingness in joining further research as they stated “yes” in the questionnaire that they had filled before. The nature of the participants in this research was voluntary participants so that the researcher could obtain the data from those who were genuinely considered TED Talks viewers who had experiences with TED Talks videos for learning Public Speaking.

All of the data of this research were obtained from the participants’ answers on the semi-open-ended questionnaire and semi-structured interview. The questionnaire was addressed to the participants at the beginning of the research through Google Form that consists of 10 questions. The questionnaire aimed to gather the quantitative data of the research. In order to gain the information about the kinds of TED Talks videos that the participants had watched, the first questions that was addressed was “*What kind of TED Talks videos that you watch for learning Public Speaking?*”. From that question, the participants were asked an option among the options Education, Culture, Economy, Entertainment, and Other. The multiple-choice type of question was chosen to figure out in which the participants intended in the kinds of TED Talks that they had used. The researcher adapted and simply those options from the website of TED Talks since it provides many options that can be chosen by anyone, and the option of Other was given to provide the participants’ other preferences of the topic of TED Talks videos. Then, after answering the first question, the participants were asked to state their brief reason in choosing the option.

Meanwhile, to find out public speaking aspects that English Department students learned by using TED Talks videos, the question that was aimed to them was “*What aspects of public speaking that you learn from TED Talks videos? If yes, how did you do that?*”. Here, the researcher used the check-boxes type of question so that the participant could choose one or more aspects. The available options were Eye Contact, Gesture, Body Movement, Facial Expression, and Other. In this question, as well in the previous question about the topics of TED Talks videos, the option of Other was given to provide the participants if they learned other aspects beside the aspects that the researcher in the options gave. After that, they were asked to explain their answer briefly related to the question afterward in the next question.

Moreover, the researcher conducted a semi-structured interview through WhatsApp Voice Call by calling the interviewees one by one as their willingness to participate further in the study. This interview was used to collect the qualitative data of this research. There were 5 fundamental

questions that were aimed to validate the participants’ answers and find further information about their experiences in the use of TED Talks videos for learning public speaking. Then, in order to find the research objective number to, the question that was asked to the participants was “*Did you implement or imitate the speakers in TED Talks videos for learning Public Speaking?*”, so from that question, the participants were required to explain their answer whether they imitate and implement the speakers in their public speaking class or not, and also stated their ways in implementing or imitating the speakers of TED Talks videos that they had watched.

To find the findings and results of this research, after getting the data from both questionnaire and the interview, the researcher analyzed the data quantitative- and qualitatively. The descriptive statistics approach was implemented to find the quantitative data. The descriptive statistics in this research aim to find the basic patterns of the data. In finding the quantitative data, the researcher counted the frequency of distribution of the data obtained from the questionnaire by counting the percentage of each category from the results of the questionnaire which the participants had filled for the purpose to find the tendencies of the participants’ answer along with their brief reasons. Meanwhile, in finding the qualitative data of the interview which was analyzed qualitatively, the first step that the researcher did after doing interviews was transcribing the interviews data. After that, the researcher organized the data to find the further information that are related to the participants’ experiences in imitating or implementing TED Talks speakers. Lastly, the researcher then interpreted the results and represented the data in the findings and discussion part of this research.

FINDINGS AND DISCUSSION

The findings and discussion of this research are presented into three parts based on the research objectives. The first part is the kinds of TED Talks videos used by the students which talk about any topics that students chose based on their preferences and own reasons. Moreover, the second part is about how the students learn from the speakers in TED Talks videos. Lastly, the third one is about the public speaking aspects that they learned from TED Talks videos.

The Kinds of TED Talks Videos Used by the Students

As the participants of this research came from different backgrounds of the study and had various characteristics, they did have their preferences in selecting the suitable kinds of videos for them in learning Public Speaking. Talks videos. The percentage of kinds of the TED Talks videos used by the students is shown in the following Table 1.

Table 1. The Kinds of TED Talks Videos Used by the Students

Categories	Frequency	Percent
Education	9	45.0
Culture	5	25.0
Entertainment	2	10.0
Others	4	20.0
Total	20	100.0

The results showed that 9 of 20 participants chose the Education topic as the topic that they used the most while learning public speaking. They found that the Education topic is more interesting than the others and relates to their major of the study. When they are asked briefly about their reasons for choosing the Education topic, they stated as follows.

Because I'm from English Education, I need to know more about education issue, so I choose education. (P6)

In my opinion, the speaker speech is related with the current condition. (P16)

Because education is very important, especially for the development of public speaking skills. (P17)

Besides Education, the Culture topic of TED Talks videos had chosen by 5 participants. The five students felt that the Culture topic provided by TED Talks is engaging since they are interested in learning about other cultures. The following excerpts show the participants' brief statements in choosing the Culture topic of TED Talks videos.

I respect other cultures since it is interesting to know and learn English Skills through the culture's perspective. (P10)

I do love studying about other cultures so I need to find a proper video for studying about cultures widely. (P14)

Then, the Entertainment topic of TED Talks was chosen by two participants, and they admitted that the Entertainment topic made them feel enjoy while watching TED Talks videos since it is easy to be understood and ease them in learning how to be a good spokesperson in Public Speaking. The statements can be seen as follows.

It doesn't take lot of time for me to know depth what's the topic about... (P1)

... it can make me to be motivated more and keep my excitement still alive. The reason is because my

curiosity can be enhanced only through fun activities that helped me to relax my brain and get some points to do how to be a public speaker well. (P9)

Moreover, the other four students who chose other topics claimed that TED Talks videos fulfill their various interests in motivating them to learn public speaking, whatever the topics are.

When learning public speaking, I focus on how the speaker carry themselves, whatever the topic is. (P11)

I need self-development motivations to motivate myself. To me by watching ted talks videos about such issues I can get two things: motivation and PS tips. (P18)

From the excerpts above, the participants confirmed that the various topics of TED Talks videos are suitable for them in learning Public Speaking, whatever the topics they need. The students that interested in education can easily access the videos, likewise the students who were interested in culture, entertainment, self-development videos, and so on. The easiness in accessing the topics or kinds of TED Talks videos as the learning resources for public speaking is in line with the finding found by Maria et al. (2018) who found that TED Talks is regarded as a platform or source where exciting videos about various topics that a professional spokesperson speaks in an authentic and natural ways can be accessed by everyone. In addition, the topics of TED Talks videos that are offered to the students from a wide range of disciplines, such as literature-technology and entertainment-politics that facilitate the students based on their interests (Li et al., 2015). Hayward (2017) supported this issue in the research that found that incorporating TED Talks in the Public Speaking class was advantageous since the students can also learn about language use, speech structure, persuasion elements as well in using visual aids properly.

In a word, the variety of TED Talks videos, besides fulfilling the students' interest, also helps them look for suitable videos for learning public speaking in the terms of verbal language since it also becomes the important aspect as well as non-verbal language aspect. The kinds of videos such as education, entertainment, culture, and many more that TED Talks provide can accommodate the students from various backgrounds and interests. The existence of various kinds or topics in TED Talks videos can help students stretch themselves on how they could improve their speech become more sophisticated, informative, and educative as the slogan of the TED Talks which is "*Ideas Worth Spreading*" that means that the most valuable thing in TED Talks videos is its ideas which are disseminated through the speakers.

The video-based language learning concept that is contained in the TED Talks helps the students to discuss and understand the powerful ideas of TED Talks (Fitria, 2022). Any persuasive topics that are delivered by the speakers in the TED Talks videos can encourage the students to reinforce their arguments in public speaking. While trying to convince the audience, the students should learn how to strengthen their argument and also know what topics can engage the audience's interest so that they can listen to the speaker.

The Ways the Students Learn from the Speakers of TED Talks Videos

Most of the participants agreed that they tried to imitate the speakers of TED Talks videos in delivering the speech on the stage. The participants claimed that they imitated the speakers in terms of pronunciation, body movement, intonation, gestures, and eye contact while doing public speaking. Their statements can be seen in the following excerpts.

I imitate the way the speakers speak in the term of pronunciation as they are mostly from English speaking countries, their pronunciations are very good. So, I try to imitate them. (P4)

I try to imitated the gestures and selection of words that speakers used. (P7)

Sometimes I implement or imitate by remembering how the speakers in TED Talks deliver the topic interesting enough to hook the audience's attention... (P9)

Imitation in learning public speaking refers to studying and taking benefits that imitate expert speakers' best practice (Ettner & Utterback, 2017). The interview results show that the participants tend to imitate the speakers of TED Talks videos they watched when they have presentation in front of the public to make their presentation become more interesting than before. They did have their own methods in imitating the speakers that they found interesting.

As well as learning claimed that they also practiced the way the speakers speak in their presentations directly in the situation that allowed them to speak in front of the audience. Some students also practiced by recording themselves while they had an autonomous learning task related to Public Speaking. From the result of the interview session, the students practice how the speakers speak not only in the Public Speaking class but also outside Public Speaking class. The excerpts of students' statements as shown below.

Somehow, I put their way to talk to my opening to gather their attention. (P1)

I use the material for doing my assignment(s). (P3)

I learnt from the words that it is used in TED then the structure and some additional jokes or something that support my topic, and I try to apply it in learning Public Speaking. (P6)

When I have PLP, I practice to speak confidently as the speakers of TED Talks videos did. (P8)

Sometimes I highlighted the important point (material) from the TED video as the reference and try to practice it in the class, so I can know the improvement of my speech before and after watching TED. (P16)

I watch the whole video, analyze things that makes the talk entertaining, practice in front of mirror. (P19)

In learning Public Speaking, practicing becomes one of the fundamental things that students should do. According to Ettner & Utterback (2017), a public speaker who is willing to have better public speaking skills, he/she must be able to implement the combination between instruction and imitation consciously or unconsciously by having practice on the speech. It means that in improving public speaking skills, the participants are required to practice what they have watched a real so that they can have better skills as the speakers of TED Talks videos. Exploring the styles of public speaking which are delivered by the speakers play significant role in developing the students in fostering public speaking skills (Fitria, 2022). Those findings reveal that the ways the students learn influence their public speaking skills in terms of self-confident, topic selection while speaking, speaking fluency, and so on. Moreover, the students admitted that imitating or practicing could help them do the assignments related to Public Speaking as well it belonged to their compulsory subject in the college.

According to Utami and Noviana (2021), after watching TED Talks videos, the students can try to present their ideas in front of the audience in the class as well as the great presenters. It can help them encourage exciting and joyful activities in speaking classes by using TED Talks videos. If it is possible, the students can also develop their public speaking skills by training themselves in the real situation of public speaking with a greater number of audiences, so they can implement and practice what they have watched in the videos.

The Public Speaking Aspects Learned by English Department Students

Besides being beneficial in providing content-rich videos, TED Talks also provide the students in the aspects of

nonverbal communications in public speaking such as gesture, body movement, eye contact, facial expression, etc. The students are allowed to take any benefits of public speaking aspects from TED Talks videos. Thus, the percentage of the students' answers is presented in Table 2 below.

Table 2. Public Speaking Aspects Learned by the Students

Categories	Frequency	Percent
Eye Contact	9	19.15
Gesture	11	23.40
Body Movement	13	27.66
Facial Expression	10	21.28
Others	4	8.51
Total	47	100.0

After choosing the public speaking aspects that they learned by using TED Talks videos, the participants were asked to state their reasons for choosing those aspects. Some of their statements can be seen in the following excerpts.

Our purpose in watching public speaking video is in order to learn how to have good and proper public speaking by having eye contact with the audience, controlling facial expressions, etc. (P2)

After I watched TED video, speakers are use facial expression that make me as an audience get the point or some jokes that delivered. (P6)

Speakers always make eye contact with audience and their gestures is pretty good to attract audience. (P8)
The eye contact, gesture, and body movement in the video is really help me to get better in doing public speaking and reduce the nervous. (P10)

All of those aspects are very important in public speaking. We need good eye contact to build the relationship with audiences, so do with the gestures, body movement, facial expression, and many more aspects to make our speech meaningful and interesting. (P13)

The results showed that the speakers in TED Talks videos are beneficial in helping the students to develop many aspects of public speaking skills such as eye contact, body movement, gesture, and other important mannerism which contribute to the attractive public speaking. As found by Li et al. (2015) TED Talks videos successfully promote the students' awareness of body language and manners in public speaking to make better public speakers. Moreover, the public speakers, who can present their ideas

in clear, confident, and direct ways by using both non-verbal and verbal, can be considered the successful public speakers (Mbato, 2020). From that statement, it can be revealed that the students are willing in being a good public speaker are required to combine both verbal and nonverbal aspects so that their speech can be more powerful.

This research fills the gap and enriches the findings found by Aravind and Rajasekaran (2019) that only focused on the vocabularies contained in the TED Talks as one of the verbal languages in delivering a speech. In addition, in the research that was conducted by Choirunnisa and Sari (2021), it found that TED Talks videos influences the students with the verbal aspects of pronunciation, vocabulary, and fluency. Hence, by reading this research, the students are expected to take benefits of public speaking aspects from the TED Talks in both verbal and non-verbal languages since public speaking is not only about sharing the idea, but also how to convey the message attractively. Devito (2018) explained that specific gesture and overall movement are essential to a speech because a proper movement has a big impact in presenting a speech as well as proper gestures, inflections, etc. should be natural, spontaneous, and not contrived that can reduce the essentiality of public speaking.

According to Fitria (2022), related to the other benefits that can be obtained from TED Talks, the students can utilize it from its authenticity, informative, and inspirational talks that make the students can learn from the culture, language style, and also the expression of the native speaker. In addition, utilizing TED Talks allows the students in having adequate chances to learn from the talks, and enhance their self-confidence while talking in front of the audience by using English (Liu, 2021). Those statements show that the use of TED Talks videos can be used as a complementary learning resource for the students in learning public speaking, especially in learning its aspects that can help them in having better public speaking skill.

CONCLUSION

Based on the findings and discussion above, it can be concluded that while learning by TED Talks videos, the students admitted that they found it as an interesting and effective learning resource related to Public Speaking. They assumed that TED Talks videos provide them with various topic that can be selected based on their interest to enhance their awareness in learning both non-verbal and verbal aspects of public speaking. Thus, learning Public Speaking by using TED Talks videos can be done by selecting right topics that are suitable to them, imitating and practicing the speakers in the real situation of public speaking. From TED Talks videos, the students can imitate

or implement in terms of body movement, gesture, eye contact, pronunciation, or anything that they feel beneficial in improving their public speaking skills. The students tend to practice what they have learned after watching TED Talks videos consistently so that their public speaking skill can be developed not only for the purpose of academic, but also for other occasions outside the classroom.

Admittedly, the researcher realizes that this research still has limitations in the newest theory of TED Talks videos for learning public speaking. In future research, the researcher hopes to investigate the use of TED Talks videos from the teacher or lecturer's perspectives, and how they use of TED Talks videos in teaching-learning activities in the class.

Finally, this research is expected can be beneficial for the students in promoting the use of TED Talks for learning public speaking and for the teachers in giving insight in the making use of TED Talks as authentic materials for teaching public speaking.

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