

**THE USE OF TED TALKS TO IMPROVE STUDENTS' SPEAKING
SKILL AT EFL COMMUNITY IN MUHAMMADIYAH UNIVERSITY OF
MAKASSAR**



*Submitted to the Faculty of Training and Education Muhammadiyah University
of Makassar in Partial Fulfilment of the requirement for the Degree of
Education in English Department*

A THESIS

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ABSTRACT

ADELIN FII DINILLAH, 2021. Thesis of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. *The Use of TED Talks to Improve Students' Speaking Skill at EFL Classroom in Muhammadiyah University of Makassar*. Supervised by Eny Syatriana and Farisha Andi Baso.

This research aimed to find out the improvement of students' speaking skill by using TED Talks video to improve students' speaking skill in terms of accuracy and fluency. This research applied Pre-Experimental research with one class pre-test and post-test. The researcher used a purposive sampling technique. The sample of the research was English education students (3rd semester) of Muhammadiyah University of Makassar the academic year of 2020/2021 which consisted of 20 students. The researcher used several topics to re-tell as instrument in pre-test and post-test.

The students' speaking problems in accuracy and fluency could be reduced by using TED Talks video it proved by the result of finding, the mean score of students accuracy were 22,06%. While the mean score of students' fluency were 22.03%.

The result of the improvement also proved with t-test value. The researcher found that t-test was greater than t-table ($17.91 > 1.697$). It means that there was significant difference between the result of the students' pre-test and post-test. In other words, the use of TED Talks video was effective to improve students' speaking skill in terms of accuracy (vocabulary) and fluency (smoothness) at the Third Semester of Muhammadiyah University of Makassar.

Keywords: *Speaking skill, TED Talks, Accuracy, Fluency*

ABSTRAK

ADELIN FII DINILLAH, 2021. Tesis Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Penggunaan video TED Talks untuk Meningkatkan Keterampilan Berbicara Siswa di kelas EFL, Universitas Muhammadiyah Makassar. Dibimbing oleh Eny Syatriana dan Farisha Andi Baso.

Penelitian ini bertujuan untuk mengetahui peningkatan keterampilan berbicara siswa dengan menggunakan video TED Talks untuk meningkatkan keterampilan berbicara siswa dalam hal akurasi dan kelancaran. Penelitian ini menerapkan penelitian Pra-Eksperimental dengan satu kelas pre-test dan post-test. Peneliti menggunakan teknik purposive sampling. Sampel penelitian ini adalah mahasiswa Pendidikan Bahasa Inggris (Semester 3) Universitas Muhammadiyah Makassar tahun akademik 2020/2021 yang terdiri dari 20 siswa. Peneliti menggunakan beberapa topik untuk diceritakan kembali sebagai instrumen dalam pre-test dan post-test.

Masalah berbicara siswa dalam akurasi dan kelancaran dapat dikurangi dengan menggunakan video TED Talks yang dibuktikan dengan hasil temuan, skor rata-rata akurasi siswa adalah 22,06%. Sedangkan skor rata-rata kelancaran siswa adalah 22,03%.

Hasil peningkatan juga dibuktikan dengan nilai uji-t. Peneliti menemukan bahwa uji-t lebih besar dari t-tabel ($4,037 > 1,743$). Ini berarti bahwa ada perbedaan yang signifikan antara hasil pre-test dan post-test siswa. Dengan kata lain, penggunaan video TED Talks efektif untuk meningkatkan keterampilan berbicara siswa dalam hal akurasi (kosa kata) dan kefasihan (kelancaran) di mahasiswa semester 3 Universitas muhammadiyah Makassar.

Kata kunci: Keterampilan Berbicara, TED Talks, Akurasi, Kefasihan

MOTTO:

“YOU’LL NEVER WALK ALONE”

“AND SEEK HELP THROUGH PATIENCE AND PRAYER”

–QS AL-BAQARAH (2:45)

DEDICATION

A Thesis for My Beloved Family

Especially for My Lovely Mother,

My Strongest Father,

My Best Brothers,

My Best Friend

Also,

My Self

I deserve this a billion times.

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Nun, wal-qalami wa ma yasturun

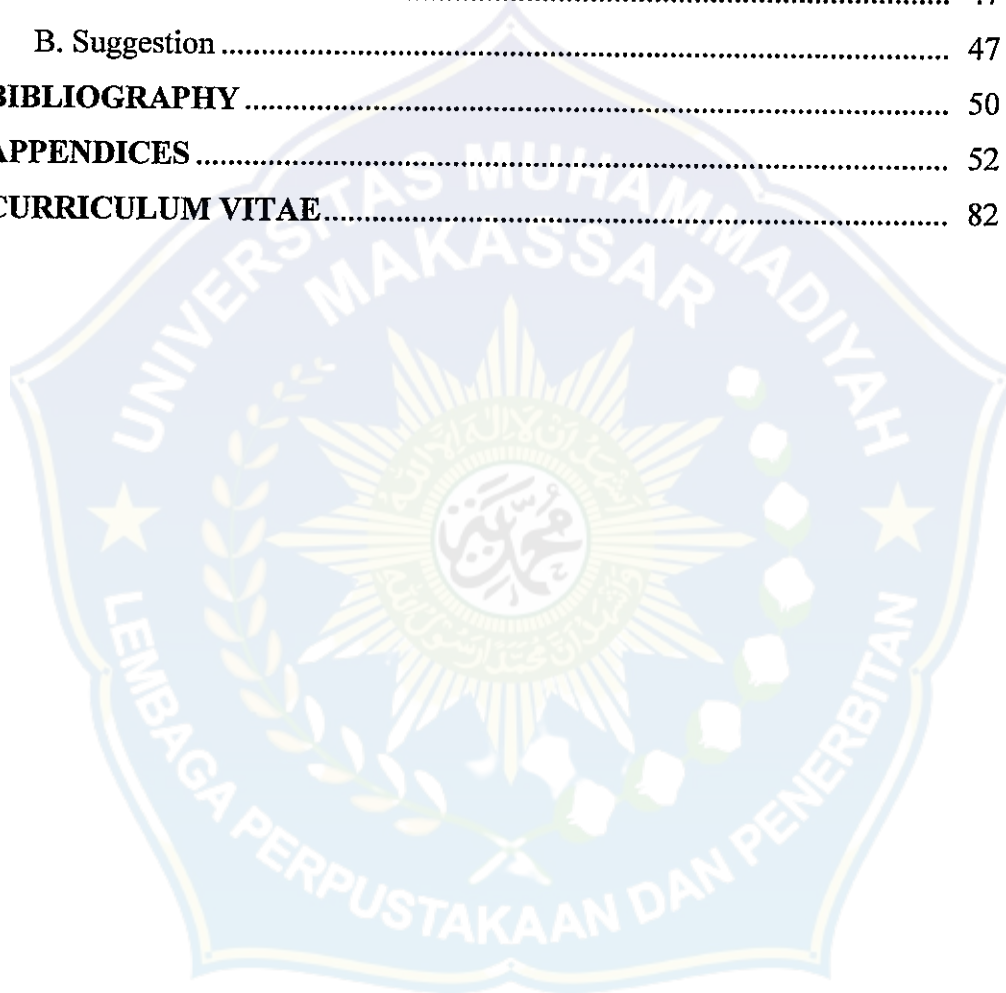
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CHAPTER I

INTRODUCTION

A. Background

Language plays an important role in our everyday life interactions. It is used by human to do communication with other people in conveying and sharing idea, feeling, emotion, and information both in spoken and written forms. It also serves the human needs in their everyday communication in any situation. The language is a system of arbitrary vocal symbols, which permit all people in a given culture, or other people who have learnt the system of that culture, communication or to interact. By speaking, we do not mean merely uttering words through mouth. It means conveying the message through the words of mouth. This skill is also neglected in our class rooms. Students do not get any chance either in the class room or outside to speak English. Speaking is not a part of our examinations. Learning to speak also demands a lot of practice and attention. We learn to speak our mother tongue just by listening and repeating. The teacher can adopt the same natural way. He can give them certain structures and ask them to repeat. This will remove their shyness. He can give those drills in the basic patterns of language. Asking short questions and the use of short dialogues in the class room can also develop this skill.

English as the global academic language facilitates the international mobility of young researchers (Graddol, 2006). English language has been commonly accepted as an active universal language in the world. People who study English language consider it as their personal proficiency. Therefore,

nowadays many people, particularly students, ought to master English language. Mastering English language is an important value for the students to have. By mastering the language the students can improve themselves both in academic especially in speaking skill and it is very important for the education improvement. Moreover, English has become a subject in national examination. Thus, learning and mastering English is really important (Santi, 2018).

Speaking is the one of the important parts in English skills that should be mastered by students besides reading, writing and listening. The functions of speaking skill are to express an idea, someone feeling, thought, and it express spontaneously by orally. Speaking is one of the language art of talk as communication interaction with someone, and it is very difficult to master it. Speaking skill have a closely relationship with listening skill, in speaking act, the students must be listening and then speak up, because speaking is not only remembering and memorizing the sentences in written but speaking is spontaneous to show the students idea by orally. Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity.

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Departemen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its

self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

The improvement of speaking skill for students is influenced by some factors. These factors can influence how successful students can demonstrate their speaking skills over time. Not infrequently, their success in learning a language is usually judged by their performance of speaking, even in private or public place. The first factor is vocabulary mastery. Lack of vocabulary along with the inability to pick up the tone and intonation puts a big difficulty to the non- native speaker. For some students who live in countries where English is not their first language, they do not find native speakers around them who at least help them in gaining new vocabulary, as well as learning by themselves or in learning centers or schools.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. Speaking skills is the action of conveying information or expressing one's feelings aids in clear thinking clear idea of speaking to convey something that is to be conveyed to many people in this life.

Speaking is the process building and sharing meaning and through the use of verbal and nonverbal symbol in a variety of context (Chaney, 1998). Speaking is like the first assessment for each learner who is studying English and each

learner has to speak. This statement means an obligation, duty, task, fact, implementation, process, and it can be learned, although we still find some students are speaking little or even passive in the classroom, and it can be caused by many things include the students, the class situation, environment, even from the teachers who cannot deliver their material successfully. Most students have difficulties to understanding the English lessons both the oral and to connect content with context. Most of them do not enjoy the learning English. They could not speak to Communicating in English, even if they have learnt English for so long but cannot understand the form of speaking skill in Communicating English. Speaking makes a major element in the performance of any verbal interaction since the production of words, phrases, and utterance would logically convey meanings, views, and intentions. In particular, speaking, in a foreign language, is deemed to be a central skill that EFL teachers and learners seek to develop. In parallel, speaking in the English language is a vital skill that benefits the speaker in and outside the classroom because of being as a lingua-franca adopted in international affairs.

English speaking classrooms in many countries have many problems which lessen the chance of promoting speaking accuracy and fluency such as limited time, crowded classrooms, lacking the opportunity to practice outside the class and inefficient multimedia systems in classes, etc.

As cited in Jonathan (2015), Altemos (2006) explained that online learning can help student learn public speaking. One of the online materials that can be used as a reference for learning public speaking is TED.com. According to TED

organization, TED (Technology, Entertainment and Design) is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks. By using TED Talks, student can improve their public speaking skills, learn how the body movement, and encourage student self-confidence.

TED Talks is an example of inspirational video where it is the kind of public speaking of sharing experience and giving motivation to audience. TED Talks is not only learning about public speaking but also learning about the speaker's life, so that the students can be inspired and motivated by the speakers. According to Vasilevich (2016), "the biggest advantage of the videos is that TED Talks are totally authentic as the speaker share their own personal stories, ideas, experiences with the audience" so that TED Talks is an appropriate media that can be used in speaking class. What is interesting is that TED Talks also presents a consistent display that gives a powerful message to any students who learn English as their foreign languages. In such an internationally recognized stage, the speakers of TED Talks can come from any background. The speakers who share their ideas on stage can be from any country and any ethnicity, and they speak very well in a language that is not their native tongue. Using TED Talks as a material in classrooms can indirectly change the perspectives and boosts the students' self-esteem as budding EFL speakers. This effect may be more powerful if teachers also prepare to use TED Talks sessions by speakers who are from the same country or ethnicity as the students. With such a vivid evidence of how far they can go, students may be more encouraged to not be afraid to speak in front of the class, and soon, the public. There is an emphasis on informing, educating and

opening people's eyes to new ideas, making them perfect for the classroom. In past few years, TED videos have got a momentum when it comes to speaking and presentation skills improvement. Some of the TED presentations have become widely popular and have received millions of views. Additionally, most of our students lack confidence while speaking and we can motivate that factor by showing select presentations from the TED Talks video. They can be asked to imitate their favorite presenters at the initial level and go on speaking. So, the students will have the opportunity to develop their spoken language competence. There will be a great variety of resources, spontaneous feedback, exposure to real interaction, addresses to different needs, through which students will access using TED Talks video to practice listening and speaking skills.

As a result, TED Talks can be recommended as a learning medium in countries which English as a foreign language, especially Indonesia in the hope that the teacher can give the best facilitation to the students so they can be more effective in learning and speaking English, also as an useful tool to motivate students and release their anxiety as they speak in front of the audience or public place. The significance of this study's results is limited by the general method of literature review. Future studies would drive the significance of literature findings if the review is more systematic and robust in its selection.

In this research, the researcher will focus on observing the use of TED Talks to improve students' speaking skill especially in accuracy and fluency by using pre-experimental research because the main problem of EFL students in this level always get difficult while they started to speak in public. The EFL students

always feel less vocabulary and they are afraid of themselves if they are not perfectly speak. Thus, the researcher is interest to research about the accuracy and fluency of the use of TED Talks to improve students' speaking skill especially for EFL students to get best performance in their speaking also it can be useful, accepted, and applied for all aspects of educator (teachers, students, and researcher).

B. Problem Statement

Based on the previous statement, the writer formulates the research questions as follow:

1. Does the students' accuracy of speaking improve by using TED Talks at EFL community?
2. Does the students' fluency of speaking improve by using TED Talks at EFL community?

C. Objective of the Research

Based on the problem statement above, the objectives of the research are to find out:

1. The use of TED Talks to improve students' accuracy in speaking skill at EFL community
2. The use of TED Talks to improve students' fluency in speaking skill at EFL community

D. Significance of the Research

1. Theoretical Significance

This research may contribute for further understanding of the use of TED Talks to improve students' speaking skill especially in university.

2. Practical Significance

- a) This research would be the source for students to improve their speaking skill by using TED Talks.
- b) This research also can be used as information resources for the English teacher in teaching speaking. So teacher could improve students' speaking skill.
- c) This research can be used as a reference for other researcher who interested in conducting research which has relation to the topic.

E. Scope of the Research

From the significance of the research, researcher will focus on teaching the students speaking skill with TED Talks. This research conducted for EFL students at 3rd semester in Muhammadiyah University of Makassar. The researcher focused in measuring the accuracy of speaking that consists of vocabulary, and also to measure the fluency that consist of smoothness.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

1. The Concept of TED Talks

TED Talks is found by Anderson (1984). He is a British-American businessman who is the head of TED, a non-profit organization that provides idea based talks and hosts an annual conference in Vancouver, British Columbia, Canada. TED is spreading innovative ideas and exciting discoveries through 18 minute talks delivered in front of live audiences at TED conferences.

TED is an acronym for technology, entertainment, and design, although TED Talks cover much more ground. TED Talks are not only informative but also inspirational. TED Talks have surged in popularity because they are tailor-made for the social media age. Slickly produced videos of TED Talks are posted for free online—shared all over YouTube. TED Talks, although typically fewer than 18 minutes long, pack a punch: unique ideas presented with passion (Windingland, 2014). TED Talks is a series of public speeches made by both notable and not so famous people. The wide range of topics TED speeches offer help stimulate the students' inspirations and innovative ideas (Li et al., 2016). The distinction between this research and previous research is on the implementing of TED talks to boost speaking skill of EFL learners.

TED Talks increases students' self-confidence since they have counted with the elements that allowed them to express their ideas, their feelings and, their perspective on socio cultural topics. In addition, the fact that TED Talks speakers come from various countries lets the students realize that learning English is not only perfect pronunciation, but also includes how to use language to communicate, no matter whether it's true or not. Its features are intended to help you improve your pronunciation, intonation, accents, phrases in relevant contexts, and vocabulary. One of the features in the TED Talks app is the ability to interact with people who are learning English using the public speaking method from all over the world so that they can practice English together, beginning with how to communicate, express thoughts, presents presentations, and so on, so that the audience can see how they are drawn into the discussion that is being discussed. It's unusual for them to use comedy to make the viewer feel more at ease.

Therefore, TED Talks is one of the ICT tools that can be effectively used to promote speaking skills. It represents an effective instructional tool for developing language skills due to its authentic nature (Salem, 2019). The perfection will come if you keep practicing.

Takaesu (2017) stated a research entitle "TED Talks as an extensive listening resource for EAP students" that TED (Technology, Entertainment and Design) Talks, used as an extensive listening material,

affected college students' listening skills, and explores strategies to tailor the activity for lower-proficiency students.

According to Carolyn (2014), listening task using TED Talks designed for low intermediate proficiency English for Academic Purpose students to utilize a metacognitive pedagogical sequence. Students were instructed to listen to a TED Talk, make notes about what they heard, check their comprehension using the English and translated transcripts, and to write reflection on five miss-hearings or misunderstandings and why they occurred. She designed it with the intention of encouraging greater learner autonomy in their deliberate listening practice, and to make the student aware of the errors they were making in both bottom-up and top-down processing while listening to authentic, lecture-style English.

Lyla (2017) conducted the research entitle "Islamic-Content-TED Public Speaking as a Source Material for Improving Islamic Student's Communication Skill". She found the fact that the Islamic communication students are apparently reluctant to speak and communicate their ideas confidently. It happens because they thought that they do not know what and how they are going to say their ideas. By knowing these problems the lecturers then tried to analyze the sequences of Islamic-content-TED and integrate those public speaking sequences from TED talks to STID Al-Hadid's students. It was to give an understanding and also to improve the quality and confidence in delivering public speaking speech for the sophomore students especially who are majoring Islamic Communication

& Broadcasting. Therefore, having sharing the sequences of TED talks, the student's public speaking productions are more organized and powerful moreover; the accuracy and also the student's fluency could be controlled well.

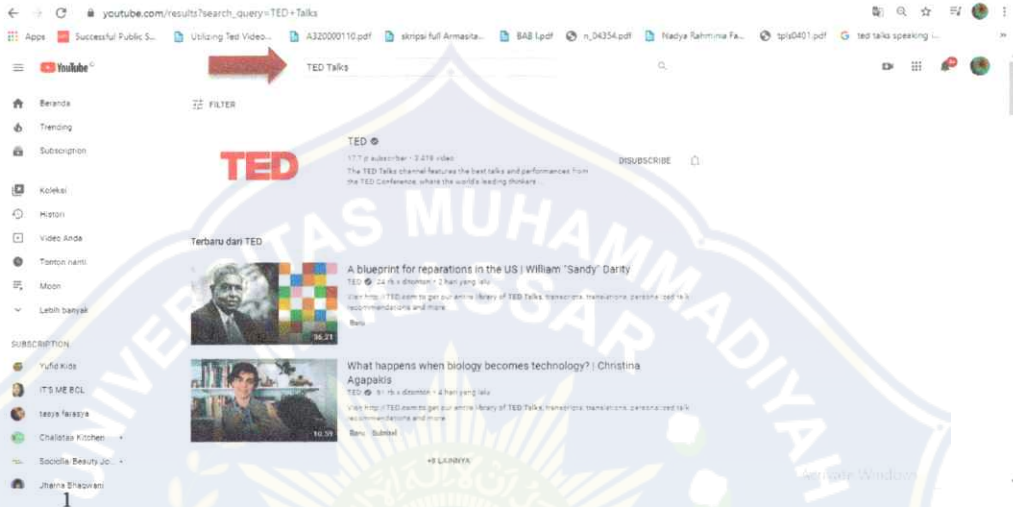
Zahriani (2018) conducted the research entitled "Utilizing TED Video to Improve Students' Public Speaking Skills for Academic Purposes". In her research, the result showed that teaching public speaking by exploring TED Talks style give effect on the public speaking students. The mean score of pre-test was 56.3 and the mean of post-test was 66.7. It means that TED Talks play the important role in improving students public speaking which is increased 18,5% in the fifth year students of Department of English Language Education of Bina Bangsa Getsempena.

Based on the previous study above, the similarities between those previous related research and this research is the using of TED Talks method in teaching. Moreover, the differences between the previous and the present research is the way of the discussion like number of students, the topic, and the place in the discussion about TED Talks will applied. The present topic in this research will discuss by using TED Talks based on topic given by researcher.

2. Procedures of Watch TED Talks Video on Youtube

There are some steps in watching TED Talks video on Youtube, they are:

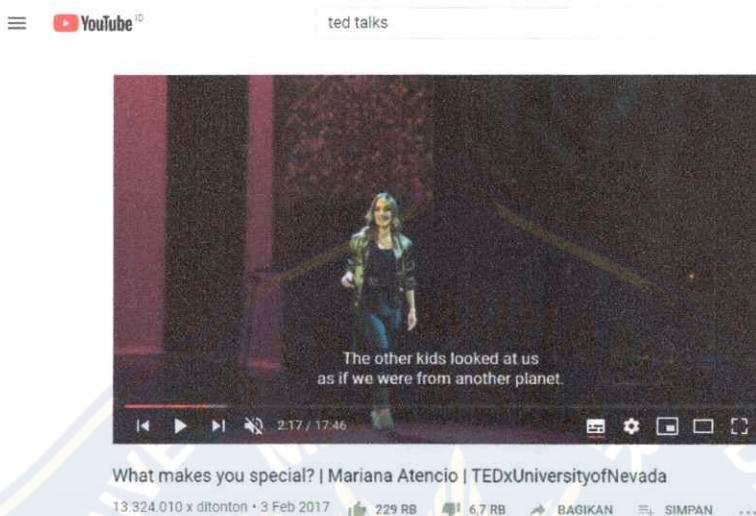
- 1) Write 'TED Talks' in the search button of Youtube



- 2) Click the 'TED' account to see the videos



3) TED Talks Performance



In this TED Talks “What makes you special?” the speaker tells about her experiences that lead to being a journalist. The speaker, Mariana, from Venezuela must stay in USA which is far from her home to fill her father’s wish; learn every culture. In this performance, Mariana share about how to be accepted in a strange place. Being different is an advantage for her like speaks different language. Work at belonging, making a friend, being funny, helpful and smart are what makes her feel valued and accepted.

B. The Concept of Speaking

1. Definition of Speaking

Speaking is the capability of someone to communicate orally with others. As Liao (2009) explained that speaking is the skill that use real life situation. Therefore, Nazara (2011) argued that speaking is specific spoken

discourses that entail the elements of language when also consider its social norm and function. While, Hanh (2011) said that in speak foreign language, learners should use the culturally acceptable ways of interacting with others in different situations and relationship.

According to Fulcher that speaking is the verbal use of language to communicate with others. Maxom states that speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their ideas, feelings and desires to others. In school, the student learns how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English. So, speaking is ability of people to communicate with other people by using verbal language. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people's behavior, asking and giving services and others. In the teaching and learning process, the teachers give less attention to speaking.

Speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency take into account "the ability to keep going when speaking spontaneously" (Gower, Philips, & Walter, 1995).

Bygate (1987) identified two elements: production skill and interaction skill. In production skill, speaking ability take place without

time limit environment and in interaction skill, there is a negotiation between learners. Both skills help learners to improve their speaking ability easier. Stuart (1989) proposed that learners should plan and adjust their talk; and effective speakers should be proficient by practicing. It shows that speaking is high risking activity that creates anxiety and causes learners worry about losing face.

Those who are more effective communicators experience more success in school and in other areas of their lives (Malmir & Shoorcheh, 2012). Nevertheless, speaking in a second or foreign language learning context has often been viewed as the most demanding of the four language skills. Especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (Fulcher, 2003).

Brown (2004) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test. Speaking in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized. Compared with writing and reading skill (commonly assumed as written language, receptive skills), speaking has some distinctive characteristics. In speaking, speakers do not typically

1
speak complete sentences; use less specific vocabulary than in written language.

Speaking is also a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation which affect conversational flow. It seems that culture is integral in how speaking is constructed which has implications for how English speaking is taught and learned. The learner can hardly understand anything at all, unless the speaker is talking about things the learner is observing, or unless the language being learned is closely related to some other language the learner knows. Through comprehension activities the learner can internalize some vocabulary and some grammatical structures, which will help the learner to understand more in stage two, when she or she knows enough to actually converse in a simple way. The result of getting through stage one is that the learner has acquired enough of the basic building blocks of the language to begin to function in real communication situations in a halting way. In stage one there is very little real speaking ability, apart from some words and sentences that can be built on the comprehension exercises. In real communication situations the learner has to depend on memorized survival phrases to meet the most immediate needs.

2. Components of Speaking Skills

According to Heaton and Harung (1999), three areas of elements to success in teaching speaking are:

1) Accuracy

Accuracy is the ability to produce correct pronunciation. Correct pronunciation means correct of sounds production and is not influenced by similar sounds in mother tongue language. The speaker with high level of accuracy will speak correctly with very few mistakes.

2) Fluency

Fluency is the ability to speak quickly and accurately. Fluent speakers are able to concentrate their attention on the meaning of the speech. Fluent speakers comprehend and recognize words at the same time.

3) Comprehension

The purpose of speaking is to make listener understand what is speaker mean. Comprehension is one of the aspects of speaking, it is the ability to take meaning from speaker and to communicate and remember the meaning from the speaker. Good speakers are those who monitor their listener comprehension to make sure they understand the speaker and comprehension as the final goal of speaking.

3. Problems of Speaking Activities

In learning foreign language, there some problems appear when students want to speak. Ur (1996) explained there are some problems with speaking activities:

1) Inhibition

Speaking requires full attention of the listener while the students commonly embarrass when observed. Most of the students do not want to speak in foreign language. They avoid making any mistake. They fear of criticism.

2) Nothing to say

The students do not know what thing to say. They think that they do not have any reason to speak.

3) Low or uneven participation

There is only one participant who speaks on the occasion when the goal is to be heard. While in a large group means that each person only has a little time to talk, then, there will be only some participants who dominate in speaking. Because of that, the others will do little or even they do not speak at all.

4) Mother tongue use

If the students are large group of students with the same mother tongue, so they will tend to use their mother tongue because it is easier than having to continue to speak in a foreign language.

4. The Way to Solve the Speaking's Problems

There are several ways to solve the speaking's problem, those are:

1) Use the Group Work

Using the group work can increase the number of student speech solely occur within a limited period of time and also lowers barriers to learners who do not want to speak in front of a full class. By group work, the students can have the amount of time remaining for positive, oral practice is likely to be far more useful than a full class set up. Even though teachers cannot monitor all student speech, not all speech that would be true, and learners can sometimes slip into their native language.

2) Base the Activity on Easy Language

The required of language level discussion should be lower than that used in intensive language learning activities in the same class. It should be easy to remember and produced by the participants, so that they can speak fluently with minimal hesitation. It is an idea that to teach or review important vocabulary well before the event.

3) Make a Careful Choice of Task and Topic to Stimulate Interest

The more increasingly apparent purpose of the discussion participants were the more motivated they will be.

4) Give Some Training or Instructions in Discussion Skills

If the assignment is based on the discussion group and then include instructions about participation when introducing it.

5) Keep Students Speaking the Target Language

The best ways to make students keep speak in the target language just to be there alone as much as possible, and remind them to use their own modeling language.

5. Technique for Teaching Speaking

There are several techniques for teaching speaking, those are:

1) Dialogue

According to Ur (1996), Dialogue is the traditional language-learning techniques that the learners are taught a brief dialogue. Then, they do it, personally in pairs, or publicly in front of the whole class.

2) Role Play

Ur (1996) explained Role play is a game that the players play the role of imaginary characters and collaborate to knit a story together. The players choose their actions significant figures based on the characteristics of the character, and the success of their action depends on the system of game rules that have been determined.

3) Jigsaw

Based on Hakkarainen in Handayani (2010), Jigsaw is a group work for participating and learning in the group learning activities. Each group has responsibilities for taking the knowledge from one group and repeating it to new listeners in other groups.

C. Accuracy and Fluency in Speaking

1. Accuracy

Based on British Council's, accuracy refers to how correct learners' use of the language system is, including their use of pronunciation, grammar, and vocabulary. In other words, accuracy is the ability to speak or write without making any vocabulary, punctuations, grammatical, and other errors. Teachers who believe accuracy is the key help their students to produce written and spoken English with zero mistake and perfect correctness. The former one is the accuracy-oriented approach which accepts that grammatical errors cannot be neglected, that is because they can result in fossilization. Instant error-correction is strictly needed to avoid fossilization. This approach focuses on repetition of newly introduced forms and grammatical structures in speaking (Willerman, 2011).

2. Fluency

Ellis and Barkhuizen (2005), define fluency as "the production of language in real time without undue pausing or hesitation". To put into simpler words, fluency is the ability to write, speak and read smoothly and effortlessly. Teachers who put more emphasis on fluency aim to produce students who are competent in expressing themselves and giving responses in communication. They focus more on meaning and context rather than grammatical structure. The usual classroom activities to promote fluency are public speaking, debate, role play, group works and games. To conclude, accuracy and fluency are two contrasting things. The former is how

effortlessly and smoothly one speaks and writes while the latter is writing and speaking without structural and grammatical flaws. Each of them brings various effects to the students.

Speaking fluency is determined by several components such as speech rate or number of filled and unfilled pauses, number of errors, and use of formulaic language (Bøhn, 2015; Gut, 2009; Housen & Kuiken, 2009). A broader definition of speaking fluency, therefore, is needed in exploratory studies. That is, speaking fluency should be more broadly defined as the learners' ability to produce a speech that is rapid and comprehensible.

D. Conceptual Frameworks

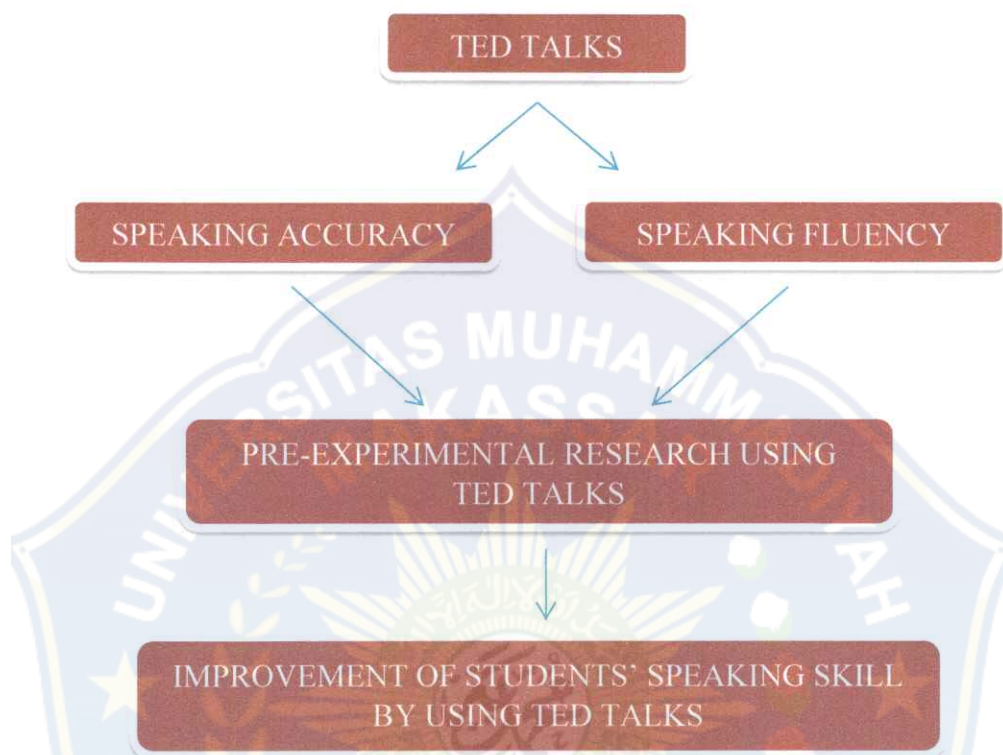


Figure 2.1 Conceptual Framework

The students have some difficulties in speaking in learning language. In this research, based on the conceptual framework above, the researcher will use TED Talks as a problem solver to help the students improve their speaking skill. It will help the fluency and accuracy of students' speaking skill. In the conceptual framework, the student will practice their speaking skill by using TED Talks to measure the students' accuracy and fluency in speaking. The researcher use experimental design, in which the researcher will use pre-test, expose to treatment, and post-test. Then, the researcher will see the result of the students' improvement in using TED Talks after the practice done.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In order to know the students' improvement in speaking skill of using TED Talks, the research conducts an experimental research. Experimental research is designed to find out effect of presumed cause. In this case, Pre-Experimental Design is used in this research. It occurs in a single group which is no control and experiment class needed. In this study, One-Group Pre-Test and Post-Test is chosen to give the treatment. One-Group Pre-Test and Post-Test is one of the designs of Pre-Experimental method that has one group of experiment without using control group, to know the significance is by comparing the score of pre-test and post-test (Ary et al, 2018).

The form of the design chart is as follows:

O₁	X	O₂
Pre-Test	Treatment	Post-Test

Notes:

O₁= Pre-Test

X = Treatment

O₂ = Post-Test

Adapted from Sugiyono (2018:110)

1. Pre-test

The researcher asked the students to speak in front of their classmate with random topic to know the capacity of the students' speaking skill.

2. Treatment

The researcher taught the students about TED (Technology, Entertainment, and Design) Talks that can improve their speaking skill. In this case, the researcher gave the students an explanation about what is TED Talks and the researcher asked to student to watch the TED Talks video and gave a certain topic for students to retell what the students get from the video.

Teacher	Students
The lecturer explains the definition and how the use of TED Talks.	Students listen and pay attention to the teacher to the material about TED Talks.
The lecturer randomly mention the name of the students one by one or asked the students who is going to be the first speaker	Students are called one by one to tell their experience.
The lecturer gives instruction to the students to pay attention to the way the speaker did presentation in the video.	Students followed the lecturer instruction to focus on the way the speaker did presentation in the video.
The lecturer gives topic to the	Students are given a topic to present.

students to present.	
The lecturer give the rules of presentation; maximum 3 minutes.	The students tell about the topic in front of the other student and the other student should pay attention to the speaker.
Every 3 minutes, the lecturer asked the students who wants to be the next speaker.	The student (a speaker) changes every 3 minutes, they presented alternatively.
The lecturer asked to every student to make conclusion based on the video they have watched.	Students make conclusion and spoke directly.
At the end of discussion, lecturer asked the students to memorize new vocabularies that students' get after watched the video and after that in next meeting, students should mention new vocabularies that they learned before.	Students memorize and mention new vocabularies for next meeting.
In the last day, the lecturer focused to analyse the students' smoothness when the presentation go on. After that the lecturer will explain about how to be smooth in speaking.	At the end of the presentation, the students get explanation by the lecturer about how to be smooth when speaking.

3. Post-test

The researcher gives TED (Technology Entertainment, and Design) Talks topic and limit the time for the student to speak in front of the class. This test is similar to pre-test.

B. Population and Sample

This research will conduct in university. The subject of this research is third semester students in Muhammadiyah University of Makassar in academic year of 2020/2021.

1. Population

The population of this research is 3rd semester students of Muhammadiyah University of Makassar, which consist 8 classes of English education department (EFL classroom) and the total is 20 students each class in academic year 2020-2021.

2. Sample

The sample of this research is 3rd semester students of D class of Muhammadiyah University of Makassar. The sample is chosen by using purposive sampling. The total of the sample is 20 students available for online class.

C. Research Variables and Indicators

1. Research Variables

a. Independent Variable

Independent variable is variable which can give response or influence to dependent variable. In this research, the independent variable is TED Talks to improve students' speaking skill.

b. Dependent Variable

Dependent variable is variable caused or influenced by other variable. Dependent variables in this research are accuracy and fluency.

2. Indicators

The indicator to measure accuracy is vocabulary while the indicator to measure fluency is smoothness.

D. Instrument of the Research

In the research, instrument for collecting data are absolutely important. The accuracy of the research result is mostly dependent on how accurate the used of instrument. Before doing the research, the instrument for the data collection should be well prepared. Based on the research problems, the researcher used oral test. It aimed to measure the students' ability in speaking. The researcher aims at knowing the students' improvements in learning process by using TED Talks.

There are two aspects to measure students' speaking performance; they are accuracy and fluency which will be scored based on criteria which classify as follows:

- a. The assessment of speaking accuracy consist into vocabulary

Table 3.1: The Assessment of Vocabulary

Classification	Score	Criteria
Excellent	96 – 100	Use vocabulary and idioms is virtually that of native speaker
Very Good	86 – 95	Sometimes uses inappropriate terms and/ or must rephrase ideas because of lexical inadequacies
Good	76 – 85	Frequently uses the wrong words, conversation somewhat limited because inadequate vocabulary
Fairly Good	66 – 75	Misuses of words and very limited vocabulary make comprehension quite difficult
Fair	56 – 65	Vocabulary limitation to extreme as to make virtually impossible
Poor	36 – 55	Long pause while search for the desired meaning of word
Very Poor	0 – 35	Full of long and unnatural pauses

- b. The assessment of speaking fluency consist into smoothness

Table 3.2: The Assessment of Smoothness

Classification	Score	Criteria
Excellent	96 – 100	Speech is smoothness and effortless as that of native speaker problems
Very Good	86 – 95	Speed of speech seems to be slightly affected by using language problems
Good	76 – 85	Speed and smoothness are rather strongly affected by language problems
Fairly Good	66 – 75	Usually hesitant, often forced into silence by language problems
Fair	56 – 65	Speech is as halting and fragmentary as to make conversation virtually impossible
Poor	36 – 55	Almost gives up making the effort at times, limited range of expression
Very Poor	0 – 35	Can't speech and conversation virtually impossible

(Heaton, 1988:100)

E. Data Collection

The data collection in this research was Quantitative research. Quantitative research is research that use numbers in the calculation process and identification of research results. The reason why researcher use quantitative research because with this type of data, researcher can use statistic to generalize a finding and look at relationship between variables and could establish cause and effect in highly control circumstances.

The researcher will collect the Pre-test and Post-test data to get the final result of the research. Pre-test applies to get the first achievement of the students before treatment, and the post-test applies to get the student's achievements after treatment. In treatment, the researcher will observe the learning process when apply the method.

F. Technique of Data Analysis

After did the technique procedure of collecting data, the next step was data analysis. To describe the students' ability in speaking, the research employed the formula as follows:

1. Scoring The Student' Percentage Speaking of Pre-Test and Post-Test

$$P = \frac{fq}{N} \times 100\%$$

(Gay, 2006)

2. Calculating The Mean Score

The calculating of the students' speaking skill by using the following formula:

$$x = \frac{\sum x}{N}$$

Where:

X = Mean score

$\sum X$ = The sum of all score

N = The number of students

3. To know how improvement of the score in literal comprehension

The improvement of the students' score in main idea and supporting details.

$$P = \frac{x_2 - x_1}{x_1} \times 100$$

Where:

P = percentage of the students

X₁ = the mean score of pre-test

X₂ = the mean score of post-test

4. Finding out the significant different between the pre-test and post-test

Formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \left(\frac{\sum D^2}{N}\right)}{N(N-1)}}$$

Where:

T = the significance

D = the mean of the different

\bar{D} = the sum of all score

N = the total number of score

5. Testing hypothesis

After get the students' significance scores (value of t) it will compare with the value of t -table. When it is found that the value of t -test is equal or greater than the value of t -table, it means that Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_1) is accepted because there is significance difference between pre-test and post-test and after taught speaking using TED Talks. The criteria for the hypothesis testing as follows:

Table 3.3: Criteria for the hypothesis testing

Testing	Hypothesis	
	H_0	H_1
$t\text{-test} > t\text{-table}$	Rejected	Accepted
$t\text{-test} < t\text{-table}$	Accepted	Rejected

(Sugiyono, 2014:317)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter particularly presented the finding of the research which is presented as data description and discussion of the findings reveals argument and further interpretation of the findings.

A. Findings

After conducting the research, the researcher obtained two kinds of data; the score of pre-test and the score of post-test. Pre-test was given before the treatment and post-test was given after the treatment. The results are presented as follows:

1. The Result of The Students' Speaking in Accuracy

The following table shows the result of the students' speaking in accuracy in pre-test and post-test using TED Talks video.

Table 4.1: The Students' Result in Accuracy

NO	INDICATOR	SCORE		RESULT (%)
		PRE-TEST	POST-TEST	
1	Vocabulary	8.42	8.85	5.10
MEAN				5.10

The table above shows that, the students' scores improved after using TED Talks video in teaching and learning process. It is proved by comparing students' score in pre-test and post-test. The students' percentage of improvement between pre-test and post-test is 5.10% for

vocabulary. After being treated the result of students speaking in accuracy become 5.10%.

To see clearly the result of the students' speaking in accuracy can be presented as the following chart.

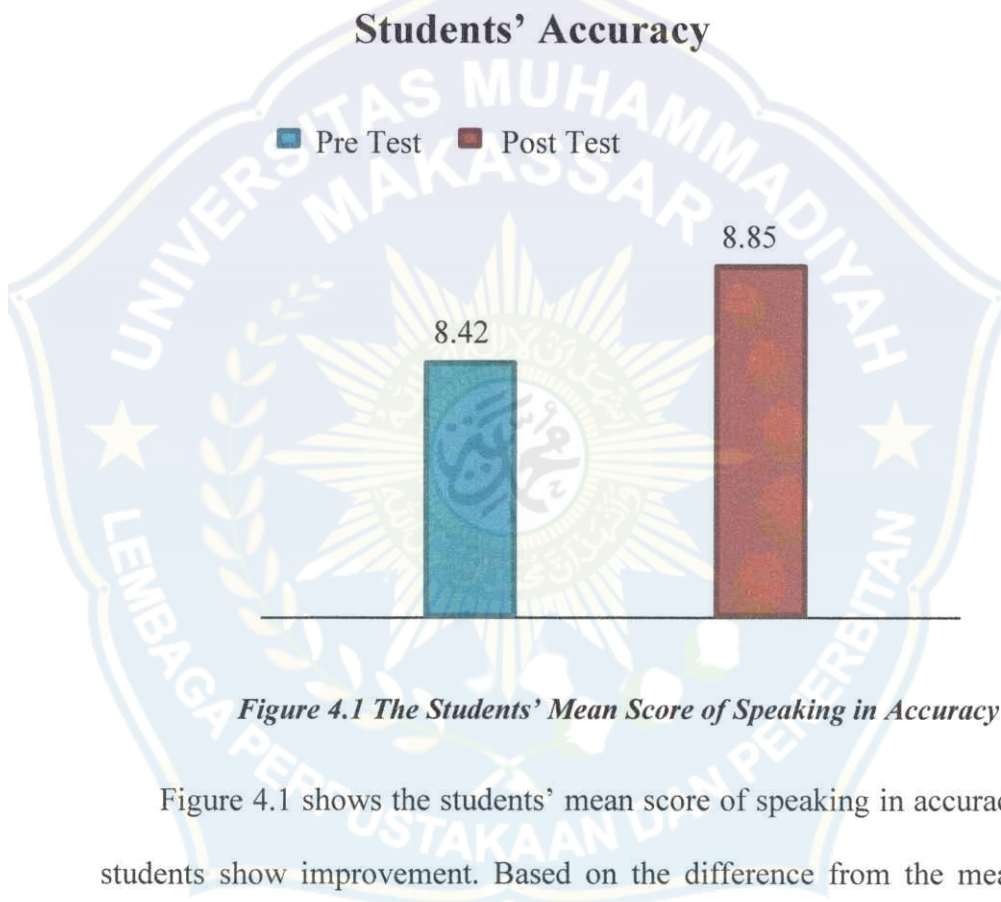


Figure 4.1 The Students' Mean Score of Speaking in Accuracy

Figure 4.1 shows the students' mean score of speaking in accuracy students show improvement. Based on the difference from the mean score students get, in vocabulary term students show the improvement from pre-test to post-test where the increase of students increased by 5.10%. It means that in accuracy, students showed improvement from pre-test to post-test.

1.1 The Students' Frequency and Percentage in Term of Vocabulary

The following table shows the frequency and percentage of students' vocabulary after doing pre-test and post- test.

Table 4.2 The students' frequency and percentage in vocabulary

No	Category	Score	Pre-test		Post-test	
			Frequency	%	Frequency	%
1	Excellent	96-100	0	0%	4	20%
2	Very Good	86-95	4	20%	9	45%
3	Good	76-85	13	65%	7	35%
4	Fairly Good	66-75	3	15%	0	0%
5	Fair	56-65	0	0%	0	0%
6	Poor	36-55	0	0%	0	0%
7	Very Poor	0-35	0	0%	0	0%
TOTAL			20	100	20	100

Table 4.2 shows from 20 students who followed the pre-test there are only 4 students get very good score (20%). Meanwhile 13 students get good score (65%), 3 students get fairly good score (15%). It means that the students score and percentages in pre-test were still good because half of students get good score. While in the post-test, 4 students get excellent score (20%), 9 students get very good score (45%), and 7 students get good score (35%).

The data above can also be shown in the figure below:

Vocabulary

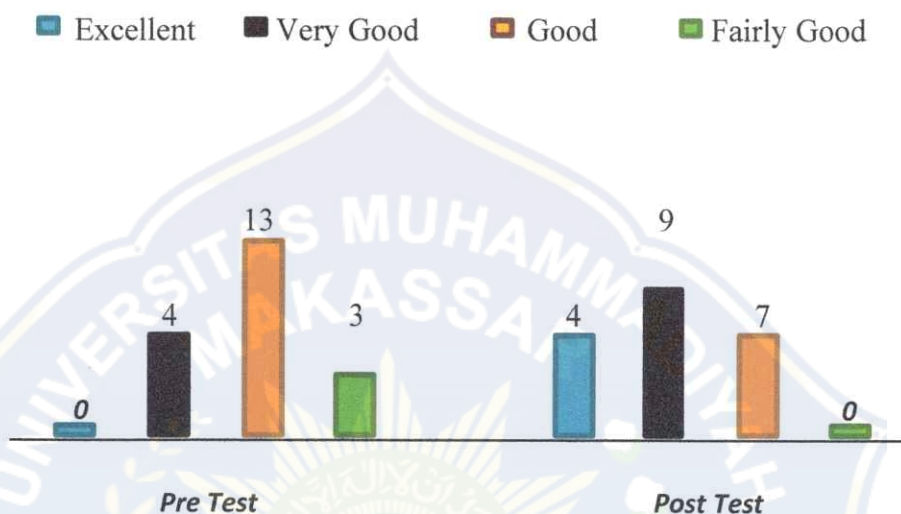


Figure 4.2: The Percentage of Students' Speaking in Vocabulary

Based on figure 4.2 above showed that in vocabulary term, students showed a significant increase in pre-test and post-test. In pre-test students were classified into 3 categories where no student were classified into excellent category while in the post-test it had shown 4 students were categorized in excellent score. Also in the pre-test as many as 4 students were categorized as very good score, 13 students categorized as good score and 3 students were categorized as fairly good score where in post-test, there were no students categorized as fairly good score. It increased into 9 students got very good score where in pre-test there were only 4 students got a very good score.

2. The Result of the Students' Speaking in Fluency

The following table showed the result of the students' speaking in Fluency in pre-test and post-test using TED Talks video.

Table 4.3: The students' Result in Fluency

NO	INDICATOR	SCORE		RESULT (%)
		PRE-TEST	POST-TEST	
1	Smoothness	8.27	8.81	6.52
MEAN				6.52

From the table above shows, the students' score improved after using TED Talks video in teaching and learning process. It is proved by comparing students' score in pre-test and post-test.

The students' percentage of improvement between pre-test and post-test is 6.52% for smoothness term. After being treated the result of students speaking in fluency become 6.52%.

To see clearly the result of the students' speaking in fluency can be presented as the following chart.

Students' Fluency

■ Pre Test ■ Post Test

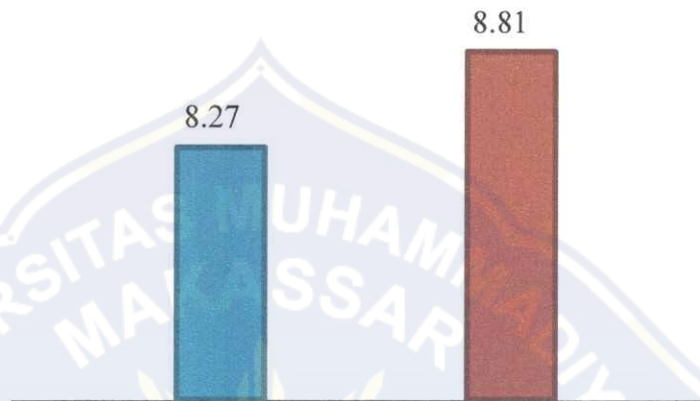


Figure 4.3 The Students' Mean Score of Speaking in Fluency

Figure 4.3 showed the students' mean score of speaking in fluency students showed improvement. Based on the difference from the mean score students got, in smoothness term students showed the improvement from pre-test to post-test where the increase of students increased by 6.52%. It means that in fluency, students showed improvement in smoothness.

2.1 The Students' Frequency and Percentage in terms of Smoothness

The following table showed the frequency and percentage of students' smoothness after doing pre-test and post- test.

Table 4.4 The students' frequency and percentage in smoothness

No	Category	Score	Pre-test		Post-test	
			Frequency	%	Frequency	%
1	Excellent	96-100	0	0%	4	20%
2	Very Good	86-95	6	30%	10	50%
3	Good	76-85	9	45%	6	30%
4	Fairly Good	66-75	5	25%	0	0%
5	Fair	56-65	0	0%	0	0%
6	Poor	36-55	0	0%	0	0%
7	Very Poor	0-35	0	0%	0	0%
	TOTAL		20	100	20	100

Table 4.4 shows from 20 students who followed the pre-test there are only 6 students get very good score (30%). The balances are 9 students get good score (45%), 5 students get fairly good score (25%). It means that the students score and percentages in pre-test are still in average because half of students get good and fairly good score. While in post-test, 4 students get excellent score (20%), 10 students get very good score (50%), and 6 students get good score.

The data above can also showed in the graphic below:

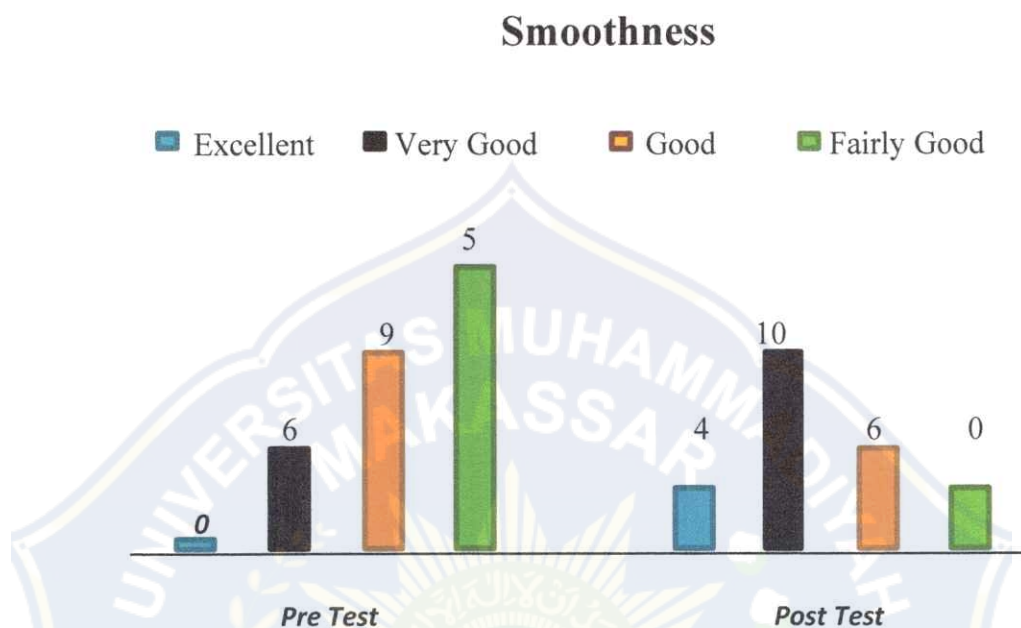


Figure 4.4: The Percentage of Students' Speaking in Smoothness

Based on figure 4.4 above showed that in smoothness term, students showed a significant increase in pre-test and post-test. In pre-test students were classified into 3 categories where only 6 students were classified in the very good category while in the post-test it increased into 10 students were categorized in very good scores. Also in the pre-test as many as 9 students were categorized as good and 9 students were categorized in fairly good score while in the post-test showed there were no more students categorized as fairly good where 4 students could be categorized as excellent score.

3. Test of Significance Testing and Hypothesis

To know the level of significance of pre-test and post-test, the researcher used t-test analysis on the level significance was (p) 0.05 with the degree of freedom (df) + N-1, where N= number of subject (20 students). Table 4.4 showed the result of t-test calculation of students' speaking skill

Table 4.5 The Comparison of T-test and T-table Students' Speaking Skill
Score

Variable	t-test	t-table
Using TED Talks Video	4.037	1.743

Table 4.5 indicated that the values of the t-test were higher than the value of the t-table. It was indicated that there was a significant difference between the results of the students' pre-test and post-test by using TED Talks video.

a. Hypothesis Testing

The researcher used t-test analysis for the level of significance (p) = 0.05 and with the degree of freedom (df) = 20 and the t-table was 1.743. Meanwhile, the value of t-test 4.037. It means that the value of t-test was higher than t-table. So there is an improvement of students' speaking skill in accuracy and fluency by using TED Talks video. It means that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted.

B. Discussions

The major purpose of this research was to find out whether or not the use of TED Talks video can improve students' speaking skill in terms of accuracy and fluency. The result of this research showed that the use of TED Talks video improved students' speaking skill in terms of accuracy (vocabulary), and fluency (smoothness). There were possible explanations for the result found in this research.

1. The Student's Speaking Skill in Accuracy in Terms of Vocabulary

At the first, the researcher gave pre-test to the students to measure their capability in speaking skill in term of vocabulary. The result showed that the students' capability in speaking was still in average. The researcher found the problem in pre-test was the students got difficulties in misused of words and very limited vocabulary so the students did not know about what they wanted to say and also some of students found the fastest way like writing the script for presentation and read it when they were speaking so they could not remember the word and felt lazy to memorize a new word.

In pre-test, the researcher asked the students to sharing their random experiences in front of the other students. The result of pre-test was students got 15% categorized as fairly good. After giving pre-test, researcher gave them treatment. It was conducted in four meetings to measure students' vocabulary after used TED Talks video in learning process.

In the treatment process, researcher asked the students to memorize new vocabularies that students get based on TED Talks video they have watched and after that in the next meeting, the students should mention new vocabularies that they learned before at the end of presentation.

After giving the treatment, in the last meeting researcher give post-test to them. In post-test, researcher gave the students a topic and asked them to re-tell the topic in front of the other students.

In post-test, researcher got the students' vocabulary was improved. It proved by comparing the students' percentage in pre-test was 15%, 65% and 20% and became 35%, 45%, and 20% in post-test. It showed that using TED Talks video to improve students' speaking skill in term of vocabulary was successful. They spoke about topic that researcher given. They can speak what they want to speak but all in English. As Patria (2019) said that TED Talks can also build authentic vocabulary knowledge and various English accents by listening to interesting material.

2. The Student's Speaking Skill in Fluency in Terms of Smoothness

The researcher gave pre-test to the students to measure their capability in speaking skill in term of smoothness. The result showed that the student's capability in speaking skill was still in average. The researcher found the problem in pre-test was the students got difficulties in speed and smoothness were rather slowly affected by language problems.

In pre-test, the researcher used TED Talks video as a media then asked the students to watch the video about min 3 times and more. The result of pre-test was students got 25% categorized as fairly good. After giving pre-test, researcher gave them treatment. It was conducted in four meetings to measure students' smoothness after used TED Talks video in learning process.

In treatment process, teacher focuses on students' fluency in term of smoothness in speaking. At the end of presentation, students make a short conclusion one by one about some topic that already presented before.

After giving the treatment, in the last meeting researcher gave post-test to them. In post-test, researcher got the students' smoothness was improved. It could be said that using TED Talks video to improve students' speaking skill in term of fluency (smoothness) was successful.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on finding, it could be conclude that the use of TED Talks video was effective in increasing students' speaking skill, it proved by seeing the conclusion below:

1. The students' accuracy in term of vocabulary improved, it has been proved by seeing the students' rate percentage in pre-test was students categorized as good, fairly good and in post-test increased became excellent and more than a half students categorized as very good in post-test.
2. The students' fluency in term of smoothness improved, it has been proved by seeing the students' rate percentage in pre-test was students categorized as good, a half students categorized as fairly good. And in post-test increased categorized as very good and more than a half students categorized as good score in post-test.

B. Suggestion

After analyzing the data gained from speaking skill, the researcher would like to present some suggestions. They are as follows:

1. The researcher suggested for English teacher to use TED Talks video as one of media in teaching process especially in teaching speaking because

most of the students had felt the positive impact of using TED Talks video in improving their speaking skill.

2. The researcher suggested for students, they should be more often and diligent in learning English by using TED Talks video because there were advantages in it that can help their speaking skill in terms accuracy and fluency.
3. The researcher suggested for other researcher, researcher still has many shortcomings in making and arranging this research, so the researcher hope that this study will motivate further research to conduct relevant studies.

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APPENDIX I
TABLE OF SCORING

SCORE OF PRE-TEST

No.	CODE	SCORE		
		VOCABULARY	SMOOTHNESS	TOTAL
1	S-01	85	86	171
2	S-02	75	75	150
3	S-03	85	87	172
4	S-04	85	87	172
5	S-05	84	75	159
6	S-06	89	89	178
7	S-07	84	83	167
8	S-08	93	93	186
9	S-09	85	82	167
10	S-10	75	80	155
11	S-11	85	84	169
12	S-12	90	87	177
13	S-13	90	85	175
14	S-14	85	85	170
15	S-15	83	84	167
16	S-16	83	75	158
17	S-17	85	85	170
18	S-18	75	83	158
19	S-19	83	75	158
20	S-20	85	75	160
TOTAL		1684	1655	3339
AVERAGE		8.42	8.27	16.69

SCORE OF POST-TEST

No.	CODE	SCORE		
		VOCABULARY	SMOOTHNESS	TOTAL
1	S-01	90	86	176
2	S-02	82	80	162
3	S-03	85	90	175
4	S-04	92	91	183
5	S-05	87	87	174
6	S-06	96	96	192
7	S-07	84	87	171
8	S-08	98	97	195
9	S-09	89	82	171
10	S-10	80	80	160
11	S-11	88	89	177
12	S-12	97	98	195
13	S-13	96	97	193
14	S-14	90	88	178
15	S-15	85	87	172
16	S-16	87	85	172
17	S-17	89	90	179
18	S-18	84	86	170
19	S-19	83	82	165
20	S-20	88	84	172
TOTAL		1770	1762	3532
AVERAGE		8.85	8.81	17.66

RATE PERCENTAGE OF STUDENTS' SCORE

A. The Rate Percentage of Pre-Test Score

1. Vocabulary

No	Category	Score	Pre-test	
			Frequency	%
1	Excellent	96-100	0	0%
2	Very Good	86-95	4	20%
3	Good	76-85	13	65%
4	Fairly Good	66-75	3	15%
5	Fair	56-65	0	0%
6	Poor	36-55	0	0%
7	Very Poor	0-35	0	0%
TOTAL			20	100

Calculate the frequency and the rate percentage using this formula:

$$P = \frac{fq}{N} \times 100\%$$

For “**Very Good**” category

$$P = \frac{4}{20} \times 100\%$$

$$P = 0,2 \times 100\%$$

$$P = 20\%$$

For “**Good**” category

$$P = \frac{13}{20} \times 100\%$$

$$P = 0,65 \times 100\%$$

$$P = 65\%$$

For “**Fairly Good**” Category

$$P = \frac{3}{20} \times 100\%$$

$$P = 0,15 \times 100\%$$

$$P = 15\%$$

2. Smoothness

No	Category	Score	Pre-test	
			Frequency	%
1	Excellent	96-100	0	0%
2	Very Good	86-95	6	30%
3	Good	76-85	9	45%
4	Fairly Good	66-75	5	25%
5	Fair	56-65	0	0%
6	Poor	36-55	0	0%
7	Very Poor	0-35	0	0%
	TOTAL		20	100

Calculate the frequency and the rate percentage using this formula:

$$P = \frac{fq}{N} \times 100\%$$

For **“Very Good”** Category

$$P = \frac{6}{20} \times 100\%$$

$$P = 0,3 \times 100\%$$

$$P = 30\%$$

For **“Good”** category

$$P = \frac{9}{20} \times 100\%$$

$$P = 0,45 \times 100\%$$

$$P = 45\%$$

For **“Fairly Good”** category

$$P = \frac{5}{20} \times 100\%$$

$$P = 0,25 \times 100\%$$

$$P = 25\%$$

B. The Rate Percentage of Post-Test Score

1. Vocabulary

No	Category	Score	Post-test	
			Frequency	%
1	Excellent	96-100	4	20%
2	Very Good	86-95	9	45%
3	Good	76-85	7	35%
4	Fairly Good	66-75	0	0%
5	Fair	56-65	0	0%
6	Poor	36-55	0	0%
7	Very Poor	0-35	0	0%
	TOTAL		20	100

Calculate the frequency and the rate percentage using this formula:

$$P = \frac{fq}{N} \times 100\%$$

For “**Excellent**” category

$$P = \frac{4}{20} \times 100\%$$

$$P = 0,2 \times 100\%$$

$$P = 20\%$$

For “**Very Good**” category

$$P = \frac{9}{20} \times 100\%$$

$$P = 0,45 \times 100\%$$

$$P = 45\%$$

For “**Good**” category

$$P = \frac{7}{20} \times 100\%$$

$$P = 0,35 \times 100\%$$

$$P = 35\%$$

2. Smoothness

No	Category	Score	Post-test	
			Frequency	%
1	Excellent	96-100	4	20%
2	Very Good	86-95	10	50%
3	Good	76-85	6	30%
4	Fairly Good	66-75	0	0%
5	Fair	56-65	0	0%
6	Poor	36-55	0	0%
7	Very Poor	0-35	0	0%
	TOTAL		20	100

Calculate the frequency and the rate percentage using this formula:

$$P = \frac{fq}{N} \times 100\%$$

For **“Excellent”** Category

$$P = \frac{4}{20} \times 100\%$$

$$P = 0,2 \times 100\%$$

$$P = 20\%$$

For **“Very Good”** category

$$P = \frac{10}{20} \times 100\%$$

$$P = 0,5 \times 100\%$$

$$P = 50\%$$

For **“Good”** category

$$P = \frac{6}{20} \times 100\%$$

$$P = 0,3 \times 100\%$$

$$P = 30\%$$

MEAN SCORE AND THE IMPROVEMENT

A. Mean Score of The Pre-Test

1. Vocabulary

$$x1 = \frac{\sum x}{N}$$

$$x1 = \frac{1684}{20}$$

$$x1 = 84.2$$

2. Smoothness

$$x1 = \frac{\sum x}{N}$$

$$x1 = \frac{1655}{20}$$

$$x1 = 82.75$$

B. Mean Score of The Post Test

1. Vocabulary

$$x1 = \frac{\sum x}{N}$$

$$x1 = \frac{1770}{20}$$

$$x1 = 88.5$$

2. Smoothness

$$x1 = \frac{\sum x}{N}$$

$$x1 = \frac{1762}{20}$$

$$x_1 = 88.1$$

C. The improvement score

1. Vocabulary

$$P = \frac{x_2 - x_1}{x_1} \times 100$$

$$P = \frac{88.5 - 84.2}{84.2} \times 100$$

$$P = \frac{4.3}{84.2} \times 100$$

$$P = \frac{x_2 - x_1}{x_1} \times 100$$

$$P = 0,051 \times 100$$

$$P = 5,1\%$$

2. Smoothness

$$P = \frac{x_2 - x_1}{x_1} \times 100$$

$$P = \frac{88.1 - 82.7}{82.7} \times 100$$

$$P = \frac{5.4}{82.7} \times 100$$

$$P = \frac{x_2 - x_1}{x_1} \times 100$$

$$P = 0,065 \times 100$$

$$P = 6,5\%$$

T-TEST VALUE AND DEGREE OF FREEDOM (df)

1. T-Test Value

To find out the significant differences between the score of pre-test and post-test by using the formula:

$$T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$T = \frac{9,65}{\sqrt{\frac{2273 - \left(\frac{193}{20}\right)^2}{20(20-1)}}$$

$$T = \frac{9,65}{\sqrt{\frac{2273 - (9,65)}{20(19)}}$$

$$T = \frac{9,65}{\sqrt{\frac{2273 - 93,12}{380}}}$$

$$T = \frac{9,65}{\sqrt{\frac{2179,88}{380}}}$$

$$T = \frac{9,65}{\sqrt{5,73}}$$

$$T = \frac{9,65}{2,39} = 4,037$$

Where: T : Test of significance

\bar{D} : The mean score

$\sum D$: The sum of total score of difference

D : The Square of the sum score of different

N : The total number of students.

2. T-table

For level of significance (D) = 0,05

Degree of freedom (df) = ($N-2$) = 20-2 = 18

T-Table = 1,743

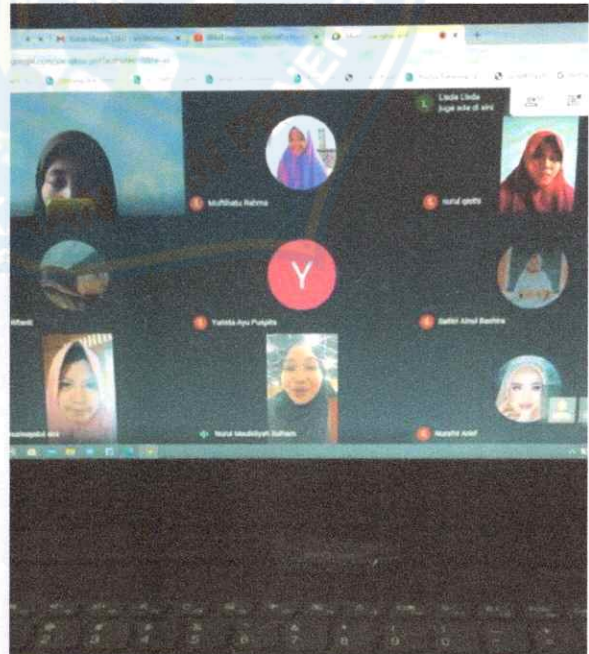
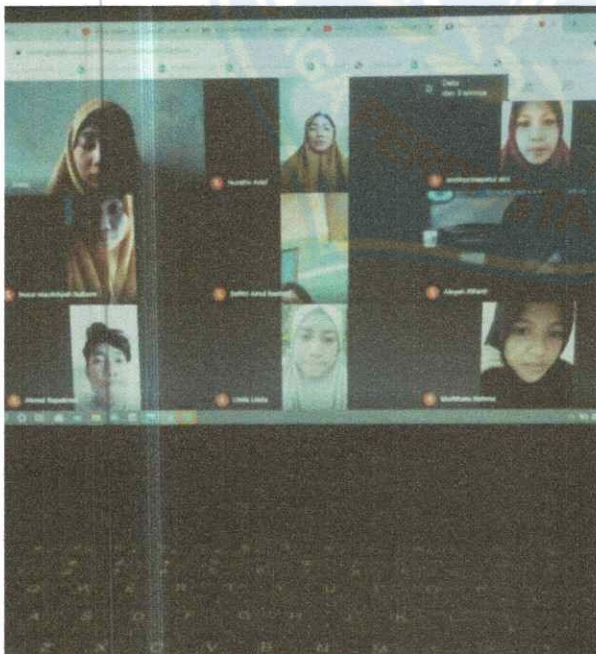
The Distrubution of T-Table

Df	Level of Significant for one tailed test			
	0, 05	0, 025	0, 005	0, 0005
	Level of Significant for one tailed test			
	0, 10	0, 05	0, 01	0, 0001
1	6, 314	12, 706	63, 657	636, 619
2	2, 920	4, 303	9, 925	31, 598
3	2, 353	3, 182	5, 841	12, 941
4	2, 132	2, 776	4, 604	8, 610
5	2, 015	2, 571	3, 707	6, 869
6	1, 943	2, 247	3, 707	5, 959
7	1, 895	2, 365	3, 499	5, 408
8	1, 860	2, 306	3, 335	5, 041
9	1, 833	2, 262	3, 250	4, 781
10	1, 812	2, 226	3, 169	4, 587
11	1, 796	2, 201	3, 106	4, 437
12	1, 782	2, 179	3, 055	4, 318
13	1, 771	2, 460	3, 120	4, 221
14	1, 761	2, 145	2, 977	4, 140
15	1, 753	2, 131	2, 974	4, 037
16	1, 746	2, 120	2, 921	4, 015
17	1, 740	2, 110	2, 898	3, 965
18	1, 743	2, 101	2, 878	3, 922
19	1, 729	2,093	2, 861	3, 883

20	1, 725	2,086	2, 845	3, 850
21	1, 721	2,080	2, 831	3, 819
22	1, 314	2, 074	2, 819	3, 792
23	1, 714	2,690	2, 807	3, 767
24	1, 711	2, 640	2, 797	3, 745
25	1, 708	2,060	2, 787	3, 725
26	1, 706	2, 056	2, 779	3, 707
27	1, 703	2, 052	2, 771	3, 090
28	1, 701	2, 048	2, 763	3, 674
29	1, 699	2, 045	2, 765	3, 659
30	1, 697	2, 042	2, 750	3, 646
40	1, 684	2, 021	2, 704	3, 551
60	1, 671	2, 000	2, 660	3, 460,
120	1, 685	2, 180	2, 617	3, 373
X	1, 645	2, 960	2.576	3, 291

APPENDIX II

DOCUMENTATION





RENCANA PEMBELAJARAN SEMESTER

PRODI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan
SPEAKING FOR INTERMEDIATE	CW688203235	Pengembangan Pendidikan	2	III	10 April 2019
OTORISASI	Pengembang RP Awalia Azis, S.Pd., M.Pd	Koordinator RMK Sulfasyah, S.Pd. MA., Ph.D	Ka PRODI Ummi Khaerati Syam, S.Pd. M.Pd.		
Capaian Pembelajaran (CP)	CPL-PRODI				
S1 : Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius;					

	<p>KU1: Menerapkan pemikiran sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan/atau teknologi dalam pembelajaran;</p>
	<p>KU 3: Mampu mengkaji implikasi pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memerhatikan dan menerapkan nilai humaniora sesuai dengan keahliannya berdasarkan kaidah, tata cara dan etika ilmiah dalam rangka menghasilkan solusi, gagasan, desain atau kritik seni.</p> <p>KU 11:Mampu menggunakan teknologi informasi dalam konteks pengembangan keilmuan dan implementasi bidang keahlian;</p> <p>KK3:Mampu menerapkan keterampilan berbahasa (language skills) minimal setara tingkat B2 (Standar Common European Framework of Reference for Languages) serta pengetahuan kebahasaan dan kesastraan (linguistics dan literature) dalam melaksanakan pembelajaran bahasa Inggris yang komunikatif dan interaktif.</p> <p>KK 7:Mampu menganalisis ketepatan, mengadaptasi, dan menggunakan sumber belajar dan media pembelajaran (elektronik, non-elektronik, teknologi informasi dan komunikasi) yang sesuai dengan karakteristik pembelajaran bahasa Inggris, tujuan pembelajaran, dan karakteristik siswa sebagai sarana pencapaian tujuan pembelajaran secara utuh;</p>
	<p>CP-MIK</p>
	<p>CPMK 1: Selalu berdoa sebelum dan sesudah pembelajaran</p>

CPMK 2:Mampu menunjukkan sikap saling menghargai dan menghormati sesama baik itu terhadap dosen maupun sesama mahasiswa sebagai wujud ketakwaan kepada Tuhan Yang Maha Esa

CPMK 3:Bekerjasama dengan baik sesama anggota kelompok dalam menyelesaikan tugas.

CPMK 4:Mampu menerapkan asking and giving opinion dalam proses belajar secara teori dan praktis berbicara

CPMK 5:Menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan/atau teknologi sesuai dengan bidang keahliannya;

CPMK 6: Mahasiswa mampu mengasosiasikan proses belajar secara teori dan praktis berbicara.

CPMK7:Mahasiswa mampu menggunakan bahasa Inggris dan membiasakan mahasiswa dalam menggunakan bahasa Inggris dalam kehidupan sehari-hari.

CPMK8:Mahasiswa mampu bertanya dan menjawab pertanyaan dan membiasakan mahasiswa dalam menggunakan bahasa Inggris dalam kehidupan sehari-hari melalui percakapan singkat dan sederhana menggunakan filler yang sesuai.

CPMK9:Mahasiswa mampu menggunakan frase kosakata yang tepat dalam bentuk percakapan singkat melalui making appointment

CPMK10:Mahasiswa mampu menggunakan frase kosakata yang tepat dalam bentuk percakapan singkat melalui cancelling appointment secara lisan menggunakan kosakata yang tepat dengan konteks yang familiar dan didukung dengan penggunaan intensifier yang sesuai.

	<p>CPMK11: Mahasiswa mampu mengintegrasikan frase kosakata secara lisan menggunakan kosakata yang tepat dalam konteks yang familiar dan didukung dengan penggunaan intensifier yang sesuai melalui <u>process</u></p> <p>CPMK12: Mahasiswa mampu mengintegrasikan frase kosakata secara lisan menggunakan kosakata yang tepat dalam konteks yang familiar dan didukung dengan penggunaan intensifier yang sesuai melalui talking about process</p> <p>CPMK13: Mahasiswa mampu mengkomunikasikan dan menyampaikan argument melalui hesitation device</p> <p>CPMK14: Mahasiswa mampu menganalisis dan mengkomunikasikan frase kosakata secara lisan menggunakan kosakata yang tepat dalam konteks yang familiar dan didukung dengan penggunaan intensifier yang sesuai melalui talking on the phone</p> <p>CPMK15: Mahasiswa mampu menganalisis korelasi setiap topik yang telah dijelaskan sebelumnya</p> <p>CPMK16: Mahasiswa mampu mengaplikasikan setiap topik yang telah diberikan</p>
Deskripsi Singkat MK	<p>Mata kuliah ini bertujuan mengintegrasikan proses belajar secara teori dan praktis berbicara yang mana dalam mata kuliah ini terdapat banyak latihan Speak up untuk membiasakan siswa dalam membiasakan mahasiswa dalam menggunakan bahasa Inggris dalam kehidupan sehari-hari.</p>
Bahan Kajian	<ol style="list-style-type: none"> 1. Lecture contract and Introduction to Speaking for intermediate 2. Classroom interaction 3. Like and dislike 4. Asking and giving opinion

	<p>5. Asking and giving opinion</p> <p>6. Agree and disagree</p> <p>7. Agree and disagree</p> <p>8. Mid Test</p> <p>9. Making appointment</p> <p>10. Cancelling appointment</p> <p>11. Talking about process</p> <p>12. Talking about process</p> <p>13. Hesitation device</p> <p>14. Talking on the phone</p> <p>15. Review the topics</p> <p>16. Final Test</p>
Pustaka	<p>Utama :</p> <p>- David Bohlke. Jack C. Richards. Speak Now. 2013. (with video and online practice).</p> <p>Pendukung :</p> <p>- Materials for speaking II, prepared by Sulfasyah (2001)</p>

<div>- Discussion That Work., P.Ur., 1981</div> <div>- Pair Work., P. Watchn Jones., 1981</div> <div>- Speaking Material., J. Fowles., 1993</div>						
Media Pembelajaran		Perangkat lunak :		Perangkat keras :		
		Slide presentation (PPT), e-book		LCD, Laptop, Flash Disk, Hard disk eksternal , Hand Phone Android, Papan tulis, and hand out.		
Team Teaching		Sulfasyah, MA., Ph.D Maharida, S.Pd., M.Pd Nurdevi Bte Abdul, S.Pd.M.Pd. Awalia Azis, S.Pd., M.Pd St. Asmayanti, S.Pd., M.Pd Hijrah, S.Pd., M.Pd				
Mata kuliah syarat		Intensive for intermediate				
Mg Ke-	Sub-CP-MK	Indikator	Kriteria dan Bentuk Penilaian	Metode Pembelajaran	Materi Pembelajaran	Bobot Penilaian (%)

		(4)	[Estimasi Waktu]	[Pustaka]	(7)
(1)	(2)	(3)	(5)	(6)	
1	<ul style="list-style-type: none"> - Mampu mentaati peraturan dan kontrak perkuliahan - Mampu melaksanakan seluruh peraturan dan kontrak perkuliahan - Bersedia melaksanakan peraturan dan kontrak perkuliahan 	<ul style="list-style-type: none"> - Kemampuan melaksanakan seluruh kontrak dan persyaratan untuk mengikuti pembelajaran, serta sistem evaluasi 	Ceramah, Tanya jawab	Kontrak dan Perkenalan Mata Kuliah	7,14 %
2	<ul style="list-style-type: none"> - Mampu mengkomunikasikan percakapan dalam kehidupan sehari-hari 	<ul style="list-style-type: none"> - Kemampuan untuk menggunakan ungkapan dan menjawab pertanyaan dalam percakapan sehari-hari 	Pair work Role Playing	Classroom interaction	7,14 %

	- Mampu mengaplikasikan dan menggunakan like and dislike	Kemampuan untuk mengungkapkan like and dislike	Penilaian berpasangan	Mini lessons, Pair work Role playing, Games	Like and dislike	14,3 %
3						
4-5	- Mampu mengkomunikasikan asking and giving opinion	Kemampuan untuk mengungkapkan bertanya dan menjawab asking and giving opinion	Penilaian berpasangan	Diskusi Berpasangan	Asking and giving opinion	21, 14 %
6-7	- Mampu mengkomunikasikan agree and disagree dalam penyampaian deskripsi	Kemampuan mengkomunikasikan agree and disagree	Penilaian Berpasangan	Diskusi Berpasangan	Agree and disagree	14, 3 %

8	Mid test	Kemampuan Mengidentifikasi hambatan dalam berkomunikasi	Penilaian Perorangan	Penilaian perorangan	21,5 %
9	Mampu mengkomunikasikan making appointment dalam kehidupan sehari-hari	Kemampuan mengaplikasikan penggunaan making appointment	Penilaian berpasangan	Pemberian tugas Diskusi	21,5 %
10	- Mampu mengintegrasikan cancelling appointment secara lisan dengan menggunakan kosakata yang tepat dalam konteks	Kemampuan mengaplikasikan penggunaan cancelling appointment dalam kehidupan sehari-hari	Penilaian Berpasangan	Pemberian tugas Diskusi	7,14 %

	- Mampu mengimplementasikan	Kemampuan mengimplementasikan	Penilaian Perorangan	- Pemberian tugas Diskusi	Talking about process	7, 14 %
11-12	ungkapan-ungkapan dalam talking about process	talking about process dalam kehidupan sehari-hari				
13	Mampu mengimplementasikan ungkapan-ungkapan dalam hesitation device	Kemampuan mengkomunikasikan ungkapan-ungkapan hesitation device dalam kehidupan sehari-hari	Penilaian Perorangan	- Pemberian tugas Diskusi	Hesitation device	7, 14 %
14	Mampu mengimplementasikan penggunaan talking on the phone dalam konteks kegiatan sehari-hari	Kemampuan mengimplementasikan talking on the phone	Penilaian Berpasangan	Pemberian tugas Diskusi	Talking on the phone	7, 14 %
15	- Mampu mengkomunikasikan semua topik yang telah	Kemampuan mengimplementasikan topik-topik yang telah	Penilaian Perorangan dan	Pemberian tugas	Review the topics	7, 14 %

	dipelajari dalam bentuk	dipelajari sebelumnya	Kelompok			
	lisan					
16	Final Test					21,5 %





UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

0696-20 IG

Nama Mahasiswa : ADELIN FII DINILLAH
NIM : 105351123716
Judul Penelitian : *"THE USE OF TED TALKS TO IMPROVE STUDENTS' SPEAKING SKILL AT EFL CLASSROOM IN MUHAMMADIYAH UNIVERSITY OF MAKASSAR"*
Tanggal Ujian Proposal : 15/09/2020
Tempat/Lokasi Penelitian : UNIVERSITAS MUHAMMADIYAH MAKASSAR

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen	Paraf Dosen
1	14/11/2020	Speaking Pre-Test	Uyunnasirah Hambali, S.Pd., M.Pd	
2	21/11/2020	Speaking Treatment I	Uyunnasirah Hambali, S.Pd., M.Pd	
3	28/11/2020	Speaking Treatment II	Uyunnasirah Hambali, S.Pd., M.Pd	
4	5/12/2020	Speaking Post-Test	Uyunnasirah Hambali, S.Pd., M.Pd	
5				
6				
7				
8				
9				
10				

2020

Mengetahui,

Ketua Jurusan

Umami Khaerunnisa, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala sekolah,

Erwin Akib, S.Pd., M.Pd., Ph.D



Terakreditasi Institut



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UNIVERSITAS MUHAMMADIYAH MAKASSAR
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SURAT KETERANGAN PENELITIAN
Nomor : 1216/FKIP/05/A.5-VI/III/1442/2021

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : Adelin Fii Dinillah
No. Stambuk : 10535 11237 16
Prodi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan tahun pelajaran 2020/2021 terhitung sejak 14 November 2020 s/d 14 Januari 2021 dalam rangka penyusunan skripsi dengan judul:

"The Use Of Ted Talks To Improve Students' Speaking Skill at Efl Classroom in Muhammadiyah University of Makassar"

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

05 Sya'ban 1442 H
Makassar, -----
18 Maret 2021 M

Dekan,
FKIP Unismuh Makassar,


Erwin Akib, M.Pd. Ph.D.
NBM. 860 934



MAJELIS DIKTILITBANG PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

COUNSELLING SHEET

Full Name : Adelin Fii Dinillah
Student ID (NIM) : 105351123716
Department : English Education Department
Research Title : THE USE OF TED TALKS TO IMPROVE STUDENTS'
SPEAKING SKILL AT EFL CLASSROOM IN
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
Consultant I : Dr. Eny Syatriana, M.Pd.

Date	Chapter	Consultant's Note	Sign
25 February 2021	IV & V		
6 March 2021	IV & V	ACC <i>Ulfan Sengir</i>	<i>[Signature]</i>



Makassar, ... March 2021

Approved by,
Head of English Education Department

[Signature]
Lumini Khaerati Syam, S.Pd., M.Pd.
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**MAJELIS DIKTILITBANG PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

COUNSELLING SHEET

Full Name : Adelin Fii Dinillah
Student ID (NIM) : 105351123716
Department : English Education Department
Research Title : THE USE OF TED TALKS TO IMPROVE STUDENTS'
SPEAKING SKILL AT EFL CLASSROOM
Consultant II : Farisha Andi Baso, S.Pd., M.Pd.

Date	Chapter	Consultant's Note	Sign
2 March 2021	IV & V	- See Notes - check Bibliography - check grammar chap 1-3 - theory chap 2. (Revise) see Notes	
6 March 2021	IV & V	ACC	

Makassar, March 2021

Approved by,

Head of English Education Department



Ummu Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



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UNIVERSITY OF MAKASSAR

From author/researcher

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ID: 105351123716

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26 March 2021 M

Head of
English Education Department,

Ummu Khazraty Syam, S.Pd., M.Pd

NBM. 977 807

CURRICULUM VITAE



The researcher, Adelina Fii Dinillah was born on March, 29th 1997 in Sungguminasa. She is the third child from fourth siblings. Her father is Mr. Haerul Hamzah and her mother is Mrs. Mukrimah. She has three brothers. She started study at SD Inpres Mangasa Unggulan in 2003 to 2009, in 2010 she continued her junior High School at SMPN 1 Gowa then graduated in 2012, in the same year, she continued her Senior High School at SMAN 1 Gowa and finished it in 2015. Finally she continued her study in 2016 as ordinary students specializing in English Education in Faculty of Teacher Training and Education at Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis with the title The Use of TED Talks to Improve Students' Speaking Skill at EFL Classroom in Muhammadiyah University of Makassar.