

# Using TED Talks Videos to Improve Speaking Skills Among Secondary Students in Kota Kinabalu, Sabah

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## ABSTRACT

This study investigates the incorporation of TED Talks videos as a pedagogical tool in secondary language instruction, with a specific emphasis on improving speaking fluency and students' attitudes toward learning. By recognizing the increasing importance of multimedia in language acquisition, the research aims to uncover the tangible benefits of integrating TED Talks videos into language lessons. Utilizing a quasi-experimental design with control and experimental groups, the study combined quantitative analysis of pre-tests and post-tests with qualitative insights gathered from a Likert questionnaire. The outcomes strongly indicated that students exposed to TED Talks videos exhibit significant advancements in their as indicated by the significant mean value of post-test scores between the experimental and control groups. Additionally, the research highlights the pivotal role of authentic materials in enhancing motivation and fostering positive learning attitudes. This research also delved into the wider implications of these findings for language instruction, underscoring the potential of multimedia resources to revolutionize conventional teaching methodologies. Beyond the classroom, the research envisions an education landscape where innovative techniques, such as the incorporation of TED Talks videos, reshape language teaching. By addressing pedagogical and motivational facets, the study advocates for contemporary resources to create engaging and effective learning experiences. The research encourages educators to explore how multimedia interacts with diverse learners and cultural contexts, ultimately promoting dynamic instructional approaches aligned with evolving educational needs.

**Keywords:** *TED Talks videos, quasi-experimental design, positive learning attitudes, evolving educational needs*

## INTRODUCTION

The introduction explores the context of English language education in Malaysia, where students are exposed to multiple languages, including Bahasa Melayu, English, and Mandarin, from a young age. In recent years, the Malaysian Ministry of Education has placed significant emphasis on attaining a proficient level of English language skills, aiming to equip students for success in an increasingly globalized world. As part of this effort, the study proposes to use TED Talks videos as a teaching tool in secondary school English classes, incorporating Communicative Language Teaching (CLT) principles and video-based learning.

This study roots its theoretical foundation in Communicative Language Teaching (CLT), a pedagogical approach underscoring the role of authentic communication in language acquisition. TED Talks possess the potential to inspire and engage learners, thereby contributing to enhancing public speaking abilities and language learning outcomes. The literature review conducted in this study examines English language education within Malaysia while also drawing attention to authentic learning materials, such as TED Talks. These materials are envisioned to play a pivotal role in heightened comprehension and listening skills.

Two main objectives drive this research: firstly, to explore the use of TED Talks videos to improve students' speaking fluency and secondly, to find out students' attitudes towards the use of TED Talks videos in speaking lessons. In pursuit of these objectives, the study presents two research questions. A quasi-experimental design is adopted, employing two distinct groups of secondary school students. The data collection process will encompass pre-tests and post-tests, gauging the evolution of the students' speaking fluency. Additionally, the research will encompass surveys and focus group discussions for comprehending students' perspectives, opinions, and sentiments regarding using TED Talks videos.

In summary, this introductory section establishes the quasi-experimental study's foundation, with the goal to enrich English language education in Malaysia by harnessing TED Talks videos. Through applying CLT principles and integrating video-based learning, the study endeavors to elevate students' speaking skills and reshape their dispositions toward language acquisition. This undertaking can bolster national language education practices and foster a more engaging learning landscape.

Hence, the paper delves into the efficacy of employing TED Talks as a pedagogical resource within English language classrooms in Malaysia. The study primarily focuses on assessing its influence on students' speaking fluency, alongside its potential impact on shaping their perspectives regarding language learning. In the pursuit of these goals, this study prioritizes tackling the following research questions:

1. Does the use of TED Talks videos help to develop students' speaking fluency?
2. What are students' attitudes towards the use of TED Talks videos in speaking lessons?

## **LITERATURE REVIEW**

### ***English Education in Malaysia***

This literature review focuses on the landscape of English language education within Malaysia, spotlighting the hurdles both educators and learners confront. An emphasis on test scores within Malaysia has resulted in students struggling to effectively speak and write English (Musa, 2012). Challenges are particularly present in pronunciation, fluency, spoken English vocabulary, and writing skills. In response, educators are urged to establish a more captivating learning environment, advocating for adopting video-based instructional techniques, such as TED Talks. This approach can invigorate critical thinking and embolden students to communicate with greater assurance (Nursafira, 2020).

Central to this is the recognition of TED Talks as instructional resources poised to enhance students' prowess in spoken English. Nonetheless, the review accentuates a gap in the existing literature concerning concrete methodologies for effectively integrating video-based learning into classroom contexts. Within this gap, the present study takes root, striving to explore the influence of TED Talks videos within English language classes in a secondary school in Sabah, Malaysia. By doing so, the study seeks to contribute valuable insights into this context.

### ***Video-Based Learning***

The literature review embarks on a journey through the historical progression and transformative trajectory of video-based learning, underscoring its role as an interactive pedagogical instrument. A study by Rich (2011) reveals that video-based learning has garnered favourable feedback from educators and learners alike, with teachings citing heightened engagement with students and enhanced job facilitation. Empirical investigations have unveiled that students who engage with video-based learning exhibit commendable performance on assessments. Greenberg's work (2012) adds weight to this perspective, advocating for its integration, particularly for the younger demographic.

Nevertheless, within the existing literature, a discernible void persists regarding the concrete methodologies and approaches teachers should embrace when integrating video-based learning. While prior research has illuminated the outcomes of video-based learning, manifesting as enhanced test scores and altered student behaviour, the realm of practical implementation remains less explored, a point articulated by Giannakos (2013). This study addresses this gap by exploring how teachers use video-based learning and its effectiveness in improving students' learning experiences and outcomes.

### ***TED Talks as Teaching Material***

The literature review highlights the increasing significance of enhancing English-speaking abilities in countries where English is not the primary language. Video-based learning, especially through TED Talks videos, has emerged as a promising approach. TED Talks' extensive collection of videos featuring native and non-native English speakers covering diverse topics has proven highly effective in English language classes. The engaging nature of TED Talks videos captures students' attention and boosts their motivation to actively participate in discussions while exploring various subjects (Sailun, 2018).

Research has demonstrated the positive impact of integrating TED Talks videos into classrooms, enhancing students' learning experiences (Choirunnisa, 2021). Students value the opportunity to learn from skilled speakers and find these videos particularly beneficial in improving their English comprehension. Moreover, TED Talks' renowned reputation for excellent public speaking is an authentic resource for enhancing oral communication. However, despite these encouraging findings, there remains a lack of standardized methods for teachers to effectively utilize video-based learning in classrooms. Further research is necessary to identify best practices that maximize the impact of TED Talks on English language acquisition and overall learning experiences.

### ***Studies on Students' Attitudes Towards TED Talks Videos***

Using TED Talks in English language classes usually follows a three-step process: pre-watching, while-watching, and post-watching. Before playing the video, teachers engage students by asking questions to pique their interest. During the video, students pay attention to vocabulary and the speaker's accent or dialect. Afterward, students may be assigned tasks such as giving a presentation or engaging in discussions to explore the video's significance and the lessons it imparts.

Saputra (2016) showed that activities involving TED Talks videos help handle motivational issues and improve student engagement in class. Students find it easy to watch the videos and learn more effectively through visual and auditory means. They also appreciate the opportunity to express their opinions and respond to video content.

Furthermore, Choirunnisa's (2021) Research on students' attitudes towards TED Talks videos demonstrates that most students respond positively to their use in English-speaking classes. Students believe that watching these videos improves their English communication skills and provides various advantages, such as learning effective communication techniques, critical thinking, pronunciation, fluency, and more.

## METHODS AND SAMPLING

The researcher employed a quasi-experimental design involving both control and treatment groups. This research approach integrates quantitative evaluation through pre-tests with qualitative perspectives garnered from a Likert questionnaire, which is based on the notion that scientific knowledge should be obtained through objective measurement (Iharahsheh & Pius, 2020). In the case of this study, the research aims to find out whether combining traditional teaching methods with video-based learning can enhance language learning for Malaysian students. Therefore, this study adopted a positivist research philosophy because positivists hold that there is one objective reality that exists apart from our subjective experiences, and that this reality may be uncovered and comprehended via the application of scientific rigor and procedure (Iharahsheh & Pius, 2020).

The research design was quasi-experimental, as the researcher had limited control over participant assignment. The study involved 72 secondary school students from two different classes. The convenience sampling method was employed to select participants who met the accessibility criteria, and they were divided into control and experimental groups.

Data collection instruments included pre-test and post-test assessments which used an assessment based on Hariyanto's (2016) study as a reference in order to measure students' speaking skills, and a Likert questionnaire to gauge students' attitudes towards using TED Talks in speaking lessons. The pre-test and post-test were then used to compare students' speaking skills before and after the intervention, while the Likert questionnaire provided insights into students' perceptions of the video-based learning approach.

The reliability and validity of the instruments were ensured through previous research and consultation with experienced English teachers. Besides, to assess reliability, the instruments were evaluated through the utilization of Cronbach's Alpha. The tests and questionnaire were validated and modified to suit the background culture of students who attended a public school in Kota Kinabalu, Malaysia. As shown in Table 1, the reliability scale of the questionnaire is stated at a value of 0.893, which shows a high scale of reliability.

**Table 1** Reliability Scale of the Questionnaire.

<b>Reliability Statistics</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.897	.893	20

A pilot study was conducted to refine the research methods before the actual research at the school. The data collection procedure involved video-based learning for the experimental group and conventional teaching methods for the control group. Experimental group feedback was collected through questionnaires to gain a better understanding of their learning experience and preferences. The total duration of the experiment was conducted for four months and employed the use of six lessons over the course of six weeks. In addition, the TED talk videos used in the study had an average duration of three to seven minutes. For each lesson, the transcript below was provided:

**Table 2** TED Talk Videos Employed in this Study

Video	Link
1	"Is It Normal to Talk to Yourself?" <a href="https://www.ted.com/talks/ted_ed_is_it_normal_to_talk_to_yourself?language=en">https://www.ted.com/talks/ted_ed_is_it_normal_to_talk_to_yourself?language=en</a>
2	"Are Solar Panels Worth It?" <a href="https://www.ted.com/talks/shannon_odell_are_solar_panels_worth_it?language=en">https://www.ted.com/talks/shannon_odell_are_solar_panels_worth_it?language=en</a>
3	"Whatever Happened to the Hole in the Ozone Layer?" <a href="https://www.ted.com/talks/stephanie_honchell_smith_whatever_happened_to_the_hole_in_the_ozone_layer?language=en">https://www.ted.com/talks/stephanie_honchell_smith_whatever_happened_to_the_hole_in_the_ozone_layer?language=en</a>
4	"3 Psychological Tricks to Help You Save Money" <a href="https://www.ted.com/talks/wendy_de_la_rosa_3_psychological_tricks_to_help_you_save_money">https://www.ted.com/talks/wendy_de_la_rosa_3_psychological_tricks_to_help_you_save_money</a>
5	"What Really Happens to the Plastic You Throw Away" <a href="https://www.ted.com/talks/emma_bryce_what_really_happens_to_the_plastic_you_throw_away">https://www.ted.com/talks/emma_bryce_what_really_happens_to_the_plastic_you_throw_away</a>
6	"How Do Airplanes Actually Fly?" <a href="https://www.ted.com/talks/raymond_adkins_how_do_airplanes_actually_fly?language=en">https://www.ted.com/talks/raymond_adkins_how_do_airplanes_actually_fly?language=en</a>

Ethical considerations were considered, with the school principal and parents of the students participating by signing consent forms.

## DATA ANALYSIS & RESULTS

In the following section, a thorough evaluation conducted in alignment with collected data was carried out, seeking an exploration of how TED Talks can be utilized for developing students' speaking fluency. There is also a depiction of findings concerning students' attitudes towards this. The data collection process predominantly employed a quantitative methodology involving a seamless amalgamation of pre-tests, post-tests, and questionnaires. The quantitative data, providing many insights, underwent scrutiny using SPSS (Version 28.0). Additionally, the chapter delves into the validity and reliability of these research methods.

There is quantitative data collected and presented to answer the following research question:

1. *Does the use of TED Talks videos help to develop students' speaking fluency?*
2. *What are students' attitudes towards the use of TED Talks videos in speaking lessons?*

This research study was conducted at a government secondary school in Kota Kinabalu. The participants consisted of 72 students from two different classes with 36 students in each class, the secondary school students aged around 13 with basic knowledge of English. To collect data to answer the first research question, the techniques of pre-test and post-test were used. The pre-tests were given to both control and experimental groups before the intervention of TED Talks videos to measure their speaking fluency. The same level of test was given to both groups after

interventions as the post-test to measure their respective speaking fluency after the treatment. Statistical analyses were conducted using SPSS. The following formulas were used for calculating Total Word Disfluent (TWD), Total Word Attempted (TWA), Word per minute (WPM), and Fluent Speaking Time (FST):

$$\text{TWD (\%)} = (\text{TWD}/\text{TWA}) \times 100\%$$

$$\text{WPM} = (\text{TWA}/\text{FST}) \times 60$$

The students' final speaking fluency scores were obtained using these formulas, and further classification was conducted based on the speaking fluency scores using the following criteria in Table 3 judging their WPM:

**Table 3** Word Per Count (WPM) Table

Word Per Count (WPM)	Value
Very Good	>130
Good	91 - 130
Fair	51 - 90
Poor	0 - 50

### *Results of the Pre-test and Post-test of the Experimental Group*

The analysis of post-test results from secondary students in Kota Kinabalu, Sabah, following the utilization of TED Talks videos to enhance speaking skills, reveals positive outcomes. The data presented in Table 4 highlights an overall improvement in students' speaking abilities, evidenced by increased speaking time and reduced pauses. Notable variations in individual performance are observed, indicating potential areas for further enhancement. These findings underscore the effectiveness of incorporating TED Talks videos as a means to foster improved speaking skills among secondary students.

**Table 4** Examples of Experimental Class Pre-Test and Post-test of Speaking Fluency Level for Three Students

Name of Experiment Students		Total Word Attempted	Total Speaking Time (in second)	Pauses	Total Fluent Time(in second)	Total Word Disfluent	Exclusive Rate(word per minute)	Total Word Disfluent(%)
Student 1	Pre	20	32	2	30	3	40	15
	Post	18	31	2	29	4	37	22
Student 2	Pre	135	56	0	56	0	145	0
	Post	148	54	0	54	0	164	0
Student 3	Pre	87	43	3	40	0	131	0
	Post	110	50	3	47	0	140	0

### ***Speaking Fluency Level Analysis***

From Table 5, this study employed frequency statistics to analyze the levels of oral fluency scores before and after the intervention. The results revealed that in the pre-test, 5 participants (13.9% of the total) had a lower level of oral fluency, 15 participants (41.7% of the total) exhibited average oral fluency, 9 participants (25.0% of the total) demonstrated good oral fluency, and 7 participants (19.4% of the total) displayed very good oral fluency.

**Table 5:** The Statistics of speaking fluency scores before and after the pre-test and post-test in the experimental class.

	Pre-test fluency level		Post-test fluency level	
	Frequency	Percent (%)	Frequency	Percent (%)
Poor	5	13.9	8	22.2
Fair	15	41.7	12	33.3
Good	9	25.0	4	11.1
Very good	7	19.4	12	33.3

In the post-test, 8 participants (22.2% of the total) had a lower level of oral fluency, 12 participants (33.3% of the total) showed average oral fluency, 4 participants (11.1% of the total) achieved good oral fluency, and 12 participants (33.3% of the total) exhibited very good oral fluency.

### ***Results of Pre-test and Post-test of the Control Group***

As evident from Table 6 and Table 7, this study employed a paired samples t-test to compare the differences between pre-test and post-test levels of oral fluency. The analysis revealed a significant difference ( $P = 0.000 < 0.05$ ) between the oral fluency levels before and after the intervention. Specifically, the post-test oral fluency score of 98.92 was significantly higher than the pre-test score of 89.08. In summary, the results indicate a noticeable improvement in post-test oral fluency levels compared to the pre-test.

**Table 6** Examples of Speaking Fluency Levels, Pre-Test and Post-test Data for Three Students in Control Group

Name of Experiment Students		Total Word Attempted	Total Speaking Time (in second)	Pauses	Total Fluent Time(in second)	Total Word Disfluent	Exclusive Rate(word per minute)	Total Word Disfluent(%)
Student 1	Pre	20	32	2	30	3	40	15
	Post	18	31	2	29	4	37	22
Student 2	Pre	135	56	0	56	0	145	0
	Post	148	54	0	54	0	164	0
Student 3	Pre	87	43	3	40	0	131	0
	Post	110	50	3	47	0	140	0

### ***Paired t-test of the Pre-test and Post-test of Experimental Group***

Furthermore, the oral fluency levels were further categorized into two groups: higher proficiency and lower proficiency. The differences in pre-test and post-test levels were then compared for both groups in Table 7.

**Table 7** Comparison of Speaking Fluency Results for Experimental Group

	N	M	SD	t	P
Pre-test	36	89.08	32.046	-4.990	0.000
Post-test	36	98.92	38.077		

### *Paired t-test of the Pre-test and Post-test of Control Group*

In this study, a paired samples t-test was employed for scrutinising fluctuations in oral fluency levels across the pre-test and post-test phases for the control group in Table 8. Evaluations unveiled that no substantial disparity ( $P = 0.731 > 0.05$ ) was evident in the control group's oral fluency levels before and after the intervention. Although statistical significance was not reached, a nuanced observation can be made from the calculated means – the post-test oral fluency score (72.40) slightly surpassed the pre-test score (71.78) within the control group. In summation, a discernible enhancement across the pre-and post-test oral fluency levels of students within the control group was not explicit.

**Table 8:** Comparison of pre-test and post-test scores in the control group

	N	M	SD	t	P
Pre-test	36	71.78	33.140	-0.346	0.731
Post-test	36	72.40	31.511		

### *Attitudes Towards TED Teaching*

A questionnaire was employed to gauge students' sentiments regarding TED teaching. Through meticulous analysis, it came to light that participants exhibited predominantly favourable attitudes toward TED teaching with varying degrees of agreement as presented in Table 9.

**Table 9** Attitudes Towards TED Teaching

Questions	s.disagree	disagree	agree	s.agree	Mean	Std.D ev
Do you know what audio materials are?	2 (5.6%)	9 (25.0%)	23 (63.9%)	2 (5.6%)	3.39	1.103
Do you think learning English is important?	5 (13.9%)	5 (13.9%)	12 (33.3%)	14 (38.9%)	3.69	1.470
Do you know what a TED Talk is?	5 (13.9%)	6 (16.7%)	24 (66.7%)	1 (2.8%)	3.28	1.210
Are TED talks fun to watch?	2 (5.6%)	7 (19.4%)	26 (72.2%)	1 (2.8%)	3.47	1.028
Do you enjoy your current way of learning English?	5 (13.9%)	8 (22.2%)	18 (50.0%)	5 (13.9%)	3.28	1.344
Could there be an improvement to your English classroom?	-	10 (27.8%)	19 (52.8%)	7 (19.4%)	3.64	1.100
Would you like a different method of learning English?	4 (11.1%)	8 (22.2%)	17 (47.2%)	7 (19.4%)	3.42	1.339
Does adding audio & video materials improve your learning?	4 (11.1%)	9 (25.0%)	16 (44.4%)	7 (19.4%)	3.36	1.355
Do you enjoy listening to speeches?	1 (2.8%)	11 (30.6%)	21 (58.3%)	3 (8.3%)	3.39	1.103



Do you enjoy learning things through different speeches?	5 (13.9%)	9 (25.0%)	18 (50.0%)	4 (11.1%)	3.19	1.32
I want more audio and video integration in my classroom.	1 (2.8%)	10 (27.8%)	22 (61.1%)	3 (8.3%)	3.44	1.08
My English oral skills are good	1 (2.8%)	14 (38.9%)	18 (50.0%)	3 (8.3%)	3.22	1.14
I think that TEDTalks can improve my oral skills	3 (8.3%)	6 (16.7%)	23 (63.9%)	4 (11.1%)	3.53	1.15
Would TEDtalks improve your oral skills?	2 (5.6%)	7 (19.4%)	22 (61.1%)	5 (13.9%)	3.58	1.13
Listening to TEDTalks improve my understanding in English.	3 (8.3%)	12 (33.3%)	14 (38.9%)	7 (19.4%)	3.28	1.34
Listening to TEDTalks improve my understanding in English compared to traditional methods.	1 (2.8%)	12 (33.3%)	21 (58.3%)	2 (5.6%)	3.31	1.09
TEDTalks should be used more in listening practices.	3 (8.3%)	12 (33.3%)	17 (47.2%)	4 (11.1%)	3.19	1.26
TEDTalks allow me to improve in speaking.	1 (2.8%)	7 (19.4%)	20 (55.6%)	8 (22.2%)	3.75	1.10
TEDTalks should be used in classrooms more often.	1 (2.8%)	11 (30.6%)	21 (58.3%)	3 (8.3%)	3.39	1.10
The school should prioritize English oral skills more.	1 (2.8%)	9 (25.0%)	23 (63.9%)	3 (8.3%)	3.50	1.05

In essence, the data analysis and results chapter serves as an all-encompassing review of the research findings, highlighting the influence of TED Talks on enhancing students' speaking fluency and overall attitudes. Adopting a mixed-method approach in this study lends a nuanced perspective and enriched insights into the interplay between teaching methodologies and language learning outcomes.

## DISCUSSION

### *Findings of the Study*

This portion lays the foundations for discussing the research findings, limitations, and suggestions for later research. In terms of findings, information is depicted in alignment with the research question:

#### *Does the use of TED Talks videos help to develop students' speaking fluency?*

In this context, favouring TED Talks caused significant improvements in students' speaking fluency, evident in their elevated speaking duration and diminished pauses during speech. A prevailing sentiment of positivity emerged from students' attitudes, as the majority preferred to use TED Talks as an instructional tool, attributing advantages such as heightened comprehension and refined listening skills. Nevertheless, response exhibits variability, with certain participants exhibiting less enthusiasm towards TED Talks, possibly stemming from their familiarity with similar media or individual opinions. Hypothesis Validation: The study's hypotheses were validated, showing a significant difference in speaking fluency between the control and experimental groups.

As noted by the findings, it was proven that the results of the post-test scores show that the students improved on their oral tests, compared to the control group which did not show much change, which supports Nursafira's (2020) claim that TED talks allow more critical thinking and encourage students to communicate more effectively, as they engage themselves in a native

speaker's environment and process their way of communication, therefore allowing the students to improve their oral skills.

#### *What are students' attitudes towards the use of TED Talks videos in speaking lessons?*

The study also confirms that TED Talks videos have a positive impact on speaking fluency. The engaging nature of authentic content contributes to language learning outcomes. Students' positive attitudes toward TED Talks videos suggest their effectiveness in enhancing motivation and interest in language learning. This could revolutionize language instruction by incorporating engaging multimedia resources. The results encourage educators to adopt innovative strategies using real-world content to create more engaging learning experiences and improve speaking skills.

This result is similar to Choirunnisa's (2021) findings, in which students find the videos quite useful in their strive to further understand the language. Compared to Saputra's (2016) study, there is comparatively no difference in the perception of students on activities involving TED talks. Student engagement was increased and preferred these TED talk activities compared to their traditional lessons. Furthermore, Rich's (2011) research claiming that video-based learning receives positive feedback from both students and teachers is proven to be of significance, as students showed a generally positive overview on the implementation of this learning method.

From findings as well as the discussion, it is seen that the study shows the perception of students on the implementation of TED Talks as well as their compatibility with this learning method. The scores after the intervention showed that the students enjoyed the process and improved their oral skills as well through the use of TED Talks, and this conclusion could be used as a step for other teachers and organizations to start employing similar methods to improve the oral skills of students in school.

#### ***Limitations***

The limited sample size of two classes may not fully represent the population. A larger, randomized sample is recommended. Not only that, the short duration of the study might have impacted the depth of data collected. Moreover, it should be using more authentic materials in tests could provide a better gauge of improvement.

#### ***Implication of the Research***

This study contributed the data collected about the students' engagement level with the teaching style, particularly video-based learning, in order to find ways to improve and modify it to fit Malaysian culture. The implications of this study extend beyond the immediate findings, presenting valuable insights into the realm of language instruction and educational innovation. By effectively utilizing TED Talks videos as a dynamic teaching tool, educators in Malaysia could utilize this research as a reference in implementing TED talks in their classrooms as an effort to improve the oral skills of their students. As the findings of the study show significant differences between the results of the control group and experimental group, this could be an efficient way for teachers to help their classes improve their speech skills and listening skills without having to drastically change the composition of their lessons.

More importantly, the motivational impact of integrating multimedia resources like TED Talks emerges as an important tool. This study illuminates how such innovative techniques capture students' interest and attention, revitalizing traditional teaching methods and creating a more engaging learning environment. As educators consider the implications, they are prompted to explore new avenues for educational adaptation and advancement. The findings advocate for the integration of modern technology and contemporary resources to enrich language instruction,

reflecting a broader educational shift towards active and effective learning strategies in the digital age.

In conclusion, the implications drawn from this research reverberate beyond the classroom walls, emphasizing the potential of TED Talks videos to revolutionize language teaching. By embracing this approach, educators can enhance vocabulary, address diverse learning needs, and nurture essential speaking skills. The study encourages a paradigm shift in language instruction, promoting educational innovation that aligns with the dynamic educational landscape of today.

### ***Suggestions for Further Research***

The data collected for this study were sampled on purpose, on the premise of convenience, so it could not be generalized to represent a population. It is suggested that future research use random sampling and increase the sample size to ensure that the information can be generalized. A comparative exploration could shed light on the distinct advantages and challenges posed by different multimedia resources or traditional teaching methods, aiding educators in informed decision-making. Moreover, investigating the influence of cultural contexts on the effectiveness of TED Talks videos, coupled with exploring the impact of teacher training programs centered on multimedia integration, could provide deeper insights into optimizing educational strategies.

In addition, it is recommended that future researchers include respondents from both classes who are more fluent and mix them in with students who are less fluent to see a better variance in the data findings. Also, extending the inquiry to encompass other language skills and studying students' preferred modes of learning within the TED Talks context would contribute to a holistic understanding of this innovative instructional approach. Furthermore, this idea could be used in such a way that the experimental group consists of less fluent students in order to see the extent of this teaching method compared to a proficient class in a traditional classroom.

## **CONCLUSION**

This study highlights the positive impact of using TED Talks videos to enhance speaking fluency and student attitudes among secondary students. This study validates hypotheses regarding improved speaking skills and favorable attitudes. The implications of these findings extend beyond the classroom, advocating for the integration of innovative teaching strategies to meet the demands of contemporary education. While the study acknowledges its limitations, it serves as a valuable reference for educators seeking effective ways to improve students' speaking skills through engaging multimedia resources. Recommendations for future research focus on expanding sample sizes, comparative studies, cultural context analysis, and exploring teacher training programs. This research contributes to the ongoing discourse on modern language instruction methods and their potential to revolutionize learning outcomes.

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