

Examining the Effect of TED Talks on Improving English Speaking Skills: Students' Perceptions

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Abstract

Purpose: The purpose of this study is to describe Madiun secondary school students' perceptions and analyze the effect of watching TED Talks on the development of their English-speaking skills.

Methodology: The research employs a mixed-method approach involving class observations, surveys, and interviews with 135 tenth-grade students from a secondary school in Madiun. The data from surveys and interviews were analyzed using Miles & Huberman's data analysis method, which includes data reduction, data display, and drawing conclusions. The teaching activities consisted of three phases—preliminary activities, main activities, and closing—that work together to create an effective and engaging teaching strategy.

Results: The results show that 79% of the students responded positively to the use of TED Talks to improve their speaking skills, in line with Robin's (2003) positive and negative perception theory. Overall, the study provides a comprehensive understanding of how TED Talks contribute to students' speaking skill development, affirming that TED Talks have a positive effect and are perceived as an effective medium in the language learning process.

Applications/Originality/Value: The application of this research is that TED Talks can be integrated into English language teaching as an engaging and effective tool to enhance students' affective and cognitive experiences, thus supporting the improvement of speaking skills in secondary schools

Introduction

English language proficiency is increasingly recognized as a crucial skill in our globalized world (Runde & Nealer, 2017). From Andayani (2022), in Indonesia, English is taught as a second language, and the ability to communicate effectively in English is highly valued, both in academic and professional settings. However, achieving proficiency in English speaking remains a significant challenge for many Indonesian students, particularly in secondary schools. Madiun, a city located in East Java, Indonesia, is home to several secondary schools where English language education plays a vital role in preparing students for their future endeavors. While traditional language instruction methods are commonly used in these schools, based on Sosas (2021), innovative approaches to English language learning are essential to enhance students' speaking skills effectively.

One such innovative approach is the utilization of TED Talks. TED (Technology, Entertainment, and Design) Talks are renowned for their thought-provoking content and engaging presentations, making them a valuable resource for language learners (Vilkhovchenko, 2023). They cover a wide range of topics, are available in multiple languages, and offer subtitles for learners to follow along. From Cuong & Hang (2024), in recent years TED Talks have gained popularity as a supplementary tool for language teacher worldwide.

Perceptions, as discussed by (McGroarty, 1996) in Teoh et al., (2016) and encompass cognitive (belief), affective (emotional), and behavioural components, all interconnected with the objects of perception. The attitude, a key aspect of perception, involves cognitive, affective, and behavioral elements. The cognitive component pertains to a person's knowledge and beliefs about an object, the affective component deals with emotions and feelings towards it, and the behavioral component relates to the inclination to act in a certain manner. (Getie, 2020)

Furthermore, perceptions, as categorized by Robbins (2003) in Lindawati & Jabu, (2022), are divided into positive and negative types. Positive perceptions occur when individuals view something favourably, based on expectations or established norms, influenced by knowledge and personal experiences. Conversely, negative perceptions arise when individuals hold unfavourable opinions, deviating from established norms or due to a lack of personal understanding. This emphasizes the subjective and multifaceted nature of human perception, where beliefs, emotions, and actions are intricately interlinked in shaping how individuals perceive and respond to the world around them. This classification underscores the

subjective nature of perception, shaped by an interplay of cognitive, emotional, and contextual factors. This interpretation emphasizes the complexity of human perception, suggesting it is not merely a passive reflection of reality but an active process influenced by personal and social contexts.

Teachers' ability to give helpful feedback and maintain a positive attitude is very important in shaping how students see their learning experience. This influences their interest, effort, and success in school. Positive interactions from teachers can help students feel good about their progress and motivated to keep working hard. On the other hand, negative feedback or poor communication from teachers can lead students to feel discouraged or misunderstood. This can make them less interested in learning and affect their performance. (Zhou, 2021)

Studies have shown that the use of TED Talks in English language teaching has various positive effects on students' language skills and perceptions (Stognieva, 2020). According to Schmidt (2016), TED presentations and listening diaries not only help students improve their listening abilities but also make language learning more engaging and authentic. In a study conducted by Obari and Lambacher, (2019), they found a positive effect of using TED Talks in blended learning on Japanese EFL students' overall English proficiency. Similarly, Bataineh and Al-refa'i, (2019), reported significant improvement in the listening comprehension skills of 70 Korean EFL students through shadowing with authentic material such as TED talks. Moreover, Li et al., (2015) discovered that watching TED Talks transformed Chinese EFL students' roles from information receivers to investigators, resulting in improved listening and reasoning abilities.

There is one of Madiun Secondary Schools, where the teacher provides the latest innovations to facilitate students to be able to speak English properly and appropriately, TED Talks prove to be useful for teaching English as foreign languages (Koziońska, 2021). The use of TED Talks catches students' attention and relates to real-world contexts. Karimah et al. (2022) stated that TED Talks feature speakers from various parts of the world and cover interesting and insightful topics, sometimes even using humor to engage viewers. Studies have shown that using TED Talks in English language teaching can have a positive effect on students' language skills and perceptions (Kusumastuty et al., 2019)

The use of TED Talks has the potential to positively influence students' perceptions towards English speaking proficiency in Madiun Secondary School. This study will examine how teacher in Madiun secondary school apply TED Talks as a media for teaching speaking, and analyze students' perceptions toward the use of TED Talks in speaking class. This research will involve surveys, interviews, and observations to gather data on student perceptions, motivations, and experiences related to TED Talks as a supplementary tool for English speaking skill development. By examining these factors within the context of Madiun Secondary School, this study aspires to contribute valuable insights into enhancing English language education in Indonesia and potentially inspire similar initiatives in other regions.

Method

In this study, a mixed-method approach will be employed, including class observation, surveys and interviews with 10th-grade students. The surveys and interviews data will be analysed using Miles & Huberman (2014) data analysis method such as data reduction, data display, and conclusion. The subjects in this study is 135 10th-grade students from Secondary School in Madiun. The surveys will use google form as the media and will be shared to students of Secondary School in Madiun to gather quantitative data. These surveys use Indonesian Language (Bahasa) related to their perceptions towards the use of TED Talks by their teacher in enhancing their English-speaking ability and it use 4-Likert Scale. Structured interviews will be held in this study and the participants chosen from random sampling. The interview will use Indonesian Language (Bahasa). From the questionnaire that will provide quantitative data, and the results of the interview will provide qualitative data to enrich the research findings.

Result and Discussion

The Use of TED Talks by The Teacher as A Media for Teaching Speaking

The research findings were derived from a series of observations conducted in Madiun senior high school of three class sessions. In these observations, students were actively engaged in utilizing TED Talks as a medium to enhance their English-speaking skills through assignments given by their teachers. These observations were key in understanding the practical implications of the teaching procedure.

To obtain the research findings, the teaching procedure was meticulously executed. The opening phase established a welcoming and respectful atmosphere, ensuring that students were mentally prepared for the class. In the apperception phase, the students' existing knowledge and experiences were assessed, enabling the teacher to tailor the lesson effectively. During the main activity, students were guided to critically analyze the videos and then select their own TED Talk, form opinions on the topic, and express those opinions in front of their peers. The closing phase facilitated reflection and evaluation, helping students understand what they had learned, while providing valuable feedback on their performance.

Preliminary Activities. The opening phase creates a positive and respectful learning environment by incorporating a salutation, greeting, and prayer. This not only sets a warm tone for the class but also establishes a sense of community and respect among the students. By introducing the class goals, the teacher clarifies the purpose of the lesson, which is essential for student engagement. The opening phase aimed to generate interest and curiosity among the students about the upcoming activity.

Salutation

“Assalaamua’laikum wr. wb.”

Welcome and greeting:

"Good morning, everyone! I hope you're all having a great day so far."

Brief moment of prayer:

“Before we start our lesson today, let’s pray together”

Fostering a positive and respectful learning atmosphere:

"In our classroom, we value respect and kindness above all.”

Affirming Effort:

"I'm impressed by your dedication to your studies.”

After this, the teacher introduced the subject by explaining the goals of the class, which was to enhance English speaking skills using TED Talks.

Apperception is also vital part of the teaching procedure as it assesses the students' prior knowledge and experiences. By asking about their familiarity with previous material, experiences with public speaking, and knowledge of TED Talks, the teacher tailors the lesson to the students' existing understanding. This step also serves to pique their interest and create a context for the new content.

In this phase, the teacher engaged with the students by reflecting with the previous material. In this phase also, teacher inquiring about their experiences with public speaking, and assessing their prior knowledge of TED Talks. This apperception aimed to measure the students' readiness for the lesson and create a context for the new content.

- a. Involves assessing students' prior knowledge by asking about their familiarity with previous material: "Can you recall what we learned in the previous lesson?"
- b. Inquire about their experiences with public speaking and their existing knowledge of TED Talks, creating a contextual understanding for the lesson: "Have you ever had to speak in front of a group before? Can you tell me about that experience?", "Are you familiar with TED Talks? What’s your opinion about it?"

In conclusion, the preliminary activities are pivotal for cultivating a positive learning environment. The opening phase, characterized by a warm salutation, greeting, and prayer, establishes a sense of community and respect, while clear communication of class goals enhances student engagement. Affirming effort and emphasizing values such as respect and kindness contribute to a conducive atmosphere. Simultaneously, apperception assesses students' prior knowledge and experiences, tailoring the lesson to their understanding. By exploring familiarity with previous material, experiences with public speaking, and knowledge of TED Talks, the teacher not only piques interest but also creates a context for new content. Overall, these combined activities lay a foundation for a successful and engaging learning experience, promoting a positive classroom culture and ensuring lesson relevance.

Main Activity. The main activity is where the core of the learning takes place. The teacher provides materials on TED Talks and presents two TED Talk videos. This multimedia approach not only introduces students to TED Talks but also illustrates effective speaking in practice. It encourages students to observe and critically analyze how the speakers express their opinions, including language use, tone, and body language.

The subsequent steps involve students in active learning. They are asked to find their own TED Talk video and make an opinion about the topic. This approach empowers students to choose content that interests them, promoting personal engagement. The ultimate goal is for students to express their opinions in front of the class, providing a practical application of what they've learned.

The main activity consisted of several steps:

- a. Give Material About TED Talks
The teacher provided students with materials on TED Talks, explaining the nature and significance of TED Talks as a platform for effective speaking. This introduction served as the foundation for the subsequent tasks.
- b. Present 2 TED Talk Videos
The teacher showed two TED Talk videos, each covering a different topic. The students were instructed to carefully watch these videos and focus on how the speakers expressed their opinions through speaking. They were encouraged to take notes and observe the speakers' use of language, tone, and body language.
- c. Ask Students to Examine the Topic and Speaker's Expression
Following the video presentations, students were prompted to engage in critical thinking. They were asked to examine the topics presented in the videos and how the speakers expressed their opinions through their speeches.
- d. Ask Students to Find a TED Talk Video
Students were given the task of selecting another TED Talk video of their choice, related to a topic that interested them. They were instructed to watch this video, analyze the speaker's expression, and consider the topic in-depth.
- e. Create and Express Personal Opinions
After watching their chosen TED Talk video, students were tasked with forming their own opinions on the topic presented. They were encouraged to apply the insights gained from their analysis of the TED Talk videos. Finally, they had the opportunity to express their opinions by speaking in front of the class.

The main activity is the core of learning, utilizing TED Talk videos to exemplify effective speaking. The teacher introduces TED Talks, presents two videos for analysis, and guides students to observe language use, tone, and body language. Students then select their own TED Talk video, promoting personal engagement, and analyze it. This leads to forming personal opinions on the topic, applying insights gained, and expressing opinions in front of the class. The main activity combines multimedia learning, critical thinking, and practical application of communication skills.

Closing. The closing phase is important for summarizing the class and assessing student learning. The teacher evaluates the study, providing feedback and discussing what students have learned. This reflective aspect encourages students to consider their progress and reinforces key takeaways from the lesson. The final salutation is a polite way to conclude the class and express gratitude for the students' participation. The closing phase involved the following:

Evaluation of the Study:

"I encourage all of you to actively participate and ask questions."

Ask Students What They Learned:

"What was the most important thing you learned in today's lesson?"

"What aspects of the lesson did you find most interesting or engaging?"

Salutation:

"That is all our lesson today, Wassalamualaikum wr.wb."

The closing phase of a class is a pivotal component that serves various purposes. It involves the teacher evaluating the lesson through prompting students to reflect on the most important aspects they have learned, thereby reinforcing key takeaways and providing insight into overall comprehension. Additionally, the phase encourages active student participation by inviting them to share what they found interesting or engaging in the lesson, fostering a sense of involvement and allowing the teacher to understand individual learning preferences. The inclusion of a polite salutation adds a courteous touch, emphasizing a positive learning environment. Altogether, the closing phase plays a crucial role in concluding the class, promoting reflection, and sustaining a positive and interactive classroom atmosphere.

In crafting a comprehensive lesson plan, the three integral phases—preliminary activities, main activity, and closing—work synergistically to create an effective and engaging teaching strategy. The preliminary activities, marked by warm salutations, greetings, and a brief prayer, establish a positive and respectful classroom environment. Clear communication of class goals and affirmations of effort contribute to student engagement, while apperception assesses prior knowledge and experiences, providing a contextual foundation for new content. The main activity, centered around TED Talk videos, employs a multimedia approach to exemplify effective speaking, encouraging critical analysis and personal engagement. Active learning steps empower students to choose videos of personal interest, fostering independent thinking and culminating in the expression of opinions, thus practically applying their learning. The closing phase serves as a reflective and evaluative component, prompting students to articulate key takeaways and interesting aspects, fostering a positive learning atmosphere. Altogether, this well-structured lesson plan integrates diverse teaching methodologies, ensuring a rich and inclusive learning experience for students.

Students' Perception About the Use of TED Talks in Teaching Speaking

From the observation in classrooms where TED Talks have been implemented, questionnaires answered by 135 respondents and interviews with 10 students, the researcher found that TED Talks have had a significant impact on improving the English-speaking skills of students at Madiun High School. In line with the theory of McGroarty (1996) and Robbins (2003) about perceptions, this result found that there are 3 components perception by McGroarty and positive-negative perception by Robbins.

Affective

Teacher use TED Talks for teaching speaking skills.

a. Questionnaire

Table 1. Teacher use TED Talks for teaching speaking skills

	Frequency	Percent
Strongly Agree	64	47%
Agree	71	53%
Disagree	0	0%
Strongly Disagree	0	0%
Total	135	100%

The collected data reveals an overwhelming 100% students (consist of 47% strongly agree and 53% agree) agreement in favor of using TED Talks for teaching speaking skills. This resounding endorsement not only emphasizes the effectiveness of TED Talks as an instructional tool but also reflects positive affective perceptions

among students. According to McGroarty's framework, the students' enthusiastic support suggests a positive emotional and attitudinal response, potentially influenced by the dynamic and engaging nature of TED Talks.

Students' confidence level before and after using TED Talks.

- a. Questionnaire (Students' confidence level in speaking, before watching TED Talks is low.)

Table 2. Students' confidence level in speaking before watching TED Talks

	Frequency	Percent
Strongly Agree	23	17%
Agree	71	53%
Disagree	39	29%
Strongly Disagree	2	1%
Total	135	100%

The data analysis indicates a significant lack of confidence among 70% (consist of 17% strongly disagree and 53% agree) of students in their English skills before watching TED Talks, while the remaining 30% (consist of 29% disagree and 1% strongly disagree). express moderate confidence. This observation aligns with McGroarty's insights into the affective dimensions of language learning. According to McGroarty, learners' attitudes and emotions, influenced by factors like anxiety and motivation, play a vital role in language acquisition. For the 30% exhibiting moderate confidence, positive affective states such as intrinsic motivation may contribute to their assurance in approaching English language learning. Teacher could benefit from considering and addressing these affective factors to create a more positive environment for language learners.

- b. Interview

- i. *“Saat saya mempresentasikan sesuatu di depan kelas, dan juga ketika bermain game dan berinteraksi dengan orang luar negeri menggunakan bahasa inggris” (When I present something in front of the class, and also when playing games and interacting with foreigners using English.)*
- ii. *“Disaat orang lain dapat memahami apa yang saya sampaikan menggunakan bahasa inggris dan mendapat apresiasi dari orang lain” (When others can understand what I say using English and get appreciation from others.)*
- iii. *“Saya merasa lebih percaya diri setelah mendapatkan beberapa teknik baru dalam penyampaian bahasa inggris dari video ted talks” (I feel more confident after getting some new techniques in English delivery from the ted talks video.)*

The interview responses provide evidence that exposure to TED Talk videos has positively influenced participants' confidence in speaking English, supporting McGroarty's theory on the importance of affective perceptions in language learning. The increased confidence is evident in various situations, from formal presentations to informal interactions, emphasizing the holistic impact of positive affective experiences on language proficiency.

The interview responses illustrate a generally positive experience in applying TED Talk insights to daily conversations, aligning with McGroarty's theory on the impact of affective perceptions. The mention of occasional challenges with new vocabulary emphasizes the need for teacher to be attuned to learners' emotional experiences, fostering a supportive environment that acknowledges and addresses both positive and potentially challenging aspects of the language learning journey.

The alignment the use of TED Talks and the material.

- a. Questionnaire (The use of TED Talks as media for learning speaking by the teacher is in line with the material.)

Table 4. The alignment of the use of TED Talks and the material

	Frequency	Percent
Strongly Agree	50	37%
Agree	65	48%
Disagree	16	12%
Strongly Disagree	4	3%
Total	135	100%

The collected data reveals a strong consensus, with 85% (consist of 37% strongly agree and 48% agree) of students agreeing that the teacher's use of TED Talks aligns well with the material being studied. Conversely, a

15% minority holds a differing opinion. If we connect it with the affective perception framework proposed by McGroarty, the majority viewpoint suggests success, delving into affective aspects provides a more comprehensive understanding of the dynamics influencing students' varied perceptions.

Belief or Cognitive

Students' interest in TED Talks topics.

a. Questionnaire

Table 5. Students' interest in TED Talks topics

	Frequency	Percent
Humor	34	25%
Education and Sci-Tech	46	34%
Motivation	52	39%
Politic	3	2%
Total	135	100%

The data highlights a significant discrepancy in the popularity of different topics among students, with motivations being the most favored at 39% and politics trailing as the least popular at 2%. Exploring this contrast through the lens of McGroarty's belief perceptions model suggests that students may be driven by a collective belief in the transformative power of understanding motivations. On the flip side, the low interest in politics prompts an investigation into whether there's a prevailing belief among students that politics is inaccessible or lacks meaningful impact on their lives. Analyzing these percentages through the framework of belief perceptions underscores that topic preferences are intricately linked to the underlying beliefs and values held by students.

Students' perception about TED Talks help to improve their speaking skills.

a. Questionnaire

Table 6. Students' perception about TED Talks help to improve their speaking skills

	Frequency	Percent
Strongly Agree	51	38%
Agree	60	44%
Disagree	24	18%
Strongly Disagree	0	0
Total	135	100%

The passage highlights that a substantial 82% (consist of 38% strongly agree and 44% agree) of students believe that TED Talks have positively impacted their English-speaking skills, indicating a widespread positive perception. Despite this, a minority 18% holds a slightly dissenting viewpoint. To further explore these belief perceptions let's connect the findings with McGroarty's framework. This approach aims to provide a more nuanced understanding of the students' varied perspectives and the role of belief systems in shaping their perceptions of TED Talks for language enhancement.

b. Interview

- i. *“Menurut saya, TED talks dapat membantu meningkatkan kemampuan pronunciation saya karena diksi dan pengucapan pembicara sangat jelas sehingga mudah dipahami.” (I think TED talks can help improve my pronunciation skills because the diction and pronunciation of the speakers are very clear so it is easy to understand.)*
- ii. *“Menurut saya, TED Talks sangat membantu karena dapat mengasah kemampuan bahasa inggris dengan menambah kosakata baru.” (I think TED Talks are very helpful because they can hone English skills by adding new vocabulary)*
- iii. *“Saya terbantu oleh TED Talks, karena dapat meningkatkan kemampuan berbicara saya dalam Bahasa Inggris, bahasa yang digunakan oleh pembicara baik dan jelas.” (I was helped by TED Talk, because it can improve my speaking skills in English, the language used by the speaker is good and clear.)*

The interview responses suggest a positive belief among participants regarding the efficacy of TED Talks in enhancing their English-speaking skills. These beliefs align with McGroarty's theory, emphasizing the importance of fostering positive perceptions and beliefs for a more successful language learning experience

Students' believe if the use of TED Talks for enhance their speaking skills has a long-term impact.

a. Questionnaire

Table 7. Students' believe if the use of TED Talks for enhance their speaking skills has a long-term impact

	Frequency	Percent
Strongly Agree	48	36%
Agree	51	37%
Disagree	31	23%
Strongly Disagree	5	4%
Total	135	100%

The data reveals a strong consensus among students, with 73% (consist of 36% strongly agree and 37% agree) expressing agreement on the lasting impact of proposed improvements, while 27% (consist of 23% disagree and 4% strongly disagree) slightly disagree. This diversity in perceptions aligns with McGroarty's framework on belief systems, emphasizing the importance of understanding individual beliefs in shaping attitudes towards changes. Analysing the underlying factors influencing these divergent perspectives contributes to a comprehensive understanding of student opinions and responses to proposed improvements.

The use of TED Talks as media for learning speaking by the teacher is effective.

a. Questionnaire

Table 8. The use of TED Talks as media for learning speaking by the teacher is effective

	Frequency	Percent
Strongly Agree	30	22%
Agree	95	71%
Disagree	10	7%
Strongly Disagree	0	0%
Total	135	100%

The data reveals a significant 93% (consist of 22% strongly agree and 71% agree) positive response among students regarding the use of TED Talks for English language learning in the classroom, specifically for improving speaking skills. However, 7% of students hold a contrasting viewpoint. McGroarty emphasizes the impact of learners' beliefs on their language learning experiences.

Students' believe if TED Talk has helped their difficulty in speaking English.

a. Interview

- i. *“TED Talks Membantu saya mengatasi kesulitan dalam menyusun kalimat dan juga pengucapan Bahasa Inggris” (TED Talks helped me overcome my difficulties in sentence construction and English pronunciation.)*
- ii. *“TED Talks dapat membantu mengatasi kesulitan saya dalam mempelajari bahasa Inggris karena dapat menemukan kosakata baru melatih pronunciation” (TED Talks can help me overcome my difficulties in learning English because I can find new vocabulary to practice pronunciation.)*
- iii. *“Menurut saya TED Talks terbukti membantu meningkatkan minat dan juga keterampilan dalam berbicara bahasa Inggris” (I think TED Talks are proven to help increase my interest and skills in speaking English.)*

The interview responses suggest that participants hold positive beliefs about the effectiveness of TED Talks in addressing their language learning challenges. These positive beliefs contribute to increased confidence, motivation, and skill development, as outlined in McGroarty's theory on beliefs perceptions in language learning. This connection underscores the importance of cultivating positive beliefs to enhance the overall language learning experience.

Behavioral

Students' perception about watching TED Talks make them more motivated to practice and improve your English-speaking skills.

a. Questionnaire

Table 9. Students' perception about watching TED Talks make them more motivated to practice and improve your English-speaking skills

	Frequency	Percent
Strongly Agree	36	27%
Agree	65	48%
Disagree	31	23%
Strongly Disagree	3	2%
Total	135	100%

Most students, about 75% (consist of 27% strongly agree and 48% agree), think that TED Talks really help them get motivated to practice and improve their English-speaking skills. They find TED Talks inspiring. However, there are 25% students (consist of 23% disagree and 2% strongly disagree), who don't completely agree. To understand this difference, we can look at McGroarty's idea that what people believe affects how they act. By understanding how beliefs connect with actions, teachers can better adapt their teaching to meet the needs of all students, considering different perspectives and learning styles.

Students' believe if TED Talks improve their vocabulary in speaking English.

a. Questionnaire

Table 10. Students' believe if TED Talks improve their vocabulary in speaking English

	Frequency	Percent
Strongly Agree	52	39%
Agree	41	30%
Disagree	36	27%
Strongly Disagree	6	4%
Total	135	100%

Most students, about 69% (consist of 39% strongly agree and 41% agree), believe that TED Talks are great for improving their English vocabulary. They think watching these talks helps them learn new words. However, 31% (consist of 27% disagree and 4% strongly disagree) of students feel differently.

Students' method to use TED Talks more effective for enhance their speaking skills.

a. Interview

- i. *“Saran dari saya yaitu anda dapat memilih topik sesuai minat dan tingkat pemahaman, mencatat kosakata baru, berlatih mengulang apa yang disampaikan” (My advice is that you can choose topics according to your interest and comprehension level, note down new vocabulary, practice repeating what was said.)*
- ii. *“Untuk mempermudah mempelajarinya, anda dapat mencatat kosakata baru lalu berlatih mempraktekkan apa yang sudah dipelajari dari video ted talks” (To make it easier to learn, you can take notes on the new vocabulary and then practice what you have learned from the ted talks video.)*
- iii. *“Anda dapat lebih sering menonton video ted talks untuk menemukan istilah, kosakata ataupun gaya berbicara yang baru” (You can watch more ted talks videos to discover new terms, vocabulary or speaking styles.)*

The interview responses underscore the importance of active engagement and practical application in utilizing TED Talk videos to improve English speaking skills. These behaviors align with McGroarty's theory on behavioral perceptions, emphasizing the role of active engagement, repetition, and exposure in language learning success. Teacher can leverage these insights to design effective language learning strategies that encourage meaningful participation and exploration.

In conclusion, the data collected from students' perceptions regarding the use of TED Talks for enhancing English-speaking skills provides a nuanced understanding of their experiences. Affective perceptions indicate overwhelming support for TED Talks, with students expressing enthusiasm and increased confidence, particularly after exposure to the videos. Despite some challenges, the overall affective experience is positive, contributing to a more confident approach in various speaking situations. In terms of cognitive perceptions, students exhibit diverse interests in TED Talk topics, revealing a connection between topic preferences and underlying beliefs and values. The majority believes in the positive impact of TED Talks on their speaking skills, aligning with their perceptions of the effectiveness of TED Talks in the classroom. Finally, behavioral perceptions underscore the motivating role of TED Talks in language practice, emphasizing the importance of active engagement and repetition. This comprehensive analysis highlights the multifaceted nature of

students' perceptions, providing valuable insights for teacher to tailor their approaches and create an effective and supportive language learning environment.

Students' Positive and Negative Perceptions

Questionnaire. To measure the students' perspective, the researchers use 4 Likert Scale in the questionnaire. There are: 4 (Strongly Agree), 3 (Agree), 2 (Disagree), and 1 (Strongly Disagree)

Table 11. Questionnaire Data Contribution

No	Questionnaire Statements	Scale	Frequency	Percentage
1.	The teacher use TED Talks as media in teaching speaking.	4	64	47%
		3	71	53%
		2	0	0%
		1	0	0%
2.	Students' confidence level in speaking, before watching TED Talks is low.	4	23	17%
		3	71	53%
		2	39	29%
		1	2	1%
3.	Students do not experience difficulty while using TED Talks as media for learning speaking.	4	44	33%
		3	44	33%
		2	39	29%
		1	8	5%
4.	By watching TED Talks, students have improved their English-speaking skills.	4	51	38%
		3	60	44%
		2	24	18%
		1	0	0%
5.	Learning speaking from TED Talks has a long-term impact.	4	48	36%
		3	51	37%
		2	31	23%
		1	5	4%
6.	Students are more motivated to practice speaking after watching TED Talks.	4	36	27%
		3	65	48%
		2	31	23%
		1	3	2%
7.	TED Talks help students to increase their vocabulary in English.	4	52	39%
		3	41	30%
		2	36	27%
		1	6	4%
8.	The use of TED Talks as media for learning speaking by the teacher is effective.	4	30	22%
		3	95	71%
		2	10	7%
		1	0	0%
9.	The use of TED Talks as media for learning speaking by the teacher is in line with the material.	4	50	37%
		3	65	48%
		2	16	12%
		1	4	3%

Table 12. The Final Score

No	Scale	Percentage
1.	4 (Strongly Agree)	33%
2.	3 (Agree)	46%
3.	2 (Disagree)	19%
4.	1 (Strongly Disagree)	2%

Based on the collected data from questionnaire, it appears that the majority of students, specifically 79% (Strongly agree 33%, agree 46%), agree with the use of TED Talks by teachers as a means to enhance their speaking skills. This suggests a generally positive reception and acceptance of TED Talks as an educational tool among the majority of students surveyed.

On the other hand, totally 21% (Disagree 19%, strongly disagree 2%) of students hold a contrary opinion, expressing reservations or disagreement with the use of TED Talks for enhancing speaking skills. While this is a

smaller percentage, it still indicates that there is a portion of the student population who may not find TED Talks effective or suitable for improving their speaking abilities.

Interview. Students' difficulty in using TED Talks as media for learning speaking.

Positive

- i. *"Sejauh ini saya tidak mengalami masalah dalam menerapkannya pada kehidupan sehari hari" (So far I have had no problems applying it to daily life)*
- ii. *"Saya tidak mengalami masalah khusus dalam penerapan, tetapi terkadang ada beberapa kosakata baru yang belum saya pahami" (I didn't experience any particular problems in implementation, but sometimes there were some new vocabulary words that I didn't understand.)*
- iii. *"Saya tidak mengalami masalah karena menurut saya hal ini mudah diterapkan" (I didn't have any problems because I thought it was easy to apply)*

Students generally exhibit positive perceptions towards using TED Talks as a medium for learning speaking. Their statements emphasize the ease of application, the perceived benefit to daily life, and a constructive approach towards overcoming minor challenges. These positive perceptions align with the principles of positive perceptions theory, suggesting that individuals tend to form positive evaluations when they find an experience beneficial, relevant, and relatively easy to navigate.

Negative

- i. *"Kesulitan yang saya dihadapi adalah terdapat beberapa kosakata baru yang kurang saya mengerti" (The difficulty I faced was that there were some new vocabulary words that I didn't understand)*
- ii. *"Masalah yang saya hadapi yaitu pada penggunaan kosakata dan juga cara penyampaian oleh speaker yang terdengar asing" (The problem I faced was the use of vocabulary and also the way of delivery by the speaker which sounded unfamiliar)*
- iii. *"Terkadang saya sedikit kesulitan ketika menjelaskan kembali apa yang disampaikan dalam ted talks, karena mungkin penggunaan kata atau aksen dari pembicara yang tidak familiar" (I sometimes find it a little difficult when explaining back what was delivered in the ted talks, because maybe the use of words or accents from the speakers are not familiar)*

Students express negative perceptions and difficulties in using TED Talks for learning speaking skills, citing challenges with new vocabulary, unfamiliar speaker delivery styles, and difficulties in explaining the content. These negative perceptions align with Robin's (2003) theory, which suggests that negative perceptions in education can arise from various factors. In this context, addressing challenges related to vocabulary, delivery styles, and accents can improve the overall learning experience and potentially enhance the effectiveness of using TED Talks for speaking skill development.

In conclusion, the data gathered from the questionnaire provides valuable insights into students' perspectives on the use of TED Talks for enhancing their speaking skills. A significant majority, comprising 79% of students, express a positive reception and acceptance of TED Talks as an educational tool. The fact that a substantial portion strongly agrees or agrees with the utilization of TED Talks indicates a widespread acknowledgment of its potential benefits for improving speaking abilities. However, the remaining 21% who disagree or strongly disagree signify a noteworthy minority that holds reservations about the efficacy of TED Talks in this context. Notably, negative perceptions and difficulties are voiced, particularly concerning challenges with vocabulary, speaker delivery styles, and content comprehension. These challenges align with Robin's (2003) theory, emphasizing the multifaceted nature of negative perceptions in education. Addressing these concerns, particularly those related to vocabulary and delivery styles, becomes crucial for optimizing the use of TED Talks and ensuring a more inclusive and effective learning experience for all students in developing their speaking skills.

Conclusion

A comprehensive and in-depth understanding has been obtained from the extensive study on how students in Madiun secondary schools use TED Talks to improve their speaking skills. The well-designed lesson plan, which included preliminary activities, the main activities, and a closing section, showed a comprehensive and successful teaching approach. Participation of students was much improved by the preliminarily activities, which included warm greetings prayers, and clear description of the class aims in an environment of positivity and respect. By evaluating students' previous knowledge and experiences, perception improved the learning process by giving the new material a contextual basis.

Moreover, the analysis of students' perceptions regarding the integration of TED Talks for improving English-speaking skills uncovered significant insights. Affective perceptions reflected overwhelming support, with students

expressing enthusiasm and heightened confidence, contributing positively to their language learning journey. Despite encountering challenges, the positive affective experience played a vital role in shaping a confident approach in various speaking situations. Cognitive perceptions unveiled diverse interests in TED Talk topics, highlighting a connection between preferences and underlying beliefs and values. The majority's (79%) belief in the positive impact of TED Talks on speaking skills aligned with their overall positive perceptions of its effectiveness in the classroom. However, the recognition of a notable minority (21%) holding reservations emphasized the need to address challenges such as vocabulary, speaker delivery styles, and content comprehension, aligning with Robin's (2003) theory on negative perceptions in education. Addressing these concerns is crucial to optimizing the use of TED Talks and creating an inclusive and effective language learning environment, ensuring that the benefits are accessible to all students in their endeavour to enhance their speaking skills.

The research findings affirm that TED Talks, as perceived by Madiun secondary schools' students, have a mostly positive effect on their speaking skills. The overall positive affective and cognitive experiences suggest that TED Talks are valued as an effective media in the language learning process. However, the acknowledgment of challenges from a minority of students underscores the importance of continuous improvement and adaptation in teaching methodologies to address diverse learning needs. The insights gained from this study can serve as a valuable guide for teachers and stakeholders in modifying interventions and optimizing the integration of TED Talks to ensure a more inclusive and effective language learning experience for all students.

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