

# Technology, Entertainment, and Design (TED) Channel as a Tool for Improving Vocational Students' Speaking Skills: Teknologi, Hiburan, dan Desain sebagai Alat untuk Meningkatkan Kemampuan Berbicara Siswa Sekolah Menengah Kejuruan

*Nur Ajizah Utami Anggraini*

Departement of English Education, Universitas Muhammadiyah Sidoarjo

*Dian Rahma Santoso*

Departement of English Education, Universitas Muhammadiyah Sidoarjo

**General Background:** Speaking skills are essential for English language learners, particularly in non-native English-speaking countries like Indonesia. However, many students struggle due to limited resources, unengaging teaching methods, and lack of exposure to authentic spoken English. **Specific Background:** The TED channel on YouTube offers a potential solution by providing diverse, high-quality spoken English content featuring various accents and speaking styles. **Knowledge Gap:** While previous studies suggest that TED videos enhance public speaking, limited research explores their effectiveness in improving vocational high school students' general speaking skills. **Aims:** This study investigates the impact of using TED channel videos on students' speaking proficiency at SMK Dian Indonesia. **Results:** A pre-experimental study with pre-test and post-test design was conducted, analyzing data using paired-sample t-tests. Findings revealed a significant improvement in students' speaking skills, with mean scores rising from 71.2 to 79.9 ( $p < 0.05$ ). **Novelty:** Unlike prior studies focusing on public speaking, this research highlights TED's effectiveness in improving general speaking proficiency, particularly in vocational high school settings. **Implications:** The findings suggest that integrating TED videos into language instruction can enhance engagement and speaking performance, encouraging educators to adopt multimedia tools for language learning.

## Highlights:

- TED videos enhance students' pronunciation, fluency, and intonation through exposure to native speakers.
- Significant score improvement from pre-test to post-test confirms the effectiveness of TED as a learning tool.
- Multimedia integration in English teaching increases student engagement and motivation.

**Keywords:** TED Channel, Speaking Skills, Vocational Students, Language Learning, Multimedia Teaching

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## Introduction

English language learning for students plays an important role in equipping students with international language skills. The curriculum is generally designed to develop all four language skills, namely listening, speaking, reading and writing. English language learning in countries that use English as a foreign language such as Indonesia, of course, is likely to experience various difficulties in the learning process. This difficulty can be influenced by several internal and external factors, for example some of the problems or difficulties that occur to students when starting from less interesting learning methods, limited learning resources, to unequal access to technology. To help their students improve their speaking abilities in English classes, teachers must be aware of the challenges faced by ELLs (English language learners) and work to apply a variety of instructional techniques. By utilizing the most recent methods and resources and modifying their approach to teaching speaking skills, educators might achieve this [1]. English language learning for students plays an important role in equipping students with international language skills. The curriculum is generally designed to develop all four language skills, namely listening, speaking, reading and writing. English language learning in countries that use English as a foreign language such as Indonesia, of course, is likely to experience various difficulties in the learning process. This difficulty can be influenced by several internal and external factors, for example some of the problems or difficulties that occur to students when starting from less interesting learning methods, limited learning resources, to unequal access to technology. Students who dislike English lessons can experience low English learning outcomes due to various problems. One of the problems in learning English is the students' assumption that English is a difficult and boring subject. Problems related to difficult and boring subjects have an impact on so many students who dislike English lessons[2]. The development of speaking skills is very important in language learning, as well as English in education. There are four language skills that must be learned by students, namely listening, speaking, reading and writing skills. One of the important skills in learning a language is speaking. according to Brown and Yule Speaking skill is often considered as one of the most difficult aspects in learning English language learning[3].

The people have all realized that our lives at this time are greatly influenced and dependent on information technology, this technology has an important role in the development of daily life, especially in the field of education. learning using technology can have a positive impact on students' English language learning more specifically on students' speaking skills. Technology is considered as one of the powerful instruments that can be used for learning activities and English language learning. According to Jobirovich digital technology can help facilitate teachers' work activities and improve students' knowledge, skills, qualifications, and compensation[4]. In supporting an effective and interesting learning process, many people can use various types of media, such as learning videos, audio, and digital platforms, all of which can help students understand learning materials better. One technology that is often used to improve speaking skills in English is using the YouTube channel, in YouTube provides a lot of interesting learning video ragarams and there are many tools that make it easier for students to learn English, therefore the YouTube platform is one of the media that many people use. watching videos with subtitles has many benefits for many people (from children to adults) [5]. After exploring learning media through the YouTube Channel with a focus on the diversity of content available on You Tube itself, one example is by using TED channel. TED channel itself is a channel on YouTube that offers a variety of video podcasts or speeches presented by speakers who are experts and experienced in various fields. The TED Talk channel can help students hone their English speaking skills through in-depth insights from native speakers on a variety of topics. In addition, the benefits of TED channel in English language learning are that teachers can invite students to listen to inspirational speeches that not only help them expand their vocabulary, but also hone their ability to understand different speaking styles. TED, TED Talks, and TEDx are different components of the TED ecosystem, each with unique roles and characteristics. TED is a non-profit organization founded in 1984, which focuses on spreading ideas through concise and impactful talks. TED Talks are short, impactful presentations delivered at TED events, available online and aim to share "ideas worth spreading" with a global audience. this is what makes researchers use the TED channel in this study compared to other TED channels, in addition to the global and broad topic of conversation so that students can be more free to explore this media as a learning medium.

Researchers chose Smk Dian Indonesia because of several underlying factors, the first of which is in line with the use of methods in this study, namely quantitative experiments, researchers are looking for schools that have not applied TED media before, because of that researchers chose to conduct research at Smk Dian Indonesia. From the results of observations made by researchers at SMK Dian Indonesia, the school experienced several problems that occurred in the English language learning class, in the English language class the students had difficulty understanding the material presented and also found it difficult to speak English. the students said that they find it difficult to speak English because they feel that they have difficulty in pronunciation and intonation when speaking. According to the students when English learning takes place they feel bored because their teacher gives learning material using only books and rarely uses other interesting media when learning. and when researchers confirm the use of learning media to teachers there, researchers get information that teachers usually only use LCDs and student worksheets as media supporting lesson plans in the learning process. RPP (lesson plan) is an important document that contains a description of how a lesson will be carried out for one meeting, one semester, or more. These lesson plans are usually prepared by teachers before starting learning activities at school. English learning activities there are still not going well, because the lack of facilities makes English learning less optimal. Some students feel that they still don't understand what they are learning in class. Therefore, there is a need for media that can be used to support the learning process of students at the school, so the researcher decided to try to apply the TED - Talk channel as an English learning media, especially to improve students' speaking skills. By using TED, it is expected that there will be an improvement in students' speaking ability, and researchers hope that when implementing learning using TED media, it can increase interest and motivation in learning English for students. The researcher chose speaking as the skill to be studied because in the observation at this school the researcher found many students who had difficulty in speaking, due to lack of confidence and pronunciation, therefore the researcher wanted to examine whether the use of TED could help improve students' speaking skills at SMK Dian Indonesia.

Researchers found several previous studies related to or in line with this research, previous research will be a comparison material for this research. the first study by Farid with title "the effectiveness of using TED talks videos in improving students' public speaking skills in senior high school" in this study concluded that using TED talks videos is an effective method for improving students' public speaking skills. The study found that there was a significant improvement in students' speaking skills after using TED talks videos as a teaching tool. Additionally, the students responded positively to the use of TED talks videos and enjoyed the learning process. The researchers suggest that institutions should support teachers in using this method by providing necessary facilities such as internet connection. Overall, the study highlights the potential of using TED talks videos in teaching public speaking skills[6]. then the second study is by amalia with the title "the effectiveness of using ted talk videos towards students' speaking ability in the twelfth grade of the first semester of man 1 Lampung Tengah in the academic year of 2022/2023" in which this study found that the use of TED Talk videos had a significant effect on students' speaking ability and confidence in public speaking. This study also recommends the use of audio-visual media, such as speakers and projectors, in the teaching and learning process. In addition, this study highlights the positive impact of TED Talks in promoting speaking in English as a foreign language (EFL) and as a source of motivation for teachers and students. The research findings show that TED Talks enhance students' perspectives and motivate them to develop their speaking skills [7]. And the last previous study is from mutia sari with the title "TED Talks in EFL Context: An Alternative Way for Teaching and Improving Students' Speaking Skills" This article discusses how TED Talks can be used to improve the speaking skills of English as a Foreign Language (EFL) students. The study was conducted using a qualitative descriptive method and this researcher found that TED Talks can be an effective learning medium for EFL students. The study emphasizes the importance of mastering listening skills before speaking and highlights how TED Talks can indirectly change students' perspectives and boost their confidence. The article concludes that TED Talks can be recommended as a learning medium in countries where English is a foreign language. From some of these previous studies we can conclude that the use of TED can improve students' speaking skills, therefore the researcher wants to make an experimental study using TED

to find out whether the use of TED can also improve students' speaking skills at SMK 1Dian Indonesia.

### **Research Question**

Is there an effect of using TED channel in improving students' speaking skill at SMK Dian Indonesia?

## **Method**

### **A. Research Design**

In this study, researchers used a pre experiment research method according to Sugiyono 2015; 109 stating that Pre-Experimental Design is an experiment in which there are still external variables that contribute to the formation of the dependent variable. So the experimental results which are the dependent variable are not solely influenced by the independent variable. This can happen, because there are no control variables, and the sample is not randomly selected[8]. In addition, this theory says that Experimental Design is a quantitative approach. Quantitative research can be interpreted as research based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, data analysis is quantitative / statistical, with the aim of testing predetermined hypotheses Sugiyono [9]. For data collection from this study, researchers used the saturated sempel method because the number of sempel populations was less than 30 data. Researchers will conduct this research in January using this sample, because the school used has 1 class with 20 students, in class X of smk dian Indonesia. the selection of class X is due to several reasons: the first is because in class XI will have an internship and XII will carry out the graduation exam. the second reason, in class X it is the most appropriate level to apply TED media to students, because in the early stages of class X students really need varied learning media in the classroom.

### **B. Data Collection and Techniques**

In order to implement speaking skills using TED, the researcher needed to conduct a pre-experiment class. This pre-experiment class consisted of 20 students, and the researcher's goal was to collect data during the class. This study used a speaking test. There were four aspects of speaking ability that were the focus of this study. During the speaking test, after students were given the treatment using TED media, students were asked to listen and also look at the TED video with the title "why are we so bad at reporting the good news" by agnus hervey and then students were asked to make 1 short video related to the material (news item). "why are we so bad at reporting the good news" by agnus hervey is the video provided for the speaking test. Angus is a political economist, journalist and writer who seeks out and spreads positive news from around the world. He is the editor of Future Crunch, one of the world's most popular newsletters on human progress, covering human rights, renewable energy, global health, development, scientific discovery and conservation success. He received his PhD from the London School of Economics, where he was also a Ralph Miliband Scholar from 2009 to 2011. The speaking test was conducted twice, namely before (pre-test) and after (post-test). Each instruction has aspects that can assess students' abilities in speaking aspects. According to Sugiyono in this research design, the experimental group was given an initial test (pretest) before carrying out learning and given a final test (posttest) after treatment. The experimental group was given a final test (posttest) after being given treatment in the form of project-based learning. (The experimental group was given a final test (posttest) after being given treatment in the form of project-based learning [10].

### **One group Pre-Test, Post-Test Design**

Pre -Test	Treatment	Post-Test

O1	X	O2
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**Table 1.** *One group Pre-test Post-test design*

## The explanation

1. O1: pre test (before giving the treatment )
2. X: treatment (giving treatment using TED to the student)
3. O2:final test post test is carry out being giving the treatment

This study takes data from student speaking tests, this test is a tool to measure the level of student speaking through pre tests (initial stage assessment) and post tests (final stage assessment). This test uses news material with the theme of natural disaster news and current news. The use of this material is adjusted to the existing curriculum material at SMK Dian Indonesia based on observations made by researchers. The selection of news item material as teaching material at this time is due to the need for improvement in student vocabulary, student habituation in the use of sentence structure, the use of intonation when speaking, and the lack of student speaking practice.

## 1. Test

This study takes data from student speaking tests, this test is a tool to measure the level of student speaking through pre tests (initial stage assessment) and post tests (final stage assessment). This test uses news material with the theme of natural disaster news and current news. The use of this material is adjusted to the existing curriculum material at SMK Dian Indonesia based on observations made by researchers. The selection of news material as teaching material at this time is due to the need to increase student vocabulary, student habituation in the use of sentence structure, the use of intonation when speaking, and the lack of student speaking practice.

## 2. Pre - Test

The test conducted before the sample is given treatment is called a pretest. Before being given treatment, this test aims to assess students' speaking ability and knowledge. This test aims to assess students' speaking ability before using podcast media to improve listening ability. This test was conducted by asking the students to create your own news text for the TV talk show and present it in front of your classmates. Then the researcher observed the students' speaking skill.

## Pre-Test Instructions and Steps

Creating a direct link between instruction and assessment in identifying the purpose of the speaking assessment will be helpful in planning an assessment[11]. This tasting was adapted fromtaufiqullah [12].

Pre-Test Instructions
It's time to present your story. You will present the news you have chosen and present it in a TV talk show. Work individually and imagine you are doing a TV talk show. Before that, create your own news text for the TV talk show and present it in front of your classmates. Pay attention to the aspects that will be assessed such as: fluency, clarity of speech and also the content of the material topic.

**Table 2.** *Instruction Pre-Test Table*

- a. The teacher guides students to pay attention to the power point text about learning first before carrying out the discussion.

- b. The researcher ask to the students to pay attention when the researcher explain the material, and the tsudents must write the poin from the material
- c. After that the researcher ask to the students to discussion in the class about the material (news item )
- d. After that Students are asked to choose one of the topics from the news item (hard news / disaster news / breaking news)
- e. Students are asked to make a draft according to what the students have chosen previously
- f. Students are asked to present the news that has been made previously
- g. Pay attention to the aspects that will be assessed such as: fluency, clarity of speech and also the content of the material topic.

### **3. Post-Test**

Post-test is a test given to students after treatment to measure their ability or knowledge of what is to be achieved. The purpose of the post-test in this study is to find out whether students' speaking skills have improved significantly after being given TED as a medium for teaching speaking skills. The results of this post-test will be compared with the results of the pre-test to find out whether TED can help students in terms of improving speaking skills. In this post-test process, the researcher provided a TED video and then students were asked to make a short video related to the material in the video.

#### **Post-Test Steps**

Creating a direct link between instruction and assessment in identifying the purpose of the speaking assessment will be helpful in planning the assessment[11].

This tasting was adapted from Taufiqullah [12] .

Post-Test Instructions
It's time to present your story. You will present the news you have chosen and present it in a TV talk show. Work individually and imagine you are doing a TV talk show. Before that, create your own news text for the TV talk show and present it in front of your classmates.#Pay attention to the aspects that will be assessed such as: fluency, clarity of speech and also the content of the material topic.

**Table 3.** *Instruction Post-Test Table*

1. Students are asked to choose a topic from the news item material (hard news / disaster news / breaking news)
2. After choice the material ,students are asked to make draft the news item before they delivered.
3. The researcher ask the students to Pay attention to the aspects that will be assessed such as: fluency, clarity of speech and also the content of the material topic .
4. Students are asked to make a news item video and the result will be upload it on instagram.

### **4. Scoring Criteria**

This test was conducted using a speaking test or oral test with individual assessment, therefore, the researcher separated the scores into five aspects: grammar, vocabulary, comprehension, fluency,

and pronunciation. These aspects were created based on the oral assessment process described in Douglass Brown [13]. In the student scoring session, the assessment is carried out by two people, namely the teacher and the researcher.

These aspects of speaking proficiency are:

SCORE	Fluency	pronounciation	grammar	Comprehantion
1	(No specific fluency description.refer to other four language area to implied level of fluency)	Erros in pronounciation are frequent,but can be understood by a native speaker,used dealing with for engineers attempting to speak his language.	Errors in grammar are frequent,but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language	Within the scope of his vert limited language experience, can understand simple question and statemnts if deliverd with slowed speech,or pharaphase.
2	Can handel with confident but not with facilty most social situation ,including introduction and casual convecrations about current evens as as work,familyand autobiographical information	Accent is intelligible though often faulty.	Can usually handle elementary construction quite accurately but does not have thorough or confidents control of grammar.	Can get the gist of most conversasion of non-technical subject(i.e., topics that require no speasialized knowledge).
3	Can discuss particular intrsr of competence with reasonable ease rarely has to grop for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversational topics.	Comperhansion is quite complete at a normal rate of speech.
4	Abel to use language fluently on all levels normality pertinent to professional needs. Can participate in any conversation within the range with a high degree of fluency.	Errors in pronounciation are quite rare.	Able to use language accurately on all level normally pertinent to professional needs. Are quite rare	Can understand any conversation within the range of his experience.
5	Has complete fluency nin the language such that his speech is flully accepted by	Equivalent to and fully accepted by educated native speakers.	Equivalent to that of an educated native speaker.	Equivalent to that of am educated native speaker.

**Table 4.** Rubric Scoring Criteria Speaking

## 5. Treatment

In this study, in addition to conducting pre and post tests as a measurement or assessment of students' speaking skills, researchers also applied treatment as an application of the media to be tested (TED), this treatment was carried out in several meetings. Treatment is the process by which the research sample is given treatment to evaluate the effect of the independent variable on the dependent variable of the study. According to Purwanto, research instruments are basically tools used to collect data in research[14]. Treatment was used in this study to test the impact of using TED on students' speaking ability. After the pretest, this treatment was given as a learning tool, namely by listening to the TED viedo. and this treatment was carried out several times before the post test.

### Treatment Activity and Steps

Treatment activity instructions that provided are adapted from M.al yah [15].

### **5.1 The First Meeting:**

- A. The teacher guides students to pay attention to the power point text about learning first before carrying out the discussion.(the definition , structure, example)
- B. After explaining the material, students are asked to mention the key points of the material orally.
- C. And after that the researcher showing students an example of presenting news from TED channel with the title Why are we so bad at reporting good news ? by angus Hervey ([https://youtu.be/x5mAqRx62rk?si=rCpXB\\_ilXOQR6mzM](https://youtu.be/x5mAqRx62rk?si=rCpXB_ilXOQR6mzM) ) **(The first 5 minutes of the video)**
- D. and after that the researcher showing students an example of presenting news from ted channel with the title why are we so bad at reporting a good news?
- E. When the researcher play the video , the students ask to pay attention and write the poin from delivering some news (how the speaker delivered the news: body gesture ,speed, pronountiation.)
- F. The researcher ask to the students to discussion (asking question about the material such as :what the poin of the video , what you learn from the video , ect )

### **5.2 The Second Meeting**

- A. The researcher repeated the material from the previous meeting.
- B. And after that the researcher showing students an example of presenting news from TED media with the title why are you so bad at reporting a good news? By Angus Hervey ([https://youtu.be/x5mAqRx62rk?si=rCpXB\\_ilXOQR6mzM](https://youtu.be/x5mAqRx62rk?si=rCpXB_ilXOQR6mzM) ) **(The second 5 minutes of the video)**
- C. When the researcher play the video , the students ask to pay attention and write the poin from delivering some news (how the speaker delivered the news: body gesture ,speed, pronountiation.)
- D. The researcher ask to the students to discussion (asking question about the material and the researcher answer the question from students)
- E. The researcher repeat the poin of the video that give ( TED -Talk) ( how the speaker delivered the news: body gesture ,speed, pronountiation. )

### **5.3 The Third Meeting**

- A. The researcher repeated the material from the previous meeting.
- B. And after that the researcher showing students an example of presenting news from TED media with the title why are you so bad at reporting a good news? By Angus Harvey ([https://youtu.be/x5mAqRx62rk?si=rCpXB\\_ilXOQR6mzM](https://youtu.be/x5mAqRx62rk?si=rCpXB_ilXOQR6mzM) ) **(The third 5 minutes of the video)**
- C. When the researcher play the video , the students ask to pay attention and write the poin from delivering some news (how the speaker delivered the news: body gesture ,speed, pronountiation.)
- D. The researcher asking students' the question about the material to look the understanding students about the material presented.
- E. The researcher modeling to students the performance of the news and giving some important points such as intonation, clarity in delivering the story, speed, body gestures and also



pronunciation of words.

F. The researcher resume all the material from the frist meet – the third meet of treatment

## C. Data Analysis

In the research conducted by researchers, researchers use statistical test calculations to calculate the results of data from tests (Pre Test and Post Test) that have been carried out by students before. This data calculation is to determine whether there is a significant increase or difference in results in activities before and after treatment. The statistical technique used is using the paired T test and normality test. According to Widiyanto, paired samplet-test is a testing method used to test the effectiveness of a treatment, this effectiveness is usually marked by the average difference before and after treatment / experiment[16]. And while the normality test is a test conducted to determine whether the data used has a normal distribution so that the data can be used in parametric statistics.

## Findings

The use of TED as a supporting media in English language teaching has a significant impact on students' speaking skills. This can be seen from the increase in scores on the pre test and post test calculated using SPSS, the results of these calculations are as shown in the attachment below.

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pretest	20	22	58	80	1425	71,25	5,990	35,882
Posttest	20	19	71	90	1598	79,90	5,015	25,147
Valid N (listwise)	20							

**Table 5.** *Descriptive Statistics*

In the pre-test assessment, many students scored below the English language subject KKM score of 75, there were 14 children who had scores below the KKM with a range of scores of 58-72. And after the pre-test, there was a lot of improvement in student scores, this can be proven by SPSS calculations such as the table attached by the researcher above. the explanation of the table above is as follows:

### 1. Descriptive Statistics :

The pretest data comprises observations from 20 participants, with scores ranging from 58 to 80. The total sum of scores is 1425, yielding a mean score of 71.25 with a standard deviation of 5.990 and a variance of 35.882, indicating the spread or variability in the scores across the sample. In contrast, the posttest data also includes 20 observations, where scores range from 71 to 90, summing up to 1598. The mean score for the posttest is 79.90, with a standard deviation of 5.015 and a variance of 25.147. These statistics depict the distribution and central tendency of scores before and after an intervention or treatment, showing both the initial level and the observed changes following the intervention.

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,217	20	,014	,905	20	,052
Posttest	,186	20	,069	,936	20	,202

**Table 6.** *Test of Normality*

## 2. Normality Test:

The normality of both pretest and posttest scores was evaluated using the Kolmogorov-Smirnov and Shapiro-Wilk tests. Specifically, for the pretest scores, the Kolmogorov-Smirnov test produced a statistic of 0.217 with a significance level of 0.014, indicating a departure from normality. Similarly, the Shapiro-Wilk test yielded a statistic of 0.905 with a significance level of 0.052, suggesting a marginal deviation from normal distribution. In contrast, the posttest scores, assessed using the Kolmogorov-Smirnov test, showed a statistic of 0.186 with a significance level of 0.069, implying a slight departure from normality. The Shapiro-Wilk test for posttest scores resulted in a statistic of 0.936 with a significance level of 0.202, indicating no significant deviation from normal distribution. These tests provide insights into the distributional characteristics of the scores before and after the intervention, crucial for interpreting the results of subsequent statistical analyses.

						Paired Differences		t	df	Sig. (2-tailed)
						95% Confidence Interval of the Difference				
			Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pretest - Posttest		-8,650	5,887	1,316	-11,405	-5,895	-6,571	19	,000

**Table 7.** *Paired Samples Test*

## 3. Paired Samples Test:

A paired samples t-test was employed to assess the significance of differences between pretest and posttest scores. The paired difference between these scores showed a mean decrease of -8.650 points, with a standard deviation of 5.887 and a standard error of the mean of 1.316. The t-test statistic calculated was -6.571, based on 19 degrees of freedom, resulting in a highly significant p-value of 0.000. This indicates a substantial and statistically significant decrease in scores from the pretest to the posttest, suggesting a notable effect of the intervention or treatment administered between the two assessments.

## Discussion

The use of TED channel for English language learning has also been done by several previous researchers. Researchers found several previous studies related or in line with this research, previous research will be a comparison material for this study. the first study by Farid with the title "the effectiveness of using TED channel videos in improving students' public speaking skills in high school" in this study concluded that the use of TED channel videos is an effective method for improving students' public speaking skills. The study found that there was a significant improvement in students' speaking skills after using the TED channel video as a teaching tool. In addition, students responded positively to the use of TED channel videos and enjoyed the learning process. The researchers suggested that educational institutions support teachers in using this method by providing the necessary facilities such as internet connection. Overall, this study highlights the potential of using TED channel videos in teaching public speaking skills [6].

According to some existing theories, one of the problems in learning English is students' assumption that English is a difficult and boring subject. Problems related to this difficult and boring subject have an impact on the number of students who dislike English lessons[2]. In addition, according to Jobirovich 2021; 17 digital technology can help facilitate teachers' work

activities and improve students' knowledge, skills, qualifications, and compensation. with these two theories, the combination of the right learning method and also the application of media as a learning support can have a good impact on the development of students' speaking skills. with the guidelines of previous research and existing theories, researchers use TED channels in learning at SMK Dian Indonesia.

In this study, researchers found that the students of SMK DIAN INDONESIA experienced some difficulties in learning English, especially in speaking skills. the students said that they had difficulty in the aspects of vocabulary pronunciation, fluency and intonation, this was because learning English was less interesting and boring. with these problems, researchers tried to conduct research in the school in the hope of helping the problems experienced by students in English language learning, researchers used TED channel to support English language learning with the theme "NEWS ITEM". The use of TED channels is expected that students can get a varied experience when learning, besides that in the TED channel, speakers often use various accents and intonations. With this, students can learn directly how to pronounce and intonate like a native speaker when delivering news. And during this research activity there are several things that researchers found, namely; when researchers conducted pre-test activities the students were still very keuslitan in presenting to the class, most of them found it difficult to pronounce words, vocabulary, intonation when presenting news. Then when researchers provide treatment using TED channel, many students are more enthusiastic in this activity, this can be seen by the more active students during the question and answer session and some students also ventured to answer basic questions from researchers related to the material. And in the final activity, namely the post test, students have improved a lot in intonation, pronunciation, and gesture when presenting news marked by an increase in scores during the post test. that way the use of TED channel in this study has a positive impact on students' speaking skills. Based on the comparison of the three things, namely previous research, theory, and the results of this study, all show significant developments from the use of TED channel media.

## Conclusion

In an effort to improve students' abilities and also to overcome some of the problems faced by many SMK Dian Indonesia students in learning English, researchers try to use TED media in classroom learning, TED is considered as one of the media that can support learning and make students more interested in learning English, especially speaking. In this study, the researcher concluded that the use of TED channel has a significant effect on the development of students' speaking skills. This improvement can be seen from several things, namely the increase in students' scores in the pre-test and post-test, then the active participation of students in teaching activities carried out during the study. TED channel can be used as one of the media in student learning activities and teaching activities of all teachers so that learning activities are more varied and students can see examples of how native speakers speak directly. This research can make a significant contribution in the context of English language education. with various examples of native speakers in TED videos and some accents presented by presenters on the TED channel, and for students to explore speaking learning more effectively and fun. For future research, it would be better if it also varies the content to be delivered this can also affect the role of student creativity in making videos.

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