

Improving Students' Speaking Skills Through Ted Youtube Channel at SMA Swasta Al-Washliyah 1 Medan

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Abstrak

Penelitian ini bertujuan untuk mengetahui peningkatan keterampilan berbicara siswa dengan menggunakan video TED Youtube Channel untuk meningkatkan keterampilan berbicara siswa dalam hal akurasi dan kelancaran. Sampel penelitian ini adalah siswa dari kelas XI SMA Swasta Al-Washliyah 1 Medan tahun akademik 2023/2024 yang terdiri dari 25 siswa. Peneliti menggunakan beberapa topik untuk diceritakan kembali sebagai instrumen dalam pre-test dan post-test. Penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas (PTK). Penelitian ini dilakukan dengan metode kuantitatif dengan pre-test dan post-test. Penelitian ini dilaksanakan dalam dua siklus (siklus I dan siklus II). Setiap siklus terdiri dari empat langkah penelitian tindakan, yaitu: rencana, tindakan, observasi, refleksi. Hasil penelitian menunjukkan adanya peningkatan nilai siswa dari pre-test ke post-test II. Pada pre-test, hanya 28% (7 siswa) yang mendapatkan nilai diatas 70. Pada post-test, hanya 44% (11 siswa) yang mendapatkan nilai diatas 70. Pada post-test II, ada 25 siswa yang mendapat poin diatas 75. Hal ini dapat bekerja secara efektif dan efisien dalam meningkatkan keterampilan berbicara siswa di SMA Swasta Al-Washliyah 1 Medan dan pembelajaran ini telah berhasil diterapkan dan mampu meningkatkan keterampilan berbicara siswa.

Kata kunci: *TED Youtube Channel, Keterampilan Berbicara*

Abstract

This study aims to determine the improvement of students' speaking skills by using the TED Youtube Channel video to improve students' speaking skills in terms of accuracy and fluency. The sample of this research was students from class XI of SMA Al-Washliyah 1 Medan for the 2023/2024 academic year, consisting of 25 students. Researchers use several topics to be retold as instruments in the pre-test and post-test. This research was conducted using Classroom Action Research (CAR). This research was conducted using quantitative methods with pre-test and post-test. This research was conducted in two cycles (cycle I and cycle II). Each cycle consists of four steps of action research, namely: plan, action, observation, reflection. The results showed that there was an increase in student scores from pre-test to post-test II. In the pre-test, only 28% (7 students) scored above 70. In the post-test, only 44% (11 students) scored above 70. In post-test II, there were 25 students who scored above 75. This can work effectively and efficiently in improving students' speaking skills at Al-Washliyah 1 Private High School Medan and this learning has been successfully implemented and is able to improve students' speaking skills.

Keywords : *TED Youtube Chanel, Speaking Skill.*

INTRODUCTION

Nurlaili and Annim (2021) stated that in English there are several basic ability criteria to be able to master English, including: listening, speaking, writing, reading. Of the four criteria, speaking is one that cannot be separated from communicating in everyday life. Since language

is a means of communication, teachers should help learners acquire English skills such as listening, reading, writing and speaking (Brown & Lee, 2015). Speaking is one of the most important English skills that students should master alongside reading, writing and listening. The act of speaking requires students to listen and then speak. Because speaking is not memorizing and written sentences, but spontaneous speaking to demonstrate ideas orally to students. Speech was seen as a mere implementation and variation outside the realm of proper language and linguistics.

In reality students still had many problems with English, especially speaking. The students did not speak English well and were struggling to develop their speaking skills. Lack of media, lack of education system and lack of communication contributed to promotion difficulties. TED Talks have surged in popularity because they are tailor-made for the social media age. The teacher had never used TED Youtube Channel video to consult with students before. According to Paspuel et al. (2021) English classrooms in many countries have many problems that reduce opportunities to improve speaking accuracy and familiarity such as limited time, crowded classrooms, missing the opportunity to practice outside the class, lack of motivation to learn english, and wasteful interactive media frameworks in classes.

Considering to those problems, the innovation of learning English that is effective and inspire is important to be implemented by a teacher. Technology is considered as a powerful tool that can perform teaching and learning (Gómez, 2019). Altemos (2006) explained that online learning can help student learn public speaking. One online resource that can use as a reference for learning public speaking is the TED Youtube channel. TED is an example of the inspirational videos that can find on gadgets with the internet. This is a reference to public speaking, sharing experiences, and YouTube videos that motivate audiences. TED is not only teach about public speaking, but also about the life of the speaker, so that students can be inspired and motivated by the speaker.

It is can be predicted that learning to speaking in front of many people through TED Youtube Channel effective in teaching and learning process especially in English subjects. Students will be able to enjoy in learnig speaking and more motivated to speak their mind ideas in English even if only with simple sentences. Based on the explanation about students' preception on speaking above, most students are likely to be less motivated to learn to speak. Additionally, highly motivated students often achieve top results as they improve their performance. Finally, this researcher is interested in conducting a survey on improving students speaking her skills through the TED Youtube channel at SMAS Al-Washliyah 1 Medan.

METHOD

The nature of this study is a Classroom Action Research (CAR) design. According to Arikunto (2010:105) cited in Abdullah farih (2018), Classroom Action Research (CAR) is an approach to improve the education to make changes toward the repairs against the results of education in the learning. The researcher with the classroom teacher planed the action, implemented the action in the classroom, observed, and reflected the action. This research will be conducted by applying Classroom Action Research. This CAR ran in two cycles. Each cycle is performed in one session. Classroom Action Research (CAR) is self-reflective, basic and systematic approach to enquiry by the students who are at the same students of inquire about community, which points to distinguish. problematic situation or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practices. (Sri Alvera, 2017).

According to Burns (1999) cited in Mashitoh (2017), Action research occur in a complementary and dynamic which consist of four essential moments: Planning, Action, Observation, and reflection. In applying the steps, if in the cycle 1 there is an improvement of the students' writing skill has been reached, the reseacher will stop it and make the conclusion directly. Meanwhile, if the cycle 1 does not success, it will be revised and this study will be continued to the next cycle. This research would conducted at SMA Swasta Al- Washliyah 1

Medan. The total number of the students were 30 students with 18 female students and 12 male students.

The researchers would be used techniques of data analysis using quantitative data. Quantitative data used to analyze student results. To find the average student score for each session, the researcher applies the following formula :

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

Where :

X : The mean of students' score

$\sum x$: The total of students

N : The number of students

In order to categories number of master students, the researcher used the following formula :

$$P = \left(\frac{R}{T} \right) \times 100 \%$$

Where :

P : The percentage of students who get the point 75

R : The number of students who get point up to 75 above

T : The total students who do the test

RESULT AND DISCUSSION

The result showed the increasing of students' score from the pre-test to post-test II. In pre-test, there was only 28 % (7 students) who get point ≥ 75 . In post-test I, there was only 44 % (11 students) who get point ≥ 75 . In post-test II, there was 100 % (25 students) who get point ≥ 75 . It can be worked effectively and effeciently in Improving students' speaking skill at SMA Swasta Al-Washliyah 1 Medan and this learning has applied succesfully and able to increased students' speaking skill. Based on the quantitative data, it can be concluded that all of the students had improvement on their score. It could be seen from the tables that showed us the increasing of students' score from pre-test, post-test I and post- test II. The result showed the increasing of students' score from the pre-test to post-test II. In pre-test, there was only 28 % (7 students) who get point ≥ 75 . In post-test I, there was only 44 % (11 students) who get point ≥ 75 . In post-test II, there was 100 % (25 students) who get point ≥ 75 . Besides that, TED Youtube Channel helped the students to created the active class.

Paspuel et al. (2021) said TED Talks is a great series of public speeches by both notable and famous speakers. TED Talks is used as a tool for increasing speaking ability. Therefore, ELT teachers nowadays use it in the class to help them teaching speaking English. And the last, Windingland, 2014 explained it is TED Talks are not only informative but also inspirational. TED Talks have surged in popularity because they are tailor-made for the social media age. Slickly produced videos of TED Talks are posted for free online shared all over YouTube. TED Talks, although typically fewer than 18 minutes long, pack a punch: unique ideas presented with passion.

CONCLUSION

After analyzed the data of research, was found that the students' speaking skill before use TED Youtube Channel was low. It can be seen from the mean of students' score in the percentage of successful students in Pre-test. The mean of students' score was 57,04. there were only 7 students, The percentage of student score is 28% for successful and 18 students, the percentage of students score is 72% for unsuccessful. In cycle one, the students' speaking skill after the use of TED Youtube Channel 63,12 was still low. The mean of students' score was 63,12. there were only 11 students, the percentage of student score is 44% for successful and 14 students, the percentage of students score is 56% for unsuccessful. After that, the

researcher gave cycle two, The mean of students' score was 72,8. there were 25 students, the percentage of student score is 100% for successful and 5 students, the percentage of students score is 20% for unsuccessful. In the other hand, it can be identified the students' speaking skill increased, and Post-Test for cycle II was categorized as successful.

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