

CHAPTER II

LITERATURE REVIEW

This chapter discusses literature which is related to the research, which includes Speaking, Students' difficulties in language learning, Factors affecting the students' difficulties to speak, Self-directed learning, and Ted talks. This chapter will also explain previous studies and hypotheses.

1. Definition of Speaking

Speaking is also the process of building and sharing in different contexts as a social activity (Chaney, 1998). According to Hornby (1985), Speaking is the utilization of words in a normal voice; pronouncing words; and being able to use a language and then express it in communication. In other words, speaking is a skill of speak that uses the ordinary voice and makes sense. Another definition from Chaney (2008) speaking is the process of transferring information through verbal and non-verbal symbols in different contexts. In another definition, Johnson and Morrow (1981) define speaking as a popular term for spoken communication that is usually used by people, involving two or more people where the listener or speaker must react to what they hear and contribute to communication.

Speaking is one of the productive skills that EFL students must master. This skill is very important because the goal of learning a language is to be able to use it as a means of communicating well and accurately. Speaking must be communicative so that the speaker and listener can understand what is being discussed. In everyday conversations, which

include conversations that occur in the workplace, such as between clients and employees, buyers and sellers, students and teachers, and other types of discussion areas (Syafryading, et al., 2020). In reality, students are still looking for ways to become proficient in speaking English because most of them think that it is a difficult skill. Therefore, some aspects of speaking must be improved by students to be able to master good speaking skills. Brown (2001) has put four criteria needed by students, these aspects are pronunciation; native and notice ways of producing, fluency; ability to speak automatically and quickly, vocabulary; critical to convey successful communication, and accuracy; the suitability between the language produced to the target language norms.

2. Aspects of Speaking

a. Pronunciation

In mastering speaking skills, the learners should cover several components of speaking it is because speaking is not stand-alone. Its expansion consists of both listening skill and pronunciation skill development. In mastering speaking skills, the learner must master several components of speaking because speaking does not stand alone.

Its expansion consists of listening skills and developing pronunciation skills. Hornby (2008) pronunciation is how a language or certain words or sounds are pronounced. Pronunciation is very important to learn, especially in speaking skills. Pronunciation is how people make words sound. However, many students find pronunciation to be one of the

most challenging aspects of learning English. Students who possess good pronunciation skills in spoken English are more likely to be understood, even if they make mistakes in other areas. Conversely, students with poor pronunciation may face difficulties in being understood, even if their grammar usage is perfect. In conclusion, pronunciation is the process of learning how to articulate English words clearly in a spoken context.

a. Grammar

Grammar is the aspect of speaking that cannot be ignored. Grammar is one of the keys to successful speaking ability. Grammar is the students' need because it will help the students create the correct sentence when they speak. To acquire and convey information effectively, speakers must have the ability to comprehend it. As per Heaton (1978), students' proficiency is dependent on their ability to manipulate sentence structures and discern suitable grammatical forms. Additionally, grammar serves as a means to acquire proficiency in a language, both in oral and written communication, by understanding the correct usage.

b. Vocabulary

Vocabulary refers to the selection of suitable words employed in communication. Effective verbal or written expression relies on having the correct disposal vocabulary. A restricted vocabulary can pose a significant barrier to language acquisition for students, hindering their

ability to learn a language. Grammar is essential for language instruction, but meaningful instruction cannot take place without vocabulary. As asserted by Kamil and Hiebert (2005), vocabulary serves as the foundation of knowledge, conveying meanings and concepts. During the learning journey, students may find it challenging to engage in extensive conversations when they haven't yet mastered a sufficient vocabulary.

c. Fluency

Fluency is the capacity to read, speak, or write with ease, fluidity, and expressiveness. In simpler terms, it signifies that a speaker can read, comprehend, and respond in a language clearly and succinctly while conveying meaning and context. Fluency can be described as the capability to speak both fluently and accurately.

d. Comprehension

The language learner is required to be able to understand the information during the process of oral communication. It was quietly important to require the subject to respond and speak as well as to start it. The speaker should understand the communication context, and the topic that was discussed in the conversation to avoid misunderstanding on the sharing and getting the information.

3. The Purposes Speaking

Being able to speak skill becomes the purpose of the language learner. To measure someone's ability in language could be evaluated

through the way they speak, how fluent their language and how they apply the function of speaking in every daily conversation. Richard (2014) mentioned that the students have to be able to distinguish each function of speaking in daily activities or depend on the aim of why they speak. Brown and Yule (1983) provided a valuable differentiation between the social aspects of speaking, where communication serves to create and sustain interpersonal connections, and the informational dimension, which centers on the exchange of facts and data.

a. Talks as interaction

To the word 'conversation' and explain the interaction that primarily demonstrates its social function. In this function, people initiate the transmission of messages or information to others. They have to use their Speaking skills as a medium of communication with others. The social relationship is the main purpose of this function. This function is more focused on the speaker and the way that they show themselves to each other rather than on the message.

b. Talk as transaction

It refers to the situation when the main focus is on what is said or done. In transaction main focus of this function is on meaning, it indicates the way people send the message to others and make them understand what they want to send clearly and accurately. In this type of spoken the lecturer and students usually focus on the meaning or start the conversation to make others understand rather than interact.

c. Talk as performance

In speaking performance, the speaker activities indicate monolog activity rather than dialog. In other words, it indicates public speaking, that is speaking transmits information before an audience, such as classroom presentations, public announcements, and speeches. In this function the speakers ask to be able in speaking ability then they have to explain or tell something alone.

4. Speaking Difficulties

Despite its significance, mastering speaking is commonly perceived as a formidable challenge. As cited by Li in Zhang's work (2009), a majority of English learners find speaking to be the most formidable skill to acquire. When individuals engage in spoken communication, they often lack the luxury of preparation or contemplation before speaking and have limited opportunities to rectify their utterances. Consequently, many language learners express that speaking is the most demanding aspect of language acquisition. These speech difficulties encountered by language learners can generally categorized into two primary domains: linguistic and psychological challenges. The first category pertains to linguistic issues, encompassing elements related to language skills and proficiency. The second is a psychological problem. Psychological problems have a big influence on English learners to master speaking skills.

The proficiency to engage in English communication is a language skill deeply intertwined with human psychology, as pointed out by Haidara in

2016. This issue can pose significant challenges for individuals in their language-learning journey. Psychological hurdles encompass issues like student anxiety, diminished self-esteem, and a scarcity of opportunities for practice. Haidara's research also suggests that despite many students perceiving themselves as proficient in English vocabulary and grammar, they experience discomfort regarding spoken English. The students encounter numerous difficulties due to their fear of making errors, which leads to feelings of shyness, hesitation, and a lack of confidence in their speaking abilities.

These two categories of difficulties often demotivate language learners due to their mindset. They frequently believe that mastering the language is challenging because it is not used in everyday communication like their first language. Consequently, many students in Indonesia, for instance, struggle to attain fluency. According to Runtuwene and Lumettu (2018), a significant portion of graduates still cannot speak English fluently, even after six years of studying in junior high and high school, resorting to using very basic expressions.

5. The Importance of Speaking Ability

Ky, Dan, Thanh, Da, Hieu, and Chau (2021) mentioned that EFL students' difficulties could be divided as follows: (1) lack of vocabulary, (2) English grammar, (3) influence of mother tongue, (4) confidence, (5) lack of motivation. Those fifth factors affected the students' speaking comprehension. speaking comprehension is one of the important parts of

learning English course. The learners have to be able to comprehend this skill to support successful language communication. The learners also have to master the discrete elements of speaking skills such as Turn Taking, rephrasing, providing feedback, or redirecting (Burns & Joyce, 1997) cited in (Ky, Dan, Thanh, Da, Hieu, and Chau, 2021).

B. Students Difficulties in Language Learning

The students English department students face several problems in language learning affected by the process of English learning in the classroom such as pronunciation, grammar, vocabulary, fluency, and comprehension. This implies that achieving proficiency in speaking is a challenging task, as students must ensure they have comprehensively covered all the facets of English learning. According to Heriansyah (2017), developing speaking skills necessitates students to engage in interactions throughout their English learning journey. Nevertheless, some students continue to face challenges in this aspect, struggling to initiate conversations or discussions in the classroom.

Moreover, the students are difficult about the function of language and how the language is used. Heriansyah (2017) mentioned that the students have to carefully about what is being spoken, and what language is used. It is because speaking is not only about the sound or the articulation to speak but also about how the message or the information is sent properly and they understand what we have said. Heriasnyah (2017) stated that language should be understood easily. As the speaker, the students have to use good language

to make the partner in that discussion or conversation understand. The students may confront certain feelings in the process of English learning such as being unconfident, shy, nervous, and worried (Saraswati, Cipriani, Wardha; 2018). Then the students are not only asked to master basic English but they also have to be able to know how to use the language.

Acquiring the English language within the classroom presents a challenge for students; nevertheless, they must excel in their speaking skills. This is crucial as proficiency in speaking is indicative of their success in learning English as a second or foreign language. Speaking skills necessitate students, as speakers, to employ the original and authentic language, requiring them to be attentive to the language context, as noted by Apriliaswati, Fitriani, and Wardah (2018).

C. Factor Affecting the Students' Difficulties to Speak

1. Psychological Factor

Ur (1996) as cited in Zainurrahman and Sangaji, (2019) stated that a factor that affects the students' difficulties in speaking is their psychology. The students are afraid of making mistakes, have low ideas, and cannot develop their thinking ability. As a result they don't participate in the process of speaking class, then it affects their difficulties in speaking ability. Another opinion According to Elhadi (2015) as cited in Nijat, Atifnigar, Chandran, Selvan, and Subramonie (2019) psychological factors might be affected by the students in speaking class and they are interrelated to each other. It means that the psychological effects on each

student are different. Brown (2001) mentioned that psychological factors encompass several elements, such as shyness and anxiety, which impact students' speaking abilities and can lead to passivity and a lack of enthusiasm. In the same opinion, Ballpark and Gebhard (2000) explain that the students' difficulties in speaking are their shyness and anxiety. It means that psychological factors affected the students' speaking performance. There are psychological factors that affect the EFL students' practice of speaking as explained below:

a. Anxiety

Anxiety is one of several factors that affect the students' difficulties in initiating to speak. The students are afraid and anxious to speak in front of the class or just to tell their opinions. This is because speaking anxiety is also caused by fear. According to Mebarki (2016) speaking anxiety makes the students weak in communication. The students were passive and silent and lost the opportunities to practice their oral skills. It allows the students to have effective communication during the process of language learning in the classroom. Wrench, Gorham, and Virginia (2009; page 55), as cited in Mebarki (2016), asserted that students in fearful and anxious conditions do not engage in effective communication with their teachers. This indicates that anxiety also has an impact on the language learning process, causing anxious students to refrain from asking questions when they do not understand the material. Consequently, this results in the development of an unfavorable communication pattern in their minds.

b. Fear of Mistake

Fear of making mistakes is another factor that affects the students speaking ability. The students choose to be silent because they want to make a mistake. According to Kurtus (2001), as cited in Mebarki (2016), it was noted that most of the students were afraid and hesitant when speaking in front of the class due to concerns about their classmates' opinions. The students feared making mistakes because they believed their friends would laugh at them and provide negative comments if they made errors. Most teachers emphasized to students that it was acceptable to make mistakes when practicing oral skills. The fear of mistakes needed to be addressed by language learners because it could impact their future studies. The fear of making mistakes would hinder students from practicing their oral skills or other language skills.

c. Lack-confidence

Lack of confidence is also a psychological factor that affects the students' difficulties in speaking courses. It has a relation with anxiety and fear of mistakes, the anxious students and fear of mistakes will lose their self-confidence. Nunan (1999) stated that students who are afraid and have difficulty in communication. It means the students will be passive and won't participate in the learning process. Then it's actually will affect their speaking ability. The key to successful speaking is practicing, when the students start to be silent they will lose the chance to increase their oral skill ability during the learning process. Chen (2010) mentioned that the

students lack confidence because they are weaker in English speaking ability. In case, the students believe that they don't have enough ability to speak in English, they are anxious about how to speak and fear that they will make mistakes during the oral practice class.

d. Shyness

Shyness is the factor that affects the students' Language development. Crozier (2002:2) stated that shyness is the condition when the students feel anxious in interpersonal situations that disturb the achievement in language learning. it means shyness will affect the students' achievement and make the goals in language learning not delivered properly. This feeling appears due to the lack of confidence, anxiety, and fear of mistakes. Merbaki (2016) mentioned that the students are feeling shy when they speak in front of the class and their perspective if they will make mistakes when they talk. It means the students are afraid of making mistakes when they try to speak in the classroom, then when the teacher asks them to start practicing the students will anxious and lack confidence because they do have not enough ability or knowledge in speaking skills. it is a problem faced by language learners, it will affect their achievement, The students will lose crucial time in English practicing during the learning process because of their psychological factors and choose to be silent and not participate in the classroom.

2. Linguistics Factor

Besides psychological factors, linguistics is also one of the factors that influence the speaking abilities of language learners. Linguistics as a barrier in language learning has a crucial position in language teaching. In this current factor, most of the students faced problems in linguistics such as lack of vocabulary, pronunciation errors, having no idea, grammatical errors, and mother tongue use.

a. Lack of vocabulary

Kweldju (2004), as cited in Mebarki (2016), mentioned that it is impossible to acquire a language without understanding vocabulary. It means vocabulary is basic knowledge that should be covered to create language acquisition. According to McKay and McKay (2012), as cited in Hasan (2015), having the ability and a broad vocabulary will empower students to understand conversations and other skills, allowing them to comprehend books and articles as well. It means that having a rich vocabulary will facilitate students' learning and make it easier to develop their other language skills. Nation (2001), as cited in Alqhatan (2015), explained the connection between vocabulary knowledge and language use as complementary: vocabulary knowledge enables language use, and conversely, language use contributes to an increase in vocabulary knowledge.

b. Lack of Grammar Knowledge

Merriam-Webster (2017) Grammar is the study of word classes, their inflections, and their functions and relations in the sentence. Many English foreign language learners face difficulty in speaking English because they lack grammar. It is because they think that grammar is a big obstacle when they are starting to speak English. Thronburry (199, p.15) stated that grammar is the fundamental course machine generator in every language in general. That means the language learner has to pay attention to accuracy when they speak. When the learner fails to be accurate in their speech it will barely be understandable. The learner will not be able to speak without good grammar competence.

Islamiati (2018) mentioned that having good grammar knowledge will make learners able to use the right grammar in every situation. That's why grammar is the component that should be included in speaking. In fact, the learners have to be able to distinguish the grammar rules to support their English-speaking ability. However, being able to acquire grammar knowledge doesn't guarantee that the learners will have successful speaking ability. The learners can have good scores in grammar but fail in speaking class. According to Priyanto and Amin (2015), as cited by Islamiati (2018), learners encounter challenges when it comes to engaging in various speaking strategies that play a crucial role in comprehending and determining which forms to utilize in their speaking performance. It means most of the students find it quite difficult to find which forms to use in their

speaking performance and it makes most of the students silent and choose to be passive learners that have not any participation during the teaching and learning process.

c. Incorrect Pronunciation

Incorrect pronunciation is another linguistic factor that impacts the learners' speaking ability. In speaking performance, pronunciation is the first component that students will be evaluated and judged. According to Gilakjani and Ahmadi (2011 as cited in Astuti, 2016), there are several factors as the reason why pronouncing English words is difficult to learn, namely: accent; stress, intonation and rhythm; motivation and exposure; attitude; instruction; age; personality; and another mother tongue effect. Based on the opinion above, we can conclude that mastering pronunciation is not easy; it also requires the learner to have a good understanding of pronunciation.

D. Self - Directed Learning

For a long time, experts in the field of education have talked a lot about Self self-directed learning. In 1938, John Dewey said that every human being is born with unlimited abilities to grow and develop, therefore education acts as an intermediary to facilitate this growth and what needs to be considered is the teacher as a guide who should not interfere in the learning process. The term self-directed learning was first used in Houle's 1971 study entitled "Motivation of Learners".

In 1975, Knowles introduced adult learning theory, where in his book entitled *Self Directed Learning: A Guide for Learners and teachers*, he defined self-directed learning as follows: “Self-directed learning is a process in which a person takes initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, and choosing and implementing learning strategies and evaluating their learning outcomes. Meanwhile, Guglielmino (1978) says that a person's characteristics affect the application of self-directed learning.

E. TED Talks

The TED Talks application is a downloadable tool among the numerous speaking apps accessible in app stores, serving as a valuable resource for students aiming to enhance their communication skills. This app, readily available for free on smartphones, offers a diverse range of exercises designed to help users practice speaking English effectively. Notably, TED Talks have been made accessible on the TED website, boasting a collection of over 1800 talks and a vast archive of 35,000 transcripts in multiple languages, all accessible to the public (Taibi, Chawla, & Fetahu, 2015, p.147). Initially centered around ideas about Technology, Entertainment, and Design, TED Talks have since expanded to encompass a wide array of topics, including health, education, politics, and more. The app's features are strategically designed to aid users in refining their pronunciation, intonation, accents, use of phrases in relevant contexts, and vocabulary. One standout aspect of the

TED Talks app is its capacity to facilitate interaction among English learners worldwide, employing a public speaking approach. This enables users to engage in collaborative English practice, honing skills such as effective communication, articulating thoughts, and delivering presentations. These interactions create an immersive experience, allowing the audience to witness active engagement in the ongoing discussions. It's worth noting that TED Talks also incorporate humor, making viewers feel more comfortable and at ease during the learning process.

According to Nguyen and Boers (2019) in general, English students are asked to watch a TED Talk video to outline material orally in English, and then watch the video again. Then, Guo (2015) conducted a previous study that examined the relevant learning theories underpinning the existing mobile apps for English language learning. Additionally, the earlier study by Han and Keskin (2016) explored the use of a mobile app to assist individuals dealing with EFL speaking anxiety.

As stated by Vasilevich (2016), the primary advantage of using videos, especially TED Talks, lies in their authenticity. In TED Talks, speakers openly share their personal stories, ideas, and experiences with the audience, making them a suitable resource for enhancing speaking skills. The focus of this study centers on evaluating the efficacy of incorporating TED Talk videos as a means to enhance students' public speaking abilities. Drawing from the researcher's personal experience in a public speaking class, it is evident that TED Talk videos can be instrumental in improving various

aspects of public speaking, including eye contact, body language, pronunciation, and more.

Thus, to improve students' speaking skills by using video TED Talks. TED Talks are instructional aids that students can access via laptops or cell phones and watch via offline or online modes that cover a wide variety of topics spoken by native speakers. Students can develop their listening by applying TED Talks as it is an effective medium suitable for topics, and students can choose what they want to watch such as weather, sports, politics, etc. According to Bradbury (2016), TED Talks are talks where a speaker conveys his opinion on several topics such as technology, culture, cinema, and so on. One of the benefits of utilizing TED Talks is that they are entirely authentic since the speakers share their experiences, opinions, and personal stories with the audience. TED Talks are suitable as a teaching resource in speaking classes (Vasilievich, 2016). Concerning the effectiveness of TED Talks, the focus of this study is on evaluating the impact of using TED Talks videos to enhance the speaking skills of EFL learners. According to Kranthi (2017), TED Talks videos help improve public speaking skills such as movement and gestures, eye contact, pronunciation, and so on.

The researcher applies Self-directed learning. Self-directed learning is an effective method and can train students learning to improve their speaking skills. As Knowles (1975) stated, "The ability to learn independently is a basic ability that exists in all humans". Guglielmino (2008) believes that there are two reasons to promote, support, and encourage independent learning.

The first basic reason is that self-study is our most natural way to learn. The second reason lies in the fact that "complexity and rapidly changing society affect all aspects of our lives, hence self-learning is our most basic natural response to novelty, problems, or challenges in our environment" (p.2).

F. Previous Studies

The initial study was carried out by Harchegani, Biria, and Nadi (2013) to assess the efficacy of the Self-Directed Learning Method in instructing Iranian EFL learners in speaking skills. A control group and an experimental group were employed in this investigation, which was conducted at the Omid Language Institute in Shahrekord, Chaharmahal va Bakhtiari province, Iran. Participant selection was done using a selective clustering approach. The institute offered six distinct classes, ranging from Exchange One to Part One, aligning with the specific level required for this research during the spring semester. Among these classes, two consisted of 15 students each, comprising eight males and seven females. The primary aim of this research was to gauge the effectiveness of the self-directed learning approach in enhancing the speaking skills of Iranian EFL students.

The second research was conducted by Alghazali and Patra (2022). This study aimed to analyze the Effect of TED Talks as an Instructional Tool on Developing EFL Learners' Speaking Accuracy and Fluency, with a focus on attitude. To conduct this study, 75 male respondents were selected from a pool of 108 students based on their scores on the Oxford Quick Placement Test (OQPT). Due to limited access to a larger population, the researchers

were only able to include 75 participants. These participants were chosen from one of the English Language Institutes in Al-Kharj, Saudi Arabia, and they were at the intermediate level, with ages ranging from 18 to 34 years. The designated participants were assigned randomly to two experimental groups, one focusing on fluency and the other on accuracy, as well as a control group. The results of this study can generate several implications for EFL instructors, students, and material developers.

The third study was conducted by Hadi et al. (2021) to evaluate the enhancement of Speaking Skills through the TED Talks Applications utilization. The researchers undertook this investigation within class 12 OTKP at SMK Muhammadiyah Parung. In this research, a quantitative method was employed, specifically using a quasi-experimental design with a one-group design. The participants, consisting of 20 students from class 12 OTKP, were purposively selected, and both pre-tests and post-tests were administered to collect data. The quasi-experimental design was employed to examine whether a causal relationship existed between the independent and dependent variables. The study spanned eight weeks, during which the researchers scrutinized the pre-test and post-test outcomes using SPSS version 25 to derive their conclusions. Following the data analyses using the Paired Sample t-test method, the t-values for the pre-test and post-test were found to be 28.59, with a degree of freedom (df) t-value of 2.093. Since the t-value exceeded the df t-value ($28.59 > 2.093$), the researchers concluded that

the utilization of the TED Talks Application effectively improved speaking skills.

The fourth research was carried out by Farid (2019). This study aimed to assess the effectiveness of employing TED Talks videos in enhancing students' public speaking skills, as well as to explore the students' perceptions of using TED Talks videos to improve their public speaking skills. The participants of this study were thirty-four students. A mixed-method approach was employed to gather both quantitative and qualitative data. In pursuit of the study's objectives, pre-tests and post-tests were conducted for quantitative data collection, while close-ended questionnaires were employed for qualitative data collection. From the data taken, the result showed that the student's perception about using TED talks videos in improving students' public speaking skills is that the students responded positively towards how the writer taught them. Furthermore, the data revealed that the writer employed a range of instructional methods to attain the teaching objectives, with strategies tailored to address the diverse needs of the students. Consequently, it can be inferred that the value of TED Talks is highly beneficial for enhancing students' public speaking skills.

The fifth research, carried out by Putri in 2022, sought to investigate the impact of incorporating Ted Talks videos with subtitles on students' speaking abilities in a brief overview. This study involved 18 participants and employed a time series design as its research methodology. Time series design, along with the non-equivalent control group design, falls under the

category of quasi-experimental research designs. The primary objective of this study was to assess how the utilization of TED Talks videos with subtitles, as a language teaching tool, influences students' speaking skills. The research methodology involved the experimental group undergoing a pre-test before receiving the intervention, followed by the implementation of the treatment, and concluding with a post-test assessment.

The sixth study, spearheaded by Rianyansa in 2021, aimed to investigate and delve into the realm of self-directed learning among students as they sought to acquire English-speaking skills during the COVID-19 pandemic. This research adopted a qualitative approach, which involves a comprehensive and realistic examination of natural occurrences, such as the learning environment, through data collection, observations, interviews, and document analysis. Qualitative research is conducted to gain insight into and comprehend social life by exploring individuals' perceptions and experiences within society regarding specific subjects. In this specific study, we zoomed in on students at UIN Fatmawati Sukarno in Bengkulu City. We dug into how these students managed to pick up English-speaking skills on their own during the COVID-19 pandemic. This aligns with the essence of qualitative research, which revolves around gaining an understanding of people's actual circumstances and their lived experiences.

Different from the six previous research, this research will focus on how self-directed learning through TED Talks improves the students' speaking skills. The researcher chooses the different levels and subjects from

the previous studies. The similarities of this research with previous research analyze the use of TED talks in improving the students' speaking skills, but in this research, the researcher also adds self-directed learning to the student's learning process. This study was carried out across various provinces with the anticipation of uncovering novel discoveries within the research.

H. Hypotheses

In quantitative research, hypotheses are declarations where the researcher anticipates or speculates the potential outcome of a connection between attributes or characteristics (Creswell, 2005:117). Furthermore, Creswell states that hypotheses consist of null hypotheses and alternative hypotheses.

The hypotheses of this study are stated below:

- A. The null hypotheses (H₀) : it is significant effect to teach speaking skill through TED Talks to 10th grade students of SMK Negeri 6 Seluma.
- B. The alternative hypotheses (H_A) : it is significant effect to teach Improve to teach speaking skill through TED Talks to 10th grade students of SMK Negeri 6 Seluma.