

CHAPTER I

INTRODUCTION

A. Background

English as a millennial language is the most important language that everyone must understand in this 4.0 era (Gunadiputra et al., 2022). In Indonesia, English is taught as a foreign language (EFL) at various levels of education, including higher education. It is essential for both formal and informal education to achieve English proficiency and gain knowledge of the language. Therefore, people who are learning a language should pay attention to the language as this will greatly improve their abilities in speaking, listening, reading and writing. Among the four skills, speaking is one of the four fundamental language skills and is often criticized because the purpose of communication cannot be effectively achieved without this ability (Akhter et al., 2020).

Speaking is the active use of language to express meaning or information so that others can understand the intention (Arini & Wahyudin, 2022). Speaking is an essential skill for second language learners to communicate with native and non-native speakers and to participate in real-life situations (Jabber & Mahmood, 2020; Kohn & Hoffstaedter, 2017; Li & Chan, 2024; Wan & Moorhouse, 2024), this skill can be an important component in influencing and shaping learners' overall language development. Learners with good

speaking ability can achieve outstanding performance in other language skills and can develop their speaking ability through interactive practice (Rahimi & Fathi, 2022).

Language basically aims to communicate, this is because almost all human activities wherever they are always touched by communication (Suryanto & Nikmatillah, 2020). The ability to communicate effectively in English is very important in today's global world, because language communication skills include oral communication and written communication, it is necessary to balance language competence in the learning process. According to Sinaga & Oktaviani (2020), communication can be defined as the act of conveying or transferring ideas from one place, person or group to another. Given that English is an international language, it plays an important role for students. Students are prepared to master English to make it easier to communicate in every occasion and help them to communicate in English (Oktaviani & Desiarti, 2019).

However, this is a problem for students, especially for English education students in 2nd semester at UINFAS Bengkulu. The students often find it difficult when learning English, especially when talking to other people. Based on the results of pre-observation conducted by the researcher, many students showed shyness and reluctance to speak when asked to introduce themselves in front of the class. This can

be seen from their unconfident body language and quiet voice. The main factors that hinder their speaking ability include lack of vocabulary, difficulty in pronunciation, lack of confidence, and fear of making mistakes. This finding was reinforced by indirect interviews conducted by the researcher, where half of the students revealed that they faced various obstacles when speaking in English. Some stated that they had many ideas, but had difficulty channelling them orally. Others were afraid of making grammatical mistakes, worried about the judgement of others, and experienced nerves and anxiety when speaking in public.

According to Penny (1996) stated unlike reading, writing and listening activities, speaking requires a certain amount of direct exposure to an audience. Students often feel inhibited when trying to say something in a foreign language in class: worried about making mistakes, afraid of being criticized or losing face, or simply embarrassed by the attention their speech gets. This is supported by an argument from Riadil (2020) which states that students experience difficulties due to their shaky confidence, which causes them to feel unable to face many people. Harmer (2001) also states that students are often reluctant to speak because they are shy and not used to expressing themselves in front of others, especially when they are asked to provide personal

information or opinions. In addition, the fear of negative peer evaluation may discourage some learners from actively participating in interactive speaking activities with their peers (Peng, 2019). So, the factors that affect students' speaking difficulties come from the students themselves or from the learning media, teaching methods, and teaching materials when they learn English (Mandasari & Oktaviani, 2018).

Usually in the teaching of speaking in college, there is a presentation or question and answer section that students do in class. This aims to train students to speak and answer questions from the audience directly (Arini & Wahyudin, 2022). Therefore, lecturers should develop and explain teaching methods that enable students to learn English to overcome the demotivating factors mentioned above (Baranowska, 2021). One alternative way for lecturers to trigger students to be active and enthusiastic in learning is the application of new and more interesting teaching methods and the use of more understandable and accessible media, which will allow students to learn English anytime and anywhere.

In the educational process, technological advances have opened up new avenues in second language learning and teaching, resulting in the emergence of various learning methods and various applications or tools that support

speaking skills (City & Nam, 2022). The utilization of smart platforms that use videos such as TED Talks, Youtube, TikTok, and Instagram are thought to influence students' emotions and thought processes (Berk, 2009). The videos chosen for the learning process should be videos that can inspire students. In addition, video plays an important role in the learning process because it is a fun medium. Therefore, TED Talks is one example of a video that can be used in the learning process because it is an inspirational video (Farid, 2019).

TED stands for Technology, Entertainment, and Design, founded in 1984 by American Richard Saul Wurman is a non-profit media organization that offers free online presentations to audiences (Farid, 2019). TED Talks videos have increasingly spread around the world, becoming a trend since 2007, and reaching 1 billion views in 2012 (History of TED, n.d.). TED talks are used to inspire audiences and understand different activities and ideas that are worth spreading (Alghmadi, 2024). One of the advantages of using TED Talks is that they are very authentic as the presenter is not only honest but also shares ideas, advice, and personal experiences with the audience (Nurhidayat & Syarifah, 2019).

TED videos provide authentic oral communication and make students familiar with various forms of spoken

language, including words, pronunciation, voice inflection, tone, speech, and accent (Sherman, 2003). Therefore, it is highly recommended for those learning English as a second language to improve their speaking ability, as well as provide a contextual foundation for future presentations (City & Nam, 2022). Several studies (e.g., Choirunnisa, & Sari 2021; Farid, 2019; Tilwani, 2022; Nursafira, 2020; Salem, 2019) have been conducted to find out the impact of TED talks in improving speaking skills. They found that by incorporating TED Talks into EFL teaching, educators can expose students to real-world language use, authentic pronunciation, and the art of effective public speaking. Therefore, TED Talks is an appropriate learning media for students especially in speaking class. TED Talks can be used to develop their speaking skills due to its high quality.

This study aims to find out students' perceptions of the use of TED Talks media in speaking classes of English education students in semester 2. In addition, in this study the researcher also intends to find out what obstacles they often face in speaking classes when using TED Talks media. By answering these questions, this study seeks to contribute to the development of students using TED Talks in their speaking skills. The author chose students' speaking skills as the subject of this study because speaking is an ability that a person uses to communicate in everyday life. Therefore, the

author would like to conduct a research entitled *“Students’ Perception of Using TED Talks on Speaking Skill in an English Language Teaching (A Study at 2nd Semester Students of English Department of UINFAS Bengkulu in Academic Year 2024/2025)”*.

B. Identification of Problems

Based on the background provided, the following issues can be identified;

1. Students have less motivation in learning English.
2. Students experience difficulties in speaking skills due to lack of confidence, vocabulary, pronunciation, and fear of making mistakes.
3. Students need learning media that are more interesting and fun to learn English.

C. Research Questions

Based on the background of the problem as described above, the problem identification is as follows:

1. How do students perceive the use of TED Talks as a media to improve their speaking skills in the second semester of the English Education Study Program at UINFAS Bengkulu?
2. What are the challenges students in using TED Talks as a media in English Language Teaching?

D. Objectives of the Research

The objective of this research is aimed:

1. To analyze students' perceptions of the use of TED Talks as a learning media to improve their speaking skills in the second semester of the English Education Study Program at UINFAS Bengkulu.
2. To identify the challenges students in using TED Talks as a media in English Language Teaching.

E. Significance of the Study

Based on the background that has been conveyed, this research is expected to provide significance both theoretically and practically, namely:

1. Theoretical Significance
 - a. Science Development: This research is expected to contribute to the existing literature on language learning strategies, particularly the use of audiovisual media such as TED Talks in improving speaking skills in EFL contexts.
 - b. Reference for Further Research: The results of this study can be a reference for future researchers who want to examine various kinds of issues, especially those related to the use of TED Talks as an additional learning resource to develop speaking skills.

2. Practical Significance

a. For Lectures

- 1) The findings of this study can provide new insights to lecturers regarding the obstacles students face in speaking skills, so that lecturers can design innovative and effective teaching strategies, such as integrating TED Talks into speaking classes.
- 2) Help lectures create a more dynamic and engaging learning environment so that students feel comfortable and confident enough to participate in classroom activities.

b. For Students

- 1) Provide students with an understanding of the importance of English speaking skills, especially to communicate effectively in the era of globalization.
- 2) Help students understand how TED Talks can be used to improve their speaking ability and confidence in English communication.

c. For UINFAS of Bengkulu

- 1) This research can provide guidance for university administrators on how to improve the quality of English language teaching, particularly in speaking,

through lecturer training or the development of a more communication-centered curriculum.

- 2) Assist universities in developing modern learning media in the English education curriculum to encourage better learning outcomes.

d. For Other Researchers

- 1) This study can provide empirical data that can be used by other researchers as a basis for further research on the use of TED Talks as a medium for learning speaking skills in EFL classes.
- 2) Presents a model of analysis and research methodology that can be modified for other studies with a focus on TED Talks in speaking skills or similar learning contexts..

F. Definition of Key Terms

The following section provides definitions for several terms used in this study to ensure a shared understanding among readers. This clarification aims to avoid any misunderstandings between the researcher and the audience. The terms are defined as follows:

1. Perception

Perception is a process by which a person selects, organizes, and interprets the stimuli received into a

meaningful and complete picture of their world. Perception refers to a way of looking at things or expressing understanding from the thinking process. This shows that perception is related to external factors that are responded to through the five senses, memory, and mental power. Perception can be interpreted as a source of new knowledge that a person acquires about the world and the surrounding environment. Knowledge is power. Without knowledge, humans cannot act effectively (Nisa et al., 2023).

2. Speaking Skills

Speaking skills are the ability to use words or language to express oneself with a clear voice (Liekas, 2022). Speaking is the active use of language to express meaning or information so that others can understand the intention (Arini & Wahyudin, 2022). Generally, many people use speaking as a communication tool in their daily interactions, speakers and listeners should be able to develop mutual communication in speaking activities (Gunadiputra et al., 2022).

3. TED Talks

TED, which stands for Technology, Entertainment, and Design, is a non-profit media organization that offers free online presentations to audiences since 1984. TED Talks is a video-based conference where speakers share their big

ideas that they have presented well in a little over 18 minutes. TED Talk is one of the most popular video networks on the internet, featuring a large number of influential talks on a variety of topics, including the English language (Kumar, Suresh, & Mohanasundaram, 2020).

