

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

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). Perception is the ability to identify, understand, and ultimately derive meaning from an input. In addition, perceptions arise from past experiences that often appear before they become something deeply rooted. Students who view objects positively will behave positively towards these objects (Hafrizal et al., 2021). Perception includes our observations and auditory experiences, as well as our attempts to formulate the most appropriate assumptions.

The nature of perception is related to symptoms and experiences. A person's perception will get more and stronger as his experience and knowledge increase. In addition to knowledge and experience, perception is also influenced by needs and psychological factors. Thus, a person's perception of education is different from one another (Mentari et al., 2024). Based on the opinions of experts that have been put forward, that the perception process goes through three stages, namely:

- a) The stage of receiving stimuli, both physical stimuli and social stimuli through the human sensory organs, which in this process also includes the recognition and collection of information about existing stimuli.
- b) The stage of processing social stimuli through the process of selecting and organizing information.
- c) The stage of changing the stimulus received by the individual in responding to the environment through the process of cognition which is influenced by experience, horizons, and individual knowledge (Lesmana, 2022).

Perception of people is interactive and involves stimuli that are communicated through verbal and nonverbal symbols. This perception affects individual social judgment and behavior, and has the potential to cause bias if not done objectively (Rahmawati, 2022). In addition, from the

statements of these experts, researchers concluded that everyone must have experienced stimuli in their daily lives, whether in the form of information, events, or other aspects around them. The stimulus will then be given meaning by the person, either through the process of giving meaning or meaning to perception.

Therefore, students who have a positive perception of using learning media such as TED Talks in speaking class. They will find the experience interesting, educational and fun, which significantly contributes to the development of their speaking skills. The use of TED Talks not only enhances their understanding of public speaking, but also stimulates a collaborative and interactive learning environment.

2. Speaking Skills

a. Definition of 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). 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). Speaking is an important skill because speaking can measure the success of learning language (Harmer, 2001).

Furthermore, there are several more definitions of Speaking according to previous research. Speaking is considered the most widely used productive skill in communication because humans are more active in speaking (Srinivas Parupalli, 2019). Speaking is the most frequently used skill by humans as a means of daily communication to exchange ideas and information with others. It is a two-way process between the listener and the speaker that promotes both receptive and productive learning. In other words, the listener will strive to understand the speaker's ideas as key stakeholders through the communication between them (Febriyani, Astuti, & Syahadati, 2020). In addition, Brown explains that communication can be used to explain something, obtain information, obtain answers, obtain answers to

questions, obtain help, obtain opinions, obtain information from others, explain something, and provide information.

So, speaking is the ability to articulate sounds or convey ideas and opinions to others through body language, gestures, and eye contact (Bawanti & Arifani, 2021). Harmer (2007) states that speaking is a complex skill as it is at least concerned with the components of vocabulary, grammar, fluency, pronunciation, and comprehension. The following are important components in speaking skills;

1) Vocabulary

Vocabulary means the right diction used in communication. Without vocabulary, it is difficult to construct a sentence to communicate effectively or express ideas in oral and written form.

2) Grammar

Grammar is a set of rules that explain how we use language. The purpose of grammar is also to learn the correct way to acquire language skills in both written and spoken form.

3) Fluency

Fluency can be referred to as the ability to speak fluently and accurately. Fluency in

speaking is the goal of many people learning a language. Signs of fluency include a fairly fast speaking rate and only a few pauses such as "emm" or "errrr". These signs indicate that the speaker does not need to spend much time searching for the language items needed to express the message.

4) Pronunciation

Pronunciation is the way a speaker produces sound or language when the speaker speaks. It is related to the process of phonology which refers to the component of grammar consisting of elements and principles that determine the variety of sounds and patterns in language.

5) Comprehension

Comprehension is also an important component of speaking. Comprehension is the exercise of power to understand the action of the mind which aims to improve understanding in conveying something.

These are the four components of speaking that students must pay attention to if they want to speak well. Moreover, these skills have been widely recognized as the most important factors that EFL

students of all three language proficiency levels are expected to master. It can be said that, speaking ability is the most important ability for all learners who want to learn English to improve their communication, build confidence, get better job opportunities, make public speeches, attend interviews, participate in debates and group discussions, give presentations, and so on. Therefore, students must have good oral communication skills to get better opportunities. Once students practice these speaking skills in their EFL/ESL classes, they will master these skills and perform well in activities inside and outside the classroom (Srinivas Parupalli, 2019).

b. The Function of Speaking

Mastery of speaking skill in English is a top priority for many students as a second and foreign language. Several linguistic experts have been able to classify the role of speech in human interaction. According to Brown and Yule, the three functions of speaking, namely the talk as interaction: talk as a transaction: talk as a performance. All of these activities are very different in their form and function, and they therefore require different teaching methods.

1) Talk as Interaction

Speaking as interaction refers to interactions that have a social function, i.e. when people meet, they greet each other, engage in small conversations and chats, recount recent experiences and so on because they want to be friendly and establish a comfortable zone of interaction with others. The focus is more on the speaker and how they want to present themselves to each other.

2) Talk as Transaction

Speaking as a transaction refers to situations where the focus is on what is being said or done. The main focus here is to make people understand clearly and accurately, and how they interact with each other.

3) Talk as Performance

Speaking as a performance refers to public speaking, which includes speeches and announcements that are given in front of an audience. In contrast to dialogue, which frequently follows a predictable structure and is more related to written language than conversational language, speaking as

performance typically takes the form of monologue.

c. Factors Challenging Students in Speaking English

The first factor is lack of confidence, lack of confidence is another factor that inhibits students in speaking. Speaking in English can be a challenge for English language learners, especially if they lack command of the language. A major problem for learners is their lack of confidence in English. It is generally acknowledged that students' confidence diminishes when they realize that their interlocutors do not understand them or when they have difficulty understanding what others are saying. In this case, they prefer to remain silent while others speak, which shows students' lack of confidence in their ability to communicate (Ork et al., 2024).

The second factor is a lack of motivation, motivation is a crucial factor in students' learning success, especially in English communication skills. Research shows that motivated students tend to be more persistent in learning and achieve better academic results. Conversely, lack of motivation can be caused by various factors such as boring teaching

methods, lack of material relevance, unclear learning objectives, and disinterest in the learning program. Therefore, teachers should create a learning environment that is interesting, relevant and clear in order to increase students' motivation to learn and communicate effectively in English (Ork et al., 2024).

Another challenge students face in speaking English is the lack of vocabulary. This problem is the initial challenge that students face when learning speaking skills. lack of vocabulary is a situation where students cannot construct sentences due to limited words. In addition, vocabulary is a major component in mastering the English language. Students who lack vocabulary will affect themselves when they want to interact and will lack confidence (Ratnasari, 2020).

The fourth factor is shyness. Many students experience shyness on an emotional level when they are asked to speak in English class. Thus, it could be one of the causes of speaking problems in the classroom. To support students in giving their best speaking performance in class, it is crucial to pay attention to this aspect (Houn & Em, 2022).

The fifth factor is anxiety, language anxiety is a feeling of discomfort, nervousness or fear that arises from an individual's perception of the process of

learning or using a second language. One of the most common forms is speaking anxiety, which can negatively affect students' oral performance in English. Symptoms range from mild nervousness to intense fear, such as trembling, sweating, forgetfulness, voice quivering and rapid heartbeat. The level of anxiety varies depending on the physical, psychological and situational demands.

3. TED Talks

a. Definition of 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). According to Sailun & Idayani (2021), TED Talks is a platform that prioritizes inspiring, educating, and informing aspects to make it suitable for classroom use. In addition, they said that TED Talks have

accelerated the development of speaking and presentation skills.

TED presentations are used to improve public speaking in English. Students benefit from these presentations because students not only learn about public speaking but also learn about the speaker's life, so they can be inspired and motivated by the speaker (Farid, 2019). In addition, English learners will benefit greatly from interactive vocabulary, grammar and pronunciation development in short TED talks. To help students learn as much as possible, we can choose TED speeches with large vocabularies when teaching English. Since almost all talks have transcripts in many languages, it does not matter if the talk contains difficult vocabulary. Therefore, it is possible to understand the meaning of difficult words quickly with the help of transcripts. Every English program benefits from using TED Talks to teach English (Fitria, 2022).

According to Kusumastuty et al. (2019), TED talks are beneficial in two ways. First, TED is a source of knowledge that provides useful and easily accessible content and resources for students. Second, these speeches can be used as language learning materials, based on the availability of various

multilingual texts. TED video speakers often have exceptional presentation skills because they can use all languages, including languages that only the audience can understand. TED talks cover a wide range of topics, including technology, sports, entertainment, fashion and politics. As a result, there are many accents, words and idioms that can be used to teach in the English classroom. Therefore, it is recommended that non-native English speakers use these to improve their listening and speaking skills, as well as prepare themselves for future presentations (María A et al., 2018).

b. Advantages of Using TED Talks

TED videos are the most pertinent and tangible resources that ESL teachers can use in language teaching skills. Using TED can make language acquisition easier for ESL/EFL students (Tilwani et al., 2022). The talks provide an avenue for viewers to engage with thought-provoking ideas and concepts, and are encouraged to critically analyze and evaluate the content. This skill is highly valuable and can be acquired almost immediately through exposure to TED Talks (Karunakar, 2019).

The videos and animations featured in TED Talks are not only informative but also visually engaging. The production quality is comparable to premium television content, ensuring an enjoyable and captivating viewing experience. By combining compelling visuals with high-quality idea delivery, TED Talks serve as an excellent platform for both learning and entertainment (Kozłńska, 2021). Additionally, TED Talks can help students improve their language skills by allowing them to learn different dialects of English from other countries. Viewers are given videos that illustrate a number of real-life issues that are being discussed by the general public.

The focus of TED Talk is to help students improve their public speaking skills in English. They benefit because they learn about public speaking and how to apply it in everyday life. In addition, the TED speakers provide inspiration and encouragement. The biggest advantage of the video is that the speakers share their own stories, ideas and experiences with the audience. Therefore, TED Talk is an ideal tool to use in speaking classes (Choirunnisa & Sari, 2021).

c. Disadvantages of Using TED Talks

One of the drawbacks of TED Talks has to do with their duration. Due to the limited time, the information delivered may not be comprehensive. The credibility and ethos of the speaker can be affected if some key points of the argument are not conveyed or not thoroughly justified. While TED Talks are excellent at delivering dense and impactful content, the short duration of the talk can sometimes lead to a lack of depth or nuance (Özmen & Yucel, 2019).

In addition, comprehension also plays a crucial role in the communication process. Understanding and capturing the message being conveyed is essential for both the speaker and the listener. This aspect includes the speaker's ability to convey the intended meaning clearly, as well as the listener's ability to capture and interpret the message accurately (Patty et al., 2023).

Moreover, while TED Talks have limitations in terms of duration and potential lack of comprehensive information, they remain a valuable source of inspiring and thought-provoking content. In developing speaking skills, finding the right balance between its aspects, as well as ensuring comprehension of the message, are key factors to consider.

d. The Use of TED Talks in English Language Teaching

TED Talks is an effective supplementary resource in English Language Teaching (ELT), as it presents authentic and inspiring content that can holistically improve students' language skills. With over 3,100 videos covering a wide range of global topics and delivered by native speakers from diverse cultural backgrounds, TED Talks not only enrich listening, speaking, reading and writing skills, but also expand vocabulary through immersive transcripts. In addition, exposure to the speakers' delivery styles encourages students to develop public speaking skills, think critically about the ideas presented, and build cross-cultural understanding. Its flexible and relevant nature makes TED Talks a supplementary material that can be easily integrated into the existing English curriculum, thus increasing student motivation and engagement in the learning process. (Fitria, 2022).

Therefore, the use of TED Talks in English language learning is a relevant and effective approach in the digital era, especially for the younger generation who are familiar with the internet and multimedia

content. Varying in duration between 3 to 18 minutes and a wide range of topics, TED Talks offer accessible and engaging material for students. The content takes the form of personal narratives, life experiences, and innovations, delivered in a non-formal yet structured manner, allowing students to engage emotionally and intellectually in the learning process. The diverse language backgrounds of the speakers create a sense of comfort for students as they provide exposure to different accents and styles of speech, and foster a broader linguistic awareness. And the subtitle feature supports students with limited English proficiency in understanding the content (Karunakar, 2019).

In addition, TED Talks enrich students' cultural awareness by presenting diverse global perspectives, encouraging interactive learning through discussion and debate, and increasing motivation to learn through relevant and inspiring content. Their high accessibility and free availability online make them a flexible tool for self-directed learning, as well as a creative resource for teachers in designing innovative and meaningful learning strategies (Qizi, 2024). As such, incorporating TED Talks into English language teaching offers a multifaceted approach to language learning, enhancing various skills through

engaging content. By utilizing the motivational and educational aspects of TED Talks, educators can create a dynamic and interactive learning environment that encourages language proficiency and communication skills.

e. TED Talks in Speaking Class

The use of TED Talks in speaking class learning is an innovative approach that can improve students' speaking competence through a series of structured activities. The learning process begins with a TED Talks video played by the lecturer using an LCD projector, which is preceded by the delivery of motivation and a brief explanation of the learning material. Students are then directed to observe important aspects of speaking, such as the use of body language, pronunciation, and vocabulary. Furthermore, students are given the opportunity to practice their speaking skills by presenting the material in front of the class, imitating the TED speaker's delivery style, both in terms of intonation, gesture, and diction. This activity is closed by giving feedback by lecturers in the form of criticism, suggestions, and assessments, to help students improve and develop their speaking skills (Utami &

Noviana, 2021). Overall, the implementation of TED Talks in speaking classes contributed significantly to the improvement of students' vocabulary, pronunciation, insightful content, engagement, and public speaking ability.. The following is an explanation of the main benefits of integrating TED Talks in the speaking classroom according to Kozínska (2021);

1) Vocabulary Enhancement

Students are exposed to a wide array of vocabulary used by accomplished speakers, which aids their language development. This exposure not only expands their lexicon, but also enriches their understanding of contextual vocabulary usage, which is crucial for effective communication in English.

2) Better Pronunciation

By listening to native speakers during TED Talks, students can learn correct pronunciation and intonation. This auditory experience allows them to mimic the sounds and rhythms of English, which is crucial for developing fluency and clarity in speaking.

3) Insightful Content

TED Talks cover a wide array of topics, providing students with valuable knowledge and new perspectives. This exposure can inspire their own talk topics and encourage critical thinking on various subjects, improving their ability to engage in informed discussions.

4) Engagement in Learning

Utilizing engaging TED Talks makes speaking classes more fun for students. The dynamic nature of these talks encourages active participation and keeps students motivated, thus creating a more interactive and stimulating learning environment.

5) Public Speaking Skills

Attending TED Talks helps students develop their public speaking skills, making them more confident communicators. The combination of exposure to expert speakers and practical application fosters a supportive environment for skill development.

In conclusion, incorporating TED Talks into speaking classes not only enhances the educational experience, but also equips students with essential skills for effective communication. By utilizing the diverse content and dynamic presentation style found

in TED Talks, educators can significantly improve vocabulary, pronunciation, engagement, and overall public speaking ability.

B. Previous Studies

To review the related literature, several previous studies have been conducted. The first study is from Fitria (2022) conducted a study titled “Using TED Talks In English Language Teaching (ELT): Supplemental Resources for English Language Teaching (ELT)”. Based on the results of the study, it shows that TED Talks can help students in learning various English skills such as speaking, listening, and writing skills. In speaking, TED Talks allow students to listen to examples of good lectures and analyse how they are structured and presented. Students can be given opportunities outside of class to watch selected TED Talks, so that the talks can be analysed in class and students are familiar with the language and content. Research gap: This research highlights how useful TED Talks are in language skills learning in general, but the focus is more on the general potential and benefits of the content, rather than on the psychological or emotional effects in the learning process. Novelty: This research can be continued with a more specific and in-depth approach, i.e. integrating the use of TED Talks

in speaking learning that also takes into account the affective aspects of students.

The second research by Choirunnisa & Sari (2021), entitled “TED Talks Use in Speaking Class for Undergraduate Students”. The results showed that most students gave positive responses to the use of the media because it was considered capable of encouraging the improvement of their speaking skills. Students felt the benefits of being able to convey ideas better, express critical thinking, and use more appropriate accents, dialects, pronunciation, and fluency. Research gap: This study still focuses on general perceptions and benefits from the cognitive side, without touching deeply on affective aspects that also play an important role in speaking skills, such as self-confidence, anxiety, fear of mistakes, and student motivation. Novelty: This research has a gap that can be filled with a new approach that combines TED Talks media and affective aspects to see how both can contribute more thoroughly to the development of students' speaking skills, especially at the beginning level in the context of English education in Indonesia.

The third research by Farid (2019) conducted a study titled “The Effectiveness of Using TED Talks Video in Improving Students Public Speaking Skills in Senior High School”. From the data collected, the results showed that the

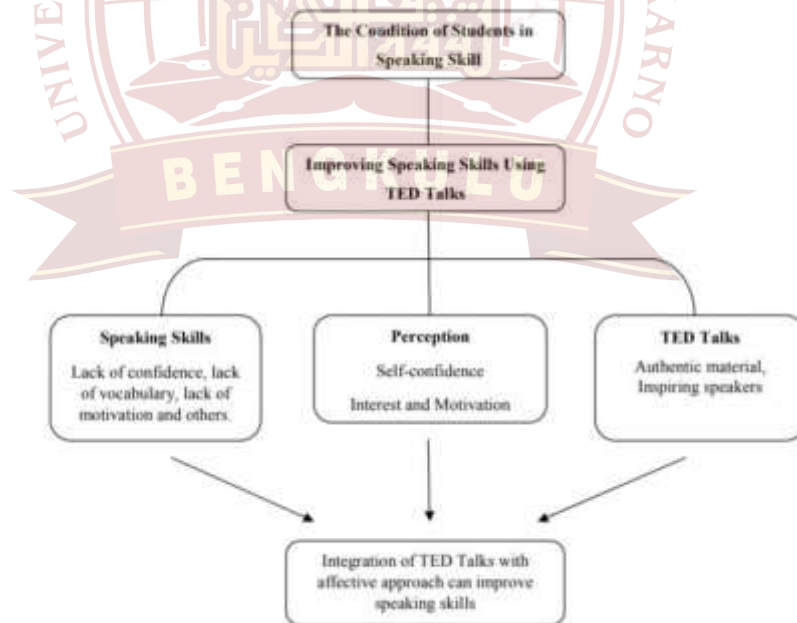
use of TED Talks videos received positive responses from students. Students felt that the teaching methods used were effective and the variety of teaching methods tailored to their needs helped in improving their public speaking skills. Gap: While this study demonstrates the effectiveness of TED Talks in the context of high school students and public speaking in general, it does not specifically address how psychological aspects such as anxiety, self-confidence or fear of public speaking affect student learning outcomes. Novelty: This follow-up research offers a more holistic and contextualised approach by tailoring students' emotional needs in English speaking learning.

The similarities of all previous studies with the researchers discuss students' perceptions of using TED Talks in speaking skills. However, there are some differences between the current research and previous research in this area. The first difference lies in the research method. This study will use qualitative methods, while previous studies used quantitative and mixed methods. The second is the place and time of research. Unlike the previous research, where this research was conducted on students majoring in English at UINFAS Bengkulu. And this research was analysed for more effective results, with significantly increased student engagement and understanding in understanding psychological aspects as students' efforts to

develop their speaking skills. In addition, teachers can also use effective learning models for them in English teaching activities.

C. Conceptual Framework

The conceptual framework for this study aims to identify the relationship between various factors that influence students' speaking ability in English, specifically through the use of TED Talks as a learning medium. The following graph illustrates the conceptual framework of this research as follows:



A Conceptual Framework is an analytical tool used to make conceptual distinctions and organise ideas. The framework is a synthesis of interconnected components and variables that assist in solving real-world problems. This conceptual framework is designed to show a clear and interrelated relationship between the various components that influence the development of students' speaking skills in English. In speaking, there are three important aspects, namely grammar, vocabulary, and pronunciation. These aspects can lead to problems that commonly occur when speaking, such as the emergence of students' lack of confidence. From the student's perspective, self-confidence is an important affective factor that influences active participation in speaking. Students with low self-confidence tend to experience speaking anxiety, which ultimately hinders the mastery of speaking skills. Therefore, the use of TED Talks as learning media plays an important role in improving students' speaking skills due to its characteristics as authentic material and its delivery by inspiring speakers. This gives students direct exposure to English in real contexts, enriching their understanding of natural language use. As such, this framework builds on the theoretical basis and findings from previous studies which confirm that the integration of learning media such as TED Talks with an approach that pays attention to students' affective aspects can have a positive impact on the development of speaking skills. The framework also provides a strong conceptual

guide in designing learning strategies, as well as supporting further research in the field of teaching English as a foreign language (EFL).

