

**THE INFLUENCE OF USING TED TALKS VIDEOS  
WITH SUBTITLE  
ON STUDENTS' SPEAKING SKILLS**

(Experimental Research at Students Association ESCO  
UIN Fatmawati Sukarno in Academic Year 2022/2023)

**THESIS**

**Submitted Partial Requirements for the Degree of  
*Sarjana Pendidikan (S.Pd)*  
English Education Study Program**



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# MOTTO

"Karena sesungguhnya sesudah kesulitan itu ada kemudahan."

Sesungguhnya sesudah kesulitan itu ada kemudahan."

(Qs. Al-Insyirah ayat:5-6)





**DEDICATION**

*I would like to dedicate my work to myself, my beloved parents,  
Mr. Sekuan Hayadi and Mrs. Hartuti also my beloved siblings, Aknes  
Munika Amilia and Zaki Triansyah Utama without their support this thesis  
would have not been completed yet.*



## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "The Influence of Using TED Talks Videos with Subtitle on Students' Speaking Skills". (Experimental Research at Students Association ESCO UIN Fatmawati Sukarno in Academic Year 2022/2023) is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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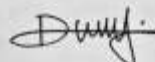
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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, August 2022  
The researcher



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## ABSTRACT

**Denti Zentia Putri. July 2022. The Influence of Using TED Talks Videos with Subtitle on Students' Speaking Skills (Experimental Research at Students Association ESCO of UIN Fatmawati Sukarno Bengkulu in Academic Year 2022/2023).**

The purpose of this study was to obtain empirical evidence about the influence of using TED Talks video with subtitle on students' speaking skills. This study used a quasi-experimental method. This research was conducted at ESCO's public speaking division in English Department UIN Fatmawati Sukarno Bengkulu. The population of this study was all member of ESCO public speaking division which consisted of 18 students consisting of one class. After confirming by purposive sampling, the one class finally selected as the sample of this research. The experimental class was treated using a TED Talks video with subtitle. The initial test was given to the class before being given treatment. The result of the pre-test showed the average score of the experimental class was 40.00. After being given treatment, students were given post-test question. The post-test result showed the average score of the experimental class was 61.67. In addition, the results of the paired samples t-Test 8.812 and a t-table of 2.110 with a p-score of 0.000. Because, the score of  $t_{\text{count}} > t_{\text{table}}$  or  $p \text{ score} < 0.05$ , it is said that there is an average difference between student scores (Pre-Test) and student scores (Post-Test). It means that there is a significant influence on the use of learning media on student scores. So, it can be concluded that TED Talks videos with subtitle had a positive influence on ESCO's public speaking division on speaking skill.

***Key Word: TED Talks, Subtitle, Speaking Skills***

## **ABSTRAK**

**Denti Zentia Putri. July 2022. The Influence of Using TED Talks Videos with Subtitle on Students' Speaking Skills (Experimental Research at Students Association ESCO of UIN Fatmawati Sukarno Bengkulu in Academic Year 2022/2023).**

Tujuan dari penelitian ini adalah untuk mendapatkan bukti empiris tentang pengaruh penggunaan video TED Talks dengan subtitle terhadap keterampilan berbicara siswa. Penelitian ini menggunakan metode eksperimen semu. Penelitian ini dilakukan di divisi public speaking ESCO di Jurusan Bahasa Inggris UIN Fatmawati Sukarno Bengkulu. Populasi penelitian ini adalah seluruh anggota ESCO yang terdiri dari 18 siswa yang terdiri dari satu kelas. Setelah dikonfirmasi secara purposive sampling, akhirnya dipilih satu kelas sebagai sampel penelitian. Kelas eksperimen diperlakukan menggunakan video TED Talks dengan subtitle. Tes awal diberikan kepada kelas sebelum diberikan perlakuan. Hasil pre-test menunjukkan nilai rata-rata kelas eksperimen adalah 40,00. Setelah diberikan treatment, siswa diberikan post-test question. Hasil post-test menunjukkan nilai rata-rata kelas eksperimen adalah 61,67. Selain itu, hasil uji t sampel berpasangan 8,812 dan t-tabel 2,110 dengan p-score 0,000. Karena, nilai t-hitung > t-tabel atau p value < 0,05 maka dikatakan ada perbedaan rata-rata antara nilai siswa (Pre-Test) dan nilai siswa (Post-Test). Artinya terdapat pengaruh yang signifikan penggunaan media pembelajaran terhadap nilai siswa. Jadi, dapat disimpulkan bahwa video TED Talks dengan subtitle memiliki pengaruh positif pada divisi public speaking ESCO terhadap keterampilan berbicara.

***Kata Kunci: TED Talks, Terjemahan, Keterampilan Berbicara***

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# **CHAPTER I**

## **INTRODUCTION**

This chapter aims to provide some insight on the effect of TED Talks videos with subtitle on students' speaking skills. It sheds light on the background of the research, identification of problem, limitation of problem, research question, objective of research, significance of the research and definition of key terms.

### **A. Background of Study**

Speaking is one of the skills that foreign students at university should master. Speaking is production of speech that has become a part of daily life. According to Thornbury (2005), speaking is also a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation which affect conversational flow (Nazara, 2011). In fact, the students had some difficulties learning to speak. That issues arise from both internal and

external factors. Internal factors include the attitude, skills, and motivation of the students. Meanwhile, external factors included university, environment, and family. The difficulties encountered by students as a result of the tutor's use of media. The media used was still monotonous, as is the case with the public speaking subject in ESCO's public speaking division.

In fact, in Indonesia, the use of internet-based or electronic learning media is relatively low because most students continue to rely on traditional media, which is deteriorating. The traditional learning model is widely used in Indonesia, and it has been shown to have a variety of drawbacks, both in terms of the learning process and the learning outcomes. ICT in education has the potential to transform teaching.

The paradigm transformation in educational practice from one that is still used (centralization) to one that is no longer used (decentralization) has consequences in the provision of education, especially at the university level. Due



to the importance of information and communication technologies in society and in the future of education, understanding the difficulties of integrating these technologies in universities will be an important step towards improving the quality of teaching and learning. Moreover, at this time teachers must be good at using innovative, active, effective, and comfortable methods in the learning process and the teacher's responsibility is to find the right strategy and be able to streamline the teaching and learning process (Martina et al., 2021). Effective teaching strategies include active participation. Despite the fact that teachers appear to recognize the importance of ICT in university, they continue to face challenges in incorporating these technologies into their teaching and learning (Champa et al., 2019).

The ESCO (English Community) in English department at UIN Fatmawati Sukarno is also interested in facilitating the use of ICT in the learning process in order to develop a more relevant educational paradigm in Indonesia

today. Public speaking division is one of the language communities at UIN Fatmawati Sukarno Bengkulu which is a place for students to learn languages starting from the basics. The teaching system is to make seniors as tutors. Tutors conduct learning with concepts that are almost the same as classroom teaching; tutors have more roles than students. One of the factors that influence learning and teaching is the use of technology in the classroom (Sabzian et al., 2013).

In fact, students in the community, learning to speak using traditional methods, such as using only English learning guidebooks, while students study for something more concrete and practical. So that students know how to detect how they should pronounce word for word properly and correctly; in the actual context or natively. This is important because speaking is a very important skill to master in language learning.

In response to the problems above, the researcher offers a powerful solution. This solution is effective on the condition that students and tutor can coordinate and be

independent together. The solution is to present the right media as a source of learning apart from lecturers, books, journals and from other internet sources. It was a TED talks. TED (Technology, Education, and Design) is a non-profit dedicated to disseminating ideas through short, impactful speeches. It originated in 1984 as a technology, entertainment, and design conference. TED presentations are being given in over a hundred languages in communities all around the world. Through the Open Translation Project, TED Talks are subtitled in over 90 languages by volunteers all over the world. Students are expected to be able to identify how to express and pronounce text English directly from native speakers by watching videos with the same subtitles as what the existing presenters say in the video (English subtitle), so that by the end of the learning process, students will be familiar in listening to the conversational expressions in the language English. Talks from TED conferences are made available to the public for free as TED Talks videos on TED.com. Every

weekday, a new TED Talk is released. TED Talks are broadcast on TV, radio, Netflix, and a variety of websites via our distribution networks. The implementation teaching and learning using TED Talks video with subtitle combine with Task-Based Learning.

Based on the problems above, the researcher is interested in raising the title about *“The Influence of using TED Talks Videos with Subtitle on Students’ Speaking Skills”* to find out how influential the media for learning Video on YouTube is; TED Talks to improve students' speaking skills at Esco’s Public Devision UIN Fatmawati Sukarno Bengkulu.

## **B. Identification of Problems**

The researcher can identify the problems as follows based on the problem's background:

1. The use of media is still monotonous; using traditional method.
2. Students need more concrete media.
3. Speaking ability is still low.



### **C. Research Limitation**

To avoid deviations from what the researcher had planned, the researcher will focus on implementing TED Talks Videos with Subtitle on students' speaking skills at the beginner level.

### **D. Research Question**

Based on the explanation of the English teaching and learning problems indicated in the identification of the problems, the problem of this research can be formulated as follows: Is there a significant influence of using learning media based on TED talks with subtitle on English students' speaking skills of UIN FAS Bengkulu in academic year 2021/2022?

### **E. Research Objective**

In relation to the formulation of the problem, the research objective is aimed to find out the influence of TED Talks Videos on YouTube in improving English students'

speaking skills for ESCO's Public Speaking Division of UIN FAS BENGKULU in academic year 2021/2022.

## **F. Significance of Study**

The researcher expects that this study will aid in the teaching and learning of English. It has two important implications: practical and theoretical implications:

### **1. Theoretical Significance**

This research gives solution to find out the appropriate method in teaching speaking at English community.

### **2. Practical Significance**

- a. For students, the findings of this study can be utilized as a guide to help them better understand how to teach speaking using TED Talks.
- b. For teachers or tutors, the findings of this study may make it easier to provide material on speaking to students.

- c. Other researchers are expected to provide extra information to other researchers who desire to undertake additional research in the related topic.

## **G. Definition of Key Terms**

In order to clarify the key terms used in this study, some definitions are put forward:

### **1. Speaking**

Speaking is an activity in spoken language of deliver knowledge or voicing one's thoughts and feelings.

### **2. TED Talks**

TED (Technology, Entertainment, and Design) Talks is the world's largest and most popular online video presentation platform, allowing users to upload, search, watch, and debate videos as well as share them.

### **3. Subtitle**

A word, phrase, or sentence used as the second part of a book title and printed beneath the primary title at the front of the book, or the words shown at the bottom of a film,

television image, or YouTube video to explain what is being said in another language.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter aims at reviewing related theoretical review, previous studies, conceptual framework and hypothesis. Theoretical review that discuss about TED Talks videos with subtitle on students' speaking.

#### **A. Concept of Speaking**

##### **1. Definition of Speaking**

Nowadays, speaking is a useful oral language skill since it allows us to collect and express information. Speaking, being the initial expression of language has been positioned as a critically essential skill that should be taught with suitable methods (Afriani & Utami, 2021). However, because we do not communicate in English on a daily basis, speaking English fluently is a challenge for Indonesian citizens. Speaking is a valuable skill. Listening and speaking are inextricably linked. We generate a meaningful

text when we talk. We can find speakers, listeners, messages, and feedback in communication. Furthermore, speech and pronunciation are inextricably linked. One of the difficult jobs of a lecturer is to train and improve English abilities for students in spoken language. Experienced and imaginative lecturers will have no trouble selecting the best technique for selecting the task.

According to Ladouse (in Nunan, 1991, p. 23), speaking is an activity used to explain a situation to someone or to report something. Meanwhile, speaking is a type of communication that has an impact on our daily lives (Tarigan, 1990, p. 8). This entails using a method of communication that has the potential to influence a person's life. Speaking is a procedure that entails a number of variables in addition to the pronunciation of certain sounds (Antaris & Aminun Omolu, 2019).

The researcher believes that speaking is a way of expressing what we feel, which is then represented in the



form of spoken language between two or more individuals, based on the preceding explanation. Nunan (2003), states that speaking is process consisting of short, often of fragmentary utterances in range of pronunciation (Kaunang, 2018). Students need to recognize that speaking involves three areas of knowledge, namely:

1. Mechanics

Pronunciation, grammar, and vocabulary are all part of mechanics. They must use the correct words in the exact order, with proper pronunciation.

2. Function

Transaction and interaction are two types of functions. Knowledge when accurate understanding of the message is required (transaction or information exchange) and when it is not (interaction or relationship building).

3. Socio-Cultural Rules and Norms

Turn taking, tempo of speaking, length of gap between speakers, and participant relational rules are all examples of socio-cultural rules and norms. They must know how to consider who is speaking, to whom, in what conditions, what problem is being discussed, and why.

## **2. Component of Speaking**

According to Harris (1974), speaking skills have five components, there are pronunciation, grammar, vocabulary, fluency, comprehension.

The first consideration is *pronunciation*. Students can improve their pronunciation by speaking in a clearer manner. It is concerned with the phonological process, which is a grammatical component that includes the parts and rules that define how sounds change and patterns emerge in language. The researcher deduces from the previous statement that pronunciation is the study of how words in a given language are generated clearly when

individuals talk. Pronunciation is vital in communicating since it makes the process easier to understand.

The second requirement is that students be able *to construct accurate sentences* in discussions. Students' abilities are to manipulate structures and discern proper grammatical forms in appropriateness (Heaton, 1978, p. 5). Grammar is also used to learn how to improve a language's spoken and written fluency.

The third component is *vocabulary*, which refers to proper diction in communication. If a person doesn't have a broad vocabulary, he won't be able to communicate properly or express himself appropriately in either verbal or writing form. Another hurdle that inhibits people from learning a language is a lack of vocabulary. Without vocabulary, nothing can be communicated, and very little can be communicated without grammar. As a result of this logic, the researcher concludes that unless English learners

grasp vocabulary, they will not be able to speak or write English properly.

Fourth is *Fluency*, which is defined as the ability to read, speak, or write fluently and expressively, is the fourth talent. Speakers, in other words, are able to understand, interpret, and respond to language in a clear and concise manner, while also relating meaning and context. The ability to communicate effectively and fluently is defined as fluency. Many language learners aspire to be fluent in their spoken language. A fast speaking cadence with minimal pauses and "ums" or "ers" characterizes fluency. These signs indicate that the speaker isn't spending much time looking for the language elements needed to express the information. Based on the aforesaid premise, the researcher finds that fluency is another crucial component. Fluency means a person's ability to speak fluently and accurately with little use of pauses such as ums and ers, and so on.

*The last is comprehension,* Comprehension in speaking is the students or speakers can understand the points in the whole topics that they are say.

### **3. Testing of Speaking**

Oral production exams of various forms do not and should not be used to differentiate between speaking and listening abilities. The standard model for identifying a teacher's priorities when it comes to reacting to students' verbal blunders is the distinction between accuracy and fluency. Accuracy is the part of the session in which students are encouraged to bring their speech as close to native speakers as possible, which would normally necessitate more rigorous correction. Meanwhile, Richards (2009, p. 14) mentioned brave definition about fluency, “natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and on going communication despite limitataions in his or her communicative competence”. Experts recommend the

following speaking test methodologies for oral competency testing:

a. Q and A

This test requires the teacher and students to ask and answer questions in the target language. Depending on the question, the answer could be brief or long. Monologue Students are required in this type of test to perform a speaking performance at a given subject.

a. Making dialogue

A topic is assigned to a pair of students, who are then required to engage in a dialogue about it.

b. Role plays

A card task is given to students by the teacher. Each pupil has a certain role to play. The speaking is done in couples or groups by the students.

c. Debate

Many of the students are divided into two groups: pro and contra. They are given a topic and are asked to provide their opinions on it based on their roles in the group. While Alderson (2010) says that there are four speaking test elicitation approaches in language test construction and evaluation that can be utilized to administer the speaking exam:

- a) Discussion
- b) Re-telling experience
- c) Role play
- d) Debate

#### **4. Indicators of Speaking Test**

Thornbury (2005) recommends two grading techniques for spoken tests: holistic and analytical. Analytic scoring divides the work into sections and assigns individual points to each. A single point is awarded based on the entire score in holistic scoring. As indicated above,

holistic scoring is used to evaluate a wide range of criteria at the same time, including fluency, grammar, vocabulary, and pronunciation. He underlines that the holistic grading encourages communication while not discounting the importance of speech aspects. The idea of speaking skill theories as a speaking indicator will be developed and summarized by the researcher. The following are the details:

a) Fluency

The speed and smoothness with which information is transmitted orally is referred to as fluency.

b) Vocabulary

A vocabulary is a set of terms or a list of words that a single speaker of a language can employ.

c) Grammar

Set of linguistic standards that you use to construct meaningful phrases and sentences, most of the time unconsciously.



d) Pronunciation

Pronunciation is the act or outcome of creating speech sounds with relation to some criterion of accuracy or acceptability, including articulation, emphasis, and intonation. According to Hughes (Rahmawati, 2014), the scoring rubric will be applied in this thesis is as follows:

**Table 2.1 The Scoring Rubric**

Categories	Level	Criteria
Pronunciation	5	Pronunciation is often difficult to understand.
	10	Foreign accents neccesitate careful attention, and mispronunciations can lead to misunderstandings and apparent grammatical or lexical problems.
	15	There is a distinct foreign accent and a few mispronunciations

		that do not obstruct understanding.
	20	There were no obvious mispronunciations, yet the speaker could not be mistaken for native speaker.
Grammar	5	Grammar is almost completely made up of incorrect phrases.
	10	Common error reveal certain major tendencies that are out of control, generating irritation and confusion.
	15	Occasional error showing imperfect control of some patterns but no weakness that cause misunderstanding.
	20	There are not many mistakes, and there are not any failure patterns.

Vocabulary	5	Even the most basic communication requires a large vocabulary.
	10	Only basic personal and survival vocabulary is available (time, food, transportation, family, etc).
	15	Some words are incorrectly chosen, and a lack of terminology prevents discussion of some frequent professional and societal issues.
	20	Professional language is adequate for discussing specific interests; generic vocabulary allows for some circumlocutions in discussing any non-technical subject.
Fluency	5	Conversational is nearly impossible due to the slow and

		pragmented nature of speech.
	10	Except for brief or customary utterances, speech is slow and in consistent.
	15	Speech is more fluency but inconsistent.
	20	Speech is more fluency and consitent.
Comprehension	5	Very low of understanding.
	10	Low of comprehension.
	15	Quite good in comprehension.
	20	Able to comprehend and increase the skills in English.

(Source: in Rahmawati, 2014)

The speaking score is graded on five categories , each with its own score and level. The highest score for each component was 20, and the total score for all aspect was 100.

## 5. Benefits of Mastering Speaking Skills

There are various benefits to learning the skill of speaking that are immediately apparent. Some of these advantages include:

- a. Streamlining Interpersonal Communication,
- b. Facilitating the Provision of Various Information,
- c. Increasing Confidence,
- d. Increasing Self-Authority,
- e. Enhancing Public or Community Support,
- f. Supporting Achieving Professions and Jobs, and
- g. Improving the Quality of Profession and Work.

## **6. Problems of Speaking Activities**

In learning foreign language, there some problems appear when students want to speak, there are some problems with speaking activities:

### **1) Inhibition**

Speaking requires full attention of the listener while the students commonly embarrass when observed. Most of the students do not want to speak in foreign

language. They avoid making any mistake. They fear of criticism.

2) Nothing to say

The students do not know what thing to say.

They think that they do not have any reason to speak.

3) Low or uneven participation

There is only one participant who speaks on the occasion when the goal is to be heard. While in a large group means that each person only has a little time to talk, then, there will be only some participants who dominate in speaking. Because of that, the others will do little or even they do not speak at all.

4) Mother tongue use

If the students are large group of students with the same mother tongue, so they will tend to use their mother tongue because it is easier than having to continue to speak in a foreign language. There are several ways to solve the speaking's problem, those are:

5) Use the Group Work

Using the group work can increase the number of student speech solely occur within a limited period of time and also lowers barriers to learners who do not want to speak in front of a full class. By group work, the students can have the amount of time remaining for positive, oral practice is likely to be far more useful than a full class set up. Even though teachers cannot monitor all student speech, not all speech that would be true, and learners can sometimes slip into their native language.

#### 6) Base the Activity on Easy Language

The required of language level discussion should be lower than that used in intensive language learning activities in the same class. It should be easy to remember and produced by the participants, so that they can speak fluently with minimal hesitation. It is an idea that to teach or review important vocabulary well before the event.

#### 7) Make a Careful Choice of Task and Topic to

### Stimulate Interest

The more increasingly apparent purpose of the discussion participants were the more motivated they will be.

#### 8) Give Some Training or Instructions in Discussion Skills

If the assignment is based on the discussion group and then include instructions about participation when introducing it.

#### 9) Keep Students Speaking the Target Language

The best ways to make students keep speak in the target language just to be there alone as much as possible, and remind them to use their own modeling language.

### **7. Speaking in the Activities Classroom**

Heidi Riggenbach and Anne Lazaraton (1991) in (Hasanah, 2007) described that for use in the ESL/EFL classroom, there are many speaking activities and



materials which are available as creative teachers, for the purpose of this discussion, oral skill activities are organized into distinct types:

a. Drills, or linguistically structured activities

Prator (1972) in (Hasanah, 2007) classifies classroom activities for ESL learners by means of a continuum, with “manipulative” activities at one extreme and communicative activity at the other extreme. Although today, in ESL/EFL classroom throughout the world, communicative activities tend to more effectively meet the goals of the curriculum, also useful are “manipulative” activities, or those, which provide students with a “prepackaged” structure by means of teacher, tape or book.

The use of drills, however, is helping learners to be formally accurate in their speech and in helping them to quickly learn a useful collection of phrases and sentences that allow them to start

using the language as soon as possible. As their proficiency and experience in the language develop, most of the sentences and phrases may be re-analyzed and incorporated into the learners' system of knowledge of the language. Language use based on memorization can be starting point for more creative use of the language. Traditional classroom speaking practices often takes the form of drills in which one person asks a question and another give an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer.

The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question. In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real

communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom-speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine *structured output activities*, which allow for error correction and increased accuracy, with *communicative output activities*

that give students opportunities to practice language use more freely.

### 1. Structured Output Activities

Two common kinds of structured output activities are *information gap* and *jigsaw* activities. In both these types of activities, students complete a task by obtaining missing information, a feature the activities have in common with real communication. However, information gap and jigsaw activities also set up practice on specific items of language. In this respect, they are more like drills than like communication.

### 2. Communicative Output Activities

Communicative output activities allow students to practice using all of the language they know in situations that resemble real

settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activities are *role-plays* and *discussion*.

b. Performance activities

Performance activities are those in which student prepares beforehand and delivers a message to a group. There are some examples of performance activities:

- 1) Speeches
- 2) Debates
- 3) Role Plays

One other way of getting students to speak is role-playing. Students pretend they are in various contexts and have a variety of social roles. In role-play activities, the teacher gives information to the

learners such as who they are and what they think or feel.

c. Participation activities

There are some examples of participation activities:

- 1) Conversations
- 2) Guided discussion
- 3) Audio taped Oral dialogue Journals
- 4) Interview

d. Observation activities

## **8. The Way to Solve the Speaking's Problems**

### **1. Use the Group Work**

Using the group work can increase the number of student speech solely occur within a limited period of time and also lowers barriers to learners who do not want to speak in front of a full class. By group work, the students can have the amount of time remaining for positive, oral practice is likely to be far more useful than a full class set up. Even though teachers cannot monitor all student

speech, not all speech that would be true, and learners can sometimes slip into their native language.

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The required of language level discussion should be lower than that used in intensive language learning activities in the same class. It should be easy to remember and produced by the participants, so that they can speak fluently with minimal hesitation. It is an idea that to teach or review important vocabulary well before the event.

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group and then include instructions about participation when introducing it.

#### 5. Keep Students Speaking the Target Language

The best ways to make students keep speak in the target language just to be there alone as much as possible, and remind them to use their own modeling language.

### **B. Concept of TED Talks**

#### **1. Definition of TED Talks**

TED is a non-profit organization devoted to spreading ideas (Technology, Entertainment, and Design) Since 1984, presentation have been a style of public speaking in which people share their experiences and inspire others. According to Broadaway (2012), TED talks are a series of speeches in which speakers share their perspectives on a wide range of issues, including technology, medical research, and culture. The speaker spoke for 18 minutes in a "serious" presentation. TED (Tool, Education, Design) is a technology that allows



native speakers to do good presentations with great subjects or ideas that may inspire others (Gallo, 2006).

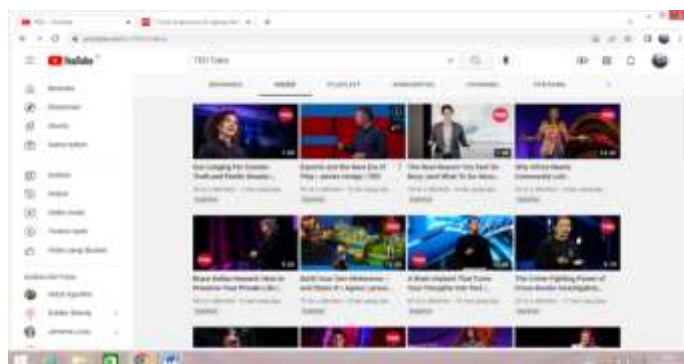
## 2. Procedures of Watch TED Talks on YouTube

There are some steps in watching TED Talks video on YouTube, they are:

### 1. Write “TED Talks” in the search button of Youtube



### 2. Click TED and see the videos



### **3. TED performs**

According to Richard and Rodgers (Sholeh, 2021), the Task-Based Approach was used to create each session. In this study, the task was divided into three stages: pre-watching, watching, and post-watching. The researcher selected a TED Talk for each section based on the information received from the students' preferences; beginning. After that, the videos were picked using three criteria: technology, entertainment, and design (no more than 16 minutes).

#### **1) Pre-watching**

Brainstorming, word searches, and crossword puzzles were used in this section to provide crucial terminology and activate prior knowledge. Of course, the subject was introduced, and students were given time to prepare for what they would see, hear, and do. The video then begins to play. The researcher chooses the video *The secret of becoming mentally powerful - Amy Morin.*

This video depicts how people with American accents speak calmly and spell clearly. She is psychotherapist and the international bestselling author of *13 Things Mentally Strong People Don't Do* and *13 Things Mentally Strong Parents Don't Do*. Her books are translated into more than 30 languages. She's also a lecturer at Northeastern University. Her articles attract over 2 million readers every month. Her TEDx talk, "The Secret of Becoming Mentally Strong," quickly became one of the top 25 talks of all time with over 9 million views. A sought after speaker, she travels the world speaking to audiences about mental strength. Some of the media outlets that have featured her advice include Fast Company, Time, Parents, Oprah.com, Fox News, Business Insider, and US News & World Report. She also appears in the Red Bull TV show Visions of Greatness. Her latest book, *13 Things Mentally Strong Women Don't Do*, went on sale in December 2018.

## 2) Watching

The researchers advise students to do a variety of exercises while watching the presentation, such as taking notes on unfamiliar language or words that summarize it (with subtitle). Students can use this activity to improve their spoken and written language skills. The students did role plays after writing down crucial terminology from the TED speaker.

## 3) Post-watching

The researcher divided into small groups at this stage, for example, after seeing the video, each group of 5-6 individuals reviewed what they saw, how speakers expressed the words, how natives spelled the terms they did not know before, speakers' imitate, and speakers' tone in groups of 5-6 people. When the researchers' assistance was required, they acted as facilitators; otherwise, the teachers acted as observers. Finally,

students presented their completed assignment in the post-task.

As a learning strategy, the researcher employs Task Based Learning. According to Spratt, one of the most effective communicative ways for language instruction is task-based learning (Maulana, 2021). Task-based learning activities include the flow of debates, assignments, presentations, and a concentration on language forms. The goal of task-based learning is for students to complete assignments in order to produce results or outcomes. According to Ellis (Kim, 2019), Instructional tasks are several types of activities designed to involve learners in using language communicatively and instructional tasks are several types of activities designed to involve learners in using language communicatively.

An assignment is a type of practice that encourages students to use language communicatively or reflectively to achieve goals other than learning the target language's

specific qualities. According to this concept, students' tasks frequently require a teacher to determine what will be done to promote the task's accomplishment so that target language acquisition can be done more communicatively. According to Nunan (2004), assignments are part of class work that entails students understanding, manipulating, producing, or interacting in the target language, with a focus on grammatical knowledge to express meaning rather than the form of the language itself.

In this view, the communicative task in language acquisition is more concerned with meaning than with the form of grammatical rules, because language is a tool for communication, but this does not undermine the value of language form in this endeavor, which encourages student communication. The framework is made up of three stages: pre-task, task cycle, and language focus. The lecturer starts the pre-task stage by talking about learning themes related to student experiences. During the tasks cycle stage,

students work alone, in pairs, or in groups on a range of activities or tasks, such as listing, sharing personal experiences, problem solving, and creative assignments. During the language focus stage, lecturers and students work together to analyze different types of language in the assignment, after which students practice completing the final assignment/outcome.

According to Willis (2004), derived from (Winarto, 2022) there are at least six types of tasks that can be employed in a task-based learning system. Here are some examples of tasks:

1. *Listing*; Practically this activity is useful for generalizing the discussions that students have in an effort to find answers to the ideas that arise. The process of this activity includes two things, namely:
  - (1) Brainstorming, students share their knowledge and experiences with their group friends.

(2) Fact finding, students find out something by asking and referring to books. The result of this activity is a draft of a thought map or idea.

2. *Ordering and sorting*, this task consists of four main processes, namely:

(1) Sorting, which is a logically sequential event,

(2) Ranking, relating to individual values or specific criteria,

(3) Categorizing, grouping according to the category,

(4) Classifying, carried out when categorization is not applied.

3. *Comparing*, generally this type of task involves comparing the same information but coming from different sources or versions. It is intended to identify the same (and) or (or) different goals or purposes. These tasks include:



- (1) Matching, carried out to identify specific things and to relate them to one another,
  - (2) Look for similarities,
  - (3) Look for differences.
4. *Problem Solving*, problem solving tasks require human intellectual knowledge and the power of the mind. The assignments are intriguing and enjoyable to do. Depending on the type and complexity of the problem, the processes and time given vary substantially. The difficulties that can be used in this work are problems that occur in everyday life.
5. *Sharing Personal Experiences*, these activities enable students to open up about themselves and share their experiences with other pupils. The outcomes of these exchanges are linked to social life discussions. This job differs from other

assignments in that it is not immediately goal-oriented, making it difficult to complete in class.

6. *Creative Assignments*, sometimes known as projects, involve groups of students working on a variety of creative tasks that are more self-contained. To complete the activity, you will need organizational skills and the capacity to operate in a group.

### **3. The Advantages of TED Talks**

Some of the advantages of adopting TED Talk are as follows: Use of TED (Technology Education and Design) has many advantages there are five advantages of presenting a TED Talk (Li, 2015):

- 1) Free selecting of topic
- 2) Effective language input
- 3) Assimilation
- 4) Imitation
- 5) Self evaluation 4.0.

Some of the additional advantages are as follows: To begin with, TED covers a wide range of themes, including technology, entertainment, and politics. This allows students to select a topic that they are passionate about. Second, the vast majority of TED Talk speakers are fluent in English. As a result, language students can use the film as a source of linguistic information. Students can enhance their listening abilities while also learning new vocabulary. Third, kids can practice penning a letter until they get the concept. Fourth, students could try to imitate the speaker when giving a speech to develop their communication skills. The final steps are self-evaluation and feedback. In this setting, students are aware of their talents and flaws.

#### **4. The Disadvantages of TED Talks**

The Problems with TED Talks (Technology Education and Design) There are some disadvantages to using TED talks:

1. "TED Talk" These 18-minute educational sessions provide focused, quick illumination on a variety of topics or concepts deemed "worth spreading."

2. TED Talks aren't as spontaneous as they seem. It means the teacher can't go beyond 18 minutes with the movie and that the materials must be provided in an unstructured manner.

## **C. Concept of Subtitle**

### **1. What is Subtitle**

A subtitle is a graphic overlay on the lower part of the screen that displays a translation or transcription of spoken language in a television program, film, video, or video game, such as foreign language dialogue or speech that is audible but not easily understood. The importance of a subtitle cannot be overstated. It is a type of translation that allows a viewer who speaks a different language to understand the language used in the film. Audiences who do not speak the original language as a first language will

be able to fully appreciate the picture. Subtitles also help language learners with language acquisition, communication with the deaf population, and ensuring that no single statement is missed in noisy situations. You can improve your reading and listening comprehension, word understanding, decoding ability, motivation, and vocabulary development (Kim, 2019).

## **2. Types of Subtitle**

Subtitles can be utilized in a variety of ways in movies and videos. Subtitling options include bimodal, standard, and reversed subtitling, to name a few (Karimah, 2019). However, there are two types of subtitles in general:

### **1) Interlingual subtitle:**

The original language of the film has been replaced with a new one. The audience or language learner watches and listens to the film in the original or target language, but reads the subtitles in their own language.

### **2) Intralingual subtitle:**

The original language and subtitles of the film are identical. Intralingual subtitles are for people who have a hard time hearing. As a result, all audio sounds, such as footfall indicating that someone is approaching, banging at the door, and the sound of a car horn coming from outside, are displayed with this type of subtitle. There are also intralingual subtitles for foreign language learners, in addition to the aforementioned ones.

### **3. The purpose of using subtitle in learning process**

According to Caracas and Saricoban (2012), derived from (Fauzi et al., 2021), watching movies or videos with English subtitles makes it simpler to understand the message of the film in a foreign language. Visual media with English subtitles can help students grasp what they're saying in English. A video presentation with subtitles in English can be a way for students to learn English without even realizing it. This means people pay attention to how the text in the subtitle is conveyed in the video by a native

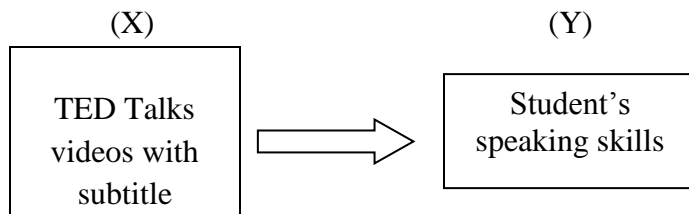
speaker in addition to reading subtitles (actor and actress). Children are encouraged to improve other skills such as vocabulary, listening, and reading through subtitles in the film with English as the target language.

According to Yoshi on the other hand, looked at the impacts of the title video on reading knowledge and incidental vocabulary, and found that video has a significant impact on improving student vocabulary (Yoshii, 2006). Based on the reviews above, researchers can conclude that movies with subtitles are more enjoyable. In the classroom, English as an audiovisual medium is a powerful or useful tool. It can be interesting student motivation, making the concept of learning simple to grasp, and directing students to a better understanding of language usage. From what they heard, students can see written language. This subject improves receptive skills such as speaking, listening, and reading. As a result, use videos that have language subtitles. English is not only entertaining,

but it is also an effective medium for teachers to employ in their classrooms.

#### **D. Conceptual Framework**

The research focus on students' speaking skills by using TED Talks video with subtitle. The are one classes which divided into experimental class.



English has several skills such as writing, listening, speaking and reading. Speaking is very important in education and cannot be separated for students, speaking is the skill of using language in speaking and not only as a message transfer but also as a communication tool to give and receive information. Speaking is the ability that people have to communicate with each other, It is a skill that expresses ideas and feelings through word of mouth. People



have language to convey their words to someone and also socialites in society. If their speaking skills are poor then they will have difficulty in making progress and tend to fail in their studies. On the other hand, if they have good speaking skills, they will have a greater chance of achieving their success in learning.

In teaching speaking skills, students have several problems. The First, The use of media is still monotonous; using traditional method. The second, Students need more concrete media. The last, speaking ability is still low. To solve the problems faced by students in the learning process, especially in speaking skills, the teacher must apply an interesting media. Therefore, a learning media is needed to see the effect of speaking skills using TED Talks videos with subtitle. So that it can be said that the influence of students is students who still have difficulty in speaking skills.

According to Abidin (2013), the learning media can be interpreted as a concept that helps explain the learning process, both explaining thinking patterns and learning action patterns (Siti Nugraha & Suherdi, 2017). Given the importance of learning media as supporting learning success, especially in learning to speak, a media is needed that can provide opportunities for students to think creatively. The model is a synectic model. This learning model involves students actively and creatively in the learning process, and helps students use their knowledge in responding to a problem.

Using the TED Talks videos with subtitle as an audio visual language education tool, the researcher hopes to uncover a practical way to help students' speaking abilities. This is because the method commonly used in speaking skills, so that students become bored. The TED Talks videos makes students lazy to learn English and causes them not to be interested in speaking. Therefore, this time the researcher

uses TED Talks videos with subtitle as a language teaching which is different from other studies.

### **E. Previous Related Studies**

A literature review is an attempt to compile previously published information. In science, inferring too general facts, foreseeing new occurrences, and filling in information gaps about existing or ongoing phenomena are all critical. By checking into previous writers' research and publications, it can help with the study process.

First, the research was conducted by Ashraf Atta M. S. Salem (Salem, 2019), entitled *A Sage on a Stage, to Express and Impress: TED Talks for Improving Oral Presentation Skills, Vocabulary Retention and Its Impact on Reducing Speaking Anxiety in ESP Settings*. This study found that using TED Talks to teach student speaking ability can increase students' English speaking skills. This study is using quasi-experimental research. The researchers employed a sequential explanatory mixed strategy that included both quantitative and

qualitative data collecting and analysis. The Oral Presentation Skills Sheet (OPSS), the Vocabulary Uptake/Retention Test (VURT), and the Personal Report of Public Speaking Anxiety (PRPSA) were used to assess business students' oral presentation skills, vocabulary retention, and speaking anxiety levels (Mörtberg, Jansson-Fröjmark, Pettersson, & Hennlid-Oredsson, 2018). The study included 49 students who were divided into two groups: the experimental group, which included 24 students, and the control group, which included 25 Business English majors. The utilization of TED talks as an ICT tool increased oral presenting abilities and vocabulary uptake/retention levels, according to the study's findings. Also, it was revealed that Business majors in the experimental group are more enthusiastic, energetic and motivated to give killer presentations as they became more confident and free of anxiety and tension. Furthermore, this research uses TED Talks as a medium for teaching speaking. The difference

between this research and that is the sample of study and this research just focus on oral presentation and vocabulary.

Second, the research was conducted by Miftah Farid (Farid, 2019), entitled *The Effectiveness of Using TED Talks Video in Improving Students Public Speaking Skills in Senior High School*. The result of this research shows that use of TED Talks media in public speaking skills at senior high school. The students' view of using TED talks videos to improve students' public speaking skills is that they respond positively to how the writer taught them, according to the findings of this study. Furthermore, the data revealed that the writer employed a number of instructional approaches to achieve objective teaching, and that the tactics were tested in a variety of ways dependent on the students' needs. As a result, it was determined that using TED Talks to develop students' public speaking skills is extremely beneficial. To collect quantitative and qualitative data, a hybrid method was adopted. Pre- and post-tests were used to collect quantitative data, and closed-

ended questionnaires were used to obtain qualitative data, in order to meet the study's goals. The students analysis has increase. The similarities lie in the media of learning, that is, using TED Talks as a media. The the differences in this research are the skill studied, the method of study, and the levels of students.

The fourth research was conducted by Eka Nurhidayat and Eva Fitriani Syarifah (Nurhidayat & Syarifah, 2019), with the title *Technology for efl learners: TED Talks as Technology Resources in Learning English Voice and Accent*. Qualitative action research, a methodology that combines action and study, is used by the researcher According to this study, TED talks are an excellent resource for teaching English as a foreign language because they include a variety of elements that engage students and relate them to the language used in real-life circumstances. One of the main points made when using TED talks is that students are not just listening to the speaker, as they would in a recording, but they are also

watching the speaker's movements and facial expressions, which allows them to learn a lot more about the speech and add it to their repertoire for future use. Furthermore, the similarities between my research and the media of learning, that is using TED Talks as a media, are striking. Then the differences in this research are the method, the skills, and the levels of students. The method that is used for analyzing in learning English voice and accent.

The last research was conducted by Candradewi Wahyu Anggareni dan Arum Nisma Wulanjani (Wahyu Anggareni & Nisma Wulanjani, 2017), the title of this research is *The roles of TED Talks and vlog in speaking class: Students' perspective*. This research used qualitative research design in the form of case study. In this study, previous researchers used documents of students' vlogs, observation, questionnaire, and interview. This research had three research significances which consisted of theoretical significance, practical significance, and pedagogical significance. The finding shows that there are

advantages and disadvantages of using *TED Talks* and *Vlog* in enhancing students' activeness in speaking.

As conclusion, the differences this study from the other research was; the writer conducted the research using TED Talks, and the students taught and gave treatments using these media. The students were not shy when given a task to make a video and perform a dialogue. They could grow their motivation in the learning process and were also interested in seeing the TED Talks Video show, because they were able to learn English in a fun, easy, and enjoyable way. Moreover, the students were more confident in speaking English because they were using TED Talks to help them express their emotions.

The researcher conduct a research on ESCO's Public Speaking Devision for took the speaking test. Furthermore after a treatment by using TED Talks video had given on ESCO's Public Speaking Devision to teach speaking , there is significant effect of the students speaking ability. It can be seen in the pre-test of the students' mean score 40.00



and the student' in the post-test mean score 61.67. the data have been analyzed by using T-test (paired samples t-test) standard of significant 5% with the value of sig. (2-tailed) was  $0.000 < 0.05$ . According to the result, it can be concluded that the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted. Hence Paired Samples T-Test (t-count) is 8.812 and t-table is 2.110 with a p value of 0.000, based on the result, it can be conclude that was significant different before and after teaching English with using TED Talks Video with subtitle.

## **F. Hypothesis**

The Craswell hypothesis is a quantitative research argument in which the researcher makes a prediction or conjecture about the conclusion of a relationship between two variables. In this study, the hypothesis is an alternative hypothesis ( $H_a$ ) rather than a Null Hypothesis ( $H_0$ ). The following is a description of the hypothesis:

- 1) Ho: There is no significance difference on improve students' speaking skills through TED Talks videos on YouTube between improve the students' speaking skills don't using TED Talks Videos on YouTube.
- 2) Ha: There is significant difference on improve students' speaking skills through TED Talks videos on YouTube between do not using TED Talks Videos on YouTube.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the research method and design gives information about the population and sample, data collecting techniques, it also describes the research instrument and research procedures, and data analysis technique.

#### **A. Research Design**

This is a quasi-experimental study including quantitative data analysis. According to Sugiyono (2014), quantitative research method is method can be interpret as research method based on philosophy of positivism, use to research at certain population or sample, collecting data using research instrument, data analysis and hypothesis. As a result, quantitative research employs a large number of numbers, beginning with data collection and ending with the presentation of conclusions.

The researcher use time series design in this study.

The time series design and the non-equivalent control group design are two parts of the quasi-experimental design. The purpose of this study is to investigate the impact of TED Talks videos with subtitles as a language teaching aid on students' speaking skills. Before receiving therapy, the experimental group will be given a pre-test, followed by treatment, and finally a post-test. The time series table in this study has the following design.

**Table 3.1 Time Series Design**

<b>O1</b>	<b>X</b>	<b>O2</b>
<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>

(Source: Sugiyono, 2018)

Description:

O: Pre-test = Post-Test

X: Treatment using TED Talks videos with subtitle

1. Pre-test

The researcher asking the students to speak in front of researcher a.k.a face to face with random topic to know the capacity of the students' speaking skill.

2. Treatment

The researcher taught the students about TED Talks that can improve their speaking skill. In this case, the researcher give the students an explanation about what is TED Talks and the researcher asking to student to watch the TED Talks video with subtitle and give

certain topic for students to retell what the students get from the video.

**Table 3.2 Steps of Doing Treatment**

<b>Researcher</b>	<b>Students</b>
The researcher explains the definition and how the use of TED Talks.	Students listen and pay attention to the researcher to the material about TED Talks.
The researcher randomly mention the name of the students one by one ore asked the students who is going to be the first speaker.	Students are called one by one to tell their experience.
The researcher gives instrument to the students to pay attention to the the speaker did presentation in the video.	Student following the researcher instruction to focus on the way the speaker did presentation in the video.
The researcher gives topic to	Students are given a topic

the students to present.	to present.
The researcher give the rules of presentation; maximum 3 minutes.	The students tell about the topic in the fron of the other students and the other students should pay attention to the speaker.
Every 3 minutes, the researcher asked the students who wants to be the next speaker.	The students (a speaker) changes every minutes, they presented alternatively.
The researcher asked to every students to make conclusion based on the video they have watched.	Students make conclusion and spoke directly.
At the end of class, researcher asked the students to memorize new vocabularies that students get after watched the video and after that in the	Students memorize and mention new vocabularies for next meeting.

next meeting, students should mention new vocabularies that they learned before.	
In the last day, the researcher focussed to analyse the students' speaking skill with the 4 categories (grammar, vocabulary, fulency, pronunciation).	At the end of the presentation, the students get explanation by the researcher about how to be good in 4 categories (grammar, vocabulary, fluency, pronunciation)

### 3. Post-test

The researcher gives TED Talks topic and limit the time for the student to speak in front of the reseacher a.k.a face to face. This test is similar to pre-test.

## B. Population and Sample

### 1. Population

In this research, the researcher must determine the population before collecting the samples. The population means the total of students that will be selected. The



populations are the students of the ESCO's public speaking division of English Department UIN FAS Bengkulu, which consist of 1 class with 18 students.

## **2. Sample**

The sampling technique is a technique for determining the sample to be used in research (Sugiyono, 2014, p. 116). The sampling technique is divided into two, there are: probability sampling and non-probability sampling. In this study, the sampling technique used is non-probability sampling with the technique taken is purposive sampling. Purposive sampling is used when a researcher wants to target an individual with characteristic of interest in a study (Turner, 2020). Therefore, the authors chose a sample using a purposive sampling technique because the population is relatively small. So that the sample used in this study was 18 people, the details are as follows: 14 female and 4 male students. Because, at the ESCO, only one class was conducted. Where the method used in this study is a quasi-experimental

method. Experimental research method can be interpreted as a research method used to find out the effect of treatment on others in uncontrolled conditions. While the form of the design is “pre-test and post-test one group design” i.e research only uses one experimental class without there is a comparison class or a control class. In this study, the experimental method was used to determine the effect TED Talks videos with subtitle on speaking skills. The design used in the one group design is research conducted in one research sample, namely the experimental group.

### **C. Research Instrument**

In this research, instrument for collecting data are absolutely important. The accuracy of the research result is mostly dependent on how accurate the used of instrument. Before doing the research, the instrument for the data collection should be well prepared. Based on the research problems, the researcher used oral test. It aimed to measure the students' ability in speaking. The researcher aims at

knowing the students' improvements in learning process by using TED Talks.

There are 5 categories to measure students' speaking performance; they are grammar, vocabulary, fluency, pronunciation and comprehension which classify as follows:

**Table 3.3**  
**Scoring Rubric of Speaking**

Categories	Level	Criteria
Pronunciation	5	Pronunciation is often difficult to understand.
	10	Foreign accents necessitate careful attention, and mispronunciations can lead to misunderstandings and apparent grammatical or lexical problems.
	15	There is a distinct foreign accent and a few

		mispronunciations that do not obstruct understanding.
	20	There were no obvious mispronunciations, yet the speaker could not be mistaken for native speaker.
Grammar	5	Grammar is almost completely made up of incorrect phrases.
	10	Common errors reveal certain major tendencies that are out of control, generating irritation and confusion.
	15	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
	20	There are not many mistakes, and there are not any failure patterns.

Vocabulary	5	Even the most basic communication requires a large vocabulary.
	10	Only basic personal and survival vocabulary is available (time, food, transportation, family, etc).
	15	Some words are incorrectly chosen, and a lack of terminology prevents discussion of some frequent professional and societal issues.
	20	Professional language is adequate for discussing specific interests; generic vocabulary allows for some circumlocutions in discussing any non-technical subject.
Fluency	5	Conversational is nearly

		impossible due to the slow and pragmented nature of speech.
	10	Except for brief or customary utterances, speech is slow and in consistent.
	15	Speech is more fluency but inconsistent.
	20	Speech is more fluency and consitent.
Comprehension	5	Very low of understanding.
	10	Low of comprehension.
	15	Quite good in comprehension.
	20	Able to comprehend and increase the skills in English.

(Source: Rahmawati, 2014)

The speaking score is graded on five categories , each with its own score and level. The highest score for each component was 20, and the total score for all aspect was 100. The following is the test's specification:

**Table 3.4**  
**Score Test's Specificaton**

<b>No.</b>	<b>Speaking Skills</b>	<b>The Highest Score</b>
1.	Pronunciation	20
2.	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
Total		100

#### **D. Data Collection**

The data collection in this research was quantitative research. Quantitative research is research that use numbers in the calculation process and identification of research results. The reasons why the researcher use quantitative research because with this type of data, researcher can use statistic to generalize a finding an look at relationship between variables

and could establish cause and effect in highly control circumstances.

The researcher collect the pre-test and post-test data to get the final result of the research. Pre-test applies to get the first achievment of the students before treatment, and the pos-test applies to get the students' achievements after treatment. In treatment, the researcher will observe the learning process when apply the method.

#### **E. Technique of Data Analysis**

To find out the data on the problem and to prove the results research on the influence of TED Talks Videos with subtitles on students' speaking skills of Esco's Public Speaking Devision of English Department of UIN Fatmawati Sukarno Bengkulu, the researcher used the following analytical techniques:

##### **1. Normality Test**

Parametric statistics work based on the assumption that each data the variables to be analyzed are normally



distributed. In the implementation of In this research, normality test is needed to investigate that the sample taken for research purposes comes from a population that is normal distribution.

## 2. Testing Hypothesis

To test the hypothesis in this study the researcher uses T test formula. T test which is intended to test the significance of the effect independent variables X as a whole against the Y variable. T-test this is done by comparing the T values generated from calculation  $T_{count}$  with value  $T_{table}$ . The null hypothesis will be accepted or rejected is determined as follows:

- 1) If  $T_{count} < T_{table}$ ,  $H_0$  is accepted where there is no effect independent variable with the dependent variable.
- 2) If  $T_{count} > T_{table}$ ,  $H_0$  is rejected where there is a variable effect independent with the dependent variable.

3) T test is used to partially test the effect of the independent variables to the dependent variable. If  $T_{count} \leq T_{table}$ , or  $T_{count} \geq T_{table}$  then  $H_a$  is rejected and  $H_o$  received.

4) If  $T_{coun} > T_{table}$  , or  $T_{count} < T_{table}$  then  $H_a$  is accepted and  $H_o$  rejected.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

Based on the findings of the research results above, which were analyzed for data from research findings, a discussion of data analysis will be carried out according to theory. In order to be more detailed and clearly explained, this chapter discusses the analysis of the data presented in accordance with the problem under study.

#### **A. Findings**

In this part, the results of the research was presented. This research was conducted from May 30 until July 14. The researcher conducted one meeting for pre-test, six meetings for treatment, one meeting for post-test. The result was obtained based on the students' speaking test at the ESCO'S public speaking deviation at UIN Fatmawati Sukarno Bengkulu.

After the researcher collected the data, the researcher assessed the results of the data from the tests that had been given to the students. The researcher assessed for each

speaking element item. To analyze the test results, the first thing that must be considered is to use the results of the initial data taken from the pre-test scores of the experimental class. After the experimental class carried out the learning process, then the class was given a test to obtain data to be analyzed. Before analyzing the data statistically, it is necessary to measure the normality of the data. In determining the normality of the data used the Kolmogorov-Smirnov test with SPSS 26.0 program. Researchers analyzed one by one the pre-test and post-test scores in the experimental class.

#### 1. The Students' Pre-Test and Post-Test Scores

The data of this part is the result of pre-test conducted in experimental class. The scores were classified based on six categories, excellent, very good, good, average, bad, very bad. The criteria for those classifications were based on the score. The low score was lower than 50, the middle score was between 61-70, and

the high score was higher than 91-100. Therefore, the low score was below the standard of minimum completeness.

**Table 4.1 Students' Pre-Test Scores**

<b>Score</b>	<b>Freq.</b>	<b>F(%)</b>
91 – 100	0	0
81 – 90	0	0
71 – 80	0	0
61 – 70	0	0
51 – 60	4	22%
1 – 50	14	78%
<b>Total</b>	<b>18</b>	<b>100%</b>

**Table 4.2 Students' Post-Test Scores**

<b>Score</b>	<b>Freq.</b>	<b>F(%)</b>
91 – 100	0	0
81 – 90	0	0
71 – 80	5	28%
61 – 70	3	16%
51 – 60	5	28%

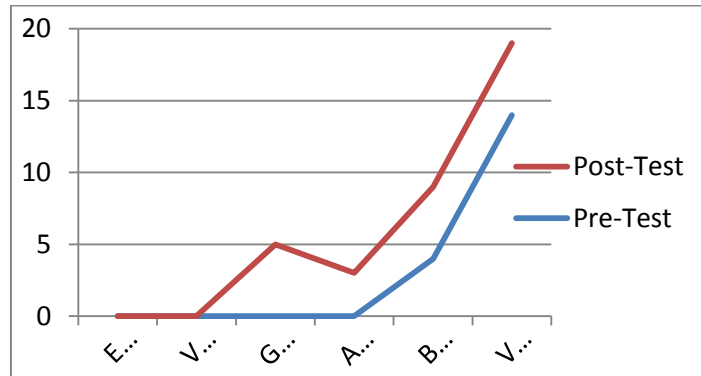
1 – 50	5	28%
<b>Total</b>	<b>18</b>	<b>100%</b>

To make easier to understand, the researcher

applied Pre-Test and Post-Test in graphic form.

**Figure 4.1 Graphic Students' Pre-Test and Post-Test**

**Scores**



E: Excellent

V: Very Good

G: Good

A: Average

B: Bad

V: Very Bad

## 2. Normality Test

**Table 4.3 One-Sample Kolmogorov-Smirnov Test**

		Nilai Mahasiswa (Pre-Test)	Nilai Mahasiswa (Post-Test)
N		18	18
Normal Parameters <sup>a,b</sup>	Mean	40.00	61.67
	Std. Deviation	14.552	16.891
Most Extreme Differences	Absolute	.167	.183
	Positive	.167	.139
	Negative	-.167	-.183
Test Statistic		.167	.183
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>	.114 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The table above describes the results of the normality test of student score data (Pretest) and student scores (Posttest) using the Kolmogorov Smirnov test. From the table, it is known that the p score (Sig.) for the student score (Pretest) is 0.200 and the p-score (Sig.) for the student score (Post-test) is 0.114. Because all p scores > 0.05, the data on student scores (Pretest) and student scores (Post-test) are said to be normally distributed.

### 3. Testing Hypothesis

**Table 4.4 Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Nilai Mahasiswa (Post-Test)	61.67	18	16.891	3.981



Nilai	40.00	18	14.552	3.430
Mahasiswa				
(Pre-Test)				

Based on the table above describes the mean (Mean) and Standard Deviation (Std. Deviation) scores for Student Scores (Pre-Test) and Student Scores (Post-Test). From the table it is known that the Student score (Pre-Test) with an average score (Mean) of 40.00 and the Standard Deviation (Std. Deviation) score of 14,552, while the Student's score (Post-Test) with an average score (Mean) is 61.67 and the Standard Deviation (Std. Deviation) is 16.891.

**Table 4.5 Paired Samples Test**

Pair 1

Nilai Mahasiswa (Post-  
Test) - Nilai Mahasiswa  
(Pre-Test)

Paired	Mean	21.667
--------	------	--------

Differences	Std. Deviation		10.432
	Std. Error Mean		2.459
	95% Lower	Confidence Interval of the Difference	16.479
	Upper		26.854
T			8.812
Df			17
Sig. (2-tailed)			.000

The table above describes the results of the average difference test between student scores (Pre-Test) and student scores (Post-Test) using the Paired Samples t-Test. The Paired Samples t-Test was used because the data for student scores (Pre-Test) and student scores (Post-Test) were normally distributed. From the table, it is known that the Paired Samples t-Test (t-count) test score is 8.812 and the t-table is 2.110 with a p-scores of 0.000. Because the score of  $t\text{-count} > t\text{-table}$  or  $p\text{ score} < 0.05$ , it is said that there is an average difference between student scores (Pre-

Test) and student scores (Post-Test) meaning that there is a significant influence on the use of learning media on student scores.

## **B. Discussion**

The discussion focusses on the interpretation of findings produced from observations of students' speaking abilities during the teaching and learning process utilizing with TED Talks video. It is showed by the succeeded of students in pre-test and post-test. Because of disparities in treatment during the learning process, average students in pre-test and post-test have different learning results. As evidenced by the students' difficulties in speaking. Such as the students' lack; the use of media is still monotonous; using traditional method, students need more concrete media, speaking ability is still low.

TED Talks video according to Vasilevich (2016) the biggest of advantage of the videos is that TED Talks are totally authentic as the speaker share their own personal

stories, ideas, experiences with audience, so that TED Talks is an appropriate media that can be used in speaking class. So, with TED Talks as a medium for teaching speaking, the students, the students will not feel bored because TED Talks video are a fun medium for teaching speaking. Additionally nowadays are technology eras whereas the using of technology is needed in teaching process. One of the technologies is using video for teaching and learning process. The use of video in the classroom to teach speaking provides students with engaging and comprehensible content to help them improve their speaking skills. Based on the problem that findings above, the researcher believes that the using TED Talks video with subtitle will make the students enjoy learning speaking and it will be innovate media for teaching speaking.

By using video TED Talks on YouTube, students could practice English with using video; TED Talks as medium, students would be brave and not shy in speaking English. The teacher explained the material about speaking skills and

procedures for using TED Talks. Based on the data obtained, pre-test and post-test the highest pre-test score of the student was 60, and the lowest was 20. Meanwhile, the highest post-test score was 80 and the lowest score was 20. After the writer collected the data in SPSS, the researcher found that mean score was 40.0 and the mean score of the post-test was 61.67.

When students are given the responsibility to present a topic they are interested in, they act like presenters. At first they watched videos on the TED Talks YouTube channel and then imitated and practiced them. In the process of presenting topics that interest them, students are free to express themselves. That's why they started to build their confidence in front of the crowd, trained them to process words that were effective and easy for the audience to understand, and they started to dare to appear in English. In this study, researchers selected ESCO's public speaking division to be a sample of the research took a speaking test.

The researcher conducted test to measure the students' speaking skills in this study. The test is separated into two test, the pre-test and the post-test, in order to acquire the data needed for this research. The procedure employed by the researcher by the researcher was as follows: Pre-test, was conducted to determine the bailability of the students before treatment was given to them. The pre-test was given to the Esco's Public Speaking division students of UIN Fatmawati Sukarno Bengkulu. The process of teaching and learning was conducted on the class, so to do a pre-test, the researcher asked the students to do a oral test with the random question to determine the speaking ability of the students before giving a treatment to them.

The treatment would be conducted after pre-test and the students would give the treatment six times. However, the researcher would give the students' TED Talks video. In the first meeting, the researcher gave motivation for the students and introduced the TED Talks: definition, steps, and what

students would do. Then the researcher would share the link to the video that was taken from YouTube. In the first meeting, the material was understood the effective way of organizing a speech text. The researcher let the students look at the video, and if the students did not understand, the researcher would give the students an opportunity to ask the question. After that, the researcher would give the students a task to see if the students had understood the material. And at the next meeting the method given was almost the same, only the material was different.

Furthermore, after treatment using TED Talks video in ESCO's Public Speaking Division to teach speaking skills, there are significant effects of students' speaking skill. This can be seen in pre-test and post-test students' average scores the data have been analyzed by using T-test (paired samples t-test) standard of significance 5% with the score of sig. (2-tailed) was  $0.000 < 0.05$ . according to the result, it can be

concluded that the Null Hypothesis (H<sub>0</sub>) is rejected and the Alternative Hypothesis (H<sub>a</sub>) is accepted.

First, the research was conducted by Ashraf Atta M. S. Salem (Salem, 2019), entitled *A Sage on a Stage, to Express and Impress: TED Talks for Improving Oral Presentation Skills, Vocabulary Retention and Its Impact on Reducing Speaking Anxiety in ESP Settings*. This study found that using TED Talks to teach student speaking ability can increase students' English speaking skills. This study is using quasi-experimental research. Furthermore, this research uses TED Talks as a medium for teaching speaking. The difference between this research and that is the sample of study and this research just focus on oral presentation and vocabulary.

Second, the research was conducted by Miftah Farid (2019) entitled *The Effectiveness of Using TED Talks Video in Improving Students Public Speaking Skills in Senior High School*. The result of this research shows that use of TED Talks media in public speaking skills at senior high school.



The students analysis has increase. The similarities lie in the media of learning, that is, using TED Talks as a media. The the differences in this research are the skill studied, the method of study, and the levels of students.

The third research was conducted by Eka Nurhidayat and Eva Fitriani Syarifah (Nurhidayat & Syarifah, 2019) with the title *Technology for efl learners: TED Talks as Technology Resources in Learning English Voice and Accent*. Furthermore, the similarities between my research and the media of learning, that is using TED Talks as a media, are striking. Then the differences in this reseach are the method, the skills, and the levels of students. The method that is used for analyzing in learning English voice and accent.

The last reseach was conducted by Candradewi Wahyu Anggareni dan Arum Nisma Wulanjani (Wahyu Anggareni & Nisma Wulanjani, 2017), the title of this reseacrh is *The roles of TED Talks and vlog in speaking class: Students' perspective*. This research used qualitative research design in

the form of case study. Dalam penelitian ini peneliti terdahulu menggunakan documents of students' vlogs, observation, questionnaire, and interview. This research had three research significances which consisted of theoretical significance, practical significance, and pedagogical significance. The finding shows that there are advantages and disadvantages of using *TED Talks* and *Vlog* in enhancing students' activeness in speaking. In this study it was found that there were findings that did not accept ( $H_a$ ) that the researchers proposed in this study because based on the students' responses in the interview, the advantages are: first, students need more preparation to give their ideas on the topic of TED Talks and make vlogs. Second, students have difficulty understanding the topics in the TED Talks. Third, TED Talks and vlog are one-way communication. and lastly Students need a good internet connection to watch videos on TED Talks and upload vlogs. so that they are also less total in the speaking class so that the results are also less than optimal.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter contains conclusions and suggestions based on the results and discussion of research data analysis in chapter IV. Conclusions about the effect of the TED Talks video with subtitle on Students' speaking skills. While suggestions are addressed to teachers, students and further researchers.

#### **A. Conclusion**

Speaking is competence that students need master in order to be able to communicate with each other. Speaking is a difficult skill, and teachers have to teach this skill using an interactive method and media. There are many methods and media which can be used to improve students' speaking skills. TED Talks video with subtitle are one of the media that can be used to teach speaking skills. This research was conducted to see the effect of the TED Talks video on the speaking ability of the students. Based on the statistical calculation in chapter

four, the use of TED Talks video had a significant effect on the students. It can be proven by the differences in the average scores of the pre-test and post-test of the students.

Quasi-Experimental with time series design pre-test and post-test was used to collect the data. The result of the data; the value of sig. (2-tailed) was  $0.000 < 0.05$ . According to the result, it can be concluded that the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted. Moreover, there was significant effect on students' speaking skills using TED Talks video with subtitle as media for teaching speaking at the ESCO's Public Speaking Division at English Department UIN Fatmawati Sukarno Bengkulu.

## **B. Suggestion**

There were some suggestions that were formulated by the researcher for the teachers or tutors, the students, and the next researchers. For teachers, they can apply TED Talks Video with subtitle as medium for teaching English, especially in these eras, because nowadays, effective media must be used

so that students are able to learn and practice English properly and correctly. The teacher or tutor should use cutting-edge media and methods to keep students engaged in the teaching and learning process. Students should maintain their spirit, be brave and active in English class, and always strive to improve their speaking skills because they are critical to their future life and education. And last is for future researchers to explore more about TED Talks and try to conduct research using these media and see the effect on writing, reading, and also listening competence. This media gives a significant effect on improving all the skills in English.



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# **APPENDICES**

## **SILABUS**

**Nama Organisasi : ESCO (Public Speaking Devision)**

**Mata Pelajaran : Public Speaking**

**Semester : Genap**

**Kompetensi Inti :**

1. Memahami, menerapkan, menganalisis pengetahuan factual , konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
2. Mengola, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di kelas secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

**Tujuan Pembelajaran:**

1. Memahami pengertian, dan Jenis-jenis public speaking
2. Mengerti dan memahami landasan teori dalam public speaking
3. Mampu melakukan komunikasi publik

4. Terbiasa melakukan komunikasi publik
5. Memiliki skill sebagai moderator/mc
6. Memiliki skill sebagai orator
7. Memiliki skill sebagai presentator

No.	Bahan Kajian	Topic Related Activities	Skill Focus
1.	Introduction to Public Speaking	<ol style="list-style-type: none"> <li>1. Class contrast and public speaking concept generally</li> <li>2. History of Public Speaking</li> <li>3. Rethorical Theory</li> </ol>	Listening, Reading and Speaking
2.	Verbal Communication	<ol style="list-style-type: none"> <li>1. learn how to properly use verbal communication in presentations or public speaking</li> <li>2. know the kind of verbal communication</li> </ol>	Speaking and Listening
3.	Non Verbal Communication	<ol style="list-style-type: none"> <li>1. learn how to properly use non-verbal communication in presentations</li> </ol>	Speaking Listening

		or public speaking 2. know the kind of non-verbal communication	
4.	Speech Text Organizing Technique	1. Organizing the Speech Text 2. To know how to organizing well 3. Learn about the kind of technique	Writing and speaking
5.	Presentation Technique	1. Learn how to be effective in presentation 2. Perform in front of the class 3. Academic Presentation	Speaking
6	Master of Ceremony Technique	1. Learn how to be a good MC	Speaking

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Mata Pelajaran**

**Bahasa Inggris**



**Public Speaking Devision**

**ESCO UIN Fatmawati Sukarno Bengkulu**

**2022**



## ***Rencana Pelaksanaan Pembelajaran***

Mata Pelajaran : Bahasa Inggris (Pengantar Speaking)  
Devisi : Public Speaking  
Pertemuan Ke- : 1  
Alokasi Waktu : 45 Menit

### **Standar Kompetensi**

Mahasiswa memiliki kemampuan memahami definisi *public speaking*, menguraikan kembali apa yang dimaksud *public speaking* dan hal-hal yang terkait dalam bahasa Inggris secara lisan dan tulis sesuai dengan paraphrasing; pemahaman tentang mekanisme sejarah *public speaking*.

### **Kompetensi Dasar**

Mahasiswa diharapkan dalam pertemuan ini mampu memahami sejarah *public speaking* dalam bahasa Inggris serta pemahaman mengenai apa itu *public speaking*.

### **Indikator Pencapaian Kompetensi Dasar**

1. Menjelaskan tujuan mata pelajaran
2. Menjelaskan ruang lingkup mata pelajaran
3. *Public Speaking*

## Tujuan Pembelajaran

Setelah menyelesaikan pertemuan ini, mahasiswa diharapkan dalam pertemuan ini mampu memahami definisi dan sejarah *public speaking* dalam bahasa Inggris akademik untuk *English Foreign Language*.

## Materi Pokok

1. Tujuan mata pelajaran
2. Ruang lingkup mata pelajaran
3. Kebijakan pelaksanaan pembelajaran
4. Kebijakan penilaian hasil belajar
5. Tugas yang harus diselesaikan
6. Buku ajar yang digunakan dan sumber belajar lainnya
7. Hal-hal lain yang esensial dalam pelaksanaan pembelajaran.
8. *Public Speaking*

## Metode Pembelajaran

Menggunakan metode ceramah, diskusi, dan tanya jawab.

No.	Kegiatan Pembelajaran		Alokasi Waktu	Bahan Pustaka
1.	Pendahuluan	<ul style="list-style-type: none"><li>• Menjelaskan deskripsi, tujuan dan manfaat mata pelajaran.</li><li>• Menjelaskan kompetensi dasar yang harus</li></ul>	10	

		<p>dicapai dalam pertemuan</p> <ul style="list-style-type: none"> <li>• Menjelaskan cakupan materi</li> </ul>		
2.	Kegiatan Inti	<ol style="list-style-type: none"> <li>1. Tujuan mata kuliah</li> <li>2. Ruang lingkup mata kuliah</li> <li>3. Kebijakan pelaksanaan perkuliahan</li> <li>4. Kebijakan penilaian hasil belajar</li> <li>5. Tugas yang harus diselesaikan</li> <li>6. Buku ajar yang digunakan dan sumber lainnya</li> <li>7. Hal-hal lain yang yg esensial dalam pelaksanaan perkuliahan</li> <li>8. <i>Public speaking</i></li> </ol>	<b>25</b>	
3.	Penutup	<ul style="list-style-type: none"> <li>• Mengundang pertanyaan dan komentar dari <i>member</i></li> <li>• Menyimpulkan materi yang telah diberikan</li> </ul>	<b>10</b>	

### Alat dan Sumber Belajar

Alat : Laptop, LCD, Speaker

Sumber Belajar : Internet (YouTube – TED Talks Video),  
E-book  
Penilaian : Tugas 30% Mid Test 30% UTS 40%

### Bentuk Soal

1. Jelaskan definisi *public speaking*!
2. Sebutkan sejarah *public speaking* yang anda ketahui!
3. Berikan beberapa contoh tentang public speaking!

### ***Rencana Pelaksanaan Pembelajaran***

Mata Pelajaran : Bahasa Inggris (Verbal and Non Verbal Communication)  
Devisi : Public Speaking  
Pertemuan Ke- : 2 dan 3  
Alokasi Waktu : 45x 2 JP Menit

#### **Standar Kompetensi**

Mahasiswa memiliki kemampuan memahami *verbal and non-verbal communication*, menguraikan kembali *verbal and non-verbal communication* dalam bahasa Inggris secara lisan dan dengan paraphrasing; pemahaman tentang mekanisme speaking.

#### **Kompetensi Dasar**

Mahasiswa diharapkan dalam pertemuan ini mampu memahami bahasa Inggris akademik untuk *verbal and non-verbal communication*.

#### **Indikator**

Pencapaian Kompetensi Dasar *Verbal and non-verbal communication*

1. Verbal communication
2. Non-verbal communication

### Tujuan Pembelajaran

Setelah menyelesaikan pertemuan ini, mahasiswa diharapkan dalam pertemuan ini mampu memahami bahasa Inggris akademik untuk *verbal and non-verbal communication*.

### Materi Pokok

1. Pengertian *verbal and non-verbal communication*
2. Tujuan verbal and non-verbal communication
3. mempraktikan speaking dengan menggunakan *verbal and non-verbal communication*
4. Menjelaskan jenis-jenis *verbal and non-verbal communication*

### Metode Pembelajaran

Menggunakan metode ceramah, *task based learning* dan diskusi.

Langkah-langkah Pembelajaran Pertemuan 2 dan 3

No.	Kegiatan Pembelajaran		Alokasi Waktu	Bahan Pustaka
1.	Pendahuluan	<ul style="list-style-type: none"> <li>• Menjelaskan deskripsi, tujuan dan manfaat mata pelajaran.</li> <li>• Menjelaskan kompetensi dasar yang harus dicapai dalam pertemuan</li> <li>• Menjelaskan cakupan materi</li> </ul>	20	
2.	Kegiatan Inti	<ol style="list-style-type: none"> <li>1. Pengertian Teaching verbal and non verbal communication</li> <li>2. Tujuan verbal and non-verbal communication</li> <li>3. Mempraktikan speaking dengan verbal and non-verbal communication</li> <li>4. Menjelaskan jenis-jenis kalimat verbal and non-verbal</li> </ol>	50	
3.	Penutup	<ul style="list-style-type: none"> <li>• Mengundang pertanyaan dan komentar dari <i>member</i></li> <li>• Menyimpulkan materi yang telah diberikan</li> </ul>	20	



Alat dan Sumber Belajar Alat:

Laptop, LCD, speaker

Sumber Belajar:

Internet (YouTube – TED Talks)

Penilaian:

Tugas 30% Mid Test 30% UTS 40%

Bentuk soal : Soal uraian

1. Jelaskan definisi *verbal and non-verbal communication*!
2. Apakah tujuan dari kalimat *verbal and non-verbal communication*?
3. Praktikan beberpa kalimat yang mengandung verbal and non verbal communication dengan mendengarnya kemudian mencoba mengucapkan!
4. Sebutkan jenis-jenis kalimat *verbal and non verbal communication*!
5. Berikan contoh 3 buah kalimat *verbal and non verbal communication*!

**The Students' Pre-Test and Post-Test Score**

**THE INFLUENCE OF USING TED TALKS VIDEOS WITH**

**SUBTITLE**

**ON STUDENTS' SKILLS**

<b>No.</b>	<b>Nama</b>	<b>Pre-test</b>	<b>Post-test</b>
1.	EP	60	70
2.	RZ	40	60
3.	SN	60	80
4.	MS	30	60
5.	DZ	40	60
6.	PA	20	40
7.	GRF	50	70
8.	RMI	40	50
9.	BGS	40	60
10.	YA	20	20
11.	WFJ	30	40
12.	LA	60	80
13.	FZ	20	50
14.	AF	40	80
15.	SS	50	80
16.	FER	40	70
17.	AS	60	80
18.	LS	20	60

## **RESEARCH INSTRUMENT OF SPEAKING SKILLS**

According to Thornbury (2005), speaking is also a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation which affect conversational flow. In simple terms, it can be concluded that speaking as an aspect of productive language skills, the skill of changing thoughts or feelings into meaningful language sounds.

In speaking there are aspects that must be assessed in order to know a person's ability in speaking skills. Thornbury (2005) recommends two grading techniques for spoken tests: holistic and analytical. Holistic scoring is used to evaluate a wide range of criteria at the same time, including fluency, grammar, vocabulary, and pronunciation. According to Hughes (2014), the scoring rubric will be applied in this thesis is as follows:

**Table 1.1 The Scoring Rubric**

<b>Categories</b>	<b>Level</b>	<b>Criteria</b>
Pronunciation	5	Pronunciation is often difficult to understand.
	10	Foreign accents neccesitate careful attention, and mispronounciations can lead to misunderstandings and apparent grammtical or lexical problems.
	15	There is a distinct foreign accent and a few mispronounciations that do not obstruct understanding.
	20	There were no obvios mispronounciations, yet the speaker could not be mistaken for native speaker.
Grammar	5	Grammar is almost completely made up of incorrect phrases.

	10	Common error reveal certain major tendencies that are out of control, generating irritation and confusion.
	15	Occasional error showing imperfect control of some patterns but no weakness that cause misunderstanding.
	20	There are not many mistakes, and there are not any failure patterns.
Vocabulary	5	Even the most basic communication requires a large vocabulary.
	10	Only basic personal and survival vocabulary is available (time, food, transportation, family, etc).
	15	Some words are incorrectly

		chosen, and a lack of terminology prevents discussion of some frequent professional and societal issues.
	20	Professional language is adequate for discussing specific interests; generic vocabulary allows for some circumlocutions in discussing any non-technical subject.
Fluency	5	Conversational is nearly impossible due to the slow and fragmented nature of speech.
	10	Except for brief or customary utterances, speech is slow and inconsistent.
	15	Speech is more fluency but inconsistent.
	20	Speech is more fluency and

		consitent.
Comprehension	5	Very low of understanding.
	10	Low of comprehension.
	15	Quite good in comprehension.
	20	Able to comprehend and increase the skills in English.

(Source: in Rahmawati, 2014)

The speaking score is graded on five categories , each with its own score and level. The highest score for each component was 20, and the total score for all aspect was 100.

#### **A. Type of The Test**

Type of the test is oral. This test requires the teacher and students to ask and answer questions (Q&A) in the target language. Depending on the questions asked, the answer may be short or long.

#### **B. Technique of the Test**

The technique of this speaking test will be preceded by the teacher showing a video from TED Talks with subtitles which then uses a task-based learning

strategy. Students are assigned to listen, take notes of unknown words, and understand the meaning conveyed by the speaker. The researcher chooses the video, namely: The secret of becoming mentally powerful - Amy Morin for the first session. This video depicts how people with American accents speak calmly and spell clearly.

After the students do the tasks that are instructed, the teacher divides them into several groups to discuss the results of their work. the position of the teacher as a supervisor or facilitator who supervises and guides students if there is confusion in the midst of a given task.

Finally, they were assigned to answer the questions asked by the researcher. The questions consist of 10 questions regarding student understanding of the video presented by the speaker. after that, the students re-explained what was said by the speaker using their own language using the target language with a minimum of 5-7 minutes in front of the class.



### **C. Questions of The Test**

1. In general, what does the speaker want to convey in her presentation?
2. According to Amy, are you jealous of friends on social media; Facebook can make a person depressed. why?
3. Amy says there are three types of destructive beliefs that make us less effective, and rob us of our mental strength, what are they?
4. Based on the speaker moment's explanation, what makes Amy very sad?
5. After Amy came home from the game, on the way home what happened to Amy's husband?
6. What caused Amy's husband to pass away?
7. When we want to be mentally strong, what Amy thinks we need to practice?
8. To become mentally strong what kind of bad habits should we avoid and what concrete steps should we take?

9. From Amy's journey to becoming mentally strong, what can you learn from her?
10. After you listen and watch the video. Can you re-present in your own language based on what the speaker said?

#### **D. Assesment of The Test**

In the assessment after students answer the question, an assessment will be given using a score:

<b>No.</b>	<b>Speaking Skills</b>	<b>The Highest Score</b>
1.	Pronounciation	20
2.	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
Total		100

## Classroom Activites



P.1 Pre-test



P.2 Giving the material



P.3 Giving the material



P.4 Giving the material



P.5 Giving the material



P.6 Post-test



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**SURAT PENUNJUKAN PEMBIMBING SKRIPSI**

Nomor: 4214 /In.11/F.II/PP.009/ 11/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Fery Martina, M.Pd. 198703242015032002	P I	Deni Zentia Pan 1811230001	TEFL	The Influence of Using TED Talks Videos on Youtube to Improve Students' Speaking Skills (A Quasi Experimental Research at English Department IAIN Bengkulu 2021)
2	Zelvia Liska Afriani, M.Pd. 199404202018012003	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draft skripsi, penelitian hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 4 November 2021



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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Website: www.uinfobengkulu.ac.id

**SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI**

Hai : Permohonan Perubahan Judul Skripsi  
Lamp : -

Kepada Yth. Ketua Prodi  
Tadris Bahasa Inggris  
UINFAS Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Denti Zentia Putri  
NIM : 1811230001  
Jurusan/Prodi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah : "The Influence of Using TED Talks Videos on YouTube to Improve Students' Speaking Skills" (A Quasi-Experimental Research at English Department IAIN BENGKULU 2021)

Menjadi : "The Influence of Using TED Talks with Subtitle on Students' Speaking Skills" (Experimental Research at English Department of UINFAS BENGKULU 2022/2023)

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, March 2022

Dibuat oleh,

Denti Zentia Putri  
1811230001

Disetujui oleh,

Pembimbing I,

Feny Martina, M.Pd  
NIP. 198703242015032002

Pembimbing II,

Zelvina Liska Afriani, M.Pd  
NIP. 199404202018012003

Diketahui oleh,  
Ketua Jurusan TBI

Rismawati, M.Pd  
NIP. 19740523199903202



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### PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Denti Zentia Putri, NIM : 1811230001 yang berjudul "The Influence of Using TED Talks Videos with Subtitle on Students' Speaking Skills". Telah diseminarkan oleh tim penyeminan pada:

Hari/Tanggal : Senin, 25 April 2022

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminan dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, 25 April 2022

Penyeminar I

Penyeminar II

Dr. Alfauzan Amin, M.Ag  
NIP. 197011052002121002

Reko Serasi, M.A  
NIP. 198711022018011002



Bengkulu, 25 Mei 2022

Lampiran : 1 (satu) Exp Proposal

Perihal : Surat Pengantar Permohonan Izin Penelitian Prodi TBI

Yang bertanda tangan di bawah ini:

Nama : Feny Martina, M.Pd

NIP : 198703242015032002

Pangkat Golongan : Lektor (III/c)

Jabatan : Koordinator Prodi Tadris Bahasa Inggris

Mencerangkan dengan sesungguhnya bahwa;

Nartea : Dentî Zentia Putri

NIM : 1811230001

Asal Perguruan Tinggi : UIN Fatmawati Sukarno Bengkulu

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Tadris

Dengan ini mengajukan permohonan agar dibuatkan Surat Pengantar /Izin Penelitian ke Mahasiswa TBI UIN Fatmawati Sukarno Bengkulu mulai 27 Mei s/d 08 Juli 2022 untuk memperoleh data guna penyusunan Tugas Akhir Skripsi dengan judul *"The Influence of Using TED Talks Videos With Subtitle On Students' Speaking Skill (Experimental Research At English Department of UINFAS Bengkulu 2022/2023)"*. Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Mengetahui,  
Koordinator Prodi TBI

Feny Martina, M.Pd  
NIP 198703242015032002





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Website: www.uinfasbengkulu.ac.id

Nomor : 24/9 E / Un.23/F.II/TL.00/05/2022  
Lampiran : 1 (satu) Exp Proposal  
Perihal : Mohon izin penelitian

30 Mei 2022

Kepada Yth,  
Koordinator Prodi Tadris Bahasa Inggris  
Di -  
Bengkulu

*Assalamu'alaikum Warahmatullah Wabarakatuh.*  
Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul **"THE INFLUENCE OF USING TED TALKS VIDEOS WITH SUBTITLE ON STUDENT'S SPEAKING SKILLS (Experimental Research At English Department Of UINFAS Bengkulu 2022/2023)"**.

Nama : Denti Zentia Putri  
NIM : 1811230001  
Prodi : Tadris Bahasa Inggris (TBI)  
Tempat Penelitian : Prodi Tadris Bahasa Inggris (TBI)  
Waktu Penelitian : 30 Mei s/d 14 Juli 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.  
*Wassalamu'alaikum Warahmatullah Wabarakatuh.*

Dekan,



*[Signature]*  
Mes Mulyadi



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Website: [www.uinfbengkulu.ac.id](http://www.uinfbengkulu.ac.id)

SURAT KETERANGAN

Bengkulu, 19 Juli 2022

Nomor : -  
Lampiran : 1 (satu) Bukti Penelitian  
Perihal : Surat Selesai Penelitian di Prodi TBI

Dengan Hormat,

Yang bertanda tangan di bawah ini:

Nama : Feny Martina, M.Pd  
NIP : 198703242015032002  
Pangkat Golongan : Lektor (III/c)  
Jabatan : Koordinator Prodi Tadris Bahasa Inggris


Menerangkan dengan sesungguhnya bahwa:

Nama : Denti Zentia Putri  
NIM : 1811230001  
Perguruan Tinggi : UIN Fatmawati Sukarno Bengkulu  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Tadris

Dengan ini telah selesai melakukan penelitian di prodi Tadris Bahasa Inggris, pada tanggal 30 Mei s/d 14 Juli 2022 dengan judul *"The Influence of Using TED TALKS Videos With Subtitle On Students' Speaking Skills (Experimental Research At English Department Of UINFAS Bengkulu 2022/2023)"*

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Mengetahui  
Koordinator Prodi TBI

  
Feny Martina, M.Pd  
NIP. 198703242015032002



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**SURAT TUGAS**  
**DEKAN FAKULTAS TADRIYAH DAN YADRIIS**  
**UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU**  
Nomor : /T/1 /Ak.23/T.20/PP.00/902/2022  
Tentang

Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tadriyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas  
nama Mahasiswa : Denti Zentia Putri  
NIM : 1811230091  
Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tadriyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tadriyah dan Tadris UIN pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indikator sebagaimana tercantum pada kolom 4 atas nama mahasiswa tersebut diatas

NO	PENGUJI	ASPEK	INDIKATOR
1.	Dr. Eva Dewi, M.Ag	Kompetensi UIN	a. Kemampuan memahami al-Qur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Al-Falaq s/d Al-Hasyr)
2.	Fenny Martini, M.Pd	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadis yang berhubungan dengan pendidikan b. Language skill: vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantics d. Teaching skill: TELT, LTR, ESP, CMD
3.	Isdir Eliya, M.Pd	Kompetensi Keguruan	a. Kemampuan memahami UU/PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran

Adapun pelaksanaan ujian komprehensif tersebut dilaksanakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
  2. Pelaksanaan ujian dimulai paling lambat 1 (satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian monaqasyah dilaksanakan.
  3. Skor nilai ujian komprehensif adalah 60 s/d 100.
  4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melainkan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS.
  5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bulan nilai rata-rata).
- Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Tembusan :  
Yn, Wakil Rektor 1



Bengkulu, 5 Maret 2022  
Dekan,

Mus Mulyadi



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Website: [www.uinbengkulu.ac.id](http://www.uinbengkulu.ac.id)

Nama Mahasiswa  
NIM  
Program Studi

: Dendi Zaidia Fidi  
: 1811230001  
: Bahasa  
: Tadris Bahasa Inggris

Pembimbing I : Feny Martina, M.Pd  
Judul Skripsi :

The Influence of Using TED Talks  
Video with Subtitle on Student  
Speaking Skill (Case Study: Fatmawati Sukarno UINFA Bengkulu 2022)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	Jumat, 10 Oktober 2021	Judul	- Perbaiki judul - Can I make 5 buah tentang topik	
2.	Rabu, 15 Desember 2021	Bab I dan II	- Tambahkan Unit Masalah dan Search in Procedure Test Tutor.	
3.	Sabtu, 18 Januari 2022	Bab II dan III	- Perbaiki bab I (tambahkan Unit Pengantar Pembelajaran dan Test dan TED Talks) - Tambahkan prosedur Penelitian	
4.	Senin, 31 Januari 2022	Bab I dan III	- Perbaiki A. Analisis - Perbaiki bab II (tambahkan T-test)	
5.	Senin, 7 Februari 2022	Lampiran	- Tambahkan Rpp dan Speaking test	

Bengkulu,

Pembimbing I

Feny Martina, M.Pd  
NIP. 198703242015032002

Mengetahui,







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Nama Mahasiswa  
NIM  
Jurusan  
Program Studi

: Dina Fentia Putri  
: 1811230001  
: Bahasa  
: Tadris Bahasa Inggris

Pembimbing I : Feny Martina, M.Pd  
Judul Skripsi : The Influence of Using TED To  
Video With Interest on Students Speaking  
Skill.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
6		Acc Sampas	Acc Sampas	



Dr. Mus Mulyadi, M.Pd  
NIP. 197005142000031004

Bengkulu,

Pembimbing I

Feny Martina, M.Pd  
NIP. 198703242015032002





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Nama Mahasiswa :  
No :  
Jurusan :  
Program Studi :

Pembimbing II :  
Judul Skripsi :

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Peral Pembimbing
5	14/03/2022	Chapter 3	- Read more about time series design - Mind some grammar error	Sp 4
6	18/03/2022	Research Instrument	- Add lesson plan - Put sources below your instrument if you take from other sources	Sp 5
7	21/03/2022	Acc Seminar proposal		Sp 7

Bengkulu,

Pembimbing II

Zelvia Liska Afrani, M.Pd  
NIP. 199404202018012003

Mengetahui,



M.Pd  
NIP. 1978010119800031004

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UIN/Ur.23/F.II/PP.00.9/04/2022  
Penyeminar Proposal Skripsi

Kepada: Yth.

1. Dr. Alfauzan Amin, M.Ag (Penyeminar I)
2. Reko Serasi, M.A (Penyeminar II)

Assalamu 'alaikum Wr. Wb.

Dengan Hormat,

Berikut ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas  
Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Tanggal: Senin, 25 April 2022

Ruang Munaqasah Bahasa Lantai 3 Dekanat

NAMA/NIM	WAKTU (WIB)	JUDUL
Estia Aswita 1811230111	08.00-08.50 WIB	The Effect of The Use of VOA Learning English APP With Jigsaw Strategy On Students' Listening Comprehension (Quasi-Experimental Research of students at SMAN 2 Selama during academic year 2021/2022)
Denti Zentia Putri 1811230005	08.50-09.40 WIB	The Influence of Using TED Talks Videos With Subtitle on Students' Speaking Skills. (Experimental Research At English Department of UIN FAS Bengkulu 2022/2023)
Devi Indah Permata Sari 1811230019	09.40-10.30 WIB	The Use of Technology In English Language Learning on Tertiary level: Lecturers And Students Perception at UIN FAS Bengkulu (A Survey Study on English Department Lecturers And Students of UIN FAS Bengkulu)
Novita Sari 1811230120	10.30-11.20 WIB	The Effect of Gamification In Learning on Students' Reading Comprehension (Quasi-Experimental At The Eight Grade Students of Junior High School Pancasila Bengkulu)
Yeki Oktavia 1811230122	11.20-12.00 WIB	Using information Gap Activities To Improve English Speaking Skill in Students IX SMP Negeri 6 Bengkulu City Academic Year 2021/2022

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.







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Nama Mahasiswa  
NIM  
Jurusan  
Program Studi

: Denti Zentia Putri  
: 1811230001  
: Bahasa  
: Tadris Bahasa Inggris

Pembimbing I : Feny Martina, M.Pd  
Judul Skripsi : The Influence of Using TED  
Talk Videos With Subtitle On Students'  
Speaking Skills. (Pengaruh Keterserapan of English  
Department of UIN Fatmawati Sukarno Bengkulu in  
Academic Year 2020/2021)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	19/7 2021	Bab IV	Perbaiki penyusunan penulisan.	
2.	15/7 2021	Bab IV	Koreksi secara rinci sehingga keterangan foto lengkap.	
3.	14/7 2021	Bab IV dan V	Perbaiki grammar.	
4.	9/7 2021	Bab IV	Koreksi secara rinci foto bagian finding.	
5.	2/7 2021	Bab IV	Perbaiki bentuk pengisian data dan tabel.	
6.	2/7 2021	Bab V	Pastikan logis kesimpulan.	
7.	2/7 2021	Ace Maragond	Ace Maragond	

Bengkulu, 20 Juli 2022

Mengetahui,  
Dekan

Dr. Mulyadi, M.Pd  
NIP. 197005142000031004

Pembimbing I

Feny Martina, M.Pd  
NIP. 198703242015032002

Zelvia Loka Afrani, M.Pd  
NIP. 199404202018012003

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Website www.uinfasbengkulu.ac.id

Bengkulu, 22 Juli 2022

5/25 A/ta.23/F.11/PP.00.9/07/2022

Ujian Skripsi

Kepada Yth.

1. Dr. Kasmananti, M.Si. (Ketua)
2. Heri Priantary, M.Pd. (Sekretaris)
3. Feny Martina, M.Pd (Penguji Utama)
4. Zelvia Liska Afriani, M.Pd (Penguji II)

di -

Bengkulu

Assalamu alaikum Wr. Wb.

Yang Hormat,

Sehubungan dengan ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Senin, 25 Juli 2022

Waktu : 08.00 s/d selesai

Tempat : Ruang Munasasah Jurusan Tadris Lantai 3 Dekanat FTT

Nama/Nim	WAKTU (WIB)	Judul
Denti Zentia Putri 1811230001	08.00-08.45 WIB	The Influence of Using TED Talks Videos with Subtitle on Students' Speaking Skills ( Experimental Research at English Department of UIN Fatmawati Sukarno Bengkulu in Academic Year 2022/2023)
Delpe Yunita 1811230153	08.45-09.30 WIB	The Effect of Synectic Model as Audiovisual Language Teaching AID on Students' Writing Skills (Quasi-Experimental Research of Students' Skill ( Quasi-Experimental Research of Students's Eight Grade at SMP Muhammadiyah Terpadu Bengkulu City Academic Year 2022/2023)
Veniri Lestari 1811230164	09.30-10.15 WIB	The Effect of Using Google Docs as Media for Collaboration Writing Activity on Students' Writing Skills. (Quasi-Experimental Research at 9 <sup>th</sup> Grade Students of SMPN 15 Bengkulu).
Chindy Yulia Peematasari 1811230051	10.15-11.00 WIB	The Perceptions of the Use E-Journal by English Department Students in Fulfilling the Needs for Academic Writing During Pandemic (A Descriptive Quantitative Study on 8 <sup>th</sup> Semester English Department Students at Fatmawati Sukarno State Islamic University Bengkulu)
Beta Rostika 1711230007	11.00-11.45 WIB	An Analysis of Students' In Mastering Writing Essay During Online Learning (A Descriptive Qualitative In English Department Sixth Semester of UINFAS Bengkulu)

Diklan surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.



Dekan,

Made Mubandri

2019 2022  
104  
Honore Abnani  
Ummidin Denti\_TBI

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Martínez Hernández María A, Vargas Cuevas  
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KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA  
NOMOR INDIK MAHASISWA  
PRODI

: Denti Zentia Putri  
: 1811230001  
: TADJIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Senin / 26-4-2021		Intan Alvin Yulianti	1711230049	An Analysis of English Teachers' Method in Teaching Speaking During Covid-19 P.	
2	Senin / 26-4-2021		Pipit Melati	1711230099	Content Analysis of Speaking Activities in English Textbook Based on 2013 Curriculum for The First Grade Students at Senior High School.	
3	Senin / 26-4-2021		Xuni Astari	1711230100	An analysis of cohesion and coherence the Background of Thesis.	
4	Senin / 26-4-2021		Winda Purnamasari	1711230116	The Implementation of Cooperative Learning in Classroom in the Covid-19 Pandemic.	
5	Senin / 26-4-2021		Eiska Fitriana	171123025	An analysis of Higher Cognitive Strategies Ability among English Students in dealing with Reading Comprehension on TOEFL	
6						