



USING TED TALK VIDEO TO IMPROVE STUDENT'S SPEAKING ABILITY IN ELEVEN GRADE STUDENTS AT SMA NEGERI 5 SAMARINDA

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Abstract

We can still learn a lot about effective public speaking abilities from TED talks, it can encourage student self-confidence and learn how the body movement, intonation, eye contact and keep awareness without nervous, a student will be able to build up confidence in persuading others more effectively on the ideas and opinion that they would like to share comfortably. Watching TED videos Talks provide an overview of the structure of content, helping to understand the content very well. Also, it can help to learn profoundly and as a new learning model that becomes learning becomes interesting. The purpose of this study is to find out the extent of the effect of using Ted Talk videos in influencing students speaking skills This study uses classroom action research that focuses on only one problem that arises from the natural situation of the classroom. The result shows that the implementation of Ted talk videos can improve the students' speaking skills. The students' score in speaking skills before using the Ted talk video technique was low, with the mean score of the pre-test (55). The percentage of the students who got a point up to 75 grew up in the post-test and the mean is (81).

Keywords: *Ted talk, Speaking skill*

Abstrak

Menonton video TED Talks memberikan ikhtisar tentang struktur konten, membantu memahami konten dengan sangat baik. Selain itu, juga dapat membantu untuk belajar secara mendalam dan sebagai model pembelajaran baru yang menjadikan pembelajaran menjadi lebih menarik. Kita juga masih bisa belajar banyak tentang kemampuan berbicara di depan umum yang efektif dari TED Talk, hal itu dapat mendorong kepercayaan diri siswa dan belajar bagaimana gerakan tubuh, intonasi, kontak mata dan menjaga kesadaran tanpa gugup, seorang siswa akan dapat membentuk kepercayaan diri. Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana pengaruh penggunaan video Ted Talk dalam meingkatkan kemampuan *Speaking* siswa. Penelitian ini menggunakan penelitian *Classroom Action Research* yang hanya berfokus pada satu masalah yang muncul dari situasi alami kelas. Hasilnya menunjukkan bahwa penerapan video ted talk dapat meningkatkan keterampilan speaking siswa. Nilai siswa pada keterampilan *Speaking* sebelum menggunakan teknik video ted talk masih rendah, nilai rata-rata pre-test (55) dan persentase siswa yang mendapat point up 75 yang meningkat pada post-test dan rata-ratanya adalah (81).

Kata Kunci : *Ted talk, Speaking skill*

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INTRODUCTION

Communication capabilities are important for private and expert achievement and enhancing this place is one of the best advantages of public talking. Speaking is one of the capabilities that must be mastered with the aid of using the EFL newcomers withinside the university. Sometimes powerful public talking capabilities can assist with professional advancement, as they imply creativity, vital wondering capabilities, management abilities, poise, and professionalism, traits which might be very treasured for the activity market. Speaking at activities and meetings is a superb manner of constructing credibility. The extra widely known the occasion the better, as we will upload those talking achievements on our resume. Public talking can notably enhance our self-assurance. Overcoming the fears and insecurities that accompany public talking is empowering. Furthermore, connecting with audiences may be a robust reminder they have treasured insights and critiques to percentage with the world. The level of confidence will be developed through communication in small groups to large forums. EFL learners had some difficulty learning to speak. This is because they do not have confidence and do not know how to eliminate fear when they want to start speaking English. One of the things that affect the low

Public speaking is the anxiety of students who find that they find it difficult to control themselves when dealing with people when talking. This is supported by the opinion (Anandari, 2015) it is assumed that the main reason for the emergence of anxiety arises because anxiety itself is a complex problem involving the psychological condition of learners. This is what makes the ability to speak feared by many students, especially those who lack confidence which affects the ability to speak English. By speaking, people can share the message they want to convey and get the information and actions they need from others. In the era of developing technology Education became a very important part of learning and teaching English as a foreign language (EFL) especially communication which is recognized

as the most important skill that must be mastered by students, because the main purpose is to communicate. Harmer (2001: 269) mentions that the ability to speak fluently presupposes not only a knowledge of language features but also the ability to process information. But speaking English is still considered very difficult for some students not all students dare to start speaking English this is reinforced by (Richards & Renandya, 2002) argue that it is not easy for adults to speak the target language fluently and accurately. That students get some difficulty speaking English is influenced by students who are insecure and afraid to start to speak. These statements as cited in (Al-Eiadeh et al., 2016) many factors cause difficulty in speaking and they are as follows; Inhibition, students are worried about making mistakes, fearful of criticism, or simply shy, and nothing to say. Students have no motive to express themselves, low or uneven participation than the most important problem that students face is related to the media used by teachers that are still monotonous such as subject talk handbooks.

We can still learn a lot about effective public speaking abilities from TED talks, it can encourage student self-confidence and learn how the body movement, intonation, eye contact and keep awareness without nervous, a student will be able to build up confidence in persuading others more effectively on the ideas and opinion that they would like to share comfortably. As stated (Sohrabi & Iraj, 2016) watching TED videos Talks provide an overview of the structure of content, helping to understand the content very well. Also, it can help to learn profoundly and as a new learning model that becomes learning becomes interesting. Besides in an academic setting being involved in public presentations and group discussions are common activities that a tertiary student needs to master. Playing short TED talk videos in class can regain attention and encourage group discussion. Rather than showing slides full of bullet points, teachers can learn to make only one point for each slide. The storytelling style shows teachers how to maintain the attention of students. TED talks

also encourage teachers to rehearse their lesson beforehand so they can avoid reading slides all the time (Romanelli et al., 2014) The study using Ted talk video has been researched before by (M. Sofian Hadi¹, Mutiarani², Mutiara Indah Sari³ "The TED Talks as a Learning Tool in Teaching Speaking), (Eka Nurhidayat¹, Eva Fitriani Syarifah² "Advantages and Barriers of TED Talks as a medium to learn English Voice and Accents"), and (Shelestova Tatyana, Kalizhanova Anna, Romanyuk Sevara, Zhuman Altynay "The advantages of using TED talks materials in ESL classrooms") The study is to find out the extent of the effect of using Ted Talk videos in influencing students speaking skills. This study provides useful information to the student, teachers, and future researchers who want to know the effectiveness of using Ted talk videos in improving student speaking ability. This study is also planned to be published in Scopus journal.

RESEARCH METHOD

This study uses classroom action research that focuses on only one problem that arises from the natural situation of the classroom. According to Tarnubolon's Hopkins, Kemmis, and Taggart (2014: 19), classroom action research is a form of strategy for identifying and solving problems by educators with specific actions. Researchers start with the natural situation in the classroom by providing behavioural interventions without changing the naturalness of the situation to make improvements in the form of improving the quality of learning through the implementation of the learning plan. Trying to solve. Classroom Action Research (CAR) was used as a research design by researchers conducting quantitative research. CAR is a type of research conducted by researchers focused on solving problems faced in the classroom (Burns, 2010). In this conducted class action research, the teacher acts only as the performer of the activities designed by the researcher. Researchers act as planners, observers, data collectors, data analyzers, and data interpreters.

Research Setting

Research preferences are related to where the data is collected. In this study, collected at SMAN 5 SAMARINDA, researchers were directly involved in the study and investigated the impact of the use of Ted Talk videos on students' speaking skills. Researchers chose this school because they found interesting problems when they studied there.

Research Subject

The subjects of the study were grade 11 students of SMAN 5 Samarinda, which totalled 28 students consisting of 12 male students and 16 female students. The subjects that are the target of the research are 11th-grade English subjects, especially in speaking materials. In the execution of this class action the variables to be investigated are as follows:

Input variables: Grade 11 student of SMAN 5 Samarinda. Variables proses: Using ted talk video. Output variables: Improve English speaking skills.

Research Instruments

The instruments used in this study were: test Instruments and non-test Instruments.

Criteria score of vocabulary

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression occasionally but only one or two unnatural pauses
Very good	5	Has to take an effort at the time to research for words.

		Nevertheless smooth delivery on the whole and only a few unnatural
Good	4	Although he has to make an effort and search for words, they're not too many unnatural pauses. Fairly smooth delivery mostly.
Fair	3	Has to make an effort much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. The range of expressions is often limited
Poor	2	Long pauses while we search for the desired meaning frequently and halting delivery. Almost give up making the effort at the time-limited range of expressions.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times and gives making the effort. Very limited range of expressions

Excellent	6	Their speaking is very understandable and high
Very good	5	Their speaking is very good
Good	4	They speak effectively and have good
Fair	3	Their speak sometimes hasty but high fairly good
Poor	2	Their speak hasty
Very poor	1	They speak very hasty and more sentences on

Action plan

This research was carried out by the Hopkins model research design which began with preliminary actions and then continued with planning, action, observation, and reflection. The study was conducted in as many as 2 cycles. The results of the evaluation in cycle I am still incomplete, so improvements are made in cycle II. Model Hopkins (1993)



Gambar 3. 1 Model Car Method
Source: Hopkins (1993)

Criteria score of fluency

Classification	Score	criteria
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Reflection of cycle I am carried out to determine the corrective steps in cycle II. The implementation is carried out by holding learning which in one cycle

consists of three face-to-face times, each of which is 2 x 30 minutes. The stages of the research carried out are as follows.

Introduction

Preliminary actions performed before the implementation of the cycle, include:

1. Requesting permission from the principal to conduct research at SMAN 5 Samarinda
2. Conducting interviews with the homeroom teacher of grade 11 regarding her experience when giving speaking material to graders
3. Make observations
4. Determine the schedule of the study
5. Implementation

After observation, data were obtained in the form of student test results to measure students' ability to speak English and the obstacles faced by teachers during the learning process. The entire data obtained from the preliminary actions are used to prepare for the next cycle.

Cycles I

Planning

- a. Develop a learning implementation plan using video ted talk media as an improvement action on learning to speak English
- b. Preparing learning media in the form of video ted talks and transcript Language
- c. Develop observation guidelines
- d. Develop student evaluation tools

Implementation

- a. In the initial activity, the teacher divided the students into active groups of 4-6 students to discuss students ideas about the title of the ted talk video.
- b. One large group is divided into several small groups, and the seating

is arranged in such a way that students can exchange ideas and meet face-to-face easily. Then the teacher distributes the transcript text according to the video ted talk.

- c. Discussions are held at the end of the lesson to sharpen the framework of the subject matter
- d. Clarify the subject matter or answer questions from other students.
- e. At the end of the lesson, the teacher concludes the learning outcomes and explains the benefits of learning through the use of a video ted talk in improving English speaking. After class, hours end the tasks are collected

Observation of actions

Observation of the researcher's activities is carried out to assess the learning process carried out. To obtain comprehensive data, other techniques are treated such as interviews or analysis of relevant documents (Techniques adapted to the data desired by the researcher).

Reflection

Reflection All the results of observation, student evaluation, and field notes are analyzed, explained and concluded at the reflection stage. The purpose of the reflection is to find out the success of the English-speaking learning process using a ted talk video. Researchers along with observers analyzed the results of actions in cycles I and II to consider whether it was necessary to carry out advanced cycles.

Cycles II

Cycle II is an act of improvement from cycle I which is still unsuccessful. In general, the application of learning in cycle II is the same as the application of learning in cycle I, except that it is done more

carefully and pays attention to things that are still not achieved at the time of cycle I.

Data Analysis Techniques

The Quantitative data were collected from the score of pre-tests, post-test 1 and post-test 2. The researcher was done analysed the score to know the comparison of the student mean score before and after the activities conducted. The quantitative data was used to analyze students' scores. Is there any improving or not in each cycle, evaluated the test by using Gay's formula (2006:320) as follows:

$$\bar{x} = \frac{\sum X}{n}$$

Information:

X = Mean Score

ΣX = The Sum of All Scores

N = The Total Number of Students

The Criteria of Success

Test score	Probable class performance
9.6 - 10	Excellent
8.0 – 9.5	Very good
7.6 – 8.5	Good
6.6 – 7.5	Fairly good
5.6 – 6.5	Fair
3.6 – 5.5	Poor
0 – 3.5	Very poor

Tabel 3. 1 The Criterria Of Success

RESEARCH FINDINGS

This study has been done in one cycle, the process of teaching and learning by using Ted talk videos have done in four steps that consist of this cycle. The research asked permission from the homeroom

teacher curriculum and English teacher of SMAN 5 Samarinda. After obtaining permission, researchers conducted a pre-test in class XI MIPA 3 by providing Ted talk videos to see the results of students' speaking skills. The research explained how to answer questions orally related to Ted talk videos and ask and give opinion materials, research focused on how Ted talk videos can improve students' speaking skills.

Pre-Test

Pre-test was given on Monday. The total number of students who took the pre-test was 32 students. On that day the researcher brought a script (subtitle) of the video entitled "Speak it like you're playing a video game" and prepared 3 questions related to the material "asking and giving opinion" students in groups were asked to give their opinions on the video being broadcast and express their opinions through the following questions:

1. What is your point of view on people who speak English will be easy to understand?
2. Do you agree that speaking English is like playing a video game?
3. The key to being good at speaking English is "believe in yourself, and dare to be wrong when speaking"?

After getting the results from the pre-test, the research concluded that only 3 students were successful in answering questions asked orally by research without treatment using Ted talk videos judged by fluency score and vocabulary shows that speak without too great an effort with a fairly tale-wide range of expression researches for word occasionally but only

one or two unnatural pauses also their speaking is very understandable and high and 29 students were unsuccessful because they are not used to learning to use media such as videos and self-distrust which is very lacking in talk judging from their fluency scores and vocabulary shows that they answer questions with full of long and unnatural pauses, very halting and fragmentary delivery at times and gives making the effort, very limited range of expressions also their speak hasty

Meeting 1

The first meeting was conducted on Monday, July 18th, 2022. The second meeting was conducted on Friday, July 22nd, 2022. The third meeting was conducted on Monday, July 25th the last meeting was conducted on Monday, August 1st, 2022.

- a. Pre-Activity, at the first meeting in the research, opened with an opening greeting and prayed to start learning, after which the researcher responded to the student's presence and conveyed motivation about what could be obtained (goals & benefits) by studying the material: Giving advice & suggestion with Ted talk video "Simple way to break bad habits", the research explains the things to be learned, the competencies that will be achieved, as well as the learning methods that will be taken as well as taking an assessment of students.
- b. Whilst Activity research had students create a group and watch the Ted talk video "Simple way to break bad habits" along with subtitles shared by the research. Then the researcher told the students about the score and told them how to answer the research

question by speaking. Research gives students oral questions in the form of:

1. Do you have any suggestions about how some people find it hard to focus on work because they are easily distracted by social media?
2. Do you agree that when you are sad, you will look for your favourite food to make you feel happy again?
3. Do you have any advice on how to stop bad habits by forcing yourself not to do them?

Oral tests as an evaluation of the end of learning in an individual assessment, students do answer questions in an orderly manner orally, while the teacher assesses the students' vocabulary and pronounces skills. Students can ask questions and questions regarding social functioning, text structure and linguistic elements used in expressions to suggest doing something or not doing something. In pairs, learners practice role-playing interaction examples advising with the right intonation and language style regarding the video ted talk "Simple way to break bad habits".

- c. In the Post-Activity, after explaining the material and giving a video Ted talk "Simple way to break bad habits" research gave feedback on the learning process such as: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone who wants to say something? The research also helps students to correct the incorrect pronunciation of sentences to students. After the researcher got each student's score in speaking

English, the researcher gave motivation to the students and closed the meeting.

Meeting 2

- a. Pre-Activity, the second meeting was conducted on Friday, July 22nd, 2022. In the first research and students greet each other. After that, the researcher checked the attendance of students, before the research started the next activity, the researcher shared a Ted talk video subtitle entitled "30 days challenge" with the material: Recount text.
- b. In whilst-Activity, after the researcher explained the material through power points, the researcher played a video of Ted talk and asked students to write down words in the videos that students thought were difficult to pronounce in groups, after which the researcher gave students the correct pronunciation according to words that students thought were difficult to pronounce together. After that, the researcher asked students to study the material and videos for 10 minutes and the group would answer the research questions orally in the form of:
 - a) What is the "30 days challenge" in the Ted talk videos?
 - b) Name the impact of implementing the "30 days challenge."
 - c) Tell me what things you would do if you wanted to do something new for the next 30 days.
- c. In the Post-Activity, test orally as an evaluation of the end of the learning in an individual assessment, students do answer questions in an orderly manner orally, while the research assesses the student's vocabulary and pronouncing ability. The research provides a

justification and complementary explanation regarding the use of each punctuation mark, the student rewrites the text using the correct punctuation mark, and then the research asks about the difficulties experienced by students in the learning process. After the researcher got each student's score in speaking English, the researcher gave motivation to the students and closed the meeting

Post-Test

This post-test gave on Monday, August 1st, 2022. The reason why the post-test was given to students is to measure whether there is an improvement in the student's English-speaking ability, which was compared with the pre-test score and the post-test score. The post-test is given before the review closed the meeting, the Ted talk video used is "How books can open your mind" with material: Report text, the questions are:

1. Name one of your favourite books and why?
2. What facts do you get after reading your favourite book?
3. Give 3 recommendations for good books in your opinion.

Observing

The results of observations made by observe and research during the implementation of learning improvements through class action research in groups, it was recorded that in cycle II some groups that in cycle I seemed to be still less able to speak English with fellow members in their group, in cycle II they seemed much more active in discussing in answering research questions orally. This is because students are getting used to speaking English after watching Ted talk videos with friends in

their group. In addition, students have also grown a feeling of responsibility for the success of their group in answering every question given by research orally. The results of observations made on students refer to indicators of student activity which include sensory activity, resourcefulness, memory activity, and emotional activity, while also increasing courage in English by watching Ted talk videos.

The results of observations made by research showed that students had obtained an overview of how to speak English correctly in vocabulary and intonation, some students who in cycle I seem passive and still depend on their group in cycle II are only a few students. Research also seems to always provide guidance and direction so that students are more active with their groups and that students continue to be motivated to be active in English in group activities. The activeness of memory (communicating/remembering the material and reiterating) is seen when the researcher asks questions spontaneously, asks when given the opportunity by the research, practices in front of the class, and gives responses to the results of other group discussions. The number of students who are still less communicative is only 1 – 2 students activeness in sensory indicators (observing/ sense of hearing), which is seen when the research is explaining the subject matter. Students seemed to pay attention to what the research conveyed in the PowerPoint material and the Ted talk video that was played. This also seems to exist when students listen to explanations about activities that students must complete in groups so that students can apply them in sequence (observing/reasoning to compile opinions) also shown when the group is practising in front of the class.

Students seemed to listen well to the activeness of reason and memory (communicating/reason compiling opinions and memories of remembering the material) in the implementation of learning in cycle II is seen when students answer questions given by research and students answer in groups and the ability of students to establish communication well in discussions (communicating/solving problems) in cycle II of the 2nd meeting students experienced an optimal increase in activeness so that there was no difficulty in communicating in English.

Observation of Learning Result

In this study, the Minimum Completion Criteria for English Subjects in grade 11 milpa 3 were 75. Based on the results of the interview with the homeroom teacher, this is because the learning outcomes of grade 11 students are still low so the KKM used is only 75. The following is the data from the evaluation of cycle I:

NO	NAME	PRE-TEST	NOTE
1	HN	50	FAILED
2	MS	58	FAILED
3	RN	83	PASSED
4	TO	50	FAILED
5	AD	41	FAILED
6	NF	75	PASSED
7	NS	33	FAILED
8	FD	50	FAILED

9	AK	100	PASSED
10	DF	66	FAILED
11	FI	66	FAILED
12	MA	25	FAILED
13	TH	66	FAILED
14	EA	83	PASSED
15	ML	25	FAILED
16	TM	25	FAILED
17	RY	83	PASSED
18	ID	25	FAILED
19	MD	58	FAILED
20	HY	58	FAILED
21	AE	83	PASSED
22	FT	50	FAILED
23	AF	50	FAILED
24	RT	66	FAILED
25	YD	33	FAILED
26	NM	33	FAILED
27	SP	58	FAILED
28	NH	33	FAILED
29	CS	50	FAILED
30	AT	33	FAILED

31	RY	66	FAILED
32	CC	83	PASSED

Table 4. 1 Student Speaking Score in The Stage of Pre-Test

Number of values: 1.758

Mean: 55

Percentage: Pass: 22%

Mean:

$$\bar{x} = (\sum X)/n$$

$$\bar{x} = 1758/32 = 55$$

From the table above, it can be seen that the results of the first cycle evaluation test are still many students who have not reached the KKM score of 75 out of 32 students as many as 78% obtained a score below KKM. And those who succeeded above KKM were only 22%. In this study, the learning outcomes obtained by students in English subjects in cycle I and II after learning by applying the CAR approach have increased from cycles I and II after working on the evaluation sheet can be seen in the following table:

NO	NAME	POST-TEST	NOTE
1	HN	66	FAILED
2	MS	75	PASSED
3	RM	75	PASSED
4	TO	75	PASSED
5	AD	66	FAILED

6	NF	83	PASSED
7	MS	100	PASSED
8	FD	66	FAILED
9	AK	66	FAILED
10	DF	83	PASSED
11	FI	83	PASSED
12	MA	100	PASSED
13	TH	83	PASSED
14	EA	100	PASSED
15	ML	66	FAILED
16	TM	100	PASSED
17	RY	83	PASSED
18	ID	83	PASSED
19	MD	66	FAILED
20	HY	100	PASSED
21	AE	83	PASSED
22	FT	75	PASSED
23	AF	100	PASSED
24	RT	100	PASSED
25	YD	91	PASSED
26	NM	75	PASSED
27	SP	83	PASSED

28	NH	83	PASSED
29	CS	66	FAILED
30	AT	75	PASSED
31	RY	75	PASSED
32	CC	66	FAILED

Number of values: 2.591

Mean: 81

Percentage: Pass: 75

Mean:

$$\bar{x} = \frac{\sum X}{n}$$

$$\bar{x} = \frac{2591}{32} = 81$$

this can be seen from the results of each student's score experiencing completeness by the predetermined KKM of 75, so the research conducted in Cycle I was successful. Research see no longer needs to conduct into the next cycle, based on the completeness table above, 24 students achieved learning completion of more than 75 KKM or succeeded 50% while those who had not achieved learning completion of less than 75 were only 25%.

Reflection

In this second cycle reflection, it was studied what has been done and what is still not good during this learning process. From the percentage of results during the teaching and learning process, researchers have carried out all learning well. Although some aspects are rudimentary, the percentage of implementation for each aspect has reached a good criterion, namely 75% in the post-test is better than the pre-test with a percentage of 75%. Then based on the observational data, it is known that

students are active during the learning process and the shortcomings in the previous post-test have improved and improved so that it achieves very well, which is 50% better than in the pre-test, which is 75%. From the data above, it shows that the average class score on the post-test of 81 is greater than the pre-test which is only 55 and also the percentage of student learning completion is 50% greater than pre-test, this can be seen from the results of each student's score experiencing completeness following the predetermined KKM of 75, so the research conducted in post-test cycle I was successful. Research sees no longer a need to conduct research into the next cycle

Discussion

This study aims to figure out the extent of the effect of using Ted talk videos in improving students' speaking skills. Ted talk can help students in helping to express students opinions in English, supported by students' confidence in daring to speak English with friends. Research using Ted talk videos is considered efficient the title "Advantages and Barriers of TED Talks as a medium to learn English Voice and Accents" by Eka Nurhidayat and Eva Fitriani Syarifah, reveals that the use of TED Talks videos makes students feel encouraged to speak, they showed more critical and reflexive thinking regarding different accents in part of the world. Students were more prone to comment on the different accents as well as they were more motivated in expressing what they were thinking, also, they were more open to sharing their ideas with others when they were analysing accents in groups.

In the classroom action research (CAR) conducted at SMAN 5 Samarinda, this study used a Scientific learning (question and answer) learning model which was

carried out with two meetings in one cycle. In this study, research also succeeded in improving the learning outcomes of the English language using Ted talk videos also increase student courage. Students can get results by achieving above KKM 75. At each meeting, research present assignments, namely by questioning and answering in pairs and discussing with large groups with research through speaking.

In this study, researchers also used scientific learning models to improve the ability of the intellect, especially the ability to think at a high level of students to shape students' ability to solve a problem systematically, the creation of learning conditions when students feel that learning is a need for obtaining high learning outcomes to train students in communicating ideas to develop student character. In the first cycle, before conducting teaching and learning activities using the Scientific learning model (question and answer), research first provides instructions on how to use the Scientific learning model (question and answer) to students. This helps students understand how to practice speaking in groups.

In this implementation, students can follow the learning process with a learning model according to what is instructed by the researcher, the results of the analysis proved that student learning outcomes can improve due to increased teacher performance and student activities during the teaching and learning process. The completion of students in the first cycle above KKM amounted to (22%) and students who have not completed under KKM amounted to (78%). From these data, it can be concluded that learning has improved and these results have reached the predetermined success indicator of 50%.

Students are more active; students are also more interested in learning using Ted talk videos. Based on the research described, the use of Ted talk videos in improving English-speaking grade 11 Mipa 3 SMAN 5 Samarinda can improve student learning outcomes in speaking English. In line with previous research, this study has differences and advantages students are guided not only in groups but students have guided individual. This research also has advantages on student learning observation sheets that increase from the good category to excellent, students look enthusiastic in following the learning process well and can enjoy the learning process using Ted talk video.

CONCLUSION

Based on the results of the analysis and discussion of data, the author obtained conclusions that can be drawn from research on the extent of the effect of using Ted talk videos on students' speaking skills in 2022 in students of SMAN 5 Samarinda are Ted talk videos could improve the students' speaking skill at SMAN 5 Samarinda, the students' score at speaking

skill before using Ted talk video technique was low, the mean score of the pre-test (55). The percentage of the students who got points up to 75 grew up in the post-test and the mean is (81), There is an improvement in students' speaking skills by using Ted talk videos as a technique in teaching. The student's ability at speaking skills from the first cycle to the second cycle. It was proved the mean score of the post-test in cycle I (81 or 75 %) was higher than the mean score of the pre-test (55 or 22 %), which means that there was an improvement in students' speaking skills using Ted talk video technique these also supported the speaking students' skill by scientific learning technique. It is found that the score gets improved from the pre-test to the post-test continuously. Therefore, the implementation of Ted talk videos can improve the students' speaking skills, The observation conducted by the writer during the action showed that the students were motivated and interested to participate actively in speaking English activity, The teacher's response about the implementation of Ted talk videos technique was positive and it would be an alternative technique in teaching speaking. Therefore, the Ted talk videos technique could improve the students' speaking skill

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