The Effectiveness of TED-Ed Video in Improving the Students' Speaking Skills of Narrative Text

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Abstract

The researcher's purpose in conducting this study is to find out whether there is a substantial difference in students' speaking skills in narrative text after the provision of learning using TED-Ed video as learning media for grade 8 students in one of the junior high schools in Gresik. The method used was quantitative experimental, which applied a pretest-posttest research design. There were two classes in this study, namely class VIII F as the experimental class with 32 students and class VIII G as the control class with 32 students. The teaching process in the control class used textbooks as media, while in the experimental class, TED-Ed videos. The research instrument used was a speaking skill test. The researcher used the Independent Sample T-test in SPSS 27 to analyze the results. The results showed that the significant value was .000, less than the significant level of 0.05. Therefore, it indicates a difference between the student's pretest and posttest scores. Then, to show the particular considerable value of the experimental class, the researcher calculated the effect size, whose value was 0.767, which means that the treatment that was given successfully significantly affected the experimental class. The use of TED-Ed videos as learning media for grade VIII students in one of the Junior High Schools in Gresik affected their grades in speaking skills on narrative text.

Keywords: TED-Ed Video, Speaking skill, Narrative Text

1.   INTRODUCTION

Speaking is a person's most crucial capabilities to express thoughts and feelings orally; it is also one of the four language abilities. According to (Ratnasari, (2020) defines that speaking skills is individuals put their thoughts into a language. This skill is essential for effective communication, and communication is a fundamental necessity in the contemporary world. Humans cannot live without communication, as individuals constantly seek to expressed their thoughts, perspectives, and opinions, and language serves as the medium for fulfilling this innate desire (Akhter et al., 2020). Many English Foreign Language (EFL) students argue that it is a difficult skill to master, as shown by Pratiwi, as cited in Said Harahap et al. (2023), that to appear confident and natural while speaking, speakers should focus on six elements: confidence, accuracy, fluency, vocabulary selection,

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coherence, attention-grabbing learner techniques, and authenticity. In line with this another problem is that students need help practicing speaking skills feel afraid and due to embarrassment arising from their limited fluency in a foreign language. Based on the problem above, the difficulty of speaking skills in students can be overcome with tools in the learning process. According to Said Harahap et al. (2023) have shown that modern technological advancements have impacted English teaching and learning methods. In line with this. Students' achievements will increase when they really understand the lesson being studied with the existence of supporting media.

The use of media in the classroom during the process of teaching and learning contributes significantly to the students. Students' achievements will increase when they really understand the lesson being studied with the existence of supporting media according to the needs of students in the learning process. Solutions to these problems in the use of technology, such as learning speaking skills through video-based media such as TED-Ed video. Previous studies on this topic. The first research was conducted by Bhurt et al. (2023) in use TED-Ed as a teaching tool to improve the listening comprehension of undergraduate ESL students. Another study conducted by Sanjmyatav & Sumiya (2020) on the promotion of EFL acquisition using TED-Ed as a valid instrument. The third one is research conducted by Hidayati & Suharyadi, (2023) examines TED-Ed videos, vocabulary profiles, and speech pace as comprehensive listening resources for EFL students, therefore the purpose of this study is to find out whether there is a significant difference in narrative text speaking skills between students taught with TED-Ed videos and those taught without TED-Ed videos.

2.   LITERATURE REVIEW
This sub will explain specifically related speaking skill, learning media, TED-Ed video and narrative texts.

2.1. Speaking Skill
Speaking skills, according to Kadwa & Alshenqeeti (2020), are defined as the ability to use language with a natural voice, pronounce words, and know and be able to use a language. In addition, speaking skills include expressing oneself through words and making speeches. In other words, speaking proficiency is applying linguistic knowledge in everyday conversations. In essence, speaking skills comprise the ability to use natural language, pronounce words, and express oneself in conversation. In line with this Hussin et al., (2022) emphasize that speaking is a skill that must be taught as an integral part of learning English at school. Teaching speaking aims to complete students with the skills to communicate meaningfully and contextually in everyday situations. Thus, teaching speaking skills in English attempts to prepare students to communicate effectively. Basic types of speaking. (Brown, 2018 p. 141-142) propose five types of speaking as explained in the following: Imitative, intensive, responsive, interactive and extensive. These assessments can help teachers observe and determine students' strengths and weaknesses, which will be considered when preparing actions after the assessment. It should also be a regular way to give feedback to students so that they know what they did well or poorly (Brindley, 2003). In line with this, Brown (2004) cited in (Juita, 2021) stated several essential categories that must be considered in the speaking assessment process: Grammar, vocabulary, fluency and pronunciation.

2.2. Learning Media
Media can be considered an auxiliary tool in the learning process (Jamilah et al., 2021). With media, learning will be more effective because there will be no direct examples. Students will learn abstractly and find it difficult to understand the lesson (Hadza et al., 2020). Learning media is a messenger technology that can be utilized

for educational reasons. What is intended here is the person/teacher, resources, equipment, or events that can create conditions for pupils to gain information, skills, and attitude changes. Using learning media, teachers can provide stimulus so that learning runs more effectively and becomes easier to understand. According to Satrianawati (2018), cited by (Hadza et al., 2020) state that there are four forms of learning media: visual, audio, audio-visual, and multimedia media. This research uses multimedia learning media, such as TED-Ed videos, as a tool. TED-Ed stands for (Technology, Entertainment, and Design) and is among the top websites for multimedia content (Education).

2.3. TED-Ed Video

Historically, TED started as a conference in 1984 where people from the fields of design, technology, and history (hereafter referred to as TED) gathered to share their most innovative ideas). TED stands for technology, entertainment and design, while Ed stands for Education. According to Merdianti et al. (2023) explained that TED-Ed is a website that not only presents information in the form of animated videos on various topics. Teachers can utilize the features of TED-Ed by creating multiple-choice questions, open-ended questions, and open dialogs and adding additional materials based on videos from various sources. According to Hanif (2020) adds that the instructional selection of video animation is an option because most students show interest in watching cartoons and animations.

Furthermore, the TED-Ed videos can prevent student boredom by creating fun, relaxed, and humorous learning material. This animation video is very suitable for text narrative stories because text narrative is relatively long and boring, according to Handayani et al. (2020) stated that narrative texts typically use lengthy texts that students must comprehend. However, students frequently find them uninteresting and challenging to understand, and as a result, they need to be more engaged in comprehending narrative content. The TED-Ed has proven highly practical and interactive, as users only need to search through a browser to access the website with minimal internet data and device memory requirements (Cristina Nicolae, 2023). The platform can be utilized for various purposes, such as developing lessons, viewing, replying, reading, discussing, assessing, and monitoring. When students successfully answer a question, the teacher can give tips about where the answer can be found in the video (Sanjmyatav & Sumiya, 2020).

2.4. Narrative Text

According to Zebua, (2022), a narrative is a story written or spoken in a constructive format (written, oral, poetry, etc.) that describes a sequence of fictional or non-fictional events. Furthermore, Widya & Swondo, (2021) also indicate that narrative text tells or relates to a series of events. This type of text has an imaginative nature or imaginary story. One of the texts in English learning materials contains stories of the past that aim to entertain the readers. Narrative texts can be either fictional or factual, the types of narrative texts include fairy tales, which are folk tales or marvelous children's stories.

3. METHODS

Based on the problem description for this study, quantitative research methodologies are required to test hypotheses utilizing existing theories. This study is quantitative, using a quasi-experimental approach. A quasi-experimental design is a strategy for an experimental circumstance in which the perpetrator does not have complete control over it (Iverson & Dervan, n.d.-a 2022 p. 180). For a quasi-experimental design, the researcher employed a pretest-posttest design strategy. To compare the differences between the two classes, the researcher conducted practical treatment activities with only the experimental class.

This research is experimental research to find out whether there is any significant difference in speaking skills of narrative texts between students taught with TED-Ed video and those taught without TED-Ed videos. The design employs two groups, experimental and control groups. This research will be held in three weeks, six meetings for both groups. Both of group will be given pre-test and post-test. The pretest is given at the beginning of the study in order to find out the student ability in retelling a story. Then the treatment will be given for experimental group only. In the last meeting, both groups will be given a post-test to find out the difference between the two group as the effect of the treatment.

The next step is to calculate the results using the t-test formula to calculate the pre-test and post-test t-test values of the experimental and control groups. Previously, the data must be ensured to be normal and homogeneous; after that, the independent sample T-test is used to determine whether there is a significant difference between the experimental group and the control group; the use of the t-table is as a comparison if the t-test results are higher, it means that there is a significant difference between the two groups, while if the t-test is lower than the t-table results, it means that there is no significant difference between the two groups. In addition, there is also an effect size formulation to determine how influential the results are in the study.

4.   RESULT & DISCUSSION

This investigation was conducted in three stages. There was a pre-test, 4 treatments, and a post-test. To determine the impact of the TED-Ed videos used, the researcher identified several outcomes, including students score before the treatment, students' scores after the treatment, the difference between students' pre-test and post-test scores, and the difference between students. The researcher administered tests that were given before and after students completed the learning procedure. This test was given to the control group and the experimental group. The researcher determined the time the activity took place. The experimental class used TED-Ed Video, while the control class used English books and soft file material on narrative text. Finally, when the teaching and learning activities are finished, the researcher gives post-test questions to students to do again (retelling a narrative story) to see the effect of speaking skills by using TED-Ed video learning media.
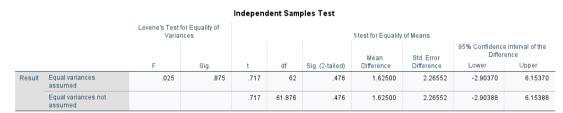
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result	Equal variances assumed	.025	.875	.717	62	.476	1.62500	2.26552	-2.90370	6.15370
	Equal variances not assumed			.717	61.876	.476	1.62500	2.26552	-2.90388	6.15388

Figure 1. Pre-test from experimental and control class

Based on the figure, regarding the t-test (independent sample t-test) above, it shows that Sig. (2-tailed) .476 is more than 0.05, so the results of the speaking skill pretest show no significant difference between the experimental class and the control class; both classes have the same ability.

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Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result	Equal variances assumed	2.935	.092	14.303	62	.000	31.62500	2.21102	27.20523	36.04477
	Equal variances not assumed			14.303	53.678	.000	31.62500	2.21102	27.19156	36.05844

Figure 2. Post-test from experimental and control class

Based on the figure, regarding the t-test (independent sample t-test) above, it shows the significant value of Sig. (2-tailed) is .000 in the above figure, which suggests Sig's considerable value. (2-tailed) is less than 0.05. The post-test findings show that the experimental and control classes speaking abilities differed significantly. Ultimately, following the treatment, the experimental class either greatly improved or changed, meaning that Ho is rejected and Ha is approved. The experimental and control classes average post-test results differed significantly. In other word, watching TED-Ed videos significantly impacts students' speaking skills.

In this study, the researcher employed eta squared to calculate the magnitude of the influence of the educational media, a TED-Ed video. Here are the details, in the following stage, the researcher calculates the effect size to provide a better and more detailed explanation regarding the specific significance value of the treatment, because the t-test only showed the impact of TED-Ed videos in Speaking Narrative text for Junior High School, the effect size was calculated and analyzed to determine the magnitude of the effect after treatment.

$$Eta\ Squared = \frac{t^2}{t^2 + (N1 + N2 - 2)}$$
$$= \frac{204.592809}{204.592809 + (32 + 32 - 2)}$$
$$= \frac{204.592809}{204.592809 + 62}$$
$$= \frac{204.592809}{266.592809}$$
$$= 0.767$$

Figure 3. Formulation Effect size

Meanwhile, suppose the eta squared is around 0.14 or more. In that case, this shows a large effect, where about 14% or more of the total variability in the data is explained by differences between groups, indicating that the influence of groups on the variability of the data is very significant.

The results section shows that the use of this media is proven to improve students' speaking skills, as seen from the difference in the average pretest and post-test scores of each class, as seen from the increase in the average of the dependent variable after treatment in the experimental class to 73.38 compared to the average before treatment at 44.63. This is different from Damayanti & Sumarniningsih, (2022) who examined listening skills but showed the same or significant results. They further showed that students obtained better scores on the post-test when they were taught TED-Ed videos. The data analysis showed a significant difference between pretest and post-test scores based on this study's independent sample t-test results, with a Sig. (2-tailed) of 0.000, which is smaller than 0.05 and the research conducted by Merdianti et al., (2023), showed that the 2-tailed value in the independent sample t-

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test was lower than 0.5, indicating that there was a significant on the use of TED-Ed videos, and the experimental group taught through TED-Ed videos showed better results than the other groups taught through audio media. The researcher indicates that using TED-Ed video can improve speaking narrative text.

The study revealed that effect size measurements showed the treatment using TED-Ed videos media during the teaching process in the experimental class is very influential on students' speaking ability, with a score of 0.767, meaning the interpretation of a large effect. This might be the indication that TED-Ed is used in English classrooms as a form of edutainment, where the combination of education and entertainment makes lessons more interesting (Karczewska, 2021).These results are similar to the results of research conducted by Kirana, (2023), showing the effect size in the treatment group indicating a large effect of using the TED-Ed video.

These results have supported the hypothesis that TED-Ed videos can help students improve their speaking skills. It could be the case that in the context of language learning, TED-Ed proves its usefulness by providing a wide variety of videos, especially animated videos, the teachers can use these TED-Ed videos to encourage students to interact with the video content, such as answering questions, discussing with friends, and further exploring the material presented (Wulan, 2021). It may be said this research is supported by animated videos through TED-Ed videos, which are one of the most effective ways of communicating complex ideas in a way that is easy to understand and the students taught by TED-Ed showed interest in answering questions and speaking. This is supported by Irma Yunda Ramadhani et al., (2020) from their analysis, showing the positive effect of using animated videos as learning media helps students improve speaking skills and make them interested and fun in the teaching and learning process.

This result show speaking skills improve because it is supported by the use of TED-Ed videos where previous theories by Hanif, (2020) it assumes that the students are more focused when watching the TED-Ed video. However, based on the results obtained in this result highlighted an increase in vocabulary from the use of TED-Ed videos on speaking ability with a pretest average score of 10.5 and a post-test average score of 17.875 in the experimental class. In line with this, according to Hidayati & Suharyadi, (2023), TED-Ed makes students enrich their vocabulary through TED-Ed videos produced with high quality equipped with subtitles on each video making it easier for students to learn vocabulary improvement through TED-Ed videos and guidance from teachers. TED-Ed videos showed a positive impact, and students who were taught speaking skills achieved higher grades than those who were not taught using TED-Ed videos in class. The result shows that TED-Ed videos are specifically designed as educational aids in the lesson-planning process.

This finding indicates that technology-integrated multimedia of learning media, such as TED-Ed videos, motivate students and interest them in improving their speaking skills. It can be said that multimedia is the use of two or more types of media to build a series of programs that effectively convey ideas through sound and images. It appears that for teaching learning process using multimedia allows the various senses of students so that learning can take place effectively and efficiently (Novaliendry et al., 2020). Based on the analysis, it appears that students are more interested and motivated to follow the learning of speaking by using multimedia than using traditional teaching methods. For this reason, incorporating multimedia in learning media in the teaching process is one of the alternative tools to help students

5. CONCLUSION

Based on the study results, the student's scores in the experimental class increased higher than in the control class; based on the comparison between the two classes, the average post-test speaking score in the experimental class was higher than the control class. The significant improvement in speaking skills in the experimental class is shown by the formulation of effect size, which is indicated by the eta squared value of 0.767; this value can be interpreted that there is a large effect on the use of TED-Ed videos in the experimental class. In conclusion, the null hypothesis (H0), stating that TED-Ed videos cannot improve speaking ability, is rejected, and the alternative hypothesis (Ha), saying that TED-Ed videos can improve speaking ability, is accepted. This shows a big difference between students who watched TED-Ed videos and those who did not. As a result, watching TED-Ed videos improves the speaking ability of junior high school students.

The limitation of this study is that the research participants were only taken from a small group in an educational institution. Thus, this limited the objectivity of using TED-Ed videos to improve students' speaking skills. Therefore, the results of this study cannot be generalized to a broader scope, such as all students in Indonesia. This study only sampled two groups of eighth-grade students in a junior high school in Gresik City. Thus, further research on this subject with a broader sample coverage from an educational institution and at various levels in senior high school, vocational high school, or undergraduates. Another effort that needs to be made in future research is to reveal the use of TED-Ed videos in improving other language skills, such as writing and reading.

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