

AN UNDERGRADUATE THESIS

THE EFFECTIVENESS OF TED-ED VIDEOS MEDIA
ON TEACHING SPEAKING SKILLS
AT SMA NEGERI 5 METRO



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FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG
1447 H / 2025 M

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**THE EFFECTIVENESS OF TED-Ed VIDEOS MEDIA ON TEACHING
SPEAKING SKILLS AT SMA NEGERI 5 METRO**

Presented as a Partial fulfillment of the requirements
for the degree of Sarjana Pendidikan (S.Pd)
In the English Education Department

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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to
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Wassalamu'alaikum Wr. Wb



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Assalamu'alaikumWr.Wb.

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Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Jurai Siwo Lampung untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.



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RATIFICATION PAGE

No. B - 0227 / Un. 36-1 / D / 11-00-9 / 01 / 2025

An Undergraduate thesis entitled: THE EFFECTIVENESS OF TED-Ed VIDEOS MEDIA ON TEACHING SPEAKING SKILLS AT SMA NEGERI 5 METRO written by Putri Mutiara Sukma, student number: 2101051030, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, December 10th, 2025 at 08.00 - 10.00 a.m.

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ABSTRACT

THE EFFECTIVENESS OF TED-Ed VIDEOS MEDIA ON TEACHING SPEAKING SKILLS AT SMA NEGERI 5 METRO

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The background of this research derives from students' low speaking performance, which was reflected in their limited vocabulary, lack of fluency, and low confidence when expressing opinions. This study employed a quantitative method with a quasi-experimental design, involving two classes: the control class (X1) and the experimental class (X2). The experimental class received treatment through the use of TED-Ed Videos for four meetings, while the control class was taught using conventional teaching methods.

The research instrument was a speaking test administered during the pre-test and post-test. The findings revealed a significant improvement in the speaking skills of students in the experimental class. This is evidenced by the increase in the mean score from 58.61 in the pre-test to 80.28 in the post-test. Meanwhile, the control class showed a lower improvement, with a post-test mean score of 68.61. The results of the independent sample t-test indicated a Sig. (2-tailed) value of $0.000 < 0.05$, demonstrating a statistically significant difference between the post-test scores of both classes.

Based on these results, it can be concluded that TED-Ed Videos are effective instructional media for teaching English speaking skills. This media helps improve students' fluency, vocabulary mastery, pronunciation clarity, and confidence in speaking. Moreover, TED-Ed Videos create a more engaging and interactive learning atmosphere, encouraging students to participate more actively in speaking activities. Therefore, TED-Ed Videos can serve as an alternative teaching strategy to enhance students' speaking abilities at the senior high school level.

Keywords: *Speaking skill, Teaching Media, TED-Ed Video*

ABSTRAK

EFEKTIVITAS MEDIA VIDEO TED-Ed DALAM PENGAJARAN KETERAMPILAN BERBICARA DI SMA NEGERI 5 METRO

Oleh:
PUTRI MUTIARA SUKMA

Latar belakang penelitian ini berawal dari rendahnya kemampuan berbicara siswa, yang tercermin dari keterbatasan kosakata, kurangnya kelancaran, dan rendahnya rasa percaya diri dalam menyampaikan pendapat. Penelitian ini menggunakan metode kuantitatif dengan desain kuasi-eksperimental, yang melibatkan dua kelas: kelas kontrol (X1) dan kelas eksperimen (X2). Kelas eksperimen menerima perlakuan melalui penggunaan Video TED-Ed selama empat pertemuan, sementara kelas kontrol diajar menggunakan metode pengajaran konvensional.

Instrumen penelitian ini adalah tes berbicara yang diberikan pada saat pra-tes dan pasca-tes. Temuan penelitian menunjukkan adanya peningkatan yang signifikan dalam kemampuan berbicara siswa di kelas eksperimen. Hal ini dibuktikan dengan peningkatan skor rata-rata dari 58,61 pada pra-tes menjadi 80,28 pada pasca-tes. Sementara itu, kelas kontrol menunjukkan peningkatan yang lebih rendah, dengan skor rata-rata pasca-tes sebesar 68,61. Hasil uji-t sampel independen menunjukkan nilai Sig. (2-tailed) sebesar $0,000 < 0,05$, yang menunjukkan perbedaan yang signifikan secara statistik antara skor pasca-tes kedua kelas.

Berdasarkan hasil ini, dapat disimpulkan bahwa Video TED-Ed merupakan media pembelajaran yang efektif untuk mengajarkan keterampilan berbicara bahasa Inggris. Media ini membantu meningkatkan kelancaran, penguasaan kosakata, kejelasan pengucapan, dan kepercayaan diri siswa dalam berbicara. Selain itu, Video TED-Ed menciptakan suasana belajar yang lebih menarik dan interaktif, mendorong siswa untuk berpartisipasi lebih aktif dalam kegiatan berbicara. Oleh karena itu, Video TED-Ed dapat menjadi strategi pengajaran alternatif untuk meningkatkan kemampuan berbicara siswa di tingkat sekolah menengah atas.

Kata Kunci: *Keterampilan Berbicara, Media Pengajaran, Video TED-Ed*

STATEMENT OF RESEARCH ORIGINALITY

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Metro, 02 Desember 2025
Yang Menyatakan,



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MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

“Allah will not change the condition of a people until they change the condition of themselves.” (QS. Ar-Ra'd: 11)

DEDICATION PAGE

With humility and gratitude to Allah SWT, who has bestowed his grace and guidance, which has accompanied my steps in achieving my goals. This thesis is presented as an expression of my respect and love for:

1. My dear and beloved father Sugiono and mother Sriyatun, who always provide love, attention, guidance, prayers, and always provide shade in my life, and the struggle of sweat drops to provide support for the success of my studies.
2. My Lovely Brother and Sister Panji Kisworo and Retno Ajeng Sagita, who have provided motivation, guidance, prayers, and have always provided shade in my life.
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4. My beloved alma mater, UIN JURAI SIWO LAMPUNG.
5. Last but not least, I want to thank myself. I wanna thank myself for believing in me. I wanna thank myself for doing all this hard work. I wanna thank myself for having no days off. I wanna thank myself for never quitting.

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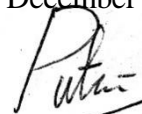
We praise and thank Allah SWT for His abundance of mercy and guidance, so that this research can be completed. The researcher does not forget to convey prayers and greetings to the Prophet Muhammad SAW, who brought mankind from the era of ignorance to the era of Islam.

The thesis that the researcher wrote with the title "THE EFFECTIVENESS OF TED-Ed VIDEOS MEDIA ON TEACHING SPEAKING SKILLS AT SMA NEGERI 5 METRO" can be completed as one of the academic requirements to obtain a Bachelor of Education (S.Pd) degree, English Education Study Program, State University of Jurai Siwo Lampung. In writing this thesis, the researcher would like to thank the parties who have helped in the process of completing this thesis.

1. Prof. Ida Umami, M.Pd. Kons., as the Rector of the State University of Jurai Siwo Lampung.
2. Dr. Siti Annisah, M.Pd., as the Dean of the Faculty of Tarbiyah and Teacher Training.
3. Dr. Much Deniatur, M.Pd, B.I as the head of the English Education Study Program of UIN Jurai Siwo Lampung.
4. Ning Setio Wati, M.Pd., my supervisor, who has spent a lot of time giving guidance, suggestions, and advice for the researcher in the process of writing this Undergraduate Thesis

As a human being, the researcher completely realizes that this thesis still has plenty of weaknesses. The researcher apologizes for all the mistakes she has made in writing and presentation items. All constructive comments and suggestions are very welcome to measure the quality of this thesis. Hopefully, this thesis can be a meaningful benefit for the researcher, especially for our campus and all readers generally.

Metro, December 02, 2025



PUTRI MUJIARA SUKMA
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CHAPTER 1

INTRODUCTION

A. Background of The Study

Speaking is one of the most important abilities for a person to express thoughts and feelings orally, and it is also one of the four language skills. Speaking skills are not just about correct pronunciation, but also the ability to convey ideas and notions clearly and effectively¹. It is at the core of successful communication, which is essential in everyday interactions and professional situations. This skill is one of the fundamental aspects of communication that has a significant impact on various aspects of life, especially in the context of education². In education, speaking skills play a crucial role because every learning process involves communication. Students who have good speaking skills find it easier to interact with teachers and peers and are better able to convey their questions and opinions³. This skill also supports other language skills such as listening, reading, and writing.

Despite the importance of English language skills, many high school students in Indonesia still struggle to speak English. Grade eleventh students' difficulties in speaking English are mainly caused by a lack of vocabulary, poor

¹ Sumarah Suryaningrum, 'Analysis of Influencing Factors of Speaking Skills and Supporting Aspects on High School Students at SDN 7 Dobo, Aru Islands Regency: A Case Study on Small Border Islands', *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 4.1 (2024), 202–14

² Nadya Anjelina and Wini Tarmini, 'Elementary School Students' Speaking Skills in Indonesian Language Learning', *Jurnal Basicedu*, 6.4 (2022), 7327–33.

³ Syambasril, Fatimah, Nanang Heryana, 'Improving Speaking Skills Using Professional Role Play Methods in Students of SMP Negeri 8 Pontianak', 2016, 1–23.

pronunciation skills, and inadequate grammar knowledge⁴. One of the main causes of these problems is that teachers still tend to use textbook-based techniques, such as reading texts from books to teach speaking to students. These difficulties cause Indonesian students to be unable to express their ideas accurately in words. Media, such as technology, can also be used to teach students how to speak. Media can be considered an auxiliary tool in the learning process⁵. With media, learning would be more effective because there would be direct examples. Students were learn abstractly and found it difficult to understand the lesson.⁶ Learning media is a messenger technology that can be utilized for educational reasons. Using learning media, teachers can provide stimuli so that learning runs more effectively and becomes easier to understand⁷.

Nowadays, the use of media in the classroom during the process of teaching and learning contributes significantly to the students⁸. Students' achievements were improved when they understood the lesson being studied with supporting media that met the needs of students during the learning

⁴ Kusaviandi Wiradhaniarta, 'The Effect Of TED-ED Videos In Improving Speaking Skills For Eleventh Grade Students', *Widya Mandala Surabaya Catholic University* (Universitas Katolik Widya Mandala Surabaya, 2024).

⁵ Jamilah Jamilah, Tri Sukitman, and Moh. Fauzi, 'Opportunities and Challenges of Digital Learning Media During the Covid-19 Pandemic in Primary School', *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 11.2 (2021), 191–200.

⁶ Cahyani Hadza, Afridha Sesrita, and Irman Suherman, 'Development of Learning Media Based on Articulate Storyline', *Indonesian Journal of Applied Research (IJAR)*, 1.2 (2020), 80–85.

⁷ Divya Ayu Damayanti, 'The Effectiveness of TED-ED Videos as Audiovisual Input in Listening Activities', *Print) Journal of English Language and Education*, 7.1 (2022), 2022.

⁸ Imroatul Karimah, Slamet Setiawan, and Ahmad Munir, 'Boosting Students' Speaking Skill Using Ted Talks YouTube Videos: Teacher Talk Theory', *Journal of English Language Teaching and Linguistics*, 7.2 (2022), 299.

process⁹. Because technology is a part of the educational system, students who wish to improve their English-speaking abilities can use it to their benefit. Technology can solve these problems, such as learning speaking skills through video-based media like TED-ED videos¹⁰. TED (Technology, Entertainment, and Design) is a kind of public speaking that has been in the form of sharing experiences and giving motivation to audiences since 1984. TED presentations are used to improve students' public speaking skills in English¹¹. One of the main advantages of using TED-ED for teaching speaking is its authenticity. The videos feature native speakers of English who deliver the content naturally and conversationally. Learners were exposed to authentic language use, including idiomatic expressions, collocations, and a diverse vocabulary.¹² In addition, TED-ED offers a wide range of topics, which allows educators to cater to learners' interests and pBIBLIOGRAPHY. Whether learners have an interest in science, technology, literature, or art, which can make TED-ED videos can catch their attention. By choosing videos that match learners' interests, educators can create personalized and meaningful learning experiences, fostering intrinsic motivation and engagement¹³.

⁹ Jamilah, Sukitman, and Fauzi.

¹⁰ Gantsetseg Sanjmyatav and Sainzaya Sumiya, 'Using TED-ED As Authentic Aids To Promote Efl Acquisition', *Hum*, 302 (2020), 66–74.

¹¹ Chen Yu Liu, 'TED-ED Animations as Resources for Learning Academic Formulas', *English for Specific Purposes*, 78 (2025), 4–16.

¹² Chen Yu Liu, 'Specialized Vocabulary in TED Talks and TED-ED Animations: Implications for Learning English for Science and Technology', *Journal of English for Academic Purposes*, 65 (2023), 101293.

¹³ Dini Hariyani, 'The Implementation Of TED-ED Videos To Learn English A Graduating Paper' (IAIN Salatiga, 2022).

Therefore, students can see TED Talks online on laptops or mobile devices as instructional materials. TED Talks videos cover various topics brought by native speakers that can be found on the YouTube platform. TED Talks videos are available on YouTube through several channels such as TED, TED Talks in 3 Minutes, TEDxTalks, TED-ED, TED Institute, TED Translators, and TED Blog. Then, because of the animations in the movies, the TED-ED video is one of the TED Talks videos that focuses on education and offers learning materials to make learning more creative and engaging. Therefore, the use of TED-ED videos as a learning resource to be applied in teaching English, especially to overcome students' problems in speaking English, is very helpful.

Based on the results of the pre-survey that the researcher conducted interviewed the English teacher at the school, students there, especially in grade 10, still experience many difficulties in mastering English, especially speaking skills, because they are still in their first year of school. In addition, most English teaching in schools focuses more on mastering grammar. Speaking and teaching at the school level are usually done every time there is an English subject. Moreover, daily English tests conducted by teachers rarely measure this ability. Speaking teaching usually only use text media, where many students still find it difficult to pronounce and spell each word in English, even though the media has been used frequently. They feel anxious or insecure, which ultimately makes students uninterested in learning speaking skills. Besides, some students also know the words they say, but they cannot grasp the meaning

of the learning what is being taught that day. Some students also feel that learning English is boring because the media used is not interesting to them.

From several problems that occurred, the researcher try to find a solution by presenting different media from those previously used in this school, namely by using interesting media, media that not only present information in writing but also visually, which makes it easier for students to practice their speaking skills. In speaking and learning using TED-ED, students were identify the video being played. The researcher intends to investigate whether speaking learning with TED-ED video media can provide a positive effect on students' speaking ability. In addition, the pre-survey test data can be seen in the table below:

Table 1. 1 *The Pra-Survey data*

NO	Score	Frequency	Percentage	Category
1.	≥ 70	13	36.11%	Complete
2.	$70 <$	23	63.89%	Incomplete
Total		36	100%	

The completeness of the standard of English at SMA Negeri 5 Metro is 70. Based on the speaking score, it can be concluded that students' speaking at SMA Negeri 5 Metro still needs to be improved to achieve more optimal results.

Finally, from the problems that have been stated in the paragraphs above, the researcher would like to investigate the effect of using TED-ED videos on students' speaking skills at SMA Negeri 5 Metro. This research was

conducted under the title **“The Effectiveness of Using TED-ED Videos Media on Teaching Speaking Skills at SMA Negeri 5 Metro”**.

B. Problem Identification

The problems obtained from the results of the pre-survey of tenth-grade students at SMA Negeri 5 Metro can be identified as follows:

1. Students have difficulties in speaking English fluently and accurately.
2. Students lack the motivation and confidence to speak English in front of others.
3. Traditional teaching methods are less engaging in developing students' speaking skills.

C. Problem Limitation

This study focuses on the use of TED-ED videos as a medium to teach speaking skills. The participants are students of grade X at SMA Negeri 5 Metro in the academic year 2024/2025. The study is limited to measuring speaking performance through pre-test and post-test.

D. Problem Formulation

In line with the problem identification above, the problem of this research is formulated as follow:

1. How effective are TED-ED videos in teaching speaking skills to the students of SMA Negeri 5 Metro?

E. Objective and Benefit of the Study

1. Objective of the Study

The objectives of this study is:

- a. To investigate the effectiveness of using TED-Ed videos in enhancing the speaking skills of X-grade students at SMA Negeri 5 Metro.

2. Benefits of the Study

This research has various benefits, among others:

a) For the Students

The results of this study are expected to provide appropriate and interesting learning for students according to the media and learning methods chosen. In addition, the results of this study can also be used to improve students' English speaking skills and help students improve their English learning by motivating them to grow their interest in learning English.

b) For the Teacher

The results of this study are expected to provide experience to teachers and prospective teachers in selecting media and learning methods to improve English speaking skills.

c) For the Researcher

The results of this study can be used as valuable experience and as a means to improve researchers' ability to conduct research on English language learning.

F. Prior Research

This research was conducted by considering several previous studies related to teaching speaking using TED-Ed videos. The first research was conducted by Mosleh & Trisusana in 2023 with a study entitled “The Effectiveness of TED-Ed Video in Improving the Students’ Speaking Skills of Narrative Text” at the Junior High School in Gresik. The results of this study indicate that 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 text¹⁴.

The second study was conducted by Anandha et. al., in 2024 with a study entitled “Students’ Perspective on the Use of TED-Ed Video on Enhancing English Comprehension” at Semarang University, Indonesia. The survey and questionnaire findings showed that this study suggests that using TED-Ed videos in English language instruction has a considerable impact on economics students. The results of pre-test and post-tests show a significant improvement in students’ English ability, demonstrating the usefulness of incorporating multimedia materials into the curriculum. Classroom observations show that using TED-Ed videos in classes increases student interest, involvement, and motivation. Questionnaire results suggest that the majority of students regard the TED-Ed video to be an engaging and useful tool for grasping complicated

¹⁴ Nejlania Mosleh, ‘The Effectiveness of TED-Ed Video in Improving the Students’ Speaking Skills of Narrative Text’, *Unimus*, 2.2 (2023), 61–69.

language ideas, while in-depth interviews give additional insights into how these videos enable greater comprehension and retention of information¹⁵.

The third study was conducted by Rohman & Ado in 2022 with the title “Using Ted Talk Video To Improve Student ’ Speaking Ability in Eleven Grade Students At Sma Negeri 5 Samarinda” at SMAN 5 Samarinda, Indonesia. The result shows that the implementation of TED-Talk videos can improve the students' speaking skills. The students' scores in speaking skills before using the TED-Talk video technique were low, with a mean score of the pre-test (55). The percentage of the students who got points up to 75 increased in the post-test, and the mean is (81). The teacher's response to the implementation of the TED Talk videos technique was positive, and it would be an alternative technique in teaching speaking. Therefore, the TED Talk video technique could improve the students' speaking skills¹⁶.

The similarities between these studies and the current research are the focus on multimedia tools to enhance speaking skills. The differences lie in the specific use of TED-Ed videos in this research, which are characterized by shorter animated and educational content, whereas previous studies used full-length TED Talks or general YouTube content. The current research is inspired by previous findings that video-based media can effectively enhance students' speaking skills. However, this study specifically focuses on TED-Ed videos,

¹⁵ Anandha and others, ‘*Students ’ Perspective on the Use of TED -Ed Video on Enhancing English Comprehension*’, English Language & Literature International Conference, 6.1 (2024), 402–11.

¹⁶ Abdul Rohman, Haya Desi, and Afifah Ado, ‘*Using Ted Talk Video To Improve Student’S Speaking Ability in Eleven Grade Students At Sma Negeri 5 Samarinda*’, *Sistema: Jurnal Pendidikan*, 03.02 (2023), 134–48

which are educational, topic-specific, and linguistically rich, providing not just entertainment but also structured academic content. This focus aims to fill a gap where previous studies have not distinctly explored the educational potency of TED-Ed videos in improving students' speaking abilities at the senior high school level.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Speaking Skills

1. Definition of Speaking

Speaking is a crucial skill in language learning as it involves the ability to express ideas, feelings, and opinions orally. According to Brow, speaking is a productive skill that involves producing systematic verbal utterances to convey meaning. Speaking encompasses several components, including pronunciation, grammar, vocabulary, fluency, and comprehension¹. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts².

Moreover, speaking is not only about the ability to articulate words but also involves cognitive processes and socio-cultural knowledge³. Speaking requires real-time processing of language, which involves managing linguistic knowledge, vocabulary, and grammar while simultaneously responding to the dynamics of conversation⁴. This aligns with the notion that speaking is both a productive and interactive skill, requiring the

¹ Mahwish Farooq Rimsha Asghar, Asma Khan, 'The Role of TED-Ed Animations in Enhancing the Speaking Fluency of Undergraduate ESL Learners in a Pakistani Setting', *University of Chitral Journal of Linguistics & Literature*, 7.1 (2023), 5–7.

² Hayriye Kayi, 'The Internet TESL Journal Teaching Speaking: Activities to Promote Speaking in a Second Language', *The Internet TESL Journal*, 12.11 (2006), 1–6.

³ Srinivas Parupalli, 'The Importance of Speaking Skills in English Classrooms', *Alford Council of International English & Literature Journal(ACIELJ)*, 2.2 (2019), 9.

⁴ Karimova Go'zal Ikhtiyorovna, 'Mastering The Art Of Effective Effective Speaking And Reading: Strategies For Improving Speaking And Reading Skills', *International Journal Of Literature And Languages*, 03.10 (2023), 32–38.

integration of various competencies, including pronunciation, fluency, and the ability to adapt language use according to the context and audience.

In the field of language learning, speaking is often regarded as one of the most challenging skills to acquire. Speaking involves more than just knowing the language; it requires learners to use language strategically in meaningful interactions⁵. Factors such as anxiety, limited vocabulary, and insufficient practice often hinder learners' speaking proficiency⁶. Thus, educators must create supportive environments where learners can practice speaking in authentic and meaningful ways, such as through role-playing, discussions, and problem-solving activities, to enhance their communicative competence. Based on the previous statements, it could be concluded that speaking is a student's talent that has become the bridge for students to recognize a variety of information because the students communicate with others, which can enhance their understanding and experience. The students can easily express their ideas, opinions, and content materials and organize them properly in proper statements.

⁵ Tursunboyeva Latofat Tukhtamuradovna, Djalilova Sabokhat Rihsibayevna, and Kazoqov Ruxilla Turopovich, 'About Teaching Speaking', *New Renaissance International Scientific Journal*, 1.8 (2023).

⁶ Erik Palmer, *Well Spoken Teaching Speaking To All Students*, ed. by Routledge, *Routledge Taylor & Francis Group New York and London*, Second Edi (New York, London: Taylor & Francis Group, 2019), 56-58.

2. Indicators of Speaking

In speaking, speakers are not only expected to they can speak and communicate with others, but they must also understand the elements involved in English speaking skills. states as follows⁷ :

a. Pronunciation

Pronunciation is the act of giving the real sounds of letters in words, and the proper accents and amount of syllables. Pronunciation refers to the ability to apply the right pressure, rhythm, and intonation of a phrase in a spoken language. Besides, pronunciation is the act or end result of manufacturing the sounds of speech, along with articulation strain and intonation, frequently in regard to three aspects of correctness or acceptability. Vocabulary The range, appropriacy, and precision of words used.

b. Grammar

Grammar is one of the components to set up every word in sentences. It is needed for students to arrange a correct sentence in conversation. For example, tenses as commonly used in communication. Informal communication, speakers, and respondents need to apply grammar to ensure a selected message.

⁷ H. Douglas Brown, *Language Assesment Principles and Classroom Practice*, ed. by Jane Townsend, *Sustainability (Switzerland)* (New York: Longman.com, 2004), xi

c. Vocabulary

Vocabulary mastery is one of the most crucial elements that foreign language beginners encounter at some point in studying a foreign language. Vocabulary mastery used to be an ignored factor in language learning. In recent years, however, interest in this region has grown enormously. Language teachers have been keen on trying to find effective strategies to enhance vocabulary mastery. Vocabulary studying is more important than familiarity with the form and meaning of a word. The vocabulary approach is the correct diction that is used in communication. Without having enough vocabulary, one can't communicate efficiently or explicitly their thoughts in both oral and written form.

d. Fluency

Good pronunciation does not just mean announcing individual words or maybe a person sounds correct. In communicating, fluency has to be clear to keep away from misunderstanding. Additionally, fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other words, the speaker can read, understand, and respond in a language clearly and concisely while relating meaning and context.

e. Comprehension

Oral communication involves a subject to respond, to speak, as well as to initiate.

3. Assessing Speaking Skills

Indicators in assessing language teaching are⁸:

Table 2. 1
Indicators of Assessing Speaking Skills

Pronunciation	
5	Pronunciation is very clear and natural; errors are minimal and do not interfere with meaning.
4	Pronunciation generally clear; some errors, but meaning understandable.
3	Frequent pronunciation errors; the listener sometimes interprets the meaning.
2	Many errors; difficult to understand; inconsistent intonation.
1	Very difficult to understand; communication is barely possible.
Vocabulary	
5	Wide and appropriate vocabulary; effective word choice.
4	Adequate vocabulary; some errors, but meaning is clear.
3	Limited vocabulary; frequent repetition.
2	Insufficient vocabulary; struggles to express ideas.
1	Very limited vocabulary; communication is restricted.
Fluency	

⁸ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, ed. by Jane Townsend, *Sustainability (Switzerland)* (New York: Longman.com, 2004), xi.

5	Very fluent; minor pauses; smooth speech flow.
4	Generally fluent; some pauses do not disturb communication.
3	Some lack of fluency; frequent pauses.
2	Many hesitations and pauses; difficult speech flow.
1	Not fluent; communication barely maintained.
Comprehension	
5	Fully understands and responds appropriately.
4	Understands most questions; occasional clarification.
3	Often asks for repetition but can respond.
2	Difficulty understanding; responses often irrelevant.
1	Hardly understands questions.

4. Strategy of Speaking

All language learners use language learning strategies in their learning process. Learning strategies are commonly defined as the operations or processes that are consciously (or unconsciously) selected and employed by the learner to learn the target language or facilitate a language task. Chamot defines Learning Strategies as techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content-area information. From the many different strategies, there are many options that learners consciously select in order to optimize their chances of success in achieving their goals in learning and using the language. Learners employ language learning strategies consciously when

processing new information and performing tasks⁹. These strategies help them to comprehend better and quickly. Therefore, language learning strategies are fundamental to succeed in learning a new language.

The categorization of language learning strategies into three main groups: learning strategies, communication strategies, and social strategies. Learning strategies include all strategies that are directly related to learning (cognitive) or those that indirectly involve the learning process (metacognitive)¹⁰. Cognitive strategies comprise clarification, practice, memorization, and monitoring. Planning, setting goals, and self-management belong to metacognitive strategies. In contrast, communication strategies are strategies that less directly relate to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying the speaker's intention¹¹. Communication strategies are used by speakers to overcome communication difficulties. Social strategies are those activities learners engage in that provide them with opportunities to practice their knowledge.

Oxford states differentiates language learning strategies into six groups: (1) memory strategies: strategies that help learners store and retrieve new information, (2) cognitive strategies: strategies that enable learners to

⁹ J. Michael O'Malley and Anna Uhl Chamot, *Learning Strategies in Second Language Acquisition*, Fourth Edition (New York: Cambridge University Press, 1995).

¹⁰ Rebecca L. Oxford and Andrew D. Cohen, 'Language Learning Strategy: Crucial Issues of Concept and Classification', *Applied Language Learning* (United States of America, 1992), 1–35.

¹¹ Sofyan A. Gani, Dian Fajrina, and Rizaldy Hanifa, 'Students' Learning Strategies for Developing Speaking Ability', *Studies in English Language and Education*, 2 (2015), 17–30.

understand and produce new language by many different means, (3) compensation strategies: strategies that aid learners in overcoming knowledge gaps and continuing to communicate authentically, (4) affective strategies: strategies that help develop self-confidence, (5) metacognitive strategies: strategies that help learners to regulate their own cognitive abilities and to focus, plan, and evaluate their progress as they move toward communicative competence, and (6) social strategies: strategies that provide increased interaction and more empathetic understanding. She adds that all appropriate language learning strategies contribute to the main goal: becoming communicatively competent¹².

5. Types of Speaking

Speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. Speaking in a classroom involves the interaction between teachers and students or among the students, which depends on how classroom activities are organized¹³. Compared with writing and reading skills (commonly assumed as written language and receptive skills), speaking has some distinctive characteristics.

¹² Oxford and Cohen, *Language Learning Strategy: Crucial Issues of Concept and Classification*, 132..

¹³ Kurniati Azlina, Eliwanti, and Novitri, 'A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru', *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau*, 2015, 1–13

In speaking, speakers do not typically speak complete sentences and use less specific vocabulary than in written language. Brown suggests there are five types of speaking¹⁴:

a. Imitative

At one end of the continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely a phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

b. Intensive

A second type of speaking frequently employed in assessment context in the production of short stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm juncture), the speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

c. Responsive

Responsive includes interaction and test comprehension, but at a somewhat limited level of very short conversation, standard greetings, small talk, simple requests and comments, and the like.

¹⁴ *Ibid.*, 85.

The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or retorts.

d. Interactive

The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take two forms: transactional language, which has the purpose of exchanging specific information, or interpersonal exchange, which has the purpose of maintaining social relationships.

e. Extensive (monologue)

Extensive oral production tasks include speech, oral presentation, and storytelling, during which the opportunity for oral interaction from the listener is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues, such as casually delivered speeches.

B. TED-ED

1. The Definition of TED-ED

TED-ED is an educational initiative of TED (Technology, Entertainment, Design) that focuses on creating short animated videos to

convey science in an engaging and easy-to-understand way. TED-ED of an open-access video website. TED-ED works with professional teachers, writers, and animators to produce high-quality educational videos covering a wide range of fields, such as science, history, literature, and philosophy¹⁵. TED-ED is not just an educational video platform but also provides interactive features that allow educators to customize learning materials and create video-based discussions.

TED is a non-profit group that encourages the exchange of ideas through quick speeches and films. It has a lot of programs, and TED-ED is one of them. A website or platform called TED-ED gives teachers the ability to make multiple-choice questions, open-ended questions, open dialogues, and add extra material based on videos from any source¹⁶. Along with creating their own content, teachers can also access the TED-Ed platform's instructional resources. TED-Ed is useful for language learning because it provides a variety of videos, particularly animated videos that the teacher can use to encourage the students to interact with the content in the video by responding to the questions, discussing it with peers, and digging deeper with the provided additional information. Other studies have proven the advantages of language acquisition using films. Since videos provide illustrations for any concepts or procedures that the narrator doesn't clearly

¹⁵ Hsin liang Chen and Kevin L. Summers, 'Developing, Using, and Interacting in the Flipped Learning Movement: Gaps among Subject Areas', *International Review of Research in Open and Distributed Learning*, 16.3 (2015), 41–64.

¹⁶ Kadek Febriana Merdianti, Made Hery Santosa, and Kadek Sintya Dewi, 'The Effectiveness of TED-Ed as Video Based Media towards High School Students' Listening Skill', *Journal of English Language and Language Teaching*, 7.1 (2023), 63–71.

describe, learners are better equipped to study and understand the subject matter¹⁷.

Meanwhile, additional materials are presented in each video content, such as journals, books, websites, etc. Even though the videos on TED-Ed are intended as educational media, and to increase students' knowledge. However, this media can also be used for English language learning, especially speaking skills, because the videos are made in English and can be used as authentic materials for learning the language¹⁸.

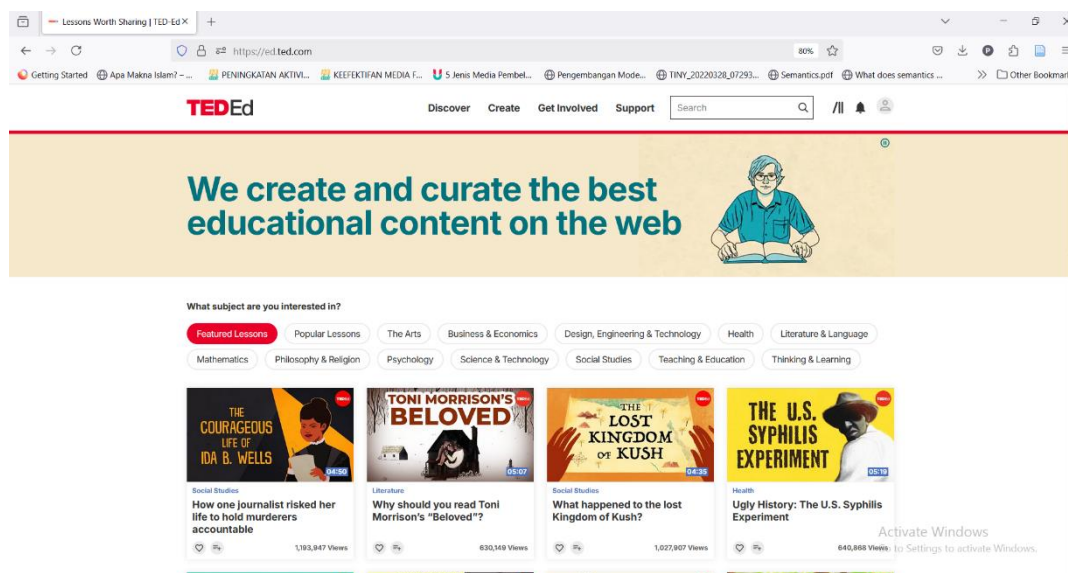


Figure 2. 1
TED-Ed Website

2. TED-Ed Website

As authentic material, TED-Ed videos definitely have advantages and disadvantages. According to previous researchers, using authentic teaching

¹⁷ Difa Viola, Elih Sutisna Yanto, and Mobit Mobit, 'Students' Perception on Learning Technical Vocabularies Through Vocabulary Self-Collection Strategy', *Journal of Languages and Language Teaching*, 8.4 (2020), 391.

¹⁸ Liu, 'TED-Ed Animations as Resources for Learning Academic Formulas'.

media or presenting native language speakers in the video, students can be helped by a visual image of what is being discussed in the video, and they can more easily understand the information from the video¹⁹. That is, students not only listen to the narrator, but they can also see the visualization of the information through animation. Learning with audio-visual media makes it easier for students with low-level speaking skills to understand than using text-only media²⁰. Learners' anxiety in speaking has a negative impact on them in terms of capturing existing information. However, if learners are interested in the topic and have a capable speaking ability, it would make them easily speak fluently²¹.

TED-Ed provides many subjects on its website, and there are social studies, art, language, literature, and many more. When students study on their own, they can choose videos according to their interests. Therefore, students not only get new information about exciting topics, but they can also practice their speaking skills at the same time.

As one of the media for teaching speaking skills, TED-Ed is inseparable from imperfection. The advantages and disadvantages inherent in teaching media are common things. There are still advantages to this medium that

¹⁹ Mojgan Rashtchi, Babak Khoshnevisan, and Maryam Shirvani, 'Integration of Audiovisual Input via TED-Ed Videos and Language Skills to Enhance Vocabulary Learning.', *Mextesol Journal*, 45.1 (2021), 2021.

²⁰ Jairo Israel Lopez, Andres Paredes Becerra, and Maria Rossana Ramirez-Avila, 'EFL Speaking Fluency through Authentic Oral Production', *Journal of Foreign Language Teaching and Learning*, 6.1 (2021).

²¹ Behzod Nazarov, 'English Speaking: Tips For Improving Public Speaking, Conversation Skills, and Pronunciation', *Talqin va Tadqiqotlar*, 2.2(39), 2024.

can improve students' speaking skills and become an alternative speaking teaching medium.

3. The Benefits of TED-Ed for English-Speaking Learning

TED-Ed can be a very effective tool for improving English speaking skills, especially for students like you who are studying English Education.

Here are some of the benefits:

a. Improving Speaking Skills

Research shows that the application of TED Talks videos as a learning medium can improve students' speaking skills. This is evidenced by the increase in students' grades after using the media²².

b. Boosting Self-Confidence

By watching and imitating presentations in TED videos, students can learn how to speak confidently, using effective body language, intonation, and eye contact. This helps them overcome nervousness when speaking in public²³.

c. Developing Presentation Skills

The TED-ED Student Talks program allows students to prepare and deliver short TED-style presentations. During this process, they

²² S A Padang, V Y Harmayanthi, 'TED (Technology, Entertainment, and Design) Talks: An Information and Communication Technology Tool to Improve Students' Speaking Skills, Proceedings of the National Seminar on Education *STKIP Kusuma Negara II*, 2020, 119–28.

²³ Abdul Rohman and Haya Desi Afifah Danu Ado, 'Socialization Of The Use Of Ted Talk Videos For Improving Students' Speaking Ability At Muhammadiyah Paser Vocational', 2.3 (2020), 348–52.

develop skills in speaking, listening, researching and supporting their ideas, and giving and receiving feedback²⁴.

d. Increasing Learning Motivation

The use of TED videos as a learning medium makes the learning process more interesting and interactive, thereby increasing students' motivation to learn and actively participate in class.

4. How to Use TED-ED for Speaking Learning

a. Actively Watch Videos

- 1) Students should select TED-ED videos that match their English proficiency level.
- 2) Watching videos with English subtitles is recommended to enhance comprehension.

b. Note Down New Vocabulary

- 1) New vocabulary encountered in the video should be noted, and its meaning should be explored.
- 2) The acquired vocabulary should be incorporated into daily conversations to reinforce learning.

c. Imitate the Speaker's Speaking Style

- 1) Students are encouraged to imitate the speaker's pronunciation and intonation to improve their speaking skills.

²⁴ Valerie Quirk, 'Everything You Need to Know about the TED-ED Student Talks | TED-ED', 2021 [accessed 12 February 2025].

2) Practicing by recording oneself and comparing it with the video can be beneficial in refining pronunciation.

d. Discussion and Presentation

1) Engaging in discussions with peers or lecturers about the video's content in English can enhance speaking fluency.

2) Delivering a short presentation on the discussed topic is recommended to develop public speaking skills.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

Research must have a theoretical framework as a foundational concept. The theoretical framework in this study is a systematic approach to formulating several problems in order to provide tentative propositions related to them. There are two variables in this study: the independent variable (X) and the dependent variable (Y). The independent variable (X) is TED-Ed video media, and the dependent variable (Y) is Teaching Speaking Skills. Speaking is one of the four essential basic skills that students must master. Speaking is also crucial and essential for students because learning success depends heavily on their speaking skills.

Problems encountered in the classroom include students' difficulty pronouncing words, lack of self-confidence, and the use of ineffective learning media. There are many strategies and media for teaching speaking. In this study, the researcher used TED-Ed video media for teaching,

focusing on the speaking skills of tenth-grade students at SMA Negeri 5 Metro. The researcher assumed that using TED-Ed video media in teaching speaking would make the learning process more interesting and enjoyable for students. Based on the description above, the researcher assumed that TED-Ed videos had an impact on the speaking skills of tenth-grade students at SMA Negeri 5 Metro.

2. Paradigm

Paradigm is a simple scheme, but it contains with main element of the research that points out the research indication and the relationship between each other. Based on the theoretical framework above, the researcher describes the paradigm as follows:

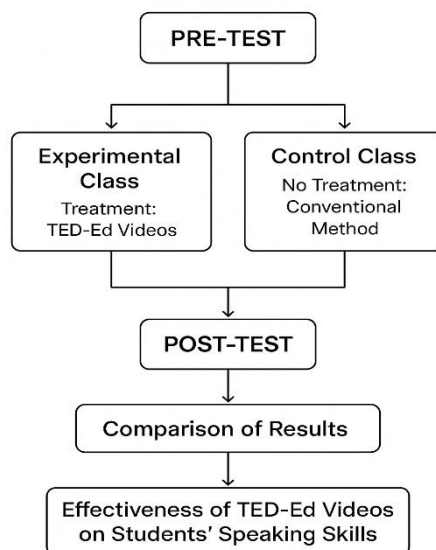


Figure 2. 2
The Scame of Paradigm

Based on the figure above shows that the experimental class received TED-Ed video media, while the control class used conventional methods. The post-test results of both classes were then compared to determine the effectiveness of TED-Ed video use on students' speaking skills. The use of TED-Ed videos is expected to impact students' speaking skills. This study assumes a positive and significant effect of TED-Ed videos and students' English speaking skills. By integrating digital media like TED-Ed videos, students become more engaged and interested in the content, which can improve their speaking skills.

D. Hypothesis

Based on the background and theoretical framework, the hypotheses of the study are formulated as follows:

Null Hypothesis (H_0): There is no significant difference in students' speaking skills between those taught using TED-Ed videos and those taught using conventional methods.

Alternative Hypothesis (H_a): There is a significant difference in students' speaking skills between those taught using TED-Ed videos and those taught using conventional methods.

CHAPTER III

RESEARCH METHOD

A. Research Method and Design

The current research conducted by the researcher is quantitative research. According to Creswell, the quantitative approach is one in which the investigator primarily uses post-positive claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses, questions used for measurement and observation, and the test of theories)¹. The researcher employed a quasi-experimental design. In using this research design, the researcher uses a pre-test and post-test design. Before implementing this media in class, the researcher assessed the average ability of students from both classes. The researcher gets input from the English teacher regarding which class has the lowest average score. After conducting a pre-test, the researcher can ensure the truth of the English teacher's input so that the determination of this group is correct. Based on the average results per class, the class used as the experimental group has a lower average score than the class that was used as the control group, so that the researcher can see the comparison between the classes.

¹ John W Creswell, *Education Research Planing, Conducting and Evaluating Quantitative and Qualitative Research*, ed. by Paul A. Smith, *Sustainability (Switzerland)*, Fourth Edi (United States of America: Pearson Education, Inc, 2019).

The class that is used as the experimental group received treatment using TED-ED videos in their speaking class, while the class that is used as the control group did not receive this treatment but was only using text as a learning medium in the speaking class. This treatment is carried out for three meetings in each group or class. After that, the researcher makes an assessment, namely, conducting a post-test, after carrying out the treatment. Then, the results of the post-test of the two groups were compared to see whether there was a significant effect of the use of TED-ED video media on students' speaking skills.

This study was conducted at SMA Negeri 5 Metro, Lampung, for about three meetings. The sample was selected using simple random sampling of the entire population of tenth-grade students, of which 288 students had been divided into 8 classes. The results of the sampling showed that X-1 acted as the experimental group while X-2 acted as the control group. Each group consists of 36 students. To check whether the sample is normally distributed, the researcher conducted a normality and homogeneity test of the students' summative assessment results. To obtain data, the researcher used a speaking test with oral test.

B. Population and Sample of the Research

This study took the population at SMA Negeri 5 Metro. Sampling was carried out based on simple random sampling, which is one type of sampling technique in quantitative research, where in this procedure, the researcher

chooses a sample of people or units that are easiest to find or access². The sample consisted of 2 classes in grade X, where each class consisted of 36 students. Each class has its own role in this study. Class X-1 was used as the experimental group because, according to the English teacher, the average value of students' speaking skills was the lowest compared to class X-2, which was used as the control group. Therefore, the researcher took a sample in the form of a whole group because the experimental design of this study was quasi-experimental³.

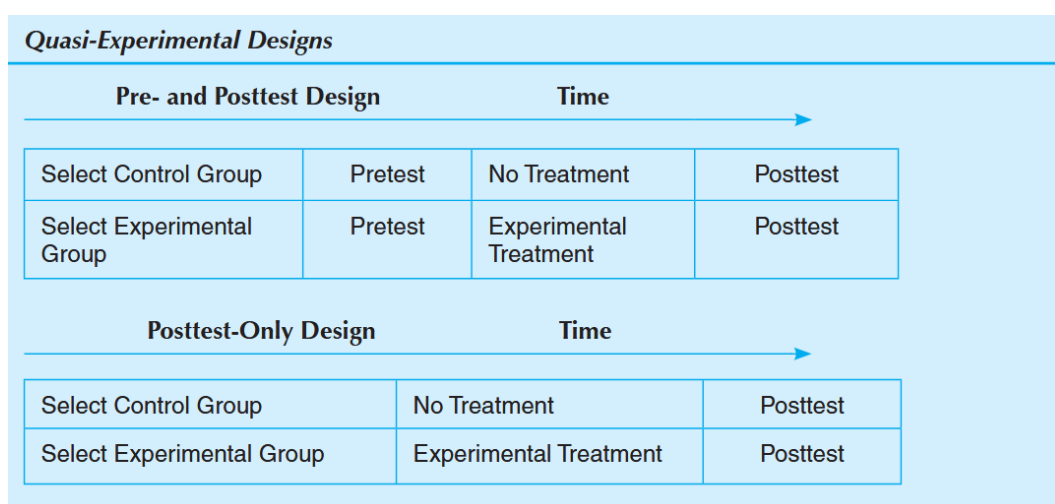


Figure 3. 1
Quasi-Experimental Cycle

² Donna M. Mertens, *Research and Evaluation in Education and Psychology: Integrating Diversity ...*, ed. by Vicki Knight, Sage Publications. *An Introduction to Research*, Third (USA: SAGE Publications, Inc, 2010).

³ John W Creswell, *Qualitative, Quantitative, and Mixed-Methods Research*, ed. by Vicki Knight and Sean Connelly, *Microbe Magazine*, Third Edit (United Kingdom: SAGE Publications, Inc, 2009).

C. Operational Definition of Variables

A variable is a general class of objects, events, situations, characters, and attributes that are of interest to researchers⁴. There are two variables in this study, and the operational definition of the variables is as follows:

1. Independent Variable

TED-Ed Videos Media is the independent variable (X) because it is a factor that is manipulated or used to see its effect on other variables⁵. In this study, TED-Ed videos are used as a method of learning media applied in teaching speaking skills.

2. Dependent Variable

Teaching Speaking Skills is the dependent variable (Y) because it is an aspect that is influenced by the use of TED-ED video media⁶. In other words, this study aims to measure how effective TED-ED videos are in improving students' speaking skills.

D. Data Collecting Method

The researcher collected the data by using the data collection method as follows:

⁴ Darrin Thomas and Pavel Zubkov, 'Quantitative Research Designs', *Research and Development in Clinical Nursing Practice*, May, 2023, 112–34.

⁵ Anahita Ghanad, 'An Overview of Quantitative Research Methods', *International Journal of Multidisciplinary Research and Analysis*, 06.08 (2023), 3794–3803.

⁶ Creswell, IV, 485.

1. Test

Research instruments include tests and questionnaires, observation schedules, and other tools used to collect data⁷. A test is a series of questions or exercises to measure the knowledge, skills, intelligence, abilities, or talents possessed by individuals or groups. In this study, pre-tests and post-tests were conducted for both the experimental and control classes.

a. Pre-Test

The pre-test is given to capture initial differences between groups.⁸ In other words, a pre-test is given before treatment to determine the initial condition of students in speaking skills before using TED-Ed media. In accordance with this statement, in this study, the pre-test was conducted at the first meeting before the implementation of the treatment. The goal is to measure students' speaking skills individually before receiving learning with the method applied in this study. This pre-test reflects the level of students' initial speaking skills so that it can be used as a basis for comparison with the results of the post-test.

b. Post-Test

After the treatment was given, a post-test was conducted at the last meeting to determine the extent to which students' speaking skills improved after using TED-Ed video media in learning. Hatch

⁷ Gary J. Anderson, *Fundamentals of Educational Research*, Second (USA: RoutledgeFalmer, 1998).

⁸ Evelyn Hatch and Hossein Farhady, *Research_design_and_statistics_for_appli.Pdf*, First (Los Angeles: Rahmana Publications, 1981).

and Farhady stated that the post-test is administered to measure the effect of the treatment on the experimental group⁹. In this study, the post-test was given after three treatment meetings. The results of the post-test were compared with the pre-test to see the difference in scores before and after the treatment. If the average score of students in the experimental group is higher than that of the control group, or there is a significant difference between the results of the pre-test and post-test of the experimental group, then it can be concluded that the method applied is effective in improving students' speaking skills.

E. Research Instruments

Research instruments are tools used to carry out each method and technique in this study. The research instrument for this study involves the following components:

1. Instrument Blueprint

The instrument blueprint is a detailed plan outlining how the research study was conducted, including the operationalization of variables, data collection methods, and analysis. It ensures that learning outcomes are managed effectively. The steps involved in creating the instrument blueprint are:

⁹ Hatch and Farhady. *Research design and statistics for application*, 93.

- a. Determining Learning Objectives: The teacher identifies the learning objectives based on the syllabus.
- b. Selecting Test Material: The teacher decides on the types of materials to be tested.
- c. Administering the Speaking Test: Students complete a speaking test based on the material provided by the teacher.

2. Speaking Test Instruction and Scoring Rubric

a. Speaking Test Instruction

The speaking test in this study is intended to evaluate students' English speaking ability through a video-based task using a TED-Ed video as the main stimulus. The assessment focuses on several important aspects of speaking performance, including fluency, which refers to how smoothly students express their ideas without frequent hesitation or unnatural pauses; pronunciation, which covers the accuracy and clarity of speech as well as the use of appropriate stress and intonation; vocabulary, which examines the variety and suitability of words used and how precisely they relate to the video content; and comprehension, which evaluates students' understanding of the main ideas and details presented in the video, as shown through their ability to respond clearly and relevantly. In practice, the teacher plays the TED-Ed video entitled "**3 Tips to Boost Your Confidence**," then asks the students to give their

opinions based on the video, after which they are invited to come forward and present their responses orally.

b. Speaking Rubric Score

(Adapted from Brown, 2004):

Table 3. 1
Scoring Rubric of Speaking

Pronunciation	
5	Pronunciation is very clear and natural; errors are minimal and do not interfere with meaning.
4	Pronunciation generally clear; some errors, but meaning understandable.
3	Frequent pronunciation errors; the listener sometimes interprets the meaning.
2	Many errors; difficult to understand; inconsistent intonation.
1	Very difficult to understand; communication is barely possible.
Vocabulary	
5	Wide and appropriate vocabulary; effective word choice.
4	Adequate vocabulary; some errors, but meaning is clear.
3	Limited vocabulary; frequent repetition.
2	Insufficient vocabulary; struggles to express ideas.
1	Very limited vocabulary; communication is restricted.

Fluency	
5	Very fluent; minor pauses; smooth speech flow.
4	Generally fluent; some pauses not disturbing communication.
3	Some lack of fluency; frequent pauses.
2	Many hesitations and pauses; difficult speech flow.
1	Not fluent; communication barely maintained.
Comprehension	
5	Fully understands and responds appropriately.
4	Understands most questions; occasional clarification.
3	Often asks for repetition but can respond.
2	Difficulty understanding; responses often irrelevant.
1	Hardly understands questions.

Scoring Interpretation:

- 5 = Excellent
- 4 = Good
- 3 = Fair
- 2 = Poor
- 1 = Very Poor

F. Data Analysis Technique

The researcher used the statistical calculation of the T-test, in which the samples are not linked to each other when evaluating information from the pre-

test and post-test. In this research, the researcher used a T-test to figure out the distinction between the experimental class and the control class and between students' results drawn from the pre-test and post-test. The researcher employed an independent sample t-test to analyse the scores between the control class and the experimental class. This test was used because it is effective in comparing the means of two unpaired samples to determine whether there was a significant difference between them. Additionally, a Parametric Statistical Significance Test was applied, as it is appropriate for analyzing data that meet the assumptions of normal distribution and homogeneity of variance. The formula for the independent sample t-test is as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{sx_1^2 + sx_2^2}}$$

$$sx_1^2 + sx_2^2$$

\bar{x}_1 = The mean of sample 1.

\bar{x}_2 = The mean of sample 2.

$sx_1^2 + sx_2^2$ = The standard error of the difference between the means of the two samples.

1. Normality Test

The normality test of the study aims to determine whether the data from the experimental and control groups studied come from a normally distributed population or not¹⁰. Therefore, a normality test was carried out for both sample groups. By using SPSS v.26 to evaluate the test, the

¹⁰ Creswell, IV. *Qualitative, Quantitative, and Mixed-Methods Research*, 247.

researcher used **Shapiro-Wilk with $\alpha = 0.05$** . Furthermore, if the normality test states more than 0.05 ($> \alpha = 0.05$), then the results are normally distributed. Conversely, if the test results are not more than 0.05 ($< \alpha = 0.05$), then the results are not normal.

2. Homogeneity Test

After the results of the normality test stated that the results are normally distributed, the researcher conducted a homogeneity test. The homogeneity test aims to assess the similarity between the two groups. Similar to the normality test, the researcher also uses the SPSS implementation to evaluate the homogeneity test.

3. Hypothesis

After testing both tests (Normality and Homogeneity Tests) are carried out, the researcher must analyze the information through a t-test. The purpose of the t-test is to test the difference between the two study groups. The researcher can determine whether the hypothesis is accepted or rejected by using the t-test.¹¹ The researcher is tested with a two-tailed interest test using SPSS through the Independent Sample Test. If the results show that the sig (2-tailed) is greater than sig $\alpha = 0.05$ (5 percent), this means accepting the null hypothesis. On the other hand, if the sig (2-tailed) is below sig $\alpha = 0.05$ (5 percent), then this indicates the acceptance of the alternative hypothesis.

¹¹ Creswell, XI. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 178.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. The Description of Research Location

Metro State Senior High School 5 is a public high school located in Metro Pusat District, Metro City, Lampung. Mayoral Decree No. 178/KPTS/D-3/2006, dated July 13, 2006, marked the founding of Metro State Senior High School 5, and appointed Drs. BASUKI, NIP. 131967012, Rank/Grade, Supervisor/IVa, as Acting Principal. The school, which has 840 students, is guided by professional teachers. The current principal of Metro State Senior High School 5 is Wari Prastiwi, S.Pd, M.Pd.

Metro State Senior High School 5 covers an area of 1,500 square meters and a building area of 1,325 square meters. It is equipped with internet access and electricity from PLN. The school also has an official website at <https://sman5metro.sch.id/> and can be contacted by phone at (0725) 7851479 and email at sma5mtr@gmail.com. The vision of SMAN 5 Metro is to excel in achievement, be faithful, pious, nationally-minded, and environmentally conscious.

The mission includes: (1) Improving the discipline of teachers, staff, and students. (2) Creating a conducive, effective, and innovative learning environment. (3) Motivating students and empowering them to achieve optimal academic achievement. (4) Fostering high motivation and commitment to achieve success and excellence in every competition. (5) Preparing for entry

into state universities. (6) Delivering quality graduates with standards higher than the national graduate competency standards. (7) Providing adequate facilities for the development of science and technology. (8) Maximizing the empowerment of human resources for teacher educators. (9) Maximizing the provision of learning facilities and infrastructure. (10) Improve and develop extracurricular activities.

B. Description of Research Data

In this study, the researcher selected classes X.1 and X.2 from the tenth-grade students of SMAN 5 Metro. The experimental class was class X.1, consisting of 36 students, while the control class was class X.2, consisting of 36 students. The trial was conducted to see whether TED-Ed videos were effective in the speaking skills of SMAN 5 Metro students.

C. Description of Research Result

1. The Result of Pre-Test

The researcher conducted a pre-test on August 4, 2025, by administering a speaking test to students in class X at SMA Negeri 5 Metro. The researcher chose an extensive speaking test (monologue) to test students through an oral performance test, with the topic of self-introduction in the form of an oral performance test in English. In the pre-test process, the researcher asked students to talk about and explain themselves.

a. X.1 (Experimental Class)

Based on the pre-test results of the experimental class (X.1), it can be seen that students' speaking scores varied considerably, with the highest score reaching 85 and the lowest score being 35. These results indicate differences in students' initial speaking abilities before the treatment was implemented. To organize the data systematically, the scores were grouped into several class intervals. The number of class intervals was determined using Sturges' formula, resulting in six intervals. Furthermore, the data range was obtained by subtracting the lowest score from the highest score, producing a range of 50. Based on this range, the class width was calculated and rounded up to 9. The distribution of students' pre-test scores is presented in Table 4.1 to provide a clearer description of the frequency, mean, median, and mode of the experimental class before the treatment.

Table 4. 1
Pre-Test Data Result X.1

No	Interval Class	Fi	Mean	Median	Mode
1.	35 - 40	9	58,61	57,5	35
2.	41 - 46	0			
3.	47 - 52	4			
4.	53 - 58	5			
5.	59 - 64	3			
6.	65 - 70	7			
7.	71 - 76	0			
8.	77 - 82	5			
9.	83 - 88	3			

Based on the pre-test results, it is known that the speaking score for class X.1, as the experimental class is 85, with the lowest score being 35. To determine the number of classes:

Note 1:

$$\mathbf{B = 1 + 3.3 \log n}$$

Explanation:

B = Number of class intervals

n = Number of data points

So the calculation obtained is:

$$B = 1 + 3.3 \log 36$$

$$= 1 + (3.3) \times (1.5)$$

$$= 1 + 4.95$$

$$= 5.95 \text{ Rounded up to } 6$$

The data range is calculated using the formula:

Range (R) = Highest score - Lowest score

$$R = 85 - 35$$

$$= 50$$

Meanwhile, the class width is obtained using the formula:

P = Class width

$$= 50/6$$

$$= 8.3 \text{ Rounded up to } 9$$

Based on the frequency distribution of the pre-test results for class X.1 above, the bar chart can be illustrated as follows:

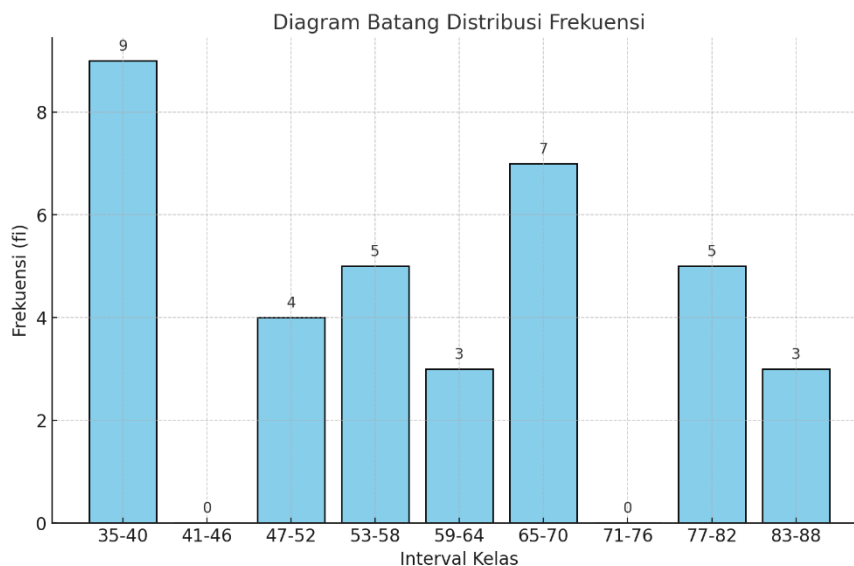


Figure 4. 1
Frequency Distribution of Pre-Test Speaking Skills Class X.1

Based on the frequency distribution table and bar chart above, it can be concluded that the 36 students as research samples are distributed across several score intervals. There are 9 students who obtained scores in the range of 35–40, followed by 4 students in the 47–52 interval. Furthermore, 5 students scored between 53–58, 3 students were in the range of 59–64, and 7 students achieved scores between 65–70. In addition, 5 students were categorized in the 77–82 interval, while the smallest group, consisting of 3 students, obtained scores between 83–88. Overall, the average pre-test score of the experimental class is 58.61, indicating that the students' initial speaking ability was at a moderate level before receiving the treatment.

b. X.2 (Control Class)

Based on the pre-test results of the control class (X.2), it is found that students' speaking scores ranged from 40 as the lowest score to 90 as the highest score, indicating a variation in students' initial speaking ability prior to the implementation of the treatment. To present the data in an organized manner, the scores were grouped into several class intervals. The number of class intervals was determined using Sturges' formula, which resulted in six class intervals. Furthermore, the data range was calculated by subtracting the lowest score from the highest score, yielding a range of 50. Based on this range, the class width was calculated and rounded up to 9. The distribution of the students' pre-test scores in the control class, including frequency, mean, median, and mode, is presented in Table 4.2.

Table 4. 2
Pre-test data result X.2

No	Interval Class	Frekuensi	Mean	Median	Mode
1.	40 – 45	3	68,75	75	75
2.	46 – 51	4			
3.	52 – 57	2			
4.	58 – 63	4			
5.	64 – 69	2			
6.	70 – 75	10			

7.	76 – 82	3			
8.	83 - 88	6			
9.	89 - 94	2			

Based on the pre-test results, it is known that the speaking score for class X.2, as the control class is 90, with the lowest score being 40. To determine the number of classes:

Note 1:

$$B = 1 + 3.3 \log n$$

Explanation:

B = Number of class intervals

n = Number of data points

So the calculation obtained is:

$$B = 1 + 3.3 \log 36$$

$$= 1 + (3.3) \times (1.5)$$

$$= 1 + 4.95$$

$$= 5.95 \text{ Rounded up to } 6$$

The data range is calculated using the formula:

Range (R) = Highest score - Lowest score

$$R = 90 - 40$$

$$= 50$$

Meanwhile, the class width is obtained using the formula:

P = Class width

$$= 50/6$$

= 8.3 Rounded up to 9

Based on the frequency distribution of the pre-test results for class X.2 above, the bar chart can be illustrated as follows:

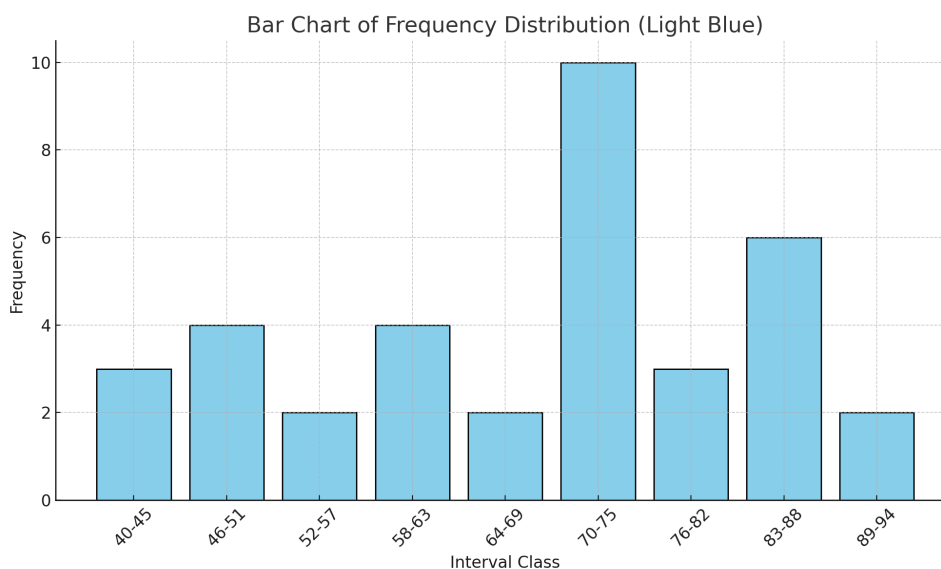


Figure 4. 2
Frequency Distribution of Pre-Test Speaking Skills Class X.2

Based on the frequency distribution table and the bar chart above, it can be concluded that the 36 students in the control class were distributed into several score intervals. There were 3 students who obtained scores ranging from 40–45, followed by 4 students in the 46–51 interval. Furthermore, 2 students scored between 52–57 and 4 students were in the range of 58–63. In the 64–69 interval, there were 2 students, while the highest frequency occurred in the 70–75 interval with 10 students. Additionally, 3 students achieved scores between 76–82, and 6 students were categorized in the 83–88 range. Finally, the smallest group, consisting of 2 students, obtained scores between 89–94. Overall, the average pre-test score of the control class was 68.75, indicating that the students' initial ability level before treatment was relatively moderate.

2. Teaching Speaking by Using TED-Ed Videos Media

This study implemented a treatment using TED-Ed Video Clips as a learning medium in a speaking class. The treatment was conducted over three sessions with tenth-grade students at SMA Negeri 5 Metro. Each session was systematically designed to improve students' speaking skills, particularly in expressing opinions on topics presented through the videos.

a. First Meeting

Day/Date: August 6, 2025

Focus: Introduction to TED-Ed media and speaking stimulation through providing simple opinions

Treatment Activities:

- 1) Opening and Apperception: The researcher opened the lesson by explaining the purpose of the activity, which was to practice speaking skills through TED-Ed videos. Students were introduced to the concept of giving opinions and examples of expressions such as "*I think*," "*In my opinion*," "*I agree*," "*I believe*," and so on.
- 2) Active Viewing: The researcher played a TED-Ed video relevant to the students' level of understanding. The video was played until the end without interruption, so students could grasp the general context.

- 3) **Guided Viewing:** The video was played a second time. At this stage, the researcher asked students to pay attention to the main idea, moral message, and key points of the video.
- 4) **Speaking Practice (Individual Response):** Students were asked to verbally express their opinions briefly regarding the video's content. Several students were assigned to share their opinions from their respective seats.
- 5) **Discussion and Feedback:** The researcher provided clarification and feedback on students' opinions, and helped correct incorrect sentence structure and pronunciation.

b. Second Meeting

Day/Date: August 11, 2025

Focus: Strengthening understanding and increasing fluency in expressing opinions

Treatment Activity:

- 1) **Review of Previous Material:** The researcher reviewed the opinion-giving material and asked students about their experiences from the first meeting.
- 2) **Active Viewing:** A different but still relevant TED-Ed video was played. Students were asked to note important points or main ideas while watching.

- 3) Repeated Viewing: The video was played again to allow students to understand the content more deeply, especially new vocabulary and sentence structure.
- 4) Speaking Activity (Guided Opinion): Students were asked to answer several prompting questions, such as: What do you think about the video?, Do you agree with the idea?, Why?, What message did you get from the video?.
- 5) Front Class Performance: Several students were asked to come to the front of the class to express their opinions in a more structured and clear manner.
- 6) Class Discussion: The researcher and students discussed the video content together to ensure understanding and enrich the students' ideas.

c. Third Meeting

Day/Date: August 13, 2025

Focus: Independent application and evaluation of speaking skills

Treatment Activity:

- 1) Warming-up Activity: The researcher invited students to have a brief discussion on a general topic as a warm-up before watching the video.
- 2) Active Viewing: The TED-Ed video was played back as the primary stimulus. Students were asked to focus on the details and the main message.

- 3) Independent Speaking Task: Each student was asked to prepare a short opinion piece based on the video they had watched.
- 4) Oral Presentation: Students took turns coming to the front of the class to express their opinions orally without reading the text.
- 5) Evaluation and Feedback: The researcher evaluated the fluency, pronunciation, vocabulary, and coherence aspects of the students' performance.
- 6) Closing Discussion: The researcher invited students to reflect on the activities they had done and asked about their level of understanding of the video and speaking activities they had done

3. The Result of Post-Test

The researcher conducted a post-test on August 20, 2025, by administering a speaking skills test to 10th-grade students at SMA Negeri 5 Metro. The type of speaking skills test administered was asking and giving opinions about 3 Tips to Boost Your Confidence in English. In the post-test process, the researcher asked students to give their opinions about the video they had watched to determine their speaking skills. The results of the post-test are illustrated in the following table.

a. X.1 (Experiment Class)

Based on the post-test results of the experimental class (X.1), it can be seen that students' speaking scores showed a noticeable improvement after the treatment was implemented. The highest score achieved by the students was 95, while the lowest score was 65, indicating a narrower score range compared to the pre-test results. To present the data systematically, the post-test scores were grouped into several class intervals. The number of class intervals was determined using Sturges' formula, which resulted in six class intervals. Furthermore, the data range was obtained by subtracting the lowest score from the highest score, producing a range of 30. Based on this range, the class width was calculated to be 5. The distribution of students' post-test scores in the experimental class, including frequency, mean, median, and mode, is presented in Table 4.3.

Table 4. 3
Post-test data result X.1

No	Interval Class	Fi	Mean	Median	Mode
1.	65 - 70	6	80,27	80	80
2.	71 - 76	7			
3.	77 - 82	10			
4.	83 - 88	6			
5.	89 - 95	7			

Based on the post-test results, it is known that the speaking score for class X.1, as the experiment class is 95, with the lowest score being 65. To determine the number of classes:

Note :

$$\mathbf{B = 1 + 3.3 \log n}$$

Explanation:

B = Number of class intervals

n = Number of data points

So the calculation obtained is:

$$\begin{aligned} B &= 1 + 3.3 \log 36 \\ &= 1 + (3.3) \times (1.5) \\ &= 1 + 4,95 \\ &= 5,95 \text{ Rounded up to } 6 \end{aligned}$$

The data range is calculated using the formula:

Range (R) = Highest score - Lowest score

$$\begin{aligned} R &= 95 - 65 \\ &= 30 \end{aligned}$$

Meanwhile, the class width is obtained using the formula:

P = Class width

$$\begin{aligned} &= 30/6 \\ &= 5 \end{aligned}$$

Based on the frequency distribution of the post-test results for class X.1 above, the bar chart can be illustrated as follows:

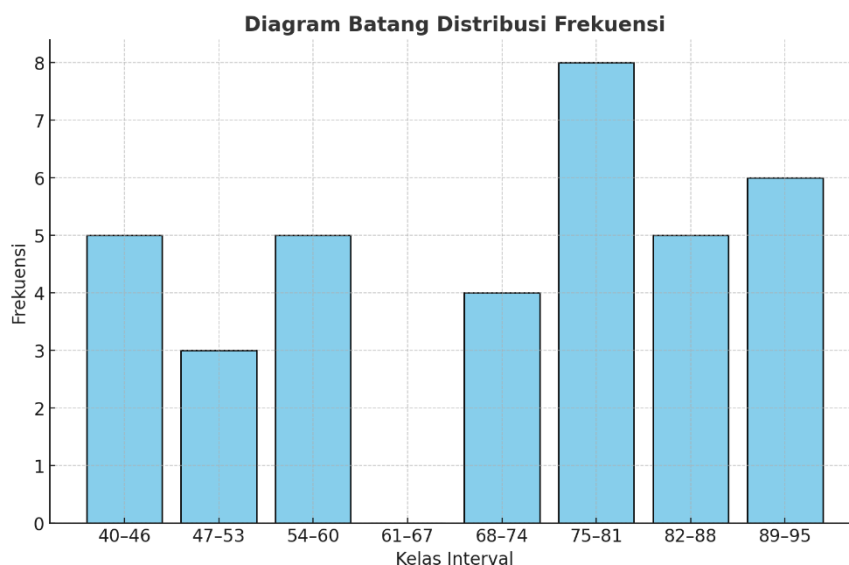


Figure 4. 3
Frequency Distribution of Post-Test Speaking Skills Class X.1

Based on the frequency distribution table and the bar chart above, it can be concluded that the 36 students in the experimental class were distributed across several score intervals. There were 5 students who obtained scores ranging from 40–46, followed by 3 students in the 47–53 interval. Furthermore, 5 students scored between 54–60, while no students were found in the 61–67 range. In the 68–74 interval, there were 4 students, and the highest frequency occurred in the 75–81 interval with 8 students. Additionally, 5 students achieved scores between 82–88, and 6 students were categorized in the 89–95 range. Overall, the average post-test score of the experimental class was 70.27, indicating an improvement in students' speaking ability after the implementation of the treatment.

b. X.2 (Control Class)

Based on the post-test results of the control class (X.2), it is found that students' speaking scores ranged from 45 as the lowest score to 90 as the highest score after the learning process without the experimental treatment. To present the data clearly, the post-test scores were grouped into several class intervals. The number of class intervals was determined using Sturges' formula, resulting in seven class intervals. Furthermore, the data range was calculated by subtracting the lowest score from the highest score, yielding a range of 45. Based on this range, the class width was calculated and rounded up to 7. The distribution of students' post-test speaking scores in the control class, including frequency, mean, median, and mode, is presented in Table 4.4.

Table 4. 4
Post-test data result X.2

No	Interval Class	Fi	Mean	Median	Mode
1.	45 – 51	5	68.61	70	75
2.	51 – 58	2			
3.	59 – 65	10			
4.	66 – 72	3			
5.	73 - 79	7			
6.	80 – 86	8			
7.	87 - 93	1			

Based on the post-test results, it is known that the speaking score for class X.1, as the experiment class is 90, with the lowest score being 45. To determine the number of classes:

Note :

$$\mathbf{B = 1 + 3.3 \log n}$$

Explanation:

B = Number of class intervals

n = Number of data points

So the calculation obtained is:

$$B = 1 + 3.3 \log 36$$

$$= 1 + (3.3) \times (1.56)$$

$$= 1 + 5.69$$

$$= 6.69 \text{ Rounded up to } 7$$

The data range is calculated using the formula:

Range (R) = Highest score - Lowest score

$$R = 90 - 45$$

$$= 45$$

Meanwhile, the class width is obtained using the formula:

P = Class width

$$= 45/7$$

$$= 6.42 \text{ Rounded up to } 7$$

Based on the frequency distribution of the post-test results for class X.1 above, the bar chart can be illustrated as follows:

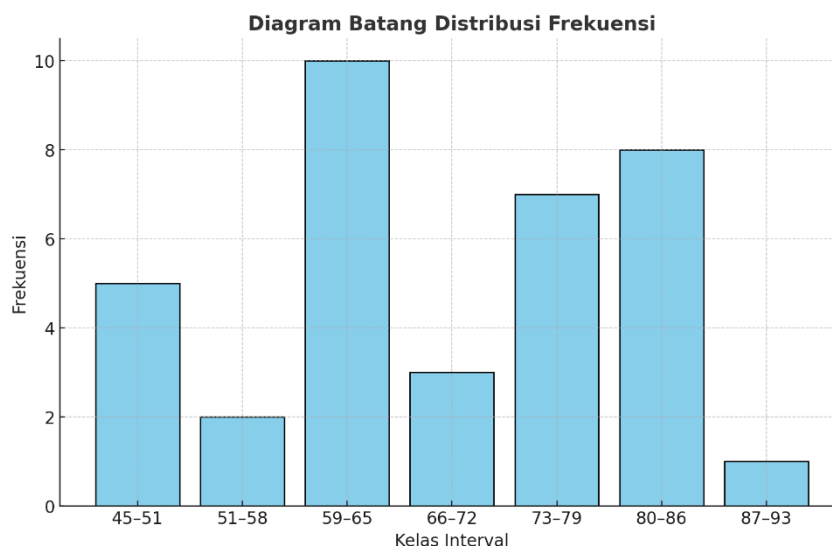


Figure 4. 4
Frequency Distribution of Post-Test Speaking Skills Class X.2

Based on the frequency distribution table and the bar chart above, it can be concluded that the 36 students in the control class were distributed into several score intervals. There were 5 students who obtained scores ranging from 45–51, followed by 2 students in the 52–58 interval. Furthermore, 10 students scored between 59–65, while 3 students were in the range of 66–72. In the 73–79 interval, there were 7 students, and 8 students achieved scores between 80–86. The smallest group, consisting of only 1 student, obtained a score in the 87–93 interval. Overall, the average post-test score of the control class was 68.61, indicating a slight improvement in students' performance after the learning process, although it was not as significant as expected without specific treatment.

D. Hypothesis Testing

After applying the documentation and testing the strategy, the researcher analysed the data by using SPSS 26 version to determine the effectiveness of TED-Ed videos on teaching speaking skills at SMA Negeri 5 Metro, as follows:

(H₀): Accepted, if there is no significant difference in students' speaking skills between those taught using TED-Ed videos and those taught using conventional methods.

(H_a): Accepted, if there is a significant difference in students' speaking skills between those taught using TED-Ed videos and those taught using conventional methods.

E. Analysis Requirements Test Result

1. Normality Test

Normality test is a test that is used to determine whether the data is normally distributed. The researcher test normality after obtaining the scores from the students, the researcher used SPSS 26 version. The normality test is used to determine whether the student's pre-test and post-test scores are normally distributed or not. These are hypotheses as follows:

Ho: Data do not come from a normally distributed population.

Ha: Data come from a normally distributed population.

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Speaking experiment class	.154	36	.031	.953	36	.133
Speaking control class	.141	36	.067	.955	36	.150

a. Lilliefors Significance Correction

Table 4. 5
Test of Normality

Based on the table test of normality above, by the Shapiro-Wilk it can be seen that Sig. in the Post-test of the experimental class was 0.133 and Sig. The control class was 0.150. The standard value is $>\alpha = 0.05$. It means that the sig value in both classes was bigger than the standard value. Therefore, based on the result of the test of normality above, it is concluded that the data are from a normally distributed population.

2. Homogeneity Test

The Homogeneity test is the test performed to determine whether two or more of the data samples that come from the population have the same distribution (homogeneity). The researcher tested the homogeneity test after getting the scores of students in the Control Class and Experimental Class by using SPSS 26 Version. The criteria of the data are as follows:

H_0 : The variance of the data is not homogeneous when $\text{sig } \alpha = < 0.05$

H_a : The variance of the data is homogeneous when $\text{sig } \alpha = > 0.05$

		Test of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
hasil belajar speaking	Based on Mean	.296	1	70	.588
	Based on Median	.609	1	70	.438
	Based on Median and with adjusted df	.609	1	67.896	.438
	Based on the trimmed mean	.332	1	70	.566

Table 4. 6
Test of Homogeneity

Based on the result of the Homogeneity test, it can be seen that the significant value based on the mean was. 0.588. The standard value is $\alpha \Rightarrow 0.05$. It means that the variance of the data is homogeneous.

3. Hypothesis Test

Based on the previous explanation of the normality and homogeneity, the researcher used a T-test, by independent T-test for the hypothetical test. The hypothesis is as follows:

Null Hypothesis (H_0): There is no significant difference in students' speaking skills between those taught using TED-Ed videos and those taught using conventional methods.

Alternative Hypothesis (H_a): There is a significant difference in students' speaking skills between those taught using TED-Ed videos and those taught using conventional methods.

The criteria for acceptance or rejection of the hypothesis for the hypothetical T-test are as follows:

H_0 is accepted if the sig (2-tailed) is greater than sig $\alpha = 0.05$ (5 percent)

H_a is accepted if the sig (2-tailed) is below sig $\alpha = 0.05$ (5 percent).

		Group Statistics			
	kelas	N	Mean	Std. Deviation	Std. Error Mean
nilai	post-test experiment	36	80.28	7.554	1.259
	post-test control	36	68.61	12.399	2.066

Table 4. 7
Test of Group Statistics

Based on the table above, it is known that the total number of students for the control class and experimental class is 72 students. The mean of the control class is 68.61, while the experimental class is 80.28. Thus, statistically descriptive, it concluded there is a difference in the mean students' learning outcomes between the control class and the experimental class. Furthermore, to prove whether this difference is significant or not, it is necessary to interpret the independent sample T-test table below:

		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 Differenc e	Std. Error Differenc e	Lower	Upper
nilai	Equal variances assumed	11.0 12	.001	4.821	70	.000	11.667	2.420	6.841	16.493
	Equal variances not assumed			4.821	57.837	.000	11.667	2.420	6.823	16.511

Table 4. 8
Test of Independent Sample Test

Based on the independent sample T-test above, with equal variances, the value of significance generated Sig. (2-tailed) is 0.000, and the standard value is $\alpha < 0.05$. So, the conclusion from the data analysis H_0 is rejected and H_a is accepted. This leads the researcher to conclude that there is a significant difference in the effect of TED-Ed videos on teaching speaking skills at SMA Negeri 5 Metro.

F. Discussion

The findings of this study indicate that the use of TED-Ed videos significantly improved students' speaking skills in the experimental class. This is evidenced by a significant increase in the average score from 58.61 in the pre-test to 80.28 in the post-test, indicating significant improvement after the treatment. In comparison, the control class showed much smaller improvements, with an average post-test score of only 68.61. The results of the independent t-test, which is a Sig. (2-tailed) value of 0.000, further confirms that the difference in speaking achievement between the two groups was statistically significant. This indicates that TED-Ed videos played a significant role in improving students' speaking performance.

The improvements achieved by students in the experimental class align with the findings of Mosleh and Trisusana, who reported that TED-Ed videos successfully improved the speaking skills of junior high school students. Their study emphasized that students became more confident and performed better when expressing ideas orally after watching TED-Ed content. A similar pattern was found in this study, where students demonstrated greater confidence during speaking tasks, particularly when providing opinions based on the video's topic. This relationship suggests that TED-Ed videos consistently contribute to increased student confidence across various educational settings.

Another relevant comparison comes from a study by Anandha et al., which found that TED-Ed videos increased student engagement, interest, and

motivation in learning English.¹ The same phenomenon occurred in this study, where students in the experimental class were more actively involved in class activities and discussions. They showed greater enthusiasm in answering questions, participating in group work, and completing speaking tasks. This suggests that the interactive and visually engaging nature of TED-Ed content helps create a more motivating learning environment.

In addition to motivation and engagement, comprehension also significantly improved among students exposed to TED-Ed videos. This supports the findings of Anandha et al., who noted that TED-Ed videos improve student comprehension of subject matter due to their structured, clear, and informative nature. In this study, students demonstrated a deeper understanding of the speaking topic, reflected in their ability to explain ideas more logically and coherently during the post-test. The visual support provided by the videos helped students grasp vocabulary and context more easily.

The results of this study also align with research conducted by Rohman and Ado, who found that TED Talk videos significantly improved students' speaking scores at the high school level. Their findings reported an increase from an average score of 55 to 81 after treatment, a pattern closely mirroring the improvement observed in this study.² Both studies highlight the effectiveness of authentic video-based media in providing real-life examples of

¹ Anandha, Dini Anggraheni, Adiprana Yogatama, Universitas Semarang, and Kota Semarang, 'Students' Perspective on the Use of TED-Ed Video on Enhancing English Comprehension', *English Language & Literature International Conference*, 6.1 (2024)

² Rohman, Abdul, and Haya Desi Afifah Danu Ado, 'Socialization Of The Use Of Ted Talk Videos For Improving Students' Speaking Ability At Muhammadiyah Paser Vocational', 2.3 (2020), 348.

pronunciation, vocabulary usage, and natural speech patterns. This similarity strengthens the argument that TED-Ed videos are a powerful teaching tool for teaching speaking.

Furthermore, the improvement observed in the experimental group in this study may be attributed to the combination of visual and auditory elements in the TED-Ed videos. Students received exposure to vocabulary, pronunciation models, and contextual examples that helped them speak more fluently and accurately. This improvement was particularly evident in the reduction of pauses, clearer articulation, and students' ability to construct more organized responses during the post-test. These results support the general findings of previous studies that multimedia learning improves language performance by making abstract content more concrete and understandable.

Overall, the discussion clearly demonstrates that the results of this study are consistent with previous research and reinforce the notion that TED-Ed videos are an effective medium for teaching speaking skills. Students not only demonstrated better test scores but also demonstrated increased confidence, motivation, comprehension, and fluency. These positive results emphasize the importance of integrating digital media, particularly TED-Ed, into English-speaking instruction, especially in schools where students need engaging resources to develop communicative competence. Thus, this study strengthens the conclusion that TED-Ed videos can serve as an innovative and impactful tool for improving speaking performance in high school settings.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was conducted to investigate the effectiveness of using TED-Ed videos as a learning medium in improving the speaking skills of tenth-grade students at SMA Negeri 5 Metro. The research employed a quantitative approach with a quasi-experimental design involving two groups: an experimental class taught using TED-Ed videos and a control class taught using conventional methods. The data were collected through pre-test and post-test speaking assessments and analyzed using statistical procedures, including normality test, homogeneity test, and independent sample t-test.

Based on the results of data analysis, it can be concluded that the use of TED-Ed videos significantly improves students' speaking skills. This is evident from the substantial increase in the mean score of the experimental class, which went from 58.61 in the pre-test to 80.28 in the post-test. In contrast, the control class only achieved a mean score of 68.61 in the post-test. The difference between the two groups was statistically significant, as indicated by the Sig. (2-tailed) value of 0.000, which is lower than the significance level of 0.05. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted.

The findings also revealed that students taught with TED-Ed videos demonstrated noticeable improvements in various aspects of speaking,

including pronunciation, fluency, vocabulary, and comprehension. The audiovisual nature of TED-Ed videos provided authentic language exposure and visual context, which helped students understand the content more clearly and encouraged them to express their ideas confidently. Moreover, the interactive and engaging characteristics of the videos increased students' motivation, participation, and enthusiasm during the learning process.

In conclusion, TED-Ed videos are proven to be an effective and innovative medium for teaching speaking skills. They not only enhance students' linguistic competence but also foster a positive learning atmosphere by making speaking activities more interesting and less intimidating. Therefore, the integration of TED-Ed videos into English-speaking instruction is strongly recommended as an alternative strategy to improve students' speaking proficiency, particularly at the senior high school level.

B. Suggestion

1. For The English Teachers

English teachers are encouraged to integrate TED-Ed videos into their speaking instruction as an alternative and innovative teaching medium. Teachers should select videos that are appropriate to students' proficiency levels and relevant to the learning objectives. It is also recommended that teachers combine video viewing with structured speaking activities such as giving opinions, discussions, role-plays, and presentations to maximize students' opportunities to practice speaking. Additionally, teachers should

provide constructive feedback on students' performance to help them improve their pronunciation, fluency, and confidence.

2. For The Students

Students are advised to actively engage in speaking activities and utilize TED-Ed videos as a self-learning resource to enhance their speaking skills. By watching TED-Ed videos regularly, students can learn correct pronunciation, enrich their vocabulary, and observe effective speaking styles from native speakers. Students should also practice expressing their opinions and ideas both inside and outside the classroom to strengthen their speaking competence and build self-confidence.

3. For The Schools

Schools should support the use of innovative learning media such as TED-Ed videos by providing adequate technological facilities, including internet access, projectors, and audio systems. Schools are also encouraged to conduct training or workshops for teachers to improve their ability to integrate digital media into the teaching and learning process effectively.

4. For Future Researchers

Future researchers are recommended to conduct further studies on the use of TED-Ed videos in different contexts, such as other language skills (listening, reading, or writing) or different educational levels. They may also explore the long-term effects of TED-Ed videos on students' speaking development or compare TED-Ed with other types of multimedia learning

platforms. Expanding the sample size and research duration could also provide more comprehensive and generalizable results.

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APPENDICES

A. BLUEPRINT SPEAKING TED-Ed

NO	KOMPETENSI DASAR	TEORI	KELAS	MATERI	INDIKATOR	INSTRUKSI
1.	<ul style="list-style-type: none"> • SPEAKING <p>Tes berbicara dalam penelitian ini bertujuan untuk menilai kemampuan bahasa Inggris lisan siswa melalui tugas berbasis video, dengan menggunakan video TED-Ed sebagai stimulus. Tes ini dirancang untuk mengukur beberapa aspek kunci dari performa berbicara. Pertama, tes ini mengevaluasi kefasihan siswa, dengan fokus pada seberapa lancar mereka dapat mengekspresikan ide-ide mereka tanpa keraguan yang berlebihan atau jeda yang tidak wajar. Kedua, menilai pengucapan, terutama keakuratan dan kejelasan bahasa Inggris lisan siswa,</p>	<p>Speaking adalah kemampuan berkomunikasi efektif secara sosial, meliputi kosakata, tata bahasa, dan kemampuan mendengarkan. (Brown, 2007)</p>	X.1/2	Giving Opinion	<p>The students are able to produce acceptable pronunciation</p>	<ul style="list-style-type: none"> • Teacher greets the students • Teacher asked the students “Have you learned about giving opinions?” then they said “Have done Miss” . • Teachers shows a clip of video TED-Ed with teh title of 3 Tips to Boost Your Confidence • After watching the video, the teacher said “ You know how to give opinions? Now let’s practice” . • Student will give their
		<p>Speaking merupakan interaksi antara pembicara dan pendengar yang saling mempengaruhi dalam proses komunikasi. (Harmer, 2007)</p>			<p>The students are able to use proper words or Vocabulary</p>	
					<p>The students are able to produce speech with fluency</p>	

<p>termasuk penggunaan tekanan dan intonasi. Ketiga, tes ini mengevaluasi keakuratan tata bahasa dengan mengamati struktur kalimat dan bentuk kata kerja siswa. Terakhir, tes ini berfokus pada isi tanggapan siswa, menilai relevansi, kejelasan, dan koherensi ide-ide mereka berdasarkan materi video. Secara keseluruhan, tes speaking ini bertujuan untuk memberikan evaluasi yang komprehensif terhadap kemampuan berbicara siswa dengan cara yang kontekstual dan menarik.</p>			<p>The students are able to express comprehensible ideas</p>	<p>opinion about the video.</p> <ul style="list-style-type: none"> • Students will come forward to show the results of their work on giving opinions about the videos they have watched.
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B. MODUL AJAR SISWA

MODUL AJAR

A. IDENTITAS SEKOLAH

Satuan Pendidikan	: SMA Negeri 5 Metro
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / Genap
Materi Pokok	: Asking and Giving Opinion Text
Alokasi Waktu	: 2 x 45 Menit

B. KOMPETENSI INTI

- **KI-1** : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- **KI-2** : Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.
- **KI-3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- **KI-4** : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

C. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)</p> <p>2. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>1. Fungsi Sosial dari ekspresi memberikan opini dan responnya. Fungsi dari text atau dialog dalam modul ini adalah untuk menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p>2. Struktur Teks yang terbagi menjadi ekspresi memulai percakapan dan menanggapi ekspresi dari teks.</p> <p>3. Unsur kebahasaan yang mengungkapkan ekspresi menyampaikan opini dan responnya.</p>

D. TUJUAN PEMBELAJARAN

Melalui kegiatan pembelajaran dengan materi asking and giving opinion dengan menggunakan *Project Based Learning (PJBL)* peserta didik diharapkan secara kritis mampu :

1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks interaksi lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran.
2. Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan dari teks interaksi lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran.

E. MATERI PEMBELAJARAN

ASKING AND GIVING OPINION

An opinion is the way you feel or think about something. Our opinion about something or someone is based on our perspective. Whenever we give or express our opinion, it is important to give reasoning or an example to support our opinion.

Nah, dari deskripsi tentang opini diatas, dapat kita simpulkan bahwasanya opini adalah pendapat seseorang yang didasari oleh perspektif atau sudut pandang masing-masing. Sangat dianjurkan untuk memberikan opini beserta alasan dan bukti sebagai penguat atas opini yang diberikan. Supaya lebih paham, perhatikan contoh di bawah ini.

- 1) I'm absolutely certain that.... (Saya benar-benar yakin bahwa...)
- 2) I'm convinced that.... (Saya yakin bahwa...)
- 3) I strongly believe that... (Saya sangat percaya bahwa...)
- 4) I believe.... (Saya percaya...)
- 5) I don't doubt that.... (Saya tidak meragukannya...)
- 6) I feel certain that... (Saya yakin bahwa...)
- 7) My impression is that.... (Kesan menurut saya...)
- 8) As I see it... (Seperti yang saya lihat...)
- 9) It seems to me that... (Tampaknya bagi saya...)
- 10) It strikes me that... (Ini mengejutkan saya bahwa...)

F. METODE PEMBELAJARAN

Pendekatan	Model	Metode
Collaborative	Project-Based Learning	<ul style="list-style-type: none"> • Tanya Jawab • Diskusi Kelompok • Presentasi

G. MEDIA DAN BAHAN AJAR

Media Pembelajaran	Alat dan Bahan Pembelajaran
<ul style="list-style-type: none"> • TED-Ed Videos 	<ul style="list-style-type: none"> • Laptop

	<ul style="list-style-type: none"> • Projector • Speaker • Spidol • Papan Tulis
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H. SUMBER BELAJAR

1. Modul Ajar Bahasa Inggris
2. https://www.youtube.com/watch?v=NNgp1_B-6c8

I. KEGIATAN PEMBELAJARAN

Kegiatan	Alokasi Waktu
<p>Kegiatan pendahuluan</p> <ul style="list-style-type: none"> • Memberi salam/menyapa peserta didik. • Memperhatikan kesiapan psikis dan fisik peserta didik untuk mengikuti proses pembelajaran dengan memperhatikan kebersihan, kerapian, ketertiban dan kehadiran peserta didik. • Meminta salah seorang peserta didik sesuai dengan gilirannya untuk memimpin doa. • Memberi motivasi untuk mengkondisikan suasana belajar. • Memberikan brainstorming dengan memberikan pertanyaan yang diawali dengan pengantar sebagai berikut: <i>Have you ever heard about asking and giving opinion text? What is it? How you can make it?</i> • Menyampaikan tujuan pembelajaran/indikator pencapaian kompetensi yang akan dicapai dalam pembelajaran. • Menyampaikan garis besar cakupan materi. • Menyampaikan hal-hal yang akan dinilai dalam pembelajaran termasuk teknik dan bentuk penilaian yang akan digunakan. 	10 MENIT
<p>Kegiatan inti</p> <p>Mengamati</p> <ul style="list-style-type: none"> • Peserta didik diminta untuk menonton tayangan video tentang asking and giving opinion dengan judul 3 Tips to Boost Your Confidence <p>Menanya</p>	

<ul style="list-style-type: none"> • Setelah selesai menonton tayangan, peserta didik diarahkan untuk membuat pertanyaan • Peserta didik diarahkan untuk menyebutkan: <i>What is the main thing you can get from the video?</i> <i>What is the beginning of the video about?</i> <i>What is next?</i> <i>What is the ending of the video about?</i> • Unsur kebahasaan dari asking and giving opinion Text meliputi: words, expressions yang disebutkan dalam video (<i>what words or expressions can you remember the most from the video and the text? Mention them!</i>) • Tujuan dari video (<i>What is the purpose of the video?</i>) <p>Mengumpulkan informasi</p> <ul style="list-style-type: none"> • Peserta didik diperlihatkan sebuah video teks asking and giving opinion di depan kelas dengan menggunakan projector • Peserta didik membuat kalimat sesuai dengan video tentang penggunaan asking and giving opinion dengan bahasa mereka sendiri • Masing-masing peserta didik menyampaikan tulisannya dan berbicara di depan kelas • Menyusun teks sesuai dengan kalimat yang telah ditulis peserta didik • Peserta didik dibimbing untuk menyebutkan struktur teks, unsur kebahasaan, dan tujuan dari teks tersebut 	20 MENIT
<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> • Guru memfasilitasi dalam menemukan kesimpulan tentang analytical exposition text dan penggunaannya dalam kehidupan sehari-hari • Guru memberikan penghargaan kepada peserta didik yang telah menunjukkan sikap disiplin dan kerjasama. • Guru meminta beberapa peserta didik untuk mengungkapkan manfaat mengetahui karakteristik, fungsi sosial, struktur, dan unsur kebahasaan teks asking and giving opinion . • Guru menyampaikan kegiatan pembelajaran berikutnya. • Guru menutup pembelajaran dengan memberi salam. 	5 MENIT

J. PENILAIAN PEMBELAJARAN

1. Speaking Test Rubric (Adapted from Brown, 2004):

Aspect	Indicators	Score Range
Pronunciation	Clarity, stress, and intonation	1-5
Vocabulary	Appropriateness and range of vocabulary used	1-5
Fluency	Smoothness and continuity of speech	1-5
Comprehension	Ability to understand and respond properly	1-5

Scoring Interpretation:

5 = Excellent

4 = Good

3 = Fair

2 = Poor

1 = Very Poor

C. Speaking Test Instruction

The speaking test in this study aims to assess students' spoken English skills through a video-based task, using TED-Ed videos as stimuli. The test is designed to measure several key aspects of speaking performance. First, it evaluates students' fluency, focusing on how fluently they can express their ideas without excessive hesitation or unnatural pauses. Second, it assesses pronunciation, especially the accuracy and clarity of students' spoken English, including the use of stress and intonation. Third, it examines vocabulary, evaluating the range and appropriateness of words used, as well as the ability to employ varied and precise terminology relevant to the video content. Fourth, it measures comprehension, assessing how well students understand and interpret the main ideas, details, and implications presented in the TED-Ed video, demonstrated through their ability to respond coherently and accurately to related questions or prompts.

(Tes berbicara dalam studi ini bertujuan untuk menilai kemampuan berbahasa Inggris lisan siswa melalui tugas berbasis video, menggunakan video TED-Ed sebagai stimulus. Ujian ini dirancang untuk mengukur beberapa aspek kunci kinerja berbicara. Pertama, ujian ini mengevaluasi kelancaran berbicara siswa, dengan fokus pada seberapa lancar mereka dapat mengekspresikan ide-ide mereka tanpa ragu-ragu berlebihan atau jeda yang tidak alami. Kedua, ujian ini menilai pelafalan, terutama akurasi dan kejelasan bahasa Inggris lisan siswa, termasuk penggunaan

penekanan dan intonasi. Ketiga, tes ini menganalisis kosakata, mengevaluasi rentang dan kesesuaian kata-kata yang digunakan, serta kemampuan untuk menggunakan terminologi yang bervariasi dan tepat yang relevan dengan konten video. Keempat, tes ini mengukur pemahaman, mengevaluasi seberapa baik siswa memahami dan menafsirkan ide utama, detail, dan implikasi yang disajikan dalam video TED-Ed, yang ditunjukkan melalui kemampuan mereka untuk menjawab pertanyaan atau petunjuk terkait dengan koheren dan akurat.)

1. The teacher will play the TED-Ed video entitled **3 Tips to Boost Your Confidence**.
2. Then the teacher asks the students to give their opinion based on the video they have seen.
3. Student are asked to come forward to show their work orally.



Gambar 1
The title of TED-Ed Videos for Treatment 1 class 10.1



Gambar 2

The title of TED-Ed Videos for Treatment 2 class 10.1



Gambar 3

The title of TED-Ed Videos for Treatment 3 class 10.1



Gambar 4

The title of TED-Ed Videos for Post-Test 10.1

D. Scoring Rubric For Speaking

SCORING RUBRIC FOR SPEAKING TEST

(PRE-TEST)

Class: 10.1 (Experiment Class)

No	Name	Fluency	Vocab	Pronunciation	Comprehension	Jumlah
1.	AAA	2	1	2	2	35
2.	ACL	3	2	1	2	40
3.	AIMN	2	2	2	1	35
4.	AZF	3	3	2	2	50
5.	AJS	1	2	3	2	40
6.	AP	2	2	4	3	55
7.	AZA	4	2	3	3	60
8.	AAC	3	2	4	3	60
9.	AS	3	3	4	4	65
10.	CAR	3	2	3	2	50
11.	CGSY	3	3	4	2	60
12.	DA	2	2	2	1	35
13.	DAY	3	2	4	3	55
14.	EK	3	4	4	3	65
15.	FAH	3	1	3	1	40
16.	FP	3	1	4	3	55
17.	IAP	2	1	2	2	35
18.	Irf	1	1	3	2	35
19.	JAA	1	3	4	3	55
20.	KN	3	4	2	2	55
21.	LDP	3	4	4	3	70
22.	MN	3	3	4	4	70
23.	MDA	3	3	4	3	65
24.	MFIU	2	2	3	3	50
25.	MM	4	4	5	4	85
26.	MAB	4	4	5	4	85
27.	NAJ	4	4	4	4	80
28.	NA	4	4	5	3	80
29.	NDY	4	3	3	3	65
30.	QR	4	3	5	4	80
31.	RJR	1	2	2	2	35
32.	RDH	3	2	3	2	50
33.	SL	3	4	4	3	70
34.	SN	4	3	5	4	80
35.	US	5	3	5	4	85
36.	ZSCM	4	3	4	5	80
JUMLAH:						2.110

SCORING RUBRIC FOR SPEAKING TEST

(POST-TEST)

Class: 10.1 (Experiment Class)

No	Name	Fluency	Vocab	Pronunciation	Comprehension	Jumlah
1.	AAA	4	3	3	4	70
2.	ACL	5	3	4	4	80
3.	AIMN	4	3	3	5	75
4.	AZF	4	3	5	4	80
5.	AJS	5	3	4	4	80
6.	AP	3	5	4	3	75
7.	AZA	5	3	5	4	85
8.	AAC	3	3	4	4	70
9.	AS	4	4	5	3	80
10.	CAR	5	3	4	4	80
11.	CGSY	4	3	4	5	80
12.	DA	5	4	3	4	80
13.	DAY	5	5	4	3	85
14.	EK	4	5	5	3	85
15.	FAH	4	3	5	3	75
16.	FP	3	4	5	3	75
17.	IAP	3	4	5	3	80
18.	Irf	4	3	3	4	70
19.	JAA	3	3	4	3	65
20.	KN	3	4	5	4	75
21.	LDP	3	4	5	5	85
22.	MN	4	4	5	5	90
23.	MDA	4	5	5	4	90
24.	MFIU	5	4	5	5	95
25.	MM	4	3	5	3	75
26.	MAB	5	5	5	4	95
27.	NAJ	4	4	5	5	90
28.	NA	4	5	5	3	85
29.	NDY	4	4	4	4	80
30.	QR	5	4	5	4	90
31.	RJR	3	4	4	3	70
32.	RDH	4	3	5	3	75
33.	SL	4	5	4	3	80
34.	SN	3	4	4	3	70
35.	US	4	4	5	5	90
36.	ZSCM	3	4	5	5	85
JUMLAH:						2.890

**SCORING RUBRIC FOR SPEAKING TEST
(PRE-TEST)**

Class: 10.2 (Control Class)

No	Name	Fluency	Vocab	Pronunciation	Comprehension	Jumlah
1.	AD	4	5	5	3	85
2.	ADP	5	4	5	3	85
3.	ARR	3	2	3	2	50
4.	ANP	3	4	3	3	65
5.	ADR	3	4	5	5	85
6.	AAF	3	5	4	4	80
7.	AZ	4	4	5	4	75
8.	ARNT	4	3	5	4	75
9.	AMA	4	2	3	3	60
10.	BBP	3	2	4	3	60
11.	CPK	3	2	4	3	60
12.	DPY	4	4	5	3	80
13.	DF	3	4	4	3	70
14.	ESA	3	3	3	3	60
15.	FRK	3	4	5	5	85
16.	FAR	5	3	5	4	85
17.	FA	3	4	5	4	75
18.	GD	3	4	5	4	65
19.	IBP	4	4	5	5	90
20.	KAW	5	4	5	4	90
21.	KAW	3	3	2	2	50
22.	LSP	4	5	3	4	75
23.	MFGG	4	3	5	4	75
24.	MT	5	4	4	3	75
25.	MAH	4	2	2	3	55
26.	MBA	2	2	3	3	50
27.	NA	2	4	2	2	50
28.	NPF	3	2	4	2	55
29.	NSL	3	2	1	2	40
30.	QI	2	2	2	2	40
31.	RF	3	4	5	4	75
32.	RR	2	1	3	2	40
33.	RAJO	3	4	5	4	75
34.	SAP	5	3	5	4	85
35.	VDN	3	4	5	3	80
36.	ZAN	3	3	5	3	75
JUMLAH:						2.475

**SCORING RUBRIC FOR SPEAKING TEST
(POST-TEST)**

Class: 10.2 (Control Class)

No	Name	Fluency	Vocab	Pronunciation	Comprehension	Jumlah
1.	AD	2	2	3	5	45
2.	ADP	3	3	2	2	50
3.	ARR	3	3	2	2	50
4.	ANP	4	3	3	3	65
5.	ADR	3	2	4	3	60
6.	AAF	3	2	2	3	50
7.	AZ	3	3	2	3	55
8.	ARNT	3	3	4	3	65
9.	AMA	4	4	3	3	70
10.	BBP	3	2	3	4	60
11.	CPK	4	3	4	4	75
12.	DPY	4	4	3	2	65
13.	DF	3	2	2	2	45
14.	ESA	3	3	2	3	55
15.	FRK	4	4	4	3	75
16.	FAR	3	3	3	3	60
17.	FA	2	4	4	3	65
18.	GD	5	2	3	4	70
19.	IBP	4	3	2	3	60
20.	KAW	3	3	3	4	65
21.	KAW	4	4	4	3	75
22.	LSP	4	4	4	3	75
23.	MFGG	3	4	4	3	70
24.	MT	4	3	4	4	75
25.	MAH	4	5	5	3	85
26.	MBA	5	5	3	4	85
27.	NA	4	5	3	4	80
28.	NPF	4	5	3	4	80
29.	NSL	5	5	4	4	90
30.	QI	5	3	3	4	75
31.	RF	4	4	5	4	85
32.	RR	5	3	2	3	65
33.	RAJO	5	4	3	4	80
34.	SAP	5	5	3	4	85
35.	VDN	5	3	3	4	75
36.	ZAN	5	4	5	3	85
JUMLAH:						2.470

E. Documentation of Research



Gambar 5
Pre-test learning process



Gambar 6
Teaching Speaking by Using TED-Ed videos



Gambar 7
Post-test learning process



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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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 IAIN METRO

Nama : Putri Mutiara Sukma
 NPM : 2101051030

Program Studi : TBI
 Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	22/2020 /07		<ul style="list-style-type: none"> - Diskusi mengenai Judul - masalah yang dihadapi dalam penelitian - bertanya mengenai buku atau jurnal referensi 	<u>Putri</u>
2.	26/2020 /07		<ul style="list-style-type: none"> - penulisan latar belakang masalah - merumuskan tujuan penelitian - merumuskan masalah dalam penelitian - Research GAP 	<u>Putri</u>



Dosen Pembimbing

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IAIN METRO

Nama : Putri Mutiara Sukma

NPM : 2101051030

Program Studi : TBI

Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
3.	14 / 2024 /10		<ul style="list-style-type: none">- Pembahasan tuntas teori- media yang digunakan- Theoretical framework	<u>Putri</u>
4.	19 / 2024 /14		<ul style="list-style-type: none">- pembahasan penelitian terdahulu- teori dalam speaking- speaking assessing- TED-Ed	<u>Putri</u>



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Nama : Putri Mutiara Sukma

NPM : 2101051030

Program Studi : TBI

Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
5.	31 / 2024 / 12		- Revisi penulisan metodologi - Research method and design - Data collection method	<i>Putri</i>
6.	27 / 2025 / 02		- ACC ^{for} Seminar proposal	<i>Putri</i>



Dr. Much. Deiniatur, M.Pd.B.I.
NIP. 198807082015031006

Dosen Pembimbing

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IAIN METRO**

Nama : Putri Mutiara Sukma
NPM : 2101051030

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
7.	29/2025 /09		- Research Instrument - APP - Blue print of Research Instrument	Putri
8.	18/2025 /05		- Revise the Research Instrument - Revise the lesson plan	Putri



Dr. Much Deqiatun, M.Pd.B.I.

Dosen Pembimbing

Ning Setio Wati, M.Pd.



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Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
g.	20/2025 /05		- APD - Research instrument - Lesson plan - the title of TED-Ed videos	Putri
h.	28/2025 /05		APD ACC - mengumpulkan data penelitian	Putri



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NPM : 2101051030

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Kamis, 20/ 11-25		<ul style="list-style-type: none"> - Perbaiki pola kalimat pada ch. III - Penambahan Instrument pada ch. III - Tambahkan discussion pada ch. IX 	<i>Putri</i>
2	Selasa 25/ 11-25		<ul style="list-style-type: none"> - Revisi penulisan discussion - Sesuaikan conclusion dgn Rumusan masalah 	<i>Putri</i>
3	Kamis, 27/ 11-25		<ul style="list-style-type: none"> - Acc Munaqosyah 	<i>Putri</i>



Mengetahui,
Ketua Program Studi TBI
Dr. Much Deiniatur, M.Pd.B.I.
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Dosen Pembimbing



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Nomor : 4560/In.28/J/TL.01/10/2024
Lampiran :-
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SEKOLAH SMA NEGERI 5
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu KEPALA SEKOLAH SMA NEGERI 5 METRO berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **PUTRI MUTIARA SUKMA**
NPM : 2101051030
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : THE EFFECTIVENESS OF TED-Ed VIDEOS MEDIA ON
TEACHING SPEAKING SKILLS AT SMA NEGERI 5 METRO

untuk melakukan prasurvey di SMA NEGERI 5 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu KEPALA SEKOLAH SMA NEGERI 5 METRO untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 14 Oktober 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



PEMERINTAH PROVINSI LAMPUNG
SMA NEGERI 5 METRO

Jalan Wolter Monginsidi Kel. Hadimulyo Timur Kec. Metro Pusat Kota Metro
 Telp. (0725) 7858110 E-mail: sman5mtr@gmail.com



SURAT IZIN PENELITIAN

Nomor: 045.2 / 118 / V.01 / 05 / 2025

Menanggapi surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah Dan Ilmu Keguruan Nomor: 4560/In.28/J/TL.01/10/2024 tanggal 14 Oktober 2024, dengan ini Plt. Kepala SMA Negeri 5 Metro menerangkan bahwa:

Nama : PUTRI MUTIARA SUKMA
 NPM : 2101051030
 Program Study : Tadris Bahasa Inggris
 Fakultas : FKIP Universitas Muhammadiyah Metro
 Judul Penelitian : "THE EFFECTIVENESS OF TED-Ed VIDEOS MEDIA ON TEACHING SPEAKING SKILLS AT SMA NEGERI 5 METRO"

Telah melaksanakan Penelitian pra survey dalam rangka menyelesaikan tugas akhir / Skripsi.

Demikian surat keterangan penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 4 Februari 2025
 Plt. Kepala Sekolah

WARI PRASTITI, S.Pd., M.Pd.
 NIP. 19780210 200212 2 007



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Nomor : B-1927/In.28/D.1/TL.00/06/2025

Kepada Yth.,

Lampiran : -

Perihal : IZIN RESEARCH

KEPALA SMA NEGERI 5 METRO

di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1926/In.28/D.1/TL.01/06/2025, tanggal 11 Juni 2025 atas nama saudara:

Nama : PUTRI MUTIARA SUKMA
NPM : 2101051030
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA NEGERI 5 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 5 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF TED-Ed VIDEOS MEDIA ON TEACHING SPEAKING SKILLS AT SMA NEGERI 5 METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 11 Juni 2025
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007



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 Telp. (0725) 7858110 E-mail: sman5mtr@gmail.com



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Nomor: 045.2 / ST⁶ / V.01 / 05 / 2025

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 Semester : 8 (Delapan)
 Jurusan : Tadris Bahasa Inggris.
 Judul Penelitian : "THE EFFECTIVENESS OF TED-Ed VIDEOS MEDIA ON TEACHING SPEAKING SKILLS AT SMA NEGERI 5 METRO"

Telah melaksanakan Penelitian di SMAN 5 Metro dalam rangka menyelesaikan tugas akhir / Skripsi.

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 Plt. Kepala Sekolah

WARI PRASTITI, S.Pd., M.Pd.
 NIP. 19780210 200212 2 007



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Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung.

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04 Desember 2025
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 Aan Gunoni, S.I.Pust.
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Universitas Islam Negeri Jurai Siwo Lampung menerangkan bahwa:

Nama : Putri Mutiara Sukma
NPM : 2101051030
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.
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Metro, 02 Desember 2025
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006



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Nama : **PUTRI MUTIARA SUKMA**
NPM : 2101051030
Semester : 8 (Delapan)
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- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 5 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF TED-Ed VIDEOS MEDIA ON TEACHING SPEAKING SKILLS AT SMA NEGERI 5 METRO".
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Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 11 Juni 2025

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Kelembagaan,



**Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
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THE EFFECTIVENESS OF TED-Ed VIDEOS MEDIA ON TEACHING SPEAKING SKILLS AT SMA NEGERI 5 METRO

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A THESIS

**THE EFFECTIVENESS OF TED-ED VIDEOS MEDIA
ON TEACHING SPEAKING SKILLS
AT SMA NEGERI 5 METRO**



By:

PUTRI MUTIARA SUKMA

Student Number: 2101051030

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
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CURRICULUM VITAE



The researcher was born on December 20, 2003, in Sribhawono. She is the third child from Mr. Sugiono and Mrs. Sriyatun. The researcher has one older brother named Panji Kisworo, S.Kom. and one older sister named Retno Ajeng Sagita, S.Pd. The researcher began his primary education at TK Al- Islam Bandar Sribhawono in 2008, continued to SDN 1 Sribhawono in 2009, then proceeded to Madrasah Tsanawiyah Al-Iman Islam Way Jepara in 2016, and continued to Madrasah Aliyah Swasta Al-Iman Islam Way Jepara from 2019 to 2021. After that, the researcher continued her higher education at the State Islamic University of Jurai Siwo Lampung (UIN JUSILA), Faculty of Tarbiyah and Teacher Training, English Education Study Program (TBI) in 2021 and completed it in this year (2025).