

Boosting Students' Speaking skill using Ted Talks YouTube Videos: Teacher Talk Theory

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Abstract

Even though the importance of teaching English speaking using TED Talks to improve students' speaking skill has been acknowledged, however, far too little attention has been paid to investigate students' perceptions on the use of TED Talks dealing with teacher talk categories such as dealing with feelings, praising and encouraging, making joke, as well as giving direction and lecturing. This study aimed to investigate the concordance of the students' speech ability development and the students' interest and motivation towards the use of TED Talks to boost the students' speaking skill. This present used both quantitative and qualitative design. The samples of the students were 27 students from grade 7E in MTsN Surabaya. For the quantitative data, the data was collected using pre-test and post-test. However, for the qualitative data, the data was gathered using interview protocol. The data was analyzed using descriptive analysis. The findings of this study found that the students improve their English speaking skill especially the pronunciation and the fluency of delivering English speech in front of their friends after the treatment using the TED Talks videos. Regarding the students' perceptions of the use TED Talks to support teacher talks, most of the students agreed that TED Talks videos can support teacher talks related to the category of dealing with feelings, praising and encouraging, making jokes and giving direction as well as lecturing.

Keywords: Speech, TED Talks, Teacher Talks

1. INTRODUCTION

English has been becoming the international language that widely use in writing and speaking all over the world. English also plays a fundamental role in the lives of human beings in all over sectors in many countries such as Indonesia (Seargeant et al., 2018). Therefore, the government of Indonesia has been putting English as an essential subject to learn English from elementary school until university. There are four skills that should be mastered by students in learning English. They are listening, speaking, reading, and writing. Since the language is a tool of communication, the teacher must be able to make the learners master the English skill which are among others are listening, reading, writing, and speaking (Brown & Lee, 2015).

Speaking skill is the most difficult English skill to be mastered (Ahn & Lee, 2016) . According to Paspuel et al. (2021) English speaking classrooms in numerous countries have many problems which reduce the chance of advancing speaking precision and familiarity such as limited time, crowded classrooms, missing the opportunity to practice outside the class and wasteful interactive media frameworks in classes, etc.

Interaction between teachers and learners set up the success of teaching-learning language especially English speaking. In the English for foreign language classroom, teachers take a crucial part to interact with the learners since they have major part to provide direction, clarify activities and check students' comprehending in using the English language in the class (Brown & Lee, 2015). For foreign language learners, classroom is the first place where they are as often as possible exposed to the target language. The kind of language utilized by the teachers in the second or foreign language classroom known as teacher talk (Solita et al., 2021). In attempting to communicate with learners, teachers frequently simplify the speech.

To help teachers in delivering teacher talks in the classroom, innovation has moreover been tended to in English speaking learning in education. Many teachers utilize gadgets, such as portable gadget to promote learning among children (Ali et al., 2020). Since speaking is vital for communication, the use of good model or sample for students' speaking learning in the classroom is very significant. Internet, a world communication network in which students can find any sources of learning materials that are able to increase their speaking skill (Bahadorfar & Omidvar, 2014).

TED Talks is an example of inspirational video which we can be found using internet in the gadget. This is a reference of YouTube video where it is the kind of public speaking of sharing experience and giving motivation to audience. *TED Talks* is not only learning about public speaking but also learning about the speaker's life, so that the students can be inspired and motivated by the speakers. According to Farid (2019), "The biggest advantage of the videos is that *TED Talks* are totally authentic as the speaker share their own personal stories, ideas, experiences with the audience" so that *TED Talks* is an appropriate media that can be used in speaking class. What is interesting is that *TED Talks* also presents a consistent display that gives a powerful message to any students who learn English as their foreign languages. In such an internationally recognized stage, the speakers of *TED Talks* can come from any background. The speakers who share their ideas on stage can be from any country and any ethnicity, and they speak very well in a language that is not their native tongue.

Using *TED Talks* as a material in classrooms can indirectly change the perspectives and boosts the students' self-esteem as budding EFL speakers. This effect may be more powerful if teachers also prepare to use *TED Talks* sessions by speakers who are from the same country or ethnicity as the students.

TED Talks is one of motivational videos which can support teacher talks within the lesson. It is a reference of YouTube video where it is the kind of public speaking of sharing experience and giving inspiration to people. Through *TED Talks*, students not only learn about public speaking but also learn about the speaker's life experience so that the students can be motivated and inspired in learning English. According to Farid (2019), "The greatest merit of the videos is that *TED Talks* are completely authentic as the speaker share their own individual stories, thoughts, and experience with the audience". Therefore, *TED Talks* is an appropriate media that can be utilized in speaking lesson to support teacher because in *TED Talks* videos, there are the categories of teacher talks in which the teachers normally do offline by the teachers themselves. The other interesting thing is that *TED Talks* moreover presents a steady show that gives an effective message to any students who learn English as their foreign language.

The categories of teacher talks that can be helped or replaced by *TED Talks* are dealing with feelings, praising and encouraging, making joke, and giving direction as well as lecturing (Moscowitz, 1971 as cited in Winanta et al., 2020). In teacher talks theory, dealing with feelings mean the teachers communicate understanding related to the feelings of students. Therefore, in *TED Talks*, dealing with feelings are utterances which can connect with the feelings of the listeners. In teacher talks, all of the teachers commonly praised the students when they provided the correct answer. Furthermore, in *TED Talks*, praising and encouraging are the sentences when the speakers encourage and praise the listeners related to the topic of the speech. Making joke in teacher talks means the teachers use humor to make students laugh and feel comfortable with the learning situation. It can be said that making joke is a joking an intention to make the listeners laugh in watching and listening the speakers in *TED Talk* video. The last category is giving direction and lecturing in which the teachers give the command or order in on order that the students can follow the instructions well and explain the lesson. This, furthermore, can be said that in *TED Talk* video, the speakers are expected to give directions towards the listeners related to the speech that they deliver.

In the previous study conducted by Hadi et al. (2021), it was found that there is a significant increase in students' performance following the use of the *TED Talks* application for learning English, in particular speaking skills. In line with the finding of a study conducted by Hamza (2019), the result also showed that revealed that *TED talks* videos can provide learners with a new vocabulary. As well as, it offers a positive impression of how practical these videos are encouraging EFL learners to become proficient. Another study conducted by Qomar (2020) concluded that the use of *TED talk* to teach speaking can boost students' speaking ideas. It is taken into account that the students had positive progress in speaking skill as mentioned in the research findings.

Another previous study conducted by Nawaz et al. (2021) also found that as many as 20 students stated that their English speaking regarding the pronunciation, fluency, and accuracy got improved by the using of *TED Talks* videos. It was also stated that the students

were more interested in watching *TED Talks* videos rather than reading books in order to learn English. Supported by the study conducted by Sailun & Idayani (2018), the finding showed that *TED Talks* videos improve not only students' pronunciation, fluency, and accuracy but also students' grammar and content in speaking. In other words, *TED Talks* videos improve students' speaking performance.

Another related study conducted by Ahmad et al. (2022) concluded that the use of *TED Talks* videos can improve students' speaking ability. It is also stated that the learners have an optimistic view towards the use of *TED Talks* videos in the future for learning speaking. The same conclusion was also drawn by a study conducted by Miangah & Nezarat (2021). The study said that most students have positive response to implement *TED Talks* videos in learning speaking skill. They also stated that they gain lots of impacts such as delivering their ideas well, thinking more critically, improving accent and dialect, improving pronunciation, fluency, and others.

Another previous study held by Karunakar (2019) confirms that students get more engaged in learning English speaking when their teacher uses *TED Talks* videos as the medium. This finding is supported by the study conducted by Yaqin & Athena (2022) which found that the students feel enthusiastic and interested in learning speaking English using *TED Talks* videos as the medium.

Another related research is a study conducted by Aprilia & Surabaya (2022). In their study, it is stated that the use of *TED Talks* videos can boost freshmen college students' public speaking skill in the college level. This is because students gain excitement in watching native speakers in delivering speech through *TED Talks* videos. The improvement of the students in English speaking skill is because the students can imitate the native speakers in *TED Talks* videos. Therefore, after knowing the right pronunciation, they gain confidence to speak English in public. Finally, their English speaking skill gets improved because they often practice it.

A study conducted by Saniyati & Darmawan (2016) also confirms the positive impact of the using of *TED Talks* videos in improving English speaking skill. The finding shows that students' pronunciation improve by the using of *TED Talks* videos. The students' pronunciation scores improve after the students get exposed to the *TED Talks* videos. Therefore, the study concludes that the use of *TED Talks* videos is a good media for teachers to teach English speaking skill in the class. The improvement of English speaking skill of the students can happen because *TED Talks* videos can gain students' motivation and engagement in learning English speaking English. However, teachers should select suitable and interesting topics of the videos (Ahluwalia, 2018).

Even though the importance of teaching English speaking using *TED Talks* to improve students' speaking skill has been acknowledged, however, far too little attention has been paid to investigate students' perceptions on the use of *TED Talks* dealing with teacher talk category such as dealing with feelings, praising and encouraging, making joke, as well as giving direction and lecturing. Therefore, a study must be conducted in order to investigate the concordance of the students' speech ability development and the students' interest and motivation towards the use of *TED Talks* to boost the students' speaking skill. Specifically, this research is trying to find out answers to the following questions:

1. Does the students' pronunciation as well as fluency of speech improve by using *TED Talks* at EFL classroom?
2. What are students' perceptions towards the use of *TED Talks* in improving their speech (using the category of Teacher Talks)?
3. Is the development of the speech ability concordant with the interest of students in using *TED Talks* to learn speaking in the future?

2. LITERATURE REVIEW

2.1 TED Talks YouTube Video

According to Paspuel et al. (2021), *TED Talks* is a great series of public speeches by both notable and famous speakers. *TED Talks* is used as a tool for increasing speaking ability. Therefore, ELT teachers *nowadays* use it in the class to help them teaching speaking English. According to Paspuel et al. (2021), *TED Talks* is an extensive listening resource for EAP students" that *TED (Technology, Entertainment and Design) Talks*, used as an extensive listening material. In this study, the uses of *TED Talks* are for both intensive and extensive listening.

2.2 Teacher Talks Definition

Nuratika (2018) stated that teacher talk is the talk which the teachers address classroom language learners differently from the way that they address other kinds of classroom learners. Teacher talk is very significant for both classroom teaching organization and students' language learning in the process of foreign language learning. Teacher talk is the best resources of comprehensible target language input learners get in the EFL classroom. Therefore, teachers can utilize teacher talks for stimulating to their students, such as asking questions giving directions.

2.3. Category of Teacher Talk

According to Moskowitz (1971) as cited in Winanta et al. (2020), the categories of teacher talk are dealing with feelings, praises or encourages, making jokes, uses ideas of Students, repeat's students' response verbatim, asks questions, give information, corrects without rejection, give directions, directs pattern drills, criticizes student students' behavior, and criticizes student' response.

3. RESEARCH METHODS

As the writers needed to gather the data, the method of collecting the data for quantitative data was pre-test and post-test. In the first meeting, the writers deliberated pre-test to know about students' pronunciation and fluency in speech. The script of the speech was provided by the teacher. In the second and third meeting, the teacher gave treatments for the students by delivering *TED talks* YouTube videos in the class. The teacher also asked the students to watch *TED Talks* video in their homes (the teacher gave the link of the video through WhatsApp group). In the fourth meeting, the teacher conducted post-test to the students to check the progress of the pronunciation and fluency skills of delivering speech. The script of the speech was the same as the pre-test one. After collecting the data, the writers used the help of the Microsoft Excel to analyze the data.

The method of collecting qualitative data was by interview protocol developed in Google Forms. The link of the Google Forms was shared through WhatsApp. The questions of the interview was related to students' perceptions related to the use of *TED Talks* video to boost their speaking skill especially speech. The questions were based on the teacher talks' categories.

3.1 Research Design

This study employed a mix method as the design of the study. The quantitative research was a quasi-experimental design, which used one group pre-test and post-test design. Quasi-experimental design examines whether there is a causal relationship between independent (X Variable) was *TED Talks* Application and dependent variable (Y Variable) was Speaking Skill. Besides, Fraenkel & Wallen (2011:265) as cited in (Farid, 2019) in a one-group pre-test design, one group is examined before and after being exposed to the certain treatment. Thus, the writers only compared the score of students speaking skills before treatment with *TED Talks* videos and the score of students speaking skills after treatment with *TED Talks*.

Qualitative approach uses more open-ended approach in which the inquirer asks general questions of participants, and the participants shape the response possibilities such as the interview (Creswell & Creswell, 2018). Descriptive narrative is qualitative procedures in which researchers describe the lives of individuals, collect and tell stories about these individuals' lives, and write narratives about their experiences (Creswell, 2014).

3.2 Participants

The participants were 27 students in MTsN Surabaya. Precisely, the students were from grade 7E MTsN 4 Surabaya, Indonesia. The samples were chosen based on the purposive sampling in which the teachers chose an acceleration class to participate in the study. Acceleration class was chosen because there was a public speaking program in acceleration class in MTsN 4 Surabaya.

3.3 Instruments and Data Collection

As the writers needed to gather the data, the method of collecting the data for quantitative data was pre-test and post-test. In the first meeting, the writers deliberated pre-test to know about students' pronunciation and fluency in speech. The script of the speech was provided by the teacher. In the second and third meeting, the teacher gave treatments for the students by delivering *TED talks* YouTube videos in the class. The teacher also asked the students to watch *TED Talks* video in their homes (the teacher gave the link of the video through WhatsApp group). In the fourth meeting, the teacher conducted post-test to the students to check the progress of the pronunciation and fluency skills of delivering speech. The script of the speech was the same as the pre-test one.

The qualitative data was gathered using interview protocol developed in Google Forms. The link of the Google Forms was shared through WhatsApp. The questions of the interview was related to students' perceptions related to the use of *TED Talks* video to boost

their speaking skill especially speech. The questions were based on the teacher talks' categories.

3.4. Data Analysis

The data was analyzed using descriptive statistics. Hasan (2004) as cited in (Qomar, 2020) stated that descriptive statistic is a statistic that examines how to collect the data and the way to present the data in an easy way. Descriptive analysis only provides information related to data such as state, symptoms, or problems which exist. In this study, the quantitative data was analyzed using Microsoft excel. However, the qualitative data was analyzed based on the categories of teacher talk. This study also used inductive technique to draw conclusion of the study. Inductive technique, according to Qomar (2020), is a technique of drawing conclusion which is based on the data that is very specific to the common conclusion.

4. RESULTS AND DISCUSSION

The results of the quantitative data was shown through table, while the data of the qualitative data was presented in the form of the transcription.

4.1 The students' Pronunciation and Fluency improvements

Table 1. Paired Sample T Test

	Pre-test	Post-test
Mean	73.37037037	82.40740741
Variance	64.16524217	61.4045584
Observations	27	27
Pearson Correlation	0.764654475	
Hypothesized Mean Difference	0	
Df	26	
t Stat	-8.634593705	
P(T<=t) one-tail	0.0000000021	
t Critical one-tail	1.7056179198	
P(T<=t) two-tail	0.0000000041	
t Critical two-tail	2.0555294386	

The finding shows that the mean of the pre-test was 73.37, while the mean of the post test was 82.40. It means that the students experienced improvements regarding the pronunciation and the fluency of delivering English speech in front of their friends after the treatment using the *TED Talks videos*. The result of this study was in line with the result of a study conducted by Hadi et al. (2021) which concluded that the use of TED Talk increased the mean of student speaking skill from 64.7 to 87.6.

In this study, it shows that the P of two tail was 0.0000000041 which means that it is lower than .005. Thus, it indicates that the improvement of the students' pronunciation and fluency in delivering speech after the treatment is significant. Then, it can be said that the

use of *TED Talks* as a media for supporting teachers in boosting students' speaking skill especially in delivering speech is significant.

The finding indicates that the use of *TED talks* is good for improving students' speech ability focuses on the improvement of the pronunciation and fluency. The development of speech ability can be indicated that the students' public speaking ability also improves. This result is in line with a study conducted by Farid (2019) which found that *TED Talks* video is a great media to support teacher to teach speaking English in the class.

This finding also supports a study conducted by Nawaz et al. (2021) which stated that the use of *TED Talks* significantly improves students' speaking skill regarding the fluency and the accuracy. Therefore, this study completes the previous study in the indicators of speaking ability which can be developed using *TED Talks* namely accuracy, fluency, and pronunciation. The finding was also in line with a study conducted by Miangah & Nezarat (2021). The study stated that students gain lots of impacts such as delivering their ideas well, thinking more critically, improving accent and dialect, improving pronunciation, fluency, and others.

Another previous study which also supports this finding of the study was a research conducted Saniyati & Darmawan (2016). The study confirmed that students got the positive impact of the using of *TED Talks* videos in improving English speaking skill. The finding showed that students' pronunciation improve by the using of *TED Talks* videos. The students' pronunciation scores improve after the students get exposed to the *TED Talks* videos. Therefore, to improve students' fluency and pronunciation, the use of *TED Talks* videos as a medium for learning English speaking is really suggested.

4.2 Students' Perceptions dealing with feelings

In the category of teacher talks, dealing with feelings, in which it is basically related to the students' feelings after listening to teacher talks, however, in this category, the students were asked regarding the feelings after watching *TED Talks* video. 14 out of 27 students in this study stated that they felt a little bored in watching *TED Talks* video. Student 18 stated:

"I am a little bored in watching *TED Talks* video because the duration is too long, the explanation is too serious, and using full of English so that it requires me to understand a bit long"

Another student stated:

"I am a little bored, but that's okay".

Regarding the boredom of watching *TED Talks* video, however, many students felt comfortable, confident and interested in learning English after watching the videos. Student 9 stated:

"I am interested in learning English through the video because *TED Talks* is an education video which helps me to improve the way I speak more fluently, and it also can help me to make use the formal English clearly and loudly. The way in learning through the video is also easy to be understood".

Also student 9 stated:

“After watching *TED Talks* videos, I feel braver and more confident to speak English because *TED Talks* videos teach me to not feel shy in doing something so I feel motivated to do that”.

The student 11 said:

“*TED Talks* video gives positive impacts to me. It encourages me to speak English because I can imitate their talks. I feel that the video is a media that can teach me to speak English by imitating the way the people in the video speak”

This result shows that even though the video is a little bit boring because of the long duration, students feel comfortable and interested to learn English after watching the videos. It suggests that *TED Talks* video is a comfortable as well as interesting media to learn English speaking. However, the video provider should consider also about the duration of the video in order to prevent the boredom from the watchers.

The improvement of the speech ability is concordance with the interest of students in using *TED Talks* video as a media for learning speech. Thus, it can be said that many students enjoy learning speech using *TED Talks* video even though some of them stated that they felt bored in watching *TED Talks* because the duration is too long. Therefore, the result of the interview related to the students' feeling after watching *TED Talks* videos shows positive feeling, which then it is indicated the concordance with the development of students' speech ability.

The feeling of comfortable by the students is in line with a result of the study conducted by Ameiratrini & Kurniawan (2021). The study found that the students felt comfortable because the teacher understood and accepted their feelings and condition in the class. The feeling of comfortable of the students also appear in this study because they feel that the video in *TED Talks* provide them good impacts in learning English speaking. Not only that, the finding of this study also supports the study conducted by Ahluwalia (2018) in which the study stated that 74% of the students believed that they enjoyed listening *TED Talks* videos as their video samples for learning English speaking.

The finding of the study was also supported by a study conducted by Yaqin & Athena (2022) which found that the students feel enthusiastic and interested in learning speaking English using *TED Talks* videos as the medium. As mentioned in the finding that students feel interested in learning English using *TED Talks*, therefore, it can be a good choice to help teachers to teach English speaking as well as to help teachers in giving teacher talk.

4.3 Students' Perceptions Dealing with Praising and Encouraging

Mostly the students claim that *TED Talks* video support the teachers to teach English speaking and encourage the students to learn English speaking better. The student 25 stated positively:

“The video in *TED Talks* video changed my perception and gives me positive perspective towards my own self. I feel motivated to learn English”.

Student 10 claimed:

“After watching the videos, I think that I am encouraged to learn English speaking deeper by delivering speech because the videos proved me the way to fix my speech in English. The videos also teach me how to master language”.

Student 24 also stated:

“*TED Talks* videos encourage me to learn English speaking fluently”

Through the finding, we can say that students feel encouraged and motivated to learn English after watching *TED Talks* video. The result regarding the praising and encouraging supports the finding of a study conducted by Ameiratrini & Kurniawan (2021). The study found that because of teacher talks in an English online class, students felt encouraged as well as motivated. The excuse is surely different. The students felt encouraged by teacher talks because the teachers praised and appreciated their efforts in class. However, in this present study, the students felt encouraged and motivated to learn English because the videos contain utterances in which the speakers in the videos support and encourage the students to learn and master English speaking.

This finding also supports the finding of a study conducted by Djihane (2020) which focused on exploring the roles of *TED Talks* in improving students' public speaking skills. The study showed that as many as 100% (N=17) of the participants agreed that they felt motivated and encouraged to learn public speaking using *TED Talks*.

The finding of the study is also supported by a study held by Karunakar (2019) which confirms that students get more engaged in learning English speaking when their teacher uses *TED Talks* videos as the medium. The engagement is caused because they are motivated in learning English using *TED Talks*. Therefore, this study confirms that the use of *TED Talks* videos can improve students' speech skill because it is not only interesting but also motivating and encouraging. Finally, the use of *TED Talks* can help teachers in delivering teacher talk in the category of dealing with praising and encouraging.

4.4 Students' Perceptions related to Making Joke

Related to the jokes that are made by the speakers in *TED Talks* videos, mostly students stated that they understood the jokes and felt comfortable with the jokes. However, some of them stated that they did not understand the jokes. Student 4 answered:

“The joke is fun. It entertains the watchers and erases the boredom”

Then, the student 20 stated:

“I am comfortable with the joke because it makes me laugh”

The student 26 also claimed positively:

“I think I will be bored to watch educational video without jokes. I feel interested in watching the video because the joke is comfortable, fun, and easy to be understood.”

However, some students stated that they did not understand with the joke. Student 11 stated:

“Honestly, I do not understand the jokes. Because the jokes are nonsense for me”

Student 12 also answered:

"I do not feel okay with the jokes in the videos because they are not my sense of humor"

It indicates that mostly the students understood and felt okay with the joke, but few of the students did not like the jokes because they did not understand the jokes and the jokes were not typical of their sense of humor.

The finding above indicates that the use of *TED Talks* videos can support or even replace the students' teacher talk in the category of making joke in the class. The atmosphere of humor is really important in the class in order that the students can enjoy the learning and teaching process. Therefore, this study is also in line with a study conducted by a previous study held by Karunakar (2019) which confirms that students get more engaged in learning English speaking when their teacher uses *TED Talks* videos as the medium for learning speaking. This finding support as well by the study conducted by Yaqin & Athena (2022) which states that the use of *TED Talks* videos enable students to enjoy the learning process.

Furthermore, this finding supports the theory of the category of teacher talks namely making joke (Moscowitz, 1971 as cited in Winanta et al., 2020). Finally, the use of *TED Talks* videos can make students enjoy the learning process because in the video they find humor which can be used as a help for teachers in delivering teacher talk in the category of making jokes.

4.5 Students' Perceptions Dealing with Giving Directions and Lecturing

The result of this present study showed that most of the students agreed that *TED Talks* give them directions to learn English. Student 7 stated:

"*TED Talks* video teach me how to deliver good speech".

Student 9 claimed:

"I feel like I gain so much knowledge because by watching *TED Talks* video I improve my speaking English skill".

Student 15 also answered:

"*TED Talks* video teach me to be braver and more confident to speak English in front of people".

Student 18 explained:

"*TED Talks* video improves my knowledge as well as my vocabulary".

Student 21 also claimed:

"There are several new information that I get after watching the videos".

The results indicates that *TED Talks* give good directions to the students through the explanation in the video especially about how to deliver good English speech. Through the explanation, the students gain knowledge or information. It is hoped that the students will practice it in their speaking ability especially related to delivering speech. This finding is in

line with a study conducted by Ameiratrini & Kurniawan (2021) in which in their study the students agreed that the teacher used most of the time to lecture or give explanation to the students. It means that *TED Talks* videos also can be used to lecture and give directions to the students related to learning English speaking especially delivering speech.

The finding of this study also confirms that the use of *TED Talks* fulfills the category of giving directions and lecturing by Moskowitz (1971) as cited in Winanta et al. (2020). It means that the use of *TED Talks* can help teachers in giving direction and lecturing to the students. However, the role of *TED Talks* is just for the helper not the main source of the learning and teaching activity. In other words, teachers still take the first role in giving the direction and lecturing in the class, but teachers can use *TED Talks* to support them.

This finding is also in line with a study conducted by a related research namely a study conducted by Aprilia & Surabaya (2022). In their study, it is stated that the use of *TED Talks* videos can boost freshmen college students' public speaking skill in the college level. This is because students gain excitement in watching native speakers in delivering speech through *TED Talks* videos. The improvement of the students in English speaking skill is because the students can imitate the native speakers in *TED Talks* videos. We can conclude that the use of *TED Talks* videos can be used as a direction for students to pronounce well related to English words.

Another study conducted by Miangah & Nezarat (2021) also gets the same finding. The study says that most students have positive response to implement *TED Talks* videos in learning speaking skill because they gain lots of impacts such as delivering their ideas well and thinking more critically. It is because in *TED Talks* videos, they gain a lot of insightful talk which we can consider that as a lecturing session. Therefore, the use of *TED Talks* can assist teacher to deliver teacher talk in the category of delivering direction and lecturing.

6. CONCLUSION

In conclusion, the students experienced improvements regarding the pronunciation and the fluency of delivering English speech in front of their friends after the treatment using the *TED Talks* videos because the finding showed that the mean of the pre-test was 73.37, while the mean of the post test was 82.40. The improvement was also significant since the P of two tail was 0.0000000041 which means that it was lower than .005. Regarding the students perceptions of the use *TED Talks* to support teacher talks, most of the students agreed that *TED Talks* videos can support teacher talks related regarding the category of dealing with feelings, praising and encouraging, making joke, and giving direction as well as lecturing. Furthermore, in order to broaden the study results, it is suggested for future researchers to conduct further studies that include teachers and students from different level of schools so that they can compare the results to get more variety of interpretations and discussions on the result of conducting research on boosting students' speaking skill using TED talks YouTube videos using teacher talk theory. Not only that, the further research should also examine other types of the educational video in the YouTube or other platforms.

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