

The Implementation of TED Talks-Based Learning on Public Speaking Course

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Abstract. This study was conducted to find out how the implementation of TED talks-based learning strategy on students' English speaking skills, and how students respond to learning English speaking using the strategy. This research was conducted using a mixed method. The subjects of this study were second semester students. Data were collected through questionnaires and interviews. The data collected was classified so that it can provide new information and can be a reference for the theory of public speaking learning in the future. Based on the data obtained through this study, the implementation of TED talks-based learning videos to students from several meetings showed that students seemed to enjoy the ease of practicing public speaking through TED talks-based learning, students' performances became more organized according to the stages and were very concerned about the aspects of how to speak well. In addition, students also became more active and confident as evidenced by their participation in conveying ideas during discussions and giving suggestions on their friends' performances. This learning also makes it easier for students to access digital learning resources that suit their needs and hone their critical thinking skills so that they can produce innovations based on student creativity.

Keywords: TED Talks-based Learning, Public Speaking, Mixed method

1. INTRODUCTION

In both personal and professional settings, public speaking abilities are essential as a foundation of effective communication. People who have studied public speaking are able to communicate their ideas clearly and persuasively to a variety of audiences, whether in academic settings, business settings, community events, or public forums. This trait gives people the confidence they need to express themselves confidently and assertively. It also gives people confidence and self-assurance. Competent public speaking increases professional opportunities by enhancing leadership potential, facilitating effective teamwork, and enabling individuals to influence and inspire others [1]-[3]. In the end, mastering public speaking entails more than just giving speeches; it also involves developing connections with audience members, making powerful speeches, and creating meaningful interactions that lead to positive outcomes in various social and professional settings.

Public speaking competencies are of paramount importance for college students in an English education observe program as they put together to grow to be powerful communicators and educators. Ability in public speaking equips students with the potential to articulate concepts, theories, and pedagogical techniques sincerely and persuasively in front of various audiences, inclusive of college students, colleagues, and mother and father. For future English instructors, strong public speaking talents are critical for turning in attractive instructions, facilitating school room discussions, and supplying complex literary and linguistic principles effectively [4]-[6]. These talents now not most effective decorate classroom control and student engagement however also construct credibility and authority inside the eyes of students and friends. moreover, public speaking talent permits students to confidently take part in educational meetings, workshops, and professional development seminars, where they are able to share research findings, alternate ideas with fellow educators, and make contributions to the advancement of English language coaching practices. past the classroom, effective public speaking empowers college students to endorse for instructional reforms, collaborate with stakeholders, and sell the significance of language acquisition and literacy in society. in the end, gaining knowledge of public talking as part of their English schooling studies

prepares students to emerge as impactful educators who can encourage, train, and empower future generations via effective communication and management.

For students enrolled in English education study programs, the development of public speaking abilities is a complex aim that is essential to their future careers as teachers. First and foremost, developing one's public speaking skills helps students explain difficult concepts, theories, and teaching techniques to a variety of audiences, including peers. It takes clear communication to give interesting and understandable lessons that help students learn and advance academically [3], [7]. Second, public speaking equips aspiring English teachers with the confidence to steer conversations, control interactions, and foster a welcoming environment where learners are inspired to actively engage in language study and literary research. Furthermore, these competencies augment students' capacity to showcase scholarly investigations, disseminate inventive pedagogical approaches, and participate in expert conferences concerning English language instruction [8], [9]. With this end, and drawing on academic genre analysis approaches, the English public speaking course emphasizes academic discourse structures, rhetorical choices, and delivery styles to cultivate students' communicative competence in academic settings [10].

Media for teaching is an critical part of the teaching and getting to know system. Media can make the gaining knowledge of process effective. it may have interaction college students to follow the mastering procedure run nicely. The use of generation is beneficial in the educational field, mainly in studying foreign languages [11], [12]. Teachers and students who've get right of entry to to the net have numerous on line audiovisual or video sources used within the elegance. Video is one of the audiovisual media that can be used as an educational tool in this period. Audiovisual is one of the media used in language learning which can without difficulty inspire college students to speak and convey their thoughts. In brief, instructors can use video or audiovisual as an powerful medium to enhance college students speaking capability [13]-[15]. one of the satisfactory audiovisual media that may be accessed online on YouTube is TED (education, enjoyment, and design). TED talks-based learning for teaching students public speaking offers a dynamic and innovative approach to developing communication skills [16]-[18].

By utilizing TED talks as educational resources, educators provide students with compelling examples of effective public speaking, showcasing diverse styles, topics, and delivery techniques. These talks serve as powerful models for students to analyze and emulate, offering insights into structuring narratives, engaging audiences, and using visual aids effectively. Moreover, TED talks encourage students to explore a wide range of topics and perspectives, fostering curiosity and critical thinking. By dissecting TED speakers' strategies and presentations, students not only learn practical speaking skills but also develop their own unique voice and style. This approach not only enhances students' confidence in public speaking but also prepares them to articulate their ideas persuasively and with clarity, both in academic settings and beyond. Ultimately, TED talks-based learning enriches the teaching of public speaking by providing students with tangible examples of successful communication strategies and inspiring them to become proficient, articulate, and engaging speakers in their own right [10], [17], [19].

Overall, these studies underscore the value of integrating TED talks into public speaking education as a means to inspire, instruct, and empower students to become confident and effective communicators. By analyzing TED speakers' presentations, students gain practical insights into effective speaking strategies while developing their own speaking prowess and enhancing their overall communication competence. Sometimes effective public speaking skills can help with career advancement, as they indicate creativity, critical thinking skills, leadership abilities, poise, and professionalism, qualities which are very valuable for the job market [20]. This research used descriptive study to investigate how does the implementation of TED talks strategy in teaching public speaking.

2. METHOD

Research is a scientific and systematic investigation or inquiry especially through search for new facts in any branch of knowledge. A research design is a plan that specifies the procedures to be followed, the data to be gathered, the location, the mode of collection, and the subject [21]. qualitative research is a method of research grounded in postpositivism philosophy that is applied to study natural object conditions [22]. The researcher serves as the primary instrument in this research, employing triangulation in data collection techniques, inductive or qualitative data analysis, and an emphasis on meaning rather than generalization in the research findings for revealing how the implementation of TED talks-based learning strategy on students' English speaking skills, and how students respond to learning English speaking using the strategy. This research tries to build up previous study [23] and [24] the use of TED talk video for teaching public speaking in EFL students. Descriptive research typically aims to identify specific physical developments and provide a detailed description of specific social processes. the many sorts of research

methodologies depending on the goal and degree of authenticity of the thing being studied [22]. Referring to the data collection tools, this research will use mixed methods, quantitative and qualitative designs. This is a research design that collects and analyses quantitative and qualitative data in one study [25].

Quantitative data is obtained through tests and scores from the public speaking performance test results, while qualitative data is collected from questionnaires and observations. In order to choose research subjects with graduate-level qualifications in the English language study program at IKIP PGRI Pontianak that studied a public speaking course involving TED talk-based learning. To choose research participants who meet the requirements of IKIP PGRI Pontianak English education study program students enrolled in semester 2 public speaking lectures with TED talk-based learning activities. In this study, observation sheets and questionnaires were employed as data gathering instruments.

A data collection approach is a step-by-step plan for gathering or obtaining data. When a researcher employs observational methods, things, motions, or processes might serve as the data source. Documents or recordings become data sources if the researcher employs documentation procedures.

Questionnaire: Questionnaires are methods of gathering data in which participants are given a list of questions or written statements to complete. If the researcher is aware of the precise variables to be measured and knows what to anticipate from the respondents, the questionnaire is an effective tool for gathering data [26]. Distinguishing between two categories of questionnaires: open-ended and closed-ended. Whereas a closed questionnaire restricts the respondent to selecting from a list of possibilities, an open questionnaire lets the participant respond to the researcher's questions in his own words.

Unlike interviews, which are meticulously prepared, observations were made in a spontaneous manner. Primary data originates directly from the sources and is derived from observations; on the other hand, secondary data is observational data that has been written down or examined by researchers.

Observation is the most effective method for addressing a number of different kinds of research issues. Four types of observation are available to researchers: simulation, naturalistic observation, non-participant observation, and participant observation [27]. In order to characterize the teaching of English speaking in a public speaking class, observation was done for this study. In order to prevent meddling with the participants, the researcher adopted the roles of naturalistic observer and non-participant (teachers and pupils). In order to gather data to explain the teaching activities, the researcher did nothing more than watch and document the entire public speaking class teaching and learning process [28]. Although the researcher conducted a thorough observation, she was not involved in the public speaking class's instruction of the course contents.

Both forms of data were analyzed using parallel mixed analysis as a means of data analysis. Teddlie and Tashakkori as referenced for the purposes of this study, two distinct methods are used: one is qualitative analysis for qualitative data, and the other is quantitative analysis for quantitative data [29]. Statistical analysis is a component of quantitative analysis. While data reduction, data visualization, and conclusion drawing/verification are used in qualitative analysis. The procedures for analyzing the data are as follows: data reduction, data display, and conclusion.

Data reduction (Data Reduction), as the information gathered is documented in reports or comprehensive data. The report generated from the collected data is condensed and summarized, with a focus on key points that bolster the research findings. One way to reduce data is to summarize, select the essentials, concentrate on what matters, and search for themes and patterns. Two methods will be used by researchers to reduce data for this study: questionnaires and observations. Researchers observed research subjects and administered questionnaires in this step. then, data display to facilitate researchers' understanding of the patterns of association between one piece of data and another, the collected data is categorized based on the data sources associated with the research findings and organized into a matrix. The researchers will find it easier to comprehend what is happening and plan future work based on what has been learned when data is displayed. Defining the learning method based on certain attributes comes next, following the collection of the necessary data. The last, making conclusions. In the final step, the conclusion is provided in the form of an explanation of how speaking learning tactics are implemented in public speaking classes utilizing TED talk-based learning, as well as the reactions of the students to this approach.

3. FINDINGS

A. The implementation of TED talks based learning

Utilizing engaging and cutting-edge teaching techniques is crucial to assisting in the accomplishment of the goals of the autonomous campus curriculum. Students can improve their critical thinking abilities, problem solving skills, and English vocabulary through learning exercises. and. The idea behind using TED talk video instruction in public speaking classes is:

Choosing TED Talks videos that are appropriate and cover subjects that students find interesting. The chosen video lasts for ten to twenty minutes. For better comprehension by the pupils, the video features English subtitles. English subtitles are included in the video to help pupils follow along; asking students to watch and analyze the TED Talks videos on their own time, either in class or at home; assigning students to view the TED Talks video and make a list of noteworthy lessons they learned; having a class discussion about the TED Talks film, asking students to share their viewing experiences and to discuss the lessons they learned. Providing a forum for students to share their thoughts and ask questions; inviting students to hone their public speaking abilities by having them select a topic from the TED Talks video and give a brief presentation on it. Giving pupils constructive criticism and motivation to develop their speaking abilities, and evaluating and self-reflection: After the activity, giving students time to think and analyze their English-speaking skills and note any areas of public speaking that still require work. After that, offering students helpful criticism and motivate them to keep practicing.

The results of questionnaires, observation sheets completed during learning activities, and student oral test results all support the effective implementation of the TED Talk video technique in the public speaking course and are consistent with one another.

Students were required to list characteristics of public speaking in the opening, content, and closing sections of their groups during this first meeting. In an attempt to enhance their critical thinking and public speaking abilities, students watch TED talk videos in front of the class. One such informative speech video is titled "Why Having Fun Is the Secret to a Healthier Life," and it features Catherine Price. Students appeared to be more engaged in sharing their opinions regarding the movie's content during the discussion period that followed each group's preparation to present the findings of their identification after identifying the shown video. During the meeting's last section, each student was required to select a TED talk video that explained a topic related to speeches in order to identify the components and processes of public speaking. Following this, students were required to present the information from the video to the class. The purpose of this program was to provide the kids more chances to practice public speaking.

In the second meeting, each student gave a presentation on the identification of the chosen video and discussed its contents. The students appeared more assured, which helped allay their fears and anxieties. They also felt encouraged by the examples provided in the TED talk video that they had previously viewed. When making a presentation to their peers, almost all students actually pay attention to the crucial elements of public speaking. Following the presentation, the professor and classmates provided additional feedback to the students.

In the following exercise, students worked in groups to identify the elements of public speaking that were presented in the introduction, body, and conclusion of the TED talk video that was displayed in front of the class. Jennifer Holmgren's speech on "How we're turning carbon waste into jet fuel" is one example of the kind of persuasive speech video that was displayed. Students appeared more engaged during the discussion period following the identification of the shown video, as each group readied itself to share the findings of their identification. This allowed the spokespersons from each group to share their opinions regarding the video's content with the entire class. At the conclusion of the session, students were instructed to select a TED talk video that demonstrated a persuasive speech style in order to identify key components of public speaking. They were then required to present the material from the chosen video to the class. The purpose of this program was to provide the kids more chances to practice public speaking.

When students conveyed the contents of the watched video to the class during the third meeting, they once again presented the results of the video identification. Three students were willing to appear in front of their peers and attempt to demonstrate the key elements of public speaking; however, their delivery styles and techniques were similar to those from the previous meeting, making them appear nervous rather than more at ease. The performances are presented more neatly, with well-organized techniques and styles in accordance with the stages of public speaking, and the students' speaking skills appear better than in previous meetings, demonstrating that almost all of the students in the class are very receptive to input and suggestions from lecturers and their friends in the class. Additionally, students received comments from classmates and the instructor once more. The following TED presentation features an interesting address by Drew Berry with the theme "Animations of Unseeable Biology." The following TED talk video features an engaging address by Drew Berry with the theme "Animations of Unseeable Biology."

Students were divided into groups again and asked to identify elements of public speaking in the introduction, middle, and end of the TED talk video that was shown. Following this, each group prepared to share the findings of their identification through group discussions. Students appeared to be more engaged in sharing their opinions about the video's content, and it was not unusual to see multiple groups demonstrating how well their delivery aligned with the video's content. During the meeting's last section, students were requested to select and identify key components of public speaking by watching one of the entertaining TED talk videos. They were also required to present the information from the movie to the class. The purpose of this program was to provide the kids more chances to practice public speaking.

Students became more prepared when asked by the lecturer to present the results of video identification and convey the message of the video; they pay more attention to good style and technique during public speaking, without being separated from the indicators of good speaking skills as well. Students presented the results of video identification and conveyed the contents of the video in the last meeting. The presentation on that day looked better than the previous presentation, students looked more confident, and almost went very well from each stage of public speaking.

Furthermore, students again get feedback from the lecturer and from friends in the class. The next activity is that students return to groups and are asked to choose one video with a theme that can be chosen according to the choice of their respective groups, they identify aspects of public speaking in the opening, content, and closing of the selected TED talk video, after identifying the video displayed, each group prepares to present the results of their identification through discussion sessions, students look more active in participating in conveying their ideas about the content of the video and there are still some groups that show evidence of the suitability of their delivery with the content of the video they have watched. After the meeting, students take an oral exam to gauge their public speaking abilities. They can freely select a topic from one of the TED talk videos to highlight key elements of public speaking, and then they present the ideas and knowledge they learned from the chosen video to the class. After watching the TED talk video in the prior meetings, the purpose of this activity was to assess the students' public speaking proficiency.

Based on the observation results gathered from multiple meetings, it appears that students find the TED talk video technique to be easy to use to practice public speaking. They also demonstrated a greater improvement in their public speaking abilities than previously, with their performances being better organized into stages and paying attention to the elements of effective speech. Moreover, students became more engaged and self-assured in each meeting, contributing to discussions and offering feedback on their peers' performances. Learning using TED talk videos that have been implemented is also technology-based which affects student learning activities in the 21st century, where students have easy access to digital learning resources that suit their needs and hone their critical thinking skills so that they can produce innovations based on student creativity.

It appears that there are still issues with the implementation and application of TED talk videos to students in this study, issues that lecturers can take into account and anticipate when they wish to use this media. One such issue is the duration, which is fairly long, making it less effective when used in learning activities that have a short duration. There are further issues in addition to the quick delivery time for inadequate material.

B. Students response toward the implementation of TED talks

The finding appears that there are still issues with the implementation and application of TED talk videos to students in this study, issues that lecturers can take into account and anticipate when they wish to use this media. One such issue is the duration, which is fairly long, making it less effective when used in learning activities that have a short duration. There are further issues in addition to the quick delivery time for inadequate material. Additional feedback regarding students' reactions to the use of TED talk-based learning videos was gathered, indicating that students found it simple to practice speaking through the video's examples, in addition to feeling more confident and having a better ability to communicate their ideas. Eleven students said that using TED Talks as an effective medium for teaching public speaking might help students balance their online and offline learning experiences by teaching them how to talk through TED Talks-based instructional videos. In order to assess how much students' speaking abilities have improved, lecturers also periodically assess their students. As part of the evaluation process, students are given speaking video projects. From the video, the lecturer can assess the aspects of speaking mastered by students and provide comments if there are aspects that are felt to have not improved.

The utilization of TED Talks-based learning is highly effective when implemented in public speaking classes since it is easily accessible and repeatable. According to three pupils, students believe that watching the movie more frequently will help them become more proficient speakers. Nearly all of the respondents shared their thoughts about how TED Talks-based learning boosted their confidence and inspired them to

give their best speeches when it came to public speaking. For instance, four students contended that studying through TED Talks is more engaging, contains a wealth of useful examples, and effectively stimulates responders to come up with fresh ideas for public speaking.

These quotations illustrate how learning leads to students being more self-reliant. Moreover, 22 out of 33 respondents said that watching the TED Talks-based learning video gives them a direct example of how to practice public speaking and helps them brainstorm ideas for more ideas. They also learn how to pronounce words correctly and make facial expressions and body gestures like native speakers, which is very helpful during the learning process as a place for them to practice on their own.

From some respondents, the TED talks-based learning video also taught them how to become proficient speakers and stage performers in front of large crowds, making them appear more professional. It also taught them how to draw attention to themselves and engage with the audience, making them feel more at ease. Five students who argued through the provided questionnaire said that after implementing public speaking skills shown through films during multiple sessions of students learning through TED talk-based learning, their anxiety and nervousness decreased.

Ten students, however, disagree, according to the questionnaire they were given, that using TED Talks-based instructional videos to teach public speaking in class is an effective teaching tool. Students believe that the use of TED Talks as a basis for learning prevents respondents from freely communicating with interlocutors in order to practice public speaking. Other challenges they encounter include poor signal network constraints when accessing videos and difficulty understanding the message conveyed by the videos. Based on the questionnaire answers, the research concludes that most students find using TED talk-based learning videos to be an enjoyable and effective way to follow the public speaking course curriculum.

4. DISCUSSION

The purpose of this study is to determine how public speaking courses use TED talk-based learning videos and how students react to the learning activities that take place when the videos are used in the classroom. The TED talks-based learning video technique is useful for usage in public speaking classes during the learning process, according to the previously mentioned research results. The findings demonstrated how much the respondents benefited from the public speaking class's usage of TED talk-based learning. The respondents believed that there were numerous advantages to using TED talk-based instruction in public speaking classes. Motivation, facial emotions, body language, new concepts, and pronunciation all showed improvements.

Improvements were seen in motivation, facial expressions, movements and gestures, new ideas, and pronunciation. From the interview results, some students stated that the learning process using TED Talks based learning helped them in a fun and not monotonous learning process. In addition, learning using TED Talks based learning is more interesting and there are many videos that can be watched and learnt. Motivation, facial emotions, body language, new concepts, and pronunciation all showed improvements. According to the interview results, a few students said that they learned in a pleasant and engaging way thanks to the TED Talks-based curriculum. Furthermore, learning through TED Talks is more engaging, and there are a ton of educational video available.

The statement refers to research by [30], which found that The TED Talks media is well received by the students. It has been suggested that the TED Talks videos have an impact on a few things, including vocabulary, fluency, and pronunciation. In addition to these, it facilitates students' concept delivery and enhances their proficiency in speaking English. Furthermore, many people in the modern learning environment have enhanced their public speaking abilities by watching TED Talks.

The results demonstrate that using TED talk-based learning, which is appropriate to support the teaching and learning process, makes the teaching and learning process run smoothly. notes that it is a great idea to use TED Talks as a public speaking lesson, and this study's conclusions differ from those of the previous one in that the researchers discovered that students believed that watching TED Talk videos improved their public speaking abilities [23], [31], [32].

Students' opinions about using TED Talk video-based instruction for public speaking are displayed in this study. According to the results, students think it's a good idea to use TED Talks videos to practice public speaking. Students can benefit from watching TED Talks videos in a number of ways. When giving a presentation, they can learn how to read body language, gestures, hand motions, accent variances, pronunciation, fluency, persuasiveness, and entertainment value. Learning English with TED Talks is an extra resource that educators and students engaged in English language learning programs can use [24], [33], [34]. Students can comprehend and engage in discussions about the engaging ideas presented in TED Talks more easily.

Students find that the simple-to-use classroom resources greatly aid in their ability to communicate in English. [35]states watching TED Talks videos can be considered an educational experience because they contain a wealth of smart talks. Consequently, TED Talks can help teachers give talks that fall under the heading of giving instructions and lecturing. This is consistent with [36], which found that because speakers consistently share their experiences, viewers can pick up new concepts and information. Researchers will gain a better understanding of public speaking principles by watching TED Talks videos.

According to respondents, there are several themes covered in TED Talks that can be used as models for crafting well-structured speeches. These examples also add fresh perspectives to the learning process. Students can immediately learn and hear their native accents through TED Talks-based learning, which focuses on public speaking and makes it easy for them to mimic it. Additionally, a lot of themes pertaining to current social and cultural issues are covered in TED Talks-based learning, giving students the opportunity to learn new things in addition to speaking skills. There are several themes covered in TED Talks that can be used as models for crafting well-structured speeches. These examples also add fresh perspectives to the learning process. Students can immediately learn and hear their native accents through TED Talks-based learning, which focuses on public speaking and makes it easy for them to mimic it. Additionally, a lot of themes pertaining to current social and cultural issues are covered in TED Talks-based learning, giving students the opportunity to learn new things in addition to speaking skills.

Despite the fact that not all respondents agreed to use TED Talks because of network issues or internet quotas, which are highly disruptive to the speaking learning process, it can be inferred from this statement that TED Talks-based learning is effective due to the numerous benefits that respondents feel when using TED Talks in the classroom. Furthermore, despite the limits brought on by the connection, student interaction can still function normally. The remainder of the class continued as normal.

However, there are certain difficulties, including bad connection, that affect pupils and have been linked to by earlier research. The findings of [37] study, "EFL Classes Must Go Online!," Internet connectivity is still a barrier in isolated and rural areas of Indonesia during the COVID-19 pandemic: Teaching Activities and Challenges. Indeed, there are pupils who reside in remote locations, mountains, and rural areas. When implementing mobile learning, [38]list a number of technological obstacles to be overcome, including limited access to the newest technology, internet connectivity, security, technical support, inadequate memory, unstable networks, small screens, and technical competence. Students found solutions to the problems they faced, namely finding a place that is more adequate and that has stable internet access so that they can access TED Talks videos more smoothly and well, besides that students also do independent practice [39]-[41].

5. CONCLUSION

The purpose of this study was to determine how students responded to a TED talk-based learning strategy and how it affected their public speaking learning activities during the second semester of the IKIP PGRI Pontianak English Education Study Program. The researcher conducted classroom observations and distributed (open-ended) questionnaires in order to address both research goals. Thirty-two students were given questionnaires, and throughout the four meetings of the public speaking course, observations were made. According to the researcher's research findings, students reported that using TED Talks as a learning resource in public speaking classes aided them in developing their speaking abilities. Using TED Talks as a teaching resource might boost students' motivation, confidence, and ability to cope with anxiety. In addition, students also get the opportunity to learn directly through videos how native speakers do public speaking, students learn professional techniques and styles when speaking in front of the public.

Students' English speaking abilities are constantly improved through TED talk-based learning, and they are thrilled about the variety of engaging subjects and themes that are provided by the videos. The results of the study indicate that 82% of respondents thought that using TED Talks as media in public speaking classes is beneficial, with over half of the respondents also saying that it can aid in the learning process of public speaking. However, there are several challenges that arise in the Public Speaking class, chief among them being a subpar internet connection that has an impact on multiple aspects, including the use of subpar material and the sporadic, hard-to-hear Ted Talks video sound.

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