

TED TALKS VIDEO AS EFL'S PUBLIC SPEAKING LEARNING SOURCE

Nurul Aini¹, Ayu Wulandari², Nadia Farihatul Jihan³

¹²³IAIN Kediri, Kediri, Indonesia

¹florida_aini@iainkediri.ac.id, ²ayuwulandariabc@gmail.com; ³njihan446@gmail.com

Received: 14 August 2023, **Revised:** 9 September 2023, **Accepted:** 26 October 2023

Abstract

The subject of public speaking is fascinating and crucial since it helps students develop their communication abilities. A qualitative approach was used to acquire the data. Finding out how students feel about using TED Talks as a public speaking practice is the aim of this study. There were twenty respondents who were sixth-semester English education majors in this study's sample. A questionnaire was used as the research tool. Item 8, which stated, "Watching TED Talks videos improves my comprehension of the lesson content in public speaking," received the highest score. 19 students (95%) selected "agree," while 1 student (5%) selected "strongly agree." Item 5, which had the lowest result, had the following statements: "Watching TED Talks videos to learn public speaking is more effective than looking at a teacher's note." Of the students who responded, 3 (15%) strongly agreed, 11 (55%) agreed, and 6 (30%) disagreed. As the study's findings demonstrated, using TED Talk as a teaching tool for public speaking was a smart idea. Additionally, students thought that watching the TED Talk video improved their public speaking skills.

Keywords: Public Speaking; TED Talks Video; Students' Perception

Abstrak

Public Speaking adalah mata pelajaran yang menarik dan sangat penting, karena memungkinkan siswa untuk memperoleh keterampilan komunikatif. Penelitian kualitatif ini bertujuan untuk mengetahui persepsi mahasiswa tentang bagaimana TED Talks dapat digunakan untuk berlatih berbicara di depan umum. Populasi penelitian ini terdiri dari mahasiswa semester enam jurusan Pendidikan Bahasa Inggris dengan jumlah responden sebanyak 20 orang. Instrumen yang digunakan dalam penelitian ini adalah kuesioner terbuka. Skor tertinggi adalah item 8 dengan pernyataan "Menggunakan video TED Talks meningkatkan pemahaman saya terhadap isi pelajaran dalam berbicara di depan umum." Sebanyak 1 siswa (5%) memilih "sangat setuju", dan 19 (95%) siswa memilih "setuju". Untuk nilai terendah yaitu item 5, dengan pernyataan "Menggunakan video TED Talks dalam pembelajaran *public speaking* lebih efektif dibandingkan melihat catatan guru," 3 siswa (15%) memilih "sangat setuju", 11 (55%) siswa memilih "setuju", dan 6 siswa (30%) memilih tidak setuju. Hasil penelitian menunjukkan bahwa mereka memiliki ide yang baik untuk menggunakan TED Talk sebagai pelajaran berbicara di depan umum, dan para peneliti menemukan bahwa persepsi siswa tentang penggunaan video TED Talk meningkatkan kemampuan berbicara di depan umum.

Kata kunci: Berbicara di Depan Umum; Video TED Talks; Persepsi Siswa

INTRODUCTION

Public speaking is an activity that involves conveying information to others. Public speaking, according to Pratama (2019), is the act of expressing or communicating one's opinions to a larger audience. It has indirectly made us aware of the fact that public speaking is inextricably linked to three major concepts: its importance, urgency, and purpose. Human communication can occur in groups as well as in personal interactions. It highlights the need for a particular level of skill for public speaking because different people will comprehend things differently. Those who are not accustomed to public speaking—whether in person or virtually—will likely suffer from stage fright or disbelief, making it challenging for the audience to understand what is being said.

Through TED (Technology, Entertainment, Design) Talks, students learn about educational resources relating to the experts' fields of expertise—public speaking, in particular. The main advantage of TED Talks, according to Vasilevich (2016), is that presenters share their motivational ideas through public speeches. Furthermore, according to Rossette-Crake (2019), TED Talks presenters instinctively push themselves to progress at the same rate as their audience when they discuss their own experiences. It has been found that using TED Talks videos can help students become more proficient speakers (Hall & Aleles, 2016).

A study by Lee & Liang (2012) found that EFL students can communicate through the use of video technology in her study, "Using Video Technology to Diagnose EFL Students' Cognitive Learning Difficulties in Public Speaking." Numerous studies suggest that students might enhance their public speaking abilities by using video TED Talks

(see Aravind & Rajasekaran, 2019; Aleles & Hall, 2016; Arifin et al., 2020). These researchers' work is related to or equivalent to that of other researchers. This research, however, differs in that it solely concentrates on students' impressions both before and after using TED Talks, particularly with regard to public speaking. Additionally, the research's limitations are limited to the fact that the study only aims to inform students' perspectives of public speaking.

The purpose of this study is to find out how students feel about using TED Talks as a public speaking practice tool. The researchers selected the TED Talks channel because they feel that the international native speakers can improve pupils' public speaking abilities. It is hoped that using TED Talks to learn public speaking will be beneficial and can be an effective tactic to support students' development of their public speaking skills. According to the researchers, TED Talks can be a compelling medium for teaching public speaking, especially to EFL students. The majority of TED Talks feature excellent videos covering a wide range of topics, including motivation, economics, politics, education, and the arts.

Speaking in front of an audience is a skill that requires constant practice. Salim & Joy (2018) state that persuading an audience is the main goal of public speaking most of the time. Adiwinata (2015) distinguishes between three categories of public speaking. Speaking for information is the first, speaking for influence is the second, and speaking on special occasions is the third. Speaking to inform, sometimes referred to as informative speaking, is a strategy for presenting a speech in front of a group of people with the goal of educating them about a certain topic or problem. Li et al (2015) states that students can acquire and apply the following

aspects of public speaking: choosing a topic, incorporating it into their language learning, imitating, assessing themselves, and getting feedback. These are all crucial components of language acquisition.

Learning to speak in front of a large crowd or in public is a valuable skill for delivering information to an audience. Speaking in front of an audience is a crucial component of the foreign language learning process. It can be challenging to practice at times. The ability to communicate is the most important skill when learning a foreign language, according to Oradee (2012), since it is the most challenging and the foundation for all other abilities. Thus, in order to motivate students to practice language, teachers need to have an engaging approach and enjoy activities like teaching public speaking through media. Whether or not the students are thought of as good public speakers will depend on how well they perform.

Pupils' perception is what they think about as they gaze around them. Students' perception, according to Litchmore & Safdar (2015), includes all of the mechanisms through which a person picks up knowledge about what they see, hear, touch, taste, and smell in their surroundings. Students' perceptions foster deeper learning through their surroundings in addition to creating personal experiences. On the other hand, perception, according to Agarwal (2015), is the process by which one becomes aware of their surroundings by drawing meaningful connections between events and situations. Perceptions vary among individuals and are impacted by needs and wants. Perception in this study refers to the subjectivity of students' opinions and experiences as a result of their observations and public speaking experiences. Kleinke's (1978) idea states that a student's perception can have an impact

on their ability to acquire a language. Thus, there is a relationship between perception and learning that takes place in public speaking classes; students will be able to understand what they perceive if they can effectively master the resources offered. If students feel positively about the world, they will learn more successfully. As a consequence of their successful education, they acquire a passion for learning and grow as individuals. However, learning will not be easy for children with weak perceptions.

A TED Talks is a useful tool in two ways: first and foremost, it is a knowledge resource that provides learners with easily available, useful things and insights. Second, these speeches can be used as language study materials. Thanks to the availability of a large selection of multilingual transcripts (Kusumastuty et al., 2019), TED video speakers often have exceptional presentation abilities because they have the ability to employ all parts of language, beginning with only the audience's body language. TED Talks can also assist students in enhancing their language abilities by allowing them to learn different English dialects from different countries. Sports, entertainment, fashion, politics, and technology are all covered in TED talks. As a result, there are a plethora of accents, words, and idioms that can be employed in an English class to teach.

TED (Technology, Entertainment, Design) Talks educates students' about educational materials related to the experts' fields of expertise, particularly public speaking. According to Vasilevich (2016) TED speakers are picked for their abilities to clearly explain ideas (Romanelli et al., 2014). These speakers act as role models for students' looking to develop their public speaking skills. Students' can learn how to capture and hold people's attention by watching TED

Talks (Sugimoto et al., 2013). Students' can improve their speaking skills and become more engaging speakers (Romanelli et al., 2014). The TED website features the best speeches on a wide range of topics, when students' see presentations that interest them, they pay greater attention and enhance their public speaking skills more successfully. Romanelli et al. (2014) claim that TED talk videos encourage curiosity, sharpen students' attention, and aid in learning—particularly when it comes to public speaking.

The standard for public speaking abilities is raised by TED Talks. Ideas from TED speakers are thought to be more successful and well-liked (Sugimoto et al., 2013). Studies have found that TED Talks can enhance public speaking abilities and teach audiences how to interact with speakers; they can also raise the bar for public speaking and attract more students. raise student motivation to learn, encourage and strengthen self-development, and enhance learning quality and focus. Therefore, it is recommended that non-native English speakers take advantage of these conversations to improve their speaking and listening abilities as well as to prepare for upcoming presentations (María et al., 2018). Engaging in conversations with native English speakers can provide non-native speakers with valuable exposure to natural language patterns and colloquial expressions. This can help them develop a more authentic and fluent speaking style, ultimately boosting their confidence in public speaking situations. Additionally, by actively participating in these conversations, non-native speakers can also gain insights into cultural nuances and improve their overall communication skills.

METHOD

This study investigates how students feel about using TED presentations to teach public speaking. The sole research question for this study was: Does using TED Talks to learn public speaking lead to positive perceptions for pupils?' This study employed a quantitative, non-experimental approach to gather data in order to address this question. Bell (2010) stated that in quantitative studies, the connections between various fact sets are examined. employing numerical data in a planned, methodical investigation, with conclusions usually derived from quantifiable results.

There were 20 student participants in this study. Participants only focused on English education and came from different Indonesian provinces. This study obtained participants by random sampling. Random sampling is the selection of cases at random from a large population. This procedure is typically used to collect data, like in surveys or opinion polls. This approach uses statistics based on random samples.

FINDINGS AND DISCUSSION

Findings

The questionnaire used in this study is adapted from Seher Balbay and Selcan Kilis (2017). There are 11 items and 4 Likert-type scales with 4 choices, starting with "strongly disagree" (1) and ending with "strongly agree" (4). A sampling method can be utilized with quantitative data from surveys or tests. The survey was created using Google Forms and distributed to participants online via social media links such as Telegram, Instagram, and WhatsApp. For 10 days, the link was disseminated every day. The researchers have translated the questionnaire into Bahasa and guaranteed the privacy of the

participants' answers. Along with inquiries on demographics, the questionnaire asked about opinions regarding the use of TED Talks. After the data were evaluated, Hatch and Larazaton's (1991, 136) percentage formula was used to calculate the percentage of each questionnaire response. This is the formula researchers use for percentages:

$$\text{Proportion} = \frac{\text{number of frequency} \times 100}{\text{Total}}$$

This questionnaire was created to explore students' perceptions before and after utilizing TED Talks to learn public speaking. Some of the responses from this questionnaire's respondents include thoughts on using TED Talks to learn public speaking.

The researcher utilized the following statements as research tools to make it easier to examine the data of The Students' Perception of Using TED Talks in Learning Public Speaking by using the questionnaire:

Item 1. "The TEDTalks video is a good source for practicing public speaking."

There are 2 students' (10%) said "strongly agree", 16 students' (80%) said "agree", 2 students' (10%) said "disagree", and there are 0 student (0%) said "strongly disagree". According to the percentages above, students believe that TED Talks video is a good source for practicing Public Speaking. This is evident from the survey results, which show that 10% of students strongly agree and 80% of students agree with this. Therefore, it can be concluded that most students' in English education department agree that TED Talks Videos is a good source for practicing Public Speaking. The results showed that English education students agreed with the utilization of TED Talks videos as a helpful resource for public speaking practice. The eleven questionnaire items were grouped into four indicators. These indicators are strongly agree

(coded SA), agree (coded A), disagree (coded D), and strongly disagree (coded SD).

Item 2. Watching TED Talks videos makes learning public speaking more interesting.

There are 4 students' (20%) said "strongly agree", 16 students' (80%) said "agree", 0 students (0%) said "disagree", and there are 0 students (0%) said "strongly disagree". The results of the percentage above show that students' agree with watching TED Talks videos that can make learning Public Speaking more interesting. This can be seen from the questionnaire data which states that 80% of students agree with this and 20% of students strongly agree. Therefore, it may be concluded that watching TED Talks videos makes learning Public Speaking more interesting showing a positive response from students' and evidenced by the percentage of the questionnaire.

Item 3. The use of TEDTalks videos in learning public speaking motivates me to watch more videos than the ones in the playlists

Of the pupils, 4 (20%) said they "strongly agree," 13 (65%) said they "agree," 3 (15%) said they "disagree," and 0 (0%) said they "strongly disagree." The numbers above indicate that students think watching more videos than those on playlists is encouraged by using TEDTalks videos to teach public speaking. The survey results, which indicate that 65% of students agree and 20% strongly agree, make this clear. Consequently, it can be said that the majority of English education department students accept that watching TED Talks videos encourages them to view more videos than those on playlists when studying public speaking.

Item 4: Watching TED Talks videos to learn public speaking inspires me to put in more practice.

Of the pupils, 4 (20%) said they “strongly agree,” 14 (70%) said they “agree,” 2 (10%) said they “disagree,” and 0 (0%) said they “strongly disagree.” According to the percentage above, students concur that watching TED Talks videos to master public speaking inspires them to practice more. This is evident from the survey’s results, which indicate that 70% of students agree and 20% strongly agree. The percentage of students who completed the questionnaire suggests that, as a result, using TED Talks videos to teach public speaking motivates me to practice more.

Item 5. Watching TED Talks videos is a more effective way to learn public speaking than reading teacher notes.

Three students (15%) indicated that they “strongly agree,” eleven students (55%) that they “agree,” six students (30%) that they “disagree,” and zero students (0%), that they “strongly disagree.” According to the percentages above, students believe that utilizing the TED Talks video in learning Public Speaking is more effective than looking at teacher’s note. This is evident from the survey results, which show that 15% of students strongly agree and 55% of students agree with this. Therefore, it can be concluded that most students’ in English education department Accept that utilizing the TED Talks video in learning Public Speaking is more effective than looking at teacher’s note.

Item 6. The use of TED Talks videos in learning public speaking increases my participation in the classroom.

There are 1 students’ (5%) said “strongly agree”, 17 students’(85%) said “agree”, 2 students’ (10%) said “disagree”,and there are 0 student (0%) said “strongly disagree”.

The results of the percentage above show that students’ agree that The use of TED Talks video in learning Public Speaking increases my participation in the classroom. This can be seen from the questionnaire data which states that 85% of students agree with this and 5% of students strongly agree. Therefore, it can be concluded that the utilization of TED Talks video in learning Public Speaking increases my participation in the classroom, showing a positive response from students’ and evidenced by the percentage of the questionnaire.

Item 7. The use of TED Talks videos is relevant to course content.

Of the pupils, 5 (or 25%) said they “strongly agree,” 15 (or 75%) said they “agree,” 0 (or 0%) said they “disagree,” and 0 (or 0%) said they “strongly disagree.” The aforementioned percentages indicate that students think using TED Talks videos is relevant to the course material. The survey’s findings, which indicate that 25% of students strongly agree and 75% of students agree, make this clear. As a result, it can be said that the majority of English education department students accept that using TED Talks videos is pertinent to the teaching material.

Item 8: Watching the TED Talks video helps me better understand the material covered in the public speaking course.

One student (5%), nineteen students (95%) stated they agreed, zero students (0%), and zero students (0%), said they strongly disagreed. The results of the percentage above show that students’ agree with Using TED Talks video increases my comprehension of the lesson content in Public Speaking. This is can be seen from the survey results, which show that 5% of students strongly agree and 95% of students agree with this. Therefore, it can be concluded that with Using TED Talks video

increases my comprehension of the lesson content in Public Speaking, showing a positive response from students' and evidenced by the percentage of the questionnaire.

Item 9. Watching related TED Talks videos in my learning public speaking class has beneficial effects on developing my public speaking skills.

There are 3 students' (15%) said "strongly agree", 16 students' (80%) said "agree", 1 student (5%) said "disagree", and there are 0 student (0%) said "strongly disagree". According to the percentages above, students believe with Watching related TED Talks video in learning Public Speaking class has beneficial effects on developing my public speaking. This is evident from the survey results, which show that 15% of students strongly agree and 80% of students agree with this.

Therefore, it can be concluded that most students' in English education department accept the statement that watching related TED Talks video in learning Public Speaking class has beneficial effects on developing their public speaking.

Item 10. Watching TED Talks videos helps me improve my public speaking skills.

There are 4 students' (20%) said "strongly agree", 15 students' (75%) said "agree", 1 student (5%) said "disagree", and there are 0 student (0%) said "strongly disagree". The results of the percentage above show that students' agree with the statement: Watching TED Talks video helps me improve my Public Speaking skills. This can be seen from the questionnaire data which states that 75% of students agree with this and 20% of students strongly agree. So, it's safe to say can be concluded that watching TED Talks videos has improved students' public speaking skills. The proportion of students who responded

positively on questionnaire responses lends credence to this notion.

Item 11. If I were a teacher, I would use the TED Talks channel or video in my courses.

There are 2 students' (10%) said "strongly agree", 16 students' (80%) said "agree", 2 students' (10%) said "disagree", and there are 0 students (0%) said "strongly disagree". According to the percentages above, students believe that If I were a teacher, I would use TED Talks channel/video in my courses. This is evident from the survey results, which show that 10% of students strongly agree and 80% of students agree with this.

Therefore, it can be concluded that most students' in English education department Accept that If I were a teacher, I would use TED Talks channel/video in my courses.

Discussion

This part discusses "students' perceptions of the use of TED Talks videos in order to improve students' public speaking abilities". In order to gather qualitative data and address the study issue, the author gave a private questionnaire to twenty students. The questionnaire was analyzed by the author in multiple steps. Sorting through each student's answers to each question was the first stage. Next, the author generated several codes for every previously generated category. The author also computed the percentage of each code and the total survey results. Lastly, the data was presented by the author in order to draw conclusions. In the case of qualitative data, the author describes the data before drawing conclusions.

The research problem serves as the foundation for these conclusions. A Likert scale questionnaire was used to gather data, and the answers to eleven questions, completed by twenty students, are provided.

In general, the researchers thought it was a good idea to use his TED Talks as a public speaking lesson, and they discovered that students believed using the TED Talks video enhanced their public speaking abilities. The information demonstrates that students are content, eager, and driven to acquire public speaking abilities through the TED Talks video.

Although there have been previous studies looking into the use of movies for language acquisition, the results of this investigation differ from those of previous ones. Jung-Chin Liang's study in "Using Video Technology to Diagnose EFL Students' Cognitive Learning Difficulties in Public Speaking" used new approach to data analysis and look into the difficulties EFL students felt they were having learning how to speak in public in English. The study used a questionnaire instrument with a quantitative design. A public speaking class consisting of 26 students' of S-1 level participated in this study. Meanwhile, the difference between this study and the previous study is in the number of participants; this study only used 20 participants, whereas in the previous study, the number of respondents was 26. The next difference is from the results of the previous study. This study shows that they have a good idea to use TED Talk as a public speaking lesson, and the researchers found that students' perceptions of using TED Talk videos improve public speaking skills. While the results of the previous study are similar, the results of this study show that using video technology can help EFL students with cognitive learning difficulties with public speaking. Then, the similarity of this research with the previous research is that the respondents are EFL students, and the next similarity is that the researcher used a quantitative design and a questionnaire as an instrument.

Using TED Talks videos can help students become better public speakers; this is covered in the studies by Aleles & Hall (2016), Aravind & Rajasekaran (2019), and Arifin et al. (2020). Twenty participants from one of Surabaya's universities' English Department students (BOUZAR, 2019) who were in the English Literature and Department cohorts of 2018, 2019, and 2020 filled out the questionnaire. Using both quantitative and qualitative methods, this study found that students found watching TED Talks videos to be an intriguing way to learn public speaking. They also realized that many facets of public speaking could be taught through the movies.

The third study was conducted by Ferawati (2019) entitled "Student Perceptions of the use of TED Talks to Improve English Speaking Skills". This quantitative study investigated into how students felt about using TED Talks to improve their public speaking abilities. Random sampling was used to choose participants for this investigation. The EFL collage class had 210 members. A questionnaire was one of the instruments employed by the researcher. The number of participants in this study is different from that of prior investigations; 210 respondents were utilized in the previous study, however just 20 people were used in this one. The findings of this study indicate that using TED Talks as a public speaking lesson is a smart concept, and the next distinction between the findings of the previous study and the results of this study is that researcher found that students' perceptions of using TED Talk videos improve public speaking skills. Whereas this study was conducted with different gender and age demographics of undergraduate EFL students who were in service at various universities in fourteen provinces in Indonesia. Then, the similarity of this study with the previous study is that participants were exclusively English

education majors from various provinces of EFL students' in Indonesia, and the next similarity there are using a quantitative design and the researcher used a questionnaire as an instrument.

CONCLUSION

In this study investigates the students' perception of using TED Talks in learning public speaking. This study was aimed to provide a response to the research question. The question was "What are students' perceptions after and before the use of TED talks videos in improving public speaking?" The data of this research is obtained from English education Students' the study used in this study is using quantitative design research. This study used an open-ended questionnaire instrument.

The results of the questionnaire showed that the highest score was in item 8 with the statement "Using TED Talks videos improves my understanding of the lesson content in public speaking", as many as 1 (5%) students' chose "strongly agree" and 19 (95%) students' chose "agree". The lowest score was in item 5, with the statement "Using TED Talks videos in learning public speaking is more effective than looking at teacher notes", as many as 3 (15%) students' chose "strongly agree", 11 (55%) students' chose "agree", and 6 (30%) students' chose "disagree". In relation to the research topic, it appears that the students responded positively to the TED Talks videos used in the classroom. This is based on the responses of the students to each questionnaire. Students are interested in using the TED Talks video to improve your public speaking skills as it is very practical and easy to use and helps you learn public speaking. It is very convenient and easy to use and helps students understand public speaking.

In conclusion, based on the findings presented above, it is possible to conclude that students responded positively to the perceived usage of TED Talks videos to improve public speaking. The author recognizes that this research has flaws, such as a lack of relevant theories. Theories concern the subject. This is not to say that the study is without significance. The study's strength is that it investigates students' perception responses to the TED talks video in order to improve public speaking skills of students. This study also shows that learning public speaking through some videos in TED Talks are interesting and motivate the EFL students to learn public speaking because from those videos we will know about the gestures, the mimic, and how to deliver the information in front of the audiences. The quantitative findings are supported by the students' responses. There are various suggestions connected to students' perceptions of teaching TED Talks videos in enhancing public education based on the study's findings and conclusions. The study's findings could help lecturers in public speaking classes understand the value and significance of using TED Talks as the media in their lessons. In Public Speaking class, it also fosters a favorable environment for instruction and learning.

REFERENCES

- Aleles, J. & Hall, M. (2016). TED Talks for Authentic Learning: An Academic Oral Communication Course for Improving Presentation Skill. *International Journal of Humanities and Manajement Sciences*, 4(1), pp. 39-42. Retrieved online from <http://journalsweb.org>
- Anderson, C. (2016). Essential Communications TED Talks: The Official TED Guide to

- Public Speaking A Synopsis by Tom Henschel.
- Aravind, B. R. & V Rajasekaran. (2019). Diagnosing ESL Learners' Vocabulary Knowledge through Memory Strategies. *Humanities & Social Sciences Reviews*, 7(5), pp. 41-47. Doi: <https://doi.org/10.18510/hssr.2019.755>
- Arifin, N., Mursalim, M., & Sahlan, S. (2020). Enhancing Speaking Performance and Reducing Speaking Anxiety Using Ted Talks. *Journal of Language Education and Educational Technology*, 5(1), pp. 41-58. Retrieved online from <http://ojs.uho.ac.id/index.php/JLEET/article/view/6953>
- Balbay, S. & Kilis, S. (2018). Educational Analytics on an Opencourseware. *International Online Journal of Education and Teaching*, 5(3), pp. 673-685. Retrieved online from <https://www.iojet.org/index.php/IOJET>
- Bouzar, S. (2019). Issues in Teaching Speaking to EFL Learners. *Education and Linguistics Research*, 5(1), pp. 70. Doi: <https://doi.org/10.5296/elr.v5i1.14705>
- Bradbury, A. W., et al. (2010). Bypass Versus Angioplasty in Severe Ischaemia of the Leg (BASIL) Trial: A Survival Prediction Model to Facilitate Clinical Decision Making. *Journal of Vascular Surgery*, 51(5), pp. 52-68. Doi: <https://doi.org/10.1016/j.jvs.2010.01.077>
- Fitria, T. N. (2022). Using TED Talks In English Language Teaching (ELT): Supplemental Resources for English Language Teaching (ELT). *Sosmaniora: Jurnal Ilmu Sosial dan Humaniora*, 1(1), pp. 36-43. Doi: <https://doi.org/10.55123/sosmaniora.v1i1.199>
- Hatch, E. & Lazaraton, A. (1991) *The Research Manual Design and Statistics for Applied Linguistics*. Boston: Heinle & Heinle.
- Helal, D. (2020). Exploring the Role of TED Talks Videos in Improving Students' Public Speaking Skills: The Case of Second Year Master English Language Students at Mohamed Lamine Debaghine Setif 2 University. pp. 1-126.
- Hidayati, I. N., & Cahyani, S. (2022). Students' Perception of the Use of Ted Talk Videos in Public Speaking Classs. *Makna: Jurnal Kajian Komunikasi, Bahasa, dan Budaya*, 11(2), pp. 30-41. Doi: <https://doi.org/10.33558/makna.v11i2.4587>
- Irawan, A. I. (2020). The Use of Youtube as Teaching Media in Public Speaking. Thesis. Muhammadiyah University of Surakarta.
- Kleinke, C. L. (1978). *Self-perception: The Psychology of Personal Awareness*. New York: W. H. Freeman & Co.
- Kusumastuty, P. E., Mulyono, H., & Ekawati, A. D. (2019). *Student's Perceptions of Using TED Talks to Improve EFL Speaking Skill*. UHAMKA International Conference on ELT and CALL(UICELL), November, pp. 1-14.
- Lee, J., Agrawal, M., & Rao, H. R. (2015). Message Diffusion through Social Network Service: The Case of Rumor and Non-rumor Related Tweets during Boston Bombing 2013. *Information Systems Frontiers*, 17, pp. 997-1005. Retrieved online from <https://link.springer.com>
- Lee, Y. J. & Liang, J. C. (2012). Using Video Technology to Diagnose EFL Students' Cognitive Learning Difficulties in Public Speaking. *Procedia: Social and Behavioral Sciences*, 64, pp. 671-680. Doi: <https://doi.org/10.1016/j.sbspro.2012.11.079>
- Maria, M. H., Junior, V. C., & Astrid, R. V. (2018). TED Talks as an ICT Tool to Promote Communicative Skills in EFL Students. *English Language Teaching*, 11(12), pp.

- 106–115. Doi: <https://doi.org/10.5539/elt.v11n12p106>
- Novaković, N. & Teodosijević, B. (2017). Basics of Public Speaking. *Bizinfo Blace*, 8(2), pp. 33–46. Doi: <https://doi.org/10.5937/bizinfo1702033n>
- Nugraheni, G. V. A. (2017). *Students' and Lecturers' Beliefs about the Use of Ted Talks Video to Improve Students' Public Speaking Skills*. Thesis. Sanata Dharma University of Jogjakarta.
- Pratama, H. (2019). *Linguistic Politeness in Online Communication*. Semarang: LPPM UNNES.
- Ramadhan, A. A. (2018). An Analysis of Students' Ability and Difficulties in Public Speaking At Muhammadiyah University of Makassar.
- Romanelli, F., Cain, J., & McNamara, P. J. (2014). Should TED talks be teaching us something? *American Journal of Pharmaceutical Education*, 78(6), 113. <https://doi.org/10.5688/ajpe786113>
- Rossette-Crake, F. (2019). *Public Speaking and the New Oratory: A Guide for Non-Native Speakers*. Nanterre: Palgrave Macmillan.
- Salim, S. S. & Joy, I. E. (2018). *Public Speaking Skills. Training Manual on Theeranaipunya - Equipping Fisherwomen Youth for Future*. ICAR-Central Marine Fisheries Research Institute, Kochi, pp. 129-132.
- Sari, R. A. (2016). *Students' Perceptions on the Video Project in their Speaking Class : A Study of 11 th Grade of SMAN 1 Kasihan Students*. Thesis. Sanata Dharma University of Yogyakarta. Retrieved online from <https://repository.usd.ac.id/7303/2/121214043>
- Sugimoto, C. R., Thelwall, M., Larivière, V., Tsou, A., Mongeon, P., & Macaluso, B. (2013). Scientists Popularizing Science: Characteristics and Impact of TED talk Presenters. *PLoS One*, 8(4). Doi: <https://doi.org/10.1371/journal.pone.0062403>
- Vasilevich, V. (2016). Methodical Benefits of Using Authentic Videos TED Talks for Enhancing Students' Speaking and Listening Skills. Retrieved online from. <https://elib.bsu.by/bitstream>