Teaching Recount Text Using TED Talks Video to Enhance Students' Speaking Skill at the Secondary School

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Abstract: Speaking is one of the basic skill skills in English language learning in addition to reading, speaking, and listening. Speaking skill is needed to help students to communicate and socialize with other people. This study is to find out the effect of teaching recount text using TED Talks Video on students' speaking skill at the secondary school. Pre-experimental research with one group pre-test and post-test design was used in this study. The subjects were taken from the eleventh graders of secondary school in Kalimantan Tengah by using purposive sampling. The subjects were taught to speak personal recount texts using TED Talks Video. The instrument used to collect the data was the oral test to each student. The result showed that there is a significant effect of teaching recount text using TED Talks Video on students' speaking skill at the secondary school.

Keywords: TED Talks Video, Students' Speaking Skill, Recount Text

Abstrak: *Berbicara adalah salah satu keterampilan dasar dalam pembelajaran bahasa Inggris selain membaca, berbicara, dan mendengarkan. Keterampilan berbicara diperlukan untuk membantu siswa berkomunikasi dan bersosialisasi dengan orang lain. Penelitian ini bertujuan untuk mengetahui pengaruh pengajaran teks recount menggunakan TED Talks Video terhadap kemampuan berbicara siswa di sekolah menengah. Penelitian pra-eksperimen dengan satu kelompok pre-test dan post-test design digunakan dalam penelitian ini. Subjek dalam penelitian ini adalah siswa kelas XI SMA di Kalimantan Tengah dengan menggunakan teknik purposive sampling. Subjek diajarkan berbicara teks recount pribadi menggunakan TED Talks Video. Instrumen yang digunakan untuk mengumpulkan data adalah tes lisan untuk setiap siswa. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan dari pengajaran teks recount menggunakan TED Talks Video terhadap kemampuan berbicara siswa di sekolah menengah.*

Kata Kunci: *TED Talks Video, Keterampilan Berbicara Siswa, Teks Recount*

1. INTRODUCTION

English is one of the most important subjects in education to develop human resources. It is being expected to be able to make people aware about future where English will be used in all fields even now English can be found easily everywhere and every time. Crystal (in McKey, 2000:7) states that English is rapidly assuming the role of a world language, and no other

language has spread around the globe so extensively, making English a truly international language.

Dealing with the development of science and technology, it is undeniable the development of English is rising quickly. Fauzi (2021a) states that English as second language being widely used in many different areas such as tourism, telecommunication, science, and technology. Therefore, the mastery of English is a must. In Indonesia, English is an important subject in the education curriculum. The students must master four skills of the language namely listening, speaking, reading, and writing. Speaking is one of the basic skills in English language learning which is needed to help students to communicate and socialize with other people. Hence, teaching students to speak needs more creativity and media to assist teacher improving students' speaking skill. Thus, video is one of the media which is massively used today in teaching and learning English.

It is also asserted by Sherman (2003) that video is a wonderful resource for opening up the English-language world and can be used with great pleasure and very-little-sweat profit. Through video, teacher and learners can explore anything that support teaching and learning process. In addition, Sherman (2003) also states that video can be used for discussions, writing assignments, and as input for projects or the study of other subjects. This is in line with Smaldino, et al. (2008:284), "videos are available on almost any topic for every type of learner in all the domains of instruction. Therefore, video is useful in teaching and learning process because it provides interesting visual media, so the teaching and learning process will be fun".

Indeed, there are many kinds of video. Inspirational video is one of videos that is used for learning. TED Talks Video is one example of inspirational videos. TED Talks Video is a nonprofit video platform devoted to spreading ideas, usually in the form of short and powerful talks. TED, a shortening for Technology, Entertainment, and Design, is a kind of public speaking in the form of sharing experience and giving motivation to the audiences since 1984. The importance of TED Talks Video is that it can improve students' speaking skill where it also presents a consistent display that gives a powerful message to any students who learn English as their foreign language. In such an internationally recognized stage, the speakers of TED Talks Video can come from any background. Also, the speakers who share their ideas on stage can be from any country and any ethnicity. The most important thing is that in TED Talks Video they speak very well in English language that is not their native language. To argue its benefits, Vasilevich (2016) asserts that the biggest advantage of TED Talks Video are totally authentic as the speaker share their own personal stories, ideas, experiences with the audience, so that TED Talks Video is an appropriate media that can be used in speaking class.

In addition, there are some studies enhancing students' speaking skill by using TED Talks Video. Kusuma (2017), for instance, investigated TED Talks Video as a source material for improving student's communication skill. She analyzed the sequences of Islamic-content-TED video and integrate those public speaking sequences from TED talks to Islamic university students. The result showed that TED videos can improve the quality and confidence in delivering public speaking speech for the sophomore students especially who

are majoring Islamic Communication & Broadcasting. Therefore, having share the sequences of TED talks, the student's public speaking productions are more organized and powerful. Moreover, the accuracy and also the students' fluency could be controlled well. Then, Zahriani (2018) investigated TED Video to improve students' public speaking skill for academic purposes. Her research result showed that teaching public speaking by exploring TED Talks style give an effect on the students' public speaking. Therefore, from those studies have informed us that TED Talks Video is regarded significant to students' speaking skill.

In relation to teacher's difficulties to teach her students in recounting their personal experience at the secondary school, the most common problem comes from the activities during the speaking activities while teaching and learning process running-on. In fact, the activities during the English lesson seem to be boring and less interactive. This can be seen in the speaking activities, which only drill materials in the textbook, practicing the pronunciation of some words, and assigning students the task-based based on the worksheet or textbooks. In this regard, there are no variation of teaching English speaking which can engage students to be more involved to the speaking activities. In the classroom, moreover, the process of teaching and learning tends to be monotonous. This makes the practice of the speaking activities tend to be passive and uninteresting. Therefore, it affects the students' motivation in learning English. Besides, the teacher mostly uses individual performance so that the interaction among the students is quite minimal. Considering this, choosing TED Talks Video as media for teaching can improve students' speaking skill especially in the recount text. Also, by using TED Talks Video students can learn how to impulse their body movement and to encourage their self-confidence while speaking. This study is to find out whether any significant effect of teaching recount text using TED Talks Video on students' speaking skill.

2. LITERATURE REVIEW

2.1 Speaking Skill

Speaking is the capability of someone to communicate orally with others. Liao (2009) explained that speaking is the skill that use real life situation. Therefore, Nazara (2011) argued that speaking is specific spoken discourses that entail the elements of language when also consider its social norm and function.

According to Fauzi (2018) speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their ideas, feelings and desires to others. In school, the student learns how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English. So, speaking is the ability of people to communicate with other people by using verbal language. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people' behavior, asking and giving services and others.

Bygate (1987:39) identified two elements of speaking skill, those are production skill and interaction skill. In production skill, speaking ability take place without time limit environment; and in interaction skill there is a negotiation between learners. Both skills help learners to improve their speaking ability easier. Therefore, speaking in a second or foreign

language learning context has often been viewed as the most demanding among four language skills. In addition, Brown (2004:140) asserts that speaking in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized. Compared with writing and reading skill (commonly assumed as written language, receptive skills), speaking has some distinctive characteristics, such as speakers do not typically speak complete sentences; and they use less specific vocabulary, not just like in written language.

2.2 Indicators to Succeed and to Hinder in (Teaching) Speaking

According to Heaton and Harung (1999), there are three indicators to success in teaching speaking. Those are accuracy, fluency, and comprehension. First, accuracy is the ability to produce correct pronunciation. The correct pronunciation means correct of sound production and it is not influenced by similar sounds in speaker's mother tongue language. The speaker with high level of accuracy will speak correctly with very few mistakes. Second, fluency is the ability to speak quickly and accurately. Fluent speakers are able to concentrate their attention on the meaning of the speech. Then, fluent speakers comprehend and recognize words at the same time. Third, comprehension is one of the aspects in speaking. It is the ability to take meaning from speaker and to communicate and remember the meaning from the speaker as well. Since the purpose of speaking is to make listener understand what the speaker means, good speakers are those who monitor their listener comprehension to make sure that they understand the speaker. This is why comprehension is the final goal of speaking success indicator.

As known, not all English learners succeed to speak the language they learned because there are some problems appearing when they want to speak. Ur (1996:121) stated that there are some problems faced by English learners when they are in speaking activities. Those problems include inhibition, speechless, less participation, and mother tongue interference. In terms of inhibition, speaking requires full attention of the listener while the students are commonly shy to speak especially in a foreign language because they fear of criticism. The other problem is speechless where the students do not know what thing to say (Fauzi, et al., 2022a). For this situation, they think they do not have any reason to speak. Then, less participation to speak in the speaking activities also mostly happen. For instance, there is only one participant who speaks on the occasion of speaking forum. A large group speaking forum means that each person has only a little time to talk, then, there will be only some participants who dominate in speaking. This is also the reason that the others will do little or even they do not speak at all. The last, mother tongue interference will tend to be found in the most common speaking activity (Fauzi, 2021b). The tendency of switching to use native language is easier than having to continue to speak in a foreign language. Those all are factors that trigger to hinder students enhancing their speaking skill.

2.3 TED Talks Video is the Way to Solve the Speaking's Problems

As stated by Farid (2019) explained that online learning or online materials can help student learn about speaking. One of the online materials that can be used as a reference for learning speaking is TED.com. By using TED Talks Video, student can improve their speaking skills,

learn how the body movement, and encourage student self-confidence. In addition, the use of TED Talks Video makes students feel encouraged to speak. They showed more critical and reflective thinking regarding different accents in part of the world. Students were more prone to comment on the different accent as well as they were more motivated in expressing what they were thinking. Also, they were more open to sharing their ideas with others when they were analyzing accent.

Most speakers of TED Talk Video are English native speaker. Thus, the video can be served as linguistic input for language learners. Students can repeatedly until they catch the sentence to learn by writing a note. Also, students can imitate the speaker to increase their communication when to deliver a speech. As investigated by Danillah (2021), TED Talks Video increases students' self-confidence since they have counted with the elements that allowed them to express their ideas, their feelings, and their perspective on sociocultural topics. In addition, the fact that speakers in TED Talks Video come from various countries lets students realize that learning English is not only perfect pronunciation, but also it includes how to use language to communicate, no matter whether it's true or not.

Features in TED Talks Video are intended to help students improve their pronunciation, intonation, accents, phrases in relevant contexts, and vocabulary. One of the features in the TED Talks Video application more challenging is the feature to interact with people who are learning English using the public speaking method from all over the world so that students can practice English together. This is the way to begin with how to communicate, express thoughts, present presentations, and so on. So, the audience can see how they are drawn into the discussion that is being discussed. Therefore, TED Talks Video, as cited in Salem (2019), is one of the ICT tools that can be effectively used to promote speaking skill. It represents an effective instructional tool for developing language skills, especially speaking skill due to its authentic nature.

2.4 The Nature of Recount Text

Recount is telling what happened. It means that recount is a text talking about something that has happened in our life or used to tell past event such as holiday experiences, accident, activity, etc., (Hyland, 2003:124). As stated by Anderson & Anderson (2003:48), recount is defined as a piece of text that retells events aimed to give the audience a description of what occurred and when it occurred. In line with that, Knapp and Watkins (2005:223) states "recounts are sequential texts that do little more than sequence a series of events". Form these all definitions, recount text is simply a text genre telling a report about an experience of a series of related event in the past.

Recount text has a structure to build its text namely 'generic structure'. The generic structures of recount text are orientation, events, and reorientation (Knapp and Watkins, 2005). The orientation provides the setting and introduce participant. It tells who was involved in the story, when, where, and why the story happened. Then, the events tell what are in the story. Events are usually arranged in a temporal sequence. It tells what happened in what sequence. Last, reorientation is the conclusion of the story. It is optional element. It is at the end which summarizes at the events.

In terms of language features, recount texts are commonly featured by language elements such as pronouns (first person, third person), tenses (simple past, past progressive, past perfect, past perfect progressive), and temporal conjunctions for sequencing of events. These language features also attract teachers' attention in observing their students when they practice speaking.

3. RESEARCH METHOD

3.1 Research Design

Experimental research is designed to find out the effect of presumed cause (Ary et al, 2018:23). In this study, Pre-Experimental Design was used in a single group (One-Group Pre-Test and Post-Test design) which is no control group needed. To know the effect of certain variable is by comparing the scores achieved in pre-test and post-test.

Table 1. The Research Design

O_1	X	O_2
Pre-Test	Treatment	Post-Test

Based on the design, first the researcher gave a pretest to students to find out the speaking ability before treating them with TED Talks Video. Then, treatments given to the subjects by teaching them how to manage a topic in speaking using TED Talks Video. The treatments were simulated in three times of every week in one month. Last, after finishing the treatments students were evaluated through posttest to find the improvement after treatments.

3.2 Sample

The sample of this research was eleventh grade students of XI MIPA in SMA Negeri 1 Jabiren Raya, Kabupaten Pulang Pisau. The sampling technique used was purposive sampling by considering the limited population, saving cost for doing research, and the researcher familiarity with the sample. The number of the sample taken was 28 students.

3.3 Research Instrument

This research used two instruments in collecting the data: tests and questionnaire. The test was used to determine students' achievement in terms of pronunciation, grammatical, generic structure, and fluency in speaking English. The test was conducted twice; before and after simulating students with TED Talks Video. Information about the test was described in detail as follows.

Questionnaire given to students was to obtain the data from the respondents about students' perception about TED Talks Video to improve their speaking ability. The form of the questionnaire was close-ended questions which consist of 10 questions related to the use of TED Talks Video in learning process.

3.4 Procedure of the Research

First, the researcher did a pretest by asking students to speak in front of the class with the topic of personal recount text. That was about students' best holiday with the duration of talk time limit not more than five minutes. This was done to determine the student proficiency

skill in speaking English. Secondly, the researcher made three times of treatment by teaching recount text to students which was assisted by learning media named TED Talks Video.

The following is the procedure of teaching speaking using TED Talk Video.

Table 2. The Procedures of Teaching Speaking Using TED Talks Video

Teacher's Prompts	Students' Activities
The teacher explained the materials about recount text, such as the definition, the types of recount text and gave the examples of recount text.	Students listened and paid attention to the teacher and to the material about recount text, such as the definition, the types of recount text and giving the examples of recount text.
The teacher explained the social function, generic structure and language features of recount text.	Students listened and paid attention to the social function, generis structure and language features of recount text.
The teacher and students together determined the main idea, detailed information and certain information from the recount text.	Students learned to determine the main idea, detailed information and certain information from the recount text.
The teacher opened questions for the students to ask if there is something that they do not understand about the recount text material that has been explained by the teacher.	Students asked if there is something that they do not understand about the recount text material that has been explained by the teacher.
The teacher gave an example of recount text through a video from the TED Talks Video, and also explained the definition and how to use TED Talks Video.	Students watched, listened and paid attention to the teacher to an example of recount text and about TED Talks Video.
The teacher gave instruction to the students to pay attention to the way the speaker did presentation in the video.	Students followed the teacher instruction to focus on the way the speaker did presentation in the video.
The teacher asked students to determine the main idea, detailed information and certain information from the recount text.	Students tried to determine the main idea, detailed information and certain information from the recount text.
The teacher randomly mentioned the name of the students one by one or asked the students who is going to be the first speaker to retell the story based on the TED Talks Video that has been they watched before.	Students were called one by one to retell the story based on the TED Talks Video that has been they watched before.
The teacher gave the rules of retell story; maximum 5 minutes.	The students talked about the topic in front of the other students and the other students should pay attention to the speaker.
Every 5 minutes, the teacher asked the students who wanted to be the next speaker.	The student (a speaker) changes maximum in every 5 minutes, they retell in turn.
The teacher asked to every student to make conclusion based on the video they had watched.	Students made conclusion and spoke directly.
At the end of discussion, teacher gave feedback to students about what they have learned before. The teacher explained what they should pay	Students listened to the feedback given by the teacher about what they have learned before.

attention to in a recount text and how they conveyed it in front of the class while still paying attention to generic structure and language feature.	

Finally, after doing treatment the researcher retested (posttest) students as similar as what have done in pretest. This test was done to determine the student proficiency skill in speaking English after they were treated how to manage talks of recount text using TED Talks Video.

3.5 Technique of Data Analysis

Every student talk was recorded by voice, and relistened in other occasion to analyze each talk in terms of pronunciation, grammatical, generic structure, and fluency. These four indicators were rated by five-scale scoring marked by excellent, very good, good, fair, and poor which are subsequently ranged from five to one.

In student's pronunciation, the scores five to one are subsequently marked by the talk is easy to understand and almost has a native speaker accent; easy to understand even with a certain accent; there are pronunciation problems that make listeners have to concentrate fully and sometimes there are misunderstanding; difficult to understand because there are pronunciation problems which are often asked to repeat; serious pronunciation problem so incomprehensible.

In the grammatical aspect, the scores five to one are subsequently marked by the talk is almost no or few grammatical errors; sometimes make grammatical errors but it doesn't affect the meaning; often make grammatical errors that affect meaning; lots of grammatical errors that block meaning and often rearrange sentences; the grammatical error is so severe that it is difficult to understand.

In the generic structure aspect, the scores five to one are subsequently marked by the talk is the generic structure is very easy to understand; the generic structure is easy to understand although sometimes it can be confusing; the generic structure is quite easy to understand; the generic structure is quite confusing; the generic structure is confusing and unintelligible.

Last, in the fluency aspect, the scores five to one are subsequently marked by the talk is almost fluent like a native speaker; fluency seems a little disturbed by the language problem; fluency is a bit disturbed by language; often hesitate and stop because of language limitations; speech falters and stops so conversation is impossible.

To find the final score for each student; the above maximum score (20 points) was converted by dividing with score achieved by student and multiplied with 100. Then, the data in pretest were compared with the data in posttest using non-parametric statistic of Wilcoxon Signed-Ranks Test. This is chosen since the data of pretest and posttest are not normally distributed ($p<0.05$). This statistical operation was run by computer computation program of SPSS-26.

4. FINDINGS

The following table is the description of scores attained by students in pretest.

Table 3. Students' Scores in Speaking Attained in Pretest

No.	Students' Code	Aspect of Speaking				Obtained Score	Students' Final Score
		Pronunciation	Grammar	Generic Structure	Fluency		
1	A1	3	2	3	3	11	55
2	A2	4	3	3	4	14	70
3	A3	3	3	3	3	12	60
4	A4	3	3	3	3	12	60
5	A5	4	3	4	3	14	70
6	A6	3	2	3	2	10	50
7	A7	4	3	3	3	13	65
8	A8	3	2	3	3	11	55
9	A9	1	1	1	1	4	20
10	A10	4	3	3	4	14	70
11	A11	3	2	3	2	10	50
12	A12	3	3	4	4	14	70
13	A13	3	2	2	2	9	45
14	A14	3	3	3	3	12	60
15	A15	3	2	2	2	9	45
16	A16	4	3	4	4	15	75
17	A17	4	3	3	4	14	70
18	A18	3	3	3	3	12	60
19	A19	2	2	2	2	8	40
20	A20	4	3	4	4	15	75
21	A21	3	2	3	2	10	50
22	A22	4	3	4	3	14	70
23	A23	3	2	2	3	10	50
24	A24	3	3	4	4	14	70
25	A25	4	3	3	4	14	70
26	A26	2	2	2	2	8	40
27	A27	4	3	3	3	13	65
28	A28	3	2	3	2	10	50
SCORE IN AVERAGE							**58,21**

Then, the following table is the description of scores attained by students in posttest.

Table 4. Students' Scores in Speaking Attained in Posttest

No.	Students' Code	Aspect of Speaking				Obtained Score	Students' Final Score
		Pronunciation	Grammar	Generic Structure	Fluency		
1	A1	5	4	4	4	17	85
2	A2	5	4	5	5	19	95
3	A3	5	4	5	4	18	90
4	A4	5	4	5	5	19	95
5	A5	5	3	4	4	16	80
6	A6	4	4	4	5	17	85
7	A7	5	4	5	5	19	95
8	A8	5	4	4	5	18	90
9	A9	3	3	3	4	13	65
10	A10	5	4	4	5	18	90

11	A11	4	4	4	5	17	**85**
12	A12	3	4	5	5	19	**95**
13	A13	4	4	4	4	16	**80**
14	A14	5	4	5	5	19	**95**
15	A15	4	3	4	5	16	**80**
16	A16	5	4	5	5	19	**95**
17	A17	5	4	5	5	19	**95**
18	A18	4	4	4	4	16	**80**
19	A19	4	3	4	4	15	**75**
20	A20	5	4	5	5	19	**95**
21	A21	5	4	4	4	17	**85**
22	A22	5	4	5	5	19	**95**
23	A23	4	4	4	5	17	**85**
24	A24	5	4	5	5	19	**95**
25	A25	5	4	5	5	19	**95**
26	A26	4	3	4	4	15	**75**
27	A27	4	4	5	5	18	**90**
28	A28	5	4	4	4	17	**85**
SCORE IN AVERAGE							**87,50**

Both scores obtained from pretest and posttest were analyzed into Wilcoxon Sign Rank and the result is shown in the table below.

Table 5. Score Differences of Speaking Test in Pretest and Posttest

		N	Mean rank	Sum of rank	Z	Asymp. Sig. (2-tailed)
Score Pretest – Score Postest	Negative Ranks	0[a]	.00	.00	**-4.677[b]**	**.000**
	Positive Ranks	28[b]	14.50	406.00		
	Ties	0[c]				
	Total	28				

Based on negative ranks Wilcoxon signed Ranks Test

Table 5 shows that there is a significant difference in speaking ability after three times treatment of using TED Talks Video. The data shows that all students scored higher in posttest than pretest, and none students scored lower than pretest nor student maintained the scores as same as the pretest. Hence the treatments given to the subjects succeed to improve students' speaking skill. This is specified by statistical test values where Z (1.96) = 4.67; and p<0.001.

5. DISCUSSION

Four aspects of speaking skill have been rated from students' talk after they are treated with TED Talks Video. From the findings, students' scores in the aspect of pronunciation have increased albeit they are not too significant but this does not mean that there is no progress for this aspect. What thing to be obtained from this aspect is that the students have already improved in their pronunciation, so that most of them do not have significant difficulties in pronouncing English words.

Then, in the aspect of grammar students' scores increase and show that after giving the treatments the students have more improvement about their English grammar. This is also

similar to the aspect of generic structure where most students' scores increase though they are not too significant. This indicates that there is no progress actually from the treatment for this aspect. This seems due to the fact that the students already have sufficient knowledge about generic structure of recount text, so that most of them have no substantial difficulties in this aspect. Last, in the aspect of fluency most students show significant improvement after being given three times treatment of TED Talks Video.

The result of questionnaire gives more information to support statistical data findings. Most student consider that using TED Talks Video could help them to speak, motivate them to minimize their anxieties while speaking in the front of the class, and also to generate more ideas. They also feel happy when the researcher treats them with TED Talks Video in speaking class because the teaching and learning process can be more fun and interesting. TED Talks Video make the participation of the classroom more active and increasing. During the treatment, the students are more attracted and interested in following the teaching and learning process. Besides, the student understanding about recount text after receiving the treatment also getting better. Most students acknowledge that it is important that the teacher need to use the teaching media in speaking class where it could help them easily to understand the lesson and also to enjoy the speaking class.

The result of this research is relevant to Danillah (2021:10) that TED Talks Video increases students' self-confidence since students can express their ideas, feelings, and their perspective on sociocultural topics. In addition, the result of this study also in line with Salem (2019) that TED Talks Video is one of the ICT tools that can be effectively used to promote speaking skills. It represents an effective instructional tool for developing language skills due to its authentic nature. Moreover, since TED Talks video can alleviate students' anxiety in speaking, this might be related to Fauzi's, et al. (2022b) study that web-based technology can minimize learners' apprehension in speaking the foreign language. TED Talks Video indeed belongs to web-based technology where user can operate the platform via web. More importantly, this study also supports Kusuma's (2017) and Zahriani's (2018) findings that having share the sequences of TED Talks Video, the students' public speaking in terms of the accuracy and fluency could be controlled well.

6. CONCLUSION

As a conclusion, it reveals that using TED Talks Video is proven to be effective because this media is attractive and creative for speaking class especially for talking personal recount text. Teaching treatment using TED Talks Video is very helpful for the eleventh-grade students of SMA Negeri 1 Jabiren Raya because TED Talks Video provides a lot of videos, so that the students no need to spend much money to buy video because it is free and saving more money for students.

What the implication from this study is that the findings may give information about the usefulness of applying TED Talks Video in the teaching English speaking to improve the quality of teaching and learning in general, and the students' speaking skill in particular. Moreover, the treatment used by this study contributes new experience and knowledge for students of SMA Negeri-1 Jabiren Raya and their English teachers in using TED Talks media

in which it can enhance the quality of the teaching in the speaking class. Nonetheless, further researchers are badly needed to support this study findings where this study is regarded still not comprehensive and need more improvements to support those findings with the related topics.

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