

**STUDENTS' PERCEPTION OF TED TALK VIDEO IN PUBLIC  
SPEAKING CLASS**

**A PAPER**

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Educational Sciences, Pakuan University as partial fulfillment of the  
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By

Shafira Cahyani

031116084



**ENGLISH LANGUAGE STUDY PROGRAM  
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PAKUAN UNIVERSITY**

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Research Title :

**STUDENTS' PERCEPTION OF TED TALKS  
VIDEO IN PUBLIC SPEAKING CLASS**

Approved by :

Supervisor I,



Dr. Entis Sutisna M. Pd.

NIP : 1101033404

Supervisor II,



Istiqlaliah Nurul H, M. Pd.

NIK. 1.0212008570

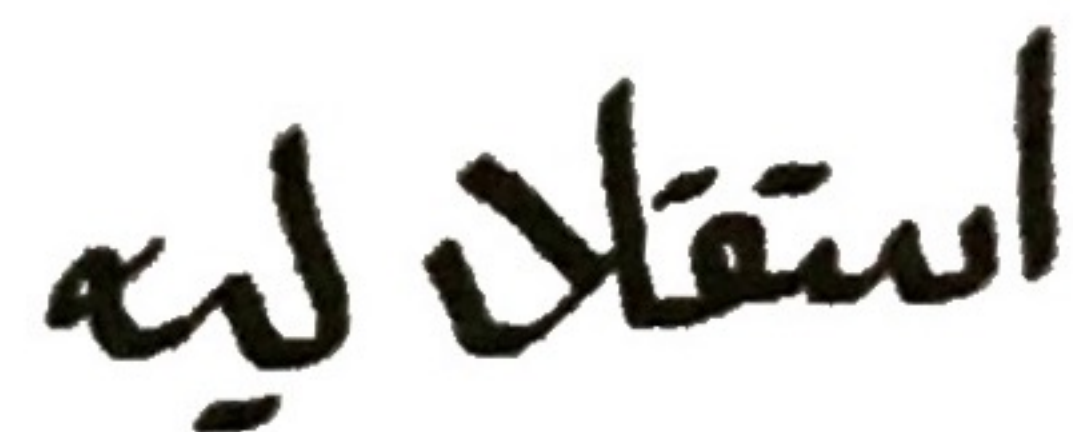
Dean of Faculty of Teacher Training and  
Educational Sciences,



Dr. Entis Sutisna, M. Pd.

NIK. 1101033404

Head of English Language  
Education Study Program,



Istiqlaliah Nurul H, M. Pd.

NIK. 1.0212008570

## **DECLARATION**

I hereby declare that the paper entitled “students’ perception of TED Talks video in public speaking class” is completely my own work. I am fully aware that I have quoted some statement and ideas from many resources. All quotations are properly acknowledged in the text. Should there be any claim on the originally of this paper. I would be prepared to take any legal responsibility.

Bogor, March 2021

Shafira Cahyani



## PREFACE

*Alhamdulillahirobbilalamiin*, all praises are dedicated to Allah SWT who always guides and gives the researcher strength and patience until she could finish her paper entitled, “Students Perception of TED Talks Video in Public Speaking Class”.

The paper is written to fulfill one of the requirements for *Sarjana Pendidikan* examination at the English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

Even though the researcher has tried to do her best in conducting the research, she realizes that the paper is not perfect. Later, she accepts any suggestion and critics for her better study in the future. Finally, it is expected that the paper will be useful for the researcher and those who read it

Bogor

The Researcher

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## ABSTRACT

TED Talks video is a source that is used by the English Educational Study Program lecturer in teaching public speaking class. The aim of this research is the researcher curious of the used TED Talks video can improve students speaking skills or not. This research was conducted at English language Educational Study Program Faculty of Teacher Training and Educational sciences, Pakuan University. There were eighteen students from 5D as participants of this research. To gain the research data, the researcher used three research instruments: questionnaire, students interview and lecturer interview. According to the data analysis, it was found that both of students and lecturer in public speaking there have similar perception for using TED Talks video. As the results student's positive perception of the used TED Talks video in public speaking class, they are aware to increase students' speaking performance and they are receiving information in joining public speaking class.

*Keywords: students' perception, speaking, video, TED Talks, public speaking.*

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

In Indonesia, English is a foreign language that needs to develop. English is also a language that can connect any aspect including the education aspect. Moreover, the English language becomes one of the subjects starting at the elementary school up to senior high school. In an English lesson, students learn various skills including writing, listening, and also speaking. However, one of the skills that must be mastered in learning English is to improve speaking skills.

There some functions of speaking skills, such as expressing an idea, expressing an opinion, and as the language art of talk when they want to communicate with each other. In improving speaking skills students need to communicate with native speakers effectively and students must be finding many references from good speakers from the internet, or event to get information about how to speak English in a good procedure and a great way.

Hendra (2012) states English language ability of students, including university students, was still unsatisfactory. It means many students at the university level have difficulties speaking English in front of the teacher, lecturer, and also in front of the class. Some of them have limited vocabulary so, they are not confident to speak in front of the class, on the other hand, they are also not confident with themselves because they are afraid of

making mistakes in pronunciation. Therefore, they must know the strategies to improve their speaking ability.

## **B. Reason for Choosing the Topic**

In the curriculum used in the English language study program of the faculty of teachers and education, the university has public speaking subjects. the purpose of public speaking is to prepare students to be able to speak in public. Speaking in public is not easy for several students, they feel uncomfortable with themselves because they have limited vocabulary, and they are afraid of making mistake in pronunciation.

There are three reasons for choosing the topic. First, the researcher feels that the influence of TED talk video can help students in learning activities in the public speaking class. Based on the researcher's experience, she felt no more difficulty when greeting and opening speeches in front of the class. The researcher also knew how to make the atmosphere in the classroom come alive by making eye contact with an exciting audience.

Seconds, through the TED talk video the researcher hopes the students can get the new word and new step after they are watching TED talk video, and it will be an example for them when they want to speak in the front of the class.

Third, the researcher wants to know student's perception of TED talk video, whether TED talk video has a positive impact such as making them confident and their speech becomes highly structure or even TED talk

become a negative impact for students' such as making them a plagiarist and cannot be themselves when they are delivering their speech in a front of the class.

On other hand, the students often encounter various problems when they want to speak in front of the class. One of the students' problems comes from themselves, a lot of students always feel insecure when required to speak in front of many people. Such self-confidence is caused by students has limited vocabulary so, they are worried about what will be discussed in the next speech.

### **C. Aim of the Research**

By conducting the research, the researcher wants to know students' perceptions of using TED talk video in a public speaking class.

### **D. Research Question**

The researcher intends to investigate students' perception of using TED talk video in a public speaking class. Therefore, she presents it in one research question: What is the students' perception of using TED talk video in a public speaking class?

### **E. Research Focus**

This research focuses on the problem faced by the students of the fifth semester in Public Speaking skills at the English Language Study Program,



the faculty of Teacher Training and Educational Sciences, Pakuan University.

#### **F. Operational Definition**

To support this research, the researcher would like to explain terms related to the topic of the research. There are:

**a) Students' perception of TED talk video:**

Students' responses and experienced to TED talk video to achieve a goal in the learning process.

**b) Public speaking skill:**

It is an activity to expressing knowledge of feeling in spoken language and the ability to encourage communicating effectively with people in public.

**c) Perception**

It is the sensory experience of the world. It involves both recognizing environmental stimuli and actions in response to these stimuli.

#### **G. Research Significance**

The study of the research is investigating the students' perception of using TED talk video in public speaking class. It has to be done because it is hoped that students can enhance their speaking ability after watching existing references. On that occasion, TED talk can facilitate students to know step by step how to be a good speaker.

## **CHAPTER II**

### **THEORETICAL FOUNDATION**

#### **A. Speaking**

##### **1. Definition of Speaking**

Speaking is probably the language skill that most language learners wish to perfect as soon as possible, it used to be the only language skill that was difficult to practice online. This is no longer the case. English learners can practice speaking online using voice or video chat and services like skype. They can also record and upload their voice for others to people listen.

Cameron (2001) mention that "speaking is the active use of language to express meaning, so that other people can make sense of them to speak in the foreign language to share understanding with other people requires attention to precise details of the language". According to Channey (1998) state cite as Kayi (2006) that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context".

Speaking is not only speech but makes people get meaning from the speech. According to Mumford (2009) posited that students listen to competent speakers and study transcripts of the way what they say. At least makes them aware of the kind of speech phenomena that students have been discussing.

From the definition above, the researcher can conclude that speaking is an act of communication through orally using the English language. Speaking is the one ability in English to express opinions, comments, and the ability to ask and answer.

## **2. Type of speaking**

Related to the type of speaking, brown (2007) explain that there are six categories apply to kinds of oral production that can help students to improve their speaking. Those six categories are as follows:

### **A. Imitation**

Students practice the structure of intonation or try to determine certain vowel sounds. This type of imitation is done not for meaningful interactions, but to focus on certain elements of the language form.

### **B. Intensive**

Intensive speaking goes one step beyond imitative to include any students to imitate and include all speaking performance to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where students are “going over” certain forms of language.

### **C. Responsive**

This is the moment where the student gives a short reply to the teacher or the student initiates a question or comment. These replies are usually sufficient and do not extend.

### **D. Transactional (Dialogue)**

Transactional language is done aiming at students being able to convey or exchange specific information is an expanded form of responsive language. Such conversation may have more of a negotiate nature to them than do responsive speech

### **E. Interpersonal (Dialogue)**

It is carried out more to maintain social relations than for the transmission of facts and information involves some or all of the following factors: a casual register, colloquial language, slang, ellipsis, sarcasm, a covert "agenda".

### **F. Extensive (Monolog)**

students provide additional monologues in the form of oral reports, summaries, or perhaps short speeches.

Based on the theory above, it can be concluded that there is some point that should be considered in assessing speaking. Students should know pronunciation, vocabulary, and the

function of language that they are going to use. Students can convey something verbally well when they have made preparations and they use the correct word.

## **B. Students Perception**

### **1. Definition of Student Perception**

English is a language that is often used in the world. This situation makes people forced to learn English, especially for students who majored in English. A lot of students are interested in English, resulting in many perceptions that arise associated with learning English, especially students' perceptions in responding to the learning media provided by the teacher.

Student perception is a thought which is created when person sees around the world. According to Joseph Reitz (2015), students perception includes all those processes by which an individual receives information about his environment seeing, hearing, feeling, tasting and smelling. Student perception does not only create person experience but it also lets the person knows deeper through the environment. In other word, According to B. V. H. Gilmer (2015), Perception is the process of becoming aware of situations, of adding meaningful associations to sensation. Different perception from person to another are influenced by their interests and needs. In this study

Moreover, according to Mulyana (2007:196) cite as Rizky (2015) state that student's perception is internal process enable us to choose, organize and interpret the stimuli from environment, those process can influence our manner

## **2. Principle of Perception**

### **a. Relative Perception**

Students are not always able to receive and understand exactly what the information received means. Perceptions received from the learning process can change along with the information and other materials that are entered and received later. Because of this relative principle of perception, the formation of good and correct perceptions in learning can be done. Teachers can also update and correct misperceptions in students.

Concerning the relativity of this perception, the first impact of a change in stimulation is felt to be greater than the stimulus that comes later. Based on the fact that perception is relative, a teacher can predict the students' perceptions well for the next lesson because the teacher knows in advance what perceptions students have from previous lessons.

### **b. Selective Perception**

Students only pay attention to a few stimuli from the many stimuli that are around him at certain times. This means that the

stimulus received will depend on what he has learned, draws his attention, and in what direction the perception has a tendency. This also means that there are limitations in a person's ability to receive stimuli.

Based on this principle, in giving lessons a teacher must be able to choose parts of the lesson that need to be stressed to get the attention of students and in the meantime must be able to determine parts of the lesson that are not important so that they can be eliminated so that students' attention is not lured into this unimportant part. A teacher must be able to maintain the state of the environment in which he teaches so that messages that come from that environment, such as the sound of traffic in front of the class or the voice of people talking, do not rival the message, the lesson he is delivering. Furthermore, a teacher must also take care that in one presentation or lesson, he does not convey too many new things so that it exceeds the limits of students' perceptual abilities.

### **c. Order of Perception**

For a teacher, this principle shows that the lessons delivered must be arranged in good order. If the lesson items are not well organized, students will arrange the lesson items themselves in a relationship or group that can be understood by the student, so that different perceptions arise that are desired by the teacher. The result



is a misinterpretation or misunderstanding.

In conclusion, perception can help students see the stimulus object through the TED talk video as well as the environment. At this point that students become aware of what stimulus should be done to improve the ability of the public speaking. Student's perception has three principles. There are relative perceptions, selective perception, and also an order of perception. These principles influence the way students to infer and make a perception.

### **C. Related Research**

In this era, video technology is one of the subjects that must be learned by the student in improving their speaking skills. There are two related research. The First, the research of speaking through video entitled, "Using Video Technology to Diagnose EFL Students' Cognitive Learning Difficulties in Public Speaking" was conducted in 2012 by Jung-Chin Liang. In her research, she showed shows that EFL Students can speak with video technology. She used a questionnaire and interview to collect the data. Based on this research, the writer got the information that the factor is mastery experiences. The students agreed that they could more listening and understanding what the speakers say in the video to improving speaking skills. Moreover, they believed that they were can be improving their mapping scenario to speak planning through watching a video.

The result shows that the students' cognitive mapping of the speech difficulties about their overall speech conceptual. The second factor is a vicarious experience by the writer. The writer adds that two vicarious experiences, the observation, and models are the source of information to form individual self-efficacy when students speak in the public. As such, students have a role model for delivering speeches. So that students can be motivated by attention to gestures and facial expressions when the speakers deliver a speech through video.

Another related research is Vo Phoung Quyen (2018) entitle Challenges to Speak Skill Encountered by English-majored Students: A Story of One Vietnamese University in Mekong Delta. Based on this research, it was found that is performance accomplishment, a failure based on carrying a negative effect was used as a hint to build the student mood Booster to have a good skill in delivering the speech the result is that students ' speaking skills are hindered by the student vocabulary and English language. The result is that students 'speaking ability is hampered by students' vocabulary and English

These researchers related or similar research conducted by the researcher. the researcher wants to describe a student's perception of using TED talk video in a public speaking class. In this research, the researcher uses three instruments which are questionnaire, students interview and lecturer interview

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Method and Design**

In this research, descriptive qualitative research is used to describe the students' perception of TED talk video in a public speaking class. According to Ary et al (2010, p.424), as cited in Nadya (2017: 23), qualitative research presents a description of situational setting and participant's activities in form of sentences rather than numerical data. It means that descriptive qualitative research can be used to describe the students' perception of TED talk video that occurs in a public speaking class.

In this research, the researcher uses triangulation based on different methods of data collection are questionnaires and interviews. A questionnaire is given to students. Interview is given to the students and lecturer. The researcher can find the improvement of students after they watch the TED talk video. The response to the questionnaire is analyzed to facilitate the researcher in analyzing students' perceptions from a daily conversation of the subject in the class. The researcher can find the impact of TED talk video for students in public speaking class. The data interpretation method is also used by the researcher to accelerate in getting information from an individual student who has improvisation of performing in public speaking class after watching TED talk video.

The guided-interview is used as a form to interview. The respondents will be the students who have different perception by using TED Talks video. Another interview will be conducted by the researcher with a lecturer to get information about students' problems in speaking skills and also to gaining information. In this research the researcher conducts the interview, a recorder will be used to conduct the interview, a recorder will be used. It means non-parametric statistical is used to enrich the percentage of data collection. To clarify the process of the research, the research design is drawn as follows

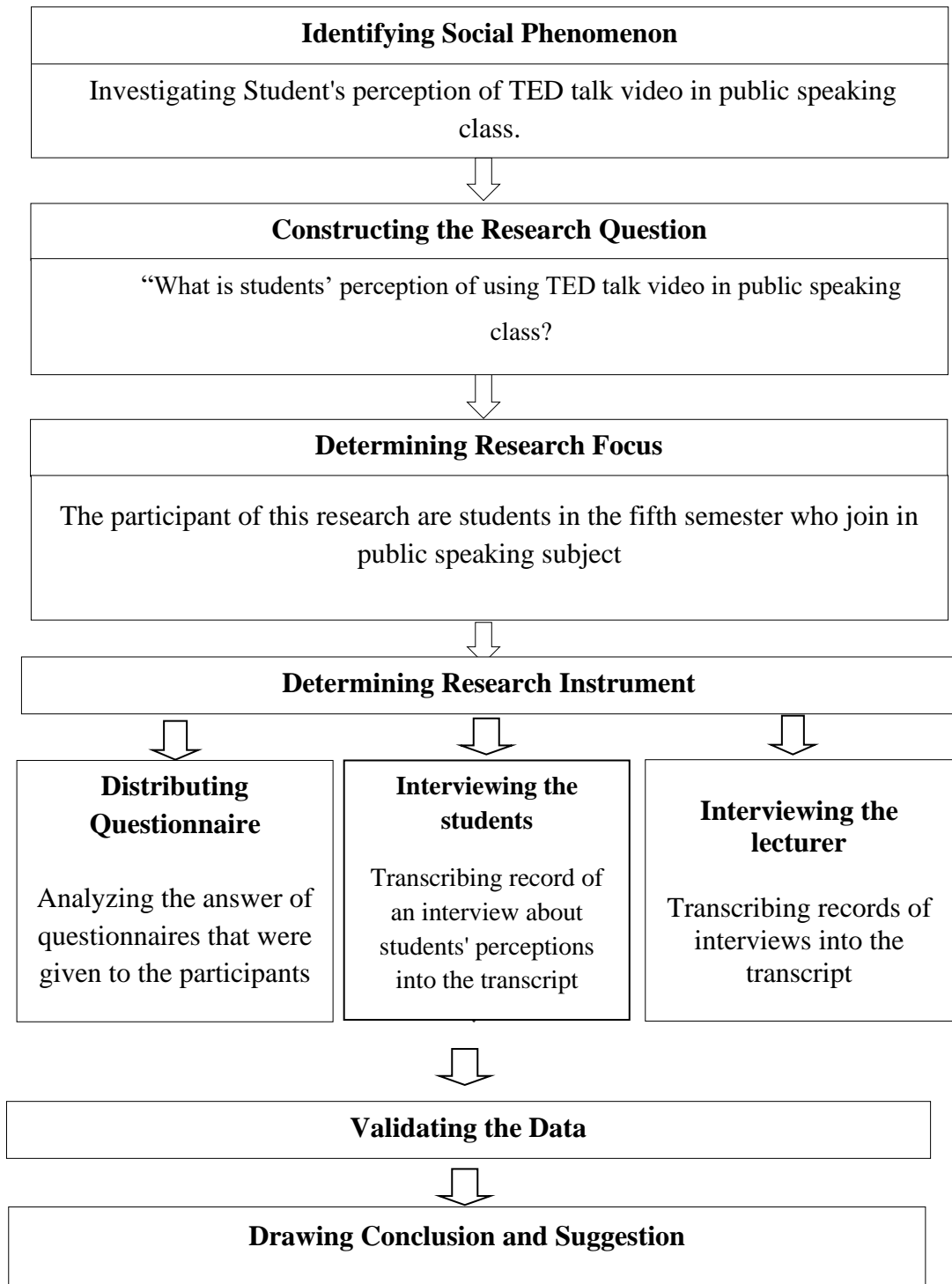


Figure 3.1

Research Design

## **B. Research Site and Participants**

This research is conducted at the English Language Education Study Program of Faculty of Teacher Training and Educational Sciences, Pakuan University. The participants in this research are the students in the fifth semester of the English Language Education Study Program. The researcher will take 5D students who will be participants that express their perception of TED talk video in the public speaking subject. The participants are selected by using the purposive sampling technique. This is a way to select samples based on specific objectives. In this case, the purpose is to find the implementation in the classroom, distribution of questionnaires, and to conduct interviews with students who have a perception that makes themselves more fluent in speaking performance.

There are two lecturer who teaches public speaking class in the fifth semester. However only one lecturer who teaches public speaking by using TED Talks video as the material, So the lecturer who becomes the participant is the lecturer who teaches public speaking by using TED Talks video there is 5D public speaking lecturer. The researcher conducts this interview to gain an information from the lecturers' point of view of student perception.

### C. Research Instrument

This research is a qualitative research study, accordingly this research used non-test instruments. The non-test instruments questionnaire, students interview and lecturer interview.

#### 1. Questionnaire

The first instrument was a questionnaire. The purpose of the questionnaire is to get the data about students' perception of the TED Talk video in public speaking class. The researcher used closed-ended questions. Lidiana (2011) suggest closed-ended questions be more specific. The researcher adapted Linkert scales which are SD (strongly Disagree), D (Disagree), N(Neutral), A(Agree), SA (Strongly Agree). The instruction of the questionnaire is putting a tick (√) to the degree of agreement based on the students' opinions. Then the data interpreted by the researcher. The questionnaire format is drawn as follows:

Table 3.1

Questionnaire Form

INDICATOR	NO	QUESTION	SA	A	N	D	SD
Awareness	1.	Previously, I had known the TED Talk channel on YouTube.					



	2.	TED Talks in the era of globalization are very much needed in the world of education					
	3.	I choose an interesting title before deciding to watch the TED talks video.					
	4.	TED talks to make the material in the public speaking class look more attractive.					
	5.	I feel watching TED Talks videos is a very effective way to learn English speaking skills compared to other ways.					
	6.	After watching TED Talks videos, I become aware of how to open a speech					
	7.	After watching TED Talks video, I become aware of how to close a speech					

	8.	After watching TED Talks video, I become aware how to create powerful slide.					
<b>Receives Information</b>	1.	I feel motivated to practice the presentation by watching the TED Talks video.					
	2.	I find it difficult to watch the TED Talks video to understand the material presented by the speaker because the delivery is too fast.					
	3.	I think the messages will be conveyed to the audience.					
	4.	Through the TED Talk video, I can learn about movement and gesture					
	5.	Through the TED talk video, I can improve my confidence?					

	6.	Through the TED Talk videos I can know how to get eye contact to the audience					
	7.	Through the TED talk video, I know how to start a good speech to get audience attention					
	8.	Through the TED talk video, I know how to start a good speech to get the audience's attention					

## 2. Interview

A guided-interview will be used as the last instrument. The kind of interview is to dig up more information about student perceptions of TED talk video in public speaking class. Moreover, it is used to validate the data collected from the questionnaire. Those questionnaires are about student's perception of the impact of TED talk videos are used by students as a guide to improving their speaking skills in public speaking class. The students and lecturer will be interviewed to get information about the perception of TED video in the public speaking classroom. The interview about opinion and

perception of TED Talk video. The result of the interview will be transcribed by the researcher. The questions for the interview are drawn as follows:

Table 3.2

Guided Interview for Lecturer

Indicator	No	Question	Explanation
Awareness	1.	<i>Mengapa anda menggunakan TED Talks video dalam mengajar Public Speaking class? apakah anda merasa TED talks dapat meningkatkan kemampuan berbicara siswa anda?</i>	
	2.	<i>Apakah setelah menonton TED Talks siswa anda menjadi paham akan materi yang harus dipahami dalam kelas public speaking tanpa harus anda jelaskan kembali?</i>	
	3.	<i>Apakah terdapat perbedaan performance antara siswa yang memahami materi yang diperoleh setelah menonton TED Talks video dengan siswa yang tidak memahami atau bahkan tidak menonton videonya sama sekali?</i>	
Receives Information	4.	<i>Apakah setelah memberikan TED Talks Video, penampilan siswa anda menjadi lebih attractive dan innovative?</i>	

Table 3.3  
Question Form for Students

Indicator	No	Question	Explanation
<b>Awareness</b>	1.	<i>Apakah dengan menggunakan TED Talks video dalam pembelajaran membuat anda memahami materi public speaking? Jelaskan.</i>	
	2.	<i>Apakah setelah menonton TED Talks Video anda lebih banyak mendapatkan materi atau informasi yang sebelumnya tidak diberikan oleh dosen anda? Jelaskan.</i>	
	3.	<i>Apakah kamu menemukan kesulitan dalam memahami materi TED Talk video dan cara menyampaikannya kembali?</i>	
<b>Receives Information</b>	4.	<i>Apakah menurut anda TED Talks video memberikan tips and trick untuk anda dalam membuka, menyampaikan dan menutup materi dalam kelas Public Speaking? Jelaskan.</i>	

#### D. Data Analysis

##### 1. Data analysis Questionnaire

The data collected from the questionnaire will be checked and analyzed by the writer. The scales that the researcher used was in a form of numbers, 1 up to 5. The degree of the agreement were 'strongly disagree',

'disagree', 'undecided', 'agree', and 'strongly agree' after that, the researcher tabulated the data into a descriptive statistic. The responses of the participants were presented in a form of a percentage. For getting the percentage of responses, the researcher summed the total of participants who choose to agree and disagree with the agreement. After that the researcher divided it by the total of the respondents with 100% this is the formula that the researcher used:

a. counting every answer of the questionnaire to determine the frequency

b. counting the percentage by using  $\sum x / \sum n \cdot 100\%$

Note:  $\sum x$  = total of the respondents who have a similar degree

$\sum n$  = total of the respondents

c. Data from the questionnaire are described.

## 2. Interview

The researcher uses a recorder to record an interview with the students and lecturer to find out the student perception of TED talk video in a public speaking class. The results of the interview are transcribed and summarized in the form of descriptive. Then, the researcher examined the recording interview and the results were in the form of paragraphs. The last step the researcher will be analyzing data was summarizing the result of the interview and the result of the questionnaire. After that, the researcher can conclude all of the data.

## CHAPTER IV

### DATA DESCRIPTION AND ANALYSIS

#### A. Data Description

##### 1. Data from Questionnaire

The first data were taken from questionnaire. The questionnaire was used to find out the students' perception of TED Talks Video in public speaking class. It was distributed to 18 students. The questionnaire consists of 16 questions to obtain information about student perceptions of TED Talk Video in public speaking. There were two indicators in the questioner, which are students' awareness and receives information. The result of the questionnaire is reported as follows:

**Table 3.4**

#### The Result of Questionnaire for Students Awareness

Indicator	NO	QUESTION	X	SA	A	N	D	SD
	1.	Previously, I had known the TED Talk channel on YouTube.	18	2 (11,6%)	7 (41,2%)	5 (29,4%)	3 (17,6%)	0 (0,0%)
	2.	TED Talks in the era of globalization are very	18	6	9	2	0	0



Students Awareness		much needed in the world of education		(35,3%)	(52,9%)	(11,8%)	(0,0%)	(0,0%)
	3.	I choose an interesting title before deciding to watch the TED talks video.	18	7 (41,2%)	7 (41,2%)	3 (17,6%)	0 (0,0%)	0 (0,0%)
	4.	TED talks to make the material in the public speaking class look more attractive.	18	7 (41,2%)	6 (35,3%)	4 (23,5%)	0 (0,0%)	0 (0,0%)
	5.	I feel watching TED Talks videos is a very effective way to learn English speaking skills compared to other ways.	18	5 (29,4%)	7 (41,2%)	5 (29,4%)	0 (0,0%)	0 (0,0%)
	6.	After watching TED Talks videos, I become aware of how to open a speech	18	7 (41,2%)	10 (58,8%)	0 (0,0%)	0 (0,0%)	0 (0,0%)
	7.	After watching TED Talks video, I become aware of how to close a speech	18	4 (23,5%)	13 (76,5%)	0 (0,0%)	0 (0,0%)	0 (0,0%)
	8.	After watching TED Talks video, I become aware how to create powerful slide.	18	2	9	5	1	0

				(11,8%)	(52,9%)	(29,4%)	(5,9%)	(0,0%)
	9.	I feel motivated to practice the presentation by watching the TED Talks video.	18	5 (29,4%)	7 (41,2%)	5 (29,4%)	0 (0,0%)	0 (0,0%)

Referring to table 3.1., it can be seen that there are eighteen questions which are given to find out students' perception of TED Talks video in public speaking class.

#### **a. Students Awareness**

There were nine question related to the first indicator. Based on the result from the first questions, it showed that two students (11,6%) choose “strongly agree”, seven students (41,2%) choose agree, five students (29,4%) choose neutral and three (17,6%) choose disagree. It showed that the students felt that they are known TED Talks video before the lecturer provide TED Talks video in public speaking class. In the statement number two, there were six students (35,3%) choose “strongly agree”, nine students (52,9%) choose “agree”, and two students (11,8%) choose neutral. It showed that in this era of globalization TED Talks video are needed in the world of education.

In the statement number three there are seven students (41,2%) choose “strongly agree”, seven students (41,2%) choose “agree” and three

students (17,6%) choose neutral. From the statement above it meant that students from public speaking class prefer to choose an interesting title before the students decides to watch TED Talks video. In the statement number four, there were seven students (41,2%) choose “strongly agree”, six students (35,6%) choose “agree” and four students (23,5%) choose neutral it meant that public students felt material from public speaking class look more attractive after they are watched TED talks video.

In the statement number fifth there were five students (29,4%) choose “strongly agree”, seven students (41,2%) choose “agree” and five students (29,4%) choose neutral it meant that almost all the participant felt that interested in watching TED Talks video because through this video, the students could increase students’ point of view, they could learn the way to speak in front of the audiences. The other statements, questions number six. There were there were seven students (41,2%) choose “strongly agree”, ten students (58,8%) choose “agree”. From this result, it meant that most all of them felt that they are become aware of how to open a speech after they are watched TED Talks video. In the statement number seven, there were four students (23,5%) choose “strongly agree”, and thirteen students (76,5%) choose agree. It showed that all of the felt that after watched TED Talks video, they are become aware of how to close a speech.

In the statement number eight, there were two students (11,6%) choose “strongly agree”, nine students (52,9%) choose “agree”, five students (29,4%) choose neutral and one student (5,9%) from this statement

above showed that 90% of them felt they are become aware for create a powerful slide, in other side 10% of them felt that they do not become aware for create a powerful slide. The last statement from this indicator meant that the question number nine, there were five students (29,4%) choose “strongly agree”, seven students (41,2%) choose “agree” and five students (29,4%) choose neutral it meant that most all of them felt that the students felt motivated when watching TED Talks video.

Based on the analysis from the questionnaire, this research indicated students' perception of TED Talks video in public speaking. It showed that the process of teaching learning went well. The used of TED Talks video support the process of teaching and learning. In this research shows that through the use of TED Talks video, students gain knowledge on how to improve their speaking skills more than lecturers teach when they are in public speaking class, and motivate students because speakers tend to talk about their life experiences,

**Table 3.2**

**The Result of Questionnaire for Information Receipt**

<b>Indicator</b>	<b>No</b>	<b>Statement</b>	<b>X</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
Receives Information	1.	I find it difficult to watch the TED Talks video to understand the material presented by the speaker because the delivery is too fast.	18	5 (29,4 %)	3 (17,6 %)	8 (47,1%)	2 (11,8 %)	0 (0,0% )
	2.	I think the messages will be conveyed to the audience.	18	5 (29,4 %)	13 (76,5 %)	0 (0,0%)	0 (0,0 %)	0 (0,0% )
	3.	Through the TED Talk video, I can learn about movement and gesture	18	4 (23,5 %)	10 (58,8 %)	4 (0,0%)	0 (0,0% )	0 (0,0% )
	4.	Through the TED talk video, I can improve my confidence	18	6 (35,3 %)	8 (47,1 %)	4 (23,5%)	0 (0,0% )	0 (0,0% )
	5.	Through the TED Talk videos I can know how to get eye contact to the audience	18	3 (17,6 %)	10 (58,8 %)	4 (23,5%)	1 (5,90 %)	0 (0,0% )

	6.	Through the TED talk video, I know how to start a good speech to get audience attention	18	5 (29,4 %)	13 (76,5 %)	0 (0,0%)	0 (0,0% )	0 (0,0% )
	7.	Through the TED talk video, I know how to start a good speech to get the audience's attention	18	5 (29,4 %)	11 (64,7 %)	2 (11,6 %)	0 (0,0% )	0 (0,0% )

Table 4.2 showed the result of information receipt from the second indicator. In this statement consists of seven question. The questions indicated that the students could improve their speaking skills through the speaker from the video, and also students could improve their facial expression through TED Talks video.

#### **b. Information Receipt**

There were seven questions related to the second indicator. Based on the result from the statement number one, there were five students (29,4%) choose “strongly agree”, three students (17,3%) choose “agree”, eight students (47,1%) choose “neutral” and two students (11,8%) choose “disagree”. It meant that students from public speaking class felt that they are found the difficulties from watching TED Talks video, in other side two students of them felt that they do not found the difficulties from watching

TED Talks video. In the second statement, there are five students (29,4%) choose “strongly agree”, thirteen students (76,5%) choose “agree” from the statement above the students felt that the speaker from the video deliver the material very well, so the students felt they understand what the speaker said from the video clearly.

In the third statement or the three question from the second indicator. There were four students (23,5%) choose “strongly agree”, ten students (58,8%) choose “agree” and four students choose “neutral”. It indicated that the students could improve their gesture through TED Talks video. In the statement number four, there were six students (35,3%) choose “strongly agree”, eight students (47,1%) choose “agree” and four students choose (23,5%) choose “neutral”. It showed that the most of the students enjoy the TED Talks video. In the statement number five, there were three students (17,6%) choose “strongly agree”, ten students choose (58,8%) choose “agree”, four students (23,5%) choose “neutral” and one student (5,9%) choose “disagree” it showed that Through the TED Talk videos some of students felt that the video could improve their facial expression from their performance in public speaking, in other side one students said that they do not get the facial gesture material from the video.

In the statement number six, there were five (29,4%) choose “strongly agree”, thirteen students (76,5%) choose agree. It showed that after students watched TED Talks video, they are felt that they could the ways for opening the speech in the good ways. In the last questions from

second indicators or the questions number nine. There were five students (29,4%) choose “strongly agree”, eleven students (64,7%) choose “agree” and two students (11,8%) choose neutral. It showed that after they watched TED Talks video, they are felt that they could the ways for closing the speech in the good ways.

In this research indicates perception about the use of TED Talks video in public speaking. Based on the research, students in public speaking class especially 5D students from Pakuan University have positive perception about the use of TED Talks video to enhancing their speaking skills. Students get a lot of benefit from using TED Talks video as the media in leaning process. Students get new ideas and more information. such as facial expression, movement and gesture, eye contact, pronunciation, confidence, entertaining audience and starting a good speech. TED talk video is a video that gives positive impacon learning in public speaking courses.

## **2. Data Interview to the students**

Interview was done as a second and third step of instrument in gaining the data. The interview was done on Friday 18 December 2020. It was delivered to the students as the respondent to get the information based on their experiences in learning public speaking class by using TED Talks video. There were fifth question which were indicated from two indicators.



The researcher using a recorder to make her easier to transcribe data during the interview.

#### **a. Students Awareness**

The first question was about students' opinion about Ted Talks video make them understand of the material in public speaking class. All respondents (#R1, #R2, #R3, #R4, #R5, #R6, and #R7) claimed that students easily understand the material of public speaking that presented by watching video from TED Talks video. It can be seen based on the interview result to respondents in excerpt #1 below:

##### **Excerpt #**

*Yaaa,Ketika eem....., saya melihat video TED Talks itu eem....., mempermudah saya memahami materi ataupun konten dari video tersebut kak. Yaaa sangat membantu untuk eeem....., saya gitu kak sebagai mahasiswa belajar public speaking dengan melihat video TED Talks itu sendiri kak.*

[ When I saw the video TED Talks makes it easier for me to understand the material or content of the video. very helpful to me as a student who is studying public speaking by looking at the video TED Talks.

It was also supported by the statements of #R4 in excerpt#2.

##### **Excerpt #2**

*Eem.....,Iya saya sangat memahami betul apa yang di sampaikan dari dosen melalui video TEDTalks karna disamping penyampaianya mudah dari video tersebut kita juga dapat materi lainnya juga kak.*

[Yes I really understand what is conveyed from lecturers through TEDTalks video because besides the easy delivery of the video we can also get other materials.]

It means that through watching the TED Talks video, students from public speaking class felt that the video made it easier for them to understand the material to be learned in the public speaking class. Based on the answer of all respondents, it can be interpreted that TED Talks video give a positive impact in public speaking class.

The second question from students' perception is about student's performance in the classroom, how do students look in delivering speeches. Two response said that they are delivering the material in the classroom by imitated the speakers in the video. It can be seen based on the interview result of #R1 in Excerpt #3 below:

Excerpt #3

*Eeem iyaaa melakukan semuanya karena pada saat uts saya mengikuti full apa yang dilakukan pembicara dalam video TED Talk, iya seperti itu kak.*

[yes, do it all because at uts I follow full what the speaker does in the TED Talk video, yes like that.]

Meanwhile, one of respondents said that he gave his opinion in certain the time. It was supported by the statement of R#2 in Excerpt #4

Excerpt #4

*Eeem..., mostly sih aaaa yaa mungkin hamper sama tapi tetep yaa kita punya cara sendiri buat eeee buat deliver gimana kita speech didepan audience.*

[mostly it may be almost the same, but we have our own way to deliver how we deliver speech in front of the audienc].

For the question number two, it can be concluded that 80% respondents said that they were imitated the speakers from the video when they were delivering speech in the front of class.

Third question is about students' perception of material from TED Talks video that previously not obtained from watching videos. All respondents stated that they are get the newest information from watching TED Talks video. It can be reviewed by the respondents' answer in Excerpt #5 below:

Excerpt #5

*Betul..., yaa menurut saya iya karna di dalam video TED Talks kan banyak ya materi-materi mengenai education, lifestyle, motivation dan lain sebagainya yang di dalam mata kuliah tidak diajarkan.*

[Yes ... , I think yes because in the video TED Talks there are many materials about education, lifestyle, motivation and that are not taught in the course.]

For question number three it can be concluded that all of respondents stated that they got information from TED Talks video.

Question number four is students' opinions of the difficulty in delivering materials in public speaking class. This question is still students'

perception indicator. All respondents stated that they have difficulty in translating vocabulary used by speakers due to overly standard grammar. It can be reviewed by the respondents' answer in Excerpt #6 below:

Excerpt #6

*Eeeem,, lumayan sih kak soalnya eee materi ted talks tuh kalo menurut aku lumayan tinggi ya standarnya, untuk vocabnya, lebih ke vocabnya.. iya jadi sempet ada beberapa vocab yang si pembicara katakan aku paused dulu aku cari carid ulu artinya apa maknanya juga seperti apa.*

[Material ted talks I think is quite high standart for vocabnya, there are some vocabs that the speaker said I paused first, I'm looking for what it means also like what.]

It was also supported by the statements of #R4 in excerpt#7.

*Mungkin untuk memahami materi dalam video tersebut dikit mengalami kesulitannya ya mungkin karena eeem saya juga membutuhkan apasih tuh namanya ya eeem... subtitle nah saya sangat membutuhkan itu untu memahami, karena banyak vocabulary yang memang tidak familiar oleh saya kak. Eeem terlalu akademis lah kak kalo menurut saya tidak familiar lah kak.*

[Maybe to understand the material in the video is a little difficult, because I also need subtitles well, I really need that to understand, because a lot of vocabulary is not familiar to me. I think the language is too academic]

## b. Information Receipt

Afterwards, statement number 5 and 6 were receives information use indicator. The fifth question is about ask students what tips and tricks they get when watching TED TALKS videos. It can be seen based on the interview result of R#5 in Excerpt#8

### Excerpt #8

*Iya kak kalo menurut saya TEDTalks video memberikan tips and trick terkait mulai dari pembukaan speech bisa di mulai dengan bercerita, memberikan quotation, bertanya kepada audience, padahal biasanya kan kita memperkenalkan diri. Untuk menutupnya juga saya biasanya melontakan permintaan maaf tapi ini saya harus merubah dengan memberikan quotation kak, seperti itu kurang lebihnya kak.*

[Yes, I think TED Talks video provides related tips and tricks ranging from opening speech can be started by telling stories, giving quotations, asking the audience, before we watch TED Talks video, we introduce ourselves when opening speech. To close speech also I usually said the apology but this I have to change by giving quotation, like that more or less.]

### Excerpt #9

*Contohnya pada saat membuka speech sebaiknya menyampaikan cerita, fakta atau memberikan quote, dan kalau menutup juga kalau gak me-summary materi yang kita sampaikan kita juga dapat banyak hal baru seperti cara berdiri yang baik pada saat menyampaikan, caranya melakukan eye contact dengan audience ya kak agar audience merasa kita ajak ngobrol gitu kak, agar suasana lebih hidup ya kak.*

[For example, at the time of opening the speech should convey the story, facts or give a quote, and if it closes also if not summary material that we convey we can also get a lot of new things such as how to stand good at the time of conveying, how to do eye contact with the audience, so that the audience feel we are talking, so that the atmosphere is livelier]

It means students in public speaking class understand the new things gained in watching TED Talks video such as how to open and close the speech, how to control facial expression, and how to manage gesture when standing for delivering speech

Question number six is about ask students about whether TED Talks have an impact on enhancing speaking skills in public speaking class. All respondents stated that TED Talks video influence them to enhancing their speaking skill. it can be caused by the filled material, tips and tricks delivered by the speaker through the TED Talks video.it can be seen to the statement from R#7 in Excerpt #10

Excerpt#10

*Aaaaah iya itu salah satu kepercayaan diri saya meningkat untuk melakukan eeem speaking speech di depan kelas walaupun yaaa agak, kita hanya sebatas memahami yang di bicarakan si pembicara tapi kita pun maksudnya saya sendiri menjadi percaya diri dan merasa terinspirasi dari video tersebut.*

[yes, that's one of my confidence increased to do speech in front of the class, we understand what the speaker is talking about but we also mean I myself become confident and feel inspired by the video.]

### 3. Data Interview to the Lecturer

The third data was taken from interview. The interview was conducted on December 24<sup>th</sup> 2020 by phone. There were four question according two indicators. Interviewing the lecturer, the writer got more information about students' perception of TED Talks video in public

speaking class. The explanation of data from the interview to the students as follow:

#### **a. Lecturer Perception**

The first question is about reason for using TED Talks video and lecturer perception about the impact of using TED Talks video in public speaking class. Respondent conveyed that students need the role model for enhancing students speaking skills in public speaking class, and TED Talks video is effective for public speaking class. It can be seen based on the interview to the respondent #8 in excerpt #11

##### **Excerpt #11**

*Saya menggunakan TED Talks video di perkuliahan public speaking karena saya yakin mahasiswa itu sangat perlu dengan contoh yang banyak ya, bukan hanya satu, tapi memang di sebelum pemberian TED Talks tersebut di berikan teori-teori tentang public speaking lalu, setelah teori teori itu disampaikan barulah mahasiswa diwajibkan menonton video TED Talks untuk mereka tiru, dan buat saya itu memang efektif dan sudah terbukti selama dua tahun.*

[I use TED Talks video in public speaking class, because I believe that students really need a lot of examples, however before the TED Talks were given, they were given theories about public speaking, then after the theory was presented then Students are required to watch video TED Talks for them to imitate, and for me it is indeed

Question number two is about asking lecturer observation of how about students understanding of public speaking material after watching TED Talks video. Respondent claimed that the students will remember public speaking theory when they do exercise and watching the example from the video. It can be seen based on the

*Saya menugaskan mahasiswa untuk berbicara dua kali, jadi presentasi yang pertama mereka harus meniru dari apa yang mereka tonton, jadi mereka harus meniru video video yang ada di TEDTalks lalu mereka pilih sesuai dengan interest mereka, mereka harus mendengarkan 4 sampai 5 kali, sampai mereka mendapatkan inti dari speechnya dan materi yang mereka bawaan sesuai dengan the real speakersnya. Imitation namanya supaya mereka tau bagaimana membuka, walaupun teorinya sudah di ajarkan tapi mereka butuh contoh dan dengan mendengarkan berkali kali, Latihan berkali kali itu sangat menempelkan, "I remember when I do" kan gitu, jadi mereka harus mereka harus menyampaikan speech yang mereka pilih walaupun bahasanya bisa di sederhanakan ya tapi inti pesannya itu sama.*

interview to the respondent #8 in excerpt #12

[I assign students to speak twice, so the first presentation they have to imitate what they watch, according to their interests. They have to listen 4 to 5 times, until they get the essence of the speech and the material, they should presentation accordance with the real speakers. so that they know how to open it, even though the theory has been taught but they need examples and by listening to it many times, the practice over and over again really attaches, "I remember when I do" so they have to deliver the speech they choose. Even though the language can be simplified, the message is the same.]



From the data that had been described, it can be concluded that most of students from public speaking class had the similar perception about TED Talks video. It means that they enjoy and very accepted TED Talks video as a media for improving their speaking skills.

#### **b. Information Receipt**

Question number three is about lecturer perception of the differences in students' appearance before and after watching TED Talks video. Respondent stated that differences it exists, students who do not care TED Talk video has a difference in appearance, at the time of speech is not accordance with international public speaking standards. It can be seen based on the interview to the respondent #8 in excerpt #13

### Excerpt #13

*Iya betul, ada perbedaan yang signifikan, contohnya memang ada di salah satu kelas kalau tidak salah ada tiga orang anak yang tampilnya berbeda dengan yang lain. Lalu saya tanya apakah kamu menonton TED Talks video, berapa kali kamu menonton TED Talks video, akhirnya mereka jujur mereka tidak menonton TED Talks video, jadi mereka tampil dengan sesuai dengan yang mereka tau, mereka sudah menonton video yang berbahasa Indonesia, sehingga mereka mengawali dengan memperkenalkan diri, menutup dengan permohonan maaf seperti "mohon maaf apabila pidato saya memiliki kekurangan" dan sebagainya, padahal secara aturan public speaking international itu nama dan judul presentasi sudah ada di slide, sehingga tidak perlu menyebutkan nama atau boleh lah tetapi tidak Panjang lebar, dan kemudian di akhir tidak boleh kit aitu apology menyampaikan permintaan maaf atas kesalahan, atau speech kita tidak bermanfaat dan sebagainya itu tidak ada, jadi penutupan itu kalau tidak mengajak untuk melakukan sesuatu, biasanya menyimpulkan materi. Sedangkan yang sudah menonton mereka memulai dengan bercerita, menyampaikan fakta dan lain sebagainya dan mengakhiri dengan quotation, jadi polanya itu keliataan apabila mahasiswa sudh menonton*

[Yes, that's right, there are significant differences, for example in one class, if I'm not mistaken, there are three children who look different from the others. Then I asked if you watched video TED Talks, how many times did you watch video TED Talks, in the end they were honest they didn't watch video TED Talks, so they performed according to what they knew, they had watched videos in Indonesian, so they started with introducing myself, closing with an apology such as "I'm sorry if my speech has deficiencies" and so on, even though according to international public speaking rules the name and title of the presentation are already on the slide, so there is no need to mention the name or it's OK but not at length, and Then at the end, we shouldn't say an apology to say an apology for mistakes, or our speech is not useful and so is not there, so if we don't ask to do something, we usually conclude the material. Meanwhile, those

Question number four is about lecturer observation of students' performance after watching the TED Talks video is that become more attractive and innovative. The respondent stated that students get a new way for explain their material in public speaking

class, it means that TED Talks video influence them to speech in the front of class as the native speakers. It can be seen based on the interview to the respondent #8 in Excerpt #14

*Iya mereka mendapatkan diksi diksi yang baru atau kosakata yang baru dari hasil menonton TED Talks video, trus mereka juga mengawali dengan bercerita gitu, untuk mereka yang tidak terbiasa memulainya dengan seperti itu, kemudian gaya Bahasa mereka, body language mereka, slide mereka, jadi presentasi mereka itu berbeda dengan mereka yang menonton dan memahami itu menunjukan gaya yang berbeda, lebih menarik, seperti native speaker yang mereka pilih.*

[Yes, they get new diction or new vocabulary from watching TED Talks videos, then they also start by telling stories like that, for those who are not used to starting like that, then their language style, their body language, their slides, become presentations they are different from those who watch and understand that it shows a different, more attractive style, like the native speakers they chose.]

All of their perceptions above have proved a lot of the uncommon word used by the speakers in TED Talks video. as pointed out by respondent #R4 many unusual words that used in TED Talks video is considered an inappropriate for English students who have limited vocabulary.

## **B. Data Analysis**

In this research, the researcher would like to investigate students' perception of TED Talks video in public speaking class. After gaining and describing the data from questionnaire and interview, the researcher analyzed the data to find out the students' perception of TED Talks video in

Public speaking class. It was proven by interpreted student's questionnaire and students and lecturer interview result done by researcher in online form. Therefore, English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University was chosen by the researcher as a research site to conduct this research. All of the data were taken from December 9<sup>th</sup> to 25<sup>th</sup> December 2020.

Based on the result data analysis produce, the researcher can conclude that students have a variety of perceptions and preferences toward TED Talks video. The most perception of TED Talks video that researcher concludes from this research it showed that almost all participants felt that they were familiar with TED Talks video and had many experiences about.

watching the video. Students declared that TED talks are good resource for lecturer to applied in public speaking class, and it can be utilized as support material in public speaking classroom. The researcher found that they mentioned that different perception but it has the same meaning.

#### **a. Students Awareness**

From the data of this research showed that students had difficulties along watching TED Talks video. Almost of the students argued that uncommon speakers' accent will influence their understanding to each word pronounce by speakers. It was caused by the speaker's rate is too fast, it will affect to the audiences' comprehension. The students admitted they still lack of vocabulary so they should pause the video for translating what the speakers say

Based on the result of data interview with the lecturer, it can be seen that the lecturer agrees that TED Talks video support the teaching and learning process. Lecturer said there are has the differences between students who watch and do not watch TED Talks video, it can be seen when the student's presentation in delivering speech, students will deliver speech in a good way according to international public speaking standards after they watching TED Talks video.

#### **b. Information Receipt**

The information found was the way of delivering speech in the front of audience. Many students agree used TED Talks video in public speaking it is support learning process to get a known tips and trick based on the video. It was proven by questionnaire and also supported by interview result as in excerpt #8. The second information found was the way how to improving their speaking skill for delivering their speech material in the front of audience. It was also supported by interview result. After they watching TED Talks video, they get more motivation and encourage to learn in public speaking class. Furthermore, they also state that they get much new knowledge after watching the video, such as how-to opening speech with international public speaking standard, how to control facial expression and gesture, and also how to get eye contact with the audience, how to create a powerful slide and how

to close the speech with the international public speaking standard. As the conclusion students and lecturer have positive perception of TED Talks video to improve students' public speaking skill. It showed that the lecturer is still in the experimental or trial stage of using TED Talks video for last two years, and the result is showed it works and affective. Therefore, from the students answer through questionnaire and interview, it can be concluded that TED Talks video is useful.

The result of the research accordance with the statement by Joseph Reitz (2015) claimed that students perception includes all those processes by which an individual receives information about his environment seeing, hearing, feeling, tasting and smelling. After that B. V. H. Gilmer (2015) also said that perception is the process of becoming aware of situations, of adding meaningful associations to sensation. Different perception from person to another are influenced by their interests and needs. Based on the statement, it indicates that students' awareness in receiving information on learning public speaking skills had a positive impact. TED Talks video believed as one of appropriate media that can be use in public speaking

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

This research was conducted to the fifth semester students in public speaking classes, the researcher conducts this research to find out students' perception of TED Talks video in public speaking class. In this research the researcher draws up question "What are the students' perception of using TED talk video in a public speaking class?". To answer the question above the researcher used three instruments, there are questionnaire, students interview and lecturer interview. The questionnaire was spread to seventeen students, and the interview was applied to eight students of public speaking class in English Language Educational Study Program. The last instrument of this research, the researcher interviewed the lecturer who teach public speaking class by using TED Talks video to crosscheck the data from the previous instrument.

For student's perception, the students of public speaking class, most of them have positive information related to students' perception and Receives. They assume TED Talks Video can improve their speaking skill. Through that video they get many benefits, for the example they know how to open, how to close a presentation with the international standard of public speaking, they are getting a lot of new vocabulary from native speaker in TED Talks video. It can be concluded that TED Talks video can be used as one of teaching media in the public speaking class. As for the lecturer's

opinion that the researcher got from the lecturer interview in the public speaking subject, which confirmed that there was a change in the student's speaking performance in delivering a speech. The difference in the performance of students who watched and those who did not watch could be felt by the lecturer in the public speaking subject.

Other perceptions from public speaking students, they receive a lot of information from the TED Talks video. The first information is facial gesture, students in public speaking class use facial gesture for delivering speech. They make sure that the facial expression can give a sense of comfort to the audience, it can make it easier for the audience to understand what the speaker wants to say.

Despite those positive perception, students in public speaking class also have the other perception. The other perception is there having difficulty in translating vocabulary used by the speakers. However, that is not a problem in learning public speaking class by using TED Talks video. Based on the difficulty of understanding the vocabulary, they get a lot of new vocabulary.

## **B. Suggestion**

Public speaking is a course that requires students to speak good speech in public area, the difficulty of students in public speaking classes is usually due to the lack of confidence to deliver speeches in public. The existence of TED talk video in public speaking class can open the mindset of students to know what to do in the public speaking class. It should be



realized that learning to speak should require a model so that students can see and imitate.

The students need to watch the video more often, so they are familiar with the language spoken by native speakers from the video. From the native speakers the students can see the flow of the speech and the techniques in delivering speech. The researcher also would like to give suggestions for other English lecturer, for English lecturer this research should be a new example for learning process. It suggested that English lecturer consider about the use of media that is easy to understand and able to find ways to improve their learning ability from the media which is filled by lecturers. The researcher also would like to give some suggestion for other researchers. For other researchers, since this research provide the students perception of TED Talks video, better if other researcher can conduct research in another subject.

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# APPENDICES

## RESEARCH INSTRUMENT

### QUESTIONNAIRE FORM

**Student's Name** :

**Email Address** :

INDICATOR	NO	QUESTION	SA	A	N	D	SD
<b>Awareness</b>	9.	Previously, I had known the TED Talk channel on YouTube.					
	10.	TED Talks in the era of globalization are very much needed in the world of education					
	11.	I choose an interesting title before deciding to watch the TED talks video.					
	12.	TED talks to make the material in the public speaking class look more attractive.					
	13.	I feel watching TED Talks videos is a very effective way to learn English speaking skills compared to other ways.					
	14.	After watching TED Talks videos, I become aware of how to open a speech					
	15.	After watching TED Talks video, I become aware of how to close a speech					

	16.	After watching TED Talks video, I become aware how to create powerful slide.					
<b>Receives Information</b>	9.	I feel motivated to practice the presentation by watching the TED Talks video.					
	10.	I find it difficult to watch the TED Talks video to understand the material presented by the speaker because the delivery is too fast.					
	11.	I think the messages will be conveyed to the audience.					
	12.	Through the TED Talk video, I can learn about movement and gesture					
	13.	Through the TED talk video, I can improve my confidence?					
	14.	Through the TED Talk videos I can know how to get eye contact to the audience					
	15.	Through the TED talk video, I know how to start a good speech to get audience attention					
	16.	Through the TED talk video, I know how to start a good speech to get the audience's attention					

## **RESEARCH INSTRUMENT**

### **STUDENTS INSTRUMENT FORM**

**Students Name** :

**Date** :

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#### **Indikator: Students Awareness and Receives Information**

##### **Pertanyaan:**

1. Apakah dengan menggunakan TED Talks video dalam pembelajaran membuat anda memahami materi public speaking? Jelaskan
2. Apakah setelah menonton TED Talks Video anda lebih banyak mendapatkan materi atau informasi yang sebelumnya tidak diberikan oleh dosen anda? Jelaskan.
3. Apakah kamu menemukan kesulitan dalam memahami materi TED Talk video dan cara menyampaikannya kembali?
4. Apakah menurut anda TED Talks video memberikan tips and trick untuk anda dalam membuka, menyampaikan dan menutup materi dalam kelas Public Speaking? Jelaskan.

## **RESEARCH INSTRUMENT**

### **LECTURER INSTRUMENT FORM**

**Lecturer Name** :

**Date** :

---

#### **Indikator: Students Awareness and Receives Information**

##### **Pertanyaan :**

1. Mengapa anda menggunakan TED Talks video dalam mengajar Public Speaking class? apakah anda merasa TED talks dapat meningkatkan kemampuan berbicara siswa anda?
2. Apakah setelah menonton TED Talks siswa anda menjadi paham akan materi yang harus dipahami dalam kelas public speaking tanpa harus anda jelaskan kembali?
3. Apakah terdapat perbedaan performance antara siswa yang memahami materi yang diperoleh setelah menonton TED Talks video dengan siswa yang tidak memahami atau bahkan tidak menonton videonya sama sekali?
4. Apakah setelah memberikan TED Talks Video, penampilan siswa anda menjadi lebih attractive dan innovative?



## RESULT OF QUESTIONNAIRE

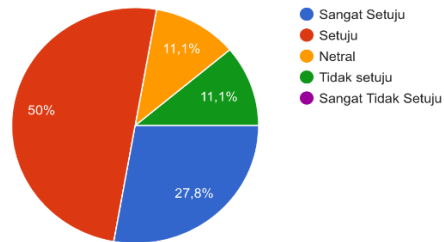
### Students Perception of TED Talks Video in Public Speaking Class

NO	QUESTION	X	SA	A	N	D	SD
1.	Previously, I had known the TED Talk channel on YouTube.	18	2 (11,6%)	7 (41,2%)	5 (29,4%)	3 (17,6%)	0 (0,0%)
2.	TED Talks in the era of globalization are very much needed in the world of education	18	6 (35,3%)	9 (52,9%)	2 (11,8%)	0 (0,0%)	0 (0,0%)
3.	I choose an interesting title before deciding to watch the TED talks video.	18	7 (41,2%)	7 (41,2%)	3 (17,6%)	0 (0,0%)	0 (0,0%)
4.	TED talks to make the material in the public speaking class look more attractive.	18	7 (41,2%)	6 (35,3%)	4 (23,5%)	0 (0,0%)	0 (0,0%)
5.	I feel watching TED Talks videos is a very effective way to learn English speaking skills compared to other ways.	18	5 (29,4%)	7 (41,2%)	5 (29,4%)	0 (0,0%)	0 (0,0%)
6.	After watching TED Talks videos, I become aware of how to open a speech	18	7 (41,2%)	10 (58,8%)	0 (0,0%)	0 (0,0%)	0 (0,0%)
7.	After watching TED Talks video, I become						

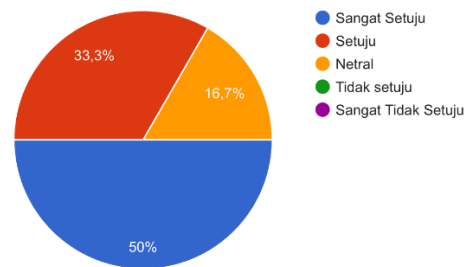
	aware of how to close a speech	18	4 (23,5%)	13 (76,5%)	0 (0,0%)	0 (0,0%)	0 (0,0%)
8.	After watching TED Talks video, I become aware how to create powerful slide.	18	2 (11,8%)	9 (52,9%)	5 (29,4%)	1 (5,9%)	0 (0,0%)
9.	I feel motivated to practice the presentation by watching the TED Talks video.	18	5 (29,4%)	7 (41,2%)	5 (29,4%)	0 (0,0%)	0 (0,0%)
1.	I find it difficult to watch the TED Talks video to understand the material presented by the speaker because the delivery is too fast.	18	4 (23,5%)	3 (17,6%)	8 (47,1%)	2 (11,8%)	0 (0,0%)
2.	I think the messages will be conveyed to the audience.	18	4 (23,5%)	13 (76,5%)	0 (0,0%)	0 (0,0%)	0 (0,0%)
3.	Through the TED Talk video, I can learn about movement and gesture	18	4 (23,5%)	10 (58,8%)	0 (0,0%)	0 (0,0%)	0 (0,0%)
4.	Through the TED talk video, I can improve my confidence?	18	5 (29,4%)	8 (47,1%)	0 (0,0%)	0 (0,0%)	0 (0,0%)
5.	Through the TED Talk videos I can know how						

	to get eye contact to the audience	18	2 (11,8%)	10 (58,8%)	4 (23,5%)	0 (0,0%)	0 (0,0%)
6.	Through the TED talk video, I know how to start a good speech to get audience attention	18	4 (23,5%)	13 (76,5%)	0 (0,0%)	0 (0,0%)	0 (0,0%)
7.	Through the TED talk video, I know how to start a good speech to get the audience's attention	18	5 (29,4%)	11 (29,4%)	1 (5,9%)	0 (0,0%)	0 (0,0%)

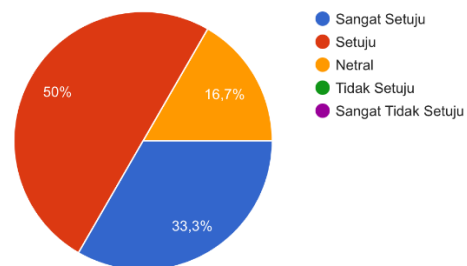
Saya sudah mengenal saluran TED Talk di  
YouTube sebelum masuk...kuliah public speaking.  
18 tanggapan



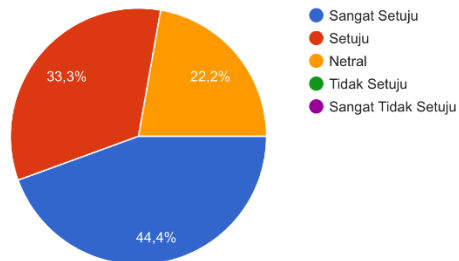
Menurut saya di era globalisasi saat ini TED Talk  
Video sangat dibutuhkan dalam dunia pendidikan.  
18 tanggapan



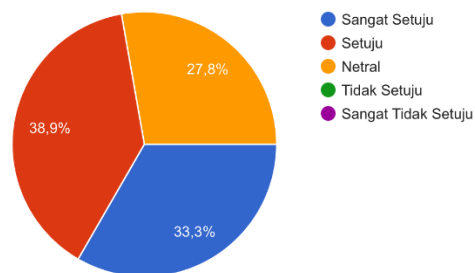
Saya selalu memilih judul yang menarik sebelum  
memutuskan untuk menonton video TED Talks.  
18 tanggapan



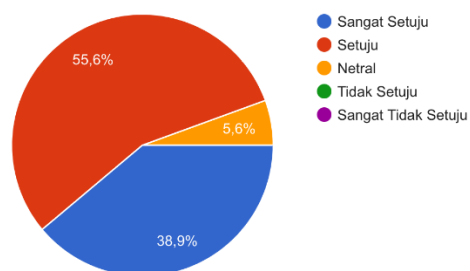
Menurut saya, TED Talk Video membuat materi di kelas public speaking terlihat lebih menarik.  
18 tanggapan



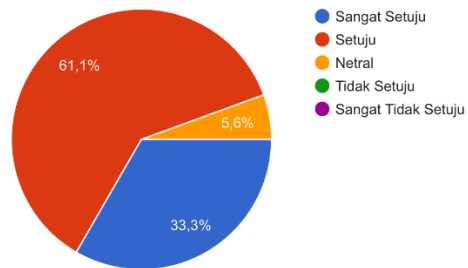
Saya merasa menonton video TED Talks Video adalah cara yang sangat e...ingkan dengan cara lain.  
18 tanggapan



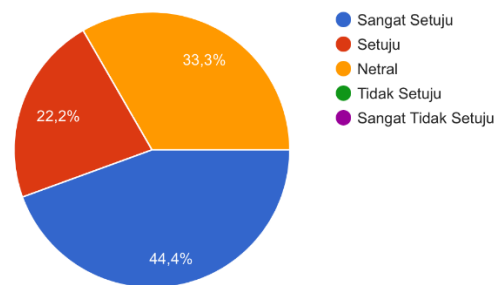
Setelah menonton video TED Talks, saya menjadi mengetahui bagaimana cara untuk membuka pidato  
18 tanggapan



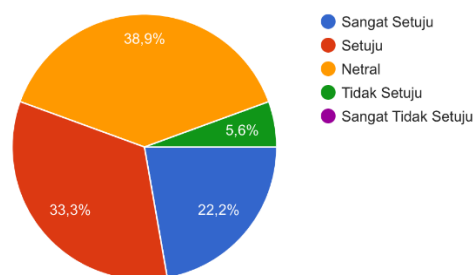
Setelah menonton video TED Talks, saya mengetahui bagaimana cara menutup pidato  
18 tanggapan



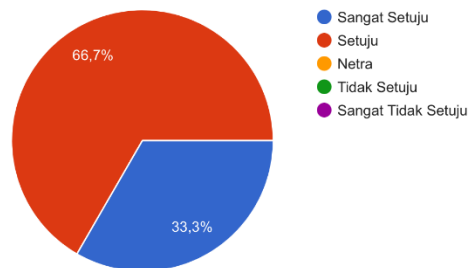
Saya merasa termotivasi untuk berlatih presentasi dengan menonton video TED Talks.  
18 tanggapan



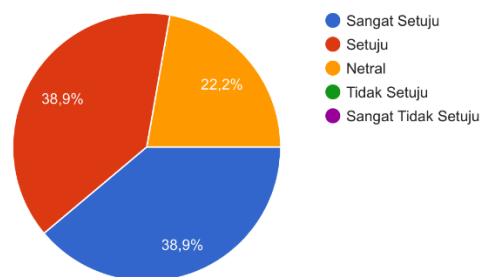
Saya merasa kesulitan menonton video TED Talks untuk memahami materi ya...nnya yang terlalu cepat  
18 tanggapan



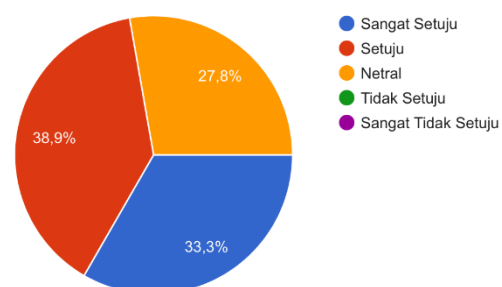
Saya merasa banyak pesan pembicara yang tersampaikan dengan baik...penonton TED Talk Video  
18 tanggapan



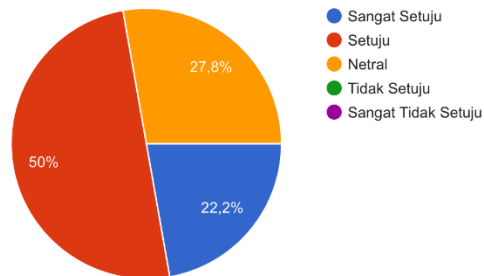
Melalui video TED Talk, saya bisa belajar tentang cara mengontrol gerak t...hat gugup oleh audience.  
18 tanggapan



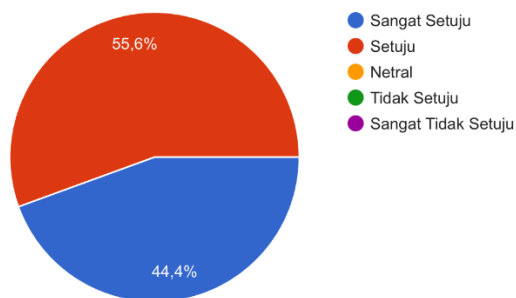
Melalui video TED talk, saya dapat meningkatkan kepercayaan diri saya pa...i depan banyak audience.  
18 tanggapan



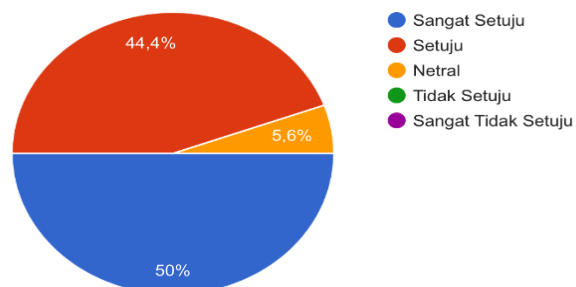
Melalui video TED Talk, saya dapat mengetahui cara melakukan kontak m...ng baik kepada penonton  
18 tanggapan



Melalui video TED talk, saya tahu bagaimana memulai pidato yang baik...narik perhatian penonton  
18 tanggapan



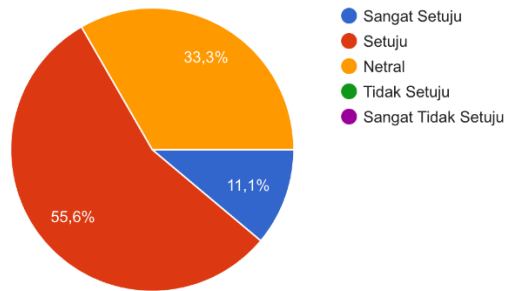
Melalui video TED talk, saya tahu bagaimana menutup pidato yang baik...arik perhatian penonton  
18 tanggapan





Setelah menonton video TED Talks, saya  
mengetahui cara membuat slide yang hebat.

18 tanggapan



### Interview Data Transcription

**Students Name** : Dena Ekarina

**Email** : [denaekarina77@gmail.com](mailto:denaekarina77@gmail.com)

**Date** : 15 December 2020

I = Interview

R=Respondent

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I : Hallo, Assalamuallaikum. Saya Shafira Cahyani mahasiswa semester 9 yang sedang melakukan penelitian. Ingin meminta waktunya sebentar bisa ?

R : Iya ka waalaikumsallamm, boleh kak.

I : Sekarang boleh perkenalkan diri dulu.

R : Hallo perkenalkan nama saya Dena Ekarina saya dari kelas 5D Prodi Pendidikan bahasa inggris, Universitas Pakuan.

I : Kita mulai dengan pertanyaan pertama ya.

R : Iya kak.

I : Pertanyaan pertama Ketika kamu diberikan video TED Talks oleh dosen mata kuliah public speaking apakah kamu merasa bahwa TED Talks Video memudahkan kamu dalam memahami materi apa yang akan dilaksanakan pada kelas public speaking ?

R : Iya, jawabannya iya. ,membuat saya.. membuat saya ketika saya melihat video TED Talks ee sangat mempermudah saya sih dalam memahami materi ataupun eeee konten dari video tersebut ka .

- I : Jadi menurut kamu, TED Talks video memudahkan kamu ya dalam memahami materi yang akan dilakukan pada kelas public speaking ?
- R : Iya kak membuat video TED Talks itu sangat membantu untuk eee saya sebagai mahasiswa yang sedang belajar public speaking.
- I : Setelah kamu memahami materi yang di jelaskan pada video TED Talks apakah kamu melakukan langkah-langkah yang dilakukan oleh pembicara pada video tersebut atau kamu memiliki cara tersendiri ?
- R : Sebenarnya kalau eem untuk eee video TED Talks tersebut yah kak ya kemarin saya sempat mengikuti ya mengImitated eee apa yang dilakukan dan apa yang dikatakan pembicara walaupun eee saya menggunakan apa yah kalimat kalimat sendiri gitu kak,
- I : Oh, iya jadi kamu tidak hanya mengikuti langkah – langkah yang dilakukan pembicara namun menggunakan gaya bahasa kamu sendiri ya ?
- R : iya kak namun untuk eee dari segi cara dia eee apa ya interupsi berbicara atau membuka video ataupun menutup saya mengikuti eeee apa yang ada di video tersebut gitu kak
- I : Oh gitu yaa, Oke pertanyaan selanjutnya adalah apakah dari menonton video TED Talks kamu mendapatkan informasi atau materi tambahan yang sebelumnya tidak kamu dapatkan dari dosen mata kuliah public speaking?
- R : eeem Iya jawabannya iya, karena menurut saya di video TED Talks kan banyak ya mengenai materi materi mengenai motivasi, education, lifestyle yang memang di mata kuliah public speaking belum diajarkan gitu kak.

- I : oh iya, jadi banyak informasi tambahan yang kamu dapatkan dari menonton TED Talks Video ya dena.
- R : iya kak lumayan.
- I : oke , apakah kamu menemukan kesulitan pada saat memahami materi yang disampaikan pada TED Talks video ?
- R : eeeem mungkin untuk memahami materi dari video tersebut, sedikit saya mengalami kesulitan eem yaa memang karna eem saya juga membutuhkan apa si ya tuh eeemm apa yah kak Namanya eeem bukan translate tapi eeeee subtitle kak maksudnya. Iya saya sangat perlu subtitle untuk memahami materi tersebut dan juga mungkin sulit memahami karna banyak vocabulary yang memang eee gak familiar bagi saya begitu kak
- I : jadi menurut kamu vocabulari yang pembicara gunakan tidak daily used yang seperti biasa kamu dengar ya?
- R : iya kak terlalu akademis karna banyak sekali vocab yang tidak familiar dengan saya kak begitu.
- I : apakah kamu memiliki kesulitan dalam melakukan penyampaian pidato pada kelas public speaking?
- R : eee untuk menyapaikan pidato sih tidak ya kak mungkin kemarin tuh eeee dosen tuh eee hanya menyuruh kita untuk mengimitated dari video TED Talk tersebut ka, tidak merasa kesulitan gitu.
- I : Apakah menurut kamu TED Talks video memberikan kamu tips and tricks dalam hal membuka, menyampaikan dan menutup pidato dengan

baik?

R : eee video TED Talks itu, iya menurut saya eee sangat membantu ya dari mulai pembukaan, isi dan juga penutup tanpa disadari TED Talks video memberikan cara cara tersebut ka, seperti itu.

I : kamu bisa kasih contoh ngga tips and trick yang kamu dapatkan dari pembicara yang ada pada video tersebut?

R : mungkin dari melihat video TED Talks, pertama yang sangat berkesan untuk saya kita harus menguasai materi yang kita akan sampaikan.

I : apakah menurut kamu setelah kamu menonton TED Talks video kamu merasa bahwa kemampuan berbicara kamu pada kelas public speaking menjadi lebih meningkat?

R : eeeem tentu kak, tentu sekali kak dengan cara saya menonton TED Talks video dikarenakan Vocabulary yang digunakan oleh pembicara tidak familiar sehingga membuat saya sambil melihat subtitle bisa sambil belajar mengingat dan menambah vocab terbaru kak

I : jadi sejauh ini kamu merasa bahwa TED Talks video memberikan pengaruh yang positif ya untuk kemampuan belajar kamu ?

R : iya kak, tentu sekali. TED Talks sangat berpengaruh untuk saya dalam meningkatkan kemampuan berbicara saya pada kelas public speaking.

I : itu saja dena yang saya ingin tanyakan, sekali lagi terimakasih banyak ya dena sudah mau berpartisipasi dalam membantu skripsi saya, terimakasih banyak ya dena.

### Interview Data Transcription

**Students Name** : Syifa Fauziah

**Email** : [syifafauziahramadhani@gmail.com](mailto:syifafauziahramadhani@gmail.com)

**Date** : 15 December 2020

I = Interview

R=Respondent

---

I : Hallo, Assalamuallaikum. Saya Shafira Cahyani mahasiswa semester 9 yang sedang melakukan penelitian

R : Waalaikum salam kak, iya boleh.

I : Silahkan kamu boleh memperkenalkan diri kamu terlebih dahulu.

R : Nama saya syifa fauziah dari kelas 5D, prodi Pendidikan Bahasa Inggris.

I : ;Langsung ke pertanyaan pertama ya, ketika kamu diberikan video TED Talks oleh dosen mata kuliah public speaking apakah kamu merasa bahwa TED Talks Video memudahkan kamu dalam memahami materi apa yang akan dilaksanakan pada kelas public speaking ?

R : Iya kak setelah saya menonton TED talks video saya merasa bahwa TED talks video. Banyak hal yang membuat saya memahami apa saja yang akan dilakukan pada kelas public speaking class.

I : Oh.. gitu ya syifa, jadi kamu merasa bahwa TEDTalks video memiliki dampak untuk memudahkan kamu dalam memahami materi yang akan di pelajari dalam public speaking class ya? Lanjut pertanyaan berikutnya ya syifa

R : Iya kak.

- I : Setelah kamu memahami materi yang di jelaskan pada video TED Talks apakah kamu melakukan langkah-langkah yang dilakukan oleh pembicara pada video tersebut atau kamu memiliki cara tersendiri ?
- R : Saya mengikuti langkah langkah yang dilakukan pembicara pada saat pembicara berbicara pada video tersebut, namun saya memiliki kata kata sendiri untuk menyampaikan materi yang saya akan sampaikan kepada audience.
- I : Oke pertanyaan selanjutnya adalah apakah dari menonton video TED Talks kamu mendapatkan informasi atau materi tambahan yang sebelumnya tidak kamu dapatkan dari dosen mata kuliah public speaking?
- R : menurut saya TED Talks video memberikan saya banyak materi tambahan selain materi cara untuk menyampaikan materi di depan kelas. Kaya intonasi kalo mau ngomong kata ini nadanya seperti ini atau seperti itu, gitu kak
- I : oke , apakah kamu menemukan kesulitan pada saat memahami materi yang disampaikan pada TED Talks video ?
- R : untuk kesulitan sejauh ini saya menemukan si kak, jadi kan karna itu pakai bahasa inggris nya yang baku gitu kan ya kak, kayak yang unfamiliar, sehingga saya harus searching dulu, harus translate dulu gitu kak
- I : Jadi kesulitan yang kamu temukan hanya pada bahasanya yang terlalu unfamiliar gitu ya, untuk pertanyaan selanjutnya. Apakah kamu merasa kesulitan pada saat menyampaikan materi di depan kelas ?
- R : untuk saat ini kan karena online kan ya ka, jadi saya sendiri si aman aman aja gak nervous tapi mungkin kalo public speaking langsung depan audience saya

akan sangat grogi sekali kak

I : oh gitu yaaa syifa... oke pertanyaan selanjutnya apakah kamu mendapatkan tips and trick pada saat setelah menonton video TED Talks ? contohnya seperti apa ?

R : iya kak tentu. Contohnya apabila pembukaan sebaiknya tidak memperkenalkan diri, melainkan dengan bercerita, menyampaikan fakta atau memberikan quotes, kalo untuk menutup sebaiknya mensummary materi yang tadi kita sampaikan.

I : okee syifa pertanyaan terakhir. Apakah menurut kamu setelah kamu menonton TED Talks video kemampuan berbicara kamu pada kelas public speaking menjadi lebih meningkat ?

R : Tentu kak, karna kan kaya yang tadi saya bilang sebelumnya saya tidak tau cara membuka, menyampaikan dan menutup pidato dengan baik namun setelah saya tau dan menonton video tersebut saya menjadi tau, saya juga jadi tau vocab baru dan cara penyampaiannya juga.

I : Oh gitu ya syifa, jadi menurut kamu TED Talks video memberikan dampak yang positif ya untuk kamu dalam meningkatkan kemampuan belajar berbicara kamu pada kelas public speaking ?

R : iya kak, tentu sekali.

I : oke syifa, segitu aja yang saya ingin tanyakan kepada kamu terimakasih sudah mau menjadi respondent saya, terimakasih banyak ya syifa.

R : sama sama kaak, semoga dilancarin ya kak



### Interview Data Transcription

**Students Name** : Ulfiah Gustiani

**Email** : [ulfiyahgustiani2019@gmail.com](mailto:ulfiyahgustiani2019@gmail.com)

**Date** : 15 December 2020

I = Interview

R=Respondent

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I : Hallo, Assalamuallaikum. Saya Shafira Cahyani mahasiswa semester 9 yang sedang melakukan penelitian

R : Iya bisa ka,

I : Silahkan kamu boleh memperkenalkan diri kamu terlebih dahulu.

R : Nama saya ulfiah gustiani, kelas 5D Prodi Pendidikan bahasa inggris

R : Kita mulai dengan pertanyaan pertama ya.

I : Pertanyaan pertama Ketika kamu diberikan video TED Talks oleh dosen mata kuliah public speaking apakah kamu merasa bahwa TED Talks Video memudahkan kamu dalam memahami materi apa yang akan dilaksanakan pada kelas public speaking?

R : iya ka memudahkan saya untuk memahami materi yang akan saya pelajari dalam kelas public speaking kak. Setelah melihat video ted talks tersebut saya menjadikan video tersebut sebagai sumber belajar saya kak.

I : Pertanyaan selanjutnya, Setelah kamu memahami materi yang di jelaskan pada video TED Talks apakah kamu melakukan langkah-langkah yang dilakukan oleh pembicara pada video tersebut atau kamu memiliki cara tersendiri ?

- I : Iya kak saya sangat mengikuti langkah langkahnya
- R : Oh gitu yaa, Oke pertanyaan selanjutnya adalah apakah dari menonton video TED Talks kamu mendapatkan informasi atau materi tambahan yang sebelumnya tidak kamu dapatkan dari dosen mata kuliah public speaking?
- I : iya kak kan dikelas saya mendapatkan teorinya dari dosen berikan. Jadinya saya tau oh jadi gini cara memperaktekannya, saya juga dapat cara menyampaikan yang bagus. Jadi tauu eemmm apanya eemm Taunya dari video TED Talks. Intinya saya mendapatkan informasi.
- R : Apakah kamu menemukan kesulitan pada saat memahami materi yang disampaikan pada TED Talks video?
- I : kalo kesulitannya gak ada, paling kesulitan dalam mencari judul kadang saya bingung. Menurut saya kadang bahasanya terlalu berat berat. Menurut saya kebanyakan terlalu akademis, jadi harus mentranslatekan kembali.
- R : Apakah kamu memiliki kesulitan dalam melakukan penyampaian pidato pada kelas public speaking?
- I : Emmm iya mendapatkan kesulitan dalam menyampaikannya. Seperti eye contact, gitu gitu kadang saya menjadi gerogi
- R : Apakah menurut kamu TED talks video memberikan kamu tips and tricks yang bisa kamu terapkan pada kelas public speaking?
- R : Iya ka, ted talks video memberikan saya tips and trick terkait mulai speech bisa mulai dengan bercerita atau bertanya kepada audience, atau memberikan quotes.

Biasanya juga saya memberikan permintaan maaf pada akhir pidato, namun setelah menonton TED Talks saya menjadi tau kalau itu tidak perlu.

I : apakah menurut kamu TED Talks video membuat kamu menjadi lebih meningkatkan kemampuan berbicara kamu pada kelas public speaking ?

R : iya kak, sangat membantu saya dalam meningkatkan kemampuan berbicara saya.

I : jadi menurut kamu TED Talks video membantu kamu ya dalam meningkatkan kemampuan berbicara kamu pada kelas public speaking ?

R : iya kak tentu.

I : baik ulfiah, terimakasih banyak ya ulfiah telah membantu saya dan berperan sebagai respondent pada skripsi saya.

R : iya ka, sama sama.

### Interview Data Transcription

**Students Name** : **Muhammad Falahean Jiddan**

**Email** : [Muhammadfalahaen31@gmail.com](mailto:Muhammadfalahaen31@gmail.com)

**Date** : **18 December 2020**

I = Interview

R=Respondent

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I : Hallo, Assalamuallaikum. Saya Shafira Cahyani mahasiswa semester 9 yang sedang melakukan penelitian boleh minta waktunya untuk melakukan sesi wawancara ?

R : iya kak boleh

I : Silahkan kamu boleh memperkenalkan diri kamu terlebih dahulu.

R : nama saya Muhammad falshean jiddan, saya semester lima, prodi Pendidikan bahasa inggris

I : Pertanyaan pertama Ketika kamu diberikan video TED Talks oleh dosen mata kuliah public speaking apakah kamu merasa bahwa TED Talks Video memudahkan kamu dalam memahami materi apa yang akan dilaksanakan pada kelas public speaking?

R : eee yah saya rasa banyak membantu dari video TED Talks yang di website ya, sehingga saya mendapatkan materi cara berpidato yang baik

I : Pertanyaan selanjutnya, Setelah kamu memahami materi yang di jelaskan pada video TED Talks apakah kamu melakukan langkah-langkah yang

dilakukan oleh pembicara pada video tersebut atau kamu memiliki cara tersendiri ?

R : eeee pada saat itu sayaa mengambil langkah yang sama dari video yang saya amati, dari mulai opening, Ketika menyampaikan dengan power point yang professional dan saya menutu dengan memberikan quotes.

I : Oh gitu yaa, Oke pertanyaan selanjutnya adalah apakah dari menonton video TED Talks kamu mendapatkan informasi atau materi tambahan yang sebelumnya tidak kamu dapatkan dari dosen mata kuliah public speaking?

R : menurut saya setelah saya menonton video saya merasa banyak sekali materi tambahan diluar cara menyampaikan pidato yang disampaikan pembicara, dan itu semua belum saya dapatkan dari dosen mata kuliah.

I : oh okee, jadi cukup banyak ya materi yang kamu dapatkan diluar materi public speaking ? pertanyaan selanjutnya, apakah kamu menemukan kesulitan pada saat memahami materi TED Talks video ?

R : eeeeem yaa. Pada saat awal awal ya memang cukup sulit yaa tapi setelah saya ulangi dan pahami yaa bisa untuk di mengerti

I : hal seperti apa yang kamu rasa cukup sulit untuk kamu pahami ?

R : contoh seperti vocab yang dipakai pembicara itu unfamiliar, sehingga membuat saya kesulitan memahami dan merasaa apaya ini dan saya harus mencari tahu terlebih dahulu maknanya.

I : oh gitu ya kesulitan yang kamu temukan adalah pada vocab yang di pakai oleh pembicara ya ?

- R : iya betul sekali ka
- I : apakah kamu merasa kesulitan pada saat menyampaikan pidato pada kelas public speaking ?
- R : saya rasa setelah saya mempersiapkan diri yaa, buat notes saya juga kan, saya tidak eeem tidaak terlalu susah menurut saya
- I : apakah menurut kamu TED Talks video memberikan kamu tips and tricks untuk menyampaikan pidato pada kelas public speaking ?
- R : betul sekali sangat memberikan saya tips and tricks ya dalam cara bagaimana membuka, dan menyampaikan dan menutup, pokoknya sangat memberika tips and tricks lah yang bail.
- I : Apakah menurut kamu TED Talks video membuat cara berbicara kamu pada kelas public speaking meningkat ?
- R : iya benar, membantu gitu ya, seperti cara how to pronouns gitu, jadi sangat membatu lah untuk saya
- I : jadi kesimpulannya TED Talks video memberikan dampak positif ya fallen untuk kamu dalam meningkatkan kemampuan berbicara kamu ?
- R : iya kak benar sekali/
- I : oke fallen segitu aja pertanyaan saya terimakasih banyak ya fallen atas waktunya.

### **Interview Data Transcription**

**Students Name : Empu Nisditya Manubawa**

**Email : enisditya22@gmail.com**

**Date : 15 December 2020**

I = Interview

R=Respondent

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I : Hallo, Assalamuallaikum. Saya Shafira Cahyani mahasiswa semester 9 yang sedang melakukan penelitian boleh minta waktunya untuk melakukan sesi wawancara ?

R : Iya boleh kak

I : sebelumnya silahkan kamu boleh memperkenalkan diri kamu terlebih dahulu

R : nama saya empu nisditya, semester lima, prodi Pendidikan bahasa inggris

I : oke langsung ke pertanyaan pertama ya nisditya, Pertanyaan pertama Ketika kamu diberikan video TED Talks oleh dosen mata kuliah public speaking apakah kamu merasa bahwa TED Talks Video memudahkan kamu dalam memahami materi apa yang akan dilaksanakan pada kelas public speaking?

R : Eeee iya tentu si soalnya kalo di TED Talks kita punya banyak referensi terutama topik yang bakal kita pake untuk speechnya banyak pilihan referensinya.

I : oh gitu ya jadi menurut kamu TED Talks membuat kamu memiliki banyak referensi ya ? oke pertanyaan selanjutnya, Setelah kamu memahami materi

yang di jelaskan pada video TED Talks apakah kamu melakukan langkah-langkah yang dilakukan oleh pembicara pada video tersebut atau kamu memiliki cara tersendiri ?

R : eeeem, mostly sih ya hampir sama tapi kita punya cara sendiri untuk delivering speechnya. Tapi yaa itu pembicara menambah reverensi aja sih untuk berbicara didepan audience

I : oh gitu yak amu tetep punya cara tersendiri dalam menyampaikan pidato di depan kelas ya, oke pertanyaan selanjutnya nih. Apakah menurut kamu TED Talks video itu memberi materi tambahan atau informasi yang sebelumnya kamu tidak dapatkan dari dosen matakuliah

R : oh iyaa pasti banget soalnya kan kalo speech itu kan kita topiknya beda, jadi materinya bebas jadi pasti banyak banget materi yang didapatkan

I : oke.. selanjutnya apakah kamu menemukan kesulitan dalam memahami video TED Talks tersebut ?

R : eeeem kalo kesulitan si mungkin eeem tidak terlalu sulit yak karna menurut saya speaker yang ada di dalam video tersebut intonasinya pas untuk saya ?

I : menurut kamu vocab yang di gunakan apakah familiar untuk kamu ?

R : eeem iya kak menurut saya bener banget, karna menurut saya penggunaan kosakatanya sangat familiar dan tidak terlalu akademis

I : pertanyaan selanjutnya apakah menurut kamu TED Talks video memberikan kamu tips and tricks untuk kamu terapkan pada mata kuliah public speaking ? contohnya seperti apa ?



- R : oh ya pasti, contohnya yaa bagaimana cara mendeliver pidato dengan baik seperti cara membuka, menyampaikan dan menutupnya sih kak.
- I : oh jadi itu ya yang kamu dapatkan setelah menonton TED Talks video. selanjutnya apakah kamu merasa kesulitan dalam menyampaikan pidato dalam kelas public speaking ?
- R : eeeem kalo ga terlalu sih, karna kan sebelumnya kan kita udah sering dapat mata kuliah speaking seperti speaking for academic discourse, untuk tingkatan public speaking di semester lima ini, seharusnya kalo kesulitan.
- I : oh jadi tidak ada kesulitan yang kamu dapatkan ya dalam kelas public speaking ? selanjutnya, apakah TED Talks video membuat kemampuan berbicara kamu meningkat ?
- R : eeee, iya sih kak pasti, karna kalo kita lihat nih, missal topik yang kita mau angkat banyak banget reverensinya dan banyak banget materi yang kita bisa gunakan untuk menunjang presentasi kita.
- I : oke jadi menurut kamu TED Talks video bisa menjadi salah satu dampak positif yang menunjang kemampuan berbicara kamu ya ?
- R : iya kak betul

### Interview Data Transcription

**Students Name** : Firnawati Suwandi

**Email** : [firnawatisuwandi@gmail.com](mailto:firnawatisuwandi@gmail.com)

**Date** : 15 December 2020

I = Interview

R=Respondent

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I : Hallo, Assalamuallaikum. Saya Shafira Cahyani mahasiswa semester 9 yang sedang melakukan penelitian boleh minta waktunya untuk melakukan sesi wawancara ?

R : iya kak boleh

I : sebelumnya silahkan kamu boleh memperkenalkan diri kamu terlebih dahulu

R : Nama saya Firnawati, saya semester lima dari prodi Pendidikan bahasa Inggris

I : Oke langsung ke pertanyaan pertama ya nisditya, Pertanyaan pertama Ketika kamu diberikan video TED Talks oleh dosen mata kuliah public speaking apakah kamu merasa bahwa TED Talks Video memudahkan kamu dalam memahami materi apa yang akan dilaksanakan pada kelas public speaking?

R : iya kaak merasakan, karna didalam video TED Talks tersebut sudah apa ya sudah terperinci menjelaskan apa yang saya harus lakukan di semester ini

I : oh jadi kamu sudah mengetahui ya apa yang akan kamu lakukan pada kelas public speaking setelah menonton video ini ?

- R : eem iya kak karna dari awal semester dosen saya sudah ngasih tau untuk sering sering liat video TED Talks, jadi sudah ada gambaran untuk semester ini ?
- I : apakah kamu mengikuti langkah langkah yang dilakukan pembicara pada video tersebut ?
- R : eeeem iya mengikuti semua rangkaiannya karna dari kemarin pas uts kami disuruh imitate materi yang ada di TED Talks, sperti itu kak
- I : oh jadi kamu benar benar mengikuti ya apa yang dilakukan pembicara pada video tersebut ya? apakah menurut kamu TED Talks video memberikan informasi tambahan ?
- R : Untuk materi public speaking nya menurut saya lumayan banyak, namun lebih banyak lagi materi general.
- I : lanjut ya pertanyaan berikutnya. Apakah kamu menemukan kesulitan dalam memahami TED Talks video?
- R : menurut saya si lumayan ya kak, kalo menurut saya materi TEDTalks menurut aku lumayan tinggi ya kak, menurut aku pribadi, untuk vocabnya
- I : menurut kamu vocab yang digunakan pembicara itu menjadi kesulitan kamu ya ? bisa kamu jelaskan lebih jelas lagi ?
- R : iya kak jadi karna saya tidak mengerti kadang saya harus mempaused terlebih dahulu agar saya memahami.
- I : apakah kamu menemukan kesulitan dalam menyampaikan pidato pada kelas public speaking?

R : lumayan kak, walaupun online saya tetep merasa kesulitan, saya take video sampai tujuh kali.

I : jadi kamu merasa kesulitan ya dalam melakukan penyampaian pidato, oke firna pertanyaan selanjutnya nih, apakah menurut kamu TED talks video membuat kemampuan berbicara kamu meningkat?

R : eeem iya kak bener.berpengaruh banget, saya jadi merasa percaya diri, saya lebih paham apa yang saya harus lakukan dan tutur bahasa saya juga jadi lebih tertata

I : jadi menurut kamu TED Talks video sudah membuat kamu lebih percaya diri ya dalam melakukan pembicara

R : iya kak bener

I : terimakasih banyak ya firna sudah mau menjadi respondent saya. Terimakasih banyak sudah menjawab semua pertanyaan saya

R : Sama sama kak

## Interview Data Transcription

**Students Name** : Mochammad Zanwari Arwansyah

**Email** : [zanwarary10@gmail.com](mailto:zanwarary10@gmail.com)

**Date** : 18 December 2020

I = Interview

R=Respondent

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I : Hallo, Assalamuallaikum. Saya Shafira Cahyani mahasiswa semester 9 yang sedang melakukan penelitian boleh minta waktunya untuk melakukan sesi wawancara ?

R : iya kak boleh

I : sebelumnya silahkan kamu boleh memperkenalkan diri kamu terlebih dahulu

R : Saya mohammad zanwari, saya semester lima dari prodi Pendidikan bahasa Inggris

I : Oke langsung pertanyaan pertama ya nisditya, Pertanyaan pertama Ketika kamu diberikan video TED Talks oleh dosen mata kuliah public speaking apakah kamu merasa bahwa TED Talks Video memudahkan kamu dalam memahami materi apa yang akan dilaksanakan pada kelas public speaking?

R : eeee saya sangat memahami betul apa yang disampaikan dosen melalui TED Talks video, karena disamping penyampaiannya mudah, kita juga dapat mengetahui bagaimana caranya membuka pidato, cara penyampaian isi kontennya dan juga cara menutup pidatonya

- I : oh jadi kamu sudah mengetahui ya apa yang akan kamu lakukan pada kelas public speaking setelah menonton video ini ?
- R : eeeem iya karna dosen kami menyuruh kami untuk menonton berkali kali dan mengharuskan kami untuk mengimitate, membuka, menyampaikan dan menutup. Namun selain itu dosen juga memberikan materi yang lain juga si
- I : apakah kamu mengikuti langkah langkah yang dilakukan pembicara pada video tersebut ?
- R : eeeem betul iya mengikuti semua
- I : oh jadi kamu benar benar mengikuti ya apa yang dilakukan pembicara pada video tersebut ya? apakah menurut kamu TED Talks video memberikan informasi tambahan ?
- R : eeee betul betul sekali itu ada materi tambahan. Karna yang kami pelajari dari dosen itu kan hanya mungkin ada materi dan prakteknya hanya sedikit nah ketika kita melihat video TED Talks itu kita mempelajari cara mereka menyampaikan dan cara memperaktekannya. Menurut saya mungkin itu efektif untuk sebagian orang
- I : lanjut ya pertanyaan berikutnya. Apakah kamu menemukan kesulitan dalam memahami TED Talks video?
- R : dari keseluruhan saya memahami apa yang disampaikan pemateri, tapi ada beberapa bagian dari si pemateri ini menggunakan bahasanya itu terlalu cepat, sehingga saya kurang memahaminya, mungkin kelemahan saya juga ya dalam listeningnya

- I : menurut kamu vocab yang digunakan pembicara itu menjadi kesulitan kamu ya ? bisa kamu jelaskan lebih jelas lagi ?
- R : iya kak mungkin yaa bahasanya terlalu baku
- I : apakah kamu menemukan kesulitan dalam menyampaikan pidato pada kelas public speaking?
- R : eeeem pertama kesulitan itu tidak ada ya, mungkin hanya saja hambatan vocab dan percaya diri. Namun bagi saya speaking itu menyenangkan berbicara di depan kelas tuh ya.
- I : apakah kamu menemukan tips and tricks dari TED Talks untuk kamu terapkan pada kelas public speaking?
- R : eeem sebenarnya mereka menyampaikan tips and tricks yang sama dari dosen saya, tapi mereka menyampaikan tips and trick itu hanya tersirat sehingga kita tidak dapat mengetahui tips and tricksnya namun kita dapat melihat bahwa titik tersebut adalah tips and trick yang di berikan
- I : apakah menurut kamu TEDTalks video membuat kemampuan berbicara kamu meningkat?
- R : aah iya itu, itu salah satu yang mebuat kepercayaan diri saya meningkat dan kemampuan berbicara saya meningkat. Walaupun hanya kita hanya sebatas memahami apa yang dibicarakan pembicara, maksudnya saya sendiri menjadi percaya diri untuk membuka pidato didepan kelas. Memotivasi saya lah
- I : jadi menurut kamu TED Talks video itu membuat kamu termotivasi yah dalam meningkatkan kemampuan berbicara kamu

R : iya kak sangat memotivasi diri saya sih

I : terimakasih banyak ya firna sudah mau menjadi respondent saya.

Terimakasih banyak sudah menjawab semua pertanyaan saya

R : Sama sama kak



### Interview Data Transcription

**lecturer Name** : Istiqlaliah Nurul H, M.Pd

**Email** : Istiqlaliah@gmail.com

**Date** : 24 December 2020

I = Interview

R=Respondent

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I : Assalamualaikum miss, maaf mengganggu waktunya, apakah boleh saya mewawancara miss sebagai dosen pengampu mata kuliah public speaking?

R : waalaikumsallam, boleh aja.

I : langsung kepada pertanyaan pertama ya miss. Mengapa miss isti menggunakan TED Talks video dalam mengajar public speaking? apakah menurut miss TED Talks video dapat meningkatkan kemampuan berbicara siswa ?

R : Saya menggunakan TED Talks video di perkuliahan public speaking karena saya yakin mahasiswa itu sangat perlu dengan contoh yang banyak ya, bukan hanya satu, tapi memang di sebelum pemberian TED Talks tersebut di berikan teori-teori tentang public speaking lalu, setelah teori teori itu disampaikan barulah mahasiswa diwajibkan menonton video TED Talks untuk mereka tiru, dan buat saya itu memang efektif dan sudah terbukti selama dua tahun

I : pertanyaan selajutnya. Apakah setelah mahasiswa menonton TED Talks video mahasiswa dapat memahami materi public speaking tanpa harus miss jelaskan kembali ?

R : Saya menugaskan mahasiswa untuk berbicara dua kali, jadi presentasi yang pertama mereka harus meniru dari apa yang mereka tonton, jadi mereka harus meniru video video yang ada di TEDTalks lalu mereka pilih sesuai dengan interest mereka, mereka harus mendengarkan 4 sampai 5 kali, sampai mereka mendapatkan inti dari speechnya dan materi yang mereka bawaan sesuai dengan the real speakersnya. Imitation namanya supaya mereka tau bagaimana membuka, walaupun teorinya sudah di ajarkan tapi mereka butuh contoh dan dengan mendengarkan berkali kali, Latihan berkali kali itu sangat menempelkan, “I remember when I do” kan gitu, jadi mereka harus mereka harus menyampaikan speech yang mereka pilih walaupun bahasanya bisa di sederhanakan ya tapi inti pesannya itu sama.

I : apakah terdapat perbedaan penampilan berpidato antara mahasiswa yang menonton dengan mahasiswa yang tidak menonton video tersebut ?

R : Iya betul, ada perbedaan yang signifikan, contohnya memang ada di salah satu kelas kalau tidak salah ada tiga orang anak yang tampilnya berbeda dengan yang lain. Lalu saya tanya apakah kamu menonton TED Talks video, berapa kali kamu menonton TED Talks video, akhirnya mereka jujur mereka tidak menonton TED Talks video, jadi mereka tampil dengan sesuai dengan yang mereka tau, mereka sudah menonton video yang berbahasa Indonesia, sehingga mereka mengawali dengan memperkenalkan diri, menutup dengan permohonan maaf seperti “mohon maaf apabila pidato saya memiliki kekurangan” dan sebagainya, padahal secara aturan public speaking international itu nama dan judul presentasi sudah ada di slide, sehingga tidak perlu menyebutkan nama atau boleh lah tetapi tidak Panjang lebar, dan kemudian di akhir tidak boleh kit aitu apology menyampaikan permintaan

maaf atas kesalahan, atau speech kita tidak bermanfaat dan sebagainya itu tidak ada, jadi penutupan itu kalau tidak mengajak untuk melakukan sesuatu, biasanya menyimpulkan materi. Sedangkan yang sudah menonton mereka memulai dengan bercerita, menyampaikan fakta dan lain sebagainya dan mengakhiri dengan quotation, jadi polanya itu kelihaian apabila mahasiswa sudah menonton

I : apakah setelah miss isti memberikan TED Talks video terhadap mahasiswa penampilan mahasiswa lebih atraktif dan inovatif ?

R : Iya mereka mendapatkan diksi diksi yang baru atau kosakata yang baru dari hasil menonton TED Talks video, trus mereka juga mengawali dengan bercerita gitu, untuk mereka yang tidak terbiasa memulainya dengan seperti itu, kemudian gaya Bahasa mereka, body language mereka, slide mereka, jadi presentasi mereka itu berbeda dengan mereka yang menonton dan memahami itu menunjukkan gaya yang berbeda, lebih menarik, seperti native speaker yang mereka pilih.

## RESEARCH INSTRUMENT

### QUESTIONNAIRE FORM

**Student's Name** : Evan Rinaldi

**Email Address** : evanrld6@gmail.com

INDICATOR	NO	QUESTION	SA	A	N	D	SD
<b>Awareness</b>	1.	Previously, I had known the TED Talk channel on YouTube.		●			
	2.	TED Talks in the era of globalization are very much needed in the world of education			●		
	3.	I choose an interesting title before deciding to watch the TED talks video.			●		
	4.	TED talks to make the material in the public speaking class look more attractive.			●		
	5.	I feel watching TED Talks videos is a very effective way to learn English speaking skills compared to other ways.	●				
	6.	After watching TED Talks videos, I become aware of how to open a speech			●		
	7.	After watching TED Talks video, I become aware of how to close a speech	●				
	8.	After watching TED Talks video, I become aware how to create powerful slide.	●				
<b>Receives Information</b>	1.	I feel motivated to practice the presentation by watching the TED Talks video.		●			
	2.	I find it difficult to watch the TED Talks video to understand the	●				

		material presented by the speaker because the delivery is too fast.					
	3.	I think the messages will be conveyed to the audience.			●		
	4.	Through the TED Talk video, I can learn about movement and gesture		●			
	5.	Through the TED talk video, I can improve my confidence?	●				
	6.	Through the TED Talk videos I can know how to get eye contact to the audience		●			
	7.	Through the TED talk video, I know how to start a good speech to get audience attention	●				
	8.	Through the TED talk video, I know how to start a good speech to get the audience's attention	●				

## RESEARCH INSTRUMENT

### QUESTIONNAIRE FORM

**Student's Name** : Dena Ekarina

**Email Address** : [denaekarina77@gmail.com](mailto:denaekarina77@gmail.com)

INDICATOR	NO	QUESTION	SA	A	N	D	SD
<b>Awareness</b>	1.	Previously, I had known the TED Talk channel on YouTube.		●			
	2.	TED Talks in the era of globalization are very much needed in the world of education	●				
	3.	I choose an interesting title before deciding to watch the TED talks video.	●				
	4.	TED talks to make the material in the public speaking class look more attractive.			●		
	5.	I feel watching TED Talks videos is a very effective way to learn English speaking skills compared to other ways.			●		
	6.	After watching TED Talks videos, I become aware of how to open a speech		●			
	7.	After watching TED Talks video, I become aware of how to close a speech		●			
	8.	After watching TED Talks video, I become aware how to create powerful slide.			●		
<b>Receives Information</b>	1.	I feel motivated to practice the presentation by watching the TED Talks video.			●		

	2.	I find it difficult to watch the TED Talks video to understand the material presented by the speaker because the delivery is too fast.			●		
	3.	I think the messages will be conveyed to the audience.		●			
	4.	Through the TED Talk video, I can learn about movement and gesture			●		
	5.	Through the TED talk video, I can improve my confidence?			●		
	6.	Through the TED Talk videos I can know how to get eye contact to the audience			●		
	7.	Through the TED talk video, I know how to start a good speech to get audience attention		●			
	8.	Through the TED talk video, I know how to start a good speech to get the audience's attention			●		

## RESEARCH INSTRUMENT

### QUESTIONNAIRE FORM

**Student's Name** : Syifa Fauziah Rahmadhani

**Email Address** : [syifafauziahramadhani@gmail.com](mailto:syifafauziahramadhani@gmail.com)

INDICATOR	NO	QUESTION	SA	A	N	D	SD
Awareness	1.	Previously, I had known the TED Talk channel on YouTube.		●			
	2.	TED Talks in the era of globalization are very much needed in the world of education	●				
	3.	I choose an interesting title before deciding to watch the TED talks video.	●				
	4.	TED talks to make the material in the public speaking class look more attractive.	●				
	5.	I feel watching TED Talks videos is a very effective way to learn English speaking skills compared to other ways.	●				
	6.	After watching TED Talks videos, I become aware of how to open a speech		●			
	7.	After watching TED Talks video, I become aware of how to close a speech		●			
	8.	After watching TED Talks video, I become aware how to create powerful slide.		●			



<b>Receives Information</b>	1.	I feel motivated to practice the presentation by watching the TED Talks video.		●			
	2.	I find it difficult to watch the TED Talks video to understand the material presented by the speaker because the delivery is too fast.			●		
	3.	I think the messages will be conveyed to the audience.	●				
	4.	Through the TED Talk video, I can learn about movement and gesture	●				
	5.	Through the TED talk video, I can improve my confidence?	●				
	6.	Through the TED Talk videos I can know how to get eye contact to the audience		●			
	7.	Through the TED talk video, I know how to start a good speech to get audience attention	●				
	8.	Through the TED talk video, I know how to start a good speech to get the audience's attention		●			

## RESEARCH INSTRUMENT

### QUESTIONNAIRE FORM

**Student's Name** : Ulfiyah Gustiani

**Email Address** : [ulfiyahgustiani2019@gmail.com](mailto:ulfiyahgustiani2019@gmail.com)

INDICATOR	NO	QUESTION	SA	A	N	D	SD
<b>Awareness</b>	1.	Previously, I had known the TED Talk channel on YouTube.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2.	TED Talks in the era of globalization are very much needed in the world of education	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3.	I choose an interesting title before deciding to watch the TED talks video.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4.	TED talks to make the material in the public speaking class look more attractive.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5.	I feel watching TED Talks videos is a very effective way to learn English speaking skills compared to other ways.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6.	After watching TED Talks videos, I become aware of how to open a speech	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	7.	After watching TED Talks video, I become aware of how to close a speech	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	8.	After watching TED Talks video, I become aware how to create powerful slide.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Receives Information</b>	1.	I feel motivated to practice the presentation by watching the TED Talks video.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2.	I find it difficult to watch the TED Talks video to understand the	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

		material presented by the speaker because the delivery is too fast.					
	3.	I think the messages will be conveyed to the audience.	●				
	4.	Through the TED Talk video, I can learn about movement and gesture	●				
	5.	Through the TED talk video, I can improve my confidence?	●				
	6.	Through the TED Talk videos I can know how to get eye contact to the audience	●				
	7.	Through the TED talk video, I know how to start a good speech to get audience attention	●				
	8.	Through the TED talk video, I know how to start a good speech to get the audience's attention	●				

## RESEARCH INSTRUMENT

### QUESTIONNAIRE FORM

**Student's Name** : Hasna Khoirunissa

**Email Address** : [hasnakhoirunissa@gmail.com](mailto:hasnakhoirunissa@gmail.com)

INDICATOR	NO	QUESTION	SA	A	N	D	SD
<b>Awareness</b>	1.	Previously, I had known the TED Talk channel on YouTube.				<input checked="" type="radio"/>	
	2.	TED Talks in the era of globalization are very much needed in the world of education		<input checked="" type="radio"/>			
	3.	I choose an interesting title before deciding to watch the TED talks video.	<input checked="" type="radio"/>				
	4.	TED talks to make the material in the public speaking class look more attractive.		<input checked="" type="radio"/>			
	5.	I feel watching TED Talks videos is a very effective way to learn English speaking skills compared to other ways.		<input checked="" type="radio"/>			
	6.	After watching TED Talks videos, I become aware of how to open a speech		<input checked="" type="radio"/>			
	7.	After watching TED Talks video, I become aware of how to close a speech		<input checked="" type="radio"/>			
	8.	After watching TED Talks video, I become aware how to create powerful slide.		<input checked="" type="radio"/>			
<b>Receives Information</b>	1.	I feel motivated to practice the presentation by watching the TED Talks video.		<input checked="" type="radio"/>			
	2.	I find it difficult to watch the TED Talks video to understand the		<input checked="" type="radio"/>			

		material presented by the speaker because the delivery is too fast.					
	3.	I think the messages will be conveyed to the audience.		●			
	4.	Through the TED Talk video, I can learn about movement and gesture		●			
	5.	Through the TED talk video, I can improve my confidence?		●			
	6.	Through the TED Talk videos I can know how to get eye contact to the audience		●			
	7.	Through the TED talk video, I know how to start a good speech to get audience attention		●			
	8.	Through the TED talk video, I know how to start a good speech to get the audience's attention		●			

## RESEARCH INSTRUMENT

### QUESTIONNAIRE FORM

**Student's Name** : Annisa Rahmafudin

**Email Address** : [annisarahmafudin@gmail.com](mailto:annisarahmafudin@gmail.com)

INDICATOR	NO	QUESTION	SA	A	N	D	SD
<b>Awareness</b>	1.	Previously, I had known the TED Talk channel on YouTube.		●			
	2.	TED Talks in the era of globalization are very much needed in the world of education	●				
	3.	I choose an interesting title before deciding to watch the TED talks video.		●			
	4.	TED talks to make the material in the public speaking class look more attractive.	●				
	5.	I feel watching TED Talks videos is a very effective way to learn English speaking skills compared to other ways.	●				
	6.	After watching TED Talks videos, I become aware of how to open a speech	●				
	7.	After watching TED Talks video, I become aware of how to close a speech	●				
	8.	After watching TED Talks video, I become aware how to create powerful slide.	●				
<b>Receives Information</b>	1.	I feel motivated to practice the presentation by watching the TED Talks video.	●				

	2.	I find it difficult to watch the TED Talks video to understand the material presented by the speaker because the delivery is too fast.		●			
	3.	I think the messages will be conveyed to the audience.	●				
	4.	Through the TED Talk video, I can learn about movement and gesture	●				
	5.	Through the TED talk video, I can improve my confidence?	●				
	6.	Through the TED Talk videos I can know how to get eye contact to the audience	●				
	7.	Through the TED talk video, I know how to start a good speech to get audience attention	●				
	8.	Through the TED talk video, I know how to start a good speech to get the audience's attention	●				

## RESEARCH INSTRUMENT

### QUESTIONNAIRE FORM

**Student's Name** : Nanda Aulia Nur Rofianti

**Email Address** : [nandanuraulia6@gmail.com](mailto:nandanuraulia6@gmail.com)

INDICATOR	NO	QUESTION	SA	A	N	D	SD
<b>Awareness</b>	1.	Previously, I had known the TED Talk channel on YouTube.				<input checked="" type="radio"/>	
	2.	TED Talks in the era of globalization are very much needed in the world of education		<input checked="" type="radio"/>			
	3.	I choose an interesting title before deciding to watch the TED talks video.		<input checked="" type="radio"/>			
	4.	TED talks to make the material in the public speaking class look more attractive.			<input checked="" type="radio"/>		
	5.	I feel watching TED Talks videos is a very effective way to learn English speaking skills compared to other ways.					
	6.	After watching TED Talks videos, I become aware of how to open a speech			<input checked="" type="radio"/>		
	7.	After watching TED Talks video, I become aware of how to close a speech		<input checked="" type="radio"/>			
	8.	After watching TED Talks video, I become aware how to create powerful slide.		<input checked="" type="radio"/>			
<b>Receives Information</b>	1.	I feel motivated to practice the presentation by watching the TED Talks video.		<input checked="" type="radio"/>			



	2.	I find it difficult to watch the TED Talks video to understand the material presented by the speaker because the delivery is too fast.			●		
	3.	I think the messages will be conveyed to the audience.		●			
	4.	Through the TED Talk video, I can learn about movement and gesture		●			
	5.	Through the TED talk video, I can improve my confidence?		●			
	6.	Through the TED Talk videos I can know how to get eye contact to the audience		●			
	7.	Through the TED talk video, I know how to start a good speech to get audience attention		●			
	8.	Through the TED talk video, I know how to start a good speech to get the audience's attention		●			

## RESEARCH INSTRUMENT

### QUESTIONNAIRE FORM

**Student's Name** : Nabilah Marwa

**Email Address** : [nabilah.mrw02@gmail.com](mailto:nabilah.mrw02@gmail.com)

INDICATOR	NO	QUESTION	SA	A	N	D	SD
<b>Awareness</b>	1.	Previously, I had known the TED Talk channel on YouTube.			●		
	2.	TED Talks in the era of globalization are very much needed in the world of education		●			
	3.	I choose an interesting title before deciding to watch the TED talks video.		●			
	4.	TED talks to make the material in the public speaking class look more attractive.		●			
	5.	I feel watching TED Talks videos is a very effective way to learn English speaking skills compared to other ways.		●			
	6.	After watching TED Talks videos, I become aware of how to open a speech		●			
	7.	After watching TED Talks video, I become aware of how to close a speech		●			
	8.	After watching TED Talks video, I become aware how to create powerful slide.			●		
<b>Receives Information</b>	1.	I feel motivated to practice the presentation by watching the TED Talks video.		●			
	2.	I find it difficult to watch the TED Talks video to understand the			●		

		material presented by the speaker because the delivery is too fast.					
	3.	I think the messages will be conveyed to the audience.		●			
	4.	Through the TED Talk video, I can learn about movement and gesture		●			
	5.	Through the TED talk video, I can improve my confidence?			●		
	6.	Through the TED Talk videos I can know how to get eye contact to the audience		●			
	7.	Through the TED talk video, I know how to start a good speech to get audience attention		●			
	8.	Through the TED talk video, I know how to start a good speech to get the audience's attention		●			

## RESEARCH INSTRUMENT

### QUESTIONNAIRE FORM

**Student's Name : Muhammad Falahaen Jiddan**

**Email Address : [Muhammadfalahaen31@gmail.com](mailto:Muhammadfalahaen31@gmail.com)**

INDICATOR	NO	QUESTION	SA	A	N	D	SD
<b>Awareness</b>	1.	Previously, I had known the TED Talk channel on YouTube.		●			
	2.	TED Talks in the era of globalization are very much needed in the world of education		●			
	3.	I choose an interesting title before deciding to watch the TED talks video.	●				
	4.	TED talks to make the material in the public speaking class look more attractive.	●				
	5.	I feel watching TED Talks videos is a very effective way to learn English speaking skills compared to other ways.	●				
	6.	After watching TED Talks videos, I become aware of how to open a speech	●				
	7.	After watching TED Talks video, I become aware of how to close a speech		●			
	8.	After watching TED Talks video, I become aware how to create powerful slide.		●			
<b>Receives Information</b>	1.	I feel motivated to practice the presentation by watching the TED Talks video.			●		

	2.	I find it difficult to watch the TED Talks video to understand the material presented by the speaker because the delivery is too fast.		●			
	3.	I think the messages will be conveyed to the audience.		●			
	4.	Through the TED Talk video, I can learn about movement and gesture		●			
	5.	Through the TED talk video, I can improve my confidence?	●				
	6.	Through the TED Talk videos I can know how to get eye contact to the audience	●				
	7.	Through the TED talk video, I know how to start a good speech to get audience attention	●				
	8.	Through the TED talk video, I know how to start a good speech to get the audience's attention	●				

## RESEARCH INSTRUMENT

### QUESTIONNAIRE FORM

**Student's Name** : Oktafiarista Nurul Hilmi

**Email Address** : [oktafiarista16@gmail.com](mailto:oktafiarista16@gmail.com)

INDICATOR	NO	QUESTION	SA	A	N	D	SD
<b>Awareness</b>	1.	Previously, I had known the TED Talk channel on YouTube.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2.	TED Talks in the era of globalization are very much needed in the world of education	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3.	I choose an interesting title before deciding to watch the TED talks video.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4.	TED talks to make the material in the public speaking class look more attractive.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5.	I feel watching TED Talks videos is a very effective way to learn English speaking skills compared to other ways.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6.	After watching TED Talks videos, I become aware of how to open a speech	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	7.	After watching TED Talks video, I become aware of how to close a speech	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	8.	After watching TED Talks video, I become aware how to create powerful slide.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Receives Information</b>	1.	I feel motivated to practice the presentation by watching the TED Talks video.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	2.	I find it difficult to watch the TED Talks video to understand the material presented by the speaker because the delivery is too fast.	●				
	3.	I think the messages will be conveyed to the audience.	●				
	4.	Through the TED Talk video, I can learn about movement and gesture		●			
	5.	Through the TED talk video, I can improve my confidence?		●			
	6.	Through the TED Talk videos I can know how to get eye contact to the audience		●			
	7.	Through the TED talk video, I know how to start a good speech to get audience attention		●			
	8.	Through the TED talk video, I know how to start a good speech to get the audience's attention	●				

## RESEARCH INSTRUMENT

### QUESTIONNAIRE FORM

**Student's Name** : Empu Nisditya Manubawa

**Email Address** : [enisditya22@gmail.com](mailto:enisditya22@gmail.com)

INDICATOR	NO	QUESTION	SA	A	N	D	SD
<b>Awareness</b>	1.	Previously, I had known the TED Talk channel on YouTube.		●			
	2.	TED Talks in the era of globalization are very much needed in the world of education		●			
	3.	I choose an interesting title before deciding to watch the TED talks video.		●			
	4.	TED talks to make the material in the public speaking class look more attractive.		●			
	5.	I feel watching TED Talks videos is a very effective way to learn English speaking skills compared to other ways.		●			
	6.	After watching TED Talks videos, I become aware of how to open a speech			●		
	7.	After watching TED Talks video, I become aware of how to close a speech			●		
	8.	After watching TED Talks video, I become aware how to create powerful slide.			●		
<b>Receives Information</b>	1.	I feel motivated to practice the presentation by watching the TED Talks video.			●		



	2.	I find it difficult to watch the TED Talks video to understand the material presented by the speaker because the delivery is too fast.				●	
	3.	I think the messages will be conveyed to the audience.		●			
	4.	Through the TED Talk video, I can learn about movement and gesture			●		
	5.	Through the TED talk video, I can improve my confidence?			●		
	6.	Through the TED Talk videos I can know how to get eye contact to the audience			●		
	7.	Through the TED talk video, I know how to start a good speech to get audience attention		●			
	8.	Through the TED talk video, I know how to start a good speech to get the audience's attention		●			

## RESEARCH INSTRUMENT

### QUESTIONNAIRE FORM

**Student's Name** : Raden Muhamad Rizaldy

**Email Address** : [aldi41836@gmail.com](mailto:aldi41836@gmail.com)

INDICATOR	NO	QUESTION	SA	A	N	D	SD
<b>Awareness</b>	1.	Previously, I had known the TED Talk channel on YouTube.			<input checked="" type="radio"/>		
	2.	TED Talks in the era of globalization are very much needed in the world of education			<input checked="" type="radio"/>		
	3.	I choose an interesting title before deciding to watch the TED talks video.			<input checked="" type="radio"/>		
	4.	TED talks to make the material in the public speaking class look more attractive.		<input checked="" type="radio"/>			
	5.	I feel watching TED Talks videos is a very effective way to learn English speaking skills compared to other ways.		<input checked="" type="radio"/>			
	6.	After watching TED Talks videos, I become aware of how to open a speech			<input checked="" type="radio"/>		
	7.	After watching TED Talks video, I become aware of how to close a speech			<input checked="" type="radio"/>		
	8.	After watching TED Talks video, I become aware how to create powerful slide.		<input checked="" type="radio"/>			
<b>Receives Information</b>	1.	I feel motivated to practice the presentation by watching the TED Talks video.	<input checked="" type="radio"/>				

	2.	I find it difficult to watch the TED Talks video to understand the material presented by the speaker because the delivery is too fast.		●			
	3.	I think the messages will be conveyed to the audience.			●		
	4.	Through the TED Talk video, I can learn about movement and gesture			●		
	5.	Through the TED talk video, I can improve my confidence?			●		
	6.	Through the TED Talk videos I can know how to get eye contact to the audience		●			
	7.	Through the TED talk video, I know how to start a good speech to get audience attention			●		
	8.	Through the TED talk video, I know how to start a good speech to get the audience's attention		●			

## RESEARCH INSTRUMENT

### QUESTIONNAIRE FORM

**Student's Name** : wafik Ajizah

**Email Address** : [Wafiqazizahzizah36@gmail.com](mailto:Wafiqazizahzizah36@gmail.com)

INDICATOR	NO	QUESTION	SA	A	N	D	SD
<b>Awareness</b>	1.	Previously, I had known the TED Talk channel on YouTube.			●		
	2.	TED Talks in the era of globalization are very much needed in the world of education	●				
	3.	I choose an interesting title before deciding to watch the TED talks video.	●				
	4.	TED talks to make the material in the public speaking class look more attractive.		●			
	5.	I feel watching TED Talks videos is a very effective way to learn English speaking skills compared to other ways.		●			
	6.	After watching TED Talks videos, I become aware of how to open a speech	●				
	7.	After watching TED Talks video, I become aware of how to close a speech		●			
	8.	After watching TED Talks video, I become aware how to create powerful slide.		●			
<b>Receives Information</b>	1.	I feel motivated to practice the presentation by watching the TED Talks video.		●			
	2.	I find it difficult to watch the TED Talks video to understand the	●				

		material presented by the speaker because the delivery is too fast.					
	3.	I think the messages will be conveyed to the audience.	●				
	4.	Through the TED Talk video, I can learn about movement and gesture		●			
	5.	Through the TED talk video, I can improve my confidence?		●			
	6.	Through the TED Talk videos I can know how to get eye contact to the audience	●				
	7.	Through the TED talk video, I know how to start a good speech to get audience attention		●			
	8.	Through the TED talk video, I know how to start a good speech to get the audience's attention		●			

## RESEARCH INSTRUMENT

### QUESTIONNAIRE FORM

**Student's Name** : Firnawati Suwandi

**Email Address** : [firmawatisuwandi@gmail.com](mailto:firmawatisuwandi@gmail.com)

INDICATOR	NO	QUESTION	SA	A	N	D	SD
<b>Awareness</b>	1.	Previously, I had known the TED Talk channel on YouTube.			<input checked="" type="radio"/>		
	2.	TED Talks in the era of globalization are very much needed in the world of education		<input checked="" type="radio"/>			
	3.	I choose an interesting title before deciding to watch the TED talks video.	<input checked="" type="radio"/>				
	4.	TED talks to make the material in the public speaking class look more attractive.	<input checked="" type="radio"/>				
	5.	I feel watching TED Talks videos is a very effective way to learn English speaking skills compared to other ways.	<input checked="" type="radio"/>				
	6.	After watching TED Talks videos, I become aware of how to open a speech		<input checked="" type="radio"/>			
	7.	After watching TED Talks video, I become aware of how to close a speech			<input checked="" type="radio"/>		
	8.	After watching TED Talks video, I become aware how to create powerful slide.		<input checked="" type="radio"/>			
<b>Receives Information</b>	1.	I feel motivated to practice the presentation by watching the TED Talks video.		<input checked="" type="radio"/>			
	2.	I find it difficult to watch the TED Talks video to understand the			<input checked="" type="radio"/>		

		material presented by the speaker because the delivery is too fast.					
	3.	I think the messages will be conveyed to the audience.		●			
	4.	Through the TED Talk video, I can learn about movement and gesture		●			
	5.	Through the TED talk video, I can improve my confidence?		●			
	6.	Through the TED Talk videos I can know how to get eye contact to the audience				●	
	7.	Through the TED talk video, I know how to start a good speech to get audience attention		●			
	8.	Through the TED talk video, I know how to start a good speech to get the audience's attention		●			

## RESEARCH INSTRUMENT

### QUESTIONNAIRE FORM

**Student's Name** : Nurlinda Wati Tampobolon

**Email Address** : [nurlinda112238@gmail.com](mailto:nurlinda112238@gmail.com)

INDICATOR	NO	QUESTION	SA	A	N	D	SD
<b>Awareness</b>	1.	Previously, I had known the TED Talk channel on YouTube.			<input checked="" type="radio"/>		
	2.	TED Talks in the era of globalization are very much needed in the world of education	<input checked="" type="radio"/>				
	3.	I choose an interesting title before deciding to watch the TED talks video.		<input checked="" type="radio"/>			
	4.	TED talks to make the material in the public speaking class look more attractive.		<input checked="" type="radio"/>			
	5.	I feel watching TED Talks videos is a very effective way to learn English speaking skills compared to other ways.		<input checked="" type="radio"/>			
	6.	After watching TED Talks videos, I become aware of how to open a speech	<input checked="" type="radio"/>				
	7.	After watching TED Talks video, I become aware of how to close a speech		<input checked="" type="radio"/>			
	8.	After watching TED Talks video, I become aware how to create powerful slide.		<input checked="" type="radio"/>			
<b>Receives Information</b>	1.	I feel motivated to practice the presentation by watching the TED Talks video.	<input checked="" type="radio"/>				
	2.	I find it difficult to watch the TED Talks video to understand the			<input checked="" type="radio"/>		



		material presented by the speaker because the delivery is too fast.					
	3.	I think the messages will be conveyed to the audience.		●			
	4.	Through the TED Talk video, I can learn about movement and gesture		●			
	5.	Through the TED talk video, I can improve my confidence?		●			
	6.	Through the TED Talk videos I can know how to get eye contact to the audience		●			
	7.	Through the TED talk video, I know how to start a good speech to get audience attention		●			
	8.	Through the TED talk video, I know how to start a good speech to get the audience's attention		●			

## RESEARCH INSTRUMENT

### QUESTIONNAIRE FORM

**Student's Name** : Mochamad Zanwar Aryansyah

**Email Address** : [zanwarary10@gmail.com](mailto:zanwarary10@gmail.com)

INDICATOR	NO	QUESTION	SA	A	N	D	SD
<b>Awareness</b>	1.	Previously, I had known the TED Talk channel on YouTube.				<input checked="" type="radio"/>	
	2.	TED Talks in the era of globalization are very much needed in the world of education		<input checked="" type="radio"/>			
	3.	I choose an interesting title before deciding to watch the TED talks video.			<input checked="" type="radio"/>		
	4.	TED talks to make the material in the public speaking class look more attractive.		<input checked="" type="radio"/>			
	5.	I feel watching TED Talks videos is a very effective way to learn English speaking skills compared to other ways.		<input checked="" type="radio"/>			
	6.	After watching TED Talks videos, I become aware of how to open a speech		<input checked="" type="radio"/>			
	7.	After watching TED Talks video, I become aware of how to close a speech		<input checked="" type="radio"/>			
	8.	After watching TED Talks video, I become aware how to create powerful slide.				<input checked="" type="radio"/>	
<b>Receives Information</b>	1.	I feel motivated to practice the presentation by watching the TED Talks video.		<input checked="" type="radio"/>			
	2.	I find it difficult to watch the TED Talks video to understand the				<input checked="" type="radio"/>	

		material presented by the speaker because the delivery is too fast.					
	3.	I think the messages will be conveyed to the audience.		●			
	4.	Through the TED Talk video, I can learn about movement and gesture		●			
	5.	Through the TED talk video, I can improve my confidence?		●			
	6.	Through the TED Talk videos I can know how to get eye contact to the audience			●		
	7.	Through the TED talk video, I know how to start a good speech to get audience attention		●			
	8.	Through the TED talk video, I know how to start a good speech to get the audience's attention		●			

## RESEARCH INSTRUMENT

### QUESTIONNAIRE FORM

**Student's Name** : Farah Syamsiah

**Email Address** : [farahsfs1011@gmail.com](mailto:farahsfs1011@gmail.com)

INDICATOR	NO	QUESTION	SA	A	N	D	SD
<b>Awareness</b>	1.	Previously, I had known the TED Talk channel on YouTube.		<input checked="" type="radio"/>			
	2.	TED Talks in the era of globalization are very much needed in the world of education		<input checked="" type="radio"/>			
	3.	I choose an interesting title before deciding to watch the TED talks video.		<input checked="" type="radio"/>			
	4.	TED talks to make the material in the public speaking class look more attractive.			<input checked="" type="radio"/>		
	5.	I feel watching TED Talks videos is a very effective way to learn English speaking skills compared to other ways.		<input checked="" type="radio"/>			
	6.	After watching TED Talks videos, I become aware of how to open a speech			<input checked="" type="radio"/>		
	7.	After watching TED Talks video, I become aware of how to close a speech			<input checked="" type="radio"/>		
	8.	After watching TED Talks video, I become aware how to create powerful slide.			<input checked="" type="radio"/>		
<b>Receives Information</b>	1.	I feel motivated to practice the presentation by watching the TED Talks video.		<input checked="" type="radio"/>			

	2.	I find it difficult to watch the TED Talks video to understand the material presented by the speaker because the delivery is too fast.		●			
	3.	I think the messages will be conveyed to the audience.		●			
	4.	Through the TED Talk video, I can learn about movement and gesture		●			
	5.	Through the TED talk video, I can improve my confidence?		●			
	6.	Through the TED Talk videos I can know how to get eye contact to the audience		●			
	7.	Through the TED talk video, I know how to start a good speech to get audience attention		●			
	8.	Through the TED talk video, I know how to start a good speech to get the audience's attention		●			



**YAYASAN PAKUAN SILIWANGI**  
**UNIVERSITAS PAKUAN**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

*Bermutu, Mandiri dan Berkepribadian*

Jalan Pakuan Kotak Pos 452, E-mail: fkip@umpk.ac.id, Telepon (0251) 8375608 Bogor

**SURAT KEPUTUSAN**

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN  
Nomor : 64/SKUD/FKIP/02020

**TENTANG**

**PENGANGKATAN PEMBIMBING SKRIPSI**

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN,  
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

- Menimbang : 1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.  
2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.  
3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.  
4. Ujian Sarjana harus terselenggara dengan baik.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.  
2. Peraturan Pemerintah Nomor 32 Tahun 2013 Mentrupakan Perubahan dari Peraturan Pemerintah Nomor 10 Tahun 2005, tentang Standar Nasional Pendidikan.  
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.  
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.  
5. Keputusan Rektor Universitas Pakuan Nomor 35/KEPREK/UM/2020, tentang Pemberhentian Dekan Masa Bakti 2011-2015 dan Pengangkatan Dekan Masa Bakti 2020-2025 di Lingkungan Universitas Pakuan.
- Memperhatikan : Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
- MEMUTUSKAN**
- Menetapkan : Mengangkat Saudara  
1. Drs. Entis Sutisna M.pd  
2. Isiqallah Nurul H, M.pd
- Sebagai pembimbing dari:  
Nama : SHAFIRA CAHYANI  
NPM : 031116004  
Program Studi : PENDIDIKAN BAHASA INGGRIS  
Judul Skripsi : STUDENTS' PERCEPTION OF TED TALK VIDEO IN PUBLIC SPEAKING CLASS
- Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
- Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.



**Tembusan :**

1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan



YAYASAN PAKUAN SILIWANGI  
UNIVERSITAS PAKUAN  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

*Bermutu, Mandiri dan Berkepribadian*

Jalan Pakuan Ketak Pos 452, E-mail: fkip@umpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 2343/WADEK I/FKIP/XI/2020

13 November 2020

Perihal : Izin Penelitian

Yth. Dekan Fakultas Keguruan Ilmu Pendidikan  
di  
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama	: SHAFIRA CAHYANI
NPM	: 031116084
Program Studi	: PENDIDIKAN BAHASA INGGRIS
Semester	: Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 15 November s.d 10 Januari 2020 mengenai: STUDENTS' PERCEPTION OF TED TALKS VIDEO IN PUBLIC SPEAKING CLASS

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.







Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan  
Wakil Dekan  
Bidang Akademik,  
  
Sandi Budiana, M.Pd.  
NIK : 1.1101 033 404

**FORMAT BIMBINGAN**

**Nama : Shafira Cahyani**

**Npm : 031116084**

Tanggal	Bab	Catatan Bimbingan	Paraf
09 – 11-2020	III	<ul style="list-style-type: none"> <li>Revision after proposal seminar</li> </ul>	
12-01-2021	IV	<ul style="list-style-type: none"> <li>(Paragraph 1, line 6) "students aware and receives information" seharusnya "students' awareness and information receipt"</li> <li>(3. Data interview to the lecturer) "indicator" memperbaiki indikator apakah menurut dosen mahasiswa mendapatkan awareness dari menonton TED talks video.</li> </ul>	
20-02-2021	IV	<ul style="list-style-type: none"> <li>(indicator) "information receives" seharusnya "receipt information"</li> <li>(3. Data interview to the lecturer) Memperbaiki layout dan sub topic yang seharusnya memakai huruf.</li> </ul>	
4-03-2021	IV	<ul style="list-style-type: none"> <li>ACC bab IV</li> </ul>	
4-03-2021	V	<ul style="list-style-type: none"> <li>(paragraph 1, line 1) rubah aktif jadi pasif"</li> <li>Grammar</li> <li>(paragraph 2) revisi konten</li> <li>(suggestion) tambahkan suggestion untuk researcher lain</li> </ul>	
13-03-2021	V	<ul style="list-style-type: none"> <li>Revisi pada bagian conclusion "lecturer perception rubah jadi lecturer opinion"</li> </ul>	



# FORMAT BIMBINGAN

Nama : Shafira Cahyani

Npm : 031116084

Tanggal	Bab	Catatan Bimbingan	Paraf
28-10-2010	III	<ul style="list-style-type: none"> <li>Revision setelah proposal seminar</li> </ul>	
25-01-2021	IV	<ul style="list-style-type: none"> <li>Memperbaiki sub judul "receives information" menjadi "receipt information"</li> <li>Membahas Indikator pada bab IV</li> </ul>	ts
2-02-2021	IV	<ul style="list-style-type: none"> <li>Memperbaiki Grammar</li> <li>Merubah kalimat "It caused by the speakers rate is too fast, it will affect to the audience' comprehension" menjadi kalimat Aktif</li> </ul>	ts
15-02-2021	IV	<ul style="list-style-type: none"> <li>Memperbaiki Grammar yang salah</li> <li>ACC bab IV</li> </ul>	ts
22-02-2021	V	<ul style="list-style-type: none"> <li>Memperbaiki kesimpulan pada conclusion</li> <li>Grammar</li> </ul>	ts
01-03-2021	V	<ul style="list-style-type: none"> <li>Memperbaiki grammar</li> <li>Mengganti kata "researcher" dan lecturer menggunakan kata ganti</li> </ul>	ts
03-03-2021	V	<ul style="list-style-type: none"> <li>ACC Bab V</li> </ul>	