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RESEARCH ARTICLE

TED TALK AND VIDEO BLOG IN 21ST CENTURY SPEAKING CLASS: THE STUDENTS PERSPECTIVE

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Abstract

This research aimed to describe the students' perspectives toward the roles of TED Talks and Video Blog (Vlog) in activating students' in the 21st-century speaking class. The research method used was a qualitative research design. The researchers collected data by using observation, questionnaires, and interviews. The participants were the students of X IPA 1 and X IPA 2 of SMAN 9 Wajo, involving 50 students by using a purposive sampling technique. The findings showed that involving videos in speaking class will make them feeling energize, not be bored, or feeling helpful during the learning process of English class, especially speaking. Although the students come from the remote area and do not engage closely with technology, it is not the barrier for the teacher to introduce them how technology make them enjoy and feeling interested when learning a foreign language, especially English.

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Introduction:-

This 21st century skills concept moves by the idea that is teaching students are the most crucial, practical, in-demand, and universally relevant skills should be prioritized at today's school. The primary aim of using multimedia technology in language education is to encourage students' motivation and teaching curiosity in English. In the non-native English-speaking environment, this may be a useful way to get them interested in world education. To accomplish this goal, the teachers should create a positive environment for English learners, which should be from the accessibility of data and teaching materials.

It is nearly universally recognized that to win in the 21st century; students must take much more than that "three Rs" and essential computer ability. The term "21st-century sciences" is used frequently in educational circles to relate to a variety of skills and competencies that get beyond what has traditionally been learned in this classroom, including problem-solving, communication, collaboration, creativity, and innovation. Others define this term as "data literacy, media literacy, and knowledge, communication and engineering skills." (Kurshan&Mcmanus, 2017)

One of the functions of language is to communicate with others. Speaking is one of the productive skills in a language that must be mastered. It becomes one of the biggest problems faced by foreign language students to express themselves when they want to use the word. Besides making the interlocutors understand, there are several aspects of speaking that must be considered. In speaking, the students have to pay attention to intonation, vocabularies, and pronunciation.

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Furthermore, speaking is one of the skills taught in English for high school students. One example is the experience of the researcher when teaching English, specifically speaking to class X and XI; most of them tend to be silent. When they were asked, on average, they were constrained in conveying their ideas in a foreign language, in this case, speaking English. Of course, this is an obstacle that must be immediately addressed by the teachers.

To attract students' interest in teaching speaking class, teachers need technology involvement. It makes students be interested in learning to speak. In this digital era, almost everything depends on technology. The existence of social media, websites, applications are very supportive of learning English. There are many websites that can be used in class. The researcher wants to use TED Talks and Video Blog (Vlog) on YouTube, which are expected to be able to increase students' speaking ability. In the end, this research is guided by the research question: What are the students' perspectives toward the use of the TED Talks and Video Blog in speaking class?

Literature Review:-

Speaking:

As a human being, to avoid communication errors, several patterns must be made (Turk, 2002). In communication, there is a process of building and sharing various meanings, including the use of different verbal and non-verbal symbols (Chaney & Burk 1998). In the world of education, today's reality makes it a condition that when communicating with our interlocutors, students must be skilled in expressing themselves and following social and cultural rules that are appropriate in every type of communication.

Since the beginning of education, it cannot be denied that in a language, the ability to speak is the primary ability that must be possessed by someone to master a language, including English. This speaking ability will be improved and produced continuously for use as a useful communication tool (Morozova, 2013). The ability to speak is essential to make students able to communicate well in using the target language through spoken words or sentences. The knowledge they have in a foreign language will be difficult to convey if there are problems with the ability to speak, convey thoughts, or even in simple conversations. One of the benefits of language teaching is to improve students' speaking skills by combining language in spoken and in writing (Berninger & Abbot, 2010). The use of language in oral and written makes students able to express their feelings, experiences, and opinions in different forms and rules (Burns & Joyce, 1997).

The first ability given to humans is to speak, then read and write (Marzuki, 2019). The use of interacting with a spoken language they use more often than with written communication. In the pedagogical field, students are equipped with language equipment in the form of listening and speaking skills, both of which are inseparable (Brown, 2010). In line with this, the ability to speak possessed by humans is an extraordinary communication tool that can connect people wherever and whenever they want (Efziral, 2012) and (PourhoseinGilakjani, 2016). Based on the four language skills that exist human belong; speaking, listening, writing, and reading, it turns out the position of speaking is higher compared to other language skills, of course, to produce better communication (Ur, 1996)

TED Talks:

The presence of media in the learning process will make teaching speak more effectively. In supporting the student learning atmosphere, media is a handy tool (Gagne, 1987). In today's digital age, various types of media can be brought into the learning environment, one of which is related to technology.

The presence of websites and various Youtube channels helps teachers and students quickly access learning material. TED Talk is available in a web form and also on the Youtube channel. TED is an abbreviation derived from the words Technology, Entertainment, and Design (Windingland, 2014). In every video uploaded to TED Talk, the speaker only has 18 minutes of talk time. Short time still makes them enthusiastic about going on stage, intense, brave, and persuasive in conveying their ideas, ideas, or stories to the public (Wulanjani, 2017). TED was founded in 1984 which is the result of a discussion related to technology, entertainment, and innovation meeting in a circle, to this day the talks at TED Talk cover almost all topics discussed by many people, ranging from the study, business, to international issues more than 110 languages in the world. In September 2017, TED used its video as an online educational material in TED-ED features related to speaking (Ted.com, 2016a). One of the videos entitled "Does School Kill Creativity? "Is a video with 47 million views" (Robinson, 2006).

Nowadays, TED Talk is a large community that is open and accepts people from every existing discipline, culture, and perception with many ideas that can change the world (Wulanjani, 2017). Based on this explanation, TED Talk is an effective medium and is calculated to be used in improving students' English language skills.

Video Blog:

A video blog is a type of video that can be abbreviated as a Vlog (Farnadi et al., 2016). Vlog is a type of journal related to video (new English film). Vlogging comes from video blogs, while blogs are short from web blogs (Watkins, 2011). In general, Vlog can be done on various platforms. Formerly appeared on television, but nowadays, Vlogs can already be made and included in the Youtube channel or website.

Some people remember vlogs as motion pictures. This is because Vlog users convey ideas, feelings, and different content into their videos. Users will upload it to the internet and share the results of the vlog. One popular channel for uploading Vlogs is the Youtube channel, although Facebook, Instagram, or Twitter provide the same features. They will record using a webcam, cellphone, or TV camera then upload it to popular channels like Youtube channel.

Vlog is a beneficial learning media that is divided into six types of learning media, namely drawings, audio recordings, real objects, moving pictures, teacher mode drawings, and computer-aided instructions (Vernon, 1996). Vlogs are also categorized as films because they present moving images of live-action (Rahayu and Nurviyani, 2018). One of the advantages of Vlogs is that students will be more interested, and many vlogs are already available in the target language (TL) (Rakhmanina and Kusumaningrum, 2017) in this case, English. Another advantage is students can be more confident in producing exciting and effective oral communication (Astriani et al., 2017).

Research Method:-

The research method of this study used a descriptive qualitative approach to investigate students' perceptions of the use of TED Talks and Vlog in the 21st-century speaking class.

The Participants:

The participants of this study came from 26 students of X IPA 1 and 24 students of X IPA 2 of SMAN 9 Wajo by using a purposive sampling technique based on the researcher's criteria.

Instrument:

To answer the research question, the researchers undertook some efforts to get valid data. The researchers conducted observations, distributed a questionnaire, and did interviews.

The procedure for Collecting Data:

All the instruments used to gain information about the students' perception of the use of TED Talks and Vlog in the 21st-century speaking class. First, the researcher showed one video from TED Talks and one video from Vlog, the researcher used food vlogging video to see and observe them and how their reaction and interpretation after watching those videos. Second, giving the questionnaire to all the students. The survey was done by using Google form, which consisted of thirteen statements by using Likert scale measurement. The questionnaire was distributed to 50 students of X IPA 1 and X IPA 2 of SMAN 9 Wajo. The last, interviewing six students to get in-depth information about their perspective. The interview consisted of five questions of an open-ended question.

Findings and Discussions:-

Findings:

The following are the results of the questionnaire that described in the table below:

Table 1:- The first language that students used in their daily activities.

Answered Criteria	F	%
Local Language (Buginese)	36	72 %
Indonesian Language	13	26 %
English Language	1	2%
Total (N)	50	100 %

Table 1 described that most of the students used the local language to communicate with other people in their dailycommunication. Because the school is located in a subdistrict and approximately 15 km from the city, either the

school environment or social environment there still using the local language (Buginese) as their first language (L1). Finally, this condition will affect their comprehension of the foreign language that they learned, in this case, the English language.

Table 2:- Using video in the learning process makes students feeling energized.

Answered Criteria	F	%
Strongly Agree	15	30 %
Agree	35	70 %
Undecided	0	0 %
Disagree	0	0 %
Strongly Disagree	0	0 %
Total (N)	50	100 %

Teaching English as a foreign language in this 21st century is challenging. The students that the teacher faced is in the native digital circle that make the teacher should be very creative in creating a good learning process. Teaching them by using old-fashioned style without involving technology tends to make them feel so bored. In table 2 above, all students like to teach by using video, they feel more energizing and engaging in the learning process.

Table 3:- TED Talk video content is easy to understand.

Answered Criteria	F	%
Strongly Agree	2	4 %
Agree	26	52 %
Undecided	10	20 %
Disagree	12	24 %
Strongly Disagree	0	0 %
Total (N)	50	100 %

Since TED Talk is created over time ago, the way of TED Talk speakers speak more likely a lecture style, standing in the stage and talk about what she/he had been through, sharing opinions and perceptions of life. Based on Table 3 above, 28 students or 56% of students agreed that TED Talk content is easy to understand.

Table 4:- TED Talk video enriching students' vocabulary.

Answered Criteria	F	%
Strongly Agree	18	36%
Agree	28	56 %
Undecided	3	6 %
Disagree	1	2 %
Strongly Disagree	0	0 %
Total (N)	50	100 %

TED Talk speakers are delivering their speech in many parts of life, in general topics such as education, lifestyle, speaker's own experiences, healthy, etc. By watching and listening to those videos, students broadly got new vocabularies that they never listen to before, automatically this such a condition that can enrich their vocabularies. Based on Table 4, 92% of students agreed that the TED Talk video improved their vocabulary.

Table 5:- TED Talk video is beneficial for students' pronunciation.

Answered Criteria	F	%
Strongly Agree	7	14%
Agree	28	56 %
Undecided	8	16 %
Disagree	7	14 %
Strongly Disagree	0	0 %
Total (N)	50	100 %

From the TED Talk video, students getting many new vocabularies. Besides, they also get some knowledge of how the words uttered by the speakers of TED Talk. It is very beneficial for them to train their listening and to speak by

getting proper pronunciation authentically from the native speakers of English. Table 5 showed that 70% agreed TED Talk video giving advantages to their pronunciation.

Table 6:- TED Talk video repairs the grammar of the students.

Answered Criteria	F	%
Strongly Agree	5	10%
Agree	31	62 %
Undecided	5	10 %
Disagree	9	18 %
Strongly Disagree	0	0 %
Total (N)	50	100 %

Based on the students' opinion, the most difficult to master from a foreign language is grammar, because it is different from the language that the students used in their daily communication (Indonesian/Buginese language). By watching the TED Talk video, students agreed that it was helpful for them to repair their English grammar as well. Table 6 indicated that 72% of students feeling helpful for correcting their grammar by watching the TED Talk video.

Table 7:- The content of Vlog video is easy and understandable.

Answered Criteria	F	%
Strongly Agree	14	28%
Agree	31	62 %
Undecided	2	4 %
Disagree	3	6 %
Strongly Disagree	0	0 %
Total (N)	50	100 %

Another kind of video that has been watching by my students was Vlog (Video Blog). The Vlog was about food vlog. It was more accessible content than TED Talk vide because the vlogger (person who makes the vlog) prefer to use the easy term to explain her/his content of the video. Some of them just use familiar words that students easy to understand. Comparing to the TED Talk video, the Vlog video getting a higher percentage, 80% of students agreed that this video is natural and understandable.

Table 8:- The Vlog video enriching students' vocabulary.

Answered Criteria	F	%
Strongly Agree	20	40%
Agree	28	56 %
Undecided	1	2 %
Disagree	1	2 %
Strongly Disagree	0	0 %
Total (N)	50	100 %

Although the words that were used in the Vlog content were familiar for the students, there were still many new vocabularies that they never heard before. When the researcher was showing this video to them, most of them taking notes to write down new words that they have never heard before. Table 8 described that 96% of students shared their acceptance that Vlog video enriching their vocabularies.

Table 9:- The Vlog video repair students' pronunciation.

Answered Criteria	F	%
Strongly Agree	10	20 %
Agree	35	70 %
Undecided	4	8 %
Disagree	1	2 %
Strongly Disagree	1	2 %
Total (N)	50	100 %

Both TED Talk and Vlog video were not from Indonesian, so the speakers of the videos were from abroad, from English speaking countries. It was beneficial for students to repair their pronunciation as well, especially in Vlog video, the vlogger reviewed some Indonesian food specialties and giving some comments on the food by speaking in a clear and not too fast way. While watching the video, the students even repeated the way of the vlogger speak and comment about the food. Table 9 above showed that 80% agreed that Vlog video help them to repair their pronunciation.

Table 10:- The Vlog video repair students' English grammar.

Answered Criteria	F	%
Strongly Agree	5	10 %
Agree	39	78 %
Undecided	5	10 %
Disagree	1	2 %
Strongly Disagree	1	2 %
Total (N)	50	100 %

Same with the TED Talk video, Vlog video also really helpful in repairing the grammar of the students. The students were very lack of grammar, so it helped them to recover it. Table 10 showed that 88% of students agreed that Vlog video repaired their English grammar.

Table 11:- The students will use TED Talk video to help them in speaking.

Answered Criteria	F	%
Strongly Agree	40	80 %
Agree	5	10 %
Undecided	2	4 %
Disagree	3	6 %
Strongly Disagree	0	0 %
Total (N)	50	100 %

Table 12 indicated that students would reuse the video as media that helpful for them to get more knowledgeable in speaking. The percentage showed that 90% or 45 students would use it back as beneficial media in speaking.

Table 13:- The students will use Vlog video to help them in Speaking.

Answered Criteria	F	%
Strongly Agree	9	18 %
Agree	38	76 %
Undecided	2	4 %
Disagree	1	2 %
Strongly Disagree	0	0 %
Total (N)	50	100 %

Inline with the TED Talk video, students also showed their high interest in the Vlog video. Besides, the content was easy to understand. It was beneficial for them. Students' high appreciation and interest in the video make them will reuse the video to help them in speaking class. Table 13 showed that 94% of students would use it again to attract them to become active in speaking class.

The data from the interview also showed how the students were feeling helpful by involving technology during the learning process. They admitted that learning by video was very interesting for them. Besides, it makes them get a lot of vocabulary, and it is a big capital for them to learn English, especially for their speaking.

“It makes students have a lot of vocabulary, many words that we have never heard or rarely, even though the meaning is the same, but the word has never been heard. It became a big capital for us, and even it was fascinating...” (WidyaSafitri, student of X IPA 2)

“Because the video can train us on how to say the words that have just been heard and more quickly understood. Food vlog video is more interesting because the words used are easier to be understood...” (Nurul Safitri, X IPA 1)

“Give a new experience to us as students; also, it provides influence, faster, and easier to be understood compared to other learning media. Because this is visual and learning English will not be bored anymore. I think both videos are useful, firstly TED Talk, it provides inspiration delivered by inspiring figures to convey ideas from their own experiences” (Muhammad Rizal, X IPA 2)

“It helps students understand the material provided by the teacher easily and quickly. As we know, students are now very affected by things that new and modern. Sense of wanting to try, using video can find new things and something that we have never encountered before. If the teacher only uses a common method, just explaining the material, the students will feel bored and bored. (WidyaAstuti, X IPA 2)

“Because the two videos have vocabularies that are rarely used and at the same time broadens students’ insight about English” (Ahmad DzakyFauzan, X IPA 1)

“It is beneficial because, with the video, we can see objects more clearly and not monotonous, not boring. Students need refreshing and feeling not boring when the learning process was started. If the teacher is only conveying material verbally, students tend to be bored and not paying attention. But, if the teacher uses video, it is an interesting material that attracts students to watch the video.” (Firwana, X IPA 2)

Discussion:-

According to the findings of this research, the researcher concluded that there are many similarities with research findings, theory on the previous study. On the other hand, this research also has contrary to many previous studies that have been conducted.

A theory from Harmer (cited in Mukmination, 2005) stating that the importance of mastering grammar, pronunciation, vocabulary, discourse, and other relevant skills for communicative purposes of a foreign language.

Based on the research findings from the distributing questionnaires to the X IPA 1 and X IPA 2 students, and related it to the research question: what are the students’ perspectives toward the use of Video Blog and TED Talk in speaking class. The data showed that 70% of students agreed that watching TED Talk helped them to repair their English pronunciation. Meanwhile, 90% of students agreed that Video blogs helped them in repairing their English lack pronunciation. In the field of grammar, 72% of students agreed that TED Talk contributed to help students’ English grammar, and 88% of students agreed involving Vlog in English speaking. In the part of the vocabulary, 92% of students feeling that the TED Talk video enriched their vocabulary, and 96% of students agreed that Vlog was doing the same. These aggregate data indicated the effectiveness of using TED Talk and Vlog in speaking class. On the other hand, including these two types of videos, engage students in digital literacy in the 21st century.

Wulandari (2019), in her research, concluded that Vlog is an alternative strategy for improving speaking skills of students in a fun and an easy-to-access and readable media. In line with this, the research findings from the questionnaire and interview showed that 90% of students agreed that Vlog is a video that easy to understand by the students. A student from X IPA 1, Nurul Safitri commented that “Food vlog video is more interesting because the words used are easier to be understood...” and student from X IPA 2, WidyaSafitri shared the same opinion, she said that “It helps students understand the material provided by the teacher easily and quickly.” These opinions empowered that Vlog is effective and liked by the students in speaking class.

Another research related to the Vlog conducted by (Bunjan&Suppasetseree, 2017). Quasi-experimental research that has been conducted by them showed the findings that Vlog Based Role Play lessons improved students’ oral communication skills. The involvement of Vlog in the speaking class enhances the students’ general speaking process.

Conclusion:-

Teaching English in this digital era could be really challenging the teachers themselves. Creating comfort and engaging learning atmosphere for the students is a must that should be conducted by the 21st-century teachers.

Based on the data presented above, involving videos in speaking class will make them feeling energize, not be bored, or feeling helpful during the learning process of English class, especially speaking. Although the students come from the remote area or not keep in touch with technology itself, that is not the barriers for the teacher to introduce them how technology make them enjoy and feeling interested when learning a foreign language, especially English. For the future improvement, there still be needed more study about involving technology, involving videos in the learning process for 21st-century students, because the researcher is very aware that this study does not cover many such things and still needed more improvement to develop the pedagogic world, for the students, teachers, and education practitioners.

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