

## The Effect of TED Talks on Jordanian EFL Tenth-Grade Students' Speaking Performance

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### Abstract

This study explored the effect of TED Talks on Jordanian EFL tenth-grade students' speaking performance. The study participants were 58 female students from Husban Secondary School for Girls who were distributed randomly and equally into experimental and control groups. This study followed a quasi-experimental design. Data were collected through a pre-/post-test for both control and experimental groups. To achieve the purpose of the study, the experimental group was taught through TED Talks, and the control group was taught using a conventional teaching method. The results showed that the experimental group outperformed the control group in the overall five speaking components (pronunciation, grammar, vocabulary, fluency, and comprehension) and four types of speaking performance (intensive, responsive, interactive, and extensive). Considering the study's findings, the study recommends using TED Talks for different EFL skills and levels of students.

**Keywords:** EFL Jordanian students; speaking performance; TED Talks.

## أثر محادثات تيد على أداء التحدث لدى طالبات الصف العاشر الأردنيات متعلمات اللغة الإنجليزية لغة أجنبية

### الملخص

هدفت هذه الدراسة للكشف عن أثر محادثات تيد على أداء التحدث لدى طالبات الصف العاشر الأردنيات متعلمات اللغة الإنجليزية لغة أجنبية. تكونت عينة الدراسة من 58 طالبة من مدرسة حسان الثانوية للبنات حيث تم توزيعهن عشوائيا وبالتساوي إلى مجموعتين، تجريبية وضابطة. اتبعت الدراسة المنهج شبه التجريبي، تم جمع البيانات باستخدام الاختبار القبلي والبعدي للمجموعتين التجريبية والضابطة. ولتحقيق هدف الدراسة، تم تدريس المجموعة التجريبية باستخدام محادثات تيد، بينما تم تدريس المجموعة الضابطة باستخدام الطريقة التقليدية. وكشفت النتائج أن المجموعة التجريبية تفوقت على المجموعة الضابطة في كل من مكونات التحدث الخمسة وفي أربعة أنواع عامة من أداء التحدث. وفي ضوء النتائج توصي الدراسة باستخدام محادثات تيد في مختلف المهارات والمستويات عند الطالبات.

**الكلمات المفتاحية:** متعلمات اللغة الإنجليزية-لغة أجنبية، أداء التحدث، محادثات تيد.

## Introduction

Teaching and learning witness today different changes that may affect students' performance, especially in learning English as a foreign language (EFL). English is one of the primary subjects in Jordan's primary and secondary school systems. Moreover, English is a global language that is increasingly important for students to learn. As the world has become more interconnected, the ability to communicate in English has become essential for business, travel, and even personal relationships. Due to these factors, teaching English today is more challenging than it was in the past. As a result, EFL teachers must change their teaching methods to meet the needs and interests of students and incorporate technology into the educational process. These tactics must be improved to ensure effective learning.

Language is a means of communication that primarily occurs when individuals speak. Speaking involves the capacity to communicate ideas, thoughts, and emotions. Speech is also essential for people to connect (Richards, 2008). Mastering speaking skills is necessary to communicate effectively in a foreign language and convey one's meaning accurately. When teaching speaking skills, it is essential to create relevant and accurate opportunities for students to communicate effectively in a foreign language (Nematovna, 2016).

Speaking is a crucial aspect of communication (Brown, 2001). It involves the interactive process of creating meaning through information production, reception, and processing. Therefore, English language students must develop their speaking skills since they are frequently evaluated based on oral performance (Leong & Ahmadi, 2017). Speaking is a complex skill that involves several interrelated variables in forming and exchanging meaningful messages. Learners must acquire various competencies to communicate effectively (Thornbury, 2005).

According to Chaney and Burk (1998), speaking performance is the act of conveying meaning using verbal and nonverbal symbols in various situations. Two proficiency levels, accuracy, and fluency, should be achieved when learning a foreign language. Therefore, developing speaking performance is a multifaceted process that must include various subskills and levels (Brown, 2001).

Effective communication requires fluency in speaking and accuracy in vocabulary and grammar (Brown, 2001; Burns, 2012; Omaggio, 2000). Accuracy involves the learners' ability to produce grammatically correct sentences, which require not only knowing grammatical rules but also the ability to apply them accurately in speaking and writing. On the other hand, fluency relates to the learner's ability to produce written and spoken utterances with ease and efficiency, avoiding interruptions or communication breakdowns (Srivastava, 2014). For many foreign language learners, the goal is to speak accurately and fluently (Thornbury, 2000). Therefore, achieving success in

speaking a language requires fluency and the ability to use proper grammar and vocabulary with minimal errors (Brown, 2001; Kumar, 2013).

Technology plays an essential role in learning and teaching English. The usage of online tools by teachers in conventional classrooms has increased due to technology improvements, which enhance the relevance and engagement of the teaching and learning processes. The availability of a plethora of audiovisual resources on the Internet can greatly improve the quality of learning and teaching experiences for teachers as well as students (Sailun & Idayani, 2018). Educational videos are one type of technology used for English language learning. These are useful resources for teaching English to EFL students. Videos are a great way to practice English both inside and outside of the classroom. Videos can be used to enhance speaking skills in addition to being used for debates, writing projects, and listening practice (Sherman, 2003). Videos, according to Samldino and Lowther (2008), are a great teaching and learning tool. They are appropriate for all types of learners at all educational levels and cover a wide range of topics. As a result, videos are useful resources in education since they provide learners with captivating visual contents that enhance the learning experience.

Different types of videos can be used as educational tools, and among those, TED Talks (Technology, Entertainment, and Design) are particularly useful for teachers. These talks involve public speaking, sharing experiences, and motivating listeners, and can help learners develop their English public speaking skills. By watching these talks, students can gain knowledge about public speaking and learn from the speakers' opinions and experiences, which can inspire and encourage them. TED Talks are educational tools that learners can access on laptops or smartphones, both online and offline, covering various topics spoken by native and non-native speakers (Farid, 2019). According to Bradbury (2016), TED Talks are presentations where speakers share their thoughts and ideas on diverse topics such as technology, culture, and cinema. The speakers at TED Talks limit their presentations to a maximum of 18 minutes since people have more patience when listening to shorter presentations (Romanelli et al., 2014).

TED Talks are a significant advantage in improving speaking skills as they are authentic and valuable language in speaking classes (Lhamo & Chalermnirundorn, 2021). Kranthi (2017) asserts that TED Talks videos enhance speaking skills, such as pronouncing words correctly, maintaining eye contact, and using body language. These presentations' organizers share conferences and present points of view via various media outlets, including their website and YouTube channels. The presenters hope to influence listeners, impart insightful knowledge, and offer their priceless experiences (Rashtchi & Mazraehno, 2019; Zhang, 2021). TED Talks are a valuable tool for developing EFL students' performance and speaking skills. One essential skill that helps speakers both inside and outside of the classroom is speaking English (Sailun & Idayani (2018); Khamkhien (2010).

### **Statement of the Problem**

Teaching and learning speaking skills have always been important in foreign language education, as it is closely related to successful oral communication. However, speaking has consistently been the most challenging skill to acquire and learn in language acquisition, according to several studies (Bahrani & Soltani, 2012; Burns & Hills, 2013; Heriansyah, 2012; Leong & Ahmadi, 2017). According to (Fitriani et al. (2015), speaking in a second or foreign language is challenging for learners because it requires more than just knowing grammar rules; it also necessitates using a foreign language in real-life contexts.

The researcher has eleven years of experience as an English language teacher. During this time, she has observed that Jordanian EFL students face several challenges in speaking English accurately and fluently. Since English is only used for communication in the formal classroom setting, there are limited opportunities for speaking and practicing in the context of English as a foreign language in Jordan. Furthermore, oral English communication appears difficult for Jordanian EFL students, as noted in previous research by Abdo & Bereen (2010) and Bataineh, Al-Bzour, Baniabdelrahman (2017).

It is essential to prioritize communicative activities in the Jordanian setting that provide EFL students with genuine opportunities to improve their speaking accuracy and fluency, as highlighted in the study by Sailun and Idayani (2021). Therefore, it is crucial to solve this problem to develop the speaking skills of Jordanian EFL tenth-graders. One way to do this is by encouraging students to engage in an authentic setting while honing their critical thinking, communication, collaboration, oral presentation, and creative skills. Developing an instructional program based on TED Talks can be an effective way to achieve this.

### **Purpose of the study**

This study aims to investigate the effect of TED Talks on Jordanian EFL Tenth-Grade Students' Speaking Performance.

### **Question of the Study**

This study attempts to answer the following questions:

- 1- Are there any statistically significant differences at ( $\alpha=0.05$ ) in female tenth-grade students' speaking performance types (Intensive type, Responsive type, Interactive type, and Extensive type) of post-test scores attributed to the teaching method (TED Talks vs. conventional method)?
- 2- Are there any statistically significant differences at ( $\alpha=0.05$ ) in female tenth-grade students' speaking performance components (Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension) of post-test scores attributed to the teaching method (TED Talks vs. conventional method)?

### **Significance of the Study**

The significance of TED Talks in developing speaking performance, one of the most crucial and challenging aspects of learning English as a foreign language in Jordan, makes this study significant. The potential for this study to develop the performance of Jordanian EFL tenth-grade students in speaking classes using TED Talks is noteworthy. This study is essential for Jordanian teachers who teach English as a foreign language because it provides an innovative resource to develop their students' speaking skills. The study can also be helpful for curriculum designers and policymakers to create effective speaking activities and assignments for students. Additionally, the findings of this study can inspire more research on the effect of TED Talks on other English language skills, especially in Jordan.

### **Limitations of the Study**

It is important to note that certain factors may limit the applicability of the findings of this study. Firstly, the study was conducted during the first semester of the 2023-2024 academic year and only focused on female students in the tenth grade at Husban Secondary School for Girls, a public school located in the Na'ur Directorate of Education. The results may only be valid for similar samples and situations. Secondly, the study had a limited duration of only eight weeks, and the outcomes may be different if the study had been conducted over a more extended period. Lastly, the textbook used for the study was the Students' Book of Action Pack 10, which includes modules 1, 2, and 3 and is the standard textbook for Jordanian public schools. Results could vary if a different textbook with different content had been used.

### **Review of Related Literature**

Following a review of previous studies, the researcher gathered relevant studies for this study.

Sailun and Idayani (2018) conducted a study to examine the impact of watching TED Talks videos on students' speaking skills. The study involved 56 third-semester students, and data were collected using a pre-and post-test. The results indicated that TED Talks videos had a significant positive impact on the speaking skills of students enrolled in the English Study Program at FKIP UIR.

Arifin, Mursalim, and Sahlan (2020) investigated a study to examine the impact of TED Talks on the speaking skills of high school students. The study involved 42 students from SMA Negeri Kendari and used a quasi-experimental approach to assess the students' language anxiety and speaking skills. The results indicated that watching TED Talks had a significant positive effect on the student's speaking performance. Additionally, the study found that watching TED Talks significantly reduced student's speaking anxiety.

Alghobashy (2021) conducted a study to investigate the impact of TED Talks-based training on the fluency of English as a Foreign Language (EFL) speaking in secondary-level students. The study involved thirty second-year students from the Integrated Distinct Governmental Language Secondary School in Shebin

Elkom. Data were collected using a pre-and post-test. The results indicated that the participants' mean scores on the pre- and post-assessments of their EFL speaking fluency were statistically significantly different, with the post-assessment showing a significant improvement in their EFL speaking fluency. This suggests that the TED Talks-based instruction enhanced the participants' EFL speaking fluency.

Liu (2021) investigated a study to examine the effect of TED Talks on the English-speaking skills and anxiety levels of postgraduate students from China. The study involved 322 students who participated in eight-minute oral presentations, and their performance was evaluated based on their English proficiency. Additionally, data was collected using a 12-item speaking anxiety scale. The study concluded that incorporating virtual situational learning, such as TED Talks, in the curriculum can benefit students.

Shawqy, Hafour, and Al-Rashidy (2022) examined the effectiveness of using TED Talks as a pedagogical technique in English language teaching. The study aimed to investigate the impact of TED Talks on students' oral production skills. The study involved thirty-four secondary school students from El-Gharbia Governorate. The researchers gathered data using pre- and post-oral production tests, a reflection-in-action sheet, and a reflection-on-action sheet. The findings indicated that the communicative aspects of TED Talks videos can help students express their views in English more freely. The study also highlighted the usefulness of real videos with subtitles in encouraging students to learn English.

Karimah, Setiawan, and Munir (2022) conducted a study to evaluate the effectiveness of TED Talks as a teaching resource to enhance students' English-speaking skills. The study included 27 students from the 7th grade of MTsN Surabaya, and data were collected through interviews and a pre-/post-test. The study's findings indicated that the students' fluency and pronunciation significantly improved after watching TED Talks videos as a part of their English language curriculum.

Rohman (2022) studied how watching TED Talks videos can improve students' confidence in public speaking. The study involved 28 students and used classroom action research to gather data on a specific issue that arose in the classroom. The results showed students can improve their public speaking skills by watching TED Talks videos.

Tilwani, Alghazali, and Patra, (2022) investigated the effectiveness of incorporating TED Talks in improving the speaking fluency and accuracy of intermediate EFL students in Saudi Arabia. Seventy-five students participated in the program, and their performance was evaluated using a pre-and post-test. The study's findings revealed that including TED Talks in language training can significantly enhance the speaking skills of EFL students.

Tusino, Rosyada, and Rokhayati (2023) researched the effectiveness of TED Talks videos on the public speaking skills of EFL speakers. The study involved 72 Indonesian secondary school students who participated in tests and closed-ended surveys to gather data. The results revealed that the students who

received training using TED Talks videos performed significantly better in speaking than those who did not receive such training.

Patty, Talib and Faradiba (2023) conducted a study at Universitas Negeri Makassar to examine the impact of TED Talks media on language instruction and its effect on language students' speaking skills. They used TED Talks videos as a resource to enhance students' verbal expression and communication skills. The researchers employed a one-group pre-test-post-test pre-experimental design and collected data using speaking tests. The results showed that using TED Talks as an educational tool can significantly improve language learners' speaking skills.

Numerous studies conducted by Sailun and Idayani (2018), Arifin et al. (2020), Alghobashy (2021), Liu (2021), Shawqy et al. (2022), Karimah et al. (2022), Rohman (2022), Tilwani et al. (2022), Tusino et al. (2023), and Patty et al. (2023) have confirmed that using TED Talks as a teaching tool is effective and beneficial. However, only a limited number of studies have been conducted to investigate the impact of TED Talks on the speaking skills of college and university-level students. Previous research indicates that, in general, TED Talks significantly enhance the speaking performance of EFL students.

Much research has been conducted on the effect of TED Talks on EFL students. However, not much attention has been given to Arab students in English. Additionally, research has yet to be carried out in Jordan to examine how TED Talks can improve students' speaking skills. Therefore, the current study aims to explore innovative classroom strategies to develop students' speaking performance and bridge the gap in relevant literature.

## **Method and Procedures**

### **Design and Variables of the Study**

This study employed a quasi-experimental design with one experimental group and one control group. TED Talks are the independent variable. The dependent variable is how the students performed on the speaking performance post-test.

### **Participants of the Study**

The study was conducted during the first semester of the 2023-2024 academic year, and it involved tenth-grade students from the Husban Secondary School for Girls, located in the Na'ur Directorate of Education. The researcher randomly assigned two intact sections of the tenth grade out of the three sections of the school. Each group consisted of 29 participants, with one group designated as the control group and the other as the experimental group. The teacher's book guidelines were used to teach the speaking skills to the control group, while the experimental group was taught using TED Talks.

### **Research Instrument**

The pre-/post-test for speaking performance was designed to meet the study's objectives. The following is the instrument's description:

### **The Pre-/Post-test for Speaking Performance**

After reviewing relevant prior studies, the researcher developed a speaking performance pre-/post-test covering the four fundamental speaking types: intensive, responsive, interactive, and extensive. The researcher created four questions to measure each of these types. The questions were based on the speaking content in the tenth-grade modules used in Jordanian public schools. The pre-/post-test evaluated the five fundamental speaking components, including pronunciation, grammar, vocabulary, fluency, and comprehension. The speaking post-test aimed to determine whether the TED Talks had any statistically significant effects on the differences between the experimental and control groups of tenth-grade students.

A group of EFL experts determined the validity of the test. They were asked to examine it and provide feedback, suggestions, and comments. After analyzing their feedback, the researcher made the necessary changes to the test. The researcher implemented the recommendations provided by the jury and rewrote the test questions accordingly.

A pilot test was conducted with 21 students who were not part of the main study to ensure that the speaking performance test was reliable. The test scores were then analyzed using correlation analysis. The results indicated the Pearson Correlation Coefficient ranging from 0.39 to 0.84 between the speaking components score and the total score of its types and between the speaking components score and the total test score. The corrected item-total correlation between the speaking components and the total score ranged from 0.40 to 0.70. These findings suggest that the speaking performance test has satisfactory internal consistency.

Cronbach alpha coefficients and inter-rater reliability were used to evaluate the reliability of the speaking performance test. The results revealed that the Cronbach Alpha Coefficients for the intensive, responsive, interactive, and extensive types were .73, .80, .87 and .77, respectively. It was calculated to be .88 for the entire scale and all above the cut-off value of .70. Furthermore, the Inter-rater reliability coefficients for the intensive, responsive, interactive, and extensive types were .77, .85, .89, and .84, respectively. It was calculated to be .89 for the entire scale and all above the cut-off value of .70.

### **Instructional Program**

The researcher's main objective was to develop an instructional program using TED Talks to develop the speaking performance of tenth-grade students. Before starting the program's implementation, the researcher analyzed the speaking activities included in the Student's Book of Action Pack 10 and made necessary modifications to make them suitable for the instructional program based on TED Talks. The TED Talks used in the program were selected to target different types of speaking performance, including intensive, responsive, interactive, and extensive.

### **The Instructional Material**

The speaking activities found in the first two modules (Units 1 and 2) and the third module (Units 3 and 4) of the Student's Book of Action Pack 10 have been modified to align with the steps outlined in the TED Talks instructional program. The program lasted of eight weeks.

### **Validity of the Instructional Program**

The researcher presented the instructional program to ten specialists in English curriculum and instruction. The specialists acted as juries to confirm the program's authenticity. They were asked to assess the program and provide feedback or suggestions. One suggestion was to include a practical lesson on teaching speaking skills through TED Talks. Based on their suggestions, the researcher implemented the recommended modifications. The reliability of the instructional program was ensured by applying it to a pilot sample consisting of 21 students from outside the study sample.

### **Teaching Methods for the Two Study Groups**

#### **Teaching the Experimental Group:**

The study examined the effect of using TED Talks as a primary teaching tool to develop students' speaking performance. The experimental group was taught using TED Talks as their primary tool. The following process was followed to deliver the intervention: First, the teacher conducted a speaking performance pre-test to assess the students' speaking proficiency. Next, the teacher explained to the students how TED Talks can develop their speaking performance. The teacher randomly divided the students into small groups and engaged them in warm-up activities to help them prepare for the speech. The teacher used direct response and sentence completion tasks, and each group shared the lesson title with the teacher. The teacher then gave each group a sentence completion task to activate their prior knowledge about the lesson.

The teacher then used TED Talks videos related to the Student's Book of Action Pack 10 to prepare a speaking activity for the students. Before showing the video, the teacher asked each group to prepare a list of vocabulary words related to the topic and write them down on paper. The teacher used a question-and-answer task to help the students understand the words and a paraphrasing task to help them rephrase the meanings in their language. During the video, the teacher gave each student a piece of paper with numbers 1-5 written on it. The students were asked to write down five words they found most exciting or five words they did not understand. This technique helped them to collect vocabulary that could be used in their speaking.

After watching the selected TED Talks video, the teacher asked the students to discuss whether the video met their expectations. They were also encouraged to share their collected words and explain why they had chosen them. The teacher wrote Wh-questions on the whiteboard, such as what they watched, who the presenters were, why they gave the speech, and how effective it was. Students

were then asked to deliver talks on the same topic they had seen on the TED Talks, after which they discussed what they found interesting about the talk. The teacher wrapped up the lesson by summarizing the key points discussed and encouraged students to reflect on what they learned. In addition, the teacher assigned a follow-up activity that encouraged students to use TED Talks to develop their speaking performance. After completing each lesson, the teacher distributed worksheets to the students, which included a reference link and a set of questions. The students then worked in groups to discuss the material covered in the worksheets, depending on what was required. Finally, the post-test was administered to the experimental group to evaluate the effectiveness of the intervention.

### **Teaching the Control Group:**

The following section presents a set of guidelines for teaching the control group. Firstly, the teacher should ask the students to read examples from the book out loud and encourage them to discuss the same pattern in pairs. Secondly, the students should be divided into small groups and assigned comprehension questions to discuss. One student from each group should be instructed to read their group's arguments aloud to the class. Thirdly, the teacher should assign specific tasks to the students and ensure each group writes their answers into a shared notebook. Once complete, the groups should exchange their notebooks with another group to check the answers.

Fourthly, the teacher should form groups of students and assign them a predetermined topic to discuss within a set time limit. After finishing their discussion, they should present their findings to the class. Fifthly, the teacher should select one student to describe an object or thing to the class while the other students attempt to guess what it is and take notes based on their observations. The teacher should show the class photographs and encourage students to describe what they see. Rather than simply answering yes or no questions, the teacher should discuss with the students to promote critical thinking.

Seventhly, students should be instructed to take notes before engaging in pair work. They should then be paired up to begin asking each other questions. Finally, the teacher should prompt students to work in pairs, taking turns sharing what they are working on and guessing each other's responses. The teacher should walk around the classroom, and listen to the conversations without interrupting. The teacher should then select one or two pairs of students to present their questions and responses to the rest of the class.

## **Results**

### **Results related to the first question:**

Are there any statistically significant differences at ( $\alpha=0.05$ ) in female tenth-grade students' speaking performance types (Intensive type, Responsive type, Interactive type, and Extensive type) of post-test scores attributed to the teaching method (TED Talks vs. conventional method)?

The mean and standard deviations of the two groups' pre/post-test performance in the four general speaking types (intensive, responsive, interactive, and extensive) were computed to respond to the study question. The results are displayed in Table 1.

**Table 1:** Means and Standard Deviations of the Overall Four Types of Speaking

Group	Pre-test		Post-test	
	*Mean	S. D	*Mean	S. D
Experimental	44.79	4.59	81.93	5.97
Control	44.24	3.74	63.55	9.09

\*The total score is 100

According to Table 1, the experimental group's post-performance (Mean= 81.93) in terms of overall speaking performance types is higher than that of the control group (Mean=63.55). To determine the statistical significance of the teaching method (TED Talks vs. conventional instruction) on various speaking performance types, as shown in Table 2, a one-way analysis of covariance (ANCOVA) was conducted after adjusting for the influence of pre-test results.

**Table 2:** Results of One-Way ANCOVA about the Effect of the Teaching Method on the Overall Speaking

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Pre-test (Covariate)	9.349	1	9.349	.156	.695	.003
Teaching Method	4847.575	1	4847.575	80.801	.000	.595
Error	3299.685	55	59.994			
Total	315103.000	58				
Corrected Total	8207.121	57				

Table 2 demonstrates that the post-performance of the experimental group is significantly better than that of the control group in overall speaking performance types after adjusting for the impact of pre-test results. The teaching method accounts for 59.5% of the variation in speaking performance types, according to the partial eta squared value of (.595). Additionally, the two groups' means, standard deviations, and standard errors were calculated for overall speaking performance types, both before (unadjusted means) and after (adjusted means), controlling for overall pre-test scores. The findings are presented in Table 3.

**Table 3:** Adjusted and Unadjusted Means of the Overall Speaking Types

Group	Unadjusted Mean		Adjusted Mean	
	Mean	S.D.	Mean	Std. Error
Experimental	81.93	5.97	81.90	1.440
Control	63.55	9.09	63.58	1.440

Table 3 presents the differences in pre-test scores between the experimental and control groups. It shows that the experimental group, which used the TED Talks teaching method, significantly improved in the four types of speaking post-performance. The results indicate that this method enhanced the experimental group's overall speaking performance. Table 4 shows the means and standard deviations of the pre-and post-test scores for the four types of speaking performance (extensive, interactive, responsive, and intensive).

**Table 4:** Means and Standard Deviation of the Pre-Test and Post-Test in Speaking Types

Speaking types	Group	Pre-test		Post-test	
		Mean	Std. Deviation	Mean	Std. Deviation
Intensive	Experimental	11.48	2.76	20.48	1.88
	Control	11.21	.90	15.55	2.71
Responsive	Experimental	10.76	1.12	21.17	1.63
	Control	10.34	1.26	16.07	2.91
Interactive	Experimental	10.72	1.00	20.52	1.92
	Control	11.28	1.96	16.17	2.75
Extensive	Experimental	11.83	2.63	19.76	2.40
	Control	11.41	2.29	15.76	2.73
Overall	Experimental	44.79	4.59	81.93	5.97
	Control	44.24	3.74	63.55	9.09

The results presented in Table 4 show that the experimental groups performed better in the speaking performance types compared to the control group. The experimental group obtained an overall score of 81.93, while the control group scored 63.55. To determine the effect of the teaching method (TED talks vs. conventional instruction) on the four types of speaking post-performance, a one-way multivariate analysis of covariance (one-way MANCOVA) was conducted using a multivariate test (Hotelling's Trace) after adjusting for the effects of pre-test scores. Table 5 provides detailed information on the linear combination of the four types of speaking post-performance.

**Table 5:** Results of Multivariate Test (Hoteling's' Trace) for the Effect of the Teaching Method on the Four Types of Speaking

Effect	Value	F	Hypothesi s df	Error df	Sig.	Partial Eta Squared
The Teaching Method	3.370	41.281	4.000	49.000	.000	.771

Table 5 indicates the teaching method's significant influence on students' performance in a linear combination of the four types of speaking performance. The teaching method accounts for 77.1% of the variance in the linear combination of speaking performance types, reflected in a partial eta square value of (.771). Consequently, tests of between-subject effects were performed, as shown in Table 6.

**Table 6:** Tests of between-subject Effects of the Teaching Method on the Four Types of Speaking

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Covariate-1	Intensive	39.833	1	39.833	11.092	.002	.176
Covariate-2	Responsive	1.323	1	1.323	.315	.577	.006
Covariate-3	Interactive	36.030	1	36.030	9.617	.003	.156
Covariate 4	Extensive	5.456	1	5.456	1.128	.293	.021
Teaching Method	Intensive	373.563	1	373.563	104.028	.000	.667
	Responsive	409.450	1	409.450	97.375	.000	.652
	Interactive	329.170	1	329.170	87.861	.000	.628
	Extensive	257.803	1	257.803	53.326	.000	.506
Error	Intensive	186.731	52	3.591			
	Responsive	218.653	52	4.205			
	Interactive	194.817	52	3.746			
	Extensive	251.393	52	4.834			
Corrected Total	Intensive	656.983	57				
	Responsive	689.655	57				
	Interactive	589.103	57				
	Extensive	602.621	57				

Table 6 shows that the experimental group had significantly better post-performance scores than the control group in all four speaking performance types: intense, responsive, interactive, and extensive. The teaching method used, which was TED Talks, accounted for 66.7%, 65.2%, 62.8%, and 50.6% of the variance in the four speaking performance types, respectively, as indicated by the partial eta squared values of .667, .652, .628, and .506. This means that the intense form of TED Talks had the most significant effect size, followed by the interactive, responsive, and extensive types. Additionally, Table 7 presents the means, standard deviations, and standard errors of the two groups in the four speaking performance types after adjusting for pre-test results.

**Table 7:** Adjusted and Unadjusted Means of the Four Types of Speaking

Types of Speaking (Dependent Variable)	Group	Unadjusted mean		Adjusted mean	
		Mean	S. D	Mean	S. E
Intensive	Experimental	20.48	1.88	20.64	.358
	Control	15.55	2.71	15.40	.358
Responsive	Experimental	21.17	1.63	21.37	.387
	Control	16.07	2.91	15.88	.387
Interactive	Experimental	20.52	1.92	20.81	.365
	Control	16.17	2.75	15.88	.365
Extensive	Experimental	19.76	2.40	19.94	.415
	Control	15.76	2.73	15.58	.415

After adjusting for differences in pre-test scores, Table 7 shows that there are still noticeable differences between the experimental and control groups' post-performance in all four speaking performance types. This indicates that the use of TED Talks has helped to develop students' performance in speaking. Furthermore, Table 8 presents the mean and standard deviations of the pre-and post-test results of the two groups in the five components of speaking performance: pronunciation, grammar, vocabulary, fluency, and comprehension.

#### Results related to the second question:

Are there any statistically significant differences at ( $\alpha=0.05$ ) in female tenth-grade students' speaking performance components (Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension) of post-test scores attributed to the teaching method (TED Talks vs. conventional method)?

The mean and standard deviations of the two groups' pre/post-test performance were computed to respond to the study question. The results are displayed in the Tables below.

**Table 8:** Means and Standard Deviations of the Overall Five Speaking Components

Group	Pre-test		Post-test	
	*Mean	S. D	*Mean	S. D
Experimental	29.45	1.40	77.79	2.94
Control	28.41	1.57	54.86	11.02

Table 8 shows that the post-performance of the experimental group (Mean=77.79) in the overall speaking performance components was better than that of the control group (Mean=54.86). After adjusting for the pre-test results, a one-way analysis of covariance (ANCOVA) was conducted to investigate the significant effect of the teaching method (TED Talks vs. conventional instruction) on the overall speaking performance components, as presented in Table 9.

**Table 9:** Results of One-Way ANCOVA about the Effect of the Teaching Method on the Overall Speaking Components

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Pre-test (Covariate)	69.118	1	69.118	1.064	.307	.019
Teaching Method	7241.676	1	7241.676	111.470	.000	.670
Error	3573.089	55	64.965			
Total	266429.000	58				
Corrected Total	11266.776	57				

Table 9 shows that after accounting for the pre-test results, the post-performance of the experimental group in overall speaking components was significantly greater than that of the control group. The teaching method used accounted for 67.0% of the variation in speaking performance components (according to the partial eta squared value of .670). Furthermore, both groups' means, standard deviations, and standard errors were calculated for overall speaking performance components before (unadjusted means) and after (adjusted means), controlling for overall pre-test scores. The findings are presented in Table 10.

**Table 10:** Adjusted and Unadjusted Means of the Overall Speaking Types

Group	Unadjusted Mean		Adjusted Mean	
	Mean	S.D.	Mean	Std. Error
Experimental	77.79	2.94	78.18	1.543
Control	54.86	11.02	54.48	1.543

Table 10 shows significant changes in the five speaking post-performance components between the experimental and control groups after adjusting for variations in the pre-test scores. This indicates that the total speaking components of the experimental group's post-performance improved using the TED Talks teaching method. Furthermore, Table 11 computed the means and standard deviations of the pre-and post-test scores of the speaking performance components like pronunciation, grammar, vocabulary, fluency, and comprehension.

**Table 11.** Means and Standard Deviation of the Pre-Test and Post-Test in Speaking Components

Speaking components	Group	Pre-test		Post-test	
		Mean	Std. Deviation	Mean	Std. Deviation
Pronunciation	Experimental	5.93	1.03	15.55	1.27
	Control	5.86	1.03	11.03	2.73
Grammar	Experimental	6.00	1.04	15.41	1.66
	Control	5.97	.94	10.72	2.40
Vocabulary	Experimental	5.69	1.17	15.69	1.23
	Control	5.52	1.09	11.28	2.86
Fluency	Experimental	5.93	.96	15.55	1.02
	Control	5.66	1.26	10.72	2.96
Comprehension	Experimental	5.90	1.18	15.59	1.12
	Control	5.41	1.38	11.10	2.65

Table 11 shows that the experimental group performed better than the control group in all five speaking performance components after the post-performance evaluation. To determine the effect of the teaching method (TED Talks vs. conventional instruction) on the four components of speaking post-performance, a one-way multivariate analysis of covariance (one-way MANCOVA) was conducted using a multivariate test (Hotelling's Trace) after adjusting for pre-test scores. The results are presented in Table 12.

**Table 12.** Results of Multivariate Test (Hotelling's Trace) for the Effect of the Teaching Method on the Five Speaking Components

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
The Teaching Method	2.178	20.476	5.000	47.000	.000	.685

Table 12 shows the teaching method's significant effect on the students' performance in a linear combination of the five speaking performance components. The teaching method accounts for 68.1% of the variance in the linear combination of speaking components, as indicated by the partial eta square value of (.685). As a result, tests of between-subject effects were performed, as demonstrated in Table 13.

**Table 13:** Tests of between-subject Effects of the Teaching Method on the Five Speaking Components

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Covariate-1	Pronunciation	7.170	1	7.170	1.648	.205	.031
Covariate-2	Grammar	.100	1	.100	.022	.882	.000
Covariate-3	Vocabulary	.160	1	.160	.032	.859	.001
Covariate 4	Fluency	8.012	1	8.012	1.595	.212	.030
Covariate 5	Comprehension	3.459	1	3.459	.807	.373	.016
Teaching Method	Pronunciation	310.471	1	310.471	71.359	.000	.583
	Grammar	284.871	1	284.871	63.297	.000	.554
	Vocabulary	260.429	1	260.429	52.109	.000	.505
	Fluency	342.014	1	342.014	68.079	.000	.572
	Comprehension	265.898	1	265.898	62.063	.000	.549
Error	Pronunciation	221.892	51	4.351			
	Grammar	229.526	51	4.501			
	Vocabulary	254.888	51	4.998			
	Fluency	256.212	51	5.024			
	Comprehension	218.500	51	4.284			
Corrected Total	Pronunciation	550.017	57				
	Grammar	557.724	57				
	Vocabulary	554.483	57				
	Fluency	612.897	57				
	Comprehension	523.103	57				

Based on Table 13, the post-performance of the experimental group in each of the five speaking performance components, i.e., pronunciation, grammar, vocabulary, fluency, and comprehension, is significantly higher than that of the control group. The method of teaching, i.e., TED Talks, accounted for 58.3%, 57.2%, 55.4%, 54.9%, and 50.5% of the variance in pronunciation, fluency, grammar, comprehension, and vocabulary, respectively, as evident from the partial eta squared values of 0.583, 0.572, 0.554, 0.549, and 0.505. Therefore, the impact size of TED Talks was the largest on pronunciation, followed by grammar, vocabulary, fluency, and comprehension. Moreover, Table 14 shows both groups' means, standard deviations, and standard errors in the five speaking performance components before and after controlling for pre-test scores.

**Table 14:** Adjusted and Unadjusted Means of the Five Speaking Components

Speaking components	Group	Unadjusted mean		Adjusted mean	
		Mean	S. D	Mean	S. E
Pronunciation	Experimental	15.55	1.27	15.77	.401
	Control	11.03	2.73	10.82	.401
Grammar	Experimental	15.41	1.66	15.44	.408
	Control	10.72	2.40	10.70	.408
Vocabulary	Experimental	15.69	1.23	15.75	.430
	Control	11.28	2.86	11.22	.430
Fluency	Experimental	15.55	1.02	15.74	.431
	Control	10.72	2.96	10.54	.431
Comprehension	Experimental	15.59	1.12	15.64	.398
	Control	11.10	2.65	11.05	.398

After accounting for variations in pre-test scores, Table 14 indicates that there are noticeable differences between the experimental and control groups' post-performance in the five speaking performance components. Therefore, students performed better in the speaking components when using TED Talks.

### Discussion

According to the results, the experimental group performed better than the control group in five speaking components: pronunciation, grammar, vocabulary, fluency, and comprehension. The experimental group also outperformed the control group in four types of speaking performance: intensive, responsive, interactive, and extensive. Therefore, TED Talks can be used as an instructional tool for students to develop their speaking performance, particularly in pronunciation, vocabulary, fluency, grammar, and comprehension.

The experimental group's improvement in their overall speaking performance on the post-test can be attributed to the TED Talks-based instructional program's framework. The program was designed to be flexible enough to accommodate different students' needs and levels, greatly enhancing how they interacted with each other. The program consisted of a series of precise and intentional steps based on learning objectives, and each speaking exercise aimed to develop the students' performance by encouraging opinion sharing on various topics. The participants were informed about evaluating their speaking performance, identifying their strong and weak points, and offering advice on improving. The teacher urged the students to focus on their goals and use all their energy to deliver an appropriate speech.

The students' improved speaking skills are due to the instructional program's emphasis on teamwork. By working together towards a common goal, the students could practice speaking with a sense of purpose and meaning. Studies have shown that meaningful engagement and teamwork are crucial for enhancing foreign language proficiency.

The students' improved speaking performance was due to the program being designed with learner-centred activities in mind. As a result, the students were given opportunities to discuss topics in their own words, participate in group decision-making, prepare oral presentations, and evaluate their strengths and weaknesses. This provided numerous possibilities to optimize the amount of time allocated for student speaking versus teacher speaking, which could have positively motivated students to use more oral language in the classroom.

Incorporating self-learning activities into the curriculum can assist students in developing self-directed learning skills, which can improve their speaking abilities. For example, students are required to learn the topics presented in the videos on their own. Students are encouraged to share their thoughts about the video's content to boost their confidence in discussing issues they have independently understood. TED Talks are designed to help students develop their speaking performance by engaging them in various speaking tasks. The researcher also used exercises and activities to obtain students' responses individually or in groups.

The researcher observed that the experimental group showed improvement in four types of speaking performance: intensive, responsive, interactive, and extensive. Among these, the intensive type showed the most improvement. The researcher also noted that students could answer questions about this speaking quite well. For example, they could describe their favourite hobby or activity and explain why they liked it and how it influenced them. This success could be attributed to the familiarity of such questions. The responsive type was placed second in improvement because students received guidance and advice before giving speeches through the TED Talks program.

The students take time to think about a particular topic, discuss it and then give their opinions. They can use different formats such as question-and-answer, paraphrasing, and providing instructions in response to text. The researcher observed that not all students performed equally well in interactive activities. Some students received high grades, while others received low grades. In this activity, the teacher engages the students in a brief dialogue about their favourite films. Each group also discusses whether the TED Talks video met their expectations. The teacher can also conduct interviews, role plays, games, and discussions in this activity. However, the researcher noticed that the students performed poorly in extensive activities such as "choose a place you'd like to visit in the future (e.g., a specific country, city, or landmark), describe the place, its attractions, and why you want to go there". These questions require higher thinking skills, and teachers' avoidance of such questions may explain the students' poor performance.

## Conclusion

Based on the findings, using TED Talks to teach speaking skills is practical and beneficial. This approach enables students to acquire and learn authentic language, improving their speaking performance and increasing their engagement and motivation. In addition, using TED Talks has improved the teaching-learning process, particularly in students' speaking performance.

## Recommendations

The following recommendations are presented for EFL teachers, EFL supervisors, EFL textbook writers, policymakers, MOE, and other researchers based on the results:

- TED Talks are a highly successful instructional tool that helps students speak more fluently and participate in teaching-learning. Therefore, it is advised that EFL teachers use it.
- EFL teachers are encouraged to modify this instructional tool for use in speaking exercises and check if the material can be adjusted to better suit their students' language proficiency.
- EFL supervisors should become more knowledgeable about the benefits of using TED Talks in the classroom and integrate their procedures into speaking exercises. This tool could enhance students' participation, understanding of the material, and engagement.
- EFL Textbook writers and policymakers should incorporate TED Talks steps into the Teachers' Book and the Students' Book in an obvious manner by offering a range of speaking-skills-focused teaching and learning activities. A valuable tool for teaching speaking skills in EFL courses should include TED Talks.
- The MOE should set up training programs to give EFL teachers techniques and tools for teaching speaking that address any textbook gaps and respond to the requirements and interests of the students.
- Future researchers should carry out additional studies on the effect of TED Talks on other English language skills.

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