THE ROLES OF TED TALKS AND VLOG IN ENHANCING STUDENTS’ ACTIVENESS IN SPEAKING CLASS

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Abstract
The aims of this research are to describe the roles of TED Talks and Vlog in enhancing students’ activeness in speaking class and to explain the students’ perspectives toward the use of TED Talks and Vlog in speaking class. The research method used in this research is qualitative research design in the form of case study. The instruments of data collection are documents of students’ vlog, observation, questionnaire, and interview. The participants of this research are the students of speaking class. This research has three significances which consist of theoretical, practical, and pedagogical significances. The theoretical significance is the research contributes to prove and add the speaking theories, whereas the practical significance is the research can be conducted by teachers, lecturers, or researchers to figure out the roles and the ways to improve students’ participation in speaking class. In addition, the pedagogical significance shows that this research provides a reference of the use TED Talks and Vlog in enhancing students’ activeness in speaking class, helps the students to be active in speaking class by following the lecturer’s instruction toward the speaking activities given, and can be used as the empirical research finding toward students’ activeness in speaking class. The findings show that TED Talks and Vlog have seven roles in order to help the students to be more active in speaking class and reveal the students’ perceptions about virtues and hurdles toward the use of TED Talks and Vlog in speaking class.

Keywords: students’ activeness, speaking, ICT in speaking class, students’ perspectives

Introduction
In the era of 21st century of learning, the use of technology in teaching speaking takes an important role in teaching and learning process. It happens due to the students are familiar with the use of technology in their daily basis. Ur (1996) views that speaking is an essential skill since the learners need to grasp how to use the language like the speakers of the language. It means that the students need to understand. Murcia (2001) denotes students need to master the stress, rhythm, and intonation of English in order to have a good interaction with their interlocutors. Richard (2008) contends it is precedence for many learners of second or foreign language to acquire the speaking proficiency because the learners often measure their success in English based on the improvement of the learners’ speaking proficiency.

The students of speaking in university level are asked to think critically by applying the communicative competence. In applying the communicative competence, the students are asked to participate actively in speaking. However, it is found that several students in speaking class of English Department are passive in joining the classroom activities because the students’ internal and external factors. The factors affect the way the students acquire the speaking skill. In
acquiring the speaking skill, students should be active and be autonomous learners.

Being autonomous learners in speaking class should be supported by the students’ learning environment. The students can use the development of technology that improves their speaking skill.

The development of technology contributes to the spread of many kinds of websites, application, and social media. They help the students, the teachers, and the lecturers to support the teaching and learning process, especially in designing the speaking activities. There are many websites that can be used as the media to enhance the students’ activeness. In this research, TED Talks and Vlog are the chosen websites to improve students’ participation in speaking class.

Windingland (2014) explains TED is an acronym for Technology, Entertainment and Design. TED Talks, although typically fewer than 18 minutes long, pack a punch: unique ideas presented with passion. Karia (2017) inserts TED Talks are powerful and captivating. They keep you hooked onto every word. The speakers on the TED stage are confident, powerful and persuasive.

Vlog is one of the famous websites in this century. There are many functions of using Vlog, for instance people use it to share their personal experiences, to give comments or opinion about certain topics, even to be a media in supporting the teaching and learning process.

Regarding to the use of TED Talks and Vlog in Speaking class, this study are guided by two research questions, they are: What are the roles of TED Talks and Vlog in enhancing students’ activeness in speaking class? and What are the students’ perspectives toward the use of TED Talks and Vlog in speaking class?

**Methodology**

The research design in this research was qualitative research in the form of a case study. Gall et. al. (2003) proposed that a case study focused on a phenomenon that was the processes, events, persons, or things of interest to the researcher, for instance the programs, curricula, roles, and events.

The subjects of the study were the students of speaking class in English Department in Faculty of Language and Teachers’ Training at Tidar University. The reason the researchers chose the participants because this research focused on the students’ activeness in speaking class.

In attempting to answer the research questions, the instruments of data collection were document of students’ vlog, observation, questionnaire, and interview. This research used four instruments of data collection as data triangulation in order to get research’s validity and reliability. The document covered the students’ vlogs about the topic chosen in TED Talks. The researchers also conducted observation about the ways of TED Talks and Vlog in enhancing students’ activeness. Furthermore, questionnaire and interview were given to the participants in order to describe the roles of TED Talks and Vlog in enhancing students’ activeness and to know the students’ viewpoints.

To collect the data, the researchers conducted several stages such as; determining the speaking class and participants as the subject of the research, giving the speaking assignments, collecting the students’ vlogs, doing the observation, giving and collecting questionnaire, and doing interview.

After the researchers got the data, the researchers took several steps to analyze the data. There were four techniques in analyzing the data. They covered; identifying the data, grouping the data, interpreting the findings, and checking validity and reliability of the
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data analysis. In identifying the data, the researchers identified the data collected based on the research questions. Then, the data identified were grouped according to the themes. After that, the data grouped were interpreted as the findings. Moreover, the findings of the research were checked for the validity and reliability.

Finding and Discussion
Based on the data analysis, it was found that there were two findings for this study. The findings were displayed below.

1. Seven roles of TED Talks and Vlog in enhancing students’ activeness in Speaking Class.
2. Students’ perceptions toward the use of TED Talks and Vlog in enhancing students’ activeness in Speaking Class in which it covered the advantages of and the disadvantages of using TED Talks and Vlog.

Seven roles TED Talks and Vlog contributed the positive roles in students’ speaking skill, the roles were:

1. TED Talks and Vlog helped students to be active in speaking class.
2. TED Talks and Vlog improved students’ communication skills.
3. TED Talks and Vlog increased students’ willingness to participate in speaking class.
4. TED Talks and Vlog improved students’ ability to motivate themselves in speaking.
5. TED Talks and Vlog increased students’ enthusiasm in speaking class.
6. TED Talks and Vlog challenged students to think critically.
7. TED Talks and Vlog made students’ speaking class comfortable to participate.

Those seven roles derived to the several different roles in order to enhance students’ activeness in speaking class. Based on the questionnaire given, 20 students had same viewpoints toward the roles. They responded the questionnaire by choosing agree option in the questionnaire for all roles. However, 10 students had different sights toward the roles. It showed that those students tend to had difficulties in improving their speaking skill by using TED Talks and Vlog to support their speaking activeness.

Furthermore, the following pictures showed how TED Talks and Vlog were applied in speaking class.

Figure 1. Students shared their ideas of TED Talks material in a class

Figure 2. Students uploaded their video about TED Talks and Vlog in Speaking Course

Figure 3. Students’ vlog
Based on the interview conducted, it was found that there were two perspectives about the use of TED Talks and Vlog in which it covered the advantages and disadvantages of using TED Talks and Vlog.

Regarding to the roles of TED Talks and Vlog in enhancing students’ activeness in speaking class, it was found the advantages of using those media. Based on the interview, the students viewed that there were several advantages of using TED Talks and Vlog as followed.

1. TED Talks and Vlog could improve students’ creativity.
2. TED Talks and Vlog improved students’ speaking skill.
3. TED Talks and Vlog were interesting alternative media to be used in speaking class.
4. TED Talks and Vlog improved students’ vocabulary.
5. TED Talks and Vlog improved students’ critical thinking.
6. TED Talks and Vlog improved students’ confidence.

Instead of advantages, there were also disadvantages of TED Talks and Vlog. Based on students’ responses in interview, the advantages were:

1. Students needed more preparation to give their ideas about TED Talks topic and make the Vlog.
2. Students had difficulties in understanding the topics in TED Talks.
3. TED Talks and Vlog was one way communication.
4. Students needed good internet connection to watch the video in TED Talks and to upload Vlog.

**Conclusion**

The use of educational platforms such as TED Talks and Vlog are important in the era of 21st century of learning especially in speaking class. It can be discovered through this study in which this study focuses on the roles of using TED Talks and Vlog and the students’ viewpoints toward the use of TED Talks and Vlog. The roles cover seven positive aspects in order to help the students to be more active in speaking class. Furthermore, the students’ perceptions consist of benefits and drawbacks of using TED Talks and Vlog in speaking class.

**References**