

CHAPTER I

INTRODUCTION

This introductory chapter provides some information that consists of five sections, namely background of study, research question, objective of study, significance of study, and definition of key terms will be defined at the end of the chapter.

A. Background of Study

It has been commonly known that English is an international language. Almost students all over the world are required to master English in order to get better achievement in study or in working life. As Allah SWT said in *Surah Ibrahim* verse 4:

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ ۗ
وَهُوَ الْعَزِيزُ الْحَكِيمُ

This verse explained that *Rasul* or the Messengers are sent to the society with the ability of using language. It can be concluded that if people are eager to be successful in a place, they must master the applied language in that place. Because English is one of important language in this world, therefore, people have to learn it.

There are at least four main skills that should be taught to non-native English students, they are listening, speaking, writing, and reading. Teaching English to English as Foreign Language (EFL) students need some effective

strategies. To gain with students' learning interest, teachers must be more creative and innovative in creating teaching material. In line with speaking, speaking is categorized as the most difficult skill to be learned (Leong & Ahmadi, 2017; Abrar et al., 2018). It is caused by many English as Foreign Language (EFL) learners found many difficulties to express themselves and their thoughts in spoken English. They suddenly often stop talking because they cannot find the appropriate words to be expressed in English.

The development of technology forces both teachers and students to learn English through digital media. In parallel with teaching speaking to EFL students, in this technological era, teachers must enhance teaching material and technology and be more creative, innovative, and up-to-date (Nursafira, 2020). The use of digital media may be strongly helpful to create teaching aids. The use of digital platforms in learning and teaching English speaking is globally approved (Kusumastuty et al., 2019; Nursafira, 2020), for example, Instagram, TikTok, YouTube, Facebook, and so on. Those platforms provide many learning and teaching English material.

One of the most familiar platforms that often accessed by English teacher and learners is TED Talks. TED Talks is a YouTube Channel which provide many academic speeches from native English speaker. TED (Technology, Entertainment, and Design) is a non-profit media organization that posts free and online seminars. TED Talks is a video-based conference in which speakers share their big ideas in less than 18 minutes. TED Talks has covered a wide range of themes, including science, business, global challenges,

and education (Sari, 2020 *p.44*). In addition, other researchers claimed that TED delivers actual teaching materials derived from spoken expressions, allowing students to master the language for real listening and receive knowledge beyond language itself (Saputra & Fatimah, 2018 *p. 75*).

Based on the personal experience, the researcher found that many teachers are still confused of how to generate speaking material. The material provided by the textbook is not authentic and not up-to-date. Seeing that TED Talks provide many original audio and video of English native speakers, researcher in this present study will aim to analyse the content of TED Talks in order to see the relevance of good speaking material criteria.

B. Defenition of Key Term

To avoid the wide ambiguity, the researcher in this study will define some key terms used in this study as follow:

1. Content analysis refers to a qualitative tool that focuses on the analysis of content of determined sources. In this study, analysis will focus on the content of TED Talks YouTube Channel.
2. Teaching speaking resources refer to the sources of speaking material that will be taught to English as Foreign Language (EFL) students, especially in Indonesian setting

C. Research Questions

Based on the condition and background of the study above, this study will have the question:

1. What is the analysis of TED Talks YouTube Channel as the resources of speaking resources?
2. Based on the analysis of TED Talks YouTube Channel as the resources of speaking resources, how does that channel meet the criteria of good speaking resources?

D. Objectives of Study

This study has several purposes, they are:

1. To analyze video of TED Talks YouTube Channel as the resources of speaking material.
2. To identify how TED Talks videos meet the criteria of good speaking resources by using the determined percentage.

E. Significance of Study

This study is beneficial for some readers from various circles. For English teachers, this study will be helpful to create some authentic speaking materials and tasks. For students, this will be a tool to improve their speaking skill, because the speaker of TED Talks are English native, therefore, they can learn the original sound of English speaker. For researchers, this study will be one of the references relating to the research of English speaking, the use of digital media in teaching, and content analysis in English Teaching scope.

F. Previous Study

Based on the literature that researcher read, it was found some previous studies in line with the topic of the present study. At the beginning, a research

by Aritonang et al., (2021) was conducted to analyze the appropriateness of English textbooks. The findings revealed that the speaking resources in the examined textbooks do not adequately encourage inspiration, imagination, creativity, and cultural sensibilities. The difference between the past study and this present study is the past study was conducted to analyze the English textbooks for teaching English speaking, while the present study will aim to analyse TED Talks videos as teaching English speaking resources.

The second previous study (Gavenila et al., 2021) focused on exploring the students' factor of selecting TED Talks as the material to learn extensive English listening and the benefit of watching and listening to TED Talks. However, the objective of this past case study and the present study is different. This previous study is in line with the present study which will focus on TED Talks. In summary, the finding showed that the factors influenced students' choice of TED Talks are the accent of native speakers, speech rate, vocabulary complexity and the talks' length. In addition, the finding revealed that the benefit of TED Talks are enriching students' vocabulary, developing academic skill and getting new information.

The last relevant previous study Choirunnisa & Sari, (2021) has the purpose of exploring undergraduate students' perception on the use of TED Talks video in speaking class. The finding showed that students perceived positively to the use of TED Talks as resources in their speaking class.