

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The researcher utilized content analysis as the design technique while examining the content of TED Talks as teaching tools. Kothari, (2004) defined content analysis as a data collection technique that consists of assessing the contents of documentary resources such as books, magazines, and newspapers, as well as the contents of all verbal materials that can be either spoken or printed. Therefore, it can be concluded that TED Talks is one of the documentary resources which can be used as a data of content analysis research. Content analysis, according to (Krippendorff, 2004), is one of the most important research tools in the social sciences. The content analyst sees data as representations of words, images, and phrases produced to be viewed, read, interpreted, and acted on for their meanings, and so must be evaluated with such applications in mind.

#### **B. Data and Source Data**

The data was collected from five TED Talks' videos regarding to education by utilizing a qualitative method that included data analysis, interpretation, and reporting.

#### **C. Technique of Data Collection**

The following actions were taken to acquire the data.

1. The first step was comparing the resources presented in the video.
2. The second was transcript the video
3. The third step was analyzing the materials presented in the TED Talks videos.
4. The final step was interpreting the data.

#### **D. Data Analysis**

The data were obtained following the evaluation's grading. After the data has been condensed and presented, the interpretation will be completed. The writer will then deliver the data in a descriptive manner. The next step will be summing up the TED Talks videos' compatibility in qualitative output to present the result in numbers. The data were calculated using a simple percentage method. In assessing the data, a percentage of the conformance of the items will be employed, as adopted from (Aritonang et al., 2021) to count the data (80 % - 100 % = Good, 60 %- 79 % = Fair, 50% - 59 % = Sufficient).

#### **E. Instrument**

Documentation will be employed in gathering data in order to achieve an accurate data collection, data analysis, and data interpretation using theory and assessment rubric of Bao, (2013).

Table 3.1 Indicators of Content Analysis

No	Aspect of Content Analysis	Indicators of Content Analysis	Score (1-4)
1.	Linguistic Support	<ol style="list-style-type: none"> <li>1. The resources provide suitable linguistic input</li> <li>2. Resources support students to get familiar with many characteristics of spoken language</li> <li>3. Vocabulary provided in the resources</li> </ol>	
2.	Content-based and Affective Support	<ol style="list-style-type: none"> <li>1. The resources satisfy learners with moments of inspiration, imagination, creativity and cultural sensibilities</li> <li>2. The resources provide visuals that inspire and support verbal learning.</li> <li>3. The speaking activities lead students to utilize their cultural and individual knowledge</li> <li>4. The resources give conditions for unrestrained improvisation</li> <li>5. The cultural content relevant to the learners' cultural sensitivities</li> <li>6. The topics invite to debate</li> </ol>	
3.	Skill Support	<ol style="list-style-type: none"> <li>1. Speaking activities give students opportunities to share and process information</li> <li>2. The language presented and organized facilitate verbal discussion effectively.</li> <li>3. The activities provide learners with a wide range of communicative functions and strategies.</li> <li>4. Speaking activities provide several forms of interpersonal communication, such as monologues, dialogues and group discussion.</li> </ol>	
4.	Diversity and Flexibility	<ol style="list-style-type: none"> <li>1. The materials flexible to serve more than one type of learning style, proficiency, maturity and interest.</li> <li>2. Activities cover a variety of different proficiency levels</li> </ol>	

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3. The materials provide variety of speaking activities.

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Total Score

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Category

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