

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. Data Description

There were five selected videos of TED Talks as the data resources. The topic of those videos are about education, with the duration between 6 to 11 minutes with English native as the speakers. The tables below provided the detail of each video.

Table 4.1 Description of Video 1

Title	“Multilingualism and Its Impact”
YouTube link	https://youtu.be/bxpnruRkADE
Total viewer	134
Publication Date	April, 18 2023
Duration	6:59 minutes
Speaker	Srishti Gotam

The first video, as the speaker, Srishti Gotham, talks about how being multilingual can affect different aspects of one's life, such as mental capacity, social life, confidence, cognitive abilities, and career. She mentions that being multilingual helps to break language barriers, collaborate with people of different cultures, and be better problem solvers. Gotham also gives examples of different industries where being

multilingual is an advantage and tells a personal story about how being multilingual helps her to understand other cultures better. In conclusion, she encourages people to learn a new language or to encourage someone else to do so, as it can benefit one's life in many ways.

Table 4.2 Description of Video 2

Title	“Where Have All The Teachers Gone?”
YouTube link	https://youtu.be/N9RyjzZfrpo
Total viewer	9,804
Publication Date	Nov 23, 2022
Duration	12:59 minutes
Speaker	Michelle Schwartze

The second video talks about the importance of having qualified teachers in the education system and highlights the current teacher shortage crisis. The speaker shares her personal experience of having a positive impact from a qualified teacher and how it led them to become a teacher. The author also talks about how current events have affected the education system, starting with the 9/11 attacks, which led to changes in the curriculum and safety protocols in schools. The No Child Left Behind Act is mentioned, which led to increased government involvement in education, accountability measures, and increased testing. The author also discusses the Every Student Succeeds Act and the introduction of Common Core Standards, which were met with criticism from parents and some educators.

The passage concludes with the author calling for policymakers and educators to work together to address the teacher shortage crisis and improve the education system.

Table 4.3 Description of Video 3

Title	“Why Technology Can't Fix Education”
YouTube link	https://youtu.be/Lqjh24uq9tM
Total viewer	96,257
Publication Date	Dec 11, 2017
Duration	10.53 minutes
Speaker	Mary Jo Madda

The speaker in the third video is discussing the issue of technology in education, specifically in relation to the American education system. Some journalists have suggested that technology can solve the problems facing education, while others blame teachers for poor student performance. The speaker argues that while technology can be a useful tool, it is not the sole solution to improving education. The speaker gives examples of a charter school that relied too heavily on technology, resulting in a high rate of credit deficiency among its students, and the Los Angeles Unified School District's failed initiative to provide iPads to every student. The speaker argues that the missing element in these cases was the teacher factor, and highlights a successful public school teacher who used technology to enhance his students' confidence in speaking English. The speaker

concludes by emphasizing the importance of teachers and their relationships with students, and how technology can be a helpful supplement to their efforts.

Table 4.4 Description of Video 4

Title	3 Skills Every Middle School Boy Need
YouTube link	https://youtu.be/xFHIAwdI72Y
Total viewer	36,439
Publication Date	Mar 21, 2023
Duration	9.31 minutes
Speaker	Jerome Hunter

In this speech, the speaker talks about the challenges of teaching middle school students, specifically boys, who are going through significant biological, neurological, and emotional changes. He describes an incident in which middle school boys created collages that were concerning, featuring objectifying images of women, fast cars, and violent video games. He became a mentor for an after-school program called My Brother's Keeper, and asked the boys if absolute power corrupts absolutely. She was encouraged by the thoughtful responses of the boys and decided to investigate ways to redefine masculinity. He identified three critical skills that middle schoolers can practice to redefine masculinity: confidence, communication, and community. He believes that teaching these skills can

allow boys to feel good about who they are and value the complexity of their identity.

Table 4.5 Description of Video 5

Title	“The Board Game Getting Kids Excited About School”
YouTube link	https://youtu.be/9mfir8F2lpE
Total viewer	27,347
Publication Date	January 10, 2023
Duration	11:15 minutes
Speaker	Joel Baraka

The speaker, a Congolese refugee, describes his experience of growing up in a Ugandan refugee camp and how he developed a passion for education despite poor conditions in overcrowded classrooms with rote learning. He found solace in playing games, particularly football and cards, and this later inspired him to use gamification to make education more accessible and engaging for refugee children. He attended the African Leadership Academy and learned about entrepreneurship, which led him to come up with the idea of creating board games that would help children engage with algebra, science, and other subjects while having fun. He visited his former primary school and introduced his first board game, which was well received by the children.

2. Data Analysis

In this part, researcher provided the analysis of data using the theory and rubric assessment formulated by Bao (2003). The data analysis display began from the first video to the last video.

a. Multilingualism and Its Impact

The analysis divided into four aspects they are linguistic support, content-based and affective support, skill support, and diversity and flexibility.

1). Linguistic Support

This part provided the analysis of Linguistic Support of the first video entitled “Multilingualism and Its Impact”. There are three indicators of Linguistic Support.

Table 4.6 Analysis of Linguistic Support (Multilingualism and Its Impact)

No	Aspect of Content Analysis	Indicators of Content Analysis	Score (1-4)
1	Linguistic Support	1. The resources provide suitable linguistic input	3
		2. Resources support students to get familiar with many characteristics of spoken language	4
		3. Vocabulary provided in the resources	4
		Score	11/12
		Percentage	91,6%
		Category	Good

The table showed that aspect of linguistic support of the first video reach the score 11 or 91.6%. It means the first video has good category as speaking resources. For the first indicator, the researcher gave score 3 because the first video provided the appropriate linguistic input but it did not cover all linguistic aspects. In addition, score 4 for the second and third indicator because the video could help students to get familiar with many characteristics of verbal language and gave students many vocabularies input through the speech.

2.) Content-based and Affective Support

This aspect covered six indicators related to the content-based and affective support of the second video, “Multilingualism and Its Impact. The detail can be shown at Table 2

Table 4.7 Analysis of Content-based and Affective Support
(Multilingualism and Its Impact)

No	Aspect of Content Analysis	Indicators of Content Analysis	Score (1-4)
2	Content-based and Affective Support	1. The resources satisfy learners with moments of inspiration, imagination, creativity and cultural sensibilities	4
		2. The resources provide visuals that inspire and support verbal learning.	2
		3. The speaking activities lead students to utilize their cultural and	3

individual knowledge	
4. The resources give conditions for unrestrained improvisation	4
5. The cultural content relevant to the learners' cultural sensitivities	3
6. The topics invite to debate	4
Score	20/24
Percentage	83.3%
Category	Good

It can be seen at Table 2 that aspect of content-based and affective students of the first video reached score 20 of total 24 or 83.3% of total 100%. It can be concluded that this aspect has good criteria as speaking resources. Researcher gave score 2 at the second indicator because the video only showed the speaker's presentation without any supporting pictures or data.

3). Skill Support

The data at Table 3 provided the analysis of skill support aspect for the first video. The detail could be seen below.

Table 4.8 Analysis of Skill Support (Multilingualism and Its Impact)

No	Aspect of Content Analysis	Indicators of Content Analysis	Score (1-4)
3	Skill Support	1. Speaking resources give students opportunities to share	4

	and process information.	
2.	The language presented and organized facilitate verbal discussion effectively	4
3.	The activities provide learners with a wide range of communicative functions and strategies	4
4.	Speaking resources provide several forms of interpersonal communication, such as monologues, dialogues and group discussion	2
Score		14/16
Percentage		87.5%
Category		Good

The data analysis showed that the first video entitled “Multilingualism and Its Impact” has good category of skill support aspect. The score reached 14 of 16 or 87.5%. For Indicator 1 to 3, researcher gave score 4 because the video fulfilled the all the criteria of indicator 1 to 3. However, researcher gave score 2 for indicator 4 because the video only provided monologues form.

4). Diversity and Flexibility

The data below showed the analysis of diversity and flexibility aspect which have three indicators. The detail could be seen at the following table.

Table 4.9 Analysis of Diversity and Flexibility (Multilingualism and Its Impacts)

No	Aspect of Content Analysis	Indicators of Content Analysis	Score (1-4)
4	Diversity and Flexibility	1. The resource flexible to serve more than one type of learning style, proficiency, maturity and interest.	4
		2. The resource covers a variety of different proficiency levels	1
		3. The materials provide a variety of speaking activities	2
		Score	7/12
		Percentage	58.3%
		Category	Sufficient

The first video reached score 7 of 12 or 58.3% of the total 100%. It can be defined that the video has sufficient category as the speaking resources. Researcher gave score 4 for the first indicator because the video provided more than a type of learning style, proficiency, maturity and interest. However, score 1 for the second indicator is because the video did not cover a variety of different

proficiency levels. Furthermore, the third indicator had score 2 because the video did not provide various speaking activities.

b. Where Have All the Teachers Gone

The analysis of the second video entitled “Where Have All The Teachers Gone” divided into four aspects as same as the first video. The details can be seen at the following tables.

1). Linguistic Support

This aspect consisted of three indicators related to the language support provided in the second video

Table 4.10 Analysis of Linguistic Support (Where Have All The Teacher Gone)

No	Aspect of Content Analysis	Indicators of Content Analysis	Score (1-4)
1	Linguistic Support	1. The resources provide suitable linguistic input	4
		2. Resources support students to get familiar with many characteristics of spoken language	3
		3. Vocabulary provided in the resources	4
		Score	11/12
		Percentage	91.6%
		Category	Good

The total score of linguistic support aspect reached 11 of 12 with the percentage 91.6%. It is shown that the second video had good category at linguistic support aspect as speaking material.

Researcher gave score 3 and 4 at each indicator because the video met the criteria of all indicators mentioned in linguistic support aspect.

2). Content-based and Affective Support

This part showed the analysis of content-based and affective support aspect of the second video. This aspect included six indicators which can be seen at Table 6.

Table 4.11 Analysis of Content-based and Affective Support
(Where Have All Teachers Gone)

No	Aspect of Content Analysis	Indicators of Content Analysis	Score (1-4)
2	Content-based and Affective Support	1. The resources satisfy learners with moments of inspiration, imagination, creativity and cultural sensibilities	4
		2. The resources provide visuals that inspire and support verbal learning.	4
		3. The speaking materials lead students to utilize their cultural and individual knowledge	3
		4. The resources give conditions for unrestrained improvisation	4
		5. The cultural content relevant to the learners' cultural sensitivities	4
		6. The topics invite to debate	4
		Score	23/24
		Percentage	96.1%
		Category	Good

It can be seen at Table 6 that aspect of content-based and affective students of the first video reached score 23 of total 24 or 96.1% of total 100%. It can be concluded that this aspect has good criteria as speaking resources.

3). Skill Support

The analysis of skill support aspect of the second video can be seen at Table 7 below.

Table 4.12 Analysis of Skill Support (Where Have All The Teachers Gone)

No	Aspect of Content Analysis	Indicators of Content Analysis	Score (1-4)
3	Skill Support	1. Speaking resources give students opportunities to share and process information.	4
		2. The language presented and organized facilitate verbal discussion effectively	4
		3. The resources provide learners with a wide range of communicative functions and strategies	4
		4. Speaking resources provide several forms of interpersonal communication, such as monologues, dialogues and group	2

discussion	
Score	14/16
Percentage	87.5%
Category	Good

The data analysis showed that the second video entitled “Where Have All The Teachers Gone” has good category of skill support aspect. The score reached 14 of 16 or 87.5%. For Indicator 1 to 3, researcher gave score 4 because the video fulfilled the all the criteria of indicator 1 to 3. However, researcher gave score 2 for indicator 4 because the video only provided monologues form.

4). Diversity and Flexibility

The following data showed the analysis of diversity and flexibility aspect of the second video which have three indicators. The detail could be seen at table 8

Table 4.13 Analysis of Diversity and Flexibility (Where Have All The Teachers Gone)

No	Aspect of Content Analysis	Indicators of Content Analysis	Score (1-4)
4	Diversity and Flexibility	1. The resources flexible to serve more than one type of learning style, proficiency, maturity and interest.	3
		2. resources cover a variety of different proficiency levels	2

3. The materials provide a variety of speaking activities	1
Score	6/12
Percentage	50%
Category	Sufficient

The second video achieved a score of 6 out of 12, which corresponds to 50% of the total possible score. Based on the speaking resources, it can be categorized as "sufficient." The researcher scored the first indicator as 3 since the video included proficiency levels, maturity, and interests. However, the second indicator received a score of 2 because the video covered a little bit of proficiency level. In addition, the video received a score of 1 for the third indicator because it lacked various speaking activities.

c. Why Technology Can't Fix Education

1). Linguistic Support

This part displayed the analysis of linguistic support of the third video entitled "Why Technology Can't Fix Education". More details can be seen at the following table.

Table 4.14 Analysis of Linguistic Support (Why Technology Can't Fix Education)

No	Aspect of Content Analysis	Indicators of Content Analysis	Score (1-4)
1	Linguistic	1. The resources provide suitable linguistic input	4

Support	2. Resources support students to get familiar with many characteristics of spoken language	4
	3. Vocabulary provided in the resources	4
Score		12/12
Percentage		100%
Category		Good

According to the content analysis conducted, the resources used in the study received a perfect score in the aspect of "Linguistic Support." The indicators for this aspect were: 1) whether the resources provided suitable linguistic input, 2) whether the resources supported students in becoming familiar with different characteristics of spoken language, and 3) whether vocabulary was provided in the resources. The resources received a score of 4 out of 4 for each of these indicators, resulting in a total score of 12 out of 12 and a percentage score of 100%. Based on this score, the resources can be categorized as "Good" in terms of linguistic support. This indicates that the resources provided appropriate and effective linguistic input for students, supported their understanding of different characteristics of spoken language, and included a suitable range of vocabulary. Overall, this is a positive result and suggests that the resources are well-suited for supporting students' language development.

2). Content-based and Affective Support

This part showed the analysis of content-based and affective support aspect of the second video. This aspect included six indicators which can be seen at Table 6

Table 4. 15 Analysis of Content-based and Affective Support (Why Technology Can't Fix Education)

No	Aspect of Content Analysis	Indicators of Content Analysis	Score (1-4)
2	Content-based and Affective Support	1. The resources satisfy learners with moments of inspiration, imagination, creativity and cultural sensibilities	4
		2. The resources provide visuals that inspire and support verbal learning.	4
		3. The speaking activities lead students to utilize their cultural and individual knowledge	3
		4. The resources give conditions for unrestrained improvisation	4
		5. The cultural content relevant to the learners' cultural sensitivities	4
		6. The topics invite to debate	4
Score			23/24
Percentage			95.8%
Category			Good

According to the content analysis conducted, the resources used in the study received a score of 23 out of 24 in the aspect of "Content-based and Affective Support." The resources received a score of 4

out of 4 for the first four indicators and the fifth and sixth indicators received a score of 4 out of 4. However, the third indicator received a score of 3 out of 4, resulting in a total score of 25 out of 26 and a percentage score of 95.8%. Based on this score, the resources can be categorized as "Good" in terms of content-based and affective support. This suggests that the resources effectively satisfied learners with inspiration, imagination, creativity, and cultural sensitivity. They also provided visuals that supported verbal learning, gave opportunities for unrestrained improvisation, and included culturally relevant content. The only area of improvement identified was in the third indicator, where the speaking activities could have better utilized students' cultural and individual knowledge. Overall, this is a positive result and suggests that the resources are well-suited for supporting students' language and affective development.

3). Skill Support

Table 4.16 Analysis of Skill Support (Why Technology Can't Fix Education)

No	Aspect of Content Analysis	Indicators of Content Analysis	Score (1-4)
3	Skill Support	1. Speaking activities give students opportunities to share and process information.	4
		2. The language presented and organized facilitate verbal discussion effectively	4

3. The activities provide learners with a wide range of communicative functions and strategies	4
4. Speaking activities provide several forms of interpersonal communication, such as monologues, dialogues and group discussion	2
Score	14/16
Percentage	87.5%
Category	Good

Based on the content analysis, the study evaluated the resources used and determined that they received a score of 14 out of 16 for "Skill Support." The evaluation criteria included the effectiveness of speaking activities, the language presented and organized, the variety of communicative functions and strategies provided, and the availability of different forms of interpersonal communication. The resources were found to be effective in providing students with opportunities to share and process information, facilitating verbal discussion effectively, and providing a wide range of communicative functions and strategies. However, there was room for improvement in terms of providing more opportunities for different forms of interpersonal communication. Overall, the resources received a score of 87.5%, which is considered "Good" for skill support. This indicates that the resources

used in the study were effective in promoting skill development among learners. However, the evaluation also suggests that there is potential for further improvement in providing more diverse and comprehensive opportunities for communication.

4). Diversity and Flexibility

The following table presented the analysis of diversity and flexibility aspect of the third video. The details as the following table.

Table 4.17 Analysis of Diversity and Flexibility (Why Technology Can't Fix Education)

No	Aspect of Content Analysis	Indicators of Content Analysis	Score (1-4)
4	Diversity and Flexibility	1. The resources flexible to serve more than one type of learning style, proficiency, maturity and interest.	3
		2. Resources cover a variety of different proficiency levels	2
		3. The resources provide a variety of speaking activities	1
		Score	6/12
		Percentage	50%
		Category	Sufficient

The content analysis showed that the resources utilized in the study were given a score of 6 out of 9 in terms of "Diversity and Flexibility." The assessment indicators for this aspect included

whether the resources were adaptable to different learning styles, proficiency levels, maturity, and interests, whether they encompassed a range of different proficiency levels, and whether they provided a diverse range of speaking activities. The initial indicator received a score of 3 out of 4, indicating that the resources were somewhat adjustable to serve different types of learners. However, the second indicator scored 2 out of 4, suggesting that the resources did not encompass a wide variety of proficiency levels. The third indicator received the lowest score of 1 out of 4, signifying that the resources offered only a limited assortment of speaking activities. Overall, the resources received a score of 6 out of 12, with a percentage score of 50%, indicating that they are in the "sufficient" category in terms of diversity and flexibility. This suggests that there is room for improvement in providing a wider range of speaking activities and covering a greater variety of proficiency levels to better serve different types of learners.

d. 3 Skill Every Middle School Boy Needs

1). Linguistic Support

The table below showed the content analysis of linguistic aspect of the fourth video. The detail as follow:

Table 4.18 Analysis of Linguistic Support (3 Skills Every Middle School Boy Needs)

No	Aspect of Content Analysis	Indicators of Content Analysis	Score (1-4)
1	Linguistic Support	1. The resources provide suitable linguistic input	4
		2. Resources support students to get familiar with many characteristics of spoken language	4
		3. Vocabulary provided in the resources	4
Score			12/12
Percentage			100%
Category			Good

According to the content analysis, the resources used in the study received a perfect score of 12 out of 12 in the aspect of "Linguistic Support." The indicators for this aspect were: 1) whether the resources provided suitable linguistic input, 2) whether the resources supported students in getting familiar with many characteristics of spoken language, and 3) whether vocabulary was provided in the resources. The resources received a score of 4 out of 4 for each indicator, indicating that they provided suitable linguistic input, supported students in getting familiar with many characteristics of spoken language, and provided vocabulary in the resources. Overall, the resources received a score of 12 out of 12, with a percentage score of 100%, indicating that they are in the "Good" category in terms of linguistic support. This suggests that

the resources were effective in providing suitable linguistic input, supporting students in getting familiar with spoken language, and providing a variety of vocabulary to aid in learning.

2). Content-based and Affective Support

Table 4.19 Analysis of Content-based and Affective Support (3 Skills Every Middle Boy Needs)

No	Aspect of Content Analysis	Indicators of Content Analysis	Score (1-4)
2	Content-based and Affective Support	1. The resources satisfy learners with moments of inspiration, imagination, creativity and cultural sensibilities	4
		2. The resources provide visuals that inspire and support verbal learning.	2
		3. The speaking activities lead students to utilize their cultural and individual knowledge	4
		4. The resources give conditions for unrestrained improvisation	3
		5. The cultural content relevant to the learners' cultural sensitivities	4
		6. The topics invite to debate	4
		Score	21/24
		Percentage	87.5%
		Category	Good

According to the content analysis, the study's resources obtained a score of 21 out of 24 for "Content-based and Affective Support." The aspect received a score of 4 out of 4 for the first and third indicators, indicating that it effectively provided learners with

moments of inspiration, imagination, creativity, and cultural sensibility, and that the speaking activities encouraged students to use their cultural and individual knowledge. The fifth and sixth factors similarly earned a 4 out of 4, indicating that the cultural content was relevant to the learners' cultural sensitivity and that the issues sparked discussion. The second and fourth indications, on the other hand, obtained lower scores of 2 out of 4 and 3 out of 4, respectively. This suggests that, while the materials provided some visuals that inspired and encouraged verbal learning, they might be enhanced in this area, and there was opportunity for more unfettered improvisation chances. In terms of content-based and affective support, the resources obtained a score of 21 out of 24, with a percentage score of 87.5%, suggesting that they are in the "Good" category.

3). Skill Support

Table 4.20 Analysis of Skill Support (3 Skills Every Middle School Boy Needs)

No	Aspect of Content Analysis	Indicators of Content Analysis	Score (1-4)
3	Skill Support	1. Speaking activities give students opportunities to share and process information.	4
		2. The language presented and organized facilitate verbal discussion effectively	4
		3. The activities provide learners with a wide range	4

	of communicative functions and strategies	
4.	Speaking activities provide several forms of interpersonal communication, such as monologues, dialogues and group discussion	2
	Score	14/16
	Percentage	87.5%
	Category	Good

According to the content analysis, the study's resources obtained a score of 14 out of 16 in the category of "Skill Support." For the first three indicators, the aspect received a score of 4 out of 4, indicating that they were effective in providing opportunities for students to share and process information, in facilitating effective verbal discussion, and in providing learners with a wide range of communicative functions and strategies. The fourth indicator, on the other hand, obtained a score of 2 out of 4, indicating that the resources did not give enough opportunity for various forms of interpersonal communication. The aspect received an overall score of 14 out of 16, with a percentage score of 87.5%, indicating that they are in the "Good" category.

4). Diversity and Flexibility

The following analysis covered diversity and flexibility aspect of the fourth video. The content analysis can be seen in Table 16.

Table 4.21 Analysis of Diversity and Flexibility (3 Skills Every Middle School Boy Needs)

No	Aspect of Content Analysis	Indicators of Content Analysis	Score (1-4)
4	Diversity and Flexibility	1. The materials flexible to serve more than one type of learning style, proficiency, maturity and interest.	3
		2. Activities cover a variety of different proficiency levels	2
		3. The materials provide a variety of speaking activities	2
		Score	7/12
		Percentage	58.3%
		Category	Sufficient

According to the content analysis, the materials evaluated received a score of 7 out of 12 in the aspect of "Diversity and Flexibility." This suggests that there is room for improvement in this area. The first indicator, which assesses whether the materials are flexible enough to serve different types of learners, received a score of 3 out of 4, indicating that the materials are somewhat flexible but could still be improved. The second indicator, which measures

whether the materials cover a variety of different proficiency levels, received a score of 2 out of 4, suggesting that the materials could include more activities that cater to different proficiency levels. The third indicator, which examines whether the materials provide a variety of speaking activities, received the lowest score of 2 out of 4, indicating that the materials provide only a limited range of speaking activities. Overall, the materials received a score of 7 out of 9, with a percentage score of 58.3%, placing them in the "Sufficient" category in terms of diversity and flexibility. The analysis suggests that improvements can be made by providing a wider range of speaking activities and covering a greater variety of proficiency levels to better serve different types of learners.

e. The Board Game Getting Kids Excited About School

1). Linguistic Support

Linguistic support aspect of the last video had three indicators. The following table provided the analysis of linguistic support aspect.

Table 4.22 Analysis of Linguistic Support (The Board Game Getting Kids Excited About School)

No	Aspect of Content Analysis	Indicators of Content Analysis	Score (1-4)
1	Linguistic Support	1. The resources provide suitable linguistic input	3
		2. Resources support students to get familiar with many characteristics of spoken language	4

3. Vocabulary provided in the resources	4
Score	11/12
Percentage	91,6%
Category	Good

Based on the content analysis, the resources used in the study received a score of 11 out of 12 in the aspect of "Linguistic Support." The resources received a score of 3 out of 4 for the first indicator, indicating that they somewhat provided suitable linguistic input. However, the second indicator received a score of 4 out of 4, indicating that the resources supported students in getting familiar with many characteristics of spoken language. The third indicator also received a score of 4 out of 4, suggesting that the resources provided sufficient vocabulary. Overall, the resources received a score of 11 out of 12, with a percentage score of 91.6%, indicating that they are in the "Good" category in terms of linguistic support. This suggests that the resources are effective in providing suitable linguistic input and vocabulary, but there is room for improvement in further supporting students to get familiar with the characteristics of spoken language.

2). Content-based and Affective Support

This aspect covered six indicators related to the content-based and affective support of the fifth video, “The Board Game Getting Kids Excited. The detail can be shown at Table 18.

Table 4.23 Analysis of Content-based and Affective Support (The Board Game Getting Kids Excited About School)

No	Aspect of Content Analysis	Indicators of Content Analysis	Score (1-4)
2	Content-based and Affective Support	1. The resources satisfy learners with moments of inspiration, imagination, creativity and cultural sensibilities	4
		2. The resources provide visuals that inspire and support verbal learning.	3
		3. The speaking activities lead students to utilize their cultural and individual knowledge	3
		4. The resources give conditions for unrestrained improvisation	3
		5. The cultural content relevant to the learners’ cultural sensitivities	3
		6. The topics invite to debate	4
Score			20/24
Percentage			83.3%
Category			Good

This content analysis evaluated the quality of resources used in a language learning program based on different aspects. The second

aspect, Content-based and Affective Support, received a score of 20 out of 24 with a percentage score of 83.3%, which indicates that it falls within the "Good" category. The resources received a score of 4 out of 4 for the first and sixth indicators, indicating that they satisfied learners with moments of inspiration, imagination, creativity, cultural sensibilities and the topics were relevant and invited to debate. However, the second and fifth indicators received a score of 3 out of 4, suggesting that the resources provided visuals that inspired and supported verbal learning, but the cultural content was not fully relevant to the learners' cultural sensitivities. Additionally, the third and fourth indicators received a score of 3 out of 4, indicating that the speaking activities led students to utilize their cultural and individual knowledge and provided some conditions for unrestrained improvisation, but there was still room for improvement. Overall, the resources were evaluated as "Good" in terms of Content-based and Affective Support, but there is potential for improvement in providing more relevant cultural content, enhancing the visuals, and increasing opportunities for unrestrained improvisation.

3). Skill Support

The following data showed the analysis of skill support aspect of the last video. The details were displayed in Table 19

Table 4.24 Analysis of Skill Support (The Board Game Getting Kids Excited About School)

No	Aspect of Content Analysis	Indicators of Content Analysis	Score (1-4)
3	Skill Support	1. Speaking activities give students opportunities to share and process information.	4
		2. The language presented and organized facilitate verbal discussion effectively	4
		3. The resources provide learners with a wide range of communicative functions and strategies	4
		4. Speaking resources provide several forms of interpersonal communication, such as monologues, dialogues and group discussion	2
		Score	14/16
		Percentage	87.5%
		Category	Good

Based on the data provided in Table 19, the analysis scored 14 out of 16 on the Skill Support aspect of content analysis. This indicates that the speaking activities in the game provide students with ample opportunities to share and process information. The language used in the video is also effective in facilitating verbal discussions. The video provides learners with a wide range of

communicative functions and strategies to help them develop their speaking skills. However, the aspect received a score of 2 for providing several forms of interpersonal communication, such as monologues, dialogues, and group discussion, which could indicate that it lacks variety in this area. Overall, the game received a score of 87.5%, which falls under the "Good" category.

4). Diversity and Flexibility

The analysis of the last aspect for the last video can be seen at the following table.

Table 4.25 Analysis of Diversity and Flexibility (The Board Game Getting Kids Excited About School)

No	Aspect of Content Analysis	Indicators of Content Analysis	Score (1-4)
4	Diversity and Flexibility	1. The materials flexible to serve more than one type of learning style, proficiency, maturity and interest.	3
		2. Activities cover a variety of different proficiency levels	2
		3. The materials provide a variety of speaking activities	2
		Score	7/12
		Percentage	58.3%
		Category	Sufficient

Based on the analysis of Diversity and Flexibility aspect of the content of "The Board Game Getting Kids Excited About

School," the score obtained is 7 out of 12, with a percentage of 58.3%. This score indicates that the material is sufficient in terms of flexibility and diversity. While the materials are flexible enough to serve different types of learning styles, proficiency levels, maturity levels, and interests, there is a lack of diversity in the speaking activities provided. Additionally, the activities provided only cover a limited range of proficiency levels. Therefore, it is recommended to enhance the diversity and flexibility of the content by adding more speaking activities that cater to a broader range of proficiency levels and incorporate different learning styles and interests.

B. Discussion

Regarding to the finding of the content analysis of five TED Talks videos as speaking resources, it was initially indicated that TED Talks video met the good criteria of good speaking materials proposed by Bao (2003). It was proven by the percentage of each aspect reached more than 80% which indicated good category, except the aspect of diversity and flexibility which had the percentage lower than 60% which indicated as sufficient category.

In the discussion section, the researcher discussed the finding of the study to find out the answer of the research questions of this study. There are two research questions contained in this study, they are: What is the analysis of videos of TED Talks YouTube Channel as the speaking resources? and Based on the analysis of videos of TED Talks YouTube Channel as the speaking resources, how do videos meet the criteria of good listening resources?.

To answer the first research question, the researcher has displayed the analysis of the TED Talks video in the finding section. The finding showed that five selected videos of TED Talks were appropriate to be used as the speaking resources based on the videos' description. The description showed that all the five videos analyzed in this study were about the education and had many insights both for students and teachers. For example, the first video entitled "Multilingualism and Its Impact" was talking about the benefit of learning many languages. If this video is used as teaching resource, the student will be motivated by the content of the video. In addition, the second until the fifth video entitled "Where Have All Teachers Gone", "Why Technology can't Fix Education", "3 Skills Every Middle School Boy Needs", and "The Board Game Getting Kids Excited About School", will give some insights and inspiration for the teacher relating to the teaching method and the use of technology in teaching and learning activity.

Furthermore, to answer the last research question, the researcher has provided the answer at the finding section. According to Bao (2003), the good speaking resources must cover four aspects, they are linguistic support, content-based and affective support, skill support, and diversity and flexibility. All the five selected videos showed that three aspects, including linguistic support, content-based and affective support, and skill support, indicated 'good' category as the speaking resources. However, another aspect, diversity and flexibility, indicated 'sufficient' category as speaking resources. Overall, five videos of TED Talks selected in this study had good category as the speaking resources.