

A THESIS

**USING TEDx TALKS TO IMPROVE STUDENTS' SPEAKING
ABILITY AT ENGLISH DEPARTEMENT OF IAIN
PAREPARE**



By

**AYU LESTARI
Reg Num. 19.1300.033**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2023

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**AYU LESTARI
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Submitted to the English Program of Faculty of State Islamic Institute of Parepare
in Partial of Fulfillment of the Requirements for the Degree
Serjana Pendidikan (S.Pd.)

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**As Partial Fulfillment of the Requirements for the Degree of
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English Education Program

Submitted by

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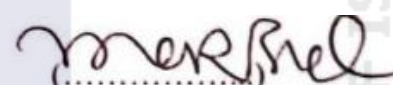
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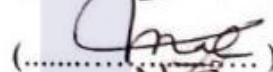
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 وَالْمُرْسَلِينَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَا بَعْدُ

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Stated that thesis was her own writing and if it can be proved that it is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Ayu lestari. *using TEDx Talks to improve students' speaking ability at English Departement of IAIN Parepare* (supervised by Arqam and Yulie Asni)

TED is a series of informative, educational, inspiring and sometimes mind-blowing talks featuring 'Ideas Worth Spreading'. TED Talks is a digital platform that can be accessed by all people to get information or entertainment. TED Talks is a YouTube channel filled with motivational speeches. therefore this study aims to determine the improvement of students' speaking skills by using the TED Talks video in terms of Vocabulary mastery and Fluency at the 4th semester of English department students of IAIN Parepare .

The design of this study uses the experimental method. The population of this research is 59 students in semester 4 consisting of 3 classes. The sample in this study was class C semester 4th consisting of 15 students who were taken based on purposive sampling. The research design is one group pre-test and post-test design. In this study there were three stages, namely pre-test, treatment and post-test. The instrument used is a test. Calculation of data in this study using automatic data analysis in Microsoft Excel and manual data using formulas.

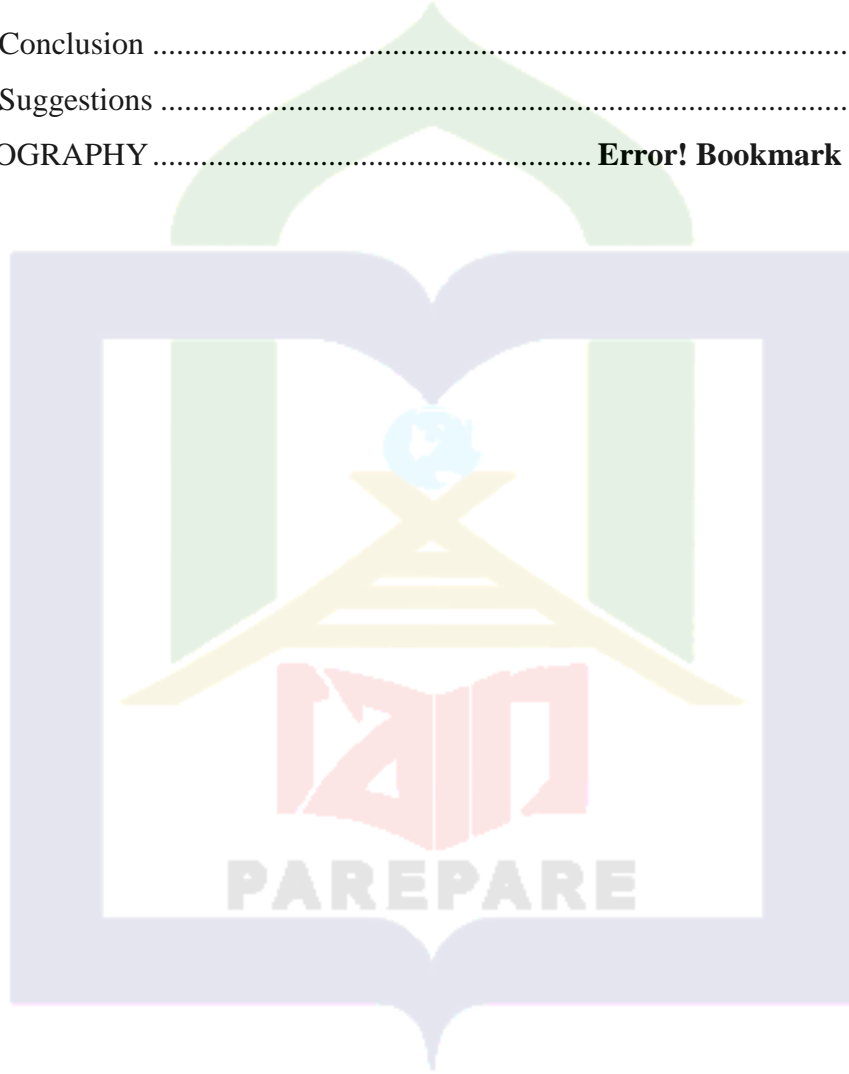
The research results showed that using TED Talks as a medium for student learning can improve students' speaking ability in terms of vocabulary and fluency. This is evidenced by the value of t-test on vocabulary (3.44), which is higher than the value of t-table (1.761) and t-test value on fluency (3.62), which is higher than the t-value table (1.761). This study concludes that students' speaking skills are better after receiving treatment than before being given treatment. So, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

Key word :TED Talks, Speaking Skill.

TABLE OF CONTENT

COVER	i
DISMISSIONS.....	ii
ENDORSEMENT OF CONSULTANT COMMISSIONS	iii
ACKNOELEDGEMENT.....	v
DECLARATION OF THE RESEARCH AUTHENTICITY.....	vii
ABSTRACT	viii
TABLE OF CONTENT	ix
LIST OF TABLES	xi
CHAPTER 1 INTRODUCTION	1
A. Background	1
B. Research Questions	4
C. The Objective of the Research	4
D. Significance of The Research.....	4
CHAPTER II REVIEW OF RELATED LITERATURE	6
A. Review of Relevant Research Results	6
B. Some Pertinent Idea	7
1. Ted Talks	7
2. Speaking	11
C. Conceptual Framework	15
D. Hypothesis.....	16
CHAPTER III METHODOLOGY OF THE RESEARCH.....	17
A. Research Design.....	17
B. Research Location and Duration.....	18
C. Subject of the Research.....	Error! Bookmark not defined.
D. Research Data Collection.....	18
E. Research Variables and Indicators	22
F. Research Instruments	22

G. Data Analysis Techniques.....	24
CHAPTER IV FINDING AND DISCUSSION.....	26
A. Finding	26
B. Discussion	31
CHAPTER V CLOSING	34
A. Conclusion	34
B. Suggestions	35
BIBLIOGRAPHY.....	Error! Bookmark not defined.



LIST OF TABLES

Number of Table	Name of Tables	Pages
3.1	The total of students in the 4 th semester of English department at IAIN Parepare	19
4.1	The Improvement of Students' Speaking in terms of Vocabulary.	24
4.2	The students frequency and percentage in Vocabulary	25
4.3	The Improvement of Students' Speaking in terms of fluency	26
4.4	The students frequency and percentage in Fluency.	27
4.5	The t-Test Analysis of The Students improvement.	44

LIST OF APPENDICES

Number of Appendix	The Tittle of Appendices
1.	Data analysis manual
2.	T-test table and t-value
3.	Lesson plan
4.	Documentation
5.	Research Permit Recommendation from IAIN Parepare
6.	Research permit recommendation DPMPTSP
7.	Research Permit Recommendation from IAIN Parepare



CHAPTER 1 INTRODUCTION

A. Background

Language is a communication tool used to interact between individuals. Likewise in the process of learning a language is very important, according to Gerald, Delahunty, James, and Garvey, language is a means of education, an object of education, an object of our beliefs, a potential problem, a potential resource for teaching critical thinking, and a key element of our students' social, cultural and personal identity.¹ therefore, to be able to interact not only in your own country but also with foreigners, of course you have to learn or know the language. One of the languages that can be learned is English because English is an international language. In Indonesia, English is occupied as a foreign language. Currently, in the era of globalization, many people want to improve their English skills, especially young people, because seeing the times, especially in this era of technology, it has become part of people's lives around the world which has resulted in a lot of website use or information sources, most of which use English. So that the desire to improve English language skills is increasing, especially in speaking skills.

This increase can be seen from the use of English learning applications which are increasing every day. In the ability to speak English especially speaking, this has competitiveness both in the world of school, campus, and in future careers.

In this case, speaking is a communication tool to communicate or convey something to others and this speaking plays an important role in our daily lives. The modern era like now is an era that makes it easier for us to find information and indirectly we can use it as a place of study, one of which is learning languages, especially English. Now, there are many ways we can

¹James J. Garvey Gerald p. Delahunty, *The English Language From Sound To Sense*, 2010.

do it, through tutoring courses, or self-taught learning through watching YouTube. TED Talks are examples of inspirational videos that are similar to public speaking, sharing experiences and motivating audiences. TED Talks not only teach public speaking but also learn about the topic of conversation, so students can be inspired and motivated by the speaker. According to Carmine Gallo, TED presentations can change the way people see the world in art, design, business, education, health, science, technology, and global issues. Oprah Winfrey once said that “TED is where brilliant people go to hear other brilliant people share their ideas.”²

According to the TED organization, TED (Technology, Entertainment and Design) is a non-profit devoted to spreading ideas, usually in the form of short and powerful talks. By using TED Talks, students can improve their speaking skills, learn how the body moves, and boost students' self-confidence. TEDx Talks is a YouTube channel filled with motivational speeches. the use of TED Talk, including in Indonesia, is quite a lot. can be seen from the many journals and articles that use TED talk as a medium to improve students' speaking skills in their research. Until now, TED Talks are still very popular, moreover, they can be accessed for free and made especially for the social media era. Not only that, ted talk can not only help improve English speaking but also provide information and motivation to its users. Video TED Talks have a huge advantage if used as a learning medium where the videos are truly authentic because the speakers share their own stories, ideas, personal experiences with the audience not only that TED Talks also give a strong message to every student learning English as a language their foreign

Speaking activity is an activity that is carried out by everyone every day to interact with each other and the abilities possessed by each individual.

²Carmine Gallo, *Talk like TED: The 9 Public-Speaking Secrets of the World's Top Minds*, 2014.

In this study, researchers will focus on observing the use of TED Speaking to improve students' speaking skills, especially in vocabulary and fluency used pre-experimental research because the main problem was that students always had difficulty when they started speaking and also students always felt they lacked vocabulary. Therefore, researchers were interested in researching vocabulary and fluency in using TED Talks to improve students' speaking skills.

Based on the problems above, the researcher wants to help students improve their speaking skills by using TED Talks as a learning medium. TED Talks is a digital platform that can be accessed by all people to get information or entertainment. According to Yaqin & Athena, TED Talks have many advantages, such as being able to learn gestures while speaking and getting a lot of motivation and information from TED Talks videos. So that students feel happy to retell or practice speaking.³ According to Salem, TED Talks are videotaped and those who convey the information are native English speakers so they can be authentic materials for students to learn English and TED videos can be very helpful in improving speaking skills and retaining vocabulary.⁴Based on the description above, the researcher is interested in providing solutions on how to improve students' speaking skills through TED Talks.

³Ainul Yaqin and Tera Athena, "TED Talks Based Learning on Students' Intermediate Speaking Skills Level," *SELL Journal* 7, no. 2 (2022): 111–21.

⁴Ashraf Atta M. S. Salem, "A Sage on a Stage, to Express and Impress: TED Talks for Improving Oral Presentation Skills, Vocabulary Retention and Its Impact on Reducing Speaking Anxiety in ESP Settings," *English Language Teaching* 12, no. 6 (2019): 146, <https://doi.org/10.5539/elt.v12n6p146>.

B. Research Questions

Based on the previous statement, the writer formulates the research questions as follow:

1. Can TED Talks improve students' speaking in terms of vocabulary mastery?
2. Can TED Talks improve students' speaking in term of fluency?

C. The Objective of the Research

Based on the problem statement above, the objectives of the research are to find out:

1. To improve the students' speaking of vocabulary mastery by using TED Talks at the 4th semester of the English department of IAIN Parepare.
2. To improve the students' speaking of fluency by using TED Talks at the 4th semester of the English department of IAIN Parepare.

D. Significance of The Research

It is hoped that the results of this study can make a useful contribution to English teachers, English students, and further research or those related to the language learning process. The explanation is as follows:

1. Teacher

It is hoped that the results of this study can provide teachers with solutions to the problems faced by students in speaking English and also provide teachers with new methods to encourage students to speak English.

2. Students

Hopefully the results of this study can motivate students to learn English, especially in speaking correctly. And find suitable media to use in improving their speaking skills.

3. Further researchers

This research is also expected to provide benefits and make a reference for researchers who wish to conduct research related to this field



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Relevant Research Results

The first Article from Nursafira is entitled *TED Talks in EFL Context: An Alternative Way for Teaching and Improving Students' Speaking Skills*, where this research aims to discuss how technology-based video TED Talks can be useful in improving students' speaking skills. Researchers used qualitative methods and collected relevant paper-based data that had studied TED Talks as learning media to improve speaking skills. The results of this study indicate that TED Talks have an effect on improving students' speaking and being a motivation for teachers and students in terms of increasing enthusiasm, inspiration and insight. The findings from this study are that these TED Talks can also change students' perspectives for the better.⁵

Sailun & Idayani is entitled *The Effect of TED Talks Video Towards Students' Speaking Ability At English Study Program of FKIP UIR*. The researcher was interested in conducting a study which was focused on the effect of TED Talks Video toward students' speaking ability at the third semester of English Study Program FKIP UIR. who used experimental research and collected data using post-tests and pre-tests. The results of this study state that there is a significant effect of the TED Talks video on students' speaking abilities in the UIR FKIP English Study Program.⁶

Aprilia is entitled *Improving Public Speaking Skills at the University Level Through Ted Talks Short Sessions*, This research aims to determine the effect of TED Talks on the performance of public speaking students. This

⁵Mutia Sari Nursafira, "TED Talks in EFL Context: An Alternative Way for Teaching and Improving Student's Speaking Skills," *Elsya : Journal of English Language Studies* 2, no. 2 (2020): 43–47, <https://doi.org/10.31849/elsya.v2i2.3968>.

⁶A. Sailun, B., & Idayani, "The Effect Of Ted Talks Video Towards Students' Speaking Ability At English Study Program Of FKIP UIR," *Perspektif Pendidikan Dan Keguruan*, 9(1), 65-74., 2018.

study uses a type of qualitative experimental method where students are divided into 2 groups, namely the experimental group and the control group. And researchers use SPSS. The results of this study indicate that there is a significant difference in the score results between the control group and the experimental group. In the experimental group it was 89.10 and the control group was 83.60. The researcher concluded that this study revealed that short TED talk sessions can be beneficial for improving students' public speaking performance.⁷

Based on the research above, the similarities between previous research and this research are using TED Talks as a learning medium in the teaching and learning process to improve students' speaking skills. And the difference from previous research in the current research is the way of discussion such as the number of students, topics, and places in the discussion about ted talk which will be applied to students.

B. Some Pertinent Idea

1. Ted Talks

a. Definition of Ted Talks

Sailun & Idayani, TED is a series of educational, inspiring, informative and sometimes jaw-dropping lectures featuring 'Ideas Worth Spreading'. so students will have the opportunity to develop their spoken language competence. This Ted's emphasis is on educating, informing and opening people's eyes to new ideas, making it perfect for students.⁸

According to farid, TED talk is one of the inspirational videos that can be used in learning speaking. TED (technology, entertainment, and design) Talk is a video in the form of sharing experiences and providing

⁷Rizma Ajeng Aprilia and Universitas Negeri Surabaya, "Improving Public Speaking Skills at the University Level through TED Talks Short Sessions" 10, no. 1 (2022): 32–37.

⁸Azminatul Alfay Rohmah, "THE USE OF TED TALKS VIDEOS FOR LEARNING PUBLIC SPEAKING BY ENGLISH DEPARTMENT STUDENTS," *RETAIN*, 2022.

motivation to the audience since 1984. TED presentation is used to improve students' public speaking skills in English, By watching TED Talk videos students not only learn about speaking but also learn about the speaker's life because the speaker shares their stories, ideas and personal experiences. TED Talks are the right medium to use in improving students' speaking skills.⁹

b. History of TED Talks

TED was born in 1984 which was founded by Richard Saul Wurman, with Harry Marks a combination of three fields: technology, entertainment and design. in 1990 TED held its Annual Conference in Monterey, California. TED's initial concern was technology and design but broadened its focus to include scientists, philosophers, musicians, business and religious leaders, philanthropists and many others. The following year 2001–2006 saw three major additions namely TEDGlobal, TED Prize, TED Talks. Where the first TED Talks were posted online on June 27, 2006. And at 3 months in September to be precise, more than one million people have watched it. TED Talks became very popular when it was proven that in 2007, they officially created the TED website.

In 2008, TED Talks, relaunched TEDActive, a live version of the spring TED Conference. Then later in 2009, continuing the TED Talk increased to 100 million. and until now TED Talk has become very popular.¹⁰

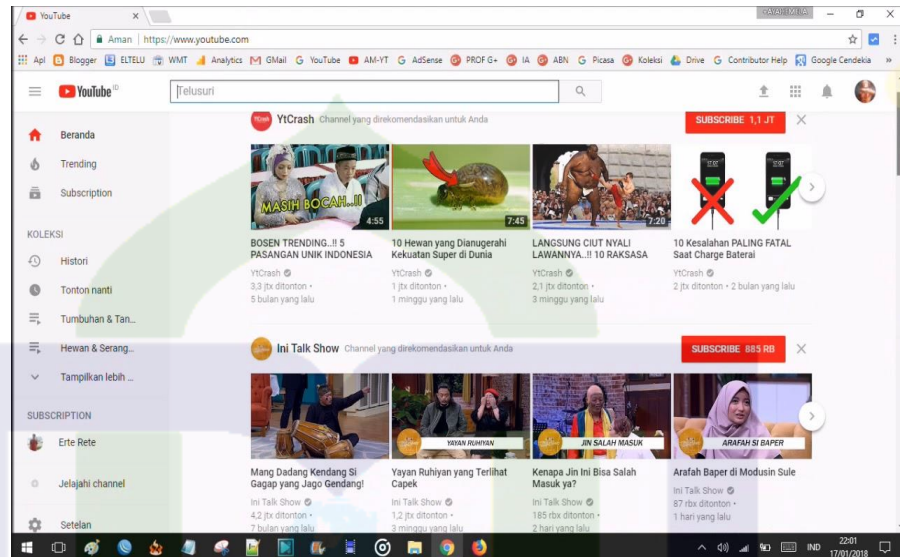
⁹farid miftah, "THE EFFECTIVENESS OF USING TED TALKS VIDEO IN IMPROVING STUDENTS PUBLIC SPEAKINGS SKILLS IN SENIOR HIGH SCHOOL," *Jall*, 2019.

¹⁰TED., "History of TED'," <https://www.Ted.Com/about/Ourorganization/History-of-Ted.>, n.d.

c. Procedures of Watching TED Talks Video on Youtube

There are some steps in watching TED Talks video on Youtube, they are:

a) Open Youtube Application



b) Write "TED Talks" in the search button of Youtube



- c) TED Talks Performance (Choose the topic of performance you are passionate about or interested in watching)



d. TED Talks Video

Some examples of video TED Talks that have been used in previous research as follows :

- 1) The first research entitled *“The effect of TED Talks video as medium to enhance listening skill”* in this research the researcher used video TED Talks entitled *“the rhythm of life by David Oliver”* and *“the courage to tell a hidden story by Eman Mohammed”* to see there a significant difference in the listening achievement of students who are taught by using TED Talk video and taught without using TED Talk video.¹¹
- 2) Next *“utilizing TED video to improve the student public speaking skills for academic purposes”* in this research the researchers used a video TED Talk entitled *“can you really say if children lying? By Kang Lee”* and *“magic ingredients that bring pixar movies to life by*

¹¹Rizqi Amalia Kiningsih and Teacher Training Faculty, “THE EFFECT OF TED TALKS VIDEO AS MEDIUM TO ENHANCE LISTENING SKILL Submitted in Partial Fulfillment of the Requirement for Degree of Bachelor of Education in English Language Education,” 2022.

Danielle Feinberg” to find out to what extent the use of TED video improves the students public speaking skills for academic purposes.¹²

- 3) The last research “*the influence of using TED Talk media on students’ speaking skill*” the researcher uses a TED Talk video entitled “*How to Introduce Yourself? By Brooke Blurton*” and “*How to Introduce Yourself? By Kevin Bahler*” to find out if there is significant effect of using TED Talk as Media in students’ speaking skills.¹³

2. Speaking

a. Definition of speaking

According to Rusiana, Speaking is a skill to share someone’s ideas, feeling, suggestion, and information, to a different people in oral type by considering social and culture context occurred. Speaking may be a way to share , to communicate and to make meaning . Speaking is a way to give ideas and express, and inform others through verbal communication. Speaking may be used as communication. Communication uses verbal and non-verbal symbols of language. Speaking has an important role in lifestyle embraces transference concerning what people expression or thinking.¹⁴

According to Rohmah, Speaking skills are among the most challenging for students in expressing and conveying their ideas in the target language, and in speaking also of course students must know how to communicate their ideas through verbal and nonverbal language.¹⁵

According to Choirunnisa & Sari, Speaking is a process of conveying information or thoughts from the speaker to the listener. Therefore

¹²zahriani, “Utilizing Ted Video to Improve Students’ Public Speaking Skills for Academic Purposes” (1018).

¹³MISRIYANA MIDDELEYIN, “The Influence of Using TED Talk Media on Students’ Speaking Skill” (UNIVERSITAS BOSOWA MAKASSAR, 2022).

¹⁴Atikah Rusiana, “Stimulating Students Speaking Using English” 5, no. 2 (2021).

¹⁵Azminatul Alfay Rohmah, “The Use of Ted Talks Videos for Learning Public Speaking By English Department Students” 10, no. 01 (2022): 67–75.

students must have a lot of experience and knowledge to develop their ideas in speaking, speaking skills in learning English aim to make students able to communicate and convey messages well.¹⁶

b. Components of Speaking

According to Harris In Kurniati, (2015), there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

a) Comprehension

To start oral communication certainly requires a subject to respond to a speech.

b) Grammar

In a conversation, students must be able to compose good and correct sentences. As stated by Heaton (1978: 5) that students must be able to manipulate structure and distinguish grammatical. grammar of language use is also intended to acquire expertise in language both orally and in writing.

c) Vocabulary

Vocabulary is one of the most important things used in communication because to be able to communicate effectively and convey ideas both orally and in writing it is necessary to have a good vocabulary as well. If someone is lacking in terms of less vocabulary then this will be a barrier to being able to convey something in speaking English both orally and in writing. in the sense that it will be difficult to convey something

¹⁶Mia Refsi Choirunnisa and Fatimah Mulya Sari, "TED Talks Use in Speaking Class for Undergraduate Students," *Jambura Journal of English Teaching and Literature* 2, no. 1 (2021): 35–40, <https://doi.org/10.37905/jetl.v2i1.7319>.

d) Pronunciation

Pronunciation is a way students can use to produce clearer language when they speak. so that it is easy to understand in communicating, of course you have to learn about how grammar is in the language

e) Fluency

Fluency is the ability to speak fluently and accurately, fluency can also be defined as the ability to speak, read, and write fluently, expressively and easily. This fluency is characterized by a fast pace with several pauses and “ums” or “ers”, thus indicating that the writer does not need to spend a lot of time looking for the elements of language needed to convey the message.¹⁷

c. Types of Speaking

Brown (2004: 141-142) explains several categories of speaking skills as follows

1) imitative.

is the ability to repeat (imitate) back a word, phrase or sentence. And can train memorization.

2) Intensive.

The second type is that students show competence in some aspect of the phrase, grammatical, lexical, or phonological. This performance is usually carried out in groups such as reading aloud, taking turns completing sentences and dialogues, reading information from charts , etc.

¹⁷Kurniati Azlina, Eliwarti, and Novitri, “A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru,” *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI)*, 2015, 1–13.

3) Responsive.

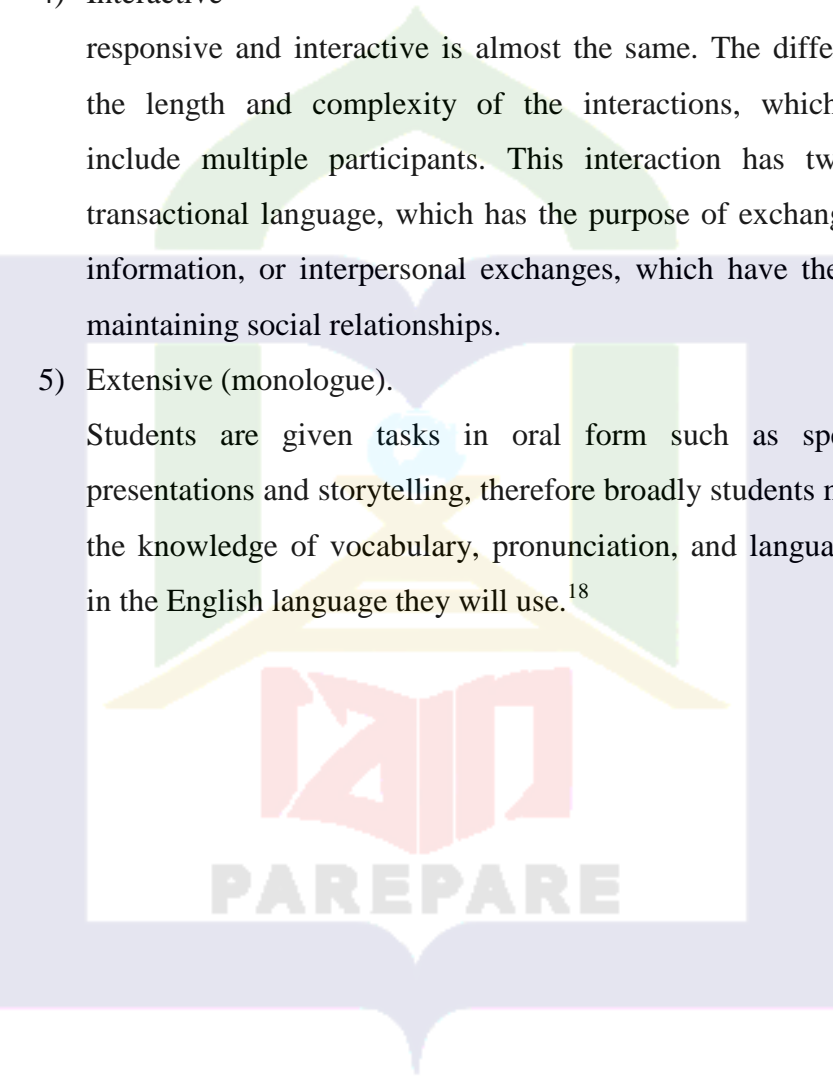
Responsive assessment tasks include interaction and test comprehension such as very brief conversations, standard greetings and small talk, simple requests and comments, and the like.

4) Interactive

responsive and interactive is almost the same. The difference lies in the length and complexity of the interactions, which sometimes include multiple participants. This interaction has two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.

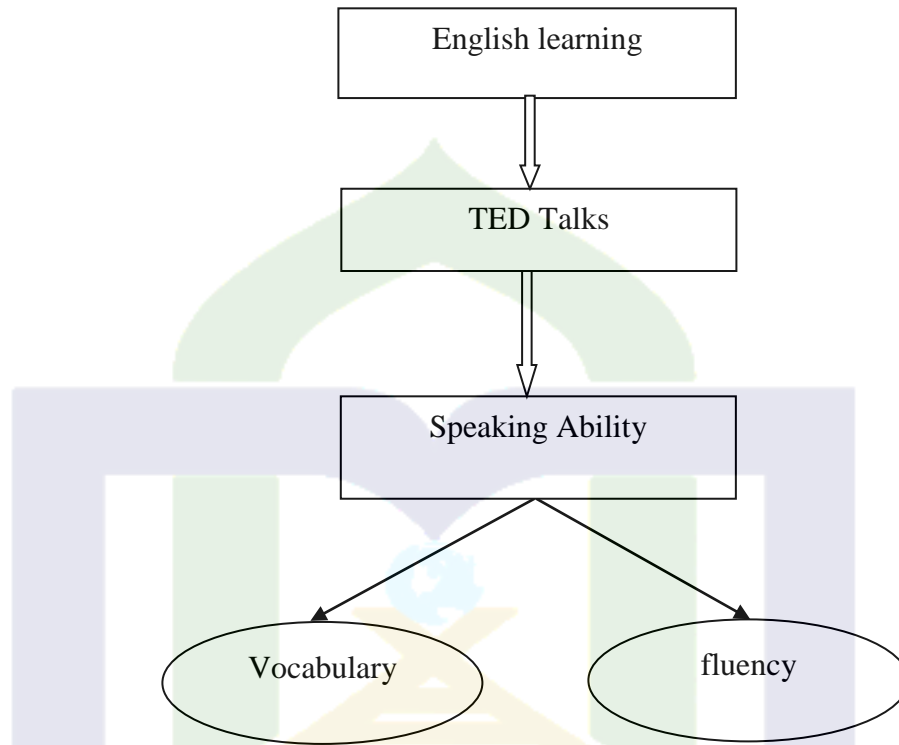
5) Extensive (monologue).

Students are given tasks in oral form such as speeches, oral presentations and storytelling, therefore broadly students need to know the knowledge of vocabulary, pronunciation, and language functions in the English language they will use.¹⁸



¹⁸brown, *Language Assessment Principles and Classroom Practices*, 2004.

C. Conceptual Framework



In this study students experienced some difficulties in speaking in language learning. based on the conceptual framework above, the researcher will use TED Talks as a problem solver to help students improve their speaking skills. This will help students' vocabulary and fluency in speaking skills. Within the conceptual framework, students will practice their speaking skills by using TED Talks to measure students' vocabulary and fluency in speaking. Researchers use experimental design, where researchers will use pre-test, to treatment, and post-test. Then, researchers will see the results of students' improvement in using TED Talks after the practice is done.

D. Hypothesis

The hypothesis of this research were formulated as follows :

1. Null hypothesis (Ho)

There is no significant difference between the result of pre-test and post-test of the students' English speaking achievement by using TED Talks.

2. Alternative hypothesis (H1)

There is significant difference between the result of pre-test and post-test of the students' speaking achievement by using TED Talks.



CHAPTER III
METHODOLOGY OF THE RESEARCH

A. Research Design

The research was Pre-experimental designed that applied one group pre-test, treatment and post-test designed. According Sugiyono Pre-experimental design is a design that covers only one group or class given pre-test and post-test. The design of one group pre-test and post-test design is carried out on one group without a control or comparison group. This research method was tested on fourth semester students at IAIN Parepare. The pre-test will be carried out before treatment at the first meeting and then post-test after treatment at the last meeting. This study used TED Talks to improve students' speaking skills in terms of vocabulary mastery and fluency. This is presented as follow:

The design of the research as follow:

Pre-Test	Treatment	Post-Test
O ₁	X	O ₂

Notes :

O₁ = Pre-Test

X = Treatment

O₂ = Post-Test

(Sugiyono:2016)

B. Research Location and Duration

The location and duration research took place at IAIN Parepare. The time needed for the research this was carried out starting from a preliminary study in January 2023 until until the time the research is conducted and the presentation of the data after the research.

C. Population and sample

This research was conducted in IAIN Parepare. The subject of this research is 4th semester students in IAIN Parepare in academic year of 2022/2023.

1. Population

The populasi of this research was the 4th semester students of IAIN Parepare, which consist 3 classes of English education department and the total are 59 students in academic year 2022/2023

3.1. The total of students in 4 semester of English department at IAIN Parepare.

No.	Class	Number of students
1.	TBI A	19
2.	TBI B	19
3.	TBI C	21
	Total	59

(Source: Tarbiyah faculty IAIN Parepare)

2. Sample

In this study the researcher chosen one class to represent the entire population. The TBI C class was chosen, which consisted of 15 students from the English department of IAIN Parepare, as a sample because TBI C was considered to have the potential to be taught in improving their speaking because after observing the researchers found that among the 3

TBI C classes it was considered lacking in terms of vocabulary mastery and fluency in speaking. Therefore the researcher felt it was right to choose this class as a sample. The technique for taking this class is to use a purposive sampling technique. purposive sampling is a sampling technique with certain considerations according to Sugiyono. The reason for using this purposive sampling technique is because it is suitable for use in quantitative research, or studies that do not generalize according to Sugiyono.

D. Research Data Collection

The data collection in this research was Quantitative research. The researcher used TED Talks for students as a learning medium as well as a tool to measure student speaking. The researcher was collected pre-test and post-test data to get the final research results, pre-test applied to get the first achievement of the students before treatment, and the post-test applied to get achievement of the students after treatment, in treatment the researcher was observe the learning process and provide several activities to students, this treatment applied for 6 meetings. The procedures of collecting data as follow:

1. Pre-test

In this study the researcher asked students to speak in front of their classmates on three topics that had been gave by the researcher, to then find out the capacity of the students' speaking skills.

2. Treatment

The researcher taught the students about TED (Technology, Entertainment, and Design) Talks that can improve their speaking skill. In this case, the researcher gave an explanation to the students about what was meant by TED Talks and then the researcher asked the students to watch

several TED Talks videos and gave certain topics to students at each meeting and later the students retold what the students got from the video.

a. The first Meeting

1. The researcher greets the students.
2. The researcher reminds of today's activities.
3. The researcher asked students to watch the TED Talks video that had been prepared.
4. The researcher directs students to record or understand the content of the video.
5. The researcher gave the students 20 minutes to discuss the videos they had watched and practice speaking.
6. The researcher asked the students about what lessons could be taken from the video.
7. The researcher closed the meeting and asked students to re-watch the TED video at home.

b. The second Meeting

1. The researcher greets the students.
2. The researcher reminds of today's activities.
3. The researcher asked students to watch the TED Talks video that had been prepared.
4. The researcher directs students to record or understand the content of the video.
5. The researcher gave the students 20 minutes to discuss the videos they had watched and practice speaking.
6. The researcher asked the students about what lessons could be taken from the video.
7. The researcher closed the meeting and asked students to re-watch the TED video at home.

c. The third Meeting

1. The researcher greets the students.
2. The researcher reminds of today's activities.
3. The researcher asked students to watch the TED Talks video that had been prepared.
4. The researcher directs students to record or understand the content of the video.
5. The researcher gave the students 20 minutes to discuss the videos they had watched and practice speaking.
6. The researcher asked the students about what lessons could be taken from the video.
7. The researcher closed the meeting and asked students to re-watch the TED video at home.

d. The fourth Meeting

1. The researcher greets the students.
2. The researcher reminds of today's activities.
3. The researcher asked students to watch the TED Talks video that had been prepared.
4. The researcher directs students to record or understand the content of the video.
5. The researcher gave the students 20 minutes to discuss the videos they had watched and practice speaking.
6. The researcher asked the students about what lessons could be taken from the video.
7. The researcher closed the meeting and asked students to re-watch the TED video at home.

3. Post-test

The researcher gave a time limit and also 3 TED Talks topics for students to then speak in front of the class. This test is similar to the pre-test.

E. Research Variables and Indicators

1. Research Variable

a. Independent Variable

In this research Independent variable is TED Talks.

b. Dependent Variable

In this research dependent variable is speaking skill.

2. Indicators

The indicators of this research were the students' accuracy (vocabulary mastery and fluency) in speaking English.

F. Research Instruments

Based on these research problems, researchers used oral tests. It aims to measure the ability of students speaking . with the aim of knowing student progress in the learning process in using TED Talks.

There are two aspects that was be assessed in measuring students' speaking ability in this research, namely vocabulary and fluency in speaking.

The assessment of speaking into vocabulary

5	=	The use of vocabulary is almost the same as native speakers.
4	=	Able to speak a language with a large enough vocabulary that he rarely has to look up words.
3	=	Can understand and participate in conversations but sometimes uses inappropriate words due to inadequate vocabulary.
2	=	The use of words and vocabulary is very limited so it is quite difficult to understand
1	=	Extreme vocabulary limitations and long pauses when searching for the desired meaning of a word make it difficult to understand

The assessment of speaking into fluency

5	=	Have complete fluency in a language almost like that of a native speaker.
4	=	Be able to use the language fluently in conversation with a high level of fluency.
3	=	Can discuss but Usually indecisive, often forced to remain silent due to language problems.
2	=	Speech is as halting and fragmentary as to make conversation virtually impossible and Sometimes almost giving up, limited expression.
1	=	Mistakes in pronunciation are common and quite often wrong, making it difficult to understand.

(Brown 2004: 172-173)¹⁹

The criteria of public speaking mystery scale :

5 = 86-100 (Excellent)

4 = 75-85 (Good)

3 = 60-74 (Avarage)

2 = 40-59 (fair)

1 = 10-39 (Poor)

¹⁹brown, *Language Assessment Prinsiples and Classroom Practices*, n.d.

G. Data Analysis Techniques

After carrying out the technical data collection procedures. The next step is data analysis. To describe students' ability to speak in research using the following formula:

1. Calculating the mean score of the students' speaking test by using the following formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{X} = the mean score

$\sum X$ = the sum of all score

N = the total number of students

(Gay,2006:298 in Hasyim:2010)

2. Finding the improvement' spercentage of students'achievement in Speaking after using TED Talk. The formula as follows:

$$P = \frac{x_2 - x_1}{x_1} \times 100$$

Where:

P = The percentage of the students' improvement

X_1 = The mean score of pre-test

X_2 = The mean score of post-test

3. Finding out the significant difference between the pre-test and post-test by calculating the value of the test using the following formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \left(\frac{\sum D^2}{N}\right)}{N(N-1)}}$$

Where:

t = text of significance

D = the mean score

D = the sum of differences

N = the total number of the students

(Gay, 1981:33)



CHAPTER IV FINDING AND DISCUSSION

This chapter consists of two sections, namely the findings of research and the discussion of the research. The findings of this study may include an overview of the results of data collection through several tests which will be discussed in the section below.

8. Finding

After this research is done, the researcher will obtain two kinds of data; pre-test and post-test scores. The pre-test was given to students before being given treatment to determine students' speaking ability and then after that a post-test was given to determine students' speaking ability after being given treatment. From the results of the post-test it aims to find out the use of TED Talks videos in improving students' speaking skills at IAIN Parepare students. The results can be presented as follows:

1. The Improvement of Students' Speaking in terms of Vocabulary

To see the improvement in Students' Speaking Ability in Vocabulary was seen through the improvement in score which is the difference between the post-test and pre-test scores as well as the improvement in the pre-test and post-test. these differences could seen in the table below:

Table 4.1. The Improvement of Students' Speaking in terms of Vocabulary

No.	Indicator	Pre-test	Post-test
8.	Mean score	68.4	74.4
2.	Improvement	8.771%	

Table 4.1 shows that the average score obtained by students in the pre-test is (68.4). where most students feel confused to develop their ideas based on the topic.

This is because they have or know less vocabulary so they have difficulty speaking. After that the researcher gave treatment using TED Talks and student scores increased. This was shown in the post-test which became (74.4). Students talk accordingly, they can develop their topics and have experienced improvements after using TED Talks.

The results of the pre-test and post-test have increased (8.771%) and from the data pre-test score shows that the use of TED Talks in speaking can improve students' speaking skills seen from vocabulary.

1.1. The students frequency and percentage in Term of Vocabulary

The following table shows the frequency and percentage of students vocabulary after doing pre-test and post-test.

Table 4.2 The students frequency and percentage in Vocabulary

NO	Category	SCORE	Pre-Test		Post-Test	
			Frequency	%	Frequency	%
5	Excellent	86-100	0	0%	1	7%
4	Good	75-85	2	14%	9	60%
3	Avarage	60-74	13	86%	5	33%
2	Fair	40-59	0	0%	0	0%
1	Poor	10-39	0	0%	0	0%
TOTAL			15	100	15	100

Table 4.2 shown from 15 students who followed the pre-test there are only 2 students get average score (14%). Meanwhile 13 students get good score (86%). It means that the students score and percentages in pre-test were still good because half of students get good score. While in the pos-test, 1 students get excellent score (7%), 9 students get good score (60%), and 5 students get average score (33%).

2. The Improvement of Students' Speaking in terms of fluency

In this study the researcher also assessed students' fluency in speaking skills. and done by using pre-test and post-test. After the researcher gave the pre-test and post-test, there was an increase in students' speaking skills in terms of fluency. This can be seen by the significant difference between students' pre-test and post-test scores. In addition, this researcher has also calculated the percentage of student improvement. The percentage can be seen in the following table

Table 4.3. The Improvement of Students' Speaking in terms of fluency

No.	Indicator	Pre-test	Post-test
1.	Mean score	66.6	72.4
2.	Improvement	8.708%	

Table 4.3 described that mean score in pre-test was lower then mean score of post-test. Mean score of pre-test was (66.6), and mean score of post-test was (72.4). it was improved from pre-test. The percentage of improvement the students in pre-test to post-test was (8.708%). It was mean that TED Talks could improve students fluency in speaking.

1.2.The students frequency and percentage in term of Fluency

The following table shows the percentage of students' vocabulary and the frequency after doing the pre-test and post-test.

Table 4.4 The students frequency and percentage in Fluency

NO	Category	SCORE	Pre-Test		Post-Test	
			Frequency	%	Frequency	%
5	Excellent	86-100	0	0%	0	0%
4	Good	75-85	2	14%	3	20%
3	Avarage	60-74	13	86%	12	80%
2	Fair	40-59	0	0%	0	0%
1	Poor	10-39	0	0%	0	0%
TOTAL			15	100	15	100

Table 4.4 shown from 15 students who followed the pre-test there are only 2 students get average score (14%). Meanwhile 13 students get good score (87%). It means that the students score and percentages in pre-test were still good because half of students get good score. While in the pos-test, 3 students get good score (20%), and 12 students get average score (80%).

3. The Testing Hypothesis

The researcher had used t-test analysis on the level of the significance (p) 0.05 with the degree of freedom (df)= N-1, where N = number of students (15 students) and then the value of t-table was (1.761). The t-test statistical analysis for independent sample was applied. The following table showed the result of t-test conclusion.

Table 4.5. The t-Test Analysis of The Students improvement

No.	Components	t-Test Value	t-Table	Description
1.	Vocabulary	3.44	1.761	Significance
2.	Fluency	3.62	1.761	Significance

Table 4.3 shows that t-test value of Vocabulary was greater than t-table value ($3.44 > 1.761$) and also t-test value of Fluency was greater than t-table value ($3.62 > 1.761$). it meant that there was significance difference between the students speaking skill before and after researcher used TED Talks in speaking skill to the 4th semester of the English department of IAIN Parepare. It was show that the nul hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

The Students' Improvement on Speaking through TED Talks

The implementation of TED Talks as learning medium could improve the speaking skills of 4th semester students at IAIN Parepare. By giving several topics to the students, they gave speech in front of the class with 1-2 minutes about the topics. There are several problems that students face when

they tried to speak, for example lack of vocabulary, and language that is rather slowly is affected. So, researchers tried to solve the problem by using TED Talks, they will find a lot of vocabulary to help them shape sentences to be spoken. Each meeting has a different topic.

In the first meeting, the researcher gave pre-test, and the researcher introduced himself to the students and the researcher explained the purpose of the research, and made the students understand what they were going to do. After that, the researcher gave 3 topics to students, namely education, motivation, and information, then students were asked to speak for about 1 or 2 minutes in front of their friends according to the topic. After giving pre-test, researcher gave them treatment. It was conducted in six meetings to measure students vocabulary after used TED Talks video in learning process.

In the treatment process, the researcher asked the students to write down some of the vocabulary contained in the video they watched and after watching the students were given time to practice speaking about the topic of the video they had watched before.

After giving the treatment, in the last meeting researcher give post-test to them. In post-test, researcher gave the students a topic and asked them to re-tall the topic in front of the other students.

In the post-test, it was state that there were 9 students who got score 75-85 (good), 5 students who got score 60-75 (avarege) and 1 student who got score 86-100 (excellent) in vocabulary, and 3 students who got score 75-85 (good), and 12 student who got score 60-75 (avarege) in fluency . Overall, the result of the average total score in the post-test was 3.44 in vocabulary, and 3.62 in fluency which meant the students speaking skills after using TED Talks was better than the students speaking score in the pre-test.

1. Discussion

The using TED Talks as a learning medium it really helps to improve students' speaking ability in term of Vocabulary mastery and fluency. Students looked more active and interested when the learning process involves technology or social media, According to Endahati, state that audio visual aids become one of the media used in language teaching and learning especially in speaking subject, this kind of medium will motivate students to speak.²⁰ This is proven by the author when teaching using TED Talks as a medium and it turns out to be a special attraction for students, students look happy and become speakers in conveying their messages.

The advantage of using ted talks is that they provide a variety of material on various topics in various fields, it also provides opportunities to learn vocabulary, besides that TED Talks help increase motivation and interest in learning languages. Video TED Talks relate to real life, providing opportunities to recognize and understand language used in everyday situations. These TED talks are also accompanied by translations and original text, which can aid understanding and increase vocabulary. Plus, these TED Talks often share personal experiences, which can help language learners feel more connected and motivated to speak. According to Sailun & Idayani, TED is a series of lectures that are educational, inspiring, informative, and sometimes astonishing by presenting 'Ideas Worth Spreading'. so students will have the opportunity to develop their spoken language competence. This Ted's emphasis is on educating, informing and opening people's eyes to new ideas, making it perfect for students.²¹

²⁰ Nafisah Endahati and Edy Purwanto, "Analysis of the Effectiveness of Public Speaking Subject Module Information-Technology (It) Based," *Ahmad Dahlan Journal of English Studies* 3, no. 1 (2016): 17, <https://doi.org/10.26555/adjes.v3i1.3622>.

²¹ Sailun, B., & Idayani, "The Effect Of Ted Talks Video Towards Students' Speaking Ability At English Study Program Of FKIP UIR."

In this research the students can be also convey their ideas and can speak what they want to speak but all in English after watching TED Talks video, this can be seen from the result t-test value of Vocabulary was greater than t-table value ($3.44 > 1.761$) and also t-test value of Fluency was greater than t-table value ($3.62 > 1.761$). It meant that there was significance difference between the students speaking skill before and after researcher used TED Talks in speaking skill to the 4th semester of the English department of IAIN Parepare. It was show that the nul hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This supported by Nursafira, that The technological advancement has made the media rapidly grow, particularly as a learning media. Teachers and educators today are required to be creative, innovative and updated in finding and using media as a learning tool in class. It can't be avoided anymore the use of technology in millennium era has become a necessity for teachers in EFL teaching. This study aims to discuss how a video-based conference video channel known as TED Talks can be useful in improving students' speaking skills. The methodology used qualitative research and data collection obtained from relevant paper-based articles that have studied TED Talks as a learning medium to improve speaking skills. The results of this discussion paper showed that TED Talks has an effect on improving speaking among the EFL and also as a motivation for teachers and students to always keep spirit, inspirational and insightful. The novel finding of this study is that TED Talks also changes the students' perspectives for the better, as they see that people from any country and ethnicity can speak English confidently in public.²² and according to Dinillah, The research found use of TED Talks video was effective to improve

²² Nursafira, "TED Talks in EFL Context: An Alternative Way for Teaching and Improving Student's Speaking Skills."

students' speaking skill in terms of accuracy(vocabulary) and fluency (smoothness).²³

According to Sailun & Idayani In University level, speaking is one of important skill that used be mastered by the English Students, because it is necessary for them to improve their ability to communicate orally by presenting their ideas in real life. Hence, TED is a series of informative, educational, inspiring and sometimes jaw-dropping talks that present „Ideas Worth Spreading“. There is an emphasis on informing, educating and opening people"s eyes to new ideas, making them perfect for the classroom. Therefore, the students will have the opportunity to develop their spoken language competence. In relation to this, the researcher was interested in conducting a study which was focused on the effect of TED Talks Video toward students" speaking ability at the third semester of English Study Program FKIP UIR. there was a significant effect of TED Talks video toward students" speaking ability at English Study Program FKIP UIR.²⁴

This research indicated that through TED Talks can improve speaking of the students, and the students get knowledge about speaking and they become motivated because the speakers tend to talk about their life experience.

²³ Adelin Fii Dinillah, "The Use of TED Talks to Improve Students' Speaking Skill at EFL Classroom in Muhammadiyah University of Makassar" (2021).

²⁴ Sailun, B., &Idayani, "The Effect Of Ted Talks Video Towards Students' Speaking Ability At English Study Program Of FKIP UIR."

CHAPTER V

CLOSING

A. Conclusion

Based on the result of data analysis in the previous chapter, the researcher concluded that there were differences in speaking skills of students before and after treatments, it can be seen from the result of the pre-test and post-test before being given treatment using the TED Talks.

- a. The students speaking in terms of vocabulary at the 4th semester of English department of IAIN Parepare can improved after applying TED Talks. It is shown the post-test that score (74.4) was higher than pre-test (68.4) . It is also shown that the significant difference between pre-test and post-test. So that, the improvement to the students speaking ability in vocabulary was (8.771%). This means that TED Talks can improve students' speaking ability in terms of vocabulary mastery
- b. The students speaking in terms of fluency at the 4th semester of English department of IAIN Parepare can improved after applying TED Talks. It is shown the post-test that score (72.4) was higher than pre-test (66.6) . It is also shown that the significant difference between pre-test and post-test. So that, the improvement to the students speaking ability in fluency was (8.708). This means TED Talks can improve students speaking ability in terms of fluency.
- c. The students t-test value for vocabulary was grester than t-table ($3.44 > 1.761$), t-test value of fluency was greater than t-table ($3.62 > 1.761$). It means that there was significant difference between the students speaking ability before and after used TED Talks at the 4th semester of English department of IAIN Parepare.

B. Suggestions

After doing the research, it is hoped that suggestions can be given. This suggestion can be in the form of a meaning which can then be received usefully and applied practically. Suggestions consist of suggestions and hopes of researchers related to the research that has been done. Suggestions from this study can be seen below:

1. For English teacher, most students have felt the positive impact of using TED Talks videos in improving their speaking skills. This proves that the use of TED Talks videos as one of the media in the teaching process, especially in teaching speaking can help students speaking in terms of vocabulary and fluency.
2. For students who are studying, I hope this can be motivate students to become better at speaking English and also could used as a reference for them to improve the students' speaking skills. And Students can use this app repeatedly or at leisure to improve their speaking skills anywhere.
3. For other researchers, it is hoped that the results of this study can be used as a reference to enrich their research on the same research topic and can help find some information.

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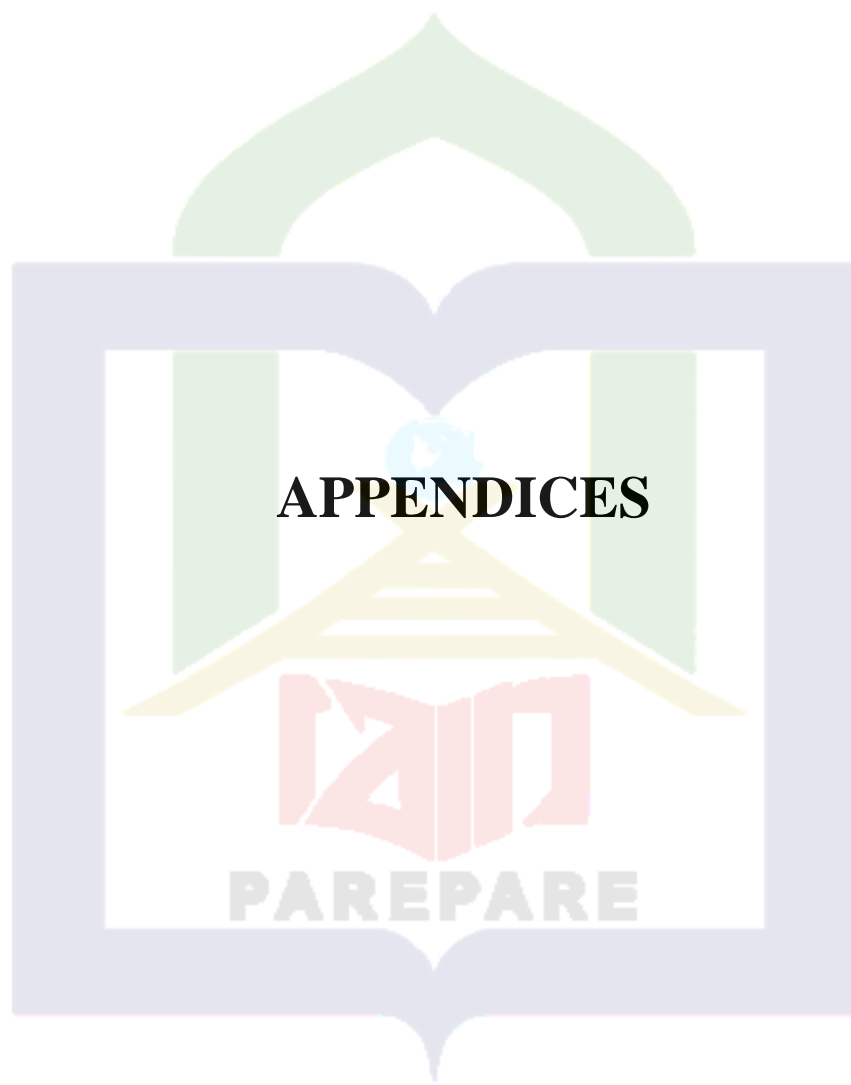
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APPENDICES

PAREPARE

APPENDIX 1

1. The raw score of students Speaking in term of Vocabulary
Pre-test

No.	Nama Siswa	score	classification
1	MSR	70	Average
2	FM	75	Good
3	AG	65	Average
4	MA	76	Good
5	SS	65	Average
6	RB	65	Average
7	S	70	Average
8	NH	70	Average
9	SH	70	Average
10	RF	65	Average
11	AN	65	Average
12	TW	70	Average
13	NF	70	Average
14	SRH	65	Average
15	MI	65	Average
total Score	X	1026	
	X	68.4	

- a. The raw score of students Speaking in term of Vocabulary
Pos-test

No.	Nama Siswa	score	classification
1	MSR	75	Good
2	FM	76	Good
3	AG	70	Average
4	MA	86	Excellent
5	SS	70	Average
6	RB	75	Good

7	S	74	Average
8	NH	75	Good
9	SH	75	Good
10	RF	75	Good
11	AN	70	Average
12	TW	75	Good
13	NF	75	Good
14	SRH	70	Average
15	MI	75	Good
total Score	X	1116	
	X	74.4	



1. The raw score of students Speaking in term of Fluency
Pre-test

No.	Nama Siswa	score	classification
1	MSR	65	Average
2	FM	70	Average
3	AG	65	Average
4	MA	75	Good
5	SS	65	Average
6	RB	65	Average
7	S	65	Average
8	NH	65	Average
9	SH	70	Average
10	RF	65	Average
11	AN	65	Average
12	TW	65	Good
13	NF	65	Average
14	SRH	70	Average
15	MI	64	Average
total Score	X	999	
	X	66.6	

2. The raw score of students Speaking in term of Fluency
Post-test

No.	Nama Siswa	score	classification
1	MSR	70	Average
2	FM	75	Good
3	AG	70	Average
4	MA	80	Good
5	SS	74	Average
6	RB	70	Average
7	S	74	Average
8	NH	70	Average

9	SH	75	Good
10	RF	70	Average
11	AN	70	Average
12	TW	74	Average
13	NF	70	Average
14	SRH	74	Average
15	MI	70	Average
total Score	X	1086	
	X	72.4	



1. The result of students Speaking in pre-test and post-test (Vocabulary)

No.	Nama Siswa	score Pre-test (X1)	score post-test (X2)	D(X2-X1)	X12	X12	D2
1	MSR	70	75	5	4900	5625	25
2	FM	75	76	1	5625	5776	1
3	AG	65	70	5	4225	4900	25
4	MA	76	86	10	5776	7396	100
5	SS	65	70	5	4225	4900	25
6	RB	65	75	10	4225	5625	100
7	S	70	74	4	4900	5476	16
8	NH	70	75	5	4900	5625	25
9	SH	70	75	5	4900	5625	25
10	RF	65	75	10	4225	5625	100
11	AN	65	70	5	4225	4900	25
12	TW	70	75	5	4900	5625	25
13	NF	70	75	5	4900	5625	25
14	SRH	65	70	5	4225	4900	25
15	MI	65	75	10	4225	5625	100
total Score	X	1026	1116	90	70376	83248	642
	X	68.4	74.4	6	4691.733	5549.866667	80.25

2. The result of students Speaking in pre-test and post-test (Fluency)

No.	Nama Siswa	score Pre-test (X1)	score post-test (X2)	D(X2-X1)	X12	X12	D2
1	MSR	70	75	5	4900	5625	25
2	FM	75	76	1	5625	5776	1
3	AG	65	70	5	4225	4900	25
4	MA	76	86	10	5776	7396	100
5	SS	65	70	5	4225	4900	25
6	RB	65	75	10	4225	5625	100
7	S	70	74	4	4900	5476	16
8	NH	70	75	5	4900	5625	25
9	SH	70	75	5	4900	5625	25
10	RF	65	75	10	4225	5625	100
11	AN	65	70	5	4225	4900	25
12	TW	70	75	5	4900	5625	25
13	NF	70	75	5	4900	5625	25
14	SRH	65	70	5	4225	4900	25
15	MI	65	75	10	4225	5625	100
total Score	X	1026	1116	90	70376	83248	642
	X	68.4	74.4	6	4691.733	5549.866667	80.25

CALCULATING MEAN SCORE

1. The mean score of students speaking in term of vocabulary in pre-test and post-test

- a. Mean score of students pre-test

$$x1 = \frac{\sum x}{N}$$

$$x1 = \frac{1026}{15}$$

$$x1 = 68.4$$

- b. Mean score of students post-test

$$x1 = \frac{\sum x}{N}$$

$$x1 = \frac{1116}{15}$$

$$x1 = 74,4$$

2. The mean score of students speaking in term of fluency in pre-test and post-test

- a. Mean score of students pre-test

$$x1 = \frac{\sum x}{N}$$

$$x1 = \frac{999}{15}$$

$$x1 = 66.6$$

- b. Mean score of students post-test

$$x1 = \frac{\sum x}{N}$$

$$x1 = \frac{1086}{15}$$

$$x1 = 72.4$$

1. The improvement of students score in term of vocabulary

$$P = \frac{x_2 - x_1}{x_1} \times 100$$
$$P = \frac{74.4 - 68.4}{68.4} \times 100$$
$$P = 8.771\%$$

2. The improvement of students score in term of fluency

$$P = \frac{x_2 - x_1}{x_1} \times 100$$
$$P = \frac{72.4 - 66.6}{66.6} \times 100$$
$$P = 8.708\%$$

1. Calculating the t-test Value

Calculating the t-test Value of vocabulary

$$t = \frac{6}{\sqrt{\frac{642 - \frac{90^2}{15}}{15(15-1)}}$$

$$t = \frac{6}{\sqrt{\frac{642 - \frac{8.100}{15}}{15(14)}}$$

$$t = \frac{6}{\sqrt{642 - \frac{0.54}{210}}$$

$$t = \frac{6}{\sqrt{\frac{641.4}{210}}}$$

$$t = \frac{6}{\sqrt{3.05}}$$

$$t = \frac{6}{1.74}$$

$$t = 3.44$$

2. Calculating the t-test Value of Fluency

$$t = \frac{5.8}{\sqrt{\frac{545 - \frac{87^2}{15}}{15(15-1)}}$$

$$t = \frac{5.8}{\sqrt{\frac{545 - \frac{7.569}{15}}{15(14)}}$$

$$t = \frac{5.8}{\sqrt{545 - \frac{0.50}{210}}$$

$$t = \frac{5.8}{\sqrt{\frac{544.5}{210}}}$$

$$t = \frac{5.8}{\sqrt{2.59}}$$

$$t = \frac{5.8}{1.60}$$

$$t = 3.62$$



APPENDIX 2

TABLE DISTRIBUTION OF T-VALUE

a (for two group sample)					
dk	0.5	0.2	0.1	0.05	0.01
	a (for one group sample)				
	0.25	0.1	0.05	0.025	0.005
1	1	3.077684	6.313752	12.7062	63.65674
2	0.816497	1.885618	2.919986	4.302653	9.924843
3	0.764892	1.637744	2.353363	3.182446	5.840909
4	0.740697	1.533206	2.131847	2.776445	4.604095
5	0.726687	1.475884	2.015048	2.570582	4.032143
6	0.717558	1.439756	1.94318	2.446912	3.707428
7	0.711142	1.414924	1.894579	2.364624	3.499483
8	0.706387	1.396815	1.859548	2.306004	3.355387
9	0.702722	1.383029	1.833113	2.262157	3.249836
10	0.699812	1.372184	1.812461	2.228139	3.169273
11	0.697445	1.36343	1.795885	2.200985	3.105807
12	0.695483	1.356217	1.782288	2.178813	3.05454
13	0.693829	1.350171	1.770933	2.160369	3.012276
14	0.692417	1.34503	1.76131	2.144787	2.976843
15	0.691197	1.340606	1.75305	2.13145	2.946713
16	0.690132	1.336757	1.745884	2.119905	2.920782
17	0.689195	1.333379	1.739607	2.109816	2.898231
18	0.688364	1.330391	1.734064	2.100922	2.87844
19	0.687621	1.327728	1.729133	2.093024	2.860935
20	0.686954	1.325341	1.724718	2.085963	2.84534
21	0.686352	1.323188	1.720743	2.079614	2.83136
22	0.685805	1.321237	1.717144	2.073873	2.818756
23	0.685306	1.31946	1.713872	2.068658	2.807336
24	0.68485	1.317836	1.710882	2.063899	2.796939
25	0.68443	1.316345	1.708141	2.059539	2.787436
26	0.684043	1.314972	1.705618	2.055529	2.778715
27	0.683685	1.313703	1.703288	2.05183	2.770683
28	0.683353	1.312527	1.701131	2.048407	2.763262
29	0.683044	1.311434	1.699127	2.04523	2.756386
30	0.682756	1.310415	1.697261	2.042272	2.749996

31	0.682486	1.309464	1.695519	2.039513	2.744042
32	0.682234	1.308573	1.693889	2.036933	2.738481
33	0.681997	1.307737	1.69236	2.034515	2.733277
34	0.681774	1.306952	1.690924	2.032244	2.728394
35	0.681564	1.306212	1.689572	2.030108	2.723806
36	0.681366	1.305514	1.688298	2.028094	2.719485
37	0.681178	1.304854	1.687094	2.026192	2.715409
38	0.681001	1.30423	1.685954	2.024394	2.711558
39	0.680833	1.303639	1.684875	2.022691	2.707913
40	0.680673	1.303077	1.683851	2.021075	2.704459
50	0.679428	1.298714	1.675905	2.008559	2.677793
60	0.678601	1.295821	1.670649	2.000298	2.660283
70	0.678011	1.293763	1.666914	1.994437	2.647905
80	0.677569	1.292224	1.664125	1.990063	2.638691
90	0.677225	1.291029	1.661961	1.986674	2.631565
100	0.676951	1.290075	1.660234	1.983971	2.625891

df (degree of freedom)

The formula:


$$df = n-1$$

$$df = 15-1$$

$$df = 14$$

t-table for $(r) = 0.05 = 1.761$

APPENDIX 3


KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3502 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;

b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;

4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;

5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;

6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;

7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;

8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;

9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;

10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;

b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.

MEMUTUSKAN

Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;**

Kesatu : Menunjuk saudara; 1. Dr. Arqam, M.Pd.
2. Yulie Asni, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :



Nama : Ayu Lestari
NIM : 19.1300.033
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Using Tedx Talks To Improve Students Speaking Ability At English Departement of IAIN Parepare

Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini dibenkan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 12 September 2022

Dekan,



APPENDIX 4

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Lokasi /sekolah : IAIN Parepare
Semester/Kelas : 4/TBI C
Alokasi waktu : 2x30 menit (4 pertemuan)
Skill : Speaking

A. Standar kompetensi

Mengungkapkan makna dalam sebuah percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Memahami dan merespon percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur, mengundang, menerima, dan menolak ajakan, menyetujui/ tidak menyetujui memuji dan member selamat.

C. Indicator

- Mengetahui TED-Talk.
- Memahami TED-Talk sebagai salah satu media pembelajaran bahasa inggris khususnya speaking.
- Berbicara dalam bahasa inggris dengan percaya diri.

D. Tujuan pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Siswa mengetahui apa itu TED-Talk.

- Siswa memahami TED-Talk sebagai salah satu media pembelajaran bahasa Inggris khususnya speaking.
- Siswa Berbicara dalam bahasa Inggris dengan percaya diri.

E. Materi pembelajaran

1. Pertemuan 1
Memperkenalkan apa itu TED-Talk dan sejarah TED-Talk.
2. Pertemuan 2
Memutar video TED-Talk dengan judul : the power of passion and the perseverance by Angela Lee Duckworth.
3. Pertemuan 3
Memutar video TED-Talk dengan judul : how school makes kids less intelligent by Eddy.
4. Pertemuan 4
Memutar video TED-Talk dengan judul : the power of habit by Jude Aburidan.
5. Pertemuan 5
Memutar video TED-Talk dengan judul : The dark and the light of social media by Farzana Qasimi.

F. Langkah-langkah pembelajaran

1. **Pertemuan 1**
 - Peneliti menyapa para mahasiswa di kelas
 - Memperkenalkan apa itu TED-Talk, sejarah TED-Talk, dan Speaking.
 - Peneliti meminta mahasiswa untuk bercerita di depan teman sebayanya sesuai topik yang telah ditentukan yaitu tentang Education, information, motivation.
 - Peneliti menutup pertemuan dan memberitahukan kegiatan apa yang akan dilakukan di pertemuan selanjutnya
2. **Pertemuan 2**
 - Peneliti mengucapkan salam dan menyapa mahasiswa

- Peneliti mengingatkan kegiatan hari ini.
- Peneliti meminta mahasiswa menonton video TED Talks yang telah di siapkan.
- Peneliti mengarahkan kepada mahasiswa untuk mencatat atau memahami isi dari video.
- Peneliti memberikan waktu selama 20 menit untuk diskusi mengenai video yang telah ditonton dan latihan speaking.
- Peneliti bertanya kepada mahasiswa tentang pelajaran apa yang dapat di ambil dalam video tersebut.
- Peneliti menutup pertemuan dan meminta mahasiswa untuk menonton ulang video TED di rumah.

3. Pertemuan 3

- Peneliti mengucapkan salam dan menyapa mahasiswa
- Peneliti mengingatkan kegiatan hari ini.
- Peneliti meminta mahasiswa menonton video TED Talks yang telah di siapkan.
- Peneliti mengarahkan kepada mahasiswa untuk mencatat atau memahami isi dari video.
- Peneliti memberikan waktu selama 20 menit untuk diskusi mengenai video yang telah ditonton dan latihan speaking.
- Peneliti bertanya kepada mahasiswa tentang pelajaran apa yang dapat di ambil dalam video tersebut.
- Peneliti menutup pertemuan dan meminta mahasiswa untuk mempersiapkan pidato untuk post-test di pertemuan berikutnya.

4. Pertemuan 4

- Peneliti mengucapkan salam dan menyapa mahasiswa
- Peneliti mengingatkan kegiatan hari ini.
- Peneliti meminta mahasiswa menonton video TED Talks yang telah di siapkan.

- Peneliti mengarahkan kepada mahasiswa untuk mencatat atau memahami isi dari video.
- Peneliti memberikan waktu selama 20 menit untuk diskusi mengenai video yang telah ditontondan latihan speaking.
- Peneliti bertanya kepada mahasiswa tentang pelajaran apa yang dapat diambil dalam video tersebut.
- Peneliti menutup pertemuan dan meminta mahasiswa untuk mempersiapkan pidato untuk post-test di pertemuan berikutnya.

5. Pertemuan 5

- Peneliti mengucapkan salam dan menyapa mahasiswa
- Peneliti mengingatkan kegiatan hari ini.
- Peneliti meminta mahasiswa menonton video TED Talks yang telah disiapkan.
- Peneliti mengarahkan kepada mahasiswa untuk mencatat atau memahami isi dari video.
- Peneliti memberikan waktu selama 20 menit untuk diskusi mengenai video yang telah ditonton dan latihan speaking.
- Peneliti bertanya kepada mahasiswa tentang pelajaran apa yang dapat diambil dalam video tersebut.
- Peneliti menutup pertemuan dan meminta mahasiswa untuk mempersiapkan pidato untuk post-test di pertemuan berikutnya.

6. Pertemuan 6

- Peneliti mengucapkan salam dan menyapa mahasiswa
- Peneliti mempersilahkan mahasiswa satu per satu untuk naik pidato di depan teman sebayahnya sesuai dengan topic yang telah ditentukan sama halnya pre-test.
- Peneliti menutup pertemuan dan mengucapkan terimakasih kepada mereka.

G. Sumber belajar

YouTube (channel TED-Talk), dan internet (website TED-Talk).

H. Penilaian

1. Penilaian keterampilan berupa tes berbicara (speaking test)
2. Penilaian sikap dari hasil observasi dan diskusi.



APPENDIX 4

Documentation









APPENDIX 5

Research Permit Recommendation from IAIN Parepare

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH
Akreditasi: B, Nomor NUSA No. 100/Serang/Desember 01/12/2012, No. 102/1/1/1/07/1/ta 2004
Pusat Penelitian dan Pengabdian Masyarakat: 0848-34000000, 0848-34000001, email: iain@iainparepare.ac.id

Nomor : B.2050/An.39/FTAR.01/PP.00.9/05/2023 23 Mei 2023
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di-
Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare

Nama	Ayu Lestari
Tempat/Tgl. Lahir	Padangjolo, 9 Desember 2000
NIM	19.1300.033
Fakultas / Program Studi	Tarbiyah/ Pendidikan Bahasa Inggris
Semester	VIII (Delapan)
Alamat	Kanni, Desa Mecinnae, Kec. Paletearng, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"Using Tedx Talks To Improve Students' Speaking Ability At English Departement Of IAIN Parepare"**. Pelaksanaan penelitian ini direncanakan pada bulan Mei sampai bulan Juni Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.


Dr. Zuhri, M.Pd.
NIP. 19830420 200801 2 010

Tembusan:

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

APPENDIX 6

Research permit recommendation DPMPTSP

		SRN IP0000467
PEMERINTAH KOTA PAREPARE DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU <i>Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111. Email : dpmpstsp@pareparekota.go.id</i>		
REKOMENDASI PENELITIAN Nomor : 467/IP/DPM-PTSP/6/2023		
Dasar : <ol style="list-style-type: none">1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.		
Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :		
MENGIZINKAN		
KEPADA NAMA	: AYU LESTARI	
UNIVERSITAS/ LEMBAGA	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE	
Jurusan	: PENDIDIKAN BAHASA INGGRIS	
ALAMAT	: KANNI, KEC. PALETEANG, KAB. PINRANG	
UNTUK	: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :	
JUDUL PENELITIAN	: USING TEDX TALKS TO IMPROVE STUDENTS' SPEAKING ABILITY AT ENGLISH DEPARTMENT OF IAIN PAREPARE	
LOKASI PENELITIAN	: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE	
LAMA PENELITIAN	: 31 Mei 2023 s.d 30 Juni 2023	
a. Rekomendasi Penelitian berlaku selama penelitian berlangsung		
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan		
Dikeluarkan di: Parepare Pada Tanggal : 05 Juni 2023		
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE		
		
Hj. ST. RAHMAH AMIR, ST, MM Pangkat : Pembina Tk. 1 (IV/b) NIP : 19741013 200604 2 019		
Biaya : Rp. 0.00		

APPENDIX 7

Research Permit Recommendation from IAIN Parepare

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat: Jl. Ahmad Dahlan No. 108, Sulawesi, Parepare, 91111. Telp: 0421-21317. Fax: 24904
PUJ. Dasa 904 Parepare 91111. website: www.iainparepare.ac.id

SURAT KETERANGAN TELAH MENELITI
NOMOR : B 3096/In 39/FTAR 01/PP 00 8/07/2023

Yang bertanda tangan di bawah ini,

Nama	: Dr. Zulfah, M.Pd
NIP	: 19630420 200801 2 010
Pangkat / Golongan	: Pembina / IV a
Jabatan	: Dekan Fakultas Tarbiyah
Instansi	: Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama	: Ayu Lestari
NIM	: 19.1300.033
Fakultas/Prodi	: Tarbiyah/ Pendidikan Bahasa Inggris
Alamat	: Kanni, Kec. Paleteang, Kab. Pinrang

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Mei 2023 sampai dengan bulan Juni 2023, dengan judul penelitian "Using Tedx Talks To Improve Students' Speaking Ability At English Department Of IAIN Parepare".

Demikian surat keterangan ini dibenarkan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 10 Juli 2023


Dekan

Dr. Zulfah, M.Pd.
NIP.19630420 200801 2 010

CURRICULUM VITAE



Ayu Lestari. The Researcher was born in Pinrang, South Sulawesi on 09th December 2000. The Researcher was the second of seven children. She has one brother. Her father's name is M. Jufri and her mother's name is Sumiati Daud. The researcher is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her educational background, She began study on 2005 at TK kartini Padang lolo and continued her study on 2006 at SDN 214 Pinrang, and graduated on 2012. In the same year, she continued her study at MTSN Pinrang and graduated on 2015. In the same year she continued her study at MAN Pinrang and graduated in 2018. Then continued her study at Tarbiyah Faculty of IAIN Parepare and completed her study with her thesis with the title "Using TEDx Talks to Improve Students' Speaking Ability at English Departement of IAIN Parepare".

