# Implementing TED Talks in teaching English for Business

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| Article Info | Abstrak |
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| | *This research aimed at finding whether TED talks has positive effect towards students' comprehension in English for business at seventh semester students of English Department at FBMB UNDIKMA or not. In this research, the researchers used quantitative research in the form of* Experimental *research with quasi experimental design. The population in this research was the seventh semester students English Department of FBMB UNDIKMA. The sample in this research was all of the students in population selescted by using total of sampling technique. The data were collected through essay test. The data were analyzed by using SPSS 25 application for Windows. Based on the data analysis, it was found that mean score of posttests was higher than pretest (67.92>79.30). The null hypothesis (H0) in this study was rejected and the alternative hypothesis (Ha) was accepted. It can be concluded that, there is positive effect of using TED talks in teaching English for business.* |
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## 1. INTRODUCTION

According to Belcher (2009), English for business has recently become a flourishing field within English for Specific Purposes, both as regards teaching and research. Therefore English for business is one of language used forms for specific purpose. Moreover English for business is largely used in international trade which helps to communicate with others in a global business environment. In this case, English for business become one of important subjects to be mastered by the students at English Department Program of FBMB UNDIKMA.

Teaching English for business requires a lecturer's awareness of the subject matter. The lecturer should aware of the important elements of the subject; the design of syllabus, lesson plan, appropriate teaching strategy and the media used should in accordance with technological development. Appropriate teaching media can motivate the students to be more active in learning. As stated by Marshall (2003), maintained that many of different types of technologies can be used to support and enhance learning. Therefore lecturer should be creative in selecting the apppropriate teaching media. Herron and Cole (1995) also suggest that multiple clues (colors, shapes, movements, voice) help language learners understand a particular discourse as well as to improve their integrated language skills.

In improving students' comprehension of English for business, the researcher would like to apply the teaching media that in accordance with technological development named *"Ted Talks"*. Theoritically, according to Stognieva (2019), Using TED talks enhances listening, speaking, reading and writing skills. The use of TED talks in teaching

English for business facilitates the personalization of learning, which is defined as an instruction that is paced to learning needs, tailored to learning preferences, and to the specific interests of different learners. Transfering material by using TED talks can motivate the students to increase their comprehension in English for business. Empirically, The results of Nursafira (2020) 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. She also found 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.

Based on the explanation previously, the researchers are interested to do a research entitled; "Implementing TED Talks in teaching English for Business". The seventh semester students at FBMB UNDIKMA were the sample of this research.

## 2. RESEARCH METHOD

The research method used in this study was experimental research. According to Kerlinger (1973: 315) an experimental study is a study in which the investigator manipulates at least one independent variable. Marcczyk, DeMatteo, Festingers (2005: 124) state that experimental study is one which studies participants are randomly assigned to experimental and control groups. The purpose of an experimental study is to investigate the correlation between cause and effect and how far its correlation is by giving certain treatment to experimental class and to control class as the comparison. This research is a quasi-experimental research, because random assignment was not used in determining or distributing sample into experiment class or group and control class or group.

According to Kerlinger (1973: 29) a variable is a symbol to which numeral or values are assigned. In this study there are two variables to be observed. They were independent and dependent variables. Tuckman (1978: 59 - 63) states that independent variable is the factor that is manipulated or controlled by the research to determine its relationship to an observed phenomenon, and dependent variable is factor which is observed and measured to determine the effect of the independent. In this research the independent variable was TED talks as the teachin media and the dependent variable is the students' comprehension of English for business.

The population of this research was the seventh semester students of FBMB UNDIKMA consisted of 3 classes, therefore the researcher took all the students in 3 classes by using total sampling technique. In collecting the data, the researcher used essay test that given to the students before and after treatment. After the data were collected, then the researchers analyzed the data statistically by using SPSS for windows.

## 3. FINDING AND DISCUSSION

Data of the study were obtained from there steps: pre- test and post- test to aimed the measure students' writing before having treatment, then last step is post-test to showed us the students' capability after the different treatment given.

Descriptive analysis of the data performed to determine the range of the data, mean, median, mode, and standard deviation. These data were taken from the pretest and post test result of students. A statistical calculation and test performed through SPSS 25 for windows. . In the pretest who obtained minimum score was 60 and maximum was 78, sum value was 2037, mean was 67,93 and SD was 4,250, while, In the posttest who obtanied minimum score was 74 and maximum was 84, sum value was 2379, mean was 79,30 and SD was 2,261. It means that the mean score of post-tests was higher than pre-test (67.92>79.30). Before finding testing hypothesis, the researcher conducted a Normality Test which is carried out with the aim of assessing the distribution of data in a group of

data or variables, whether the distribution of the data is normal distributed or not. In this research, the normality test used Kolmogorov-Smirnov strategy in which the significant level a = 0,05 as the rule to accept or reject the normality test. Normality test was a test to measure whether or our data has a normal distribution or not. Thus, if the value of sig.> 0.05, it means that the data is normal distribution, while if the value of sig.< 0.05, it means that the data is not normal distribution. The value in the sig column using the Kolmogorov – Smirnov test was listed sequentially is 0.200 > 0.05, it means the sample of this research is normally distributed. Hypothesis testing is a process for evaluating the strength of evidence from a sample, and providing a basis for making decisions regarding the population and for deciding whether the hypothesis being tested is rejected or accepted. Alternatively, the hypotheses in this study are 1) Ha (alternative hypothesis): TED talks has positive effect towards students' comprehension of English for business; 2) Ho (null hypothesis): TED talks has no positive effect towards students' comprehension of English for business. The results of the paired sample T-Test showed a significant number between the pre and post-test scores with a significance value (2-tailed) $p = 0.000 < 0.05$ or the result of t-test was higher than t-table (4.43>0.05). Thus, there is a significant difference in mean learning outcomes before test (M = 67,93, SD = 4,250) and after the application of TED talks (M = 79,30, SD = 2,261), t(4) = 4.43, p = 0.000 (see table 4.2 & 4.4). The null hypothesis (H0) in this study was rejected and the alternative hypothesis (Ha) was accepted, caused the TED talks was suitable on teaching English for business, where there was a significant difference between the two tests. It can be concluded that, there is positive effect of using TED talks in teaching English for business.

This research was designed to find the effect of using TED talks in teaching English for business at seventh semester of FBMB UNDIKMA. In teaching English for business, actually there are many kinds of media that can be used by lecturer to improve students' English for business. One of them is TED talks. TED talks is a technological teaching media that can be used in teaching and learning process especially in teaching English for business. This media is easy to be applied in the classroom for teaching English for business. By using TED talks also helps the lecturer to make the students' focus on the learning process without making them feel bored in learning.

TED talks helps the students' changes their thinking systematically from generalities to specific. The students' get an enjoyable situation in the class; they do not feel bored due to easy way to comprehend the material which relate to a topic and also be a tool transferring knowledge. Based on the data obtained, the result showed that the score of students' score in English for business taught by using TED talks in post-test was higher than pre-test.

## 4. CONCLUSION

According to the data description mentioned in the previous chapter, it showed that TED talks was effective to improve students' comprehension in English for business. Based on the total calculation, there is positive effect of TED talks towards students' comprehension in English for business, it meant that TED talks could improve students' comprehension in English for business, which in the pre-test the lowest score is 60 and maximum score is 74 sum value was 2037, mean was 67,93 and *SD* was 4,250, while, In the posttest who obtained minimum score was 74 and maximum was 84, sum value was 2379, mean was 79,30 and *SD* was 2,261. It means that the mean score of post-tests was higher than pre-test (67.92>79.30).

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