"*TECHNOLOGY, ENTERTAINMENT, DESIGN* (TED)" TALK IN TEACHING VOCABULARY

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ABSTRACT

This study deals with the investigation of an analysis of teaching vocabulary by using technology, entertainment, design (TED) Talk. The previous study conducted in university students, while the present study is a case study in one of senior high school in Cilacap. This study was aimed at investigating teachers' way and knowing students' perception in teaching vocabulary by using TED Talk. In conducting this study the writers used qualitative research in which case study was employed to collect the data from participants in this research, that were English teacher who taught vocabulary using TED Talk and ten grade students of senior high school students' perception. Moreover, classroom observation, questionnaire, and interview were the instruments used by the writers in collecting the data. It could be concluded that most of the students are very interested in learning, it was very significant in relation to their learning interest, it was very helpful in mastering new vocabulary, it was strongly agree that it was given positive results for their learning achievement.

Keywords: TED Talk, Vocabulary

INTRODUCTION

Learning a language deals with learning the vocabulary. It is basic skill to communicate and also important for the acquisition process (Krashen, 1981, p. 12). Vocabulary mastery has significant role in achieving four language skills. Before acquiring four language skills, it is important to understand the vocabulary. Cameron (2001, p. 21) states that building up a useful

vocabulary is central to the learning a foreign language at primary level. It is clear, that vocabulary mastery is the vital in language acquisition.

As a technology has been increasing, English teacher often taught vocabulary by using audio and video from digital resources such as youtube, TED talk, webtoon, and another resources. Audio and video materials could promote learners' listening comprehension and vocabulary mastery. In this study, the researcher used TED Talk as an aplication in teaching vocabulary. According to Floyed & Jeschull (2012) that TED Talks, web presentations freely available on the Internet, allow these students to practice effective presentation skills, improve pronunciation in context, and expand their academic as well as general vocabulary.

There are some previous studies which have been conducted by some researchers related to this topic of the study. The first study was conducted by Elgort (2018). He focused on "Teaching/develoing vocabulary using ITCs and digital resources". The second study was conducted by Nurmukhamedov (2017). He focused on "Lexical coverage of TED Talks: implication for vocabulary instruction". The third study was conducted by Seonwoo et al (2018). They focused on "TED Talk Recommender Using Speech Transcripts". Based on the previous study before, the researcher can conclude that the similarity of these previous studies is learners are know the most frequent 2,000 word families, to have a basic comprehension of TED Talks. In addition, learners also know large numbers of proper nouns within given subject areas because they are frequently mentioned in TED Talks presentations. The purposes of this study are to observe the way of English teacher teaches vocabulary by using TED Talk and to find out students' perception on using TED Talk in teaching vocabulary.

TED Talk

TED Talks (https://www.ted.com) are freely available web-based conference presentations on a wide variety of professional and academic topics, delivered by experts who attempt to make these topics accessible for a general audience. They are relatively short (typically between four and twenty minutes) and thus generally manageable for classroom use in terms of length. It has been suggested (Coxhead & Walls, 2012) as cited in Nguyen & Boers (2018).

Vocabulary

it seems necessary to provide a clear definition of the term vocabulary. Different definitions may be given for the term vocabulary regarding different viewpoints. However one can generally define vocabulary as the knowledge of words and word meanings. Or someone else may define vocabulary as a list of words arranged in alphabetical order with their definitions. A word, in most linguistic analyses, is described as a set of properties, or features, each word is the combination of its meaning, register, association, collocation, grammatical behavior, written form (spelling), spoken form (pronunciation) and frequency. To master a word is not only to learn its meaning but also to learn seven other aspects. All these properties are called word knowledge (Schmitt, 2000) as cited in Alizadeh. Although these definitions seem straightforward, vocabulary is more complex than these definitions suggest. Words can come in oral form such as those used in listening and speaking or the can come in print form such as those words that we recognize and use in reading and writing. Furthermore word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we do not know their full definitions and connotations – or ever use them ourselves as we speak and write (Kamil & Hiebert, 2001).

METHOD

Relevant to the research purposes and research questions mentioned before, the researchers used qualitative study in conducting this research. Fraenkel, Wallen & Hyun (2011) state that qualitative research concerns with process and tend to analyse and interpret of comprehensive visual data than number to know what their participants conduct. In this study, the researchers employed naturalistic qualitative research design, which mean that they did not manipulate the classroom activities. Therefore, the researchers focused on the observation of the teacher activities during teaching vocabulary through TED talk by using video recorder, also students perception on TED talk used by the teacher in teaching

vocabulary. The researchers used three instruments in data collecting technique. They are observation, questionnaire, and interview.

FINDING AND DISCUSSION

This section discussed about the findings of the study. The data analysis would be presented based on the data obtained from clasroom observation, questionnaire, and interview. The first step in collecting the data of this study was conducting classroom observation. The aim of this instrument is to observe the activities of teaching and learning vocabulary using TED Talk. The observation was conducted on March 29th, April 1st, and 5th 2019 at ten grade of MA PP Darul Qurro. The second step in collecting the data of this study was questionnaire. The questionnaire was given on April 12th 2019. It was conducted together with the third instrument, it was teacher interview.

Here, the writers will discuss about the finding of the research questions. The first research questions is "How does the teacher teach vocabulary using TED Talk?". The writers observed the way of teacher teaches vocabulary by using TED Talk from the beginning till the end of classroom activities. She often delivered the material used English rather than Indonesian language. She used Indonesian language to strenghtened students' understanding in learning the materials. She also used media to make it easier in delivering the material and to make students more interesting in learning. Munadi (2008, P.36-48) states that learning media have some functions; first, learning media as a learning resource. Second, learning media as a semantic function; the media can help the students understand the material easily. Third, learning media as a manipulative function; the media avoide the borders of space and time and the limitation of senses. Fourth, learning media as a psychological function. Fifth, learning media as a socio cultural function; the media avoid the constraints among students in a learning process. The teaching and learning process divided into three parts, Pre activity, core activity, and closing activity.

The first activity in the teaching and learning process was pre activity. This activity consist of opening, greeting, checking attendance, and reviewing previous material. In the first observation, the teacher opened the teaching and learning process. Then, she greeted her students by saying "Good morning all? How are you today?", so the students answered by

saying "Good morning, we are fine thank you". In observing the first classroom activity, the teacher missed to check students attendance. Not only checking attendance, but she also did not review previous study. She directly moved to the core activity.

As same as the first observation, in the second observation the teacher opened the classroom activity. She greeted her students. After that, the students answer her question harmoniously. After greeting the students, she checked their attendance. She also asked about their previous lesson. She asked her students about some vocabularies they found and mention the meaning of each vocabulary randomly. Students who was elected by the teacher, have to mention some vocabularies and its meaning that she still memorized from the previous lesson. In the third observation, the teacher also started the classroom activity by greeting the students as she did before. In this session, she did not check students attendance. She continued her activity by asking about their previous study. In this discussion, they discussed about the vocabulary they found. They also discussed about the content of the video they have learned. The second phase in the teaching and learning process was core activity. In the first observation, the teacher divided the students into three groups that consist of four students. So, she let her students watched and listened the video carefully, while they wrote some vocabularies they listened from the video in a group. After listening the video, the teacher let her students opened the dictionary they brought and discussed some vocabularies they found. So, she checked their new vocabulary group by group. Sometimes, she also gave an example for some vocabularies that have difficult in meaning. It was purposed to help the students in understanding the vocabulary.

In the second observation, the teacher divided the students into three groups that consist of four to five students each group. She gave a direction for them before watching the video. So, she let her students watched and listened the video carefully, while they wrote some vocabulary they listened from the video in a group. After listening the video, the teacher asked her students about the content of the video directly and let them explained what they heard. After that, they discussed some vocabularies they found.

In the third observation, the teacher also divided the students into three groups that consist of four to five students each group. She did not gave a direction for them before watching the video, but she let her students watched and listened the video directly, while they

wrote some vocabulary they listened from the video in a group. After listening the video, the teacher let her students opened the dictionary they brought and discussed some vocabularies they found. She also asked her students about the content of the video directly and let them explained what they heard. After that, they discussed some vocabularies they found. Sometimes, she let her students repeat her vocabulary after him.

The third step in teaching and learning process is closing. There are a similarity between the first, second, and the third observation process. The teacher asked about students' understanding, giving reinforcement, and finally she closed the classroom activity by saying *hamdalah* and *salam*.

The second research question "How do the students perceive on TED Talk used by the teacher in teaching vocabulary?". In order to answer the question, the writers arranged questionnaire to the students. The questionnaire purposed to get the data on students' perception on using TED Talk in teaching vocabulary. Frankel and Wallen (2007, p 414) state that questionnaire is to measure tendencies and point rating scales to assess respondents' attitudes, perceptions, opinion and beliefs for items of which are shown in the report.

The questionnaire was given after the last session of teaching and learning process in the different day. It provides the information about students' opinion toward the use of TED Talk in teaching vocabulary which consist of eleven questions. The students were allowed to rate each items on a scale of option in each questions by crossing A, B, C, or D, based on their perception.

To find out the result of the study, the writers analyzed and obtained data. In analyzing the data, the writers calculated the percentge of each response to each questionnaire item by using computation as suggested by Hatch and Lazaraton (1991, p. 136). The formula of the computation is:

$$\text{Proportion} = \frac{\text{Number of Frequency}}{\text{Total}} \text{ x } 100\%$$

From the first question, the writers found that four students answer A (Ever), nobody of the students answer B (Never), 10 students answer C (Sometimes), and nobody of the students answer D (Often). This table showed, 28.5% small parts of the students expressed

their opinion that they ever learned vocabulary by using TED Talk. While 71.4% of the students express their opinion that sometimes they learned vocabulary by using TED Talk.

From the second question, the writers found that three students answer A (Happy), three students answer B (Very happy), eight students answer C (Quite happy), and nobody of the students answer D (Less happy). The result of this question was found that 21.4% students were happy when they learned vocabulary by using TED Talk, 21.4% students were very happy when they learned vocabulary by using TED Talk, And 57.1% categorized as half of the students quite happy when they learned vocabulary by using TED Talk. So it can be justified that most of the students quite happy when they used TED Talk in learning vocabulary. In this case, it can be assumed that TED Talk is one of the suitable ways for students in learning vocabulary.

From the third question, the writers found that one students answer A (Effective), two students answer B (Very effective), seven students answer C (Quite effectve), and four students answer D (Less effective). The result of this question was found that 7.1% categorized as a smallest number of students thought that learning vocabulary using TED Talk was effective, 14.2% categorized as a small number of students thought that learning vocabulary using TED Talk was very effective, 50% categorised as half of the students thought that learning vocabulary using TED Talk was quite effective, and 28.5% categorized as almost half of the students thought that learning vocabulary using TED Talk was less effective. In this case, it can be assumed that TED Talk could be an effective media for students in learning vocabulary.

At the forth question, there were two students answered A (Interesting), eight students answered B (Very interesting), four students answered C (Quite interesting), and nobody of the students answered D (Less interesting). Based on the data, the writers found the result that 14.2% categorized as a small number of students interesting in learning vocabulary by using TED Talk, 57.1% categorized as half of students very interesting in learning vocabulary by using TED Talk, and 28.5% categorized as a small students quite interesting in learning vocabulary by using TED Talk. Based on such findings, it can be said that almost all of the students are very interested in using TED Talk in learning vocabulary, or in relation to such finding above, they were an active students.

Based on the fifth question, there were two students answered A (Significant), eight students answered B (Very significant), four students answered C (Quite significant), and nobody of the students answered D (Less significant). From this result, it can be concluded that 14.2% students thought that using TED Talk was significant in relation to their learning interest, 57.1% categorized as a half of students thought that using TED Talk was very significant in relation to their learning interest, and 28.5% students were thought that using TED Talk was quite signnificant in relation to their learning interest. In this case, it can be said that almost all of students claimed that it was very significant in using TED Talk in relation to their learning interest. In other ways, TED Talk could be a significant media in learning vocabulary in relation to students' learning interest.

Based on the sixth question, there were two students answered A (Significant), six students answered B (Very significant), six students answered C (Quite significant), and nobody of the students answered D (Less significant). From this table, the writer found that 14.2% small parts of students express their opinion that using TED Talk was significant in relation to their memory reinforcement in learning, 42.8% almost half of the students express their opinion that using TED Talk was very significant in relation to their memory reinforcement in learning, while 42.8% almost half of other students express their opinion that using TED Talk was quite significant in relation to their memory reinforcement in learning. Based on such findings, it can be said that TED Talk could be a quite and very significant media in relation to their memory reinforcement in learning vocabulary.

From the seventh question, there were three students answered A (Significant), six students answered B (Very significant), four students answered C (Quite significant), and one student answered D (Less significant). Based on the data, the writer found that 21.4% students expressed their opinion that using TED Talk was significant in relation to their insight about the learning material, 42.8% almost half of the students expressed their opinion that using TED Talk was very significant in relation to their insight about the learning material, 28.5% students expressed their opinion that using TED Talk was quite significant in relation to their insight about the learning material, meanwhile, there was 7.1% categoriz eed as a small number of students expressed their opinion that using TED Talk was less significant in

relation to their insight about the learning material. The data can be concluded that using TED Talk was very significant in relation to students' insight about learning vocabulary.

From the eighth question, there were two students answered A (Helpful), seven students answered B (Very helpful), five students answered C (Quite helpful), and only one student answered D (Less helpful). It can be found that 14.2%, small part of students thought that using TED Talk was helpful in finding new vocabulary, 50% categorized as a half of the students thought that using TED Talk was very helpful in finding new vocabulary, and 35.7% small part of the students thought that using TED Talk was quite helpful in finding new vocabulary. In this case, it can be concluded that almost half of all the students agree that using TED Talk was very helpful in finding new vocabularies

At the ninth question, there were only one student answered A (Helpful), eight students answered B (Very helpful), five students answered C (Quite helpful), and nobody of the students answered D (Less helpful). The writer found 7.1% categorized as a small part of the students thought that using TED Talk was helpful in mastering new vocabulary, 57.1% categorized as a half students thought that using TED Talk was very helpful in mastering new vocabulary, and 35.7% almost half students thought that using TED Talk was quite helpful in mastering new vocabulary.

At the tenth question, there were eight students answered A (Agree), one student answered B (Strongly agree), five students answered C (Quite agree), and nobody of the students answered D (Disagree). Based on the data, the writer can found that 57.1%, categorized as half of the students agree that using TED Talk can facilitate their memory in learning vocabulary, meanwhile, 7.1%, small parts of the students strongly agree that using TED Talk can facilitate their memory in learning vocabulary, and 35.7%, almost half of the students quite agree that using TED Talk can facilitate their memory in learning vocabulary.

Based on the tenth question, there was three students answered A (Agree), eight students answered B (Strongly agree), three students answered C (Quite agree), and nobody of the students answered D (Disagree). From this data, the writer can found that 21.4%, small part of the students agreed that teaching vocabulary through TED Talk gives positive results for their learning achievement, 57.1%, half of students strongly agree that teaching vocabulary through TED Talk gives positive results for their learning achievement, and 21.4%, small part

of students quite agree that teaching vocabulary through TED Talk gives positive results for their learning achievement. In this case, it can be concluded that almost all students strongly agree that teaching vocabulary through TED Talk gives positive results for their learning achievement.

CONCLUSION

In responding the first research question, it could be concluded that firstly, teacher divided the students in some groups and informed about the topic of the video they will learn. After that, she let her students watched and comprehend the video while they wrote the vocabulary they found. After watching the video, the teacher asked about the content of the video each group briefly. So, she together with her students discussed about the vocabulary they found in a group. Sometimes, she did a repeatation for each vocabulary and corrected students' pronuntiation.

In responding the second research question, it could be concluded that most of the students are very interested in learning. It can be seen from the data of questionnaire items that most of the students are very interested in learning vocabulary by using TED Talk. They also thought that learning vocabulary by using TED Talk was very significant in relation to their learning interest. Furthermore, they claimed that using TED Talk was very helpful in mastering new vocabulary. They also strongly agree that learning vocabulary using TED Talk gives positive results for their learning achievement.

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