CHAPTER I

INTRODUCTION

This chapter deals with background of the study, research question, the aim of the study, significance of the study, and operational definitions. The main purpose is to reveal the main motive of research, the problem that needs to be solved, the importance of the research, and the introduction of terminology used in this research.

A. Background of the Study

Media is well known in educational world. Heinich (1993) Susilana and Riyana (2009) stated that media is a tool to deliver communication. But nowdays, media give a lot of benefits in teaching and learning process (Ruis & Muhyidin, 2009). Moreover, it can support teacher to teach and practice many methods through the media. According to Masterman (2003), the resources of media in teaching of all subjects are progressively used in a routine way. Not only can ease teacher in teaching process, but also increase student's engagement in learning process effectively (Naz & Akbar, 2008). Those reasons have proven the importance of media in education.

Furthermore, media has developed rapidly. As the result, there are a lot of media that can be utilized, especially in learning process. Naz and Akbar (2008) classified the media into six types: print media, graphic media, photographic media, audio media, television/video media, computers, and simulation and games. Laurillard (2003) also divided media into the form of text, talk, visual,

and interaction that can be transferred via meeting, print, cassette, disc or link to certain network.

The use of media in learning has brought many positive effects. For instance, (Ruis & Muhyidin, 2009) explained that by using the media, teacher can solve the lack of learners' experience, get something beyond the class, perfom the possible direct interaction between the learner and environment, produce some observation, keep the real concept of the teaching, and increase student's motivation.

According to Deakin Learning Futures Teaching Development Team (2014) one of the popular media that believed have brought the positive impact in learning is video. TED Talks video, for instance, have used by English Department lecturers to support public speaking class. TED.com is as of now the most well known meeting and occasion's site in this world (Sugimoto & Thelwall, 2012). Through the video, lecturers believed that can improve student's public speaking skill and motivate them to do a better speech in front of a lot of people. Li, Gao, and Zang   (2015) in their research believed that TED Talks Video is one of the effective media to increace public speaking skills among university in China. In addition, Wolfe (2015) stated that TED Talks can give the benefit for English Second Language (ESL) teacher and learners.

According to the formal website of TED, TED stands for Technology, Entertainment and Design. It is a good site to spread thought, for the most part, intense talks (18 minutes or less). TED started in 1984 as meeting where

Technology, Entertainment and Design met, and today covers all points − from science to business to worldwide issues − in more than 100 dialegts. In the interim, autonomously run TEDx occasion help share thoughts in groups the world over. Robinson (2016) in Li *et al*. (2015) stated that TED gives a stage to thought pioneers, scientists and experts to spread thoughts. TED has highlighted speakers including Bill Gates and Stephen Hawking.

Some scholars have conducted research about TED. One of them is a research from Li *et al*., (2015) which aimed to investigate the effectiveness of a new course pattern − TED − motivated English Public Speaking Course in EFL teaching in China. Researchers have implemented quatitative approach (experimental study) to 150 participants who came from 5 classes majoring in Software Engineering in Dalian University of Technology (90 male, 22 female). The researchers found that students in this course respond very positively to this new pattern and are satisfied with their improvements in language skill. Beside, their critical listening and thinking abilities are greatly increased after implementing TED Talks Video in their classroom.

The more relevant research is from Wolfe (2015), which determines how the creation and exploration of TED Talks corpus can enhance TED Talks usability in ESL classroom. In this study, the researcher used TED Talks corpus linguistic approach and listed a high-frequency vocabulary for student, and teacher. In applying the corpus linguistic approach, the researcher also used TED Word List (TWL); General Services List (GSL); and Academic Word List (AWL). The results of his study obtained that there are many students don't have

as much as academic vocabulary to learn in order to understand TED Talks. Even though, the vocabulary profiles, the percentage of GSL vocabulary, AWL vocabulary, and off-list vocabulary of the first 1790 TED Talks were 83%, 3.73%, and 8.24%, respectively. As the findings, he recommended teachers to access the TWL to assist them in determining how appropriate TED Talks are in general, or how appropriate a specific TED Talks is for their studentsor class. Likewise, it would help teachers determine what vocabulary may need special instruction and warrant some preliminary study.

Jonathan (2015) also revealed TED Talks in is research. In his study, the researcher wanted to know the potential benefits of implementing TED Talks in public speaking classes in universities/courses and how teachers can successfully implement TED Talks in public speaking classes in universities/courses. To conduct the research, researcher use qualitative approach. In this study, the researcher found that the use of TED Talks in public speaking classes can help students in improving their public speaking skills effectively. Teacher can play a TED Talks video and ask students to analyze the speech structure. Students can learn how to create an attention grabbing opening, persuasive stories and a strong call for action.

In conclusion, there are few researchers who studied about Educational TED Talk Video. So, based on this fact, the researcher wants to explore more about student's view on Educational TED Talks Video.

B. Problem of the Research

Based on the explanation stated and implied in the background of the study above, there are two research questions provided:

1. What are the benefits of using TED Talks in Learning English?
2. What are the difficulties of using TED Talks in Learning English?

C. Purpose of the Study

Based on the research questions above, this study aims to:

1. Find out the benefit of using TED Talks in Learning English.
2. Figure out the difficulties of using TED Talks in Learning English.

D. Scope and Limitation of the Study

Based on the background of the research, research entitled *"The Use of TED Talk Video in Educational Learning English at Home Schooling Kampung Inggris Pare Kediri."* this research has scope and limitations. The scope of this research is the use of TED Talk video by teachers in English language education process especially in Public Speaking skills. The researcher focuses on the use of TED Talk video by teacher, searching for benefit and difficulties of some words, idiom or sentences in learning English.

E. Significance of The Study

The results of this research could give contributions to other English teachers, students, and future researcher.

a.) Teachers

Through this study, teacher can have further consideration before giving educational TED Talks video as the material. In selecting the video, for instance, teacher can be more selective in choosing the level of English that contained in TED video.

b.) Students

This research helps the students to know if this video gives benefits to them. This video contains many aspects of learning, so that it better if students enjoy the video. They can learn about public speaking skills through this video and also learn about the speakers' life. And also it control motivation towards the use of TED Talk video in learning English in a course.

c.) Researcher

For the future researchers, they could use the findings as a reference to conduct a further study dealing with the used of TED Talk video. And also they can be motivated if they conduct the same research about TED Talk video.

F. Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward,

1. **TED Talk**

    One of the popular media that believed have brought the positive impact in learning is video. TED Talks video, for instance, have used by English Department lecturers to support public speaking class. Through the video, lecturers believed that can improve student's public speaking skill and motivate them to do a better speech in front of a lot of people.

2. **Home schooling**

    There are a lot of places to learning something, especially in learning English. One of the best places in learning language, is the environment. A course or home schooling. Because we learn not only about a habit, on the other side we learn about culture too by using that language obviously.