

The Effectiveness of Using TED-Talk Video on Second Semester Students' Speaking Skill in Speaking for Daily Communication Course at Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar

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ABSTRACT

This study aimed to examine the effectiveness of using TED-Talk video on second semester students' speaking skill in Speaking for Daily Communication Course at Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar. This study used quasi-experimental design. The participants of this study were 38 students of second semester in English Language Education Department. The study used pre-test and post-test as instrument to collect the data. The data were analyzed by using descriptive statistical analysis and inferential statistical analysis through ANCOVA test. The post-test mean score of experimental group was higher ($M = 91.43$, $SD = 4.057$) compared to control group ($M = 89.88$, $SD = 4.270$). The ANCOVA result showed that there was significant difference in the post-test scores between experimental and control groups after controlling the pre-test scores, $F(1,35) = 6.015$, $p = 0.019$, $\eta^2 = 0.147$. It can be concluded that there is significant effect of using TED-Talk on second semester students' speaking skill in Speaking for Daily Communication course at Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar.

Keywords: Speaking Skill, TED-Talk Video, Quasi-experimental Design

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INTRODUCTION

Mastering speaking requires attention to its aspects. According to Bella et al. (2025), speaking involves five aspects, such as vocabulary, grammar, fluency, content, and pronunciation. These aspects work together to give a foundation in doing speaking. According to Dewi et al. (2023), speaking well means students should try to ensure that listeners are not confused with the messages being conveyed by paying attention on the aspects of speaking. To make listeners not confused, students should pay attention on the aspects of speaking to ensure the messages are conveyed clearly. This makes students struggle to speak well. Students face challenges when speaking, especially having trouble with vocabulary, grammar, fluency, content, and pronunciation. Students feel nervous when speaking in front of the class and this nervousness can affect the students' speaking fluency and clarity (Chaniago & HZ, 2024). When students feel nervous, students may go blank and forget what to say when standing in front of the class. Students were afraid to speak to the teacher or friends because students did not have enough vocabulary (Suseno & Dharma, 2023). If students do not know what to say, students will be afraid of saying something, then avoid speaking altogether. Kurniawati (2024) stated that it was hard for students to pronounce English and use grammar correctly in expressing feeling and ideas to others because of limited time to practice. Without practice, students cannot train mouths to produce English sounds correctly and without grammar understanding, students cannot form sentences correctly. Students frequently made errors in pronunciation and intonation, especially in identifying similar sounds and a lack of sensitivity to word stress and rhythm (Hasibuan & Hz, 2025). Word stress and rhythm can change the meaning of what students tried to say. Some students are afraid to give opinions or respond in classroom because lack of vocabulary and difficulty in pronouncing words correctly (Siririmangkorn, 2021). Thus, there are ways that can be used to solve these challenges.

Audio-visual media is a type of media that support students in learning speaking. Waloyo & Fatekha (2022) stated that audio-visual media refers to material that combines audio and visual components, so that students can see and hear the materials, such as animation, movies, and videos. Information from audio and visual can be supported by each other, such as if students listening something, it can be supported by the visual, and vice versa, which can reduce misunderstanding. The importance of watching videos as media in learning speaking by undergraduate students lies in how video helps students in developing aspects of speaking. According to Purwanti et al. (2022), students' speaking skills can be developed by watching videos as it provides authentic language examples of how to speak in real conversations, especially focusing on pronunciation, intonation, grammar, vocabulary, fluency, and understanding. These authentic examples allow students understand using pronunciation, grammar, vocabulary, even sentences appropriately in real-life conversations. By watching videos, students practice pronunciation and intonation by imitating how the native speakers speak, improve how to control speaking speed and behaviors, obtain vocabulary and grammatical knowledge (Truong & Le, 2022). Thus, instead of learning how to produce English, students also learn how to act in front of an audience.

Previous studies have investigated the effectiveness of various video media in teaching speaking. Liu (2021) stated that students who learn using TED-Talk video perform better speaking than those who learn using another YouTube video. This happened because listening to native speakers of TED-Talk videos could help students develop fluency, pronunciation, and confidence in speaking. In other hand, students who learn by using BBC Learning English perform better speaking than those who learn using YouTube

video entitled “How Long It Takes to Change Your Life?” (Herda et al., 2023). BBC Learning English use clear and well organized explanations, and contain supporting features such as transcripts that can facilitate students’ speaking performance. Sholeha (2025) stated that students who learn using BBC Learning English perform better speaking than those who learning using English Swara YouTube channel. This improvement happened because BBC Learning English video uses structured learning content, while English Swara focuses more on general videos and no guided speaking practice. There has been no research that compare the effectiveness of using TED-Talk video with BBC Learning English video, so this research compared these. This study aimed to examine the effectiveness of using TED-Talk video on second semester students’ speaking skill in Speaking for Daily Communication Course at Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar. This study addressed the following question:

1. Is there any significant effect of using TED-Talk video on second semester students’ speaking skill in Speaking for Daily Communication Course at Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar?

METHODS OF RESEARCH

Participants

The participants of this research were 38 students from class II-A Denpasar and II-A Bangli, which consisted of 21 students from II-A Denpasar class and 17 students from II-A Bangli class. The participants were selected by using cluster random sampling, with a lottery method in a spin wheel. Cluster random sampling is a simple way for collecting samples by dividing the area into smaller groups that do not overlap and then randomly choosing multiple smaller groups, with the final model consisting of all the units in the small group or cluster (Apriliasari & Novita, 2024). The cluster random sampling was chosen because of practical and efficient.

Instruments

The instrument used in this research was tests, with a type of performance-based assessment. The tests were designed to assess students’ speaking skill, focusing on the five aspects, namely content, vocabulary, grammar, pronunciation, fluency for second semester students. There were two spoken tests administered: a pre-test and a post-test. The pre-test aimed to examine students’ speaking skill before being given intervention. The pre-test consisted of one speaking task, where experimental and control students were asked to describe daily activities. The topic of the pre-test was ‘Routines and Daily Activities’, with indicators: students can identify present verbs to describe daily activities, students can explain their daily activities, and students can use simple present tense in describing daily activities. The post-test aimed to examine students’ speaking skill after being given intervention. The post-test consisted of one speaking task, where experimental and control students were asked to describe a family member. The topic of the post-test was ‘Describing People and Things’, specifically family member, with indicators: students can identify adjectives to describe a family member, students can explain description of a family member with correct adjectives, and students can use simple present tense in describing a family member.

Data Collection Procedure

The first procedure of collecting the data was administering the pre-test. The pre-test aimed to examine students' speaking skill before being given intervention of TED-Talk video in the experimental group and BBC Learning English video in the control group. The tests were given individually and done orally, where each student was asked to stand by the seats and performed speaking tasks. Each student was given 1 minute to speak. While the students were speaking, the researcher did not provide assistance or corrections. The total implementation time of pre-test was 30 minutes and post-test was 30 minutes. Data were collected through speaking rubric filled out by researcher while students were speaking. The tests data were obtained in the form of students' speaking skill scores, which were assessed based on several aspects, namely content, vocabulary, grammar, pronunciation, and fluency.

RESULT AND DISCUSSION

Findings

The pre-test procedure was conducted using two steps: descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis was conducted to both the experimental group (II A Denpasar class) and the control group (II A Bangli class). The pre-test minimum score was (00), and the maximum score was (100). The data from table 1 showed that the pre-test mean scores of experimental group was 70.48 lower than control group was 70.82.

Table 1. Pre-test of Experimental and Control Group Design

Pre-test	N	Median	Mode	Mean	Std. Deviation	Min	Max
Experimental	21	72.00	68.00	70.48	6.13	60.00	80.00
Control	17	72.00	72.00	70.82	5.05	60.00	80.00

A Shapiro-Wilk test was used because the data was less than one hundred, in order to determine whether the data were normally distributed or not. Based on the table 2 result, it was found that p value of the pre-test in experimental group was 0.227 and control group was 0.272. It can be determined that the pre-test data in both experimental group and control group were normally distributed.

Table 2 Normality Test of Pre-Test

Group		Test of Normality		
		Statistic	df	Sig.
Pretest	Experimental	0.941	21	0.227
	Control	0.936	17	0.272

The researcher conducted a homogeneity test using Levene's Statistic after learning the result of the normality test to determine whether the data were homogeneous or not. The data sets were taken by calculating each group's scores and then comparing the scores from experimental group and control group

to get the result of homogeneity test. Based on the table 3, the homogeneity test result between the pre-test of experimental group and control group was $F(1,36) = 1.194, p = .282$. It indicated that the data of pre-test were homogeneous.

Table 3 Homogeneity Test of Pre-test

Test of Homogeneity of Variance					
	Levene Statistic	df1	df2	Sig.	
Speaking Score	Based on Mean	1.194	1	36	0.282
	Based on Median	1.356	1	36	0.252
	Based on Median and with adjusted df	1.356	1	35.989	0.252
	Based on trimmed mean	1.232	1	36	0.274

The calculation of the normality test and homogeneity test results of pre-test from both groups were normal and homogeneous. It indicated that the first and second assumptions had been successfully fulfilled. It implied that this study should examine hypothesis testing using an Independent Sample T-test, in order to check the significant difference of students' speaking scores. Based on the table 4, the Independent Sample T-test result revealed a non-significant difference between the pre-test mean score from experimental group ($M = 70.48, SD = 6.129$) and control group ($M = 70.82, SD = 5.053$); $t(36) = -0.188, p = 0.852$. The result indicated that the baseline was equal.

Table 4 Independent Sample T-test of Pre-test from Experimental and Control Groups

Group Statistics					
	Grouping	N	Mean	Std. Deviation	Std. Error Mean
Speaking Score	Experimental	21	70.48	6.13	1.337
	Control	17	70.82	5.05	1.226

Independent Samples Test										
		Lavene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Speaking Score	Equal variances assumed	1.194	0.282	-0.188	36	0.852	-0.347	1.852	-4.103	3.408
	Equal variances not assumed			-0.191	35.979	0.849	-0.347	1.814	-4.026	3.332

The post-test procedure was conducted using two steps: descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis was conducted to both the experimental group (II A Denpasar class) and the control group (II A Bangli class). The post-test minimum score was (00), and the maximum score was (100). The data from table 5 showed that the post-test mean scores of experimental group was 91.43 higher than control group was 89.88.

Table 5 Post-test of Experimental and Control Group Design

Post-test	N	Median	Mode	Mean	Std. Deviation	Min	Max
Experimental	21	92.00	92.00	91.43	4.06	84.00	100.00
Control	17	88.00	88.00	89.88	4.27	80.00	96.00

Based on Shapiro-Wilk test of normality test in table 6, it was found that p value of the post-test in experimental group was 0.084 and control group was 0.064. It could be determined that the post-test data in both experimental group and control group were normally distributed.

Table 6 Normality Test of Post-Test

		Test of Normality		
Group		Shapiro-Wilk		
		Statistic	df	Sig.
Post-test	Experimental	0.919	21	0.084
	Control	0.899	17	0.064

Based on the table 7, the homogeneity test result using Levene's Statistic between the post-test of experimental group and control group was $F(1,36) = 0.189, p = .667$. It indicated the data of post-test were homogeneous.

Table 7 Homogeneity Test of Post-test

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Speaking Score	Based on Mean	0.189	1	36	0.667
	Based on Median	0.194	1	36	0.662
	Based on Median and with adjusted df	0.194	1	35.483	0.662
	Based on trimmed mean	0.185	1	36	0.669

The calculation of the normality test and homogeneity test results of post-test from both groups were normal and homogeneous. It indicated that the first and second assumptions had been successfully fulfilled. It implied that this study should examine hypothesis testing using an ANCOVA test, in order to check the significant difference between students' speaking scores. Based on the table 8, the ANCOVA data showed that there was significant difference in the post-test results between experimental and control groups after

controlling the pre-test results as the covariate, $F(1,35) = 6.015$, $p = 0.019$, $\eta^2 = 0.147$. It indicated that the treatment of TED-Talk video is effective on students' speaking skill. It implied that students who learn using TED-Talk video perform better speaking than those who learn using BBC Learning English video.

Table 8 The Result of ANCOVA Test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Squared	Eta
Corrected Model	473.653 ^a	2	236.827	48.840	0.000	0.736	
Intercept	501.185	1	501.185	103.358	0.000	0.747	
Pretest	451.192	1	451.192	93.048	0.000	0.727	
Group	29.168	1	29.168	6.015	0.019	0.147	
Error	169.715	35	4.849				
Total	313504.000	38					
Corrected Total	643.368	37					

Discussion

This study aimed to examine the research question: 'Is there any significant effect of using TED-Talk video on second semester students' speaking skill in Speaking for Daily Communication Course at Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar?'. The research gap relied on there has been no research that compare the effectiveness of using TED-Talk video with BBC Learning English video, so this research compared these two videos. Based on the data result, this study showed a significant difference between the experimental group and control group. The post-test mean score of experimental group was higher ($M = 91.43$, $SD = 4.057$) compared to control group ($M = 89.88$, $SD = 4.270$). The ANCOVA result showed that there was significant difference in the post-test scores between experimental and control groups after controlling the pre-test scores, $F(1,35) = 6.015$, $p = 0.019$, $\eta^2 = 0.147$. It indicated that the treatment of TED-Talk video is effective on students' speaking skill. The findings suggested that students who learn using TED-Talk video perform better speaking than those who learn using BBC Learning English video. This aligned with Alghmadi (2024), who found that TED-Talk videos gave impact to students' speaking skill, especially in improving students' fluency, vocabularies, pronunciations, grammar, and content. It can be seen from the post-test mean scores of experimental ($M = 68.81$, $SD = 3.54$) was higher than control ($M = 61.63$, $SD = 3.44$). This also aligned with Mayer's Cognitive Theory of Multimedia Learning (2001) that explained people can be better in learning language by using spoken words and visual things, rather than just listening or reading words without visual things (Ansyari, 2017). TED-Talk combined spoken words and visual things to make students understand the information, so that students' speaking content could be given effect. This also aligned with Paivio's Dual Coding Theory (1971) that explained there are two ways of how people process information, one way is for spoken words, and another way is for visual or non-verbal information (Wooten & Cuevas, 2024). In this research, TED-Talk videos combined spoken and visual information that had effect on students' speaking pronunciation, vocabulary, and content.

The findings showed that TED-Talk video gives effect on students' five speaking aspects, but from those five speaking aspects, TED-Talk video has stronger effect on pronunciation, vocabulary, and content aspects, with post-test average of 1.09, compared to other aspects with average of 0.95. The experimental group outperformed the control group with post-test average of 1.09 on pronunciation, vocabulary, and content aspects and 0.95 on grammar and fluency aspects, compared to the control group's consistent average of 0.94 on all aspects. The stronger effect occurred because of video selection. The researcher made a careful selection by paying attention to the speakers' speed or speech pace and the word choice, and also the content familiarity, including whether the content of the video was familiar to the students or not. This video selection of TED-Talk video only gave effect on students' speaking pronunciation, vocabulary, and content, so that the videos gave weak effect on students' speaking fluency and grammar because the video did not give repeated and longer speaking practice and grammar practice.

The speed means the speech pace. The speakers' speech pace of TED-Talk video used as treatment in this study was easy to follow. This was supported by Kurniawan (2021), who stated that the speaker spoke in normal speech pace, so the speech was easy to follow. It made the speech pace suitable for non-native speakers. When the speakers spoke neither too slow nor too fast, speakers' pronunciation also would be heard clearly. It would be easier for students who were non-native speakers to imitate the pronunciation so that this video could give effect on students' pronunciation.

Word choice means in TED-Talk video used as treatment in this study, the speakers tended to use various vocabulary that include with definition, examples, and everyday expressions in the form of dialogue. So, TED-Talk video could give vocabulary input better for students. This was supported by Jati et al. (2025), who found that students were exposed to vocabulary that can be used in real-life contexts by watching TED-Talk videos. Thus, students could get new vocabulary related to the learning topic that had been discussed in the videos and understand how to use the vocabulary after watching TED-Talk video. With enough vocabulary, students could express the ideas well when speaking. Vocabulary is the foundation for forming sentences because if student did not have enough vocabulary, students would find it difficult to express ideas (Firdaus et al., 2025). Limited vocabulary made it hard for students to choose the right words so that the messages could not be expressed clearly.

Content familiarity means TED-Talk videos expressed topics that are familiar to students because the videos were chosen based on the lesson topics. So, with the content familiarity, these videos could give effect in students' speaking content. Content of the videos were about daily activities, hobbies, and describing people or things, which were related to students' daily experiences and also aligned with the course objectives. Whether students familiar or not with the content depends on students' prior understanding of the content, so considering about students' prior understanding of the content is important (Niazi et al., 2024). Since students were familiar with the topic, students could follow the video easily. Content familiarity also gave effect on students' speaking content. Since students knew what students should say, then students could speak by getting straight to the point without giving unnecessary messages. For example, if students had to describe daily activities, students could explain the daily activities directly, without connecting it to general information, such as explaining that everyone has different daily activity, daily activities are important, etc.

This study still had limitation because of this video selection became unintended bias. In selecting the TED-Talk videos, the researcher had more chance to select the videos which contributing to better

speech pace, word use, and content familiarity. Meanwhile, in selecting the BBC Learning English videos, the researcher was focusing on the topic conveyed only. This made experimental group with TED-Talk videos gave stronger effect on some aspects than the others, while control group with BBC Learning English videos were more balanced. Therefore, future research should conduct research that focusing on video selection on both groups, not only in experimental groups, so that this limitation will not be biased to the research.

This research also only focused on the effectiveness of using TED-Talk video on second semester students' speaking skill in Speaking for Daily Communication course at Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar. This study still had limitation because the result cannot be generalized to other universities that have different characteristics. So, future research can do the same research in other universities, with larger number of participants and in longer time to see the effect on students' speaking skill. Furthermore, future research can also take supporting data by using questionnaire or interview to get students or teachers' opinion about using TED-Talk video in the lesson.

CONCLUSION

This study was to examine the effectiveness of using TED-Talk video on second semester students' speaking skill in Speaking for Daily Communication Course at Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar, focusing on speaking pronunciation, vocabulary, grammar, fluency, and content. It can be concluded that there is a significant effect of using TED-Talk video on second semester students' speaking skill in Speaking for Daily Communication course at Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar. It indicated that the alternative hypothesis could not be rejected.

Furthermore, the findings showed that TED-Talk video gives effect on students' five speaking aspects, but from those five speaking aspects, TED-Talk video has stronger effect on pronunciation, vocabulary, and content aspects. The effect occurred because of video selection. The researcher made a careful selection by paying attention to the speakers' speed or speech pace, the word choice, and the content familiarity, including whether the content of the video was familiar to the students or not.

The strength of this research is previous research has not explained specifically which aspects that receive strong effect and weak effect, while this research explained which aspects receive strong effect and which aspects receive weak effect. Therefore, it can be the strength of this research, where this research not only explain that this media is effective, but also gives a detailed explanation of which aspects receive strong effect and weak effect, and the reason why those aspects receive stronger effect and weaker effect.

The weakness of this research is the video selection of speech pace, word use, and content familiarity only conducted in experimental group, while in control group, the researcher only focused on the topic conveyed. Therefore, future research should conduct research that focusing on video selection on both groups, not only in experimental groups, so that this limitation will not be biased to the research.

SUGGESTIONS

Based on the result of the study, insightful suggestions were stated to the following parties, namely students, teacher, and other researchers. Students who want to focus on learning speaking pronunciation,

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vocabulary, and content are suggested to use TED-Talk video as media in learning process. Students can listen and imitate how speakers of TED-Talk explain something, get new vocabulary about certain topics, and know how to express ideas well in speaking. Teacher is suggested to use technology in learning process, especially using TED-Talk video as a media in teaching speaking, but not only choose the video based on the topic, teacher should do a careful video selection. It is not only by paying attention to the speakers' speech pace, the word choice, and the content familiarity of whether the content of the video is familiar to the students or not, but also on exposure, which means watching the videos once is not enough, so that it is important to do repetition. Teacher is suggested to do a repetition in playing the video, where the video should be played more than once, not the whole video, but only in certain parts that are important so students can easily imitate how speakers pronounce the words, while managing the learning time effectively. Then, after watching video, teacher is suggested to give speaking activities that make students practice speaking more. For other researchers is this study still has a limitation because of this video selection became unintended bias. In selecting the TED-Talk videos in experimental, the researcher had more chance to select the videos which contributing to better speech pace, word use, and content familiarity. Meanwhile, in selecting the BBC Learning English videos in control, the researcher was focusing on the topic conveyed only. Therefore, other researchers are suggested to conduct research that focusing on video selection on both groups, not only in experimental groups, so that this selection will not be biased to the research.

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