

**UTILIZING TED VIDEO TO IMPROVE STUDENTS' PUBLIC
SPEAKING SKILLS FOR ACADEMIC PURPOSES**

THESIS



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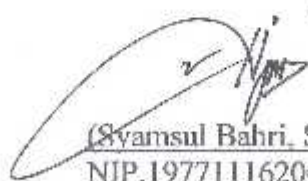
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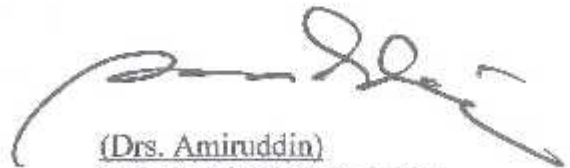
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Menyatakan bahwa sesungguhnya Skripsi yang berjudul: **Utilizing Ted Video to Improve Students' Public Speaking Skills For Academic Purposes** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

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Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan


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ABSTRACT

This study is to investigate to what extent the use of TED Talks video improves students' public speaking skills for academic purposes. This research employs quantitative approach. To obtain the data, pre-experimental teaching was conducted. It occurred in One-Group Pre-test and Post-test, there was no control and experimental class. The participants of this study were thirteen students of English Department of the fifth semester in Sekolah Tinggi Keguruan dan Ilmu Pendidikan Bina Bangsa Getsempena (STKIP BBG) which is located at Tanggul Krueng Aceh street, Rukoh, Darussalam, Banda Aceh. This study conducted in four meetings. The first meeting was pre-test which is they were asked to make a speech in front of peers. In second and third meeting, they were asked to watch some TED Talks video. The last meetings, on post-test day, they were asked to make a speech in front of peers with preparation before. The result of pre-test and post-test were compared by using mean formula. Furthermore, the result show that teaching public speaking by exploring TED talks style give effect on the public speaking students. The mean score of pre-test was 56.3 and the mean of post-test was 66.7. It means that TED Talks play the important role in improving students public speaking which is increased 18,5% in the fifth year students of Department of English Language Education of Bina Bangsa Getsempena.

Key Words; *TED Talks and Public Speaking*

CHAPTER I

INTRODUCTION

A. Background of Study

In time of globalization, English has appeared to be a universal language to link people from different background around the world. The main purpose people learn English is to be able to communicate with each other regardless of their first language. However, the use of English has become an essential need not only for routine life, but also for official communication. English regarded as a strong communicative language, an excellent communication skill in English is also a crucial factor when it comes to the criteria for a job application.

One of the language skills that must be mastered by the students in learning English is speaking skill. Grauberg (1997, p.201) as cited in Sari (2015) states that for many pupils the prime goal of learning a foreign language is to be able to speak it. Speaking skill should be taught and practiced in the language classroom to enable the students to speak or communicate in the target language. Harmer (2001: 269) mentions that the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information. Speaking is needed to information, opinion, and even emotion in daily life. Thus, it is very important for the students to have a good speaking ability to achieve the objective of learning English.

Public speaking skills, is one of the important subjects for the students as they will be able to increase on their personal and social interaction, academic

improvement and most importantly on their career benefits. From the practice of public speaking, a student will be able to build up confidence in persuading others more effectively on the ideas and opinion that they would like to share. Besides, in an academic setting, being involved in public presentations and group discussions are common activities that a tertiary student need to master.

However, mastering the public speaking is not easy for foreign language learners to acquire. Richards and Renandya (2002) argue that it is not easy for adults to speak target language fluently and accurately. According to Ur (2009) as cited in Al-Khasawneh (2016), there are many factors that cause difficulty in speaking and they are as follows; Inhibition, students are worried about making mistakes, fearful of criticism, or simply shy, nothing to say. Students have no motive to express themselves, low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all, and mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and learners feel less exposed if they are speaking their mother tongue.

Many organizations or online materials that can be used as a reference for learning public speaking. According to Altemose (2006) as cited in Jonathan (2015) state that online learning can help student learn public speaking. One of the online materials that can be used as a reference for learning public speaking is TED.com. TED Talks can help students improve their public speaking skills. As TED speakers are chosen for their ability to communicate ideas effectively,

students can learn from these speakers and improve public speaking effectively (Romanelli et al., 2014).

According to TED organization, TED (Technology, Entertainment and Design) is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks. (TED.com/about/our-organization). TED began in 1984 as a conference where Technology, Entertainment and Design converged, and today covers almost all topics from science to business to global issues in more than 100 languages. Educators have been utilizing these valuable learning materials since they were initially put online in 2007. TED Talks video is one of the famous video to prepare people standing up in public. They have become the gold standard in public speaking and presentation skills. There is still a lot we can learn about good public speaking skills from TED presentations. It can encourage student self-confidence, and learn how the body movement, intonation, eye contact and keep awareness without nervous.

Jonathan (2015) conducted a study to investigate the potential benefits of implementing TED talks in public speaking classes in universities. He interviewed five top public speaking experts and educators. They were selected to do a Skype audio interview on TED Talks in Hong Kong. The results were reported that all experts agreed that TED Talks are beneficial for teaching public speaking. In shorts, TED Talks get students excited about sharing ideas and impacting lives and it can be used to illustrate teaching points.

My own experience as an EFL learner at the Department of English education revealed that many students did not feel confident when speaking in front of public during presentation. They felt anxious and afraid of making eye contact with audience. People often feel anxiety may have shaking voice, shallow breathing, sweaty hands, stuttering, memory loss and fast heartbeat.

Due to these problems, I would like to conduct quantitative research by doing Pre-Experimental design to see the effectiveness of TED Talks among university students. This method, in my view, is effective to improve the students' public speaking skills and can overcome their anxiety in speaking English especially in Public Speaking.

B. Research Question

Having gone through available related literature on public speaking, I formulate the following research question;

1. To what extent does the use of TED video improve students' public speaking skills for academic purposes?

C. The Aim of Study

This study is to know to which extent the use of TED video improves student's public speaking skills for academic purposes.

D. Significance of Study

Theoretically, the present study is of importance for the teaching English public speaking skill. TED Talks can help students understand and improve their

interest to learn public speaking. It also helps students learn how to be a good speaker as they learn in TED video. Instead of helping student to improve public speaking skills, watching TED talks can help improve teaching quality. According to Grandgenett (2012), when teacher watch educational TED talks, they can improve teaching skills and impact students in a bigger way.

TED talks video is hoped to be useful for the student to improve learning public speaking. In addition, using TED talk video, the students not only improved public speaking but also got new knowledge from the speaker in TED video.

E. Terminology

There are some terms in this research. To avoid misunderstanding of the readers, the terms need a clear explanation. The terms are valid for this study only.

1) Public Speaking

Public speaking is “the act or process of making speeches in public” (Merriam Webster, 2015). It is “the art or practice of making speeches to large audiences” (Collins English Dictionary, 2012). In this study, *public speaking* is defined as students’ performance of making speeches in front of audience or peers.

2) TED Video

According to TED organization, TED (Technology, Entertainment and Design) is a nonprofit devoted to spreading ideas, usually in the form

of short, powerful talks (18 minutes or less). TED began in 1984 as a conference where Technology, Entertainment and Design converged, and today covers almost all topics from science to business to global issues in more than 100 languages (TED.com/about/our-organization).

In this study, *TED video* defined as a public speaking video that will be show to students of English Department of STKIP BBG Banda Aceh to learn to be better public speaker.

CHAPTER II

LITERATURE REVIEW

A. Public Speaking

1. Definition of Public Speaking

According to Merriam Webster (2015), public speaking is “the act or process of making speeches in public and the art of effective oral communication with an audience.”

Many experts have attempted to define public speaking. Abidin (2014) defines public speaking as the art of beautiful and effective speech during a conversation whether in private or public gatherings. Nikita (2011) states that public speaking as a process, an act, and an art of making delivering a speech before an audience. Public speaking is quite alike to presentation, where the difference is the latter is usually mean for commercial or academic environment. Parvis (2001) mentioned that public speaking includes verbal and non-verbal communication. Twenty-five percent of communication is verbal and seventy-five percent is non-verbal. Clarke (2005) has a different view; the researcher believes that non-verbal communication accounts for 93 percent, while verbal are only seven percent.

Abidin (2014) state that there are various purposes for a speaker to speak in front of the public. It can be just to tell a story, to share an experience, to inform about a message, or to motivate others to take an action. Public speaking skill can be used for leadership/personal development, business, customer service, large

group communication, and mass communication too. The purposes of studying speaking are to discover the knowledge of speech, the art of speaking well, and to develop the thinking ability of social life and culture. Templeton & Fitzgerald (1999) as cited in Abidin (2014) state that public speaking is having a speaker to stand before the audience to deliver a speech in a structured manner, with the purpose of either persuade, inform or entertain the audience.

Based on the definitions above, it can be concluded that public speaking is the process and act of speaking or giving a lecture to a group of people in a structured, deliberate manner intended to inform, influence, or entertain a listening audience. Public speaking is talking in front of a group of people that you know or a crowd of strangers which usually with some preparation. At least, at the end of the speech, the audience should be able to bring back a message that they can learn from the speech.

2. Types of Public Speaking

According to Schreiber et al (2013), public speaking is classified into three types; (a) Informative speech, (b) persuasive speech, (c) occasion speech.

Informative speech is the first general purposes which intend to provide the audience with useful information and relevant information. It is essential to be specific and provide accurate information for successful presentation of informative speeches. The presenter will share information about a particular person, place, object, process, concept, or issue by defining, describing, or explaining (Schreiber et al, 2013).

The second is persuasive speech. In persuasive speech, the presenter will attempt to reinforce or change their audiences' beliefs, attitudes, feelings, or values (Schreiber et al, 2013). Persuasive speech can be effective when presented in the form of a story. Its goal is when succeed at convincing the audience to agree with the presenter's argument or will insight a change in previous perspective. Several occasions where persuasion is used include a sales pitch to potential customers, a politician's campaign speech, or a debate during a public forum.

The third type of public speaking is occasion speech. Another term for special occasion is ceremonial speech (O'Hair, Rubenstein, & Villagran, 2007; Scholl, 2013). Special occasion speech or ceremonial speech is one that is prepared for a specific occasion and for a purpose dictated by that occasion. Special occasion speeches can be either informative or persuasive or, often, a mix of both. Occasions speech would be presented include a report presented to coworkers, a teacher presenting information to his or her class, and a training session for a job (Schreiber et al, 2013).

3. Basic Structure of Public Speaking

The organized message can make listeners more easily make sense of what the speaker say as well as follow the flow of ideas. According to Griffin (2008), a well-organized speech conveys the idea that the speaker has good sense and listeners will more easily remember what he said. Like all communication, public speaking is a transactional process, a process whose elements are interdependent. Each element in the public speaking process depends on and interacts with all

other elements. It will be a good speech if the speaker understanding and including those element, so it will be delivered properly. Schreiber et al (2013) argues that there are three important basic structures in public speaking, which consist of introduction, body and conclusion.

Introduction is the first part of speech. The speakers have to gain the listeners' attention, establish a connection among self, the topic and the audience. The speaker also have to orient the audience; tell them what you are going to talk about and make sure the speech is essential to your audience needs to know.

The main content in speech is the body. In this part, there is organization that includes the pattern of the speech. On the content of speech, also need transition. Transition is use to break your speech form point to point, from one issue to the next. Usually the speaker shown verbally by using transition words like "next," "first," "finally," "moving on," and many more. In body part, the points should build on each other, combining into one grand whole. Start from simple to more complex and ending with the most powerful. At some point, a speech should come to a head. The speaker need to peaked audience's emotion, and the speaker should largely fulfill the purpose in giving the speech. This is the hardest part of speech writing.

The last part in speech is conclusion. A well-constructed conclusion will make the kind of impression and accomplish the goals of your speech. The speaker need to provide transitional statement to signaling the audience that speech is going to close. Transitional statement is like "to conclude," "to summarize," or "now we have seen," The last sentence should be strong and need

to resonate with the audience and leave them feeling that the speaker was fully prepared (Sandmann, 2013).

4. Methods of Delivery

According to Capecce (2013), there are four basic methods (sometimes called styles) of presenting a speech; (a) manuscript style (b) memorized style (c) extemporaneous style (d) impromptu style.

Manuscript style is a written speech and the speaker should read it word for word to the audience. Originally, it was done from the hand-written paper manuscript. Example of this style is a presidential speech (Capecce, 2013). When you write the manuscript, you must take care to write in an oral style. In other words, the manuscript must sound like something you would say in conversation. The text of your speech thus requires a good deal of time to prepare, edit, revise, and type for final delivery.

According to Wrench et.al (2012) memorized speech is the rote recitation of a written message that the speaker has committed to memory. When a memorized delivery style is used, the speaker writes out a complete speech manuscript and then commits it to memory word for word. This allows speakers to make eye contact with the audience and concentrate on their nonverbal gestures. However, this speaking style has its challenges, such as the long amount of time it can take to memorize a speech and the possibility that it will be forgot during the presentation.

Extemporaneous speech is the style between memorized and impromptu delivery style. Extemporaneous delivery requires its speaker to rely on a well-organized and rehearsed outline. According to Verderber (2014, p.220), when speaking extemporaneously, you refer to speaking notes reminding you of key ideas, structure, and delivery cues as you speak. Extemporaneous delivery is the most helpful to you. Extemporaneous delivery allows the speaker to develop eye contact with the audience, adapt to feedback, and concentrate on the sequence of ideas rather than on word or sentence order. This style did not memorize anything, it just used cues to know where to go next. This method is the most often recommended and often required in today's public speaking courses, and generally the best method in other settings as well. It is not the only method of delivering a speech; it is the most useful for presentations in other courses, in the corporate world and in pursuing future careers (Capece, 2013).

According to Wrench et al (2012), impromptu speaking is the presentation of a short message without advance preparation. It is unprepared and unrehearsed. Notes are rare and the speaker generally looks directly at the audience (Capece, 2013). As a result, the message may be disorganized and difficult for listeners to follow.

5. Problem Faced During Public Speaking

Abidin (2014) has mentioned that individuals with social anxiety, with specific fear of public speaking are due to their concern about being embarrassed and judged. Someone will avoid from the situation they have in their mind as

appraisal of dangerous. They will judge themselves as not able to handle such situation. People who are fear of getting negative evaluation, they are usually self-conscious of what others might think about them.

6. Public Speaking Anxiety among University Students

Public speaking anxiety (PSA) also known as communication apprehension and fear of public speaking. Public speaking is the number one fear in the world. Hanna and Gibson (2002), state that 41 percent of people fear public speaking more than death.

Verderber et al (2012) reported that as many as seventy-six percent of experienced public speakers feel fearful before presenting a speech. People with high public speaking anxiety may suffer from social anxiety disorder. The more public speaking fear people have, the more social anxiety they have (Bishop, 2005). People often feel anxiety may have pounding heart, dry mouth, shaky hands, quivering voice, cold sweaty palms, and stomach cramps (Nikitina 2011).

Students who suffer from serious fear of public speaking are more likely to get lower grades and drop out of school (McCroskey, Booth-Butterfield, & Payne, 1989 as cited in Jonathan, 2015). Scholars estimate the numbers of these students are from fourteen to twenty percent (Richmond & McCroskey, 1993, as cited in Jonathan 2015).

Liu (2007) as cited in Abidin (2014) states that the investigation of anxiety is especially importance to non-English major students who seldom have contact and the chances to use English in their daily life. English foreign language is

usually associated with public speaking anxiety and it affects to language learning. Anxiety would cause learners to be less responsive to learning the language. According to Abidin (2014), language anxiety surface when students avoid conveying complex message in foreign language, lack of confidence, froze up in role-play activities or forgot previously learned vocabulary or grammar.

Many factors cause some students reluctant to speak. Low English proficiency, lack of practice, competition and task difficulty, and awareness of performing badly in English may be the cause that will lead students to the loss of self-esteem.

According to P'Rayan & Shetty (2011) as cited in Abidin (2014), many students have speech anxiety. One of the speaking test results had revealed that majority of students have high communication apprehension and sixty percent of them are lacking in communication skills. Therefore, the ability to communicate well is the attribute of successful students.

7. The Importance of Public Speaking

Public speaking will provide with training in a variety of personal and social competencies. For example, cover such skills as self-awareness, self-confidence, and dealing with the fear of communicating. These are skills that you will apply in public speaking, but they will also prove valuable in all of your social and professional interactions.

According to Ericson & Gardner (1992) as cited in Jonathan (2015) states that effective public speaking skills contribute to academic success. Bodie (2010,

p.71) as cited in Abidin (2014)said that Competence in public speaking is paramount to student success in and out of the classroom because public speaking is seen as a necessary part of both college and work responsibilities.

Effective speakers are more likely to be successful in workplace. They are more confident, empathetic and professional. They stand out from competitors and gain more respect from peers and clients (Bass, 2010). On the other hand, poor public speaking skills may hinder career development (Richmond & McCroskey, 1998, as cited in Jonathan, 2015).

8. Benefits of Public Speaking

Academic presentations are important, yet challenging, tasks for English for Academic Purposes (EAP) students. No matter what one's ambitions and interests are, developing public speaking skills will benefit a person's personal, and professional (Nikitina, 2011).

According to Schreiber et al (2013), public speaking has some benefits. The ability to speak in front of others with natural grace and authenticity will help us expand our social circle, build strong relationship successfully, and make new friends. It also can increasing self-confidence (Grapsy, 2013), improving communication skills, increasing organizational skill, greater social influence, enhancing ability to listen, greater possibility of meeting new people, lesser anxiety and fear when speaking in front of others, improving memory, enhancing persuasion ability and greater control over emotions and body language (Nikitina, 2011).

In professional life, it is believed that public speaking form increasing 70% to be involved in jobs nowadays (Aras, 2012, as cited in Schreiber & Hartranft, 2013). According to Nikitina (2011), developing your communications and learning to speak in public will give you many practical benefits. It will open new opportunity for career advancement, positions you as an authority, set you apart from your competition, attract the right costumers to your business, presents technical or business information effectively. It also allows you to effectively market your business, improves internal communication, helps you to easily assume leadership and train others, increase employee productivity, prepare for spontaneous speaking challenges, motivates and persuades other people to reach and attain professional goals, makes you a desirable guest on local, regional and national conferences, seminars and public speaking events.

In public area, learning about public speaking will allow a person to participate in democracy at its most basic level. Public speaking is important in creating and sustaining a society. Even if we do not plan to run for office, learning about public speaking helps us to listen carefully and critically evaluate other's speeches. In fact, listening and critical thinking allow us to understand public dilemmas, form and opinion about them, and participate in resolving them (Goddu, 2013; Russ, 2013 as cited in Schreiber et al, 2013).

9. Basic Principles in Public Speaking

According to German et al., (2001), there are four principles of effective public speaking; audience centered, organized appropriately, written clearly, and presented compellingly.

The first principle, being audience centered, means that effective public speaking relies on understanding who the audience is, and once this is known, developing a speech that is appropriate to that particular audience. Being audience-centered means considering who your audience members are and how your message can best be tailored to their interests, desires, and needs (Reinard, 1988 as cited in Sellnow, 2004). The most basic information that needs to be known about any potential audience is the demographic diverse, such as age, ethnicity, gender, and education level. It may influence the audience's perception of the speaker's message (Shaw, 1997 as cited in Sellnow, 2004). Always consider the audience when selecting a topic and developing the content, when organizing the structure, and when rehearsing the delivery, as well as when actually presenting the speech.

In speech, you will demand to write a good content and appropriate organization. According to Sellnow (2004), content is the actual ideas in your speech; the main topic and purpose, the ideas and information you include to support each main point, and the connection you make directly to listeners throughout. Effective public speeches need to be organized appropriately both for the topic and for the potential audience. Traditional views of public speaking call for speeches to contain an introduction, body, and conclusion. Sellnow (2004)

states that the process of organizing a speech begins when the speaker determines a specific purpose, identifies the central idea, and settles on the main points. Once this is accomplished, the speaker can then choose from a variety of traditional organizational patterns. These patterns include chronological (following a time pattern), spatial (following a directional pattern), causal (organizing points to show a cause-and-effect relationship), problem-solution (showing the existence of a problem and then providing a solution to it), and topical (dividing the speech into subtopics). One of the most famous organizational patterns for public speeches was developed by Alan H. Monroe and is called the "motivated sequence" (Verderber et al., 2014). It is particularly well suited to persuasive speeches.

Effective speeches must also clearly write. A well-organized speech is useless unless the audience understands the message that is being communicated to them. One of the most important ways to ensure clear writing is to make sure that the vocabulary used in the speech is appropriate for the particular audience (Sellnow, 2004).

A public speech must also be delivering compellingly to be effective. Listeners often are more persuaded by the manner in which a speech is delivered than by the words used (Decker, 1992, as cited in Sellnow, 2004). Delivery refers to how you present your message. Using nonverbal cues such as the voice and body can help, but you must use nonverbal appropriately. A speech does not have to be overly dramatic or theatrical to be effectively compelling. Instead, an effective delivery should be sincere, honest, straightforward, and dynamic.

Varying vocal pitch, speech, and volume are effective devices for keeping the attention of an audience. However, an overemphasis on these aspects can be disastrous and can make the speaker seem phony or insincere. It is a good rule of thumb for a speaker to remember to talk to the audience as if he or she were talking to one person at a time. A speaker should try to convince the listeners that he or she is competent to speak on the topic and that he or she is sincere in wanting the listeners to understand the message. Presentational strategies should also be developed that can be used to respond to feedback from the audience. If the audience seems restless or confused, the speaker should be able to change the message to include more examples or to shorten parts of the planned presentation that seem to be repetitive. More interesting graphics or the use of more vocal variety may help get the audience more involved with the message. Again, audience analysis before the public presentation can aid the speaker in developing strategies to cope with various reactions from the "real" audience.

B. TED (Technology, Entertainment and Design) Talks

1. Definition of TED Talks

According to ted.com, TED (Technology, Entertainment and Design) Talks has been providing intellectually stimulating presentations since 1984. TED presentations are delivered by non-native and native speakers of English and available in over 40 languages. Educators have been utilizing these valuable learning materials since they were initially put online in 2007.

TED is global community and has mission to spread ideas. They believe with this ideas can change attitudes, lives and ultimately, the world. On TED.com, they are building a clearinghouse of free knowledge from the world's most inspired thinkers.

2. History of TED Talks

TED was born in 1984 out of Richard Saul Wurman's observation of a powerful convergence among three fields: technology, entertainment and design. The first TED included a demo of the compact disc, the e-book and cutting-edge 3D graphics from Lucas film, while mathematician Benoit Mandelbrot demonstrated how to map coastlines using his developing theory of fractal geometry.

Wurman and Harry Marks tried to build TED again after six years before TED organization was almost loose because of lost money. In 1990 TED has ready to be worked. The TED Conference became an annual event in Monterey, California, attracting a growing and influential audience from many different disciplines united by their curiosity and open-mindedness and also by their shared discovery of an exciting secret.

3. General benefits of TED talks

TED Talks favor whole person development. TED talks challenge students and help them grow personally and professionally (Mercer, 2013). Students can go to TED.com or YouTube and watch high quality presentations (Grandgenett,

2012). The videos help viewers develop a global perspective and become all-rounded.

Watching TED talks helps improve teaching quality. Grandgenett (2012) said, when teachers watch educational TED talks, they can improve teaching skills. Unlike over-structured academic lectures, TED talks focus on new ideas that grab and keep attention (Romanelli et al., 2014). Students may find traditional lectures boring and predictable. Playing short TED talk videos in class can regain attention and encourage group discussion. Rather than showing slides full of bullet points, teachers can learn to make only one point for each slide. The storytelling style shows teachers how to maintain the attention of students. TED talks also encourage teachers to rehearse their lesson beforehand so they can avoid reading slides all the time (Romanelli et al., 2014).

4. Benefits of TED Talks in Public Speaking

TED speakers are chosen for their ability to communicate ideas clearly (Romanelli et al., 2014). These speakers serve as role models for students to improve public speaking. Watching TED Talks can help students learn how to grab and keep people's attention (Sugimoto et al., 2013). Students can become better speakers who spark interest and curiosity (Romanelli et al., 2014). The TED website provides the best talks on diversified topics. When students watch presentations they are most interested in, they pay more attention and improve public speaking more effectively. TED Talk videos spark curiosity, improve

students' attention span and promote learning (Romanelli et al., 2014). As a result, students pay more attention in class and get higher grades.

TED talks raise the standard of public speaking. TED speakers who express ideas well are perceived as more successful and popular (Sugimoto et al., 2013). This phenomenon shows that effective communication skills are the key to academic and career success.

While there are many benefits of TED talks, a number of authors (Shea, 2014) claimed that TED speakers often condense research and ideas for the sake of convenience and entertainment. Romanelli (2014) said that over simplified ideas may discourage learners from analyzing information.

According to the researches on TED talks, the researcher concluded that TED talks could improve student public speaking skill, show students how to interact with the audience, raise the standard of public speaking, increase students learning motivation, encourage completely personal development, improve teaching quality, and increase the attention span of students.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In order to know to what extent the use of TED talk video improves the students' public speaking skills for academic purposes, this study employs a quantitative approach. The quantitative techniques are used in the form of figures and for the analysis the statistical method (Sugiyono, 2014).

The Researcher conducts an experimental research. Experimental research is a quantitative approach designed to find out effect of presumed cause. In this respect, Pre-Experimental design is used in this research. It occurs in a single group which is no control and experiment class needed. In this study, One-Group Pre-test and Post-test was chosen to give the treatment in this study. One-Group Pre-test and Post-test is one of the designs of Pre-Experimental method that has one group of experiment without using control group, to know the significance is by comparing the score of pre-test and post-test (Ary et al, 2018).

B. The Setting

1. Brief Description of Research Location

The research took place at Department of English language of Sekolah Tinggi Keguruan dan Ilmu Pendidikan Bina Bangsa Getsempena (STKIP BBG). The research was conducted at the fifth semester students of English Department

of STKIP BBG. The school is located on Tanggul Krueng Aceh Street, Rukoh, Darussalam, Banda Aceh.

2. Population

According to Creswell (2009), the population is the entire subject of research. The population of this research are the entire fifth year students of English Department of STKIP BBG.

3. Sample

Sample is a part of population itself and has the characteristic to investigate (Prasetyo and Jannah, 2005, p.119). The researcher used purposive sampling as the process of taking sample. Purposive sampling is the sampling technique with particular consideration of the sample (Siregar et al 2014, p.60). The researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (Bernard 2002, Lewis & Sheppard 2006).

This study used purposive sampling on the consideration that the students have passed speaking one, speaking two and speaking three. The researcher also considered several aspects, such as an easily accessible place, and an affordable economy. The sample of this research was 13 students of the fifth semester of English Department of STKIP BBG.

C. Technique of Data Collection

To gather the data needed, the researcher used some techniques. The data were gained by Pre-Experimental teaching, and giving pre-test and post-test.

1. Pre-Experimental Teaching

The researcher used Pre-experimental technique to gather the data. One-Group Pre-test Post-test model was applied in this research. One-Group Pre-test and Post-test was one class for treatment as the experiment class. According to Ary et al (2018, p.250), One-Group Pre-test Post-test Design involves three steps: (1) administering a pretest measuring the dependent variable, (2) applying the experimental treatment X to the subject, (3) administering the post-test again measuring the dependent variable.

In this technique, a test was given to know and to measure students' public speaking ability. The test conducted includes the pre-test and the post-test. The meeting was held four times. In the first meeting, pre-test was given and in the second and the third meeting, were devoted for the treatment and in the fourth meeting, the post-test was given. For each meeting, the allocated time was 90 minutes. During the treatment, students were asked to listen to some TED video that had been prepared. A video duration about ten to fifteen minutes and played randomly.

2. Pre-Test

According to Creswell (2009), a pre-test provides a measurement on some attribute or characteristic that assessed for participants in an experiment before they receive a treatment. In this study, researcher called participant and asked them to talk randomly in front of class without preparation or so-called Impromptu Speeches for about 2 minutes each student. Therefore, the participants were measured their public speaking by pre-test at the beginning.

4. Post-Test

Creswell (2009) argues that post-test to measure some attributor characteristics that assessed for participant in the experiment after giving a treatment. Post-test was given in the last meeting of teaching experiment. The aim of post-test was to measure student's improvement in public speaking after giving the treatment by the researcher. Post-test had similar activities to pre-test. In post-test, the students were asked to stand up to deliver speech with preparation before in front of their peers. They stood likes a public speaker on TED video and the researcher assessed their script and performance by rubric of public speaking.

D. Technique of Data Analysis

1. Test

In order to analyze the test result, the researcher used statistical formula. The formula is used to find out the mean of the table.

- a) Analysis of individual score

Rubric for Public Speaking

Student's Name _____ Date _____

Course name and number _____ Professional Studies Group. No. ____

Table 3.1 Rubric Speaking Score

Content		High		Average		Low
1	States the purpose	5	4	3	2	1
2	Organizes the content	5	4	3	2	1
3	Supports ideas	5	4	3	2	1
4	Incorporates stories and examples	5	4	3	2	1
5	Summarizes the main idea(s)	5	4	3	2	1

Delivery		High		Average		Low
6	Demonstrates awareness of listener's needs	5	4	3	2	1
7	Speaks clearly with appropriate vocabulary and information	5	4	3	2	1
8	Uses tone, speed, and volume as tools	5	4	3	2	1
9	Demonstrates complexity of vocabulary and thought	5	4	3	2	1
10	Appears comfortable with audience	5	4	3	2	1

Explanation of Public Speaking Rubric

Score on a scale of 5 \longleftrightarrow to 1

Use whole numbers only. Below are descriptions of some of the range. A score of 4 or 2 are in the middle. For #1, for example, a "4" would be "somewhat" clear; a "2" would be somewhat evident but not entirely.

Please print out and use the rubric above, circling the applicable numbers.

Content

1. States the purpose

Points Criteria

5	The purpose is clear and captures the listener's attention.
3	The purpose is apparent.
1	The purpose is not evident.

2. Organizes the content

Points Criteria

5	The content is organized logically with fluid transitions to capture and hold the listener's attention throughout the entire presentation.
3	The organization of the content is congruent; transitions are evident.
1	The content lacks organization; transitions are abrupt and distracting.

3. Supports ideas

Points Criteria

5	Important details add to the interest and depth of the presentation; details work to connect the listener to the speech.
3	The speaker provides the basic details necessary for the listener to understand the premise of the presentation.
1	The majority of ideas are unsupported by additional information or explanation.

4. Incorporates stories and examples

Points Criteria

5	Relevant examples or stories work to interest the listener and further develop main ideas.
3	Stories and examples obviously relate to the content of the speech.
1	Stories and examples are missing or unrelated.

5. Summarizes the main idea(s)

Points Criteria

5	The conclusion unites the important points of the presentation and encourages future discussion.
3	The conclusion summarizes the main ideas.
1	The speech ends without a summary.

Delivery

1. Demonstrates awareness of listener's needs

Points Criteria

5	The choices of language, examples, and aids work together to heighten the listener's interest and connection to the topic
3	The speaker's word choices, explanations, and enthusiasm are appropriate for the topic and for each point; appropriate aids are incorporated.
1	The presentation is uninteresting.

2. Speaks clearly with appropriate vocabulary and information

Points Criteria

5	The vocabulary is descriptive and accurate, engaging the listener through imagery.
3	The vocabulary provides clarity and avoids confusion.
1	The vocabulary is awkward or inappropriate for the topic, making the speaker difficult to understand.

3. Uses tone, speed, and volume as tools

Points Criteria

5	The speaker manipulates tone, speed, and volume, using these tools to emphasize important ideas and hold the listener's attention.
3	The speaker avoids distracting vocal fillers or physical mannerisms and uses adequate speed and volume throughout the presentation.
1	Vocal fillers are present throughout the presentation. Speed and volume are inappropriate for the presentation.

4. Demonstrates complexity of thought and vocabulary

Points Criteria

5	Variation of sentence structure and word choice works to keep the listener interested and provides multiple examples and
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	descriptions.
3	Sentence structure and word choice are varied to avoid monotony of tone and repetition of ideas.
1	Sentence structure and word choice are monotonous and uninteresting.

5. Appears comfortable with audience

Points Criteria

5	Eye contact, interaction with aids, and physical gestures demonstrate the speaker's energy and interest, guiding the listener through the presentation.
3	Eye contact, interaction with aids, and physical gestures are natural and fluid.
1	Eye contact with the audience is lacking. Gestures are missing or awkward. The speaker depends heavily on the written speech or notes.

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Table 3.2 Rating Rate Scale

No	Assessment Aspect	Score				
		1	2	3	4	5
1	States the purpose	2	4	6	8	10
2	Organizes the content	2	4	6	8	10
3	Supports ideas	2	4	6	8	10
4	Incorporates stories and examples	2	4	6	8	10
5	Summarizes the main idea(s)	2	4	6	8	10
6	Demonstrates awareness of listener's needs	2	4	6	8	10
7	Speaks clearly with appropriate vocabulary and information	2	4	6	8	10
8	Uses tone, speed, and volume as tools	2	4	6	8	10
9	Demonstrates complexity of vocabulary and thought	2	4	6	8	10
10	Appears comfortable with audience	2	4	6	8	10
Total		20	40	60	80	100

The criteria of Public Speaking Mastery scale:

5 = 86 – 100 (Excellent)

4 = 75 – 85 (Good)

3 = 60 – 74 (Average)

2 = 40 – 59 (Fair)

1 = 10 – 39 (Poor)

b) Finding the Mean score, formula:

In this case, the researcher calculated the mean of students' score. The scores were calculated by using a formula. The formula was as follow:

$$\text{Mean (M)} = \frac{\text{the total of score}}{\text{the number of students (N)}}$$

CHAPTER IV

THE RESULT OF RESEARCH

This chapter covers the research findings and discussion. The first finding focuses on the public speaking based on TED style test result.

A. The Result of the Test

The data was analyzed to measure students' speaking skill before and after treatment. Following the experimental teaching, the researcher analyzed the data by using statistical formula. There are two tests in which the students participated; pre-test and post-test.

The following tables shows the range of students scores in pre-test and post-test result. The researcher used statistical calculation to analyze them.

Table 4.1 The Students' Score of Public Speaking Pre-test and Post-test

No.	Students Initial	Students' Number	Pre-test	Post-tes
1.	AB	1511060001	64	68
2.	DDD	1511060006	60	78
3.	EJ	1511060007	32	32
4.	EN	1511060008	46	70
5.	JA	1511060014	68	70
6.	JIA	1511060015	68	38
7.	MA	1511060018	82	80
8.	NL	1511060022	36	84
9.	NF	1511060023	54	60
10.	RM	1511060025	42	68
11.	SW	1511060027	70	84
12.	SA	1511060031	46	66
13.	SI	1511060032	64	70
Total			732	868

To analyze the data of pre-test, researcher calculated the result by using the following formula:

The mean of the pre-test is as follows:

$$\begin{aligned}
 \text{Mean (M)} &= \frac{\text{the total of score}}{\text{the number of students (N)}} \\
 &= \frac{732}{13} \\
 &= 56.3
 \end{aligned}$$

Therefore, the average score for the pre-test was 56.3. Next, to find the mean of post-test, the formula is as follows:

$$\begin{aligned}
 \text{Mean (M)} &= \frac{\text{the total of score}}{\text{the number of students (N)}} \\
 &= \frac{868}{13} \\
 &= 66.7
 \end{aligned}$$

Therefore, the average score for the post-test was 66.7.

In conclusion, according the data above, there were different results between pre-test and post-test. The post-test results are higher than pre-test, which indicates apply TED style can improve students' speaking in public speaking.

B. Discussion of Test Result

This study examined the utilizing of TED video to improve students' public speaking skills for academic purposes. The researcher successfully collected the data by using experimental teaching and analyzing the test as instruments to answer the research question.

In research question, the researcher asked if the use of TED video could improve students' public speaking skills for academic purposes. The data from

students pre-test and post-test score, it showed that the improvement of students' public speaking skills after being given treatment. However, there are some students get lower score in post-test. It is mean the treatment could not affect to them.

The rubric of public speaking assesses the content and delivery of the speech. It shows that the students more increase in delivery aspect than in the content. The result of student score of pre-test was 56.3 and the mean of post-test was 66.7. There is 18.5 percent increase after giving treatment.

The other researchers state that the TED talks play an important role in improving student's public speaking. Jonathan (2015), state that TED talks can help student's university improve public speaking more effectively. The key is to focus on one area, such as storytelling, body language, humors, and structure.

Other studies also indicate that the TED Talks is important to apply in teaching learning process especially in public speaking. Zhang (2015), states that TED English Public Speaking Course pattern has worked effectively in improving students' language learning.

The same result is also support by Hall (2007). In his research he found that TED talks had improved, this increased percentage of students who perceived their presentation skills having improved can be attributing to the use of TED Talks in teaching-learning motivation.

A professor of Business Administration, researches on consumer behavior and consumer psychology, state that the students would get more comfortable with public speaking, and know their strengths, weakness, and he said no speaker

started with an amazing talk. The more speakers practice, the more comfortable they feel about public speaking (Jonathan, 2015 p.34).

Nevertheless, there are some limitations in this research. Lack of time to conduct the research is one of the limitations. This study will be more effective if the researcher give the treatment more than fourth meetings. The result of research will be more valid and has significant increase. The other limitation is lack of participants. Minimum participants are 30 students and have passed a rigorous selection, so the result can be generalized.

However, from the other researchers' findings could be ensured that the use of TED video as materials in EFL teaching learning process is effective can improve students' public speaking skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

The research was conducted to know to which the use of TED video improve student's public speaking skills for academic purposes. The result of the previous chapter, the researcher would like to infer some conclusion:

Utilizing TED video helped students to improve their public speaking skills. After conducting some treatments, the students could comprehend what they have learn in TED video that played by the researcher. Based on the result of the data collection, it shows that teaching public speaking by utilizing TED Talks video give the slightly effect on students' public speaking. There is show that the mean score of post-test higher than pre-test, which is mean score of pre-test was 56.3 and the mean score of post-test was 66.7. This results show 18.5% increased after the treatment by using TED Talks video.

In other words, the utilizing TED video can improve students' public speaking skills for academic purposes.

B. Suggestions

After conducting the experimental teaching and analyzing the test, the researcher would like to suggest that there would be another researcher who are interested to conduct further research in this area.

For EFL teachers, especially for university teachers, applying TED Talks video can help students' public speaking skills. Teachers should use TED Talks video to teach public speaking techniques. The students can learn from video how to use body language properly, convey the speech compellingly, use appropriate humors and organize well speech structure. It can help students learn and improve in the aspect of public speaking, by the content and delivery style. TED video can also help students develop a better perspective towards life (Jonathan, 2015, p.37). By watching TED Talks, students could discover the impact they want to make in the world.

For future researches, researchers should conduct an experimental design more than forth meeting. Indeed experimental design needs long time to researched and give a valid result. The control and experiment group have to be separated to know the significantly difference between control class and the class which is given a treatment.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/379/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
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5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan LAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 Desember 2016

MEMUTUSKAN

- Menetapkan** :
PERTAMA : Menunjuk Saudara:
- | | |
|------------------------------|----------------------------|
| 1. Syamsul Bahri, M.A. TESOL | Sebagai Pembimbing Pertama |
| 2. Drs. Amiruddin | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : Zahriani
- NIM : 231324165
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Utilizing TED Video to Improve Students' Public Speaking Skills for Academic Purposes
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 10 Januari 2017

An. Rektor
Dekan,


Dr. Majidurrahman, M. Ag
NIP. 197109082001121001

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-11463/Un.08/TU-FTK/ TL.00/12/2017

07 Desember 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth,

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

Nama	: Zahrlani
NIM	: 231 324 165
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
Alamat	: Jl.Miruk Taman Perum Indiser No.2-D Tanjung Selamat Darussalam Ac

Untuk mengumpulkan data pada:

Sekolah Tinggi keguruan Dan Ilmu Pendidikan Bina Bangsa Getsempena (STKIP BBG)

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Utilizing TED Video to Improve Students' Public Speaking Skills for Academic Purposes

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Parzah Ali



**YAYASAN PENDIDIKAN GETSEMPENA
SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
BINA BANGSA GETSEMPENA BANDA ACEH
(STKIP BBG)
IZIN MENDIKNAS NO. 138/D/O/2003
TERAKREDITASI BAN PT**



Kampus : Jln. Tanggul Krueng Aceh No. 34, Rukoh Darussalam - Banda Aceh
Telepon : 0823 6237 6423 Email: info@stkipgetsempena.ac.id Website : www.stkipgetsempena.ac.id

Banda Aceh, 22 Januari 2018

Nomor : ~~0029~~ /STKIP-BBG/I/2018
Lampiran : -
Hal : Pemberitahuan

Kepada Yth :
Ketua Prodi S1 Bahasa Inggris
UIN Ar-Raniry
Di -
Tempat

Dengan hormat,
Ketua Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Bina Bangsa Getsempena Banda Aceh dengan ini menerangkan bahwa nama :

Nama : **ZAHRIANI**
NIM : 231324165
Prodi : S1 Ilmu Bahasa Inggris

Benar telah memperoleh data untuk keperluan penulisan proposal skripsi di STKIP Bina Bangsa Getsempena Banda Aceh
Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.



Chair Kasmini, M.Si
NIDN: 0117126801

LESSON PLAN

Time : 10.40-12.20 (4 meetings)

Subject: Public Speaking

Unit : I (one)

Meeting	Time	Day/Date	Task (teacher)	Task (pupils)	Purpose
I	10 min 80 min 10 min	Monday / December, 18 th 2017	<ul style="list-style-type: none">• The researcher greets the class and check the attendance list.• The researcher tells what activities that will be do for next three meetings.• The researcher review what public speaking is.• The researcher asked students to speech in front of peers.• The researcher closing the meeting and tell them what activity to do tomorrow.	<ul style="list-style-type: none">• Students listen to the explanation that given by the researcher.• Students stand in front of peers and make a speech.	<ul style="list-style-type: none">• Focus to students to make them understand to the purposes of researcher.
II	5 min	Tuesday / December, 19 th 2017	<ul style="list-style-type: none">• The researcher greets the class and check the attendance list.• The researcher reminded to students what activity that will be doing today.	<ul style="list-style-type: none">• Students listen to the explanation that given by the researcher.	<ul style="list-style-type: none">• To make students more understand how public speaking is.

	90 min		<ul style="list-style-type: none"> • The researcher asked students to watch some TED video. • The researcher asked students a question, “what lesson you get on the video?” after watching the video one by one. • The researcher closing the meeting and ask students to watch TED video at home. 	<ul style="list-style-type: none"> • Students watch and listen to the video. • Students find the lesson from the video. 	
III	5 min	Tuesday / January, 2 nd 2018	<ul style="list-style-type: none"> • The researcher greets the class and check the attendance list. • The researcher reminded to students what activity that will be doing today. • The researcher asked students to watch some TED video. • The researcher asked students a question, “what lesson you get on the video?” after watching the video one by one. 	<ul style="list-style-type: none"> • Students watch and listen to the video. • Students find the lesson from the video 	<ul style="list-style-type: none"> •
	90 min				

	5 min		<ul style="list-style-type: none"> The researcher closing the meeting and ask students to prepare an informative speech for post-test. 		
IV	5 min 90 min 5 min	Monday / January, 8 th 2018	<ul style="list-style-type: none"> The researcher greets the class and check the attendance list. The researcher asked students to speech one by one in front of peers that have been prepared before. The researcher closing the meeting and give thanks to them. 	<ul style="list-style-type: none"> Students perform the speech in front of peers. 	<ul style="list-style-type: none"> Focus to students to make them know the use of expressing warning and interpreted in daily life.

The Pre-test and Post-test Question

Pre-test and post-test will be measure whether TED video can improve students' public speaking skills for academic purposes.

1. Pre-test

The students asked to make an informative speech in front of audience or peers. The topic is free. This speech called impromptu speech, which is the treatment has not given. Each student has 2 minutes to convey the speech. Every student's speech will measured by public speaking rubric. *(Rubric attached)*

2. Post-test

In post-test, the researcher asked to stand up to deliver a speech that has been prepared before. The speech will measured by public speaking rubric and compare the result.

Rubric for Public Speaking

Student's Name _____ Date _____

Course name and number _____ Professional Studies Group No. _____
(if applicable)

Instructor:

Circle one number (1-5) for each category. Add the total and divide by 10 for an average. Names and courses are not included in the final report but are used for tracking purposes. Return this rubric to Tony Narkawicz at the Institutional Research Office. Edie Wagner, in Professional Studies, is the Coordinator and can also collect rubrics and answer questions.

Content

		High		Average		Low
1	States the purpose.	5	4	3	2	1
2	Organizes the content.	5	4	3	2	1
3	Supports ideas.	5	4	3	2	1
4	Incorporates stories and examples.	5	4	3	2	1
5	Summarizes the main idea(s).	5	4	3	2	1

Delivery

		High		Average		Low
6	Demonstrates awareness of listener's needs.	5	4	3	2	1
7	Speaks clearly with appropriate vocabulary and information.	5	4	3	2	1
8	Uses tone, speed, and volume as tools.	5	4	3	2	1
9	Demonstrates complexity of vocabulary and thought.	5	4	3	2	1
10	Appears comfortable with audience.	5	4	3	2	1

Explanation of Public Speaking Rubric

Score on a scale of 5  to 1

Use whole numbers only. Below are descriptions of some of the range. A score of 4 or 2 are in the middle. For #1, for example, a “4” would be “somewhat” clear; a “2” would be somewhat evident but not entirely. Please print out and use the rubric above, circling the applicable numbers.

Content

1. States the purpose.

Points	Criteria
5	The purpose is clear and captures the listener's attention.
3	The purpose is apparent.
1	The purpose is not evident.

2. Organizes the content.

Points	Criteria
5	The content is organized logically with fluid transitions to capture and hold the listener's attention throughout the entire presentation.
3	The organization of the content is congruent; transitions are evident.
1	The content lacks organization; transitions are abrupt and distracting.

3. Supports ideas.

Points	Criteria
5	Important details add to the interest and depth of the presentation; details work to connect the listener to the speech.
3	The speaker provides the basic details necessary for the listener to understand the premise of the presentation.
1	The majority of ideas are unsupported by additional information or explanation.

4. Incorporates stories and examples.

Points	Criteria
5	Relevant examples or stories work to interest the listener and further develop main ideas.
3	Stories and examples obviously relate to the content of the speech.
1	Stories and examples are missing or unrelated.

5. Summarizes the main idea(s).

Points	Criteria
5	The conclusion unites the important points of the presentation and encourages future discussion.

3	The conclusion summarizes the main ideas.
1	The speech ends without a summary.

Delivery

6. Demonstrates awareness of listener's needs.

Points	Criteria
5	The choices of language, examples, and aids work together to heighten the listener's interest and connection to the topic.
3	The speaker's word choices, explanations, and enthusiasm are appropriate for the topic and for each point; appropriate aids are incorporated.
1	The presentation is uninteresting.

7. Speaks clearly with appropriate vocabulary and information.

Points	Criteria
5	The vocabulary is descriptive and accurate, engaging the listener through imagery.
3	The vocabulary provides clarity and avoids confusion.
1	The vocabulary is awkward or inappropriate for the topic, making the speaker difficult to understand.

8. Uses tone, speed, and volume as tools.

Points	Criteria
5	The speaker manipulates tone, speed, and volume, using these tools to emphasize important ideas and hold the listener's attention.
3	The speaker avoids distracting vocal fillers or physical mannerisms and uses adequate speed and volume throughout the presentation.
1	Vocal fillers are present throughout the presentation. Speed and volume are inappropriate for the presentation.

9. Demonstrates complexity of thought and vocabulary.

Points	Criteria
5	Variation of sentence structure and word choice works to keep the listener interested and provides multiple examples and descriptions.
3	Sentence structure and word choice are varied to avoid monotony of tone and repetition of ideas.
1	Sentence structure and word choice are monotonous and uninteresting.

10. Appears comfortable with audience.

Points	Criteria
5	Eye contact, interaction with aids, and physical gestures demonstrate the speaker's energy and interest, guiding the listener through the presentation.
3	Eye contact, interaction with aids, and physical gestures are natural and fluid.
1	Eye contact with the audience is lacking. Gestures are missing or awkward. The speaker depends heavily on the written speech or notes.

Public Speaking

Quick Reference Card

1. States the purpose.

Points	Criteria
5	The purpose is clear and captures the listener's attention.
3	The purpose is apparent.
1	The purpose is not evident.

2. Organizes the content.

5	The content is organized logically with fluid transitions to capture and hold the listener's attention throughout the entire presentation.
3	The organization of the content is congruent; transitions are evident.
1	The content lacks organization; transitions are abrupt and distracting.

3. Supports ideas.

5	Important details add to the interest and depth of the presentation; details work to connect the listener to the speech.
3	The speaker provides the basic details necessary for the listener to understand the premise of the presentation.
1	The majority of ideas are unsupported by additional information or explanation.

4. Incorporates stories and examples.

5	Relevant examples or stories work to interest the listener and further develop main ideas.
3	Stories and examples obviously relate to the content of the speech.
1	Stories and examples are missing or unrelated.

5. Summarizes the main idea(s).

5	The conclusion unites the important points of the presentation and encourages future discussion.
3	The conclusion summarizes the main ideas.
1	The speech ends without a summary.

6. Demonstrates awareness of listener's needs.

5	Choices of language, examples, and aids work together to heighten the listener's interest & connection to topic.
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3	Speaker's word choices, explanations, and enthusiasm are appropriate for the topic and for each point; appropriate aids are incorporated.
1	Presentation is uninteresting.

7. Speaks clearly with appropriate vocabulary and information.

5	Vocabulary is descriptive & accurate, engaging the listener through imagery.
3	Vocabulary provides clarity & avoids confusion.
1	Vocabulary is awkward or inappropriate for the topic, making the speaker difficult to understand.

8. Uses tone, speed, and volume as tools.

5	Speaker manipulates tone, speed, & volume, using these tools to emphasize important ideas & hold listener's attention.
3	Speaker avoids distracting vocal fillers or physical mannerisms and uses adequate speed & volume throughout presentation.
1	Vocal fillers are present throughout the presentation. Speed & volume are inappropriate for the presentation.

9. Demonstrates complexity of thought & vocabulary.

5	Variation of sentence structure & word choice works to keep listener interested & provides multiple examples/descriptions.
3	Sentence structure & word choice are varied to avoid monotony of tone & repetition of ideas.
1	Sentence structure and word choice are monotonous and uninteresting.

10. Appears comfortable with audience.

5	Eye contact, interaction with aids, and physical gestures demonstrate the speaker's energy and interest, guiding the listener through the presentation.
3	Eye contact, interaction with aids, and physical gestures are natural and fluid.
1	Eye contact with the audience is lacking. Gestures are missing or awkward. Speaker depends heavily on written speech or notes.

KANG LEE – CAN YOU REALLY TELL IF A KID IS LYING?

00:00: Hi. Let me ask the audience a question: Did you ever lie as a child? If you did, could you please raise your hand? Wow! This is the most honest group of people I've ever met.

00:26 (Laughter)

00:28: So for the last 20 years, I've been studying how children learn to tell lies. And today, I'm going to share with you some of the discoveries we have made.

00:38: But to begin, I'm going to tell you a story from Mr. Richard Messina, who is my friend and an elementary school principal. He got a phone call one day. The caller says, "Mr. Messina, my son Johnny will not come to school today because he's sick."

00:58: Mr. Messina asks, "Who am I speaking to, please?"

01:02: And the caller says, "I am my father."

01:05: (Laughter)

01:10: So this story --

01:11: (Laughter)

01:13: sums up very nicely three common beliefs we have about children and lying. One, children only come to tell lies after entering elementary school. Two, children are poor liars. We adults can easily detect their lies. And three, if children lie at a very young age, there must be some character flaws with them, and they are going to become pathological liars for life. Well, it turns out all of the three beliefs are wrong.

01:50: We have been playing guessing games with children all over the world. Here is an example. So in this game, we asked children to guess the numbers on the cards. And we tell them if they win the game, they are going to get a big prize. But in the middle of the game, we make an excuse and leave the room. And before we leave the room, we tell them not to peek at the cards. Of course, we have hidden cameras in the room to watch their every move. Because the desire to win the game is so strong, more than 90 percent of children will peek as soon as we leave the room.

02:34: (Laughter)

02:37: The crucial question is: When we return and ask the children whether or not they have peeked, will the children who peeked confess or lie about their transgression?

- 02:51: We found that regardless of gender, country, religion, at two years of age, 30 percent lie, 70 percent tell the truth about their transgression. At three years of age, 50 percent lie and 50 percent tell the truth. At four years of age, more than 80 percent lie. And after four years of age, most children lie. So as you can see, lying is really a typical part of development. And some children begin to tell lies as young as two years of age.
- 03:32: So now, let's take a closer look at the younger children. Why do some but not all young children lie? In cooking, you need good ingredients to cook good food. And good lying requires two key ingredients. The first key ingredient is theory of mind, or the mind-reading ability. Mind reading is the ability to know that different people have different knowledge about the situation and the ability to differentiate between what I know and what you know. Mind reading is important for lying because the basis of lying is that I know you don't know what I know. Therefore, I can lie to you.
- 04:23: The second key ingredient for good lying is self-control. It is the ability to control your speech, your facial expression and your body language, so that you can tell a convincing lie. And we found that those young children who have more advanced mind-reading and self-control abilities tell lies earlier and are more sophisticated liars. As it turns out, these two abilities are also essential for all of us to function well in our society. In fact, deficits in mind-reading and self-control abilities are associated with serious developmental problems, such as ADHD and autism. So if you discover your two-year-old is telling his or her first lie, instead of being alarmed, you should celebrate --
- 05:22: (Laughter)
- 05:24: because it signals that your child has arrived at a new milestone of typical development.
- 05:33: Now, are children poor liars? Do you think you can easily detect their lies? Would you like to give it a try? Yes? OK. So I'm going to show you two videos. In the videos, the children are going to respond to a researcher's question, "Did you peek?" So try to tell me which child is lying and which child is telling the truth. Here's child number one. Are you ready?
- 06:03: (Video) Adult: Did you peek? Child: No.
- 06:05: Kang Lee: And this is child number two.
- 06:09: (Video) Adult: Did you peek? Child: No.
- 06:13: OK, if you think child number one is lying, please raise your hand. And if you think child number two is lying, please raise your hand. OK, so as a matter of fact, child number one is telling the truth, child number two is lying. Looks like many of you are terrible detectors of children's lies.

06:37: (Laughter)

06:39: Now, we have played similar kinds of games with many, many adults from all walks of life. And we show them many videos. In half of the videos, the children lied. In the other half of the videos, the children told the truth. And let's find out how these adults performed. Because there are as many liars as truth tellers, if you guess randomly, there's a 50 percent chance you're going to get it right. So if your accuracy is around 50 percent, it means you are a terrible detector of children's lies.

07:20: So let's start with undergrads and law school students, who typically have limited experience with children. No, they cannot detect children's lies. Their performance is around chance.

07:34: Now how about social workers and child-protection lawyers, who work with children on a daily basis? Can they detect children's lies? No, they cannot.

07:46: (Laughter)

07:47: What about judges, customs officers and police officers, who deal with liars on a daily basis? Can they detect children's lies? No, they cannot.

08:00: What about parents? Can parents detect other children's lies? No, they cannot.

08:07: What about, can parents detect their own children's lies? No, they cannot.

08:14: (Laughter) (Applause)

08:17: So now you may ask why children's lies are so difficult to detect. Let me illustrate this with my own son, Nathan. This is his facial expression when he lies.

08:31: (Laughter)

08:33: So when children lie, their facial expression is typically neutral. However, behind this neutral expression, the child is actually experiencing a lot of emotions, such as fear, guilt, shame and maybe a little bit of liar's delight.

08:52: (Laughter)

08:55: Unfortunately, such emotions are either fleeting or hidden. Therefore, it's mostly invisible to us.

09:03: So in the last five years, we have been trying to figure out a way to reveal these hidden emotions. Then we made a discovery.

09:11: We know that underneath our facial skin, there's a rich network of blood vessels. When we experience different emotions, our facial blood flow changes subtly. And these changes are regulated by the autonomic system

that is beyond our conscious control. By looking at facial blood flow changes, we can reveal people's hidden emotions. Unfortunately, such emotion-related facial blood flow changes are too subtle to detect by our naked eye. So to help us reveal people's facial emotions, we have developed a new imaging technology we call "transdermal optical imaging."

09:56: To do so, we use a regular video camera to record people when they experience various hidden emotions. And then, using our image processing technology, we can extract transdermal images of facial blood flow changes. By looking at transdermal video images, now we can easily see facial blood flow changes associated with the various hidden emotions. And using this technology, we can now reveal the hidden emotions associated with lying, and therefore detect people's lies. We can do so noninvasively, remotely, inexpensively, with an accuracy at about 85 percent, which is far better than chance level.

10:51: And in addition, we discovered a Pinocchio effect. No, not this Pinocchio effect.

10:58: (Laughter)

10:59: This is the real Pinocchio effect. When people lie, the facial blood flow on the cheeks decreases, and the facial blood flow on the nose increases.

11:11: Of course, lying is not the only situation that will evoke our hidden emotions. So then we asked ourselves, in addition to detecting lies, how can our technology be used? One application is in education. For example, using this technology, we can help this mathematics teacher to identify the student in his classroom who may experience high anxiety about the topic he's teaching so that he can help him. And also we can use this in health care. For example, every day I Skype my parents, who live thousands of miles away. And using this technology, I can not only find out what's going on in their lives but also simultaneously monitor their heart rate, their stress level, their mood and whether or not they are experiencing pain. And perhaps in the future, their risks for heart attack or hypertension. And you may ask: Can we use this also to reveal politicians' emotions?

12:20: (Laughter)

12:22: For example, during a debate. Well, the answer is yes. Using TV footage, we could detect the politicians' heart rate, mood and stress, and perhaps in the future, whether or not they are lying to us. We can also use this in marketing research, for example, to find out whether or not people like certain consumer products. We can even use it in dating. So for example, if your date is smiling at you, this technology can help you to determine whether she actually likes you or she is just trying to be nice to you. And in this case, she is just trying to be nice to you.

13:07: (Laughter)

13:11: So transdermal optical imaging technology is at a very early stage of development. Many new applications will come about that we don't know today. However, one thing I know for sure is that lying will never be the same again.

13:28: Thank you very much.

13:29: Xiè xie.

13:31: (Applause)

DANIELLE FEINBERG – THE MAGIC INGREDIENT THAT BRINGS PIXAR MOVIES TO LIFE

00:00: When I was seven years old, some well-meaning adult asked me what I wanted to be when I grew up. Proudly, I said: "An artist." "No, you don't," he said, "You can't make a living being an artist!"

00:12: My little seven-year-old Picasso dreams were crushed. But I gathered myself, went off in search of a new dream, eventually settling on being a scientist, perhaps something like the next Albert Einstein.

00:25: (Laughter)

00:28: I have always loved math and science, later, coding. And so I decided to study computer programming in college. In my junior year, my computer graphics professor showed us these wonderful short films. It was the first computer animation any of us had ever seen. I watched these films in wonder, transfixed, fireworks going off in my head, thinking, "That is what I want to do with my life." The idea that all the math, science and code I had been learning could come together to create these worlds and characters and stories I connected with, was pure magic for me.

01:04: Just two years later, I started working at the place that made those films, Pixar Animation Studios. It was here I learned how we actually execute those films. To create our movies, we create a three-dimensional world inside the computer. We start with a point that makes a line that makes a face that creates characters, or trees and rocks that eventually become a forest. And because it's a three-dimensional world, we can move a camera around inside that world. I was fascinated by all of it. But then I got my first taste of lighting.

01:36: Lighting in practice is placing lights inside this three-dimensional world. I actually have icons of lights I move around in there. Here you can see I've added a light, I'm turning on the rough version of lighting in our software, turn on shadows and placing the light. As I place a light, I think about what it might look like in real life, but balance that out with what we need artistically and for the story. So it might look like this at first, but as we adjust this and move that in weeks of work, in rough form it might look like this, and in final form, like this.

02:16: There's this moment in lighting that made me fall utterly in love with it. It's where we go from this to this. It's the moment where all the pieces come together, and suddenly the world comes to life as if it's an actual place that exists. This moment never gets old, especially for that little seven-year-old girl that wanted to be an artist.

02:37: As I learned to light, I learned about using light to help tell story, to set the time of day, to create the mood, to guide the audience's eye, how to make a character look appealing or stand out in a busy set.

02:56: Did you see WALL-E?

02:57: (Laughter)

02:58: There he is.

03:01: As you can see, we can create any world that we want inside the computer. We can make a world with monsters, with robots that fall in love, we can even make pigs fly.

03:13: (Laughter)

03:18: While this is an incredible thing, this untethered artistic freedom, it can create chaos. It can create unbelievable worlds, unbelievable movement, things that are jarring to the audience.

03:31: So to combat this, we tether ourselves with science. We use science and the world we know as a backbone, to ground ourselves in something relatable and recognizable. "Finding Nemo" is an excellent example of this. A major portion of the movie takes place underwater. But how do you make it look underwater?

03:49: In early research and development, we took a clip of underwater footage and recreated it in the computer. Then we broke it back down to see which elements make up that underwater look. One of the most critical elements was how the light travels through the water. So we coded up a light that mimics this physics -- first, the visibility of the water, and then what happens with the color. Objects close to the eye have their full, rich colors. As light travels deeper into the water, we lose the red wavelengths, then the green wavelengths, leaving us with blue at the far depths.

04:22: In this clip you can see two other important elements. The first is the surge and swell, or the invisible underwater current that pushes the bits of particulate around in the water. The second is the caustics. These are the ribbons of light, like you might see on the bottom of a pool, that are created when the sun bends through the crests of the ripples and waves on the ocean's surface. Here we have the fog beams. These give us color depth cues, but also tells which direction is up in shots where we don't see the water surface. The other really cool thing you can see here is that we lit that particulate only with the caustics, so that as it goes in and out of those ribbons of light, it appears and disappears, lending a subtle, magical sparkle to the underwater.

05:06: You can see how we're using the science -- the physics of water, light and movement -- to tether that artistic freedom. But we are not beholden to it.

We considered each of these elements and which ones had to be scientifically accurate and which ones we could push and pull to suit the story and the mood.

05:25: We realized early on that color was one we had some leeway with. So here's a traditionally colored underwater scene. But here, we can take Sydney Harbor and push it fairly green to suit the sad mood of what's happening. In this scene, it's really important we see deep into the underwater, so we understand what the East Australian Current is, that the turtles are diving into and going on this roller coaster ride. So we pushed the visibility of the water well past anything you would ever see in real life. Because in the end, we are not trying to recreate the scientifically correct real world, we're trying to create a believable world, one the audience can immerse themselves in to experience the story.

06:05: We use science to create something wonderful. We use story and artistic touch to get us to a place of wonder. This guy, WALL-E, is a great example of that. He finds beauty in the simplest things. But when he came in to lighting, we knew we had a big problem. We got so geeked-out on making WALL-E this convincing robot, that we made his binoculars practically optically perfect.

06:28: (Laughter)

06:31: His binoculars are one of the most critical acting devices he has. He doesn't have a face or even traditional dialogue, for that matter. So the animators were heavily dependent on the binoculars to sell his acting and emotions.

06:44: We started lighting and we realized the triple lenses inside his binoculars were a mess of reflections. He was starting to look glassy-eyed.

06:53: (Laughter)

06:54: Now, glassy-eyed is a fundamentally awful thing when you are trying to convince an audience that a robot has a personality and he's capable of falling in love. So we went to work on these optically perfect binoculars, trying to find a solution that would maintain his true robot materials but solve this reflection problem.

07:14: So we started with the lenses. Here's the flat-front lens, we have a concave lens and a convex lens. And here you see all three together, showing us all these reflections. We tried turning them down, we tried blocking them, nothing was working. You can see here, sometimes we needed something specific reflected in his eyes -- usually Eve. So we couldn't just use some faked abstract image on the lenses. So here we have Eve on the first lens, we put Eve on the second lens, it's not working. We turn it down, it's still not working.

07:47: And then we have our eureka moment. We add a light to WALL-E that accidentally leaks into his eyes. You can see it light up these gray aperture blades. Suddenly, those aperture blades are poking through that reflection the way nothing else has. Now we recognize WALL-E as having an eye. As humans we have the white of our eye, the colored iris and the black pupil. Now WALL-E has the black of an eye, the gray aperture blades and the black pupil. Suddenly, WALL-E feels like he has a soul, like there's a character with emotion inside. Later in the movie towards the end, WALL-E loses his personality, essentially going dead. This is the perfect time to bring back that glassy-eyed look. In the next scene, WALL-E comes back to life. We bring that light back to bring the aperture blades back, and he returns to that sweet, soulful robot we've come to love.

08:50: (Video) WALL-E: Eva?

08:54: Danielle Feinberg: There's a beauty in these unexpected moments -- when you find the key to unlocking a robot's soul, the moment when you discover what you want to do with your life. The jellyfish in "Finding Nemo" was one of those moments for me.

09:08: There are scenes in every movie that struggle to come together. This was one of those scenes. The director had a vision for this scene based on some wonderful footage of jellyfish in the South Pacific. As we went along, we were floundering. The reviews with the director turned from the normal look-and-feel conversation into more and more questions about numbers and percentages. Maybe because unlike normal, we were basing it on something in real life, or maybe just because we had lost our way. But it had become about using our brain without our eyes, the science without the art. That scientific tether was strangling the scene.

09:50: But even through all the frustrations, I still believed it could be beautiful. So when it came in to lighting, I dug in. As I worked to balance the blues and the pinks, the caustics dancing on the jellyfish bells, the undulating fog beams, something promising began to appear. I came in one morning and checked the previous night's work. And I got excited. And then I showed it to the lighting director and she got excited. Soon, I was showing to the director in a dark room full of 50 people.

10:22: In director review, you hope you might get some nice words, then you get some notes and fixes, generally. And then, hopefully, you get a final, signaling to move on to the next stage. I gave my intro, and I played the jellyfish scene. And the director was silent for an uncomfortably long amount of time. Just long enough for me to think, "Oh no, this is doomed." And then he started clapping. And then the production designer started clapping. And then the whole room was clapping. This is the moment that I live for in lighting. The moment where it all comes together and we get a world that we can believe in.

11:10: We use math, science and code to create these amazing worlds. We use storytelling and art to bring them to life. It's this interweaving of art and science that elevates the world to a place of wonder, a place with soul, a place we can believe in, a place where the things you imagine can become real -- and a world where a girl suddenly realizes not only is she a scientist, but also an artist.

11:42: Thank you.

11:43: (Applause)

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