

THE USE OF TED TALK AND GRAMMARLY TO IMPROVE STUDENTS' SPEAKING AND WRITING ABILITY AT SMK YAPIM PEKANBARU

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ABSTRACT

Writing in English is still challenging and requires a strong ability in grammar. Besides, communicating ideas through the English language is still difficult for some students. This study aims to analyse the students' perceptions through the use of the Grammarly application to help with writing skills and the TED Talk application to help improve speaking skills. The use of these applications is to help students in English skills that have grown these recent days, as well as the development of technology. Research participants include 15 students of SMKS Yapim Pekanbaru, department of Network and Computer Engineering. The research methods for the study included a questionnaire, as well as in-depth interviews that were conducted to explore the students' perception of using TED Talk and Grammarly applications. Both applications will make students more involved in learning English, especially speaking and writing. Because of its practicality and ease of access, the students are not difficult to use. The conclusion is that there have been some students who can write their ideas with the help of the Grammarly application and also watch TED Talk, then present them in front of the class.

Keywords: Grammarly, TED Talk, Speaking, Writing

INTRODUCTION

Language is a way of communication. It is difficult to have complete interaction without using a language. In addition, inadequate interaction prevents people from achieving their aspirations, goals, or objectives. We have to share our ideas and thoughts to people worldwide if we are to fulfil our aspirations and take action in this worldwide society. Every English language learner wants to improve their speaking skills to compete in this competitive environment ((Hidayati, 2022).

The productive skills in English education are writing and speaking. Writing and speaking are considered a difficult skill to master. Speaking ability is one of the basic abilities in human daily life. Humans use it to communicate with other people to exchange thoughts, feelings, and information (Dinillah A, 2021). Speaking is the ability to speak fluently which presupposes not only knowledge of language features but also the ability to process information and language 'in place' (Harmer, 2001). Based on Abadi and Marzban (2012), English is often used as a second language in various fields, including tourism, telecommunications, science,

and technology. besides playing an important role, English is also often the sole language in an international meeting. Because of that reason, learning English has become an important thing for Informatics, Network, and Computer Engineering students because they should understand the architecture to build an application that includes English as a main language. The students have to master the way to share some ideas through writing and then show it in front of many people by speaking.

The globalization development in today's digital era makes the ability to communicate using English needed, especially in the world of work. Therefore, there is a need for assistance and effective learning media to improve students' ability to communicate in English. Before being skilled at speaking, students need to be trained to be skilled at expressing ideas or ideas through writing. Writing techniques are an important step in seeing the extent to which students understand by conveying ideas through writing and then expressing them orally. Even though speaking is important, writing techniques are also needed as a reference if there are improvements or revisions for the perfection of writing. English language learning reaches a new era with the aid of mobile apps. No more boredom is caused by traditional methods because by using smartphones, lecturers or teachers can create unique learning media. Technology has been addressed in English language learning in higher education. Many teachers use devices, such as mobile devices, as a tool to support and facilitate the teaching and learning environment. The students need to be more capable and adaptive in using such of these device.

Artificial intelligence is one of the basic need applications to improve teaching and learning quality. There have been many applications based on artificial intelligence in English education, some of them are Grammarly and TED Talk video-based applications. Grammarly is an application that is used as a writing application to support the author in checking whether there is some mistaken grammar ((Perdana et al., 2021).

Grammarly is a free online grammar checker that has won numerous awards. The most popular tool in the world and one of the best English grammar checkers is Grammarly. It can detect and fix prepositional mistakes, irregular verb conjugations, improper noun usage, as well as incorrectly used terms. All of these capabilities are available to customers without charge, and users can upgrade to the

Premium version to get even more sophisticated features. Nowadays, Grammarly is available on Playstore.(Salem, A. 2016). Utilizing Grammarly improves students' writing ability and self-confidence, particularly while writing essays. Grammarly allows them to learn additional English grammatical rules. Furthermore, Grammarly is convenient and simple to use because it integrates with other browsers such as Word, Google Translate, email, Facebook, and many others (Astuti, 2023). Grammarly helps the students to improve their score of writing. It demonstrates the appropriateness of words and exhibits a grammar problem (Fitria, 2021).

TED Talk is used as an inspiring video application to learn to speak. Richard Saul Wurman first thought of TED as an annual conference in February 1984, and since 1990, it has been conducted yearly. The speeches delivered at these events usually become accessible online, and both native and non-native English speakers have a reason to mimic the style of presentation and language by watching these recorded presentations and speeches on video. As a result, watching TED videos can significantly enhance one's ability to speak and maintain vocabulary.(Salem, 2019).

TED Talks are available on video. TED presentations have been accessible on the TED website since 2006. More than 1800 presentations and a comprehensive collection of 35,000 transcripts in more than 30 languages are already accessible to the public, and the number is continually rising. Over 15,000 volunteers participate in the Open Translation Project, translating TED presentations ((Taibi et al., 2015). Students who watch TED Talks video will be able to apply the concepts of public speaking. Therefore, the students are anticipated to be able to pick up on and imitate the TED Talk's presenter, body movement and gestures that are related to effectiveness speech delivery (Rohmah, 2022).

The novelty of this study is that the author combines two applications that are expected to help students' speaking and writing skills. Grammarly's automatic feedback overcomes the barriers teachers face when giving instructional feedback, while the TED Talk video makes the students feel encouraged to speak. The difference of this study is focused on improving students' writing ability and also knowing their perception of speaking ability after using the TED Talk Video application.

MATERIALS AND METHOD

Participants

The participants in this research are 15 students from the Network and Computer Engineering class at SMK Yapim Pekanbaru. Therefore, the researcher used all of the students in Network and Engineering class as a participant.

The author used both qualitative and quantitative data. Quantitative research in order to analyse specific people, in this case, are students in Network and Computer Engineering class at SMK Yapim Pekanbaru. The author made a specific question to interview students in order to get specific answers and points of view. The researcher first gathered the tools used to distribute the questionnaire to the students.

The researcher divided the questionnaire into three categories:

1. The students' awareness of grammar.
2. The students' efforts in paragraph writing.
3. The students' perception of Grammarly.

The main information (item grades and responses) from the Network and Computer Engineering class was obtained by the researcher. The researcher then set up the score collection. The researcher did the interview with students who were randomly selected. The information from the interviews validates and clarifies the questions and answers. After gathering data, the researcher analyses and analyses the findings of the analysis. In compliance with the categories, the researcher then examined and evaluated the data and the determination made after the data analysis.

The newly developed survey includes a 4-point Likert scale. Participants must check one of the four supplied columns to indicate whether they agree or disagree with a number of statements: SD (strongly disagree), D (disagree), A (agree), and SA (strongly agree). The final inquiry on the questionnaire was an additional open-ended question made to enable participants to share any thoughts they might possess about how Grammarly might help their writing skills.

To perceive the students' speaking ability, the researcher conducted an open-ended interview after they watched the TED Talk video. The researcher asked about their opinion, motivations, and obstacles during the use of the TED Talk video.

RESULT

Table 1. Students' awareness of grammar

No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	Writing is important, especially in paragraph writing	0.0%	13,33%	40.0%	46.7%
2	Grammar needs to be taught in any class of writing.	0.0%	20.0%	46.7%	33.3%
3	I pay attention to grammar when I have to write	0.0%	33.3%	53.4%	13,33%

Firstly, the researcher asked the students about the importance of grammar in paragraph writing before they had to do a presentation or public speaking. Then, the result of each statement was calculated in percentage form.

Table 2. Students' efforts in paragraph writing

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	My grammar is still not sufficient every time I write a paragraph.	0.0%	13.3%	33.3%	53.4%
2	I have difficulties choosing the right grammar in writing.	0.0%	20%	40%	40%
3	I often check the grammar by myself	0.0%	40%	40%	20%
4	I often check the grammar with the help of my classmates.	0.0%	60%	20%	20%

Table 3. Students' perception of Grammarly application

No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	Grammarly gives good explanation about my writing mistakes.	0.0%	13.3%	33.3%	53.3%
2	Grammarly helps me to correct the mistaken grammar	0.0%	20%	46.7%	33.3%
3	I do accept the suggestions provided by Grammarly	0.0%	20%	46.7%	33.3%
4	I analyze the suggestions before I revise my writing.	0.0%	66.7%	13.3%	20%

For the speaking ability, the researcher conducted an open-ended interview with the students from X class, department of Network and Computer Engineering at SMK Yapim Pekanbaru after the researcher instructed them to watch TED Talk video. The video they watched was based on their interest.

Firstly, the researcher asked about their opinion. Some students said that this was the first time they knew about TED Talk application. They are interested in knowing more about it but are not sure the function of this application is to help them in speaking ability.

"I get interested on this application. I can watch according on my favorite topics. Unfortunately, I'm not sure it can improve my speaking ability because I just watched it and there are some sentences I didn't understand".

Secondly, the researcher asked about their motivation. Some students that TED Talk can increase motivation.

"I learn a lot from TED Talk video because it changes my mindset from being harmful into being beneficial. The invited speaker looks competent in their fields".

Last but not least, the researcher asked whether there were any obstacles found by the students during the use of TED Talk video applications.

” The application is friendly to use. I can watch based on my favorite topic. The obstacle I found is that I have difficulties getting the message from the invited speaker, I think they were speaking too fast”.

DISCUSSION

The table above shows that many students agreed about the use of Grammarly as an application assistant to help them in writing paragraphs, especially writing some notes before taking a public presentation or public speaking. On the other hand, the students easily get bored when the researcher is instructed to watch the TED talk video. Some of them agree, but others do not. They supposed that the TED Talk video is just an inspiring video to get more knowledge and update information, not to improve their speaking skill. It happens because the students rarely speak outside class.

Everyone has their own perspective. From the 15 students, three students did not agree with the statement that the TED Talk video would help their speaking ability. According to their perspectives, speaking ability is difficult and takes a lot of time to master this skill.

CONCLUSION

From the discussion above, it can be concluded that almost of the students agreed to use Grammarly as a media tool to improve their writing. On the other side, despite the use of TED Talk videos as a media tool to help speaking ability, there were still many students who needed to be more improve their speaking ability. This is because almost all students are rarely accustomed to using English, so when they are outside of school, students forget the learning material that has been taught at school. The teacher can engage the students by showing students' favorite public figures on TED Talk and trying to practice students' speaking skill. The students should be motivated by encouraging them to speak confidently.

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