

Ted Talks Videos As A Tool For Improving Pronunciation Skills Of Senior High School Students In Sti College Lipa

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Abstract

This study explored the effectiveness of TED Talks videos in improving the pronunciation skills of senior high school students in STI College Lipa. A mixed-methods research design was employed to obtain both quantitative and qualitative data. Survey questionnaires were distributed to 41 senior high school students to evaluate student's perceptions and pronunciation development. In addition, a focus group discussion involving 10 students was conducted to gain deeper insights into the challenges they experienced while using TED Talks videos.

The preliminary assessment revealed that students generally demonstrated a skillful level of pronunciation ability. Further enhancement was needed in advanced pronunciation features and in building students' confidence during spontaneous and high-pressure speaking situations. Furthermore, findings revealed that students showed improvement in vowel pronunciation, sound imitation, silent letters, minimal pairs, pausing, word stress, and speech naturalness. Despite these improvements, difficulties were still observed in pronouncing longer or unfamiliar words, as well as in intonation, speech flow, and expressiveness. The focus group discussion further revealed challenges related to unfamiliar vocabulary, fast speech delivery, and varied accents.

Therefore, the study concluded that TED Talks videos may effectively support pronunciation development when combined with supplementary activities such as word bank, shadow reading, and pair-discussions, pronunciation bingo, and mini TED-style presentations.

Keywords: *TED Talks videos, Pronunciation skills, Senior High School students*

I. Introduction

Effective communication is an essential skill in today's globalized society, where individuals from diverse linguistic backgrounds interact regularly. Among the various components of language acquisition, pronunciation plays a pivotal role in ensuring that spoken English is clear and comprehensible. The ability to accurately pronounce English words and phrases is not merely a matter of linguistic competence; it significantly influences academic success and professional opportunities. Pronunciation serves as the foundation of verbal communication. When speakers pronounce words correctly, they facilitate understanding and reduce the likelihood of miscommunication.

As is widely recognized, interaction forms an integral component of daily existence, whether we engage face-to-face through conversation or utilize numerous online mediums through written words or visuals. Competent communication abilities, especially oral skills, are crucial for achievements in education and the workplace. It represents a fundamental aspect of communication, necessitating clarity and thoroughness in our intended messages. To be an efficient communicator in both our career and personal spheres entails acquiring the abilities needed to share information with precision, compassion, and insight.

However, many senior high school students struggle with developing confident and coherent speaking abilities. This issue is often attributed to limited opportunities for authentic language practice, inadequate exposure to diverse speaking models, and insufficient strategies for improving pronunciation, fluency, and engagement. In recent years, innovative systems have emerged to support English pronunciation instruction (Saragih, 2022). These systems often combine features like data collection, analysis, and feedback loops to help learners improve the accuracy and efficiency of their pronunciation.

As a matter of fact, pronunciation played a vital yet frequently overlooked role in the teaching of the English language, particularly in non-native settings such as the Philippines. Despite their strong grasp of grammar and vocabulary, Filipino Senior High School learners struggle considerably with producing clear pronunciation. These difficulties impede their fluency and diminish their self-assurance in spoken interactions (Abellana, 2025).

In addition, effective communication relies heavily on pronunciation, making it a basic component of communication. According to studies, ESL learners, especially those from non-English speaking backgrounds, frequently struggle with pronunciation. Limited experience, insufficient exposure, and influence from the native language contribute to these difficulties. Therefore, in order to enhance their clarity in speaking and boost their confidence, educators should recommend that students engage with authentic English audio materials and provide more focused practice on pronunciation (Arifah & Budiastuti, 2025).

One potential solution to enhance speaking skills is the integration of multimedia sources, such as TED Talks videos, which offer high-quality examples of public speaking, diverse accents, vocabulary, and communication techniques. It is one of motivational videos which can support teacher talks within the lesson. It is a reference of YouTube video where it is the kind of public speaking of sharing experience and giving inspiration to people. Through these talks, students not only learn about public speaking but also learn about the speaker's life experience so that the students can be motivated and inspired in learning English (Karimah et al., 2022).

The integration of authentic video sources, such as TED Talks, holds considerable promise for enhancing various facets of students' speaking abilities, encompassing not only pronunciation but also elements like message delivery, organizational structure, and idea development

(Karimah et al., 2022). These videos, readily accessible and covering a multitude of disciplines, offer a versatile platform for pedagogical innovation, enabling educators to tailor instruction to specific learning objectives and student interests (Rubio, 2022).

Even though there are numerous studies that address techniques to improve and enhance effective communication, very few, if any, address the significance of pronunciation mastery for students. One of the key sub-objectives in the development of speech abilities is learning how to pronounce words correctly. Although it is often known that accurate pronunciation is a necessary ability for English language speakers, one should keep in mind that mastering it will impact fluency and may hinder future difficulties in achieving success in the workplace, in school, etc. Addressing this issue requires the adoption of innovative and engaging instructional strategies that go beyond traditional teaching methods.

As senior high school students prepare for college and the workforce, they are expected to possess strong English language proficiency. Nonetheless, many of them still have trouble correctly pronouncing English words, which hinders their ability to communicate and affects their academic and professional achievement. The researcher therefore thought it is crucial to explore methods and techniques for assisting senior high school students in pronouncing English words more accurately. Moreover, a student in search for success must consider speech practices an essential part of his education.

The use of the English language has long been taken for granted in the Philippines. Ever since, when it was made the medium of instruction in the schools and the language for national communication, the Filipino has considered English not a foreign language, but more so his second language. For years after, the main concern of the Filipino student was the structure and grammar, rather than the sound and rhythm or pronunciation of the English language.

Therefore, this study aimed to determine if utilizing TED Talks videos in the classroom can help students improve their pronunciation and gain more confidence when speaking English and what challenges may arise in doing so. By examining the effectiveness of this multimedia source, this study aimed to contribute to the development of more effective, technology-enhanced approaches to English language teaching.

Statement of the Problem

This study aimed to explore the effectiveness of utilizing TED Talks videos in enhancing the pronunciation skills of senior high school students in STI College Lipa. By analyzing students' performance in speaking tasks, this research provide insights into how multimedia sources can be utilized in the classroom to address the challenges faced by students in developing their speaking abilities.

Specifically, it sought to answer the following questions:

1. What is the perceived level of students' pronunciation skills before using TED Talks videos as observed in:
 - 1.1 pronunciation accuracy;
 - 1.2 intelligibility; and
 - 1.3 confidence in pronunciation?
2. What are the salient features of TED Talks videos that support the enhancement of students' pronunciation skills?

3. How does the use of TED Talks videos influence students' pronunciation skills in terms of:
 - 3.1 segmental features; and
 - 3.2 suprasegmental features?
4. What challenges do students encounter in using TED Talks videos to improve their pronunciation skills?
5. Based on the findings, what intervention activities may be proposed to further enhance students' pronunciation skills?

II. Materials and Methods

This part presents the research design, subjects of the study, data gathering instruments, data gathering procedure, and data analysis plan used to analyze and interpret the data.

Research Design

This study aimed to explore the effectiveness of using TED Talks videos in improving the pronunciation skills of senior high school students in STI College Lipa.

To achieve its purpose, the mixed-methods type of research was utilized by the researcher combining both the quantitative and qualitative research. Mixed methods research offers a powerful approach to understanding complex issues by integrating qualitative and quantitative methodologies. By choosing the appropriate design, rigorously analyzing data, and addressing potential challenges, researchers can produce robust findings that contribute meaningfully to their fields of study. This design not only enhances the depth and breadth of inquiry but also bridges the gap between different research traditions, fostering a holistic understanding of the world (Hassan, 2024).

For the quantitative approach, the researcher utilized a researcher-made questionnaire to determine the perceived level of student's pronunciation skills, the salient features of TED Talks videos, and its influence in enhancing the student's pronunciation skills. On the other hand, for the qualitative approach, the researcher employed semi-structured type of interview for the focus group discussion (FGD) to gather in-depth insights from the participants regarding the challenges they encountered in utilizing TED Talks videos in enhancing their pronunciation skills.

Subjects of the Study

The study explored the effectiveness of using TED Talks videos in improving the pronunciation skills of senior high school students in STI College Lipa. The study involved selected 41 grade 11 senior high school students enrolled during the academic year 2025-2026. Ten students from this section were randomly selected to participate in the focus group discussion, while all students answered the researcher-made questionnaire.

Data Gathering Instrument

The researcher utilized a researcher-made questionnaire and semi-structured type of interview for the focus group discussion to gather the necessary data for the study.

Questionnaire. To achieve the objectives of this study, a researcher-made questionnaire was used as the major data gathering instrument to determine perceived level of students' pronunciation skills, salient features of TED Talks videos, and its influence in the students' pronunciation skills.

Construction of Questionnaire. The researcher-made questionnaire was developed based on the statement of the problem, personal experiences, and some concepts from the related literature and studies covering the use of multimedia sources to enhance the pronunciation skills of the students. The first draft was prepared and presented to the research evaluator for the corrections and suggestions. Corrections and modifications from the research evaluator were incorporated in the revised draft of the questionnaire.

Validation of Questionnaire. The copies of the improved draft were distributed to three (3) experts for further examination of the content. Their comments and suggestions were taken into consideration to improve the relevance of the items in the questionnaire. After complying with the suggestions, the instrument was presented to the research evaluator for suggestions.

Administration of Questionnaire. The questionnaire was administered after the approval of the principal of STI College Lipa. It was conducted online using google forms and was distributed to the intended participants via group chat. For students without internet access or messenger accounts, arrangements were made for them to borrow devices from other participants to ensure their involvement.

Retrieval of questionnaire. Retrieval of the responses was done after all the participants answered the questionnaire. The responses were added up, calculated, examined, and interpreted by the statistician. To portray the data more understandably, the researcher used tables. Using the listed statistical method, the responses were measured.

Scoring of Responses. The items in the questionnaire were scored based on the 4-point Likert Scale with 4 as the highest score and 1 as the lowest score. Equivalent verbal descriptions were also provided.

Option	Scale Range	Verbal Interpretation
4	3.50 – 4.00	Very Skillful / Strongly Agree
3	2.50 – 3.49	Skillful / Agree
2	1.50 – 2.49	Slightly Skillful / Disagree
1	1.00 – 1.49	Not Skillful / Strongly Disagree

Focus Group Discussion. It is a qualitative research method used to gather in-depth insights from a small group of people on a specific topic, product, or concept. They provide valuable perspectives by facilitating open discussion, allowing researchers to observe participants' thoughts, feelings, and behaviors in real-time (Hassan & Hassan, 2024). The researcher used FGD to elicit answers and stimulates discussion among participants by asking questions on the challenges they met in using the multimedia source.

Data Gathering Procedure

To accomplish the intended goal, the researcher, through a letter of request, asked permission from the office of the school principal of STI College Lipa to conduct the study. Upon approval, the researcher explained to the participants the purpose of the study and discussed some important details.

In addition, the researcher prepared a parental consent form distributed a few days prior to the administration of the survey. This document confirmed parental agreement for their child's participation in the research. Furthermore, an assent form was provided to obtain permission directly from the respondents, confirming their agreement and willingness to participate in the study.

Upon obtaining consent, the researcher proceeded with the administration of the first part of the researcher-made questionnaire, followed by the implementation of intervention specifically the utilization of TED Talks videos. Then, second part of the researcher-made questionnaire was administered to assess the influence of the intervention in the students' pronunciation skills. Using semi-structured interview questions, the focus group discussion was then conducted to gather in-depth insights from the participants regarding the challenges they encountered in utilizing TED Talks videos to enhance their pronunciations skills. The quantitative responses were then tallied and tabulated for statistical analysis while qualitative responses were analyzed using thematic analysis. The assistance of a statistician was sought to ensure precision in statistical decision-making, computation, and tabulation.

On the other hand, with the validated interview questions, the FGD using semi-structured type of interview was done via face-to face meeting. The researcher asked permission from the participants to record the meeting. The recorded meeting was transcribed verbatim.

To ensure data privacy, the researcher assured that the data and participants of the study were treated with confidentiality in compliance with the Republic Act No. 10173, otherwise known as the Data Privacy Act, a law that seeks to protect all forms of information, be it private, personal, or sensitive, and will be used for research purposes only for the improvement of teaching and learning process.

Data Analysis Plan

The following statistical tools were used to quantify the data gathered in the study:

Composite Mean. It was used to determine the overall average of the weighted means in the questionnaire with respect to the description.

Frequency. This was used to determine the number of responses on the survey questionnaire given.

Percentage. It was employed to determine the percentage of the frequency count.

Ranking. This was used to determine and identify the positional results of responses in the tallied data as assessed by the participants.

Weighted Mean. It was used to conclude the frequency counted in different items of the pronunciation skills.

On the other hand, to facilitate an in-depth analysis of the challenges met by the students, the study utilized a thematic analysis. The goal of thematic analysis is to identify themes within the data, along with notable and interesting patterns, and utilize them to address the research questions.

III. Results

This section presents the results of gathered data for the study conducted to explore the effectiveness of utilizing TED Talks videos in enhancing the pronunciation skills of senior high school students in STI College Lipa. Such presentation is in accordance with the specific questioning posited on the statement of the problem.

1. Perceived Level of Students' Pronunciation Skills Before Using TED Talks Videos

Table 1

<i>I ...</i>	Weighted Mean	Verbal Interpretation	Rank
accurately produce English vowel sounds in spoken words.	2.93	Skillful	4
correctly articulate English consonant sounds.	2.98	Skillful	2
pronounce silent letters appropriately in English words.	2.85	Skillful	5
accurately pronounce unfamiliar words based on their spelling.	2.63	Skillful	7
maintain accurate pronunciation when reading aloud.	2.98	Skillful	2
distinguish and produce similar English sounds (e.g., /b/ vs /v/).	3.00	Skillful	1
apply correct word stress in multi-syllable words.	2.73	Skillful	6
Composite Mean	2.87	Skillful	

Perceived Level as Observed in Pronunciation Accuracy

Table 2

Perceived Level as Observed in Intelligibility

<i>My/I ...</i>	Weighted Mean	Verbal Interpretation	Rank
pronunciation is clear enough for my teacher to understand without repetition.	3.05	Skillful	2
spoken words are understandable to my classmates.	3.17	Skillful	1
maintain clarity when speaking at a natural speed.	2.95	Skillful	4
am understood by others during classroom interactions.	3.02	Skillful	3
speech is understandable even when I speak spontaneously.	2.59	Skillful	7
express ideas clearly in short spoken responses.	2.78	Skillful	6
pronunciation remains understandable in longer sentences.	2.88	Skillful	5
Composite Mean	2.92	Skillful	

Table 3

<i>I ...</i>	Weighted Mean	Verbal Interpretation	Rank
feel confident when pronouncing English words in class.	2.76	Skillful	6
participate in speaking activities without fear of mispronouncing words.	2.66	Skillful	7
speak willingly during recitation despite pronunciation challenges.	2.80	Skillful	4
feel comfortable reading aloud in front of others.	2.73	Skillful	5
speak in English even when unsure of correct pronunciation.	2.93	Skillful	2
attempt to pronounce difficult words without avoiding them.	3.15	Skillful	1
maintain self-confidence while speaking English in class.	2.83	Skillful	3
Composite Mean	2.84	Skillful	

Perceived Level as Observed in Confidence in Pronunciation

2. Salient Features of TED Talks Videos

Table 4
Distribution of Respondents in Terms of Salient Features of TED Talks Videos

Features	Frequency	Percentage	Rank
Clear pronunciation of speakers	36	87.8	1
Subtitles/Captions	8	19.5	8
Natural speaking style of speakers	28	68.3	2
Speaker's accent	17	41.5	5
Use of visuals	13	31.7	6.5
Use of non-verbal cues (e.g. gestures)	19	46.3	4
Repetition of words/phrases	13	31.7	6.5
Engaging delivery	23	56.1	3
Others (please specify): _____	0	0	9

3. Influence of TED Talks Videos on Student's Pronunciation Skills

Table 5
Description on the Influence of TED Talks Videos in terms of Segmental Features

<i>My/I ...</i>	Weighted Mean	Verbal Interpretation	Rank
pronunciation of English vowel sounds has improved after watching TED Talks videos.	3.17	Agree	1
articulation of English consonant sounds has become clearer after exposure to TED Talks videos.	2.98	Agree	5
pronunciation of unfamiliar words has improved after exposure to TED Talks videos.	2.95	Agree	6
pronounce silent letters more accurately after exposure to TED Talks videos.	3.07	Agree	3
imitate correct sound production more accurately after watching TED Talks videos.	3.10	Agree	2
make fewer sound-level pronunciation errors after exposure to TED Talks videos.	2.95	Agree	6
can maintain correct pronunciation of sounds in longer words.	2.83	Agree	8
produce minimal pairs (e.g., /p/ and /f/) more accurately after watching TED Talks videos.	3.02	Agree	4
Composite Mean	3.01	Agree	

Table 6
Description on the Influence of TED Talks Videos in terms of Suprasegmental Features

<i>My/I ...</i>	Weighted Mean	Verbal Interpretation	Rank
use of correct word stress has improved after watching TED Talks videos.	3.07	Agree	2
use of intonation patterns (e.g., rising and falling tones) has improved after watching TED Talks videos.	2.83	Agree	6
speak with more natural rhythm after exposure to TED Talks videos.	2.95	Agree	4
pause more appropriately when speaking after exposure to TED Talks videos.	3.17	Agree	1
sound more natural when speaking English after exposure to TED Talks videos.	2.98	Agree	3
speech is more expressive due to improved intonation after watching TED Talks videos.	2.80	Agree	7
speech flow has become smoother after watching TED Talks videos.	2.73	Agree	8
use of emphasis on important words has improved after watching TED Talks videos.	2.93	Agree	5
Composite Mean	2.93	Agree	

4. Challenges Encountered by Learners in using TED Talks videos

Thematic Chart A **Unfamiliar Vocabulary and Complex Language**

Participant	Responses
A, B, C, D, E, F, G, H, I, J	Difficult to interpret because of the presence of unfamiliar or new words

Thematic Chart B **Fast Pace of Speech**

Participant	Responses
A, B, C, D, E, F, G, H, I, J	Speech is too fast to follow

Thematic Chart C **Difficulty Understanding Accents**

Participant	Responses
A, B, C, D, E, F, G, H, I, J	Sometimes, I cannot understand the speaker because of the accent

IV .Discussion

1. Perceived Level of Students' Pronunciation Skills Before Using TED Talks Videos

In Table 1, the results revealed that all indicators obtained a verbal interpretation of “skillful”, with weighted means ranging from 2.63 to 3.00. The overall composite mean of 2.87 further indicates that respondents generally demonstrate a skillful level of pronunciation accuracy. Among the indicators, the sixth obtained the highest weighted mean of 3.00 and ranked first. This suggests that respondents are most proficient in recognizing and producing similar English sounds. Similarly, as stated in the study of Qizi (2026), phonological awareness plays a decisive role in the development of specific pronunciation skills in English language learners. Students who can recognize sounds can pronounce words more clearly and communicate more effectively.

On the other hand, the fourth indicator received the lowest weighted mean of 2.63, ranking seventh. Although still interpreted as “skillful”, this suggests that respondents experience relatively more difficulty when encountering new or unfamiliar vocabulary, possibly due to limited exposure to phonetic rules or irregular spelling patterns in English. This indicates that this area may need additional instructional focus. Similarly, as mentioned by Harya (2022), most advanced-level students faced difficulties effectively speaking English during their seminar proposal presentations and final examinations. Their limited vocabulary and grammar proficiency influenced their pronunciation and confidence in speaking English.

In Table 2, the results showed that all indicators were interpreted as “skillful” with weighted means ranging from 2.59 to 3.17. The composite mean of 2.92 indicates that, overall,

respondents demonstrate a skillful level of speech intelligibility, suggesting that their spoken English is generally understandable in various communication contexts. Among the indicators, the second obtained the highest weighted mean of 3.17 and ranked first. This implies that respondents are most effective in peer-level communication, where familiarity and shared context may contribute to better understanding. Mock and Hodis (2022) claimed that although few elements were present in the majority of cases, students considered several facets of supportive communication to be influential. The most important things they encountered and valued were helpful relationships with classmates and capable and motivated supporters. Similar characteristics of helpful communication were experienced and valued by students in comparable academic years.

However, lower-ranked indicators highlight areas that may require improvement. Fifth indicator received the lowest weighted mean of 2.59, which ranked seventh suggesting that respondents may experience difficulty maintaining clarity when speaking without preparation. This shows a need for increased practice in impromptu speaking and structured oral expression to further enhance communication effectiveness. This was supported by the study of Rayla and Sonsona (2021) which emphasizes that SHS students lacked transitional words and coherence to connect their ideas, students having problems in elaborating their ideas for they cannot directly supply words and thoughts, and minimal eye-to-eye contact with the audience was observed, low tones, pronunciation, and articulation of words are not that good. Furthermore, Mata and Soriano (n.d.) stated that a student's aim is intelligibility. His speech must be understood without difficulty. His formation of the speech sounds must be accurate enough so that his words are easily distinguishable. This means that students must become aware of his need for distinct articulation; then develop the ability to listen carefully so that he can make necessary corrections.

In Table 3, the results indicated that all indicators were interpreted as "skillful" with weighted means ranging from 2.66 to 3.15. The overall composite mean of 2.84 suggests that respondents possess a skillful level of confidence when using English in spoken contexts. Among the indicators, the sixth obtained the highest weighted mean of 3.15 and ranked first. This finding implies that respondents demonstrate a strong willingness to engage with challenging vocabulary, reflecting a positive attitude toward improving their pronunciation skills. In the study of Roma and Erellana (2024), students are persistent to learn new words, however along with the vocabulary learning process, secondary students often faced challenges based from the similar responses given by the participants. Based on the information gathered from the participants' responses, they shared commonalities of how these challenges affect their vocabulary skills.

However, some indicators reflect relatively lower levels of confidence. Second indicator received the lowest weighted mean of 2.66, which ranked seventh suggesting that fear of making mistakes still affects students' participation. Likewise, first and fourth indicators indicate that public or performance-based speaking situations may reduce confidence levels. This suggest that anxiety and fear of mispronunciation remain present, particularly in classroom and performance settings. This highlights the need for a supportive learning environment that encourages risk-taking and reduces fear of errors in spoken English. This was supported by the case study conducted by Journal (2024), where participants were found to have higher language anxiety which led them to struggle in using the English language whether in conversational English or in the classroom setting. Though other factors were mentioned and presented such as less exposure

to the language, and low self-confidence, still anxiety in the use of the target language comes first.

2. Salient Features of TED Talks Videos

Table 4 presents the distribution of respondents in terms of the salient features of TED Talks videos that contribute to their learning experience. Among the listed features, clear pronunciation of speakers obtained the highest frequency of 36, corresponding to 87.8%, and ranked first. This indicates that the majority of respondents consider clear pronunciation as the most significant feature, suggesting that it plays a crucial role in helping students understand and improve their own pronunciation skills. TED speakers tend to have excellent pronunciation and clear articulation. When you listen to their talks and follow along with the transcripts, you can mimic their speech patterns, improving your own clarity. If you're looking to improve your confidence and pronunciation, one effective strategy is practicing reading aloud. This simple yet powerful method can help you gain fluency, build speaking confidence, and enhance your pronunciation skills. One excellent resource for this practice is TED Talk transcripts (Small Bridge Inc., 2024). On the other hand, use of visuals and repetition of words/phrases both received a frequency of 13 or 31.7%, sharing the sixth rank. These features appear to have a moderate influence on respondents, suggesting that while helpful, they are not as impactful as pronunciation and delivery aspects. Notably, subtitles/captions ranked eighth with only 8 responses or 19.5%, indicating that fewer respondents rely on textual support when engaging with TED Talks videos. The findings opposed the claim of Kozińska (2021) that the videos and animations featured in these talks are not only informative but also visually appealing. The production quality rivals that of top-tier television content, ensuring an engaging and captivating viewing experience. He also mentioned that the combination of engaging visuals and well-presented ideas makes TED Talks an excellent platform for both learning and enjoyment. Similarly, TED Talks videos have also disadvantages. Among them is even though they are masters of the material, it does it mean that students have to swallow the information contained in it whole. Also, the meaning of the subtitles is not necessarily accurate because sometimes the translation doesn't really match what is conveyed (*Client Challenge*, n.d.).

3. Influence of TED Talks Videos on Student's Pronunciation Skills

In Table 5, the results revealed that all indicators obtained a verbal interpretation of "agree" with a composite mean of 3.01, indicating that respondents generally perceive TED Talks videos as effective in improving their pronunciation skills. Among the indicators, the first statement ranked first with a weighted mean of 3.17. This suggests that exposure to TED Talks significantly enhances students' ability to produce vowel sounds accurately. This is followed by fifth indicator, which ranked second with a weighted mean of 3.10, indicating that students are able to model or mimic correct pronunciation from the speakers. Similarly, the study conducted by April and Surabaya (2022) indicates that using TED Talks videos can enhance the public speaking abilities of students. The reason behind this is that students feel motivated when observing native speakers present their talks through this platform. The progress in the students' English-speaking ability occurs as they are able to mimic the native speakers featured in TED

Talks videos. Consequently, once they become familiar with correct pronunciation, they build confidence in their ability to speak English publicly. Ultimately, their skills in English speaking improve as they frequently engage in practice.

On the other hand, both third and sixth indicators shared the sixth rank with identical weighted means of 2.95. This indicates moderate improvement in these areas. Lastly, the seventh indicator ranked lowest with a weighted mean of 2.83, although it is still interpreted as “agree”, suggesting that while improvement exists, it is comparatively less pronounced. Likewise, Labad et al. (2024) mentioned in their findings that the level of speaking difficulties among Junior High School students in terms of vocabulary, grammar, and pronunciation was moderate. In addition, students encountered difficulties in understanding the speakers’ accents and speech speed, unfamiliar vocabulary, and sometimes lacked guidance during the learning process. These obstacles suggest the need for structured instructional support when using TED Talks as a learning medium. Despite these challenges, TED Talks remain a highly valuable resource for enhancing speaking proficiency, especially when integrated thoughtfully with appropriate pedagogical strategies (DEIKTIS: Jurnal Pendidikan Bahasa Dan Sastra, n.d.).

Table 6 presents the students’ assessment of the influence of TED Talks videos on their pronunciation skills in terms of suprasegmental features. The overall composite mean of 2.93, with a verbal interpretation of “agree” indicates that respondents generally perceive TED Talks videos as effective in improving suprasegmental aspects of speech such as stress, rhythm, and fluency. Among the indicators, the fourth ranked first with the highest weighted mean of 3.17. This suggests that students significantly improved their ability to use pauses effectively, which contributes to clearer and more organized speech. This is followed by the first indicator with a weighted mean of 3.07, ranking second, indicating that students are becoming more aware of proper stress patterns in words. Leon (2026) stated that analysis of more than one million audience ratings of public talks shows that speakers who pause multiple times each minute receive higher scores for authenticity. This data, aggregated from TED talks in 2024, links pausing with a measurable boost in how trustworthy and genuine a presenter appears. Behavioral observations under controlled settings reveal that a pause after a personal remark or story increases empathy scores.

On the other hand, the second indicator ranked sixth with a weighted mean of 2.83, followed by sixth in seventh place with a weighted mean of 2.80. These results imply that while there is improvement in intonation, it is less pronounced compared to other features. Lastly, the seventh indicator ranked eighth with the lowest weighted mean of 2.73, although it is interpreted as “agree”, this indicates that improvement exists but may require further practice. Center and Eroa (2025) also highlighted in their study that the declining English proficiency of Filipinos, especially in speaking, is something that needs to be given careful and immediate attention. Their findings revealed that the effect of the use of multimedia drills on their experimental group is significant for the listening test but not for the speaking test; hence, the multimedia drills have an effect in improving the perception of the critical English sounds but not their production. It is therefore recommended that pronunciation training be conducted for a relatively longer period so that the use of multimedia drills may have a significant effect on the students’ production of English speech sounds especially those which pose the most difficulty.

4. Challenges Encountered by Learners in using TED Talks videos

As seen on Thematic Chart A, the majority of the participants encountered difficulty with unfamiliar words used by speakers. Participants expressed that the presence of complex and unfamiliar words makes comprehension difficult, which in turn affects their ability to focus on pronunciation. This suggests that vocabulary knowledge plays a crucial role in maximizing the effectiveness of video-based learning. This is reflected in the responses that follow:

“yung nagamit po sila ng words na for them hindi yun ganun kalalim pero sa atin po eh hindi na maintindihan” (Participant C)

“Meron pong words na out of my vocabulary and advanced” (Participant F)

This result is aligned with the analysis where students encountered difficulties in understanding the speakers' accents and speech speed, unfamiliar vocabulary, and sometimes lacked guidance during the learning process. These obstacles suggest the need for structured instructional support when using TED Talks as a learning medium (DEIKTIS: Jurnal Pendidikan Bahasa Dan Sastra, n.d.). When students do not understand the meaning of words, they struggle to focus on pronunciation and are less confident in practicing them. Some participants emphasized that understanding vocabulary is essential before they can correctly pronounce and use the words in context. Therefore, this highlights the importance of vocabulary support when using TED Talks as a learning tool.

As seen on Thematic Chart B, the majority of the participants encountered difficulty with pace of speech of speakers. Participants expressed that the rapid delivery of TED speakers makes it difficult to process spoken language in real time, often requiring repeated viewing. This is reflected in the responses that follow:

“sa pagkabilis po ng pagkakasalita ng mga speakers” (Participant A)

“ano po ma'am, masyado pong mabilis magsalita” (Participant B)

“yung sa akin po yung sa bilis din po ng pagsasalita” (Participant E)

This result is also aligned with the analysis where students encountered difficulties in understanding the speakers' accents and speech speed, unfamiliar vocabulary, and sometimes lacked guidance during the learning process. These obstacles suggest the need for structured instructional support when using TED Talks as a learning medium (DEIKTIS: Jurnal Pendidikan Bahasa Dan Sastra, n.d.). Learners shared that speakers often deliver ideas quickly, making it difficult to process information in real time. This limits their ability to identify pronunciation patterns and imitate sounds accurately. As a result, participants reported the need to replay videos multiple times to fully understand the content.

As seen on Thematic Chart C, the majority of the participants encountered difficulty with accent of speakers. Participants expressed that unfamiliar accents can hinder comprehension, while differences in pronunciation patterns make it challenging to replicate native-like speech. This is reflected in the responses that follow:

“yung accent po ay hindi masyadong maintindihan” (Participant A)

“yung accent po ng mga speakers ma'am nakakadistract din po” (Participant H)

This is aligned with the study of Nurhidayat and Syarifah (n.d.) which emphasized that the obstacles faced by students are lack of understanding of accents in English. They only understand English pronunciation using American accents. When lecturer gives an example of the video with a different accent, they have difficulty in understanding the meaning delivered by the speakers. These findings highlight the complexity of pronunciation learning, which involves both listening and production skills.

V. Conclusion

The researcher has drawn the following conclusions based on the findings of the research:

1. The results of the preliminary assessment showed that students demonstrate a skillful level of pronunciation skills. However, there is a need to further enhance advanced pronunciation features and to strengthen students' confidence, particularly in spontaneous and high-pressure speaking contexts.
2. TED Talks offers distinct features that make it an effective and practical intervention tool for enhancing the pronunciation skills of students.
3. In terms of segmental features, students showed noticeable improvement in vowel pronunciation, sound imitation, and recognition of pronunciation patterns such as silent letters and minimal pairs. However, aspects such as maintaining correct pronunciation in longer or unfamiliar words showed comparatively lower improvement. In terms of suprasegmental features, students demonstrated progress in pausing, word stress, and naturalness of speech. Nonetheless, areas such as intonation, speech flow, and expressiveness were less developed, indicating the need for more focused practice.
4. The Focus Group Discussion (FGD) revealed several challenges encountered by students, including unfamiliar vocabulary, fast pace of speech, varied accents.
5. The study concluded that the effectiveness of TED Talks videos may be further enhanced through the implementation of supplementary activities such as word bank, shadow reading, pair discussions, pronunciation bingo, and mini TED-style presentations.

Recommendations

Based on the conclusions drawn from the study, the following recommendations are proposed:

1. Teachers may incorporate supplementary activities such as word bank, shadow reading, pair-discussions, pronunciation bingo, and mini TED-style presentations to complement the use of authentic videos such as TED Talks to help students better understand unfamiliar words, varied accents, and fast speech delivery and further develop pronunciation skills.
2. School administrators may support the integration of technology-based learning tools by providing access to reliable internet connection, audio-visual equipment, and language learning resources to support teachers in enhancing students' pronunciation skills.
3. Schools may provide training programs or workshops for teachers to enhance their competence in effectively integrating multimedia tools into language instruction.
4. Students may be encouraged to actively engage with different multimedia tools by practicing listening and speaking strategies such as pausing, repeating, and shadowing to improve their pronunciation accuracy and fluency.
5. Future researchers may explore the effectiveness of TED Talks videos using larger sample sizes, longer intervention period, or other language skills such as listening comprehension, speaking fluency, or vocabulary acquisition.

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