

STRUCTURE AND MEANING DEVELOPMENT OF “WHY” TEDx TALKS

A Research Paper

Submitted as Partial Fulfillment of the Requirements for *Sarjana Sastra* Degree



Gina Maisyun Madriyah
2005481

**ENGLISH LANGUAGE AND LITERATURE STUDY PROGRAM
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA
2024**

STRUCTURE AND MEANING DEVELOPMENT OF “WHY” TEDx TALKS

Oleh
Gina Maisyun Madriyah

Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Sarjana
Sastra pada Fakultas Pendidikan Bahasa dan Sastra

© Gina Maisyun Madriyah 2024
Universitas Pendidikan Indonesia
September 2024

Hak Cipta dilindungi undang-undang.
Skripsi ini tidak boleh diperbanyak seluruhnya atau sebagian,
dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis.

PAGE OF APPROVAL

STRUCTURE AND MEANING DEVELOPMENT OF “WHY” TEDx TALKS

A Research Paper by

Gina Maisyun Madriyah

2005481

Approved by:

**Head of English Language and
Literature Study Program**



Prof. Eri Kurniawan, M.A., Ph.D.
NIP. 198111232005011002

Suvervisor



Riesky, S.Pd., M.Ed.
NIP. 198105252005011002

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to Allah S.W.T, The Almighty, The Most Gracious and The Most Merciful, for the countless blessings bestowed upon me so that I can finish this research. Furthermore, I would like to express my appreciation and gratitude to the following individuals:

1. To my supervisor, Mr. Riesky, S.Pd., M.Ed., I want to express my sincere, heartfelt gratitude for his guidance, encouragement, and support throughout this research process. This research could not have been completed without his continuous support and valuable feedback.
2. To my academic advisor, Prof. Eri Kurniawan, M.A., Ph.D. and all the lecturers of the English Language and Literature department, I would like to express my gratitude for all the knowledge and support they have given me throughout my journey in the university.
3. To my most beloved, dearest family, thank you for your continuous love, support and prayers. Papah and Mamah, this is for you. This is also for you, brothers. Being born in this family has been one of the greatest blessings in my life that I will continue to cherish in the future. Thank you and I love you always.
4. To my beloved friends, Ananda and Siti, thank you always for being with me in my highs and lows. Let's be friends until our hair turns white.
5. To my good friends, Prudence, Fatimah, Rani, and Hana, thank you for being my companions and inspirations throughout my journey in the university.
6. To my classmates, thank you for every moment we have shared together. It was short, but fun.

TABLE OF CONTENTS

| | |
|------------------------------|-----|
| PAGE OF APPROVAL | i |
| ACKNOWLEDGEMENTS | ii |
| TABLE OF CONTENTS | iii |
| LIST OF FIGURES | iv |
| LIST OF TABLES | v |
| ABSTRACT | vi |
| CHAPTER I INTRODUCTION | 1 |
| CHAPTER II METHOD | 3 |
| 2.1 Research Design | 3 |
| 2.2 Data Collection | 3 |
| 2.3 Data Analysis | 4 |
| CHAPTER III | 5 |
| 3.1 Findings | 6 |
| 3.2 Discussions | 11 |
| CHAPTER IV | 16 |
| REFERENCES | 17 |

LIST OF FIGURES

| | |
|---|----|
| Figure 1 The stages of the talks | 6 |
| Figure 2 The first pattern of relation found in the stages | 7 |
| Figure 3 The second pattern of relation found in the stages | 8 |
| Figure 4 An illustration of the genres and non-genre texts embedded in the stages | 8 |
| Figure 5 Visual representation of the stages | 12 |

LIST OF TABLES

| | |
|---|---|
| Table 1 Information of the talks selected | 3 |
|---|---|

Structure and Meaning Development of “Why” TEDx Talks

Gina Maisyun Madriyah

English Language and Literature Study Program
Faculty of Language and Literature Education
Universitas Pendidikan Indonesia

*Corresponding author: gina@upi.edu

ABSTRACT

In recent years, TEDx Talks have emerged as one of the most powerful and influential public speaking platforms. Every talk presented always has its specific goal to achieve. To achieve the goal effectively, every speaker will carefully organize and develop their ideas through some strategic uses of patterns. To portray this, this qualitative case study aims to examine how five most popular “why” TEDx Talks are staged and how each stage is further developed to help achieve the talks’ specific goals. This study theoretically draws on Hasan’s (1985) Generic Structure Potential, Martin’s (1994) Macrogende, Martin & Rose’s (2008) Genre Relations, and Mann & Thompson’s (1987) Rhetorical Structure. The five most popular “why” TEDx Talks were transcribed then analyzed to reveal three main things, namely (1) the stages of the talks, (2) the ‘nucleus and satellites’ placement patterns, and (3) the presence of embedded genre in idea development of each stage of the talks. The findings suggest that all talks contain three obligatory stages that include hook, contention, and closure, with one optional stage called advice. Contention becomes the most important stage or the nucleus, where the main message of the talk is located. Story genres, exposition, and explanation are embedded strategically to develop ideas in different stages of the talks. This study contributes to our understanding of the way popular “why” TEDx Talks are strategically structured and developed to achieve their goals. Analysis of embedded genre uses can enhance public speaking pedagogy and improve the effectiveness of persuasive communication.

Keywords: genre, idea development, public speaking, stages, TEDx Talks

Struktur dan Pengembangan Makna “Why” TEDx Talks

Gina Maisyun Madriyah

Studi Program Bahasa dan Sastra Inggris
Fakultas Pendidikan Bahasa dan Sastra
Universitas Pendidikan Indonesia

*Corresponding author: gina@upi.edu

ABSTRAK

Dalam beberapa tahun terakhir, TEDx Talks telah muncul sebagai salah satu platform public speaking yang paling efektif dan berpengaruh. Setiap talk yang disajikan selalu memiliki tujuan spesifik yang ingin dicapai. Untuk mencapai tujuan secara efektif, setiap pembicara akan mengatur dan mengembangkan ide-ide mereka dengan cermat melalui beberapa penggunaan pola strategis. Untuk menggambarkan hal ini, studi kasus kualitatif ini bertujuan untuk meneliti bagaimana lima TEDx Talks "why" yang paling populer disajikan dan bagaimana setiap tahap dikembangkan lebih lanjut untuk membantu mencapai tujuan spesifik dari talk tersebut. Studi ini secara teoritis mengacu pada teori Generic Structure Potential Hasan (1985), teori Macrogenre Martin (1994), teori Genre Relations Martin & Rose (2008), dan Rhetorical Structure Theory oleh Mann & Thompson (1987). Lima TEDx Talks "why" yang paling populer ditranskripsi kemudian dianalisis untuk mengungkapkan tiga hal utama, yaitu (1) tahap-tahap yang membentuk talk, (2) pola penempatan 'inti dan satelit', dan (3) keberadaan embedded genre dalam pengembangan ide dari setiap tahap talk. Temuan menunjukkan bahwa semua talk memiliki tiga tahap yang wajib hadir meliputi hook, contention, dan closure dan satu tahap opsional yang disebut advice. Contention menjadi tahap paling penting atau inti, di mana pesan utama talk berada. Genre cerita, eksposisi, dan explanasi diintegrasikan secara strategis untuk mengembangkan ide-ide pada tahap-tahap berbeda di semua talk. Studi ini berkontribusi pada pemahaman kita tentang cara TEDx Talks "why" yang populer secara strategis disusun dan dikembangkan untuk mencapai tujuan mereka. Analisis penggunaan embedded genre dapat meningkatkan pedagogi public speaking dan meningkatkan efektivitas komunikasi persuasif.

Kata kunci: genre, penegembangan ide, public speaking, tahap, TEDx Tal

REFERENCES

- Abraham, C., Driver, N., Hamelin, N., Lipscombe, J., Naik, M., Pillai, J., & Thaicon, P. (2020). Storytelling, the scale of persuasion and retention: A neuromarketing approach. *Journal of Retailing and Consumer Services*, 55, Article 102099. <https://doi.org/10.1016/j.jretconser.2020.102099>
- Allagui, B. (2021). TED talk comments to enhance critical thinking skills in an undergraduate reading and writing course. *Education and Information Technologies*, 26, 2941–2960. <https://doi.org/10.1007/s10639-020-10388-w>
- Anderson, C. (2016). *TED Talk: The official TED guide to public speaking*. Headline Publishing Group.
- Andersson, G., Carlbring, P., Dagoo, J., Hamilton, W., Lindner, P., Miloff, A., & Schill, A. (2020). Virtual Reality exposure therapy for public speaking anxiety in routine care: a single-subject effectiveness trial. *Cognitive Behaviour Therapy*, 50(1), 67-87. <https://doi.org/10.1080/16506073.2020.1795240>
- Ardasheva, Y., Austin, B. W., & Zhang, X. (2020). Self-efficacy and English public speaking performance: A mixed method approach. *English for Specific Purposes*, 59, 1-16. <https://doi.org/10.1016/j.esp.2020.02.001>
- Ash, P., Forte, S., Goetter, E. M., Hobar, E., Mansour, B., McNally, E., Sanchez, M., Stasio, M. J., Watkins, J., Yuen, E. K., & Zulaica, K. (2019). A pilot of acceptance and commitment therapy for public speaking anxiety delivered with group video conferencing and virtual reality exposure. *Journal of Contextual Behavioral Science*, 12, 47-54. <https://doi.org/10.1016/j.jcbs.2019.01.006>
- Bahcekik, N., Dincer, B., Ozcelik, S.K., & Ozer, Z. (2020). Breathing therapy and emotional freedom techniques on public speaking anxiety in Turkish nursing students: A randomized controlled study. *Explore*, 18(2), 226-233. <https://doi.org/10.1016/j.explore.2020.11.006>
- Beebe, S. A., & Beebe, S. J. (2024). *A concise public speaking handbook* (6th ed.). Pearson.
- Bell, T. J., & Jackson, R. L. (2021). Time for a change in how we teach public speaking across the world: Using culturally relevant pedagogy to teach public speaking in Chinese classrooms. *Communication Teacher*, 35(4), 304-312. <https://doi.org/10.1080/17404622.2021.1892788>
- Benning, T. J., Castillo, R. M., Greenmyer, J. R., Hall, D. J., Homme, J. H., & Homme, J. L. (2024). Longitudinal Improvement in Public Speaking Skills Through Participation in a Resident Public Speaking Curriculum. *Academic Pediatrics*. <https://doi.org/10.1016/j.acap.2024.08.004>
- Bernad-Mechó, E., & Valeiras-Jurado, J. (2022). Modal density and coherence in science dissemination: Orchestrating multimodal ensembles in online TED talks and youtube science videos. *Journal of English for Academic Purposes*, 58, Article 101118. <https://doi.org/10.1016/j.jeap.2022.101118>
- Bernad-Mechó, E., & Valeiras-Jurado, J. (2023). Multimodal engagement strategies in science dissemination: A case study of TED talks and YouTube science videos.

- Discourse Studies*, 25(6), 733-754. <https://doi.org/10.1177/14614456231161755>
- Bullock, O. M., Huskey, R., & Shulman, H. C. (2021). Narratives are persuasive because they are easier to understand: Examining processing fluency as a mechanism of narrative persuasion. *Frontiers in Communication*, 6, Article e719615. <https://doi.org/10.3389/fcomm.2021.719615>
- Chen, H. HJ., & Liu, CY. (2019). Academic spoken vocabulary in ted talks: Implications for academic listening. *English Teaching & Learning*, 43, 353-368. <https://doi.org/10.1007/s42321-019-00033-2>
- Craske, M. G., Engelhard, I. M., van Dis, E. A. M., van Veen, S. C., & Zbozinek, T. D. (2024). Positive mood induction does not reduce return of fear: A virtual reality exposure study for public speaking anxiety. *Behaviour Research and Therapy*, 174, Article 104490. <https://doi.org/10.1016/j.brat.2024.104490>
- Cresswell, C., Plaisted, H., & Waite, P. (2022). Optimising exposure for adolescents with public speaking anxiety: Affect labelling or positive coping statements? *Behaviour Research and Therapy*, 148, Article 103997. <https://doi.org/10.1016/j.brat.2021.103997>
- Curran, D., Dyer, K., Elliott, A., Hanna, D., & Reeves, R. (2021). 360° Video virtual reality exposure therapy for public speaking anxiety: A randomized controlled trial. *Journal of Anxiety Disorders*, 83. <https://doi.org/10.1016/j.janxdis.2021.102451>
- Curran, D., Gleeson, A., Hanna, D., & Reeves, R. (2022). A Meta-Analysis of the Efficacy of Virtual Reality and In Vivo Exposure Therapy as Psychological Interventions for Public Speaking Anxiety. *Behavior Modification*, 46(4), 937-965. <https://doi.org/10.1177/0145445521991102>
- De Koning, B. B., Paas, F., Scholten, E., Weijers, R. J., & Wong, L. J. Y. (2024). “Feel free to ask”: Nudging to promote asking questions in the online classroom. *The Internet and Higher Education*, 60, Article 100931. <https://doi.org/10.1016/j.iheduc.2023.100931>
- Elliott, E., McFarquhar, M., Mansell, W., & Ye, T. (2024). The impact of audience dynamics on public speaking anxiety in virtual scenarios: An online survey. *Journal of Affective Disorders*, 363, 420-429. <https://doi.org/10.1016/j.jad.2024.07.061>.
- Engelhard, I. M., Hagenaars, M. A., Landkroon, E., Meyerbroker, K., Salemink, E., & van Dis, E. A. M. (2022). Future-Oriented positive mental imagery reduces anxiety for exposure to public speaking. *Behavior Therapy*, 53(1), 80-91. <https://doi.org/10.1016/j.beth.2021.06.005>
- Engelhard, I. M., Hagenaars, M. A., Landkroon, E., van der Does, F. H. S., & van Dis, E. A. M. (2021). Old fears die hard: Return of public speaking fear in a virtual reality procedure. *Behavior Therapy*, 52(5), 1188-1197. <https://doi.org/10.1016/j.beth.2021.01.005>
- Fischer, O., Jeitziner, L.T., & Wulff, D.U. (2024). Affect in science communication: a data-driven analysis of TED Talks on YouTube. *Humanities and Social Sciences Communications*, 11. <https://doi.org/10.1057/s41599-023-02247-z>
- Gallego, A., Gorinelli, S., Lappalainen, P., & Lappalainen, R. (2023). Virtual reality acceptance and commitment therapy intervention for social and public speaking anxiety: A randomized controlled trial. *Journal of Contextual Behavioral Science*, 28,

- 289-299. <https://doi.org/10.1016/j.jcbs.2023.05.004>
- Gallego, A., Lappalainen, R., McHugh, L., & Villatte, M. (2020). Examining the relationship between public speaking anxiety, distress tolerance and psychological flexibility. *Journal of Contextual Behavioral Science*, 16, 128-133.
<https://doi.org/10.1016/j.jcbs.2020.04.003>
- Gupta, R., & Jha, M. (2022). The psychological power of storytelling. *International Journal of Indian Psychology*, 10(3). <https://doi.org/10.25215/1003.061>
- Halliday, M. A. K., & Hasan, R. (1985). *Language, context and text: Aspects of language in a social-semiotic perspective*. Deakin University Press.
- Hassan, S., Jean-Pierre, J., & Sturge, A. (2023). Enhancing the learning and teaching of public speaking skills. *College Teaching*, 71(4), 219-226.
<https://doi.org/10.1080/87567555.2021.2011705>
- Hsu, W. (2020). Can ted talk transcripts serve as extensive reading material for mid frequency vocabulary learning? *TEFLIN Journal*, 31(2), 181-203.
<https://doi.org/10.15639/teflinjournal.v31i2/181-203>
- Jiang, J., & Lim, F. V. (2022). Popularizing science – Analyzing the presenter's multimodal orchestration in a TED Talk. *Ibérica*, (44), 179–206. <https://doi.org/10.17398/2340-2784.44.179>
- Keith, A. (2023). The power of storytelling in public relations. *Journal of Public Relations*, 2(1), 50 - 61. <https://doi.org/10.47941/jpr.1698>
- Leon, M. (2023). *Public speaking as performance: Practicing public speaking in the theatre & performance classroom*. University of Kansas
- Liu, CY. (2023). Are TED Talks potential materials for learning specialized vocabulary? A case of medical vocabulary. *English Teaching & Learning* 47, 97–118.
<https://doi.org/10.1007/s42321-021-00105-2>
- Mann, W. C., & Thompson, S. A. (1987). *Rhetorical structure theory: A theory of text organization*. Information Sciences Institute.
- Martin, J. R. (1994). Modelling big texts: a systemic functional approach to multigenrelicity. *Network*, 21(1), 29-52.
- Martin, J. R., & Rose, D. (2008). *Genre relations: Mapping culture*. Equinox.
- Mazraehno, M. R. T., & Rashtchi, M. (2019). Exploring Iranian EFL learners' listening skills via ted talks: Does medium make a difference? *Journal of Language and Education*, 5(4), 81-97. <https://doi.org/10.17323/jle.2019.9691>
- McNatt, D. B. (2019). Enhancing public speaking confidence, skills, and performance: An experiment of service-learning. *The International Journal of Management Education*, 17(2), 276–285. <https://doi.org/10.1016/j.ijme.2019.04.002>
- Nassaji, H. (2020). Good qualitative research. *Language Teaching Research*, 24(4), 427–431.
<https://doi.org/10.1177/1362168820941288>
- Patty, J. (2024). Effect of ted talks on university students' speaking skill competency: A meta-analysis. *International Journal of Multidisciplinary Approach Research and Science*, 2(3), 1144-1158. <https://doi.org/10.59653/ijmars.v2i03.923>
- Priya, A. (2021). Case Study Methodology of Qualitative Research: Key Attributes and Navigating the Conundrums in Its Application. *Sociological Bulletin*, 70(1), 94-110.
<https://doi.org/10.1177/0038022920970318>

- Rossette-Crake, F. (2019). *Public speaking and the new oratory: A guide for non-native speakers*. Palgrave Macmillan.
- Rossette-Crake, F. (2020). The new oratory: Public speaking practice in the digital, neoliberal age. *Discourse Studies*, 22(5), 571-589. <https://doi.org/10.1177/1461445620916363>
- Rossette-Crake, F. (2022). *Digital oratory as discursive practice: From the podium to the screen*. Palgrave Macmillan.
- Rudneva, M. (2023). TED lectures for ESP: Best practices meta-analysis. *The Journal of Teaching English for Specific and Academic Purposes*, 11(1), 243–253.
<https://doi.org/10.22190/JTESAP230126017R>
- Schraeder, T. L. (2019). *Physician Communication: Connecting with Patients, Peers, and the Public*. Oxford University Press.
- Szenes, E. (2021). Revisiting the role of embedding in Systemic Functional Linguistics : Construing depth in “big texts”. *Finnish Journal of Linguistics*, 34, 179-219.
<https://journal.fi/finjol/article/view/109102>
- Tran, T. T. L., & Vu, N. T.. (2022). “Why Do Ted Talks Matter?”: A Pedagogical Intervention to Develop Students’ Intercultural Communicative Competence. *Journal of Intercultural Communication Research*, 52(3), 314–333.
<https://doi.org/10.1080/17475759.2022.2162950>
- Xia, S. (2023). Explaining science to the non-specialist online audience: A multimodal genre analysis of TED talk videos. *English for Specific Purposes*, 70, 70-85.
<https://doi.org/10.1016/j.esp.2022.11.007>
- Zhang, X. (2022). Are ted talks suitable materials for humanities specialized vocabulary learning? *International Journal of Linguistics, Literature and Translation*, 5(10), 49-57. <https://doi.org/10.32996/ijllt.2022.5.10.6>