

ABSTRACT

Al-Ghifari, Muhammad Hanif (2026) : Learners' Perceptions on the Use of TEDx Talks as Authentic Learning Materials for Practicing Their English Presentation Skills in Kampung Inggris-Indonesia.

English presentation skills have increasingly become a critical competency in modern academic and professional spheres. To bridge the gap between theoretical speech structures and professional public speaking delivery, learners require high-quality and contextually relevant benchmarks. However, advanced learners frequently struggle to find authentic visual frameworks that integrate complex spoken registers with professional stage behavior. Therefore, this study aims to describe the classroom implementation, explore learners' multidimensional perceptions (cognitive, affective, and conative), and identify the specific practical benefits of utilizing TEDx Talks as authentic learning materials.

This research used a descriptive qualitative case study design to gain in-depth empirical insights into the advanced learners' experiences. Conducted at Titik Nol English Course, Kampung Inggris, Pare, data was systematically collected through direct classroom observations, a 4-point Likert questionnaire completed by 41 advanced students, and in-depth semi-structured interviews with 6 stratified primary informants. The qualitative-quantitative triangulation approach gave a deeper understanding of both the structural instructional frameworks and the learners' personal reflections on the digital talk exposure.

The findings show that the classroom implementation follows a systematic pedagogical modeling sequence spanning attention, retention, reproduction, and motivation, executed through either a multi-session individual layout or a collaborative team chunking strategy. Regarding learners' perceptions, the results indicate highly positive and unified attitudes across all three domains, where advanced respondents successfully internalize tripartite frameworks, experience elevated self-efficacy, and proactively translate internal comprehension into live classroom speaking simulation routines. Furthermore, the practical gains explicitly manifest as advanced linguistic benefits (vocabulary expansion and speech rate control), pedagogical immersion (critical thinking), and multimodal processing enhancements (charismatic stage presence).

In conclusion, advanced learners perceive authentic TEDx Talks not merely as a passive supplementary tool, but as a vital, high-fidelity instructional framework that successfully transforms textbook-based language exposure into highly autonomous, fluent, and professional public speaking competence. This research highlights the unique integration of technology-enhanced authentic inputs within an intensive linguistic environment. It offers practical insights for improving advanced oral performance styles and reinforcing presentation readiness tailored for global communication standards.

Keywords: Learners' Perceptions, TEDx Talks, Authentic Learning Materials, English Presentation Skills, *Kampung Inggris*.