

CHAPTER I

INTRODUCTION

This chapter discusses several sections: research background, research questions, research objectives, research significance, conceptual framework, and previous research.

A. Research Background

In the era of global communication, English speaking competence serves as the primary foundation of oral communication and plays a vital role in fostering critical thinking and communicative skills (Thornbury, 2005). Within this broad competence, English presentation skills have increasingly become a vital component of communication in academic and professional contexts. They reflect not only learners' language proficiency but also their ability to express ideas clearly, organize content logically, and interact effectively with audiences (King, 2002; Morita, 2010). At its core, an effective presentation is a complex manifestation of speaking skills that requires a high level of oral proficiency, where learners must master linguistic elements such as pronunciation and fluency, as well as paralinguistic features like body language and voice modulation (Thornbury, 2005). In English as a Foreign Language (EFL) setting, mastering these skills contributes significantly to communicative competence and self-confidence (Lucas, 2012). However, many learners still encounter significant difficulties, such as maintaining coherence under pressure and managing stage anxiety, which often hinder their ability to deliver ideas persuasively during practicing sessions (Harmer, 2015).

The integration of authentic learning materials (ALM) is essential for providing realistic linguistic input. Authentic materials are resources originally created for real-world communication rather than language teaching purposes. These materials, including news reports, professional speeches, and digital videos, reflect the natural use of English in social and professional contexts without pedagogical simplification (Richards, 2001; Nunan, 2004).

To address these challenges, the role of authentic learning materials becomes crucial as a bridge between theoretical knowledge and practical performance. Effective authentic materials serve as a stimulus to engage learners' interest and provide concrete examples of how language is used in professional settings (Richards, 2008). In the Indonesian context, developing these advanced skills is increasingly essential for success in global environments, yet many formal education settings still struggle to provide sufficient authentic exposure (Sukmawati & Hidayat, 2021). This need is even more evident in unique immersive environments like *Kampung Inggris*, Pare. Although *Kampung Inggris* is widely known for its high-intensity English atmosphere where learners practice daily communication, a significant gap still exists; many learners are proficient in casual conversation but remain hesitant and unstructured when performing professional presentations. This is often due to a limited exposure to professional public speaking models within the non-formal curriculum, which typically involves daily intensive sessions (Putra & Yuliani, 2022). Therefore, there is an urgent need for authentic learning materials that provide both linguistic input and practical, observable models of performance that students in such intensive programs can use for autonomous practicing.

The digital era offers extensive opportunities to integrate authentic learning materials, specifically digital video, into EFL instruction to provide a more dynamic learning experience. Digital videos as authentic materials offer high-quality 'comprehensible input' through varied accents, specialized vocabulary, and sophisticated structures in real-world contexts (Liao, 2021). Beyond linguistics, this format serves as a visual masterclass in paralinguistic communication, allowing learners to observe how speakers manage stage presence, purposeful gestures, and eye contact (Wang & Chen, 2020). The multimodal nature of authentic digital video helps lower the 'affective filter,' making the process of practicing public speaking more relatable and engaging for EFL students compared to conventional, text-heavy instructional aids.

Among various digital resources, TEDx Talks stand out as a premier source of authentic learning materials for observing rhetorical strategies and storytelling (Rahimi & Zhang, 2022). TEDx features short, powerful speeches characterized by inspiring messages and authentic English use (Liao, 2021). In this study, 'good' videos are identified by their clear articulation, structured rhetorical organization, and professional delivery, making them suitable benchmarks for learners. Several studies acknowledge its pedagogical potential; for instance, it helps learners understand presentation structures, pronunciation accuracy, and confidence (Supakorn et al., 2022). By utilizing TEDx as authentic materials, learners are exposed to international standards of public speaking, which allows them to analyze and adapt professional techniques into their own practicing style. Specifically, learners can observe how speakers utilize gestures and vocal variety to engage an audience, thereby transforming a passive viewing experience into an active tool for improving their own presentation performance.

Several studies have explored the integration of authentic learning materials in EFL settings. Research conducted through quantitative methods (Alshahrani, 2023) found that authentic materials like TEDx are more inspiring and effectively meet learners' psychological needs by increasing motivation and confidence compared to traditional methods. Another study employing a qualitative approach (Rahimi & Zhang, 2022) explored the use of TEDx to improve rhetorical and critical thinking skills, identifying that storytelling techniques help learners analyze effective oral communication strategies. Furthermore, research using a mixed-methods approach (Liao, 2021) observed how learners mimic native speaker intonation and gestures by utilizing TEDx as a professional benchmark. These studies collectively prove that TEDx serves as a highly effective authentic learning material for practicing the linguistic and paralinguistic aspects of English presentations.

Despite these documented advantages, a significant gap remains in understanding how TEDx Talks are perceived and utilized as authentic learning materials within non-formal, high-intensity immersion environments like *Kampung Inggris*. Most existing literature focuses on quantitative outcomes in formal university classrooms, often neglecting the learner's internal voice and the specific strategies they employ for self-directed practicing (Setiawan, 2023). There is a lack of qualitative evidence regarding how learners in a peer-driven community like Pare navigate the gap between observing a professional 'TED speaker' and their own classroom performance. This study addresses this void by focusing on the 'learner's perception', specifically regarding the benefits and usability to determine whether authentic learning materials truly serve as a bridge or if they inadvertently create a cognitive barrier for learners in intensive language programs.

Based on this rationale, the present study aims to explore learners' perceptions on the use of TEDx Talks as authentic learning materials for practicing presentation skills in *Kampung Inggris*. The selection of *Kampung Inggris* as the research site is driven by its unique status as a high-pressure, peer-driven immersion environment that differs significantly from formal university settings. *Kampung Inggris* offers a 'natural laboratory' where learners are required to achieve rapid linguistic progress through daily, intensive practicing sessions. This setting provides a distinct advantage for this research as it allows for an observation of how learners autonomously utilize authentic materials when the pressure for immediate oral performance is at its peak. Furthermore, the collaborative atmosphere in Pare fosters a unique psychological dynamic where peer feedback and self-directed modeling become more prominent than traditional teacher-led instruction, making it an ideal context to explore the true 'learner's perception' regarding the usability of TEDx as a professional benchmark.

By identifying perceived benefits and attitudes, this research seeks to bridge the gap between theoretical potential and practical implementation. The findings are expected to contribute to EFL pedagogy by providing insights into the integration of authentic learning materials for improving presentation and communicative competence (Supakorn et al., 2022).

B. Research Questions

Based on the background that has been explained, the identified problems are organized into research questions below:

1. How is the implementation of TEDx Talks as authentic learning materials for practicing their English presentation skills in *Kampung Inggris*?
2. What are the learners' perceptions on the use of TEDx Talks as authentic learning materials for practicing their English presentation skills in *Kampung Inggris*?

C. Research Purposes

Presentations are a vital component of English communication in academic and professional settings. This research aims to bridge the gap between the authentic potential of TEDx Talks videos as presentation models and their actual utilization by learners in *Kampung Inggris*. Referring to the problems formulated in the research questions, the objectives of this research are as follows:

1. To describe the implementation of TEDx Talks as authentic learning materials for practicing English presentation skills in the *Kampung Inggris* context
2. To explore learner's perceptions on the use of TEDx Talks as authentic learning materials for practicing their English presentation skills in *Kampung Inggris*.
3. To find out the benefits perceived by learners on the use of TEDx Talks as authentic learning materials for practicing their English presentation skills in *Kampung Inggris*.

D. Research Significances

Theoretically, this study contributes to the growing body of research on technology-enhanced language learning (TELL) and the use of authentic learning materials, particularly in non-formal immersion settings. Analyzing learners' perceptions sheds light on the relationship between informal digital resources and formal skill acquisition practices. Moreover, it provides a foundation for future research to explore the pedagogical potential of integrating authentic learning materials into context-specific language education, specifically for enhancing public speaking and presentation competence.

Practically, this research offers meaningful implications for instructors, learners, and course providers in *Kampung Inggris* seeking innovative methods to enhance English presentation skills. The findings can help instructors design more engaging curricula by effectively integrating authentic learning materials from platforms like TEDx Talks into public speaking classes. Furthermore, it encourages learners to utilize TEDx as a powerful, self-directed resource to improve their delivery quality, master paralinguistic features, and boost their overall speaking confidence.

E. Research Scope

This research focuses on learners' perceptions on the use of TEDx Talks as authentic learning materials for practicing their English presentation skills, specifically regarding the perceived benefits and attitudes. The research subjects are intermediate and advanced level learners in *Kampung Inggris*, Pare, who are enrolled in an intensive immersion program. These learners have been actively studying in an immersion center, utilizing TEDx videos on YouTube as a primary source of authentic materials, and applying them as a self-study resource for practicing their presentation performance.

The data collection involves a qualitative approach through semi-structured interviews, close-ended questionnaires, and documentation. Furthermore, the scope is limited to a high-intensity immersion context with high exposure to authentic

materials over a specific period (typically a two-week intensive program). Therefore, the results focus on the specific practicing strategies within this unique non-formal setting and may not be generalized to student populations in different educational contexts.

F. Conceptual Framework

Speaking competence serves as the primary foundation of oral communication and plays a vital role in fostering critical thinking and improving overall communicative skills under the umbrella of Communicative Competence (Hymes, 1972; Thornbury, 2005). It is the ability to use language accurately and fluently to convey meaning in various social contexts through active interaction. Building upon this basic competence, presentation skills are defined as the ability to articulate, organize, and deliver ideas effectively to an audience within the principles of Public Speaking (Lucas, 2012; Harmer, 2015). This competence is essential in language learning, as it allows learners to communicate complex thoughts and perform successfully in academic and professional settings (Lucas, 2012). An effective presentation requires active engagement with linguistic, paralinguistic, and strategic components, ensuring that the message is logically structured and persuasively delivered.

To fulfill the demands of professional public speaking, learners must master fluency, body language, and content structure through consistent practicing. Consequently, effective teaching strategies and engaging authentic learning materials tailored to students' needs are required to bridge the gap between basic speaking and advanced presentation performance by utilizing Authentic Materials (Krashen, 1985; Putri & Hadi, 2021). Authentic learning materials play a crucial role in this process, making observation and practice more engaging and interactive for autonomous learners. Modern educational practices have shifted toward integrating technology-based resources to provide dynamic learning experiences for students in accordance with the Technology Acceptance Model (Davis, 1989). According to Davis (1989), well-designed authentic learning materials can enhance engagement,

maintain motivation, and clarify complex rhetorical concepts through Perceived Usefulness and Ease of Use. This allows students to understand and internalize effective delivery models more easily than through traditional methods.

At its essence, authentic learning materials (ALM) represent the 'real' language, the kind used by native speakers for non-pedagogical purposes (Nunan, 2004). The nature of ALM is deeply rooted in the provision of exposure to natural discourse, which includes varied registers, idiomatic expressions, and spontaneous fillers that are typically absent in 'created' or 'simplified' materials found in standard curricula. According to Richards (2001), the power of ALM lies in its ability to provide a concrete stimulus that increases learners' motivation by showing them the practical utility of the language they are studying. In the context of this study, ALM acts as a primary source of high-quality input that challenges learners to move beyond rote memorization toward a more sophisticated and strategic use of English in professional presentations.

In the context of authentic materials in teaching speaking, the use of audiovisual resources provides learners with the necessary exposure to authentic language use that textbooks often lack. Authentic materials bridge the classroom environment with real-world communication by presenting natural speech rates, diverse accents, and cultural nuances as part of Comprehensible Input (Krashen, 1985; Scrivener, 2011). By utilizing authentic materials specifically designed for speaking instruction, learners can observe communicative strategies in action, which helps reduce performance anxiety and provides a concrete benchmark for their own oral production. TEDx Talks have emerged as a premier source of authentic learning materials for professional modeling through its multimodal features. Its format allows the presentation of content, visuals, and expert delivery in an engaging format (Wang & Chen, 2020; Liao, 2021). These videos serve as powerful authentic elements that provide real-world, contextually relevant performance models for learners to emulate. Through TEDx, students are exposed to rhetorical devices and advanced structures, enabling them to understand global presentation standards and improve their delivery skills (Rahimi & Zhang, 2022).

The strategic implementation of TEDx as authentic learning materials involves active participation, such as video analysis, shadowing (Murphey, 2001), and modeling practices (Bandura, 1977). This approach encourages students to reflect on professional styles, engage in peer discussions, and receive feedback on their performance (Hidayat & Putri, 2021). Such activities foster collaborative learning and self-regulated study, as students can independently select content that suits their interests and goals. Integrating TEDx into presentation tasks makes skill acquisition more comprehensible and enjoyable for learners in intensive programs (Sari & Nurhayati, 2022). Ultimately, the use of TEDx as authentic learning materials is expected to foster positive perceptions and motivation among learners during their practice. Many students find these materials relevant to the high standards of presentation demanded in their daily academic lives. Research shows that students appreciate learning in a relaxed, unpressured environment while improving their structure and delivery through TEDx-based tasks (Dewi & Hartono, 2022). These insights highlight TEDx's potential to facilitate the practicing of presentation skills while building overall confidence in using English (Alshahrani, 2023).

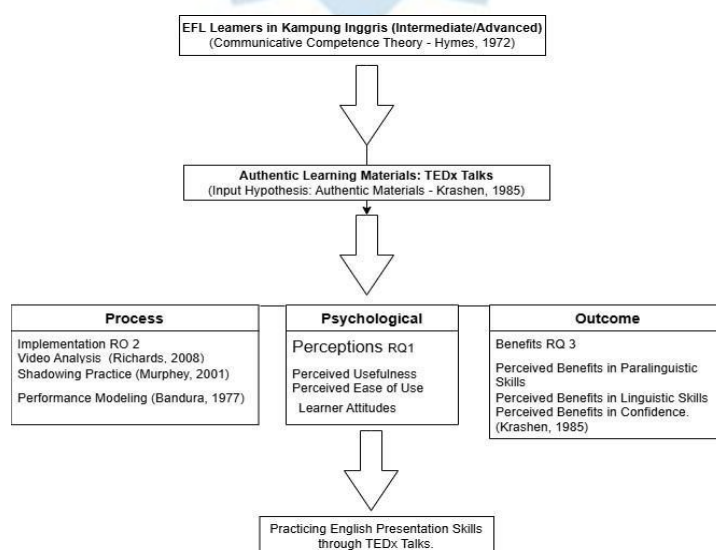


Figure 1. 1 The Conceptual Framework

G. Previous Study

There is a substantial body of literature regarding the integration of technology and media in language learning; specifically, several previous studies have extensively explored the role of authentic materials in enhancing EFL learners' oral proficiency.

The first study, conducted by Alshahrani (2023) in the Middle East, utilized quantitative methods to investigate the role of TEDx-based instruction. The study highlighted the lack of authentic input in traditional speaking practices, which often results in low student motivation among EFL learners. The results indicated that while complex grammatical accuracy did not show significant improvement, there was a profound enhancement in students' motivation and confidence to deliver speeches when using TEDx Talks as authentic learning materials for their practice. This study suggests that the psychological impact of using authentic materials is just as significant as the linguistic gains in a formal learning environment.

The second research, conducted by Wang and Chen (2020) in Taiwan, investigated the use of digital video as a "visual masterclass" to develop paralinguistic skills in EFL speaking. This research found that learners who practiced by observing professional models on platforms like TEDx captured subtle details such as strategic pausing, eye contact, and purposeful gestures. The researchers concluded that exposure to authentic performance models helps learners understand non-verbal communication cues that are often absent in traditional textbooks. This study provides a strong basis for the importance of using TEDx Talks as an observable benchmark to improve the quality of presentation delivery in a self-directed practicing context.

The third study, conducted by Supakorn et al. (2022) in Thailand, employed a mixed-methods approach to explore the impact of authentic learning materials on oral presentation competence. This international study found that learners who practiced by analyzing TEDx speakers showed significant progress in their rhetorical organization and audience engagement strategies. The researchers concluded that exposure to diverse global accents and professional styles in TEDx helps EFL learners overcome their fear of public speaking. This research provides a strong basis for the importance of using authentic digital materials to reach international standards of communication.

The fourth study, by Rahimi and Zhang (2022), explored the use of TEDx Talks to improve rhetorical and critical thinking skills specifically in EFL speaking among 40 advanced students through a qualitative research approach. This research found that storytelling techniques and content organization in TEDx help students analyze oral communication strategies more deeply. The researchers identified that students often fail to replicate advanced presentation techniques due to monotonous teaching methods and a lack of independent practice in analyzing professional speaking models. By focusing on the qualitative experience, this study provided insights into how learners deconstruct professional speeches to improve their own structural oral delivery.

The fifth study, conducted by Liao (2021), examined how authentic learning materials help students overcome linguistic barriers in EFL speaking through a mixed-methods approach. This research observed how students mimic native speaker intonation and gestures by utilizing TEDx Talks as a primary benchmark. The results showed that by using TEDx, students could better evaluate their own oral speaking performance and improve their paralinguistic skills effectively. The findings emphasized that TEDx serves as an accessible bridge for students to reach international standards of oral presentation by providing a clear, observable model of professional public speaking.

Collectively, these studies prove that TEDx Talks are highly effective authentic learning materials for practicing the linguistic, paralinguistic, and affective aspects of English presentations. These researchers agree that authentic materials bridge the gap between formal classroom instruction and real-world communication needs. The integration of TEDx has been shown to transform the learning environment into a more engaging experience while reducing learners' performance anxiety.

However, a significant gap exists between existing literature and the practical reality in the field. While studies by Alshahrani (2023) and Supakorn et al. (2022) have extensively measured the 'effectiveness' of TEDx through quantitative or mixed methods designs in formal universities, there is a lack of qualitative data exploring the 'internal voice' faced by autonomous learners. Most previous research focuses on the output (score improvement) but ignores the process of how learners navigate the experience when mimicking professional speakers. This study explicitly fills this void by focusing on learners' perceptions in the non-formal immersion context of *Kampung Inggris*, where the pressure for immediate peer-driven performance creates a different cognitive and psychological dynamic than a traditional classroom.

Based on this gap, the present study focuses on learners' perceptions on using TEDx Talks as authentic learning materials for practicing presentation skills in *Kampung Inggris*. Using a qualitative case study design, this research aims to explore the perceived benefits and attitudes learners develop during their practice. The findings are expected to contribute to EFL pedagogy regarding the integration of authentic learning materials in unique and intensive language learning contexts.