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Student's perception of integrating TED Talks to promote speaking fluency: A case study

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Abstract

This article explores how an English Department student perceives using TED Talks to develop speaking fluency in English as a Foreign Language (EFL) contexts. Although speaking fluency is one of the most essential and visible aspects of communicative competence, it remains one of the most challenging skills to master due to limited exposure to authentic input and low confidence among learners. TED Talks offer authentic, multimodal resources with engaging and culturally diverse styles of fluent English speech. Drawing on theories of perception, multimedia learning, and speaking pedagogy, this article categorizes the discussion into one main objective: how student's perception about TED Talks as a tool to enhance speaking fluency. The findings from this research and the reviewed previous studies suggest that students generally perceive TED Talks positively. The participant admires the fluency, organization, and delivery style of various TED Talks speakers and feels inspired to emulate them. Repeated exposure to TED Talks contributed to vocabulary enrichment, greater pronunciation, and increased motivation in learning. In conclusion, TED Talks might not be a one-size-fits-all solution, but they hold a promising source that can be thoughtfully integrated into a speaking learning activity.

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INTRODUCTION

Learning a language, especially English, is vital as we know English is the global language everyone must master. Mastering English specifically in this fast-paced era, where everything is interconnected globally, has become one of the main goals for many students, which leads them to unlimited doors of new chances and experiences. English is considered a foreign language in Indonesia, according to this fact, it is indeed hard for Indonesians especially students to speak in English comfortably and confidently. The teaching approach in learning to speak is assisted by various approaches. At best, paying attention to audio-visual media such as speech videos like TED Talks could help improve students' ability to speak publicly with much ease. Mastering a language would not be perfectly applicable without learning how to communicate it properly; in this case, speaking skills are often seen as the final stage of language learning where someone can fully express their thoughts and feelings without hesitation (Patty, 2024). Speaking involves a complex mental process that allows people to organize their ideas and deliver them in a way that others can understand. This is why fluency becomes one of the essential aspects to acquire in mastering a language (Derakhshan et al., 2016; Shahini & Shahamirian, 2017). In addition to the statements mentioned above, fluency also engages with practicing accuracy in grammar, pronunciation, and vocabulary (Lekatompessy, 2023). These aspects are the provisions for someone to finally be considered fluent in mastering a language. This is in fact can lead someone to speak smoothly and spontaneously which leads to acquiring automaticity or the ability to speak without having to think about it in using a language.

Obtaining the ability to master English specifically speaking skills with fluency will come with many obstacles to face. There are many challenges that students often face in the process of becoming a fluent speaker. One of the most common issues that might occur in learning speaking skills is the contradiction between class materials and courses that one might receive beforehand. Many speaking classes still rely heavily on textbook-based dialogues, without providing enough chances for students to practice and experience how the language is used in daily contexts (Derakhshan et al., 2016). Fluency, according to Shahini and Shahamirian (2017) is something that comes naturally after consistent and constant practice. That being said, in to reach fluency, one must constantly practice beforehand.

Given that English learning activity is commonly delivered through textbook-based theories, many students tend to feel bored easily (Kruk et al., 2021). This traditional approach often lacks engagement, especially when the materials do not align with the students' personal preferences or learning styles. As a result, they may quickly lose interest, making the learning process feel more like a chore than an opportunity to grow. However, even when students are provided with engaging materials such as videos designed to capture their interest, they may still experience boredom. This is often due to distractions that interfere with their focus and disrupt the overall learning process. Students might as well get distracted and stop watching, because they lost the interest without completing their learning materials (Purwanti et al., 2022). In other words, having interesting content alone is not always enough, the learning environment should play an active and crucial role in maintaining students' attention.

In response to those challenges, technology nowadays has emerged as a helpful tool for learning language especially English (Toleuzhan et al., 2022). The rapid growth of technology in the educational field has given students easier access to unlimited materials. Nowadays, technology plays an important role as a tool in language learning (Syafriзал & Syamsun, 2023). Study by Al-Siyabi and Al-Aliyani (2024) have shown that the use of technology could be one of the aspects that can positively affect students' attitudes in learning languages, including the development of speaking skills. Among the many forms of educational technology, videos stand out as an essential and promising media that combines both visual and auditory input, which is very crucial as well as beneficial in language learning (Mayer, 2002). One of the platforms that is quite often used in language learning is TED Talks. TED Talks videos could present EFL learners with technology that not only provide exposure to fluent and natural English, but also offer valuable yet catchy content that is engaging and motivating (Ko, 2018).

Correspondingly, TED Talks could be introduced as a pedagogical element that stimulates students' reflection and debate (López-Carril et al., 2020). In a learning environment, the use of TED Talks possibly sparks the willingness to study more due to their interesting topics and engaging way of speakers' deliverance. The content varies from science and education to lifestyle and personal stories, therefore, this wide range of content makes it easier for learners to find topics that suit their preferences. Students might as well engage consistently with listening to native speakers, practice

pronunciation, as well as immerse themselves in everyday expression (Hobson, 2010) those things could be obtained by utilizing audio-visual media such as TED Talks, which can be used as a pedagogical tool to enhance students' speaking skills by allowing them to imitate how professional speakers deliver their speeches. That being said, TED Talks supports the concept of authentic learning by providing real-life examples of how English is used in various contexts (Al-Siyabi & Al-Aliyani, 2024).

Nowadays, TED Talks have become a platform with valuable resources for learning language due to their authentic and engaging content (Patty, 2024). Students could easily access any presentations provided by numerous experts worldwide through TED Talks. This enables students to choose any topics they might find interesting. This resonates with input hypotheses by Krashen (1985) which states we acquire a language by understanding messages (comprehensible input); the acquirer must likely be open to the input as well as have their affective filter low to acquire a new language (Krashen, 1985). Applying the use of TED Talks to help enhance fluency in speaking skills is relevant to the input hypotheses; if one is likely to learn a language, one needs comprehensible input, and TED Talks with their various kinds of contents could provide the necessities.

Likewise, Utami and Noviana (2021) provide a qualitative approach to research that employs a survey method that shows students are motivated, interested, and helped in using TED Talks as their media of learning in speaking class. The study was supported by a 50% percentage of the results that show students are really involved in the activity. Students are highly agreed this media is suitable to be employed in speaking class. In addition, students enjoy and find TED Talks as a learning resource that is fun and engaging. Apart from only watching and paying attention to the video, they also could grasp another knowledge of vocabulary, manners, and pronunciation. TED Talks also could be a medium to spark discussion between students. Research conducted by Choirunnisa and Sari (2021), found that TED Talks has a positive impact on supporting undergraduate students' activity in speaking class. Students nowadays are very prone to the advances of technology, making them feel more enthusiastic to learn something through engaging media such as TED Talks videos. The participants assumed that TED Talks videos help them gain their English speaking skills by providing many benefits through video as well as serving them the proper way to deliver their ideas well, critical thinking, accent and dialect, pronunciation, etc. That being said, the interview questions were mainly adapted from similar prior research by Choirunnisa and Sari (2021) and Utami and Noviana (2021) that discovered student's perception of using TED Talks in promoting their speaking skills.

This article aims to explore how TED Talks videos are perceived by students as a helpful tool to work out the fluency of speaking English. It focuses on the impact of TED Talks in the learning process, how students engage with them, and what kind of challenges might occur in the process of using them as their learning tool. By digging deeper into students' perceptions, this article attempts to connect the use of TED Talks videos with language learning theories and how they might affect learners' speaking development. Hopefully, this article could add another insight for both students and educators on how to integrate engaging yet valuable materials into their classroom practices.

METHODS

This study aimed to dig deeper about students' perception towards the use of TED Talks in acquiring speaking fluency. The researcher employed a qualitative approach with only one research question: "How student's perception and thoughts about TED Talks as a tool to promote speaking fluency?". According to Sugiyono (2013), qualitative research is based on constructivist paradigm. This assumes reality is subjective and shaped based on individual experiences and interpretations. Qualitative research aims to explore human perspectives, behaviors, as well as emotions in natural setting.

The study was carried out using a single case study design, considering that the research only involved one participant from the eighth semester of the English Department. The focus of the study was to gain a deep understanding and comprehension of the student's perception towards the use of TED Talks in promoting speaking fluency. This study emphasized detailed and personal insights which aligns with the purpose of case study research where depth is prioritized over breadth (Stake, 1995).

A student from the eighth semester of English Department was chosen based on her exposure to several speaking subjects beforehand that develop the ability in various aspects of her speaking skills, ranging from daily conversations to more structured formal, and critical speech delivery. Generally, students in eighth semester have taken several speaking courses that may have provided them with experiences regarding the ease or difficulty of learning speaking skills, as well as the

challenges they commonly encounter during their study. Her academic background and learning experience made her an information-rich and eligible source for this study (Patton, 2002) and thus, a suitable individual to reflect deeply on the role of TED Talks in developing her speaking fluency. Given the exposure to these subjects, student are most likely to have developed different strategies and preferences in improving their speaking fluency. This research focus only on the participant's perception by further exploring how the technology explored in this study affects her English speaking learning process, including the impact and difficulties that may present. Consequently, her perceptions on the use of TED Talks as a learning tool may be shaped by their previous experiences during their courses, influencing how they perceive its effectiveness in enhancing their fluency in English. Her perception was expected to provide meaningful and beneficial input that could support the exploration of the research focus.

The data for this study were collected through a semi-structured interview, conducted in a flexible manner that allowed participant to share her honest thoughts and experiences openly, while still guided by key questions related to the research topic. The interview was recorded and later transcribed verbatim to refine clarity and accuracy of the data. To make sense of the data, a thematic analysis was conducted following Braun and Clarke (2006) framework. The process began with familiarization in which the researcher read and re-read the transcript to fully comprehend the data. Later, initial codes were manually generated, focusing on recurring ideas or patterns found in the participant's responses. These codes were grouped and refined into several key themes, which later became the foundation of the study's findings. This process helped organize the data in a meaningful way and allowed the emergence of key insights regarding the participant's perception of using TED Talks as a learning tool to promote speaking fluency.

FINDINGS AND DISCUSSION

Findings

The findings of this study are presented based on the responses given by a participant during a one-on-one interview session. The participant is an eighth-semester student majoring in English Education. Her answers reflect her personal views, experiences, and overall perception of using TED Talks as a tool to promote speaking fluency. To explore her perspective more deeply, the interview was conducted using open-ended questions, allowing the participant to elaborate freely on her thoughts and opinions without restriction. This approach aimed to gather more comprehensive insights into how she perceives the role of TED Talks in enhancing speaking skills. The data collected from the interview is presented in a descriptive manner, highlighting key themes that emerged from her responses. Several direct quotes from the participant are included to provide a clearer understanding of her ideas and to support the interpretation of the data. By focusing on a single participant, this study does not aim to generalize the findings, but rather to offer an in-depth look at individual experiences, which can serve as a meaningful and valuable reference for future studies in similar contexts. Through this qualitative method, the study attempts to capture the nuanced and subjective experience of integrating multimedia resources like TED Talks in language learning.

Student's thoughts in viewing TED Talks as a learning media for enhancing speaking fluency

As an initial step in assessing participant's familiarity towards TED Talks, the discussion began with how TED Talks are perceived as a tool for enhancing speaking fluency, serving as a way to dig more about participant's perception.

"I've been familiar with TED Talks before. There are indeed lot of interesting topics and native speakers there. So, of course it is a proper media for learning speaking fluency."

Based on the response above, the participant mentioned that she is familiar with TED Talks as a learning media that provides interesting topics and speakers. She knew the alluring aspects of TED Talks that might TED Talks considered as a catchy learning tool to study a language. According to her, TED Talks not only offers interesting media but attractive speakers as well. She also pointed out that TED Talks were clearly proper for practicing speaking fluency, since most of the speakers are native English users. That being said, TED Talks allows learners to observe and learn the language in various styles that matched different contexts. The participant also recognized the importance of being exposed to different speaking styles, accents, and presentation techniques. She believed that this

variety helped broaden her understanding of how English can be used naturally in different situations, ranging from formal speeches to more casual storytelling. By watching various speakers with diverse backgrounds, she felt that learners could develop a more flexible and adaptive speaking skill, not limited to textbook-style language. Moreover, she mentioned that listening to how speakers emphasize certain points, manage transitions between ideas, and use gestures to support their messages provided her with practical insights she could apply to her own speaking tasks in the future. The participant also stressed that TED Talks could be used not only for passive listening but also for active learning, such as shadowing or mimicking the speakers, repeating phrases, or even practicing delivering speeches with similar talks with her own words. These strategies, according to her, made the platform or media than just a source of inspiration, it became a model and active learning source for promoting both fluency and confidence. Consequently, she viewed TED Talks as a accessible resource that allowed her to engage with real English in a meaningful and personalized way, especially when compared to the traditional way of teaching method.

Student's opinion about what makes TED Talks is helpful as a learning media

A follow-up question explored which aspects of TED Talks are perceived as beneficial or helpful for learning, particularly in terms of its effectiveness as a learning media for developing speaking skills.

“For me personally, I often attracted with fascinating topics that resonates with my preference. TED Talks provides such a wide range of contents that make me interested. Not to mention the speakers are incredibly attractive to listen.”

The participant addressed her view about what makes TED Talks is helpful for her as a learning media since TED Talks provides various content that usually draws her in. She also mentioned that sometimes she is interested in how the speakers deliver their ideas. Therefore, those two aspects that TED Talks could offer could be a strong justify on why TED Talks is helpful as a learning media. Building on that, the participant emphasized how the variety of topics available on TED Talks allows her to select videos that match her personal interests or current learning goals. This sense in choosing relevant materials strengthen her motivation and engagement during the learning process. She explained that having freedom to explore topics that she genuinely interestd in such as social issues and mental health education makes her more eager to listen attentively and absorb the language being used. The participant further elaborated that the combination of engaging topics and the speakers' captivating delivery often inspired her to pay closer attention, even without consciously trying to study. This natural interest, according to her, played an important role in improving her language exposure and comprehension. Rather than feeling like she was in a formal learning environment, watching TED Talks felt more like an enjoyable activity, which subtly contributed to her speaking development. This holistic exposure she claimed, allowed her to not only learn vocabulary and expressions but also to absorb the rhythm and flow of spoken English. She felt that this kind of input was hard to find in traditional classroom settings, where content is often limited and controlled. Through TED Talks, she was able to learn more naturally and comfortably, which, in her opinion, made the process of gaining speaking fluency feel less intimidating and more relatable to her personal interests and learning style.

Student's view on choosing TED Talks as a media to learn speaking fluency

Another question invited participant to share her view on the use of TED Talks as a preferred media for learning and improving speaking fluency.

“I usually learn new vocabulary and proper pronunciation by mimicking or imitating how the speakers deliver their speeches. The speakers are usually very fluent and diverse (their accent).”

The participant exposed their experience on what she gained from utilizing TED Talks as a learning media. The participant considered TED Talks speakers are credible enough to be sources to enhance speaking fluency because they deliver their ideas fluently with various accents. One common strategy the participant used to develop her fluency was by mimicking or imitating how TED Talks speakers presented their ideas. Additionally, she highlighted the value of exposure to authentic English through the speakers' natural tone, pronunciation, and pacing. According to her, watching how speakers structure their arguments and deliver them with confidence helps her to not only learn new

vocabulary and expressions but also understand the flow of effective public speaking. She admitted that these videos have subtly shaped her own speaking habits, such as using pauses more purposefully or applying more varied intonation patterns. Moreover, the presence of subtitles and the ability to replay sections when needed contribute to a more flexible and personalized learning experience. In her opinion, TED Talks does not only present English in an academic form, but instead offers language as it is used in real communication, which she finds more genuine and relatable. Overall, the combination of appealing content and strong delivery in TED Talks quite play a role in her learning speaking fluency journey.

The consideration of utilizing TED Talks as a media to learn speaking fluency

As a part of a deeper exploration into the participant's perception, a follow-up question focusing on the considerations involved in selecting TED Talks as a media for enhancing speaking fluency was served. This stage of discussion prompted a detailed response, with the participant elaborated on several reasons behind her choice and the specific ways in which TED Talks supports their learning process.

"Although I didn't use it very often, I do think TED Talks is an effective learning resource. Using TED Talks, we can learn how to speak fluently by observing accurate pronunciation, as well as the appropriate gestures to use when presenting something. The speakers also bring engaging and up-to-date content, which adds to the overall learning experience."

The participant acknowledged that, although she did not use TED Talks frequently, the platform still served as a credible resource for developing speaking fluency. They recognized the benefits of observing native speakers who demonstrated the proper use of pronunciation and gestures in delivering their presentations. Furthermore, the engaging and up-to-date content offered by TED Talks was seen as a valuable support in the language learning process. The participant also explained that, despite her infrequent use of TED Talks, each viewing experience still left a meaningful impression on her language awareness. For instance, she noticed that the clarity and confidence shown by TED Talks speakers helped her understand how to deliver English more effectively. She also noticed that the speakers' body language, facial expressions gave her a role model of how to communicate ideas in a way that easy to catch audience's attention. This visual aspect that TED Talks offers, is something that textbooks or traditional classroom materials often lack. Moreover, she found that TED Talks often tackled current global issues and innovative ideas, which made her feel more connected to real-world conversations. This relevance encouraged her to practice speaking about similar topics, both in and outside the classroom setting. Even though she did not always mimic or shadow the talks, simply listening and observing helped her gain knowledge in applying proper expressions and discourse markers that could enhance her fluency. She understands the reason why TED Talks is such a helpful media to promote speaking fluency thanks to its flexibility and low-pressure resource that anyone could return to whenever they needed inspiration or input for their own speaking practice, especially when preparing for presentations or public speaking assignments.

The challenge student's encounter when using TED Talks as a media to learn speaking fluency

At a later stage of discussion, the focus shifted toward exploring the challenges the participant had experienced or might potentially encounter when using TED Talks as a learning media for speaking fluency. This discussion helped to unravel a different layer of perspective, revealing possible obstacles that may challenge the effective use of TED Talks in the learning process.

"I usually get bored quickly when watching TED Talks, even if the content is actually interesting to me. This is mostly because the videos tend to be over 8 minutes long. I can usually only focus for about 5 to 7 minutes, or sometimes I end up fast-forwarding just to finish the video quickly."

While participant acknowledged the educational impacts of TED Talks, she also reported a particular challenge that limited her experience in utilizing the platform. The extended duration of many TED Talks presentations often ranging from 8 to 30 minutes made it difficult for her to stay focused, resulting a sense of boredom that disrupted the learning process. While the content itself was perceived as interesting and relevant, the participant found that her attention span would fade after several minutes of watching the video. This led her to either stop watching or fast-forward the video,

this could reduce the effectiveness of the learning experience. Consequently, the participant viewed this as one of the primary obstacles in her experience using TED Talks as media to learn speaking fluency.

Student's view in recommending TED Talks as a learning media to promote speaking fluency

In the final stage of the discussion, a concluding question was presented regarding whether the participant would recommend TED Talks as a media to promote speaking fluency. This question also served as a closure and summary point, allowing the discussion to come full circle by revisiting the overall value of TED Talks from the participant's perspective.

"I think TED Talks is actually a pretty solid media for improving speaking fluency. It would be great if they were used more often in classroom activities, so the learning process wouldn't always be focused on theory. I feel like bringing in something more practical and real, like TED Talks, could make class sessions more engaging and help us learn how English is used in real contexts."

According to the participant's point of view, she viewed TED Talks as a solid and useful resource for promoting speaking fluency. She expressed the idea that it would be more effective if TED Talks were incorporated more often into classroom activities, as this would help balance the often theory-heavy learning environment. Based on her thoughts, bringing in practical and real spoken content like TED Talks could make lessons feel more engaging and relevant, while also helping students to understand and gain knowledge on how English is used in authentic contexts. This challenge reflects a broader issue that many learners or students face in digital leaning environments, it is maintaining concentration over extended periods. The participant's response suggests that even when content is meaningful, factors such as video length and pacing significantly influence engagement and learning outcomes. She noted that shorter videos or those that include visual aids, interactive elements, or changes in tone and delivery, tend to hold her attention more effectively. Additionally, she expressed that having checkpoints or summaries throughout a TED Talk might help her digest the material better and stay motivated to continue watching. From her perspective, because TED Talks is an unidirectional media, the lack of interactivity or immediate feedback while watching TED Talks also contributed to her feeling disconnected, especially when compared to classroom discussions or learning apps that include questions or tasks. As a result, even though TED Talks offer high-quality input and exposure to authentic English, the format might not always suit learners with shorter attention spans or those who benefit from more dynamic forms of engagement. The participant suggested that by integrating TED Talks into classroom activities where teacher could spark the willingness to study by applying Q&A, debate, speech role-play, while pause, discuss, or assign specific segments could make the experience more manageable and interactive. Therefore, based on the participant's perception, the issue may not lie in the content itself, but in how it is actually applied and integrated into the learner's routine.

Discussion

Students' perception plays an essential role in shaping their learning attitudes or behaviors, especially in the context of language acquisition, in this case, English. Johnson (1995) described perception as something where information is received, processed, translated, as well as transformed to give useful information in a system. Align with this theory, which means that how students perceive and interpret the media they usually use in their learning process deeply influences their motivation and outcomes.

Learners' perceptions are filtered through prior experiences and expectations (Moini et al., 2024), which means students' attitudes toward the media or tools they use depend not just on the tools themselves, but also on how they perceive the usefulness and relevance of the media. Likewise, Caglioti (1996) argues that perception is an irreversible and internalized ordering process that is driven by curiosity and attention, which further implies that engaging media like TED Talks have the potential to leave a lasting impression on students' minds.

The participant agreed TED Talks offers a various interesting content with credible speakers that could sparks the willingness to study and exercise fluency. Fluency is not something that can be achieved overnight. It requires repeated exposure to meaningful and supportive media that truly helps the learning process. Without consistent and focused practice, developing fluency could become a challenge. Yet, fluency remains one of the most essential aspects of language learning, as it plays a key role in helping learners communicate effectively and with confidence. That being said, fluency

encompasses the ability to convey thoughts smoothly and effortlessly (Yan et al., 2021). This aligns with study by (Liu et al., 2020) which stated students will perceive that media is effective and then use it frequently and purposefully when they feel like the media tool they use is engaging, inspiring, or relevant to their preferences. Usually, students often rely on formal instruction when it comes to learning English in a formal environment such as school, they lack of exposure to real-life usage of English, tools that sparks authentic experiences are perceived as valuable. TED Talks with their wide range of contents and fluent speakers, fit the category and are perfectly applicable to be utilized for improving their speaking ability (Tran & Nguyen, 2024).

The participant perceives TED Talks as an effective and engaging tool for enhancing her speaking fluency. This is mainly because TED Talks offers authentic exposure to English in real-life communication contexts, delivered by proficient and credible speakers that deliver their speeches confidently from such a diverse backgrounds. Nursafira (2020) supports this idea by highlighting that students generally respond positively to the use of TED Talks in the classroom, especially because the content is not only educational but also inspiring and relevant to real-world issues. The participant feels that watching TED Talks helps her understand how to express ideas clearly, organize thoughts logically, and use appropriate body language which are skills that are essential in speaking fluently. The presence of native speakers in TED Talks also allows learners to observe natural pronunciation, stress, and intonation patterns, which are often difficult to fully grasp through textbooks alone. In addition, students find that the variety of topics offered allows them to choose content that matches their interests, making the learning experiences more enjoyable and personalized. According to Nursafira (2020), students also report increased confidence after being exposed to TED Talks, as they feel more familiar with how English is used in authentic settings. This improved confidence also experienced by the participant because she is exposed to the way native speakers deliver their presentations through TED Talks. Therefore, the positive perceptions the participant holds toward TED Talks are not only based on the platform's content, but also on how it quite support participant's progress in fluency through exposure, modelling, and motivation.

However, the researcher also found the challenges that the participant faced during her process in utilizing TED Talks as a learning media to enhance speaking fluency. The main challenge is boredom. One of the most common challenges faced by participants is boredom. This often stems from the relatively long duration of TED Talk presentations, which typically range from 8 to 30 minutes long. Although the content itself is engaging and insightful, the participant finds it difficult to maintain her focus beyond the first 5 to 7 minutes. While it may seem that providing students with engaging materials such as visually appealing and thought-provoking videos would be enough to maintain their interest, the reality is a bit more complex. Students may still find themselves feeling bored just like the participant did, often due to various distractions that interrupt their focus, such as background noise, multitasking habits, mental fatigue, or even short attention span. In other words, by just having interesting content is not always enough; the learning environment and delivery method such as fluent and attractive speakers also play crucial role in maintaining focus and attention. This issue becomes even more prominent in online learning settings, where learners are more vulnerable to feelings of detachment and passivity. As Pawlak et al. (2022) stated, boredom in English language classes can arise from a range of factors, including a lack of interaction, repetitive tasks, and limited opportunities for meaningful communication. These conditions can make even the most thoughtfully and interesting materials feel uninspiring. Correspondingly, a study by Kozińska (2021) shows that some of students found some of TED Talks videos boring or repetitive and sometimes technical issues are emerged when the duration is too long.

In fact, Kruk et al. (2021) similarly pointed out that boredom may still arise even when a learner feels motivated during parts of a lesson. They suggest that students might remain engaged for a while but still grow bored when the activities become overly monotonous. This illustrated that motivation and material quality are only parts of the puzzle. Without variation, novelty, and space for personal connection, students may eventually disengage, regardless of how dynamic the media may seem at first. Over time, this kind of disengagement can hinder students from fully gaining from the learning experience, particularly when it comes to developing key language skills like speaking fluency which requires consistent focus and active participation.

Based on the result, the researcher found that TED Talks is considered positively as a learning media for promoting speaking fluency. This result aligns with the study conducted by Utami and Noviana (2021) shows that TED Talks indeed have a significant impact on the media for learning to speak. It adds improvement, especially in pronunciation, grammar, and vocabulary. Likewise, the

research carried out by Kozińska (2021) also stated that students' perception towards TED Talks use as a learning tool is predominantly positive because several of students emphasized that it is the unconventional, relaxed, yet authentic tone that makes them immersed. TED Talks is an exciting platform to gain more knowledge in learning English because the speakers offer lots of good topics, tone, and gestures, as well as their decent fluency in speaking (Syafrizal & Syamsun, 2023). The participant claimed that TED Talks are indeed helpful as a source for learning speaking fluency especially when it is integrated within classroom activity. TED Talks could be introduced as a pedagogical element that stimulates students' reflection and debate (López-Carril et al., 2020). In a learning environment, the use of TED Talks possibly sparks the willingness to study more due to their interesting topics and engaging way of speakers' deliverance. Pairing TED Talks with interactive classroom activities such as Q&A or speech debate ensures students not only receive the content but also actively participate in producing language naturally. Later, feedback from their peers or instructors during these methods helps learners to refine their fluency. In addition, since TED Talks are mostly provided in the form of YouTube videos, using tools like YouTube's subtitle and playback features can help learners adjust the pace and clarity of the videos according to their proficiency (Al-Siyabi & Al-Aliyani, 2024). Eventually, encouraging students to be more exposed to TED Talks based on their interests increases their intrinsic motivation. Students are more interested when they are emotionally invested in the content they watch; they are more likely to engage with the content deeply. In conclusion, TED Talks can evolve from a passive listening tool to an active medium for enhancing speaking fluency.

CONCLUSION

Following the discussion explained above, the researcher found that TED Talks indeed serve as an effective media to learn speaking fluency and it is perceived positively by the participant. TED Talks offer a wide range of contents with numerous native speakers that can help learner to actually choose their learning source based on their preferences. Native speakers from TED Talks help learner to gain knowledge on how to use English fluently with the proper contexts because they come from different nations and cultural backgrounds. Utilizing TED Talks in classroom environment might as well be helpful to spark the willingness to study. If TED Talks are integrated effectively in classroom lessons, students will be more exposed with the use of English in various contexts. Students can be more inspired to be able to speak English fluently in the future. Additionally, as the study was carried out on a small sample with only a single participant, there are still chances to dig more about this topic with possible direction for further research.

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