

THE USE OF AUTHENTIC MATERIALS TO ENHANCE STUDENTS' SPEAKING ABILITY IN SECONDARY EFL CLASSROOM

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan material autentik mempunyai impact dalam meningkatkan kemampuan berbicara siswa EFL. Penelitian ini dilaksanakan di MTs Unggulan di Surabaya dengan menggunakan dua kelas tingkat 8 yang kemudian dibagi menjadi dua kelompok yaitu kelas eksperimen dan kelas kontrol. Penelitian ini menggunakan material autentik yang diambil dari youtube, website resmi BBC dan beberapa material internet sebagai media pembelajaran speaking. Penelitian ini menggunakan metode kuantitatif dengan desain quasi-eksperimental. Data dalam penelitian ini dikumpulkan melalui tes lisan (pre-test dan post-test). Hasil penelitian menunjukkan bahwa terdapat perbedaan skor antara siswa yang menggunakan materi autentik dan yang tidak menggunakan materi autentik. Nilai *asymptotic significance* post-test dari *Mann-Whitney* yaitu $.00 < .05$ dengan nilai median grup kontrol 67.00 dan median dari kelas eksperimen adalah 75.00. Hal ini menunjukkan bahwa penggunaan materi autentik dapat meningkatkan kompetensi berbicara siswa dan direkomendasikan untuk digunakan sebagai alternatif yang cocok dalam mengajar berbicara.

Kata Kunci: Berbicara, Materi Autentik, Kelas EFL.

Abstract

The purpose of this research is to determine whether the use of authentic material has an impact on enhancing EFL students' speaking ability. Conducted in MTs Unggulan in Surabaya, this research uses two classes of 8th grade, divided into two groups, experimental class and control class. This research uses authentic materials taken from YouTube, BBC official website, and several internet materials as a media to learn daily conversation. A quantitative method with a quasi-experimental design is used in this research. The data were collected by spoken tests, which are pre-test and post-test. The results presented a difference between the learning using authentic material and ones without authentic material. The asymptotic significance post-test value from Mann-Whitney is $.00 < .05$, with the median control group is 67.00, and the median from the experimental class is 75.00. This value shows authentic material is more effective to use as a medium to learn speaking for EFL students. Also, it is recommended to use as an appropriate alternative to enhance student's speaking competence.

Keywords: Speaking, Authentic Material, EFL Classroom.

INTRODUCTION

The word authentic initially used to classify communication in a natural or real context. Authentic materials is teaching material in the form of audio, video or print out that can provide the learners know how to communication in real life and language actually used (Freeman & Anderson, 2011). The use of authentic material is one of the ways to provide the learners know how to communicate in real life and the language used (Freeman & Anderson, 2011). Because English becomes a universal communication tool or *Lingua Franca*, speaking in English is one of the basic language skills needed to communicate when the speakers do not use their native language. (Illés & Akcan, 2017). According to Brown (2015) Speaking is the way of uttering ideas that signify

social behavior among individuals to communicate each other. Therefore, it is necessary to have the appropriate materials to support the teaching English speaking for EFL students. Speaking in a specific communication context usually occurs in circumstances where speaking performance for audience in different situations. Therefore, the concept of the use of authentic material must be able to represent the real world that is happening because the principle of public speaking is also related to the skill of speaking for special communication (Boonkit, 2010).

The use of real-life themes in communication will significantly help EFL students understand the elements of language following existing conditions (Toro et al., 2018). It will improve communication in real life with native

speakers and other community groups (Boonkit, 2010). However, improving speaking skills is not easy because language learners frequently face several obstacles to speak, such as lack of language exposure, lack of motivation, self-efficacy, limited knowledge, and unsuitable teaching methods (Saeed et al., 2018). According to Freeman and Anderson (2011), the main goal of all teaching languages is for students to learn how to communicate with the target language. Therefore, the focus on language teaching has changed from “remembering and memorizing” based language activities to communicative-based activities to provide natural and tangible knowledge of language skills (Farooq, 2015). Communicative-based activities use a context such as daily lifestyle or conversational speech (Telg, 2011). It would make the student more understand how language is used correctly, both verbal and non-verbal. Hence, it is necessary to have the appropriate material to support the English speaking teaching for EFL students.

Authentic materials are materials or tools to teach or learn in target language logic, and they should perform the real-world situation to reach competency standards in the curriculum (Mukundan et al., 2016). Therefore, the development of teaching materials should be based on authenticity. Authenticity is a prominent instrument to develop teaching materials, and it has a good criterion for language input and skill. The useful and relevant sources will help learners achieving realistic communicative goals (Guariento & Morley, 2001). Authentic materials can also help students develop their natural speaking skills in various conditions (Tracy, 2006). It upholds the real-life world that happens because real-life themes in communication will significantly help EFL students understand the elements of language following existing conditions (Toro et al., 2018).

Mukundan (2016), divides authentic materials into three categories. There are; authentic audio, authentic visuals, and authentic printed materials.

1. Audio materials can be categorized into three groups such as television programs, radio programming, and taped conversation.
2. Visual materials include material that can be seen; for example, photography, traffic signs, pictures, drawing books, road signs, etc.
3. Printed materials in the form of newspapers, food or beverage menu, diaries, brochures, letters, posters, etc.

In fact, most language teachers prioritize material from course books. It has been known for a long that some of the materials used in textbooks are often inaccurate when presenting the “real thing” (Crystal & Davy 1975:2).

Moreover, teaching speaking at this time prioritizes communicative-based. In some conduction, the EFL

teacher will give the context including textbook, learning situation, and culture to achieve learning objectives appropriately. The students’ native language (L1) can be used during learning activities but not more than the target language use. The target language (L2) must become the primary language in the classroom, both from reading instructions, managing the class and communication (Freeman & Anderson, 2011). This strategy is used to make the student realize that the target language they will learn is a significant part of communication, not only the object they studied but they also used.

Besides, research in communicative competence in semantic, pragmatic, and sociolinguistic sciences has developed rapidly. It examines how people communicate and makes meaning through language. It became clear that it was time for a fundamental change in teaching effective speaking (Gilmore, 2007).

One of the main reasons of language teaching is to enable learners to communicated in the language learning process. In language education, it can be said that speaking skills can improve the language learning process rapidly, offering new opportunities for the other four language skills. When students recognize importance of their efforts to this process, the outcomes can be more effective and obvious even in assessing speaking skills.

According to Brown & Hudson (1998), there are several characteristics that can be used for alternative assessments such as;

1. Oblige learners to make and produce something;
2. Using real-world context or natural situation
3. Countenancing learners to be assessed on what they usually do in class or home every day;
4. Offer information about learners’ strengths and weaknesses;
5. Encourage open disclosure of standard rating and criteria, and etc.

Based on that condition, researchers are trying to find ways to decrease the burden by conducting research using techniques and teaching materials that can help students and teachers. Regarding the accessibility of teaching materials, supporting interesting and authentic oral materials for language teaching is not a crucial problem. Teachers can find a wealth of authentic material anywhere and anytime through the internet (Bordonaro, 2018).

Previous study conducted by Unver (2017) finds that using materials based on real-life can help the teacher overcome the difficulties in teaching language. In line with this, Wahyuningsih (2020) shared her finding that using authentic teaching material can fill the gap between unnatural classroom situations and natural real-world situations while learning language. Unver (2017) and Sundana (2017) have observed that teachers must choose materials carefully with a clear pedagogical. Otherwise, it

may reduce students' learning motivation due to inappropriate selection.

Although previous research has shown how useful and influential authentic material is, none have been implemented and teach it directly in teaching secondary students, especially in EFL classrooms. Moreover, there has not been much research on the use of authentic materials in the field of speaking skills.

Therefore, investigating the effect of authentic material in Secondary EFL classrooms, especially in speaking ability, becomes an interesting point in this research. Besides, it will try to find how significant the result of teaching speaking with authentic material. Based on the background of the study above, this research aims to answer "Do the students who are taught by using authentic materials achieve better score in speaking than those who are not taught by authentic materials?". The following null hypothesis (Ho) and alternative hypothesis (Ha) are formulated in this study.

"Ho: The students who use authentic materials do not achieve a better score in speaking ability."

"Ha: The students who use authentic materials achieve a better score in speaking ability."

METHOD

According to the type, research is divided into two types, namely non-experimental and experimental research. This difference is based on the aspect of treatment of the research object. Conversely, a non-experimental research is a study without giving a treatment to the object of research.

In this study, the researcher used a quantitative method that used a quasi-experimental as its design to find the effect of using authentic material in improving students' speaking ability. Experimental research includes studies of influencing methodical manipulation of one variable to another variable. Manipulation variables are "experimental treatments or independent variables" (Ary et al., 2009). In this research, the independent variable is the teaching with authentic material, and the dependent variable is the outcome or the students' speaking ability. Quasi-experimental design manipulates independent variables, but the group is not taken randomly (Ary et al., 2009). There are two quasi-experimental designs. First, nonrandomized control group, pretest-posttest design, and second, counterbalanced design. In this study, the researcher used a nonrandomized control group, a pretest-posttest design that the control group was non-randomly selected, and treatment was only given to the experimental group.

Table 1. nonrandomized control group, pretest- posttest design (Ary et al., 2009)

Group	Pre-tes	Independent Variable	Post-test
A	Y ₁	–	Y ₂
B	Y ₁	X	Y ₂

The data of the study came from the students' pre-test and post-test. The pre-test and post-test assessments will include assessing speaking skills for accuracy and fluency. the researcher used test and rubric as oral test as the instrument. The test was divided into two stages pre-test and post-test. It contained of two parts with monologue about daily life. To find out the significant difference between students who are taught speaking using authentic material and students who are not using authentic material in their teaching.

Pre-test is given to students before the researcher present the materials and give the treatment. It is a stage for observing how far students know a material. Apart from that, this pre-test is useful to find out how many students have balanced ability because the research subjects have the same average value. The post-test stage is given after the researcher gives the treatment to measure the student comprehension to absorb the learning material.

The pre-test is given to students before the researcher presents the materials and gives the treatment. It is a stage to observe how far students know a material. The post-test is given after the researcher provides treatment to measure students' understanding of absorbing the learning material.

The material for the pre-test and post-test were the same. The material was taken from IELTS 2018 Speaking test questions on a daily routine (<https://ieltsmaterial.com>). Therefore, the researcher can assess the progress of students' speaking ability. This study used scores and criteria of accuracy and fluency from (Heaton 1990:100).

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue, two or three minor grammatical or lexical errors.
Very good	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by the mother tongue but not serious phonological errors. A few minor grammatical and lexical errors but only one or two major errors causing confusion.
Average	3	Pronunciation is seriously influenced by the mother tongue but few serious phonological errors. Several grammatical and lexical errors. Two or more errors cause confusion.
Poor	2	Pronunciation is seriously influenced by the mother tongue with the errors causing breakdown in communication. Many basic grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of language skills and areas practiced in the course.

Figure 1. Score and criteria of accuracy

Classification	Score	Criteria
Excellent	6	Speaking without too great effort with wide range of expression searching for words. Searching for words but occasionally only one or two unnatural pauses.
Very good	5	Has to make an effort at times to search for word. Nevertheless, smooths delivery on the whole and only a few unnatural pauses. Although he has made an effort on the search of the word; there are not too many unnatural pauses, fairly smooth delivery mostly.
Good	4	Occasionally, fragmentally but success in conveying the general meaning fair range of expression.
Average	3	Has to make an effort for much of the time, often has to search for desired meaning, rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pauses while he searches for desired frequently fragmentary and halting delivery, almost gives up making the effort at times limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentally delivery. At times giving up Making the effort, very limited range of expression.

Figure 2. Score and criteria of fluency

<p>➤ Part 1</p> <p>When do you wake up?</p> <p>What is your daily routine?</p> <p>What part of the day do you like most?</p> <p>What is the busiest part of the day for you??</p> <p>➤ Part 2 (cue card and prepare a monologue)</p> <p>Describe your activities today and you should say</p> <ol style="list-style-type: none"> 1. Why you go up early / late today 2. What you do then? 3. Explain about your favorite day 4. How do you organize your study time

Figure 3. Question for Oral Test

In using this rubric, Heaton makes it easier for teachers to evaluate students' speaking achievement in terms of fluency and accuracy. The examiner will begin to provoke questions from the oral test which then students will begin to continue the test and form a point assessment based on the rubric. This rubric scale is used for the assessment of students' speaking for middle to lower levels. This rubric also assists researchers in assessing public examinations and out-of-class ability tests involving multiple participants.

After that, the researcher used SPSS calculation to look up the significant difference between students who are taught speaking using authentic material and students who are not using authentic material in their teaching.

The sample in this study was two different classes at eighth grade, group A and group B. The population that will be the object of this research are the students of MTs Unggulan Amanatul Ummah. This Islamic Boarding School in Surabaya, East Java. There are six classes in the eighth grade, and each has a different number of students, around 19 to 20 students in a class. The time to obtain the data was carried out during the teaching-learning process within six days from March to April. The two groups were treated a different time. The school has five hours of English classes per week in which every hour is 30

minutes. In this study, researcher used basic competence 3.7 of Curriculum 2013 regarding information related to daily routine carried out using the simple present tense which became the theme given by the teacher at that time.

The pre-test was carried out the first time to find whether Group A and Group B have different. Then group A was taught without authentic material or called a control group. Group B was taught with authentic material or called an experimental group.

Table 2. Experimental and Control Group Activities

	Experimental Group (B)	Control Group (A)
First Meeting	Pre-test	
Second Meeting	The students were guided to identify sentences, grammar, and how to tell the activities carried out regularly through the video given about about youth daily routines in London (https://www.youtube.com/watch?v=RP1AL2DU6vQ).	The students guided to identify sentences, grammar, and how to tell the activities carried out regularly through text book from Kemendikbud "When English Rings a Bell"
Third Meeting	They were guided to answer the questions. Such as filling the gap, answering the same questions as in the interview, and discussing the questions from the interview with a swimmer taken from Learn English Teens, British Council (https://learnenglish teens.britishcouncil.org)	The student answers the question and filled the gap question from LKS given by the teacher
Fourth Meeting	Discussing group about film footage daily conversation routine to be guided for roleplaying. It was taken from YouTube (https://www.youtube.com/watch?v=TDI8ct6tEGc)	Discussing group about the material through textbook from Kemendikbud to do roleplaying
Fifth Meeting	They were guided to see the cartoon video from Web English for English (ELL) Teachers (https://webenglish.se) as a sample to make a dialog speech in front of the class	They will study example carefully from textbook about daily routine to make speech in front of the class
Sixth Meeting	Post-test	

After the pre-test, students from the experimental group (Group B) were taught some speaking teaching materials for four meetings while the control group was taught normally with material from textbooks and LKS by Kemendikbud. Although they used difference material type, they both was taught with the same lesson-plan, KD and same activities.

For experimental group, The first material was taken from YouTube about youth daily routines in London (<https://www.youtube.com/watch?v=RP1AL2DU6vQ>). The second material was an interview with a swimmer taken from Learn English Teens, British Council (<https://learnenglishteens.britishcouncil.org>). After the students were given the second material, The third material was taken from YouTube (<https://www.youtube.com/watch?v=TD18ct6tEGc>) which obtained film footage discussing daily routine conversations which would later become a guide for students to do roleplaying. with friends on a daily routine. For the last meeting before the post-test, the material was about daily routine videos taken from Web English for English (ELL) Teachers (<https://webenglish.se>).

After all the data were collected, the researcher analyzed the data using the Mann-Whitney test in SPSS due to the normality test.

The calculated normality test of the data was done before calculating the pre-test using SPSS to know the data were normally distributed or not. If the data were normally distributed, it could be analyzed using a parametric test. It is different if the data is not normally distributed, then it should use a non-parametric test (Dornyei, 2007). In The normality test also found the abilities of Group A and Group B that are not much different.

The results test of normality pre-test showed that the data was not normally distributed. Hence, this research used a non-parametric or Mann-Whitney test to analyze the data instead. The result can be seen in the table below.

Table 3. Test of Normality of Pre-test

	Group	Shapiro-Wilk		
		Statistic	df	Sig.
Pre-test	Group A	0.753	19	0.000
	Group B	0.755	19	0.000

Based on the table above, the calculation showed that the data are not normally distributed. The P-value of group A and group B is 0.000 or .000, which is less than .05 ($P < .05$). The data is normally distributed if the P-value (sig) is more than .05 ($P > .05$). Therefore, this research used a Mann-Whitney test in SPSS for this research.

The researcher continued the calculation using the Mann-Whitney test to determine whether there are

different abilities in the research subject. The results of the Mann-Whitney test can be seen in the table below.

Table 4. Mann-Whitney test of Pre-test Score

Mann-Whitney U	176.000
Wilcoxon W	366.000
Z	-0.146
Asymp. Sig. (2-tailed)	0.884
Exact Sig. [2*(1-tailed Sig.)]	.908 ^b

The data result in the table above showed that the asymptotic significance (2-tailed) is 0.884 or .884, which is more than .05 ($.884 > .05$). Therefore, it can be concluded that there is no significant difference between the score of group A and group B. It means that the ability of both groups is similar and can be used for this research to help the accuracy of the result.

Lastly, after calculating the final results of the t-test, the researcher will compare them to find out whether there are differences in these results. In this case the researcher uses the alternative hypothesis (H_A) and null hypothesis (H₀). For the significance, the researchers used the significant value 5% ($\alpha = 0,05$), There are two rules in comparing the hypothesis in Mann-Whitney test that are proposed;

- If the significance value or Asymp. Sig. (2-tailed) is lower than the probability 0.05, the alternative hypothesis (H_A) is accepted and Null alternative is rejected
- If the significance value or Asymp. Sig. (2-tailed) is higher than the probability 0.05, the alternative hypothesis (H_A) is rejected and Null alternative is accepted.

Not only the difference in results; moreover, the researcher also used the effect size of Cohen's to determine whether the difference in the test score of the group is a strength or not.

$$\text{Effect Size} = \frac{(\text{Mean of experimental group}) - (\text{mean of control group})}{\text{Average Standart Deviation}}$$

Table 5. Effect Size Interpretation Two Groups

Size	Interpretation
0.8<d<2.0	Big
05<d<0.8	Average
0.2<d<0.5	Small

RESULTS

The result of post-test score

After calculating the pre-test using the Mann-Whitney test, the researcher also computes the post-test score with SPSS to compare whether there is a difference in both group scores. The table result of the normality test below shows that the data is not normally distributed.

Table 6. Test of Normality of Post-test

	Group	Shapiro-Wilk		
		Statistic	df	Sig.
Post-test	Group A	0.807	19	0.001
	Group B	0.851	19	0.007

According to table 6 above, the P-value of group A is 0.001 or .001, less than .05. Group B also has a P-value less than .05, which is 0.007 or .007. Therefore, the researcher analyzed the post-test score using the Mann-Whitney test. The data on the post-test is submitted into SPSS, and the result is in the table below.

Table 7. Mann-Whitney test of Post-test Score

Mann-Whitney U	59.000
Wilcoxon W	249.000
Z	-3.780
Asymp. Sig. (2-tailed)	0.000
Exact Sig. [2*(1-tailed Sig.)]	.000 ^b

If the significance value or Asymp. Sig. (2-tailed) is lower than the probability 0.05, the alternative hypothesis (Ha) is accepted and Null alternative is rejected. Meanwhile, if the significance value or Asymp. Sig. (2-tailed) is higher than the probability 0.05, the alternative hypothesis (Ha) is rejected and Null alternative is accepted.

Based on table 7, the result showed that the asymptotic sig. (2-tailed) of post-test was 0.000 or .000, which means that the post-test score of the two groups has a significant difference due to asymp. Sig (2-tailed) is less than .05 (.000 < .05). Furthermore, the significance value or Asymp. Sig. (2-tailed) is lower than the probability 0.05, the alternative hypothesis (Ha) is accepted and Null alternative is rejected.

Table 8. Mean, Median, and Standard Deviation

	Group A	Group B
Median	67.0000	75.0000
Mean	63.6842	72.4211
Std. Deviation	5.91657	6.12205

However, for the post-test, the researcher found that the score for the experimental group B was higher than

control group A score. The average post-test score in group B was 72.4211, while the group A was 63.6842.

Moreover, the researcher also computes the effect size of the post-test to find out how substantial the difference score between the two groups using by Cohen's d by Microsoft excel. Cohen's d is calculated using the mean of group B, subtracts to the mean of group A and divided by the pooled standard deviation from both groups. The result showed that the d value was 1.92664284, which means that the difference effect size was big.

$$d = \frac{(\text{Mean of experimental group}) - (\text{mean of control group})}{\text{Average Standart Deviation}}$$

$$d = \frac{(72.4211) - (63.6842)}{4.534749215}$$

$$d = \frac{(72.4211) - (63.6842)}{4.534749215}$$

$$d = 1.92664284$$

The result indicates that authentic material in teaching speaking can improve the student's speaking ability, especially EFL students. These results are also supported by some of the previous studies and theories on authentic material to improve speaking skills.

DISCUSSION

Freeman (2011) suggests that using authentic materials to enhance students apply what they have learned in the class to the outside world. Authentic materials can also help students develop their natural speaking skills in various conditions (Tracy-Ventura, 2006).

The students with authentic materials showed higher scores more than students who were not taught with authentic material. It can be seen that the use of proper material will greatly affect the goals of language learning. From the results of the research, the improvement occurs in both their fluency and accuracy in speaking. Fluency and accuracy in speaking are obtained from procedural results. Procedural is where students use their declarative knowledge by selecting declarative morphosyntactic rules. Using it in communication repeatedly, students will gradually form procedural knowledge, which will become a habit that finally forms implicit knowledge (Pakula, 2019). Based on the study student tend to improve their accuracy in context of speaking because they given the material that make them learn how the conversation flow naturally without out of context.

Although authentic material can give students some knowledge of what to expect in the real world, they are would not possible to grasp all the communication possibilities that exist in the outside class or the real world

(Guariento & Morley, 2001). For example, the differences between social situations, environments, and languages that require different language responses, it can be nearly impossible for students to master all types of authentic speech in all kinds of real situations.

In conclusion, the post-test result indicates that there is a significant difference between the control group and the experimental group. Statistically, the scores from the experimental group proved that the use of authentic material could be a great way to enhance students' speaking ability apart from using material that only exists in course book school. Practically, the statistical effect size result also showed that the difference in the competence or ability of the two groups is very high.

CONCLUSION

Based on the research result, the conclusion shows a different score between the two groups who were taught with authentic material and who did not use authentic material. This can be seen from the Mann-Whitney test the asymptotic significance was .000, which is less than .05. The median of the experimental group was 75.00, and the median of the control group was 67.00. Thus, the post-test score of the experimental group was higher than the control group. The result of effect size was 1.92664284, which is based on Cohen's *d* in Ary (2009). It means the difference is very high between the two groups.

Therefore, the alternative hypothesis (*H_a*) shows that "the students who use authentic materials achieve better in speaking ability than those who do not use authentic materials" was accepted. The null hypothesis (*H_o*) shows that "the students who use authentic materials do not achieve better in speaking" was rejected. It means that using authentic material is more effective to teach speaking and enhancing the students' speaking ability.

The researcher gives some suggestions that language skills must go hand in hand with other language skills. It will improve the quality of communication in real life, both with native speakers and other community groups (Boonkit, 2010). The use of strategies and methods that have most effective in teaching language skills will make students have a great enthusiasm as a result that the success of students' communicative competence will increasingly have great opportunities (Boonkit, 2010). The results of this research can help them to find the appropriate guideline to use communicative based-activities for teaching speaking in EFL classrooms. This research expects that EFL teachers will use more materials that are based on the real-life world and authentic. Thus, there are no more gaps between the way of teaching and the material used.

For future researchers, this study can be additional information or conducted the related topic with the different kinds of material, student, or research instrument.

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