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The Effectiveness of Using Authentic Materials Toward Students' Speaking Ability

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Abstract
This study aimed to investigate the effectiveness of using authentic materials toward students' speaking ability. The study employed a quantitative approach using a quasi-experimental design with a non-equivalent control group design. The population of the study consisted of seventh-grade students in the academic year 2026/2027. The sample was selected using purposive sampling technique, involving two classes: Class VII A as the experimental group and Class VII B as the control group, with a total of 40 students. The instrument used to collect the data was a speaking test administered through pre-test and post-test. Students' speaking performances were assessed based on pronunciation, fluency, vocabulary, grammar, and comprehension. The collected data were analysed using descriptive statistics and an independent sample t-test. The findings revealed that the students who were taught using authentic materials achieved higher speaking scores (post-test M = 85.60, SD = 2.76) than those who were taught using conventional teaching materials (post-test M = 70.40, SD = 2.58), despite both groups starting from comparable pre-test scores (M = 59.45 and M = 59.50, respectively). The independent samples t-test showed a statistically significant difference between the two groups, t(38) = 17.98, p < 0.001, indicating that the alternative hypothesis (Ha) was accepted and the null hypothesis (H_0) was rejected. Therefore, it can be concluded that the use of authentic materials was effective in improving students' speaking ability. Authentic materials provided students with meaningful exposure to real-life language use, increased their confidence, and enhanced their participation in speaking activities.

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1. INTRODUCTION

Speaking is a fundamental skill in English language learning because it enables learners to express ideas, opinions, and feelings effectively in real-life situations. As English functions as a global language in education, technology, business, and international communication, students are expected to develop sufficient speaking proficiency to participate actively in various communicative contexts. However, many learners of English as a Foreign Language (EFL) still experience difficulties in speaking English fluently and confidently. Common problems include limited vocabulary, inaccurate pronunciation, grammatical errors, and anxiety when expressing ideas orally.

Speaking is not merely the production of sounds or isolated sentences but an interactive

process that involves producing, receiving, and processing information in real time. Therefore, effective speaking instruction should provide learners with meaningful opportunities to use language in authentic communicative situations rather than only in controlled, textbook-based exercises. In many classrooms, however, speaking activities are still dominated by decontextualized dialogues and mechanical drills that do not sufficiently reflect how English is actually used in everyday communication. This gap may hinder students' ability to transfer classroom learning into real-life language use.

One instructional approach that has received considerable attention in language teaching is the use of authentic materials. Authentic materials are texts, audio, videos, and other resources that are originally created for real communicative purposes, not specifically designed for language teaching. They may include newspapers, brochures, menus, maps, websites, and other real-life documents and media. By engaging with authentic materials, learners are exposed to natural language use, genuine expressions, and contextualized input that more closely resembles real-world communication. Such exposure is considered important for the development of communicative competence, including pragmatic and intercultural dimensions.

Previous research has reported positive effects of authentic materials on various aspects of language learning. Studies in EFL contexts have found that authentic materials can enhance learners' motivation, support the development of communicative competence, and increase engagement in classroom activities. Authentic spoken and audiovisual materials in particular have been shown to provide richer input for listening and speaking, familiarize learners with natural speech features, and encourage more spontaneous oral production. These findings suggest that authentic materials can contribute not only to linguistic improvement but also to affective factors such as interest, confidence, and willingness to communicate.

Despite these positive findings, many studies have tended to focus on specific outcomes, such as motivation, attitudes, or particular components of speaking, rather than examining students' overall speaking ability in a comprehensive way. Moreover, there is still limited empirical evidence on the use of authentic materials to improve EFL students' speaking skills in the context of Islamic junior high schools, where institutional characteristics, curriculum orientation, and school culture may influence how English is taught and learned. This situation highlights a need for further research that investigates the effectiveness of authentic materials on multiple aspects of speaking ability—such as pronunciation, vocabulary, grammar, fluency, and comprehension—within such educational settings.

Preliminary observations conducted at an Islamic junior high school indicated that seventh-grade students encountered several problems in speaking English. They showed limited vocabulary, lack of confidence, and few opportunities to practice speaking in meaningful, contextualized activities. Speaking instruction in the school was still largely based on conventional methods and textbook materials, with minimal use of authentic resources. Consequently, students had limited exposure to real-life language use and functional communicative tasks.

In response to these issues, this study aims to investigate the effectiveness of authentic materials in improving students' speaking ability at the seventh-grade level in an MTs. In particular, the study focuses on the use of an authentic school map as a basis for giving-directions speaking tasks. The main objective is to determine whether students who are taught speaking using authentic materials achieve better speaking performance than those taught using conventional materials. The findings are expected to contribute to the development of English language teaching practices, especially in speaking instruction,

and to provide empirical evidence regarding the role of authentic materials in EFL classrooms at the junior secondary level.

2. RESEARCH METHOD

Research Design

This study employed a quantitative research approach with a quasi-experimental design, specifically a non-equivalent control group design. A quantitative approach was selected because the study aimed to examine the effectiveness of authentic materials on students' speaking ability through numerical data and statistical analysis. Quasi-experimental designs are commonly used in educational research when intact classes are assigned to groups and random assignment of individual students is not feasible.

The study involved two groups: an experimental group and a control group. The experimental group received speaking instruction using authentic materials in the form of a real school map, whereas the control group was taught using conventional teaching materials without authentic maps. Both groups were administered a pre-test before the treatment and a post-test after the treatment to measure changes in students' speaking performance.

The research design can be illustrated as follows:

- Experimental group: $O_1\ X\ O_2$
- Control group: $O_1\ -\ O_2$

Where:

O_1= Pre-test

X= Treatment using authentic materials (school map)

O_2= Post-test

Participants

The population of this study consisted of all seventh-grade students at an Islamic junior high school (MTs) in the 2026/2027 academic year. The sample was selected using purposive sampling, because the researcher intentionally chose classes that met specific criteria relevant to the research objectives.

The selection criteria included:

1. Comparable English proficiency levels based on the English teacher's assessment.
2. The same grade level and curriculum implementation.
3. Similar classroom learning environments.
4. Accessibility and formal permission from the school administration. Two intact classes with a total of 40 students were selected as the sample:

1. One class (20 students) served as the experimental group.
2. One class (20 students) served as the control group.

Research Instrument

The research instrument was a speaking test administered as a pre-test and a post-test. The test was designed to measure students' speaking ability before and after the implementation of authentic materials.

Students were required to perform individual oral tasks related to familiar topics, such as self-introduction, daily activities, hobbies, simple conversations, and giving directions based on the school map. Each student performed for approximately three to five minutes. Students' speaking performances were assessed using an analytic speaking rubric adapted from Brown (2004), which evaluates five components: pronunciation, vocabulary, grammar, fluency, and comprehension. Each component was scored on a scale from 1 to 20, resulting in a minimum total score of 5 and a maximum total score of 100, so that the composite score could be interpreted directly as a 0–100 speaking achievement score. The total score for

each student was used as the speaking ability score for subsequent statistical analysis.

Validity and Reliability Validity

Content validity was established by aligning the speaking test with the seventh-grade English curriculum and the learning objectives for speaking, particularly the functional topic of giving directions. The test tasks and the rubric were reviewed by an experienced English teacher to ensure that the content, level of difficulty, and scoring criteria were appropriate for the target students.

In addition, the speaking test was piloted in another class at the same grade level with similar characteristics. The pilot test was used to identify any unclear instructions, unsuitable task difficulty, or potential scoring issues. Revisions were made based on the pilot results before the instrument was administered to the actual research sample.

Reliability

The reliability of the speaking test was ensured through inter-rater reliability. Two raters—the researcher and an English teacher—independently scored each student's speaking performance using the same analytic rubric. Using more than one rater helps reduce individual bias and increase scoring consistency. The scores from both raters were entered into SPSS, and an inter-rater reliability coefficient, such as an Intraclass Correlation Coefficient (ICC), can be calculated to quantify the degree of agreement between raters. A high reliability coefficient indicates that the scoring procedure is consistent and reliable for research purposes.

Treatment

The treatment was implemented only in the experimental group by integrating authentic materials into speaking instruction. In this study, the authentic material consisted of a real school map that depicted the actual layout of the school, including classrooms, the teachers' room, the mosque, the library, and other facilities. The map was used in the school environment as realia to show locations and routes, and thus it qualified as an authentic material because it was originally created for real communicative purposes rather than for language teaching.

The treatment was carried out over several instructional sessions and followed these stages:

1. Introduction
   The teacher introduced common expressions for giving directions (e.g., go straight, turn left, in front of, next to, behind) and explained symbols and labels used in the school map.
2. Modeling
   The teacher demonstrated how to give directions from one location to another within the school using the authentic school map, modeling appropriate pronunciation, grammatical structures, and intonation.
3. Guided Practice
   Students practiced in pairs or small groups. One student asked for directions, and another student gave directions based on specified routes on the school map. The teacher monitored the activity and provided corrective feedback to support accuracy and fluency.
4. Independent Practice
   Students performed individual speaking tasks, such as explaining a route from the school gate to a particular classroom or from their class to the teachers' room using the map as a visual aid. This stage emphasized spontaneous use of language, fluency, and confidence.
5. Feedback
   The teacher provided feedback on each student's performance, focusing on

pronunciation, vocabulary, grammar, fluency, and comprehension, in line with the analytic rubric.

In contrast, the control group received speaking instruction using conventional materials, such as textbook dialogues and teacher explanations, without the use of authentic maps or other realia.

Data Collection Procedure

The data collection procedure consisted of three main stages:

1. Pre-test
   Before the treatment, both the experimental and control groups were given a speaking pre-test to determine their initial speaking ability. Each student performed an individual speaking task, and two raters scored the performance using the analytic rubric.
2. Treatment
   The experimental group received speaking instruction using authentic materials (the school map), while the control group received conventional speaking instruction without authentic materials. The treatment was conducted over several meetings as part of the regular English lessons.
3. Post-test
   After the treatment, both groups were administered a speaking post-test with a format and rubric similar to the pre-test. The post-test scores were used to measure students' speaking achievement after the instructional intervention.

Data Analysis

The quantitative data obtained from the pre-test and post-test were analyzed using SPSS. The analysis included both descriptive and inferential statistics.

1. Descriptive Statistics
   Descriptive statistics, including the mean and standard deviation, were calculated for the pre-test and post-test scores of both the experimental and control groups to describe students' speaking performance and score distribution.
2. Assumption Tests
   Before conducting inferential analysis, assumption tests were performed in SPSS:
   a. A normality test was conducted to examine whether the distribution of scores in each group was approximately normal.
   b. A homogeneity of variances test (Levene's Test) was conducted to determine whether the variances of the two groups were equal.
3. Inferential Statistics
   An independent samples t-test was conducted in SPSS to determine whether there was a statistically significant difference between the post-test mean scores of the experimental and control groups. The independent samples t-test is appropriate for comparing the means of two independent groups on a continuous outcome variable. The level of significance was set at 0.05. The decision criteria were as follows:
   a. If the p-value (Sig. 2-tailed) was less than 0.05, the alternative hypothesis (H_a) was accepted, indicating a significant difference between the groups.
   b. If the p-value was greater than 0.05, the null hypothesis (H_0) was accepted, indicating no significant difference between the groups.

Based on these procedures, the study examined whether the use of authentic materials in the form of a school map significantly improved students' speaking ability compared to conventional teaching materials, as reflected in the SPSS output of the independent samples t-test.

3. RESULTS DAN DISCUSSION

Results

Descriptive Statistics

Table 1. Descriptive statistics of students' speaking scores

Group	*Test*	*N*	*Mean*	*Std. Deviation*	*Minimum*	*Maximum*
Experimental	Pre-test	20	59.45	2.58	55	64
Experimental	Post-test	20	85.60	2.76	81	90
Control	Pre-test	20	59.50	2.56	55	64
Control	Post-test	20	70.40	2.58	66	75

The descriptive statistics showed that the experimental group (M = 59.45, SD = 2.58) and the control group (M = 59.50, SD = 2.56) had virtually identical mean scores in the pre-test, indicating that their initial speaking ability was comparable before the treatment was administered. After the treatment, the mean post-test score of the experimental group (M = 85.60, SD = 2.76) was substantially higher than that of the control group (M = 70.40, SD = 2.58), a gap of more than 15 points. This pattern indicated that the treatment using authentic materials was associated with a markedly greater improvement in students' speaking ability than conventional instruction, since the experimental group improved by 26.15 points on average, compared with only 10.90 points for the control group.

Normality Test

The normality of the data was tested using the Shapiro–Wilk test. The results are displayed in Table 2.

Table 2. Test of normality (Shapiro–Wilk)

Group	*Test*	*Statistic*	*Sig.*
Experimental	Pre-test	0.969	0.733
Experimental	Post-test	0.954	0.436
Control	Pre-test	0.971	0.785
Control	Post-test	0.968	0.705

All significance values were greater than 0.05, which indicated that the pre-test and post-test scores of both groups were normally distributed. Therefore, the data met the normality assumption for parametric statistical analysis.

Homogeneity Test

The homogeneity of variances between the experimental and control groups was examined using Levene's Test for Equality of Variances. The result is presented in Table 3.

Table 3. Test of homogeneity of variance

Levene Statistic	*df1*	*df2*	*Sig.*
0.188	1	38	0.667

The significance value of Levene's Test was 0.667, which was greater than 0.05. This result showed that the variances of the experimental and control groups were homogeneous. Thus, the assumption of homogeneity of variances was satisfied, and the "Equal variances assumed" row in the independent samples t-test output was used for further analysis.

Hypothesis Testing

An independent samples t-test was conducted to determine whether there was a significant difference between the post-test scores of the experimental and control groups. Table 4 shows the results of the independent samples t-test.

Table 4. Independent samples t-test of post-test scores

Group	*Mean*	*Std. Dev*	*t*	*df*	*Sig. (2-tailed)*
Experimental	85.60	2.76	17.98	38	0.000
Control	70.40	2.58	17.98	38	0.000

The results of the t-test indicated that the difference in post-test scores between the experimental and control groups was statistically significant, $t(38) = 17.98$, $p < 0.001$. The mean score of the experimental group (85.60) was much higher than that of the control group (70.40), showing that students who were taught using authentic materials outperformed those who were taught using conventional materials. Based on the significance level of 0.05, the p-value was lower than 0.05; therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. This result indicated that authentic materials significantly improved students' speaking ability.

Table 5. Paired samples t-test of pre-test and post-test scores

Group	*Mean Difference*	*t*	*Sig. (2-tailed)*
Experimental	26.15	199.18	0.000
Control	10.90	67.87	0.000

Discussion

The paired samples *t*-test presented in Table 5 further confirmed this pattern of change within each group. The experimental group improved by a mean of 26.15 points from pre-test to post-test, $t(19) = 199.18$, $p < 0.001$, whereas the control group improved by only 10.90 points, $t(19)$

$= 67.87$, $p < 0.001$. Although both improvements were statistically significant, the magnitude of gain in the experimental group was more than double that of the control group, reinforcing the conclusion that instruction using authentic materials produced a considerably stronger learning effect than conventional instruction alone.

The findings of this study showed that students who were taught speaking using authentic materials achieved significantly higher post-test scores than those who were taught using conventional textbook-based materials. The experimental group's speaking scores increased markedly from the pre-test to the post-test, while the improvement in the control group was relatively modest. This indicated that the use of authentic materials had a strong positive effect on students' overall speaking ability, including pronunciation, vocabulary, grammar, fluency, and comprehension.

One of the key factors that might have contributed to this improvement was the use of a real school map as authentic material in giving-directions tasks. The school map represented the actual layout of the school and functioned as realia that students had already known and used in their daily school life. By working with an authentic map, students used English to perform meaningful communicative tasks related to their real environment, which likely increased their engagement and made speaking activities more relevant and motivating.

The treatment was conducted over six meetings within three weeks. Each meeting lasted 80 minutes (2 × 40-minute periods) following the regular English schedule. During the treatment, the experimental group learned speaking through various authentic materials, with the school map as the core material for giving directions. The control group, in contrast, learned speaking using the school textbook, teacher explanations, vocabulary memorization, and question–answer activities without authentic materials.

Table 6. Treatment procedure of the experimental group

Meeting	*Duration*	*Topic*	*Authentic Material*	*Speaking Activity*
1	80 minutes	Introducing places at school	School map, school signs, photographs	Students identified locations and introduced places in English.

2	80 minutes	Asking and giving directions	Authentic school map and directional signs	Students practiced asking and giving directions in pairs through role-play.
3	80 minutes	Daily activities	Real daily schedules and school timetable	Students described their daily routines and interviewed classmates.
4	80 minutes	Describing people	Authentic photographs of teachers and students	Students described people using appropriate adjectives and expressions.
5	80 minutes	Shopping and prices	Restaurant menus, brochures, and advertisements	Students practiced buying and selling through pair conversations.
6	80 minutes	Review and speaking performance	Combination of all authentic materials	Students performed individual speaking tasks as preparation for the post-test.

Each lesson in the experimental group followed a consistent procedure. In the introduction stage, the teacher greeted students, reviewed the previous lesson, introduced the learning objectives, and presented the authentic materials. In the presentation stage, the teacher explained key vocabulary, pronunciation, and useful expressions while students observed how English was used in real contexts. During guided practice, students worked in pairs or small groups to complete speaking tasks with the teacher's scaffolding and feedback. In independent practice, students performed speaking activities individually, applying the language they had learned. Finally, in the closing stage, the teacher summarized the lesson and provided feedback on students' performance.

For comparison, the control group received instruction through conventional methods.

Table 7. Treatment procedure of the control group

Meeting	*Duration*	*Learning Method*
1–6	80 minutes each	Students learned speaking using the school textbook, teacher explanations, vocabulary memorization, and question–answer activities without authentic materials.

To make the implementation of the treatment more concrete, several sample speaking tasks were designed. These tasks encouraged students to use English for meaningful communication rather than merely memorizing dialogues.

Task 1: Asking and giving directions

Authentic material: a real school map containing classrooms, the library, the canteen, the mosque, the principal's office, and the teachers' room.

Instruction: "Work in pairs. Student A asks for a location, and Student B gives directions using the school map."

Example:

Student A: "Excuse me, where is the library?"

Student B: "Go straight along this corridor, then turn left. The library is next to the computer laboratory."

Task 2: Describing daily activities

Authentic material: students' real school timetable.

Instruction: "Describe your daily school activities using your own timetable.

Task 3: Describing people
Authentic material: real photographs of teachers and classmates.
Instruction: "Choose one photograph and describe the person's appearance and personality."
Task 4: Buying and selling
Authentic material: restaurant menus and supermarket advertisements. Instruction: "Perform a short dialogue between a customer and a shopkeeper."

Task 5: Individual speaking performance

At the end of the treatment, students delivered a 3–5 minute individual speaking performance based on one of the authentic materials used during the lessons. Their performances were assessed using an analytic speaking rubric covering pronunciation, vocabulary, grammar, fluency, and comprehension.

The results of the present study were in line with previous research. Sahboun et al. (2024) reported that authentic materials significantly improved students' speaking fluency and confidence. Similarly, in this study, students in the experimental group became more fluent and confident when giving directions and performing other speaking tasks using authentic materials. However, the present study extended Sahboun et al.'s work by evaluating speaking ability more comprehensively through five aspects rather than focusing mainly on fluency and confidence. The findings also supported Lopez et al. (2021), who found that authentic oral production activities encouraged more spontaneous and natural oral production among EFL learners. In the current study, students frequently produced spontaneous utterances when describing routes, people, and daily activities, instead of simply repeating memorized sentences. This indicated that authentic tasks based on real materials helped students to internalize and use language more naturally.

Furthermore, the results were consistent with Latifah et al. (2025), who concluded that authentic materials reduced students' speaking anxiety and increased their motivation to participate in speaking activities. Although the present study did not directly measure motivation and anxiety, classroom observations showed that students in the experimental group became more enthusiastic, willing to speak, and less afraid of making mistakes during speaking tasks. These behavioral changes suggested that authentic materials might also contribute to improving affective factors, which in turn supported better speaking performance.

Overall, the present study provided stronger empirical evidence than some previous research because it assessed speaking ability as a multidimensional construct, including pronunciation, vocabulary, grammar, fluency, and comprehension. The use of authentic materials enabled students to experience meaningful communication in realistic contexts, thereby facilitating the simultaneous development of these components. The findings supported the principles of Communicative Language Teaching, which emphasized that language was best learned through authentic communication and meaningful use.

4. CONCLUSION

This study investigated the effectiveness of authentic materials in improving the speaking ability of seventh-grade EFL students at an Al-Raisyiah sekarbela Islamic junior high school. The quantitative analysis using descriptive statistics and an independent samples t-test showed that the experimental group, which received speaking instruction through authentic materials, obtained a mean post-test score of 85.60 and gained 26.15 points from pre-test to post-test, compared with a mean post-test score of 70.40 and a gain of only 10.90 points in the control group, which was taught using conventional materials, $t(38) = 17.98$, $p < 0.001$. The statistical results indicated that authentic materials had a significant and substantial effect on students' speaking achievement.

Based on these findings, it could be concluded that the use of authentic materials, particularly a real school map and other real-life resources, was effective in enhancing students' speaking ability in terms of pronunciation, vocabulary, grammar, fluency, and comprehension. Authentic, context-based speaking activities enabled students to practice English in situations that closely resembled real-life communication, increased their confidence, and encouraged more active participation in speaking tasks. Therefore,

authentic materials could be recommended as an alternative and effective instructional resource for improving junior high school students' speaking skills in EFL classrooms.

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