



# ผลของการใช้สื่อจริงเพื่อเพิ่มพูนความสามารถในการพูดภาษาอังกฤษ ของนักเรียนชั้นมัธยมศึกษาปีที่ 5

## Effects of Using Authentic Materials on Enhancing Speaking Ability of Grade 11 Students

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### บทคัดย่อ

วัตถุประสงค์ของการวิจัยครั้งนี้ คือ 1) เพื่อเปรียบเทียบความสามารถในการพูดภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 5 ก่อนและหลังการเรียนรู้โดยใช้สื่อจริง และ 2) เพื่อเปรียบเทียบความสามารถในการรับรู้ความสามารถของตนเองต่อการพูดภาษาอังกฤษ ก่อนและหลังการเรียนรู้โดยใช้สื่อจริง กลุ่มตัวอย่างเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 5 จำนวน 36 คน ซึ่งเรียนวิชาภาษาอังกฤษพื้นฐาน (อ32102) ภาคเรียนที่ 2 ปีการศึกษา 2562 โรงเรียนสตึก อำเภอสตึก จังหวัดบุรีรัมย์ ได้มาโดยการเลือกแบบเจาะจง เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ประกอบด้วย แผนการสอนจำนวน 4 แผน แบบทดสอบความสามารถในการพูด จำนวน 2 หัวข้อ และแบบสอบถามความสามารถในการรับรู้ความสามารถของตนเอง การวิเคราะห์ข้อมูลใช้การหาค่าเฉลี่ย ร้อยละ ส่วนเบี่ยงเบนมาตรฐาน และ Dependent Samples t-test ผลการศึกษา พบว่า

1. ความสามารถทางการพูดของนักเรียนโดยใช้สื่อจริง มีคะแนนเฉลี่ยหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .01
2. การรับรู้ความสามารถของตนเองของนักเรียน ต่อการพูดภาษาอังกฤษหลังเรียนโดยใช้สื่อจริง สูงกว่าก่อนเรียนโดยภาพรวมอย่างมีนัยสำคัญทางสถิติที่ระดับ .01

คำสำคัญ : ความสามารถในการพูด สื่อจริง การรับรู้ความสามารถของตนเอง นักเรียนชั้นมัธยมศึกษาปีที่ 5

### Abstract

The main purposes of this study were: 1) to compare their speaking ability before and after learning through authentic materials; and 2) to compare their self-efficacy towards English speaking ability before and after learning through authentic materials. The samples were 36 grade

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11 students who enrolled the Fundamental English Course (E32102) in the second semester of the academic year 2019 at Satuek School, Satuek District, Buriram Province, selected by using purposive sampling technique. The data were gathered via quantitative tools, including 4 authentic materials lesson plans, 2-item-speaking ability test, and self-efficacy questionnaire. The data obtained were analyzed by mean, percentage, standard deviation, and dependent samples t-test. The findings revealed as follows:

1. The speaking ability of the students' post-test mean score was higher than the pre-test mean score with statistically significant difference at .01 level.
2. The students' self-efficacy towards English speaking after learning through authentic materials in overall was higher than before learning with statistically significant difference at .01 level.

Keywords: Speaking ability, Authentic materials, Self-efficacy, Grade 11 students

## Introduction

The language that people mostly use to communicate with other people in the world is English. Many countries including Thailand use English as a foreign language to speak. English is the necessary language for all humans on everyday life, such as to communicate and share their ideas with others around the world. In addition, English is an international language used containing in global society, political, business, trade, tourism, science, technology, and also in education (Biemiller. 1999). Therefore, English is playing a major role in our daily life.

As English is one of the most significant international languages, it has been teaching in Thailand for several decades. So, Thai government realizes that English should be instructed in schools and universities. English is taught in Thai educational programs as a core subject and a compulsory subject that students have to learn. However, the Thai students spend twelve years in both primary and secondary levels, but the results are controversial (Noom-ura. 2013). The enormous issue is after learning for twelve years, they are unable to communicate in English efficiently especially listening and speaking. The undeniable result is Thai education framework focuses on reading capacity and grammar instead of listening and speaking skills. In addition, students have few chances to talk and listen to native speakers even inside or outside the classroom. Students lack of vocabulary in their mind and usually have many unfamiliar words that they do not clearly understand. Moreover, most of them just learn how to memorize grammar usage to get great score on the test, but they do not exactly know how to utilize it when



speaking with others or foreigners.

Speaking is one of four English basic skills; listening, speaking, reading, and writing. It is very important skill and an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown. 1994; Burns & Joyce. 1997). English is a lingua franca that most people in the world use as a medium language for communicating with each other. People who can speak English is more advantageous than others. Speaking abilities can assist you in all ranges of life. Having the lexicon and wide run of English abilities will assist you in supplying a great work, communicating well to others, in commerce, at work or in school. Therefore, speaking is the valuable skill to practical use.

The researcher has been an English teacher at Satuek School for several years. The researcher has found that students are weak at speaking, because they do not know how to make a sentence for speaking, they are shy with their pronunciations and are also worried about making mistakes. For speaking activities in class, most of them cannot respond to teacher, and do not answers either. Incidentally, the informal observation conducting before the study begins, the researcher observes that the students were not motivated in learning English. Some of them were so bored and confused. While the teacher runs the activities, some of them hesitate and feel strange to speak among their friends with real accents of the English words. The researcher assumes that these problems may affect to their anxious about self-efficacy in English speaking.

Nevertheless, some speaking problems probably emerge from students, such as students' prior knowledge, lack of awareness to learn, have no confidence, limitation of language used, shortage of materials, or ineffective teaching approaches used. Furthermore, time changes, pedagogical method changes, and the functions of language classes also change dramatically, respectively. Hence, there are many kinds of teaching techniques should be utilized into speaking class.

In teaching speaking process, Miller (2003) states that some useful authentic materials that teachers can use in EFL classroom such as newspapers and magazines, radio, television/video, internet and so on. In addition, Genhard (1996) proposes three categories of authentic materials, which can be used in language classroom as follows: 1) Authentic listening-viewing materials; 2) Authentic visual materials; and 3) Authentic printed materials. Authentic materials are usable media for enhancing students' speaking competence.

Bello (1999) states that authentic material shows a real language and cultural information of native speakers. Authentic materials are not created specifically to be utilized in the schoolroom, however they are created wonderful learning tools for students exactly as a result



that they are authentic. There are significant reasons as providing the following benefits by using authentic materials. For example, the authentic materials can motivate students to learn. They expose authentic cultural information. Learners acquire real language presentation in prints or videos. Using authentic materials in classroom will offer opportunities for learners to use their knowledge, and they will apply that in their way of life (Stempleski. 1992). According to Ali and Celik (2019), authentic materials motivate students to take speaking classes and help them to improve self-confident while speaking English more than those who are studying traditionally. Yunianti (2016) states that authentic materials can improve students speaking ability and make students satisfy with the pedagogical approach. The speaking ability is improved when using authentic materials to promote the learners (Bankole-Minaflinou. 2018).

For these reasons, to cope with the problems, the main objective of this study aims to investigate the effect of using authentic materials, namely classified ads, realia, videos, and pictures, whether it is able to solve the speaking problems of students and enhance speaking ability of grade 11 students at Satuek School. Therefore, the authentic materials have been selected for this study project with the trust in its effectiveness and capability in stimulating students' learning. It is hope that this research will improve their speaking ability. Furthermore, it can be also used as a guideline for those who teach English speaking.

## Purposes of the Study

The followings are main purposes of this study:

1. To compare the English speaking ability of grade 11 students before and after learning through authentic materials
2. To compare the students' self-efficacy towards English speaking ability before and after learning through authentic materials

## Methods

### Population and Samples

The population of this study included 326 grade 11 students, who studied Fundamental English Course (E32102) in the second semester of academic year 2019 at Satuek School, Satuek District, Buriram Province under the Secondary Educational Service Area Office 32.

The samples in this study were 36 grade 11 students, who were studying Fundamental English Course (E32102) in the second semester of academic year 2019 at Satuek School, Satuek District, Buriram Province under the Secondary Educational Service Area Office 32. The samples



were selected by using purposive sampling technique with two main reasons: 1) they were taught by the researcher; and 2) these 36 students had mixed English proficiency: low, moderate, and high equally.

## Instruments

1. Authentic materials for enhancing speaking skill of grade 11 students conduct by the researcher, consisted of: 1) classified ads; 2) realia; 3) video; and 4) pictures.

2. Lesson plans about English speaking ability lessons for grade 11 students by using authentic materials. There were 4 lesson plans for 30 periods comprising of classroom orientation, pre-test, post-test, and self-efficacy questionnaire. Each period took 50 minutes. These were 4 topics: 1) Small talk - to talk about jobs; 2) As good as it gets - to talk about designer brands; 3) How is it cooked? - to talk about different foods; and 4) I wonder why - to talk about good luck charms.

3. Performance tests (pre-test and post-test) about English speaking ability for grade 11 students constructed by the researcher, including individual speaking and pair speaking.

4. Self-efficacy questionnaire of students towards learning with authentic materials lessons to improve students' English speaking ability was formulated by the researcher. There were 2 parts of this questionnaire form, Part 1: the list of questionnaires, and Part 2: additional opinion of students.

## Data Collection

To collect the data, the researcher used four lesson plans, performance tests (pre-test and post-test) and self-efficacy questionnaire. The procedures for collecting data were shown as follows:

1. A pre-test was given to all of the samples at the beginning of the class. This pre-test comprised of individual speaking and pair speaking. The samples chose one topic for each speaking test and created the contents to speak by themselves, 2 minutes for individual speaking and 4 minutes for pair speaking. The pre-test took two periods.

2. After doing a pre-test, all of the samples were asked to fill out the self-efficacy questionnaire focusing on their self-efficacy towards speaking before learning through authentic materials.

3. The samples of this study were orientated to understand about learning through authentic materials lessons. Then they were taught English speaking ability by utilizing the lessons



of authentic materials and did the exercises in each lesson. These procedures took 25 periods.

4. A post-test was given to all of the samples after learning with authentic materials lessons. This session took two periods.

5. After doing a post-test, the researcher asked students to fill out the self-efficacy questionnaire focusing on their self-efficacy towards speaking after learning through authentic materials.

## Data Analysis

The obtained data were analyzed to find out percentage, mean, standard deviation, and dependent samples t-test. The data analysis procedures were indicated as follows:

1. In order to evaluate the students' English proficiency before and after being taught through authentic materials, the pre-test and post-test scores were computed to find out the percentage (%), mean ( $\bar{x}$ ) and standard deviation (S.D.).

2. The dependent samples t-test was used to compare the difference between pre-test and post-test mean scores to detect a significant difference set at .05 level.

3. The dependent samples t-test was used to compare the difference between self-efficacy of students before and after learning through authentic materials to detect a significant difference set at .05 level.

## Results

1. A Comparison of Grade 11 Students' English Speaking Ability before and after Learning through Authentic Materials

This section shows results of the analysis of the quantitative data from the performance tests in speaking lessons used in this research to compare students' learning achievement before and after being taught speaking activities by using authentic materials lessons of grade 11 students. Pre-test scores (100 scores) and post-test scores (100 scores) were compared to find out statistically significant difference as shown in Table 1 below:

Table 1: A comparison of the difference between pre-test and post-test mean scores

Achievement	n	Total Scores	$\bar{x}$	S.D.	t
Pre-test	36	2164	60.11	5.38	41.70**
Post-test	36	2842	78.94	4.65	

\*\*Significant difference at .01

As revealed in Table 1 above, it indicates that students who learned English speaking lessons through authentic materials obtained the post-test mean scores ( $\bar{X}$ =78.94) higher than pre-test mean scores ( $\bar{X}$ =60.11) with statistically significant difference at .01 level.

## 2. A Comparison of Students' Self-efficacy towards English Speaking Ability before and after Learning through Authentic Materials

This section presents results of the analysis of the quantitative data from the questionnaire used in this research to compare students' self-efficacy before and after being taught through authentic materials. The results were shown in Table 2.

Table 2: A comparison of the students' self-efficacy towards English speaking ability before and after learning through authentic materials

No.	Statements	Before		After		t
		Treatment		Treatment		
		$\bar{x}$	S.D.	$\bar{x}$	S.D.	
1	I enjoy the activities provided in the lesson plans of speaking by using authentic materials.	2.75	0.50	4.44	0.69	13.57**
2	I could apply the knowledge from four lessons of authentic materials into my daily life.	2.44	0.60	4.47	0.50	16.52**
3	Learning speaking through authentic materials lessons are fun and interesting.	2.67	0.58	4.47	0.65	10.73**
4	Learning speaking through authentic materials lessons could improve my speaking ability.	2.42	0.55	4.31	0.71	12.77**
5	I am confident to speak English after I have learned the steps of speaking through authentic materials lessons.	2.61	0.64	4.44	0.60	13.56**
6	The contents and activities for practicing speaking are suitable to my English level.	2.31	0.82	4.53	0.65	11.86**



No.	Statements	Before		After		t
		Treatment		Treatment		
		$\bar{x}$	S.D.	$\bar{x}$	S.D.	
7	The contents of four lesson plans are understandable and easy to do.	2.50	0.73	4.47	0.69	11.51**
8	The contents and activities are relevant.	2.33	0.63	4.25	0.60	13.15**
9	Learning through authentic materials helped me understand the contents well.	2.53	0.65	4.42	0.77	11.24**
10	All activities and exercises of each lesson plan are practicable.	2.47	0.69	4.53	0.65	12.53**
11	Learning English speaking through authentic materials lessons are useful for my further study.	2.53	0.77	4.56	0.60	12.17**
12	Learning English speaking through authentic materials enhances my learning.	2.58	0.73	4.64	0.59	12.92**
13	I feel motivated when learning English speaking by doing and practicing in all lessons.	2.58	0.80	4.17	0.69	9.02**
14	I think, I could speak English in any topics and other situations.	2.39	0.87	4.72	0.45	14.64**
15	I have positive attitude towards learning English speaking by learning the four lesson plans of authentic materials.	2.75	0.60	4.64	0.48	12.77**
Grand total		2.52	0.29	4.47	0.28	27.09**

\*\*Significant difference at .01





As displayed in Table 2 above, the data indicates that after treatment grade 11 students had higher self-efficacy with using authentic materials from the achievement test than before treatment both in overall and each item at .01 level of statistically significant difference.

## Discussion

### 1. A Comparison of Grade 11 Students' Speaking Ability before and after Learning through Authentic Materials

The result exposed that students' speaking ability of post-test mean score was higher than the pre-test one by learning through authentic materials with statistically significant difference at .01 level. This could be explained that the lesson plans using authentic materials are efficient to improve students' speaking ability after learning. The researcher observed that students could speak more fluently, clearly, and easy to be understood, and they did not worry about mistakes. They also spoke longer than before they are developed in systematically and continuously to be properly with students' level. This is supported by Yunianti (2016) who mentioned that authentic materials could improve students' speaking achievement. They were active, and felt satisfied with teaching learning process through authentic materials. It was similar to Castillo Losada, Insuasty and Jaime Osorio (2017) who stated that the use of authentic materials had an impact on students' communicative competence progress. Furthermore, many types of authentic materials used in four lessons urged students to learn a lot. They did not only enjoy learning, but they also do activities well. Thus, learning speaking through authentic materials could predispose students to learn and enhance their abilities in practical use.

In addition, the findings are similar to Insisiengmai (2014) who used authentic materials to develop the students' speaking ability with 41 third-year students at Savannakhet Teacher Training College, Kaysone Phomvihane District, Savannakhet Province, Lao PDR. The result showed that the students' speaking ability was significant increased at .01 level. Also, Bankole-Milaflinou (2018) used authentic materials to promote speaking ability in the EFL classroom in secondary schools in Benin and found that the use of authentic materials in the EFL classroom has positive effect on improving learners' communicative competence. Furthermore, Pakdee (2014) developed authentic materials for enhancing English speaking communication of Grade 7, Watsrabua school, Phutthaisong District, Buriram Province, Thailand. The result showed that students performed better in their post-test after authentic materials were used in speaking. The findings confirmed that authentic materials were the beneficial learning tool.

### 2. A Comparison of the Students' Self-efficacy towards Speaking before and after Learning through Authentic Materials

The result pointed out that students' self-efficacy towards English speaking was higher



than before learning through four lessons of authentic materials. Both in overall and each item were statistically significance at .01 level. As Sadiq (2019) mentioned, the use of realia materials can be effectively used with learners whose English proficiency is considered “bad” and “very poor”. That means the authentic materials can motivate students’ learning English in the class time and also improve their self-efficacy more towards speaking after that. This could be considered that the researcher reviewed the related literature on self-efficacy questionnaire. Then, the researcher adopted and modified self-efficacy questionnaire from Nuanmanee (2014), and Phorthilath (2018) into a list and presented it to the thesis advisors to prove and give some suggestions, and the researcher adjusted the questionnaire based on their suggestions. Furthermore, the lessons and the questionnaire were examined and evaluated by three experts for the correctness and appropriateness, respectively. Consequently, both of the lessons and questionnaire have high quality, appropriate contents, and suitable for students’ level.

Students’ three highest mean scores were no. 14 “I think, I could speak English in any topics and other situations”, followed by no. 12, 15 (equal ranking) “Learning English speaking through authentic materials enhances my learning”, and “I have positive attitude through learning English speaking after learning the four lesson plans of authentic materials”, and no. 11 “Learning English speaking through authentic materials lessons are useful for my further study”. These represented the four lesson plans using authentic materials can enrich the students’ speaking abilities.

Moreover, the students’ opinion in open-ended questions gave positive comments that using authentic materials could make the lessons more interesting. They liked the speaking tasks, various activities, plenty of authentic materials, self-studies, and gained more knowledge by themselves. In addition, they not only enjoyed speaking, but also did the activities when the authentic materials were used.

However, some weak students encountered some problems during activities in the class. For examples, they lack of prior knowledge about vocabulary and grammar usage which result in difficulty to speak and understand the native speakers’ accent. By the way, it could be noticed that students have positive attitudes towards using authentic materials to upgrade their speaking abilities. These results were supported by Insisiengmai (2014); Ali and Celik (2019); Oanh and Tri (2019) and Yunianti (2016) who claimed that using various of authentic materials could improve students more interested, enthusiastic, and also increased self-efficacy on English speaking.

## Pedagogical Implications

There are some pedagogical implications suggest in order to use authentic materials in appropriate ways. As a result of the major findings of this research, the researcher made useful pedagogical implications as follows:

1. Authentic materials lessons on enhancing speaking ability can be utilized as a beneficial tool for language learning. It can be applied not only to students, but also to other people who are language learners.
2. There are various types of authentic materials, teachers should carefully select the appropriate materials concerning students' level. Authentic materials should match to their daily life and their interests in order to motivate them to learn.
3. Teachers should be well-trained and well-prepared in the use of authentic materials to help students accomplish their goals.
4. There are implicatures, slangs and idioms in some authentic materials. Lack of the knowledge about them may push students into troubles to learn speaking. Hence, teachers should understand it clearly and can explain to the students.
5. Students have different ability in learning speaking, teachers should give enough time in order to let them speak more effectively.

## Suggestions for Future Research

This study indicates the use of authentic materials in teaching speaking exposed various positive effects in students' progress. Based on the results discussed earlier, some suggestions are proposed here for future studies as follows:

1. The future research should be done to compare speaking ability through authentic materials with other teaching speaking technique to explore which one is better on enhancing students' speaking ability.
2. The future research should be done to investigate whether authentic materials can promote students' speaking ability in other levels.
3. The present study mainly employed quantitative design, the future research should mix the qualitative methods such as interview, observation to find out students' speaking ability.



## Conclusion

To sum up, learning through authentic materials, students could speak longer sentences and did not worry about vocabularies, also spoke out with more confidently. Using authentic materials could bring good effects to the learners' speaking, and it could arouse students to learn more in other English contents. These findings can be used as a guideline for not only English teachers, but also students who need to enhance and improve their English speaking ability through authentic materials.

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