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The Effectiveness of Authentic Technology-Based Materials in Developing Speaking Skills Among Undergraduate Students in Libya

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Abstract

Today, technology ought to assist these traditional materials. Teaching and learning speaking skills become difficult for teachers and students when they solely use traditional techniques. Therefore, this study investigated the effect of authentic technology-based materials in developing speaking skills among EFL undergraduate students. The experimental study was conducted on 72 second-year students divided into experimental and control groups. The experimental group were taught using authentic technology-based material. Data was collected using pre- and post-test accompanied by an observational checklist. The data analysed descriptively and inferential analyses techniques. The findings showed that the experimental group outperformed the control group in the post-test where the grades were significantly different. Thus, authentic technology-based materials are able to enhance students' speaking skills in terms of grammar, pronunciation, vocabulary, fluency, and comprehension. The study contributes immensely to the literature on technology-enhanced language learning.

Keywords: *authentic technology-based materials, speaking skills, EFL students, grammar, pronunciation, vocabulary, fluency, comprehension.*

Introduction

To fill the current inadequacies in the traditional methods of teaching speaking skills, educational speaking technology must be used in speaking courses. Speaking is a difficult skill to master because it calls for fluency, lexical resources, coherence, grammatical accuracy across the board, and pronunciation (Quaid, 2018). Studies conducted in the past, including those by Fajariyah (2009) revealed that the majority of EFL learners performed poorly in speaking performances. Due to their lack of lexical resources, fluency, and coherence, grammatical range and accuracy, as well as pronunciation skills, students frequently experience anxiety when speaking. Additionally, the teaching experience for the current researchers has shown that EFL students at Libyan universities have issues with pronunciation, fluency, coherence, and lexical resources when speaking (Sosas, 2021; Schäfers, 2022) Therefore, the issues of repetition and hesitation have kept the students from speaking fluently. The majority of them also struggle with speaking coherently and with the necessary cohesive qualities. Additionally, they do not transmit precise meaning effortlessly and flexibly using a diverse vocabulary. Additionally, they do not employ a full variety of structures or even a range of subtle and accurate pronunciation qualities in their speech (Kuning, 2019). This is due to the fact that many students fail to employ educational speaking tools to support their learning, which would improve their fluency, coherence, grammatical range and accuracy, lexical resources, and pronunciation. Thus, despite not appearing to help students' current speaking issues, the traditional teaching speaking approaches are still in use. Therefore, this issue

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drives current researchers to look for improved teaching strategies that can improve students' speaking abilities (such as educational speaking technology). This is because using educational speaking technology, as previous research findings have revealed, is crucial to filling the gaps left by traditional teaching methods because it combines practical speaking tools that expose students to a variety of audio-video input and allows them to practice at their own pace. Instead of the teacher serving as a source of knowledge while employing educational speaking technology, it is the students who develop their speaking abilities. Because of this, the teacher primarily facilitates learning (Nilufar & Aziza, 2020). (Febro-Naga & Tinam-isan, 2022)

To address the educational issues plaguing Libyan universities, digital platforms are currently considered a viable option (Assefa, 2017). It helps EFL students become independent from traditional classroom instructions as they have the option to study at any time of the day. Speaking skills are particularly difficult to master, thus instructional technologies like the internet, podcasts, video conferencing, videos, speech recognition software, and apps are essential (Yahya, Yusrizal & Kurniawan 2019). Technology is also a crucial component of teaching approaches for students who want to improve their speaking performances, according to (Razak, Razak & Krish (2022). But neither EFL students nor teachers are observed using technology, which facilitates and sustains learning. Teachers frequently hand out printed materials to students that include language skills without using real educational speaking technology. Today, technology ought to assist these traditional materials. Teaching and learning speaking skills become difficult for teachers and students when they solely use traditional techniques (Alakrash, Razak, & Krish, 2022) The dearth of resources and the few speaking sessions available are the main problems EFL learners confront, as Sherine et al. have noted. Regarding difficulties, many researchers, for instance (Razak, Saeed & Alakrash, 2018), investigated that students were dissatisfied with their pronunciation, grammar, accuracy, fluency, and diction, and they were unable to understand the English sound structure because they were unable to use educational speaking technology tools. As a result, using cell phones or other technological items on a computer improves learners speaking abilities (Akkara, Mallampalli, & Anumula 2020). In addition to these materials, it is vital to use appropriate technology-based speaking tools to enhance students' speaking abilities. Additionally, Sosas (2021) suggests that technology be included in the communicative approach to teaching and learning speaking abilities so that students can express themselves in a skilled and competent manner. However, there is little evidence of students using it in their studies, particularly when developing their speaking abilities in Libyan universities. (Leinonen, 2022)

In addition to speaking the words, the teachers and learners are in danger because they employ traditional materials (Tran, 2021). Due to a lack of practice using the right speaking aids, whether students employ memorized phrases, incorrect syntax, or mispronunciation of the target language, the message will be misunderstood. However, employing speaking tools for educational technology improves students' speaking abilities since it enables them to practice speaking using a variety of tools. To improve their speaking abilities, students should be helped by a combination of modern instructional speaking technology (Yanthi, 2021). This study investigated the impact of using YouGlish, FORVO, and the 8th edition of the Oxford Dictionary on the speaking abilities of EFL students to fill these gaps. However, there haven't been enough studies done on how employing educational speaking technologies affects students' speaking abilities, even though there have been national and international studies done in the past. In the study area, using educational speaking technology to develop speaking skills appears to have been specifically absent. To fill this research gap and examine how using instructional speaking technology affects speaking performance in EFL students, the current study was carried out. More specifically, the study aims to enhance the speaking abilities of EFL students while taking into account their grammar, vocabulary, fluency, and accuracy. It can also demonstrate the advantages of employing teaching resources for both educators and the Ministry of Education. Since today's society demands that

individuals complete their jobs, especially academic events, with the aid of technology, educational authorities must understand that integrating technology into education is very vital to facilitate the teaching and learning process easily and beautifully. (Czuba & Muster, 2023)

Literature Review

The impact of mobile-assisted language learning (MALL) on the development of speaking abilities, segmental and suprasegmental aspects of pronunciation, and how the Bring Your Own Device (BYOD) strategy improved listening and speaking abilities were all examined by Akkaraa et al. in 2020. Twenty-five (25) first-year students majoring in electronics and communication engineering were chosen to participate in the study by bringing their gadgets to the lab. After a 15-week semester, data was gathered from a pre-and post-test using the IELTS speaking exam style, as well as semi-structured individual interviews. According to the alternative hypothesis and the interviews, participants' speaking abilities and pronunciation considerably improved following the training session. The majority (64%) also favoured the BYOD strategy (Akkara et al. 2020; Legnani et al., 2022)

In a study by Aryani (2019), the goal was to create SCRAMBLE, a sophisticated audio-visual tool for speaking skills improvement. Nine boys and nine girls from Kindergarten B preschool at Cahaya Bangsa School served as the study's subjects. The material was created and developed using a ten-step process that involved tests, evaluations, and refinements to achieve a specified level of quality. Data were acquired by the researcher through behaviour observation and a verbal test that included a pre-and post-test. The utilization of the media had a positive outcome. The participants' speaking abilities had improved to some extent due to the usage of SCRAMBLE (Aryani 2019). Pereira et al. (2012) looked into the possibility of utilizing interactive videos and the Rich Internet Application Babelium to increase learners' exposure to oral practice in a second language. The research's participants were chosen from two groups of English II and English III majors at the Public University of Navarre in Spain. These groups included 30 students (level B2.1, initial CEFR stage) and 60 students (level B2.2, advanced CEFR stage) who were enrolled in the BA program in pre-primary and primary education. A survey using two questions was used to gather the study's findings. According to the study, the students who participated in the trial test planned to practice speaking English more frequently. Apriyanti & Ramadhan (2018) examined how students' abilities in the real world were affected by using Instagram as a public environment to practice their second language. 25 senior students from Politeknik Negeri Padang's public speaking class were chosen for the study. The descriptive-qualitative method was used in the study. Using a rapid reference card for public speaking, the speeches of the students were evaluated and graded on a five-point scale. The outcome demonstrated the student's successful effort, well-organized performance, controlled voice, and suitable body language. However, the lexical and grammatical English concepts of the students need to be developed (Apriyanti & Ramadhan 2018). The study by Eissa (2019) focused on the evaluation of the reasons adult learners in the Kingdom of Saudi Arabia were unable to speak English fluently as a foreign language and the determination of whether Digital Story Telling (DST) could be used effectively in the classroom to help students develop their speaking skills. A pre-test, post-test, and questionnaire were used to evaluate the effectiveness of the strategy. Participants were young women (18 to 22 years old) who had been receiving English instruction for four years. The outcome suggested that using DST could give students who had trouble with oral skills more confidence while speaking English (Mohamed Salama Eissa 2019). The possibility of using remedial teaching techniques like the "Talking Stick" to help students develop their communicative competence with transactional and interpersonal text was studied by Romlah (2018). The Kabupaten Cirebon, Kemmis, and Taggart cycle model, which has four stages including planning,

implementation, evaluation—observation, and reflection—was utilized in the experimental classroom. The researcher looked at 44 students in class VIII at SMPN 1 Kabupaten Cirebon Kedawung. Data were gathered through speaking assessments, observation, and a questionnaire. In the first cycle, the results were unsatisfactory, falling short of the intended outcome. It can be argued that Talking Stick was a success after some improvement with the second cycle as it increased learners' speaking skills, engaged learners in utilizing the language orally, and also offered a different learning environment (Romlah 2018). Mohammadi & Safdari (2015) intended to show how speaking skills could be improved using online, mobile-assisted exercises for intermediate English learners. The study involved 90 students from English classes at Simin institutes in Tehran. All the study participants comprising 44 men and 46 women are in the same grade and range in age from 13 to 16. Three categories—interactive (students-student interaction), non-interactive (students-teacher interaction), and traditional groups—were fairly used to categorize them. Only the two interactive and non-interactive groups engaged in online speaking activities via the WeChat smartphone application; the traditional group did not use any technology at all. To gather data, the researchers conducted pre- and post-tests based on the speaking component of the Cambridge Preliminary English Test. The outcome showed that the interactive learners' speaking abilities outperformed those of the non-interactive learners (Mohammadi & Safdari 2015). In a study published in 2016, Chen and Yunus sought to determine whether the motivating program STARS, also known as "star table," could indeed motivate English language learners. Data collection was done quantitatively utilizing a survey questionnaire. Thirty typical third-graders (9 years old) from a school in a remote location of Sarawak, Malaysia, participated in the study. Finally, the program improved students' desire to speak English in class and generally, including in public. According to (Chen et al., 2016), the program's success enhances learners' motivation to learn a second language.

Research Objective

1. To investigate the effectiveness of authentic technology-based materials in developing speaking skills among Libyan EFL undergraduates speaking skills at Tripoli University.

Methodology

The study adopted the experimental design to investigate the effectiveness of authentic technology-based materials in developing speaking skills among Libyan EFL undergraduates speaking skills at Tripoli University. The sample of the study was 72 students from the second year at the English department at Tripoli University, the experiment took place in 2022-2023 from January to March. The students were divided into two groups, namely the experimental group and the control group. The students in the experimental group without using authentic technology-based materials, while the control group with tote, using conventional and traditional teaching methods of the selected University. The data was collected using a pretest and post-test, also three progress tests were conducted during the phases of the experiment. Descriptive analyses were conducted using SPSS software and a t-test was also used to calculate the difference between the pre-and post-tests. The pilot study was conducted to calculate the reliability and stability of the pre-and post-tests.

Findings and Discussion

Upon a comparative analysis of the pre-test scores from both groups, as shown in the subsequent table, a noteworthy resemblance in the two sets of scores becomes apparent. This observation is further depicted graphically in the figure below:

Table 1. Means of Scores on the Pretest for Both Groups

Groups	Pretest Mean
Experimental Group	1.91
Control group	1.86
Differences in the means	0.05

The information contained within the above table is compelling, indicating that the means of the experimental and control groups just before the introduction of the treatment are remarkably close, with a minor discrepancy of merely 0.05 in favour of the experimental group. The scores manifest a near-identical performance between the two groups, differing only by a negligible margin of 0.05. This validates the parity between the two groups at the commencement of the study, implying that both sets of participants possess equivalent language capabilities and share a comparable initial proficiency level. As such, any subsequent fluctuations or improvements in scores can be attributed to the impact of the experimental independent variable, which in this context refers to the integration of technology-based authentic materials.

The initial test scores of the students offer invaluable insights into their baseline linguistic competence before the commencement of the treatment. As depicted in the table above, the data underscores the presence of challenges that hinder the advancement of their speaking abilities. Furthermore, it provides clear evidence of a marked and evident shortfall in their capacity to effectively communicate in the target language. This outcome may be attributable to a lack of genuine exposure to and practice with the target language.

Results of the Progress Test N1

Experimental Group Scores in Progress Test N1

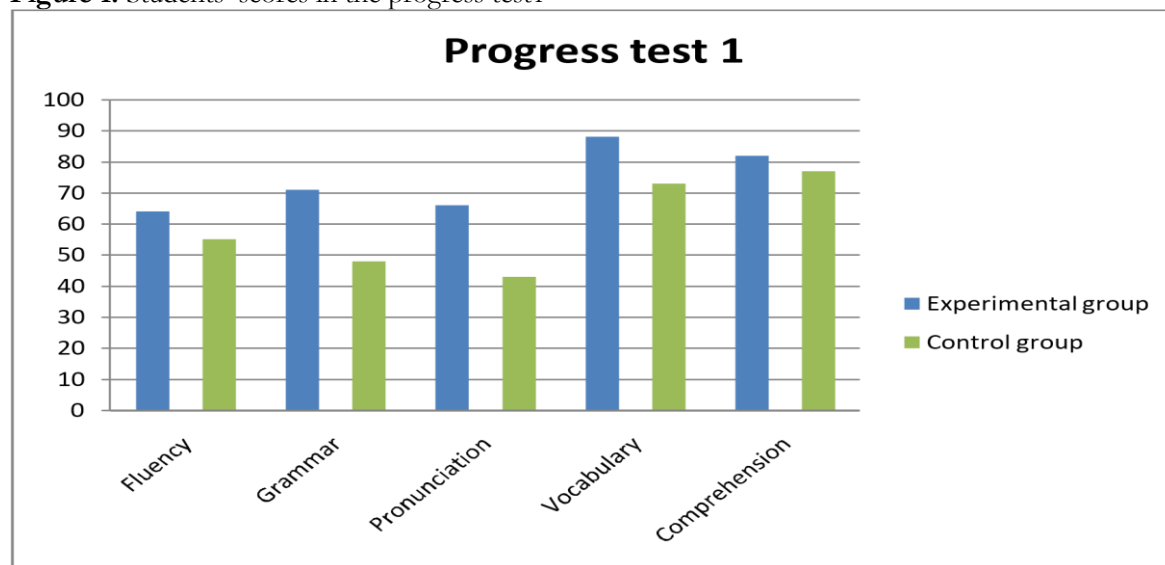
The researcher initiated the first phase of the experiment, spanning a duration of three weeks, by commencing with an online lecture through Google Meet. This lecture focused on explaining the distinctions between British and American accents. Subsequently, students within the experimental group were exposed to a diverse array of technology-based authentic audio-visual materials, including videos, images, news articles, and audio recordings. This approach was integrated into the Google Meet sessions, strategically crafted to allure students' interest and motivation, thereby facilitating genuine engagement with the native language. The underlying objective was to enhance students' comprehension of how natives employ the language while immersing them in the authentic linguistic and cultural context. Concurrently, the researcher systematically instructed the students in various language aspects encompassing pronunciation, grammar, vocabulary, and fluency, all aimed at fostering improved speaking proficiency. Concurrently, the control group underwent instruction without the incorporation of these innovative materials, instead adhering to traditional contrived methodologies. In this conventional approach, learners engaged in open discussions and interactions focused on the given topic without enough exposure to the genuine and authentic use of the target language. Upon the culmination of this phase, an online interview-based progress test was administered. The purpose of this test was twofold: first, to gauge the degree of enhancement in students' oral skills resulting from the instructional interventions, and second, to assess the extent to which the taught material had been comprehended and absorbed. The researcher individually conducted brief interviews with each student, during which their performance was evaluated based on a predefined rubric.

The distinctions in mean scores between the two groups across the five different criteria of the speaking skill; grammar, fluency, pronunciation, vocabulary, and comprehension are illustrated in the subsequent figure and summarized in the accompanying table:

Table 2. Students' Scores in the First Progress Test

Component	Fluency		Grammar		Pronunciation		Vocabulary		Comprehension	
	Total Score	Average score	Total Score	Average score	Total Score	Average score	Total Score	Average score	Total Score	Average score
Experimental group	64.00	1.78	71.00	1.97	66.00	1.83	88.00	2.44	82.00	2.27
Control group	55.00	1.52	48.00	1.33	43.00	1.19	73.00		77.00	2.13

The aforementioned tables provide an overview of the disparities in scores between the two groups across the five primary aspects and components of the speaking skill, as outlined by the researcher: fluency, grammar, pronunciation, vocabulary, and comprehension. The findings clearly specify that students' performances were notably lacking in pronunciation, grammar, and fluency, in comparison to their relatively better scores in vocabulary and comprehension. Therefore, the overall results remain poor, falling within a lower average range. The scores of both groups exhibit a degree of similarity, albeit with a slight advantage for the experimental group as depicted in the tables above. Notably, an unexpected observation was the presence of certain reserved students who showed reluctance to take part fully, interact, or respond to questions, despite the researcher's attempts to alleviate stress and encourage engagement throughout the lessons.

Figure 1. Students' scores in the progress test1

The figure illustrates that within the experimental group, the highest average score was obtained in the vocabulary category, followed by comprehension in the second position. Grammar, pronunciation, and fluency trailed behind in the rankings. Throughout this phase, an interesting observation was the initial difficulty students faced in comprehending and working with authentic materials during the initial sessions, gradually improved towards the end of the phase. During the test, experimental subjects demonstrated increased comfort in responding, incorporating various words they had encountered during the initial phase of the treatment. They even exhibited attempts to replicate native accents while accurately pronouncing familiar words. In contrast, students in the control group struggled to construct coherent sentences, convey ideas fluently, and accurately pronounce a majority of utterances.

Thus, the most significant outcome from the derived data is that both groups of students exhibited higher average scores in comprehension and vocabulary, with a slight advantage favouring the experimental group.

In contrast, the other skill components presented themselves as the primary hurdles and challenges hindering the enhancement of their speaking abilities. This insight highlights the demand for addressing these specific aspects to help the overall development of students' oral communication skills.

Results of the Progress Test N2

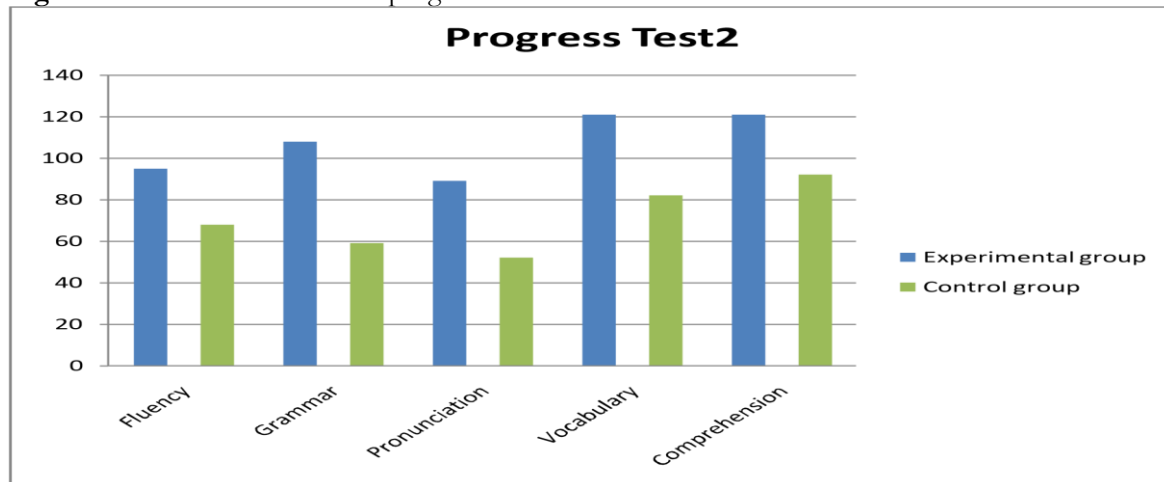
Experimental Group Scores in Progress Test N2

During the second phase of the intervention, both groups of participants progressed through the second stage of the treatment over a span of three weeks. Within this phase, students in the experimental group were involved in a variety of role-playing scenarios and contexts. Our approach involved the integration of these scenarios into real-life situations, thereby enhancing their enthusiasm for language practice and fostering their imaginative abilities to adapt and modify the provided scenarios, ultimately generating new scenarios. The following table and figure below provide an overview of the scores achieved by students in the second progress test as follows:

Table 3. Students' Scores of the Second Progress Test

Component	Fluency		Grammar		Pronunciation		Vocabulary		Comprehension	
	Total Score	Average score	Total Score	Average score	Total Score	Average score	Total Score	Average score	Total Score	Average score
Experimental	95	2.63	108	3.00	89.00	2.47	121	3.36	121	3.36
Control	68.00	1.88	59.00	1.63	52.00	1.44	82.00	2.27	92.00	2.55

Figure 2. Students' scores in the progress test2



The data presented in the table depicts a notable contrast in the scores achieved by students from both groups, with a clear advantage observed in favour of the experimental group. As depicted above, participants belonging to the experimental group demonstrated significantly superior performance when compared to their counterparts in the control group. This improvement was observed across all assessment criteria, showcasing a marked advancement in their overall achievements. Equally noteworthy is their parallel progress in both vocabulary and comprehension, achieving an average score of (3.36), followed by notable gains in grammar, fluency, and pronunciation. The integration of technology-based authentic materials facilitated a deeper understanding of not only the core concepts but also finer details. Furthermore, the newly acquired vocabulary was actively applied by students in

their verbal expressions, debates, and role-playing activities. A compelling factor worth highlighting is the high level of engagement and motivation displayed by all students during lessons, fostering a positive and vibrant learning environment characterized by interactive language usage. This confirms the affirmative impact of the implemented treatment and exposure to genuine authentic resources.

On the other hand, the situation for participants within the control group differs markedly, displaying a notably slow rate of progress. This observation is supported by the minimal disparity in average scores between the first and second progress tests. For these individuals, the highest average scores remain consistent in both comprehension and vocabulary, retaining their accustomed top positions. However, the trio of pronunciation, grammar, and fluency remains significant hurdles, continuing to impede the advancement of their speaking proficiency.

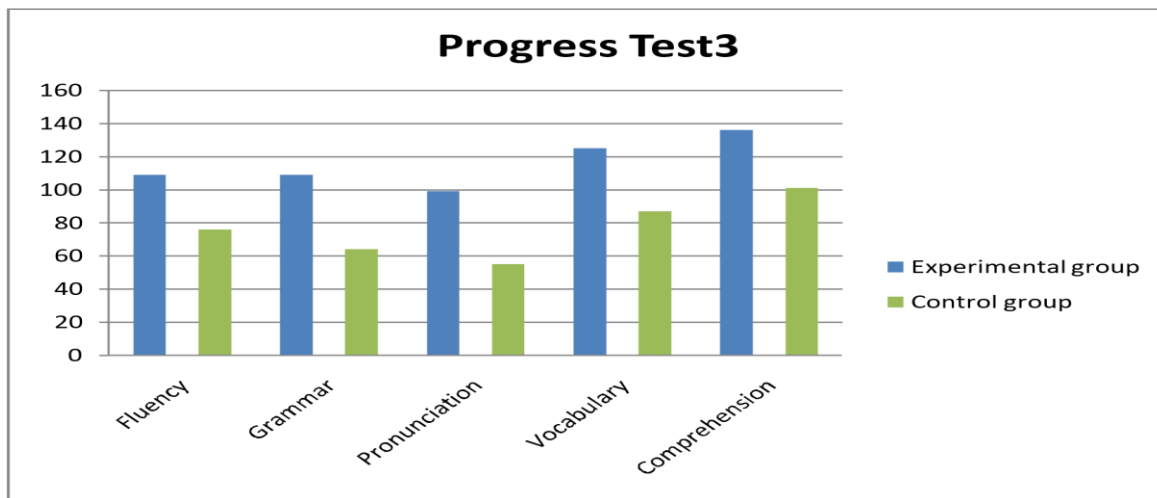
Results of the Progress Test N3

The third progress test appears as a pivotal juncture, distinctly showcasing students' advancements and accomplishments within the speaking class. In this phase, the researcher followed a structured the following steps: Firstly, students were exposed to various authentic materials, encompassing newspapers, videos, and images, to explore and deliberate upon selected topics. Next, the researcher provided them with a rubric formulated for evaluating their oral performances. Thirdly, the researcher explained the rating scale, outlining the diverse criteria inherent to the speaking skill. This was coupled with instructing them on the adept utilization of the scoring rubric to facilitate self-assessment of their spoken discourse. To enable this process, students were encouraged to record their own speech, subsequently revisiting and self-assessing their performance. This practice was enabled by the availability of smartphones or similar recording equipment. By undertaking this self-assessment journey, students could be thoroughly assessed with precision by comparing their recorded utterances against those of native speakers presented during the class. Through this method, students were empowered to evaluate their performance, identify strengths and weaknesses, and contemplatively evaluate the quality of their communication in comparison to native speakers. Additionally, the researcher aimed to see the correlation between her assessment scores and those of her students, fostering a more holistic evaluation process. Furthermore, towards the end of this phase, students were provided with a self-assessment checklist encompassing the learning objectives encountered throughout various stages of the experiment. The aim was for them to complete this checklist, confirming their grasp of language competencies essential for seamless communication in the target language.

Notably, this phase underscores a distinct contrast between the experimental and control groups. Participants within the experimental group exude high motivation and creativity, compared to the participants in the control group who struggled with a routine where only a few students actively engaged in selecting and discussing topics. On the contrary, students within the experimental group demonstrated impressive commitment, creative, and exuded familiarity with diverse forms of authentic materials. Their active involvement and participation in improvisational and follow-up activities were striking, marked by spirited discussions that skilfully incorporated the various components of the speaking skill—vocabulary, grammar, and pronunciation. This shift can be attributed to their heightened sense of responsibility for their own learning journey and an elevated self-awareness, evident in their meticulous self-assessment of language progress. Moreover, the process of self-assessment coupled with benchmarking against native speakers facilitated a deep understanding of their shortcomings and prompted a proactive search for effective solutions to address these areas of improvement. The following table and figure depict a more elaborate and visually explicit comparison between the scores of the two distinct groups in the final third progress tests:

Table 4 Students' Scores of the Third Progress Test

Component	Fluency		Grammar		Pronunciation		Vocabulary		Comprehension	
	Total Score	Average score	Total Score	Average score	Total Score	Average score	Total Score	Average score	Total Score	Average score
Experimental	109	3.02	109	3.02	99	2.75	125	3.47	136	3.77
Control	76.00	2.11	64.00	1.77	55.00	1.52	87.00	2.41	101	2.80

Figure 3. Students' scores in the progress test3

As observed in the illustration, the experimental group's scores exceed those of the control group's. The tabulated data, in conjunction with the figure, highlights a noteworthy contrast in both overall scores and the means relating to each facet of the speaking skill. The scores vividly demonstrate that the utilization of authentic materials exerts a profound influence, leading to a significant enhancement in students' speaking skills and a heightened retention capacity. This improvement is further amplified when students employ a diverse array of memorized sentences to which they have been exposed. From the researcher perspective, this favourable advancement among the progress test participants is also attributable to their enthusiasm for engaging with novel and varied materials. These materials serve to augment and stimulate their motivation, enthusiasm, and involvement in utilizing the authentic language as it is spoken by native speakers in real-world contexts.

The Findings of Posttest

The following table demonstrates the difference of the means of post-test' scores of both groups. It shows a significant difference of (1.66) which suggests that students of the experimental group achieved and recorded scores better and higher than the participants of the control group. The data presented in the following table supported by the figure have to say more about students' scores during the different phases of the treatment.

Table 5. Means of the scores in the different tests.

Tests	Pretest	Progress test 2	Post-test
Experimental Group	1.91	2.96	3.66
Control Group	1.86	1.95	2.00
Difference in the Means	0.05	1.01	1.66

Figure 4. Scores' means during the different phases of the treatment

Statistical Analysis and Interpretation

Upon gathering all the requisite scores and means attained across various phases of our study, the researcher used T-test as a statistical technique to ascertain and examine the existence of a substantial distinction within the compiled data from both the pre-treatment and post-treatment assessments throughout all experiment stages. In order to validate this study's hypothesis, the students' scores were subjected to analysis and subsequent comparison utilizing the Statistical Package for the Social Sciences (SPSS). An assessment of the means of the two groups and the subsequent T-test calculation were conducted to probe the ramifications of incorporating non-traditional authentic materials into oral instruction, aimed at strengthening students' speaking proficiencies. Further explanation of the T-test outcomes is shown in the following table.

Table 6. Findings of t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-Tailed)	Mean difference	Std. Error difference	95% Confidence interval of the difference	
								Lower	Upper
Posttest Equal variances assumed	,021	,886	-11,905	69	,000	-1,66667	,14000	-1,94596	-1,38738
Equal Variances not assumed			-11,846	60,572	,000	-1,66667	,14069	-1,94804	-1,38529

As indicated in the table above, the significance value (Sig) of .886 surpasses the set threshold of .05, leading us to consult the initial row for interpretation. An analysis of the independent samples test, carried out on the averages derived from both the pre-test and post-test outcomes, reveals a two-tailed significance value (Sig) of .000, which falls below .05. This finding shows a statistically significant difference among our averages. Consequently, we are justified in dismissing the null hypothesis, signifying that the variability within our scores is indeed notable and substantial. The statistical

examination further validates a marked distinction, wherein the post-test means exceed those of the pre-test, underscoring that this change can be attributed to the novel intervention. This significant difference underscores that students who were exposed to authentic materials in oral classes experienced a noticeable improvement in their oral proficiency and performance. These accomplishments are in stark contrast to those of the control group, who adhered to the conventional and artificial teaching method, leading to an inability to effectively enhance their oral skills.

Observation Checklist

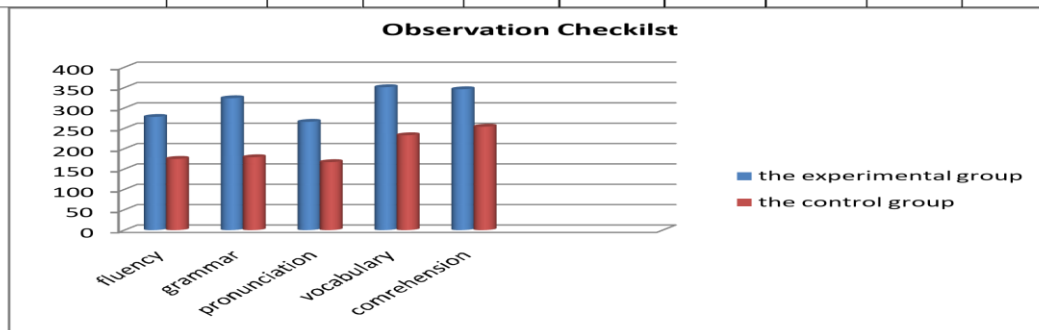
Given that the research is structured around an experimental framework, it is essential to incorporate the observation of students' performances and reactions. This observation aids to determine the presence and magnitude of a cause-and-effect relationship between the variables under investigation. Therefore, throughout the various stages of the experiment, a detailed observation checklist was developed by the researcher. The checklist employed the identical scoring criteria as the ones applied throughout the experiment, facilitating the comprehensive assessment and ongoing monitoring of students' proficiency levels and their continuous advancement. This approach aimed to capture even the single details of their classroom performances during the treatment. Furthermore, the researcher took deliberate measures to uphold the dependability of the scores, findings, and the data garnered from the diverse tests administered.

The summary of Observation Checklist Results

The data obtained from the above two observation checklists are assembled, summarized and compared in the following two tables supported by the graph below Table

Figure 5. The Observation Checklist' Scores
Observation Checklist Results

Component Group	Fluency		Grammar		Pronunciation		Vocabulary		Comprehension	
	Total Score	Average score	Total Score	Average score	Total Score	Average score	Total Score	Average score	Total Score	Average score
Experimental	278	2.56	324	2.99	266	2.79	351	3.24	346	3.20
Control	175	1.61	179	1.65	167	1.54	233	2.15	254	2.34

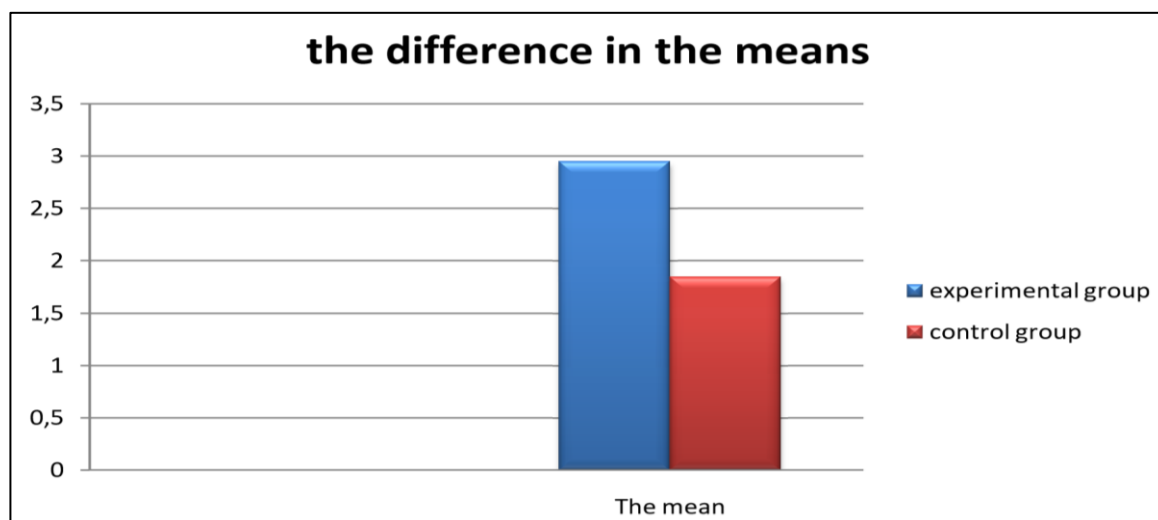


The following table provides clarity on the difference in the observation checklist means for the two groups. As evident, the experimental group exhibited superior outcomes in contrast to the control group, displaying a notable variance of (1.10). This discrepancy highlights their more substantial and enhanced advancements in speaking skills compared to the participants in the control group. This significant difference highlights the highly positive impact of incorporating authentic materials into the teaching of speaking skills.

Table 7. Observation Checklist Mean

Groups	Observation Checklist Mean
Experimental Group	2.95
Control group	1.85
Differences in the means	1.10

Figure 6. The difference in the means of the observation checklists



The numerical data in the figure above, distinctly portray the contrast in scores between the two groups as gauged by the observation checklist. Notably, the students belonging to the experimental group garnered markedly higher scores compared to their counterparts in the control group across various assessment criteria. Throughout the treatment sessions, a notable trajectory of progress was evident among the participants in the experimental group, characterized by high motivation and active engagement during the lessons. This progress was particularly pronounced among initially reserved students who, in the first sessions, demonstrated reservedness in interaction and speaking. However, their participation increased over time, and by the end of the third session, three of these initially timid students candidly acknowledged their transformed attitudes, increased interest, and newfound willingness to enhance their proficiency through the adopted method. Indeed, this favourable disposition towards the use of authentic materials facilitated the researcher's seamless execution of the curriculum, which was founded on the integration of diverse authentic resources. These materials not only enriched vocabulary but also facilitated the acquisition of fluid and authentic pronunciation, leading students to internalize various linguistic competencies and rules, including phonetics and grammar, subconsciously. Upon comparison with the results of the different experiment tests, the same significant difference in favour of the experimental group highlights the dependability of our recorded scores. This robust consistency further validates and lends substantial support to the hypothesis formulated prior to initiating the research experiment.

Conclusion

Over the course of three different phases in a duration of three months in 2023, the experimental group participants were engaged in online instruction using specific designed courses that hinged on the integration of a diverse array of technology-driven authentic materials. These resources were thoughtfully curated to establish a direct connection with genuine language usage and native speakers, serving as a means to assess the potential for this cohort to acquire and cultivate their oral communication skills. An analysis of the accumulated data revealed consistent and significant progress throughout each phase of the comprehensive experiment. These findings strongly substantiate the efficacy of the implemented approach, affirming its constructive influence on students' performance levels and oral aptitude. The outcomes realized serve as tangible validation and realization of the initial objectives set forth at the outset of this research endeavour. The overarching aims of this study were twofold: first, to investigate the causal relationship between the use of authentic materials and the development of students' oral performances; and second, to highlight the inherent benefits derived from the integration of such materials within oral instruction. Furthermore, this study sought to investigate the extent to which online exposure to such language inputs translates into heightened engagement levels and amplified achievements in the realm of oral performances.

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