

## CHAPTER I INTRODUCTION

### 1.1 Background of the Study

Learning motivation plays an important role in education, both in the learning process itself and in achieving learning outcomes. Muhibbin Syah emphasized that learning motivation is the overall driving force within students that causes learning activities and ensures the continuity of learning activities, so that the goals desired by the learning subject can be achieved (2003: 158). Learning motivation functions as a driving force, instills enthusiasm, and enjoyment in learning. As a result, students with high motivation have greater energy to engage in learning activities, which ultimately leads to improved academic performance. However, maintaining students' motivation to stay passionate about learning English can be challenging, especially when traditional teaching methods do not fully match their interests and needs.

In this context, the utilization of authentic materials in English language teaching emerges as a promising strategy to increase students' learning motivation. Incorporating authentic materials into teaching practices is not a novel concept in English language education; dating back to the 1970s, educators have embraced these materials in response to the proliferation of the Communicative Language Teaching Approach (Al-Azri et.al, 2014). Peacock (1997) described that authentic materials are not specially crafted for language learning purposes. Which means that authentic materials reflect the natural use of language for communication within native speaker contexts.

In addition, Martinez (2002) defines authentic materials in real life as materials that students encounter in everyday life but are not created for educational purposes. These materials cover a wide range of resources, including newspapers, magazines, advertisements, videos, songs, TV programs, podcasts, and social media content, and anything written in English is authentic. Authentic materials provide students' interest and curiosity to learn English because they can obtain real information and know what is happening in their environment. By incorporating authentic materials into English teaching, educators can create more interesting, meaningful, and relevant learning experiences that match students' interests and daily lives. Therefore, it is crucial to investigate the effect of authentic materials on students' motivation to learn English in this context.

Motivation plays a crucial role in academic learning and achievement from childhood to adolescence (Elliot et.al, 2005). Motivation is a key factor that could contribute greatly in the student's desire to learn. Studies have demonstrated that motivation is associated with several outcomes, including curiosity, persistence, learning, and performance (Deci g to McKay (2006), young learners are defined as children between twelve, they are those who begin to acquire a language before or /ears of formal education. In the context of educational systems, to children in preschool, kindergarten, primary school, and middle arying ages will have different needs, interests, competencies, and



are eager to learn new things, including different cultures. A key element in effectively teaching them English is to establish a fun and creative learning environment where children feel relaxed while acquiring a foreign language. The teaching and learning process should connect to their daily lives and, most importantly, be enjoyable. Cameron (2001) emphasized that words is crucial for enhancing the skills and knowledge of young learners, and building a useful words base is essential for foreign language education in primary schools.

By exploring this relationship, educators can gain valuable insights into effective strategies to increase students' engagement and interest in learning English. According to the explanation above, the writer is interested in discussing "The Influence of Using Authentic Materials on Enhancing Students Learning Motivation (A Study at SD Inpres Unggulan Puri Taman Sari)" The researcher chose the school because SD Inpres Unggulan Puri Taman Sari has students from various backgrounds, which allows the research to explore how authentic materials can be received and utilized by students with different characteristics.

## 1.2 Identification of the Problem

Some of the issues presented in this study are based on the background of the topic that has been mentioned. The are as follows:

1. The students of SD Inpres Unggulan Puri Taman Sari lack of learning motivation.
2. The traditional teaching method used in SD Inpres Unggulan Puri Taman Sari is ineffective.
3. Authentic materials introduce a different way of learning that might improve SD Inpres Unggulan Puri Taman Sari students' learning motivation.

## 1.3 Scope of the Problem

In SD Inpres unggulan Puri Taman Sari, there are many issues regarding students' learning experience, especially regarding english. However, the writer will only focused on the issue of raising the students' learning motivation, rather than to change their academic performance. By getting the students to learn english through a more fun way rather than the usual traditional method, the writer seeks to prove that authentic materials work effectively in raising students' motivation in learning english.

## 1.4 Research Questions

1. How do authentic materials affect the learning motivation of grade five students in



lents perceive the use of authentic materials in enhancing their  
on?

### Study

the use of authentic materials influences the learning motivation of

grade five students in English lessons.

2. To explain how do the students' perception about the use of authentic materials in enhancing their learning motivation.

## 1.6 Significance of the Research

After finishing this research, the researcher expects the finding of this study to be useful, both theoretically and practically, as follows:

### 1. Theoretical Significance

This research will expand the theoretical understanding of how authentic materials influence learning motivation, particularly within the context of language learning. It will add to existing literature by providing empirical evidence on the effectiveness of these materials in motivating students, thus supporting current theories related to motivational strategies in education.

### 2. Practical Significance

The findings will offer practical guidance for educators on the effective incorporation of authentic materials into English lessons. Teachers can use the insights to design more engaging and relevant curriculum content, thus enhancing students' motivation and potentially improving academic performance.

## 1.7 Previous Studies

The researcher found several studies on the use of Authentic Materials. The first study is Husnawati, N., Puspitasari, M., & Yundayani, A. (2024) in their study "Enhancing intrinsic motivation and listening skills through integrating authentic learning materials" The purpose of this study is to determine the effect of using authentic teaching materials on students' intrinsic motivation, engagement in learning, and listening skills of junior high school students. It also aims to bridge the gap between English learning in the classroom and its use in real life. The study used a quantitative approach by distributing a Likert scale questionnaire (30 items) to 30 students in Batam. The data was collected after several class meetings where the teacher provided materials through songs and movies. The questionnaire aimed to capture students' thoughts, feelings and attitudes towards ALM, focusing on intrinsic motivation. The results showed that ALM had a positive effect on students' engagement, intrinsic motivation and cultural awareness, and helped to link classroom learning with real-world language use.

Second, Namaziandost, Ahmad, and Pourhosein (2022) conducted study titled "The Impact of Authentic Materials on Reading Comprehension, Motivation, and Anxiety among Iranian Male EFL Learners". This consider pointed to examine the impact of materials on English as an outside dialect (EFL) learners' perusing sing inspiration, and perusing uneasiness. In this think about, 58 rners were chosen and haphazardly allot to a test and a control ; were pretested through a perusing comprehension test and the g survey (MRQ) to test their perusing comprehension capacity and Having taken part in a period of 20 sessions in which the test ment of presentation to bona fide materials and the control gather



to rearranged materials, the understudies took a posttest of the perusing comprehension test and completed the MRQ. Moreover, to test students' perusing uneasiness, the two bunches completed the Outside Dialect Perusing Uneasiness Scale (FLRAS) in two pre- and posttest appraisals. The scores gotten were analyzed utilizing one-way examination of covariance and combined tests t-tests. The comes about demonstrated that bona fide materials improved Iranian learners' perusing inspiration and their perusing comprehension capacity. In expansion, the discoveries recommended that the utilize of bona fide writings essentially made strides EFL learners' uneasiness within the test gather. The suggestions of the consider are talked about.

Third, study was Fansury, A.H. (2019) in his study "Authentic Materials as A Teaching Media to Motivate EFL Students". The aim of this study was to evaluate the effectiveness of authentic materials as teaching tools in motivating students to learn English. The study concluded that authentic materials enhance students' understanding of real contexts used by native speakers, expand their knowledge, improve their English competence in both spoken and written forms, enrich their vocabulary, introduce native speaker cultures, enhance listening skills, and increase motivation for autonomous learning. Additionally, the use of authentic materials was noted as a compulsory component by the school.

Then, Albiladi, W. S (2019) in his study "Exploring the Use of Written Authentic Materials in ESL Reading Classes: Benefits and Challenges". This study aimed to examine language learners' views on the benefits and difficulties of using authentic materials in English reading classes. Sixteen adult learners from an intensive English program participated. Data were collected through classroom observations and semi-structured interviews. The findings revealed that authentic materials offer numerous social and academic advantages, including increased motivation and cultural awareness. They also bring a sense of authenticity and reality to language learning, making their use highly recommended.

Based on the previous research discussed, it is clear that the use of authentic materials in English language learning has been widely researched in various contexts. However, there are still some research gaps, particularly regarding the research focus on the effect of authentic materials on fifth-grade students' learning motivation in English language learning. Previous research has focused more on older learners, such as high school or university students. There has been no research that specifically analyzes how authentic materials affect learning motivation in an elementary school setting, where students are still at the developmental stage of basic skills in listening, speaking, reading, and writing. In addition, the previous study used a qualitative research method, while this study used a quantitative method.

## 1.8 Theoretical Background



Materials

**Authentic Materials.** Belaid (2015) states that authentic materials are real situations and native language communication, encompassing both spoken and written content, rather than for pedagogical purposes. This study examines the use of authentic materials as a medium or

teaching tool employed by teachers in English language instruction.

Examples of authentic materials include items such as newspapers, literary and art publications, marketing brochures, business proposals, formal letters, and poems. For the purposes of this study, the authentic materials incorporated were articles from an English language newspaper, editorials, and various advertisements, predominantly sourced from local media.

**Types of Authentic Materials.** Teaching materials play a crucial role in the process of learning a foreign language. Today, resources for these materials are widely accessible to everyone, with the internet serving as a significant and rich source of authentic materials. Genhard (1996) categorized authentic materials into three main types:

1. **Authentic Listening Materials:** This category includes items such as news broadcasts, cartoons, and songs.
2. **Authentic Visual Materials:** This includes street signs, magazines, newspaper images, postcards, and similar items.
3. **Authentic Written Materials:** This category encompasses sports reports, newspapers, restaurant menus, train tickets, and other written documents.

### 1.8.2 Motivation

**Learning motivation.** Crookes and Schmidt (1991) describe motivation as the level of a student's interest and enthusiasm for classroom materials, along with their persistence with learning tasks. This persistence is reflected in their sustained attention and actions over an extended period, as well as their levels of appreciation and concentration. Motivation and learning are closely intertwined, as motivation fuels learning and, in turn, learning enhances motivation. However, this interdependent relationship can present challenges for both teachers and students in academic settings. Motivation is crucial for revitalizing the learning process, maintaining interest, and achieving goals. High levels of motivation are known to predict greater engagement and successful completion of academic tasks.

**Maintaining Motivation.** Raffini (1992) addresses students' psychological needs, apathy, intrinsic motivation, and classroom personality in the first half of the book. Enhancing student self-esteem, autonomy, competence, group-relatedness, and involvement in and enjoyment of learning are featured in the second half.



In the chapter on promoting enjoyment of learning include:

- provide students in the learning process;
- set objectives to student experiences;
- address students' interests, hobbies, and extracurricular activities;
- present information and argue positions contrary to student

assumptions;

5. Support instruction with humor, personal experiences, incidental information, and anecdotes that represent the human characteristics of the content;
6. Use divergent questions and brainstorming activities;
7. Vary instructional activities while maintaining curricular focus and structure;
8. Support spontaneity when it reinforces student academic interest;
9. Make a conscious attempt to monitor vocal delivery, gestures, body movement, eye contact, and facial expression to evaluate the degree of enthusiasm conveyed in one's teaching;
10. Review and redefine instructional objectives to determine if teachers value them and are committed to them.

**Types of Motivation.** Motivations are commonly categorized into two distinct types: intrinsic motivation, which refers to the drive to engage in learning activities for their inherent value, and extrinsic motivation, which is derived from external rewards or incentives. Both types play a crucial role in fostering motivation within educational settings, and each is, at least in part, subject to the influence of educators (Penny City, 2001).

Based on Self-Determination Theory (Ryan & Deci, 2000), motivation can be classified into three categories: extrinsic motivation, intrinsic motivation, and amotivation.

*Intrinsic Motivation.* Intrinsic motivation is defined as the involvement in an activity for its inherent value, along with the enjoyment and fulfillment that arise from participation (Deci, 1975). This form of motivation is significant in influencing academic achievement, competence, and the learning process. Deci and Ryan (1985) contend that intrinsic motivation is rooted in fundamental psychological needs for competence and self-determination. The existing literature indicates that intrinsic motivation can be categorized into three distinct types: the pursuit of knowledge, the desire for stimulating experiences, and the aspiration to achieve. The motivation to acquire knowledge is linked to various constructs, including exploration, curiosity, learning objectives, intrinsic intellectual engagement, and ultimately, the motivation to learn (Gottfried, 1985; Harter, 1981).

*Extrinsic Motivation.* On the other hand, extrinsic motivation is driven by external factors such as the need to pass exams or the desire for rewards like money or recognition. It involves behaviors performed in anticipation of external incentives (Penny City, 2001; Brown, 1993). While extrinsic motivation is important in the next, particularly for supporting students in learning English, intrinsic is generally deemed more essential for fostering student success.



amotivated individuals, there is an absence of both intrinsic and extrinsic motivation. Those who are amotivated often experience feelings of

inadequacy and a sense of lack of control, viewing their actions as influenced by external factors beyond their control. They feel disillusioned and begin to question the reasons for attending school. Ultimately, they may cease to engage in academic activities.



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## CHAPTER II RESEARCH METHODOLOGY

### 2.1 Method of Research

In this research used a quantitative approach. Quantitative research methods are concerned with the planning, design, and implementation of strategies to collect and analyze data. Quantitative research is the process of collecting and analyzing numerical data to describe, predict, or control variables of interest. It involves the use of statistical methods to analyze and interpret data, and is often used to test hypotheses and make predictions

### 2.2 Instrument of the Research

#### 1. Test

Tests were conducted to measure various aspects of learning motivation such as interest, effort, and attitude towards English lessons before and after the intervention.

#### 2. Questionnaire

A questionnaire is a instrument for collecting primary data. In this study, the questionnaire was given after the post-test with the aim of collecting data, which is the students' perception of the use of authentic materials in the learning process, which aims to increase students' motivation or learning outcomes.

### 2.3 Population and Sample

#### 1. Population

According to Sugiyono (2018) Population is a generalization area consisting of; objects / subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions. Population is also not just the number that exists in objects/ subjects studied, but includes all the characteristics possessed by the subject. The population of this study was the students of SD Inpres Unggulan Puri Taman Sari, 2024/2025 with a total of 494 students.

#### 2. Sample

The sample consisted of a small unit of the population that was selected to represent the entire population. This data was collected to fifth grade. The researcher used 1 class as sample by using purposive sampling. Purposive sampling is when someone is chosen on purpose because of their specific traits

(Etikan et al., 2016).



## 2.4 Method of Collecting Data

Kabir (2006) stated that data collection refers to the process of collecting and measuring information related to specific variables of interest in a systematic manner, allowing researchers to address defined research questions, test hypotheses, and assess results.

### 2.4.1 Pre-Test

A pre-test is conducted to measure various aspects of learning motivation, such as interest, effort and attitude towards English lessons. In this research there are 30 questions test. The pre-test was carried out before the treatment.

### 2.4.2 Treatment (Intervention)

After giving the pre-test, students were given treatment by teaching the material using authentic materials in several meetings. Design a teaching program that integrates authentic materials (such as newspaper articles, videos, advertisements, etc.) into English lessons. The program was implemented over a specific period (e.g.). All sample participants receive the same treatment during the program

### 2.4.3 Post-Test

The post-test was given after all treatments using authentic materials were completed. The post-test given is the same as the pre-test given at the beginning of the meeting. The post test was conducted to measure students' learning motivation after the intervention. The post-test result was compared to the result of the pre-test.

### 2.4.4 Questionnaire

A questionnaire is "a number of written questions used to obtain information from respondents in the sense of report about his person, or things he knows". Based on this understanding, it can be seen that the questionnaire is a method used by researchers to collect data about the variables to be known, by providing a list of questions or statements to a number of respondents who serve as samples. statements to a number of respondents who served as samples in the in the study to be answered.

An additional questionnaire of closed-ended questions about students' experiences and views on the use of authentic materials. This questionnaire was distributed together as a separate instrument. In this questionnaire, respondents are tements in the form with each each statement consists of four namely 1, 2, 3, and 4.



## 2.5 Method of Analysing Data

In this research, data analysis was performed by utilizing pre-test and post-test scores to assess the impact of the intervention on students' learning outcomes. The pre-test was conducted prior to the intervention to evaluate the students' initial knowledge and motivation levels, whereas the post-test was administered after the intervention to identify any changes in their performance and motivation.

### 2.5.1 Pre-test and Post-test

For data analysis, we used the Normalized Gain (N Gain) formula, which serves as an effective statistical tool for measuring the success of educational interventions. N-Gain (Normalized Gain) is an analysis method used to measure the effectiveness of learning by comparing the score improvement between the pretest (before learning) and posttest (after learning). N-Gain is used to determine the extent of students' understanding improvement regarding a particular material. (Hake, 1988)

$$N \text{ Gain} = \frac{\text{Posttest score} - \text{pretest score}}{\text{Maximum possible score} - \text{pretest score}}$$

Note:

G: Normalized Gain

: > 0,7 (High gain)

: 0.3 – 0.7 (Medium gain)

: < 0,3 (Low gain)

Scoring the student's correct answer pre-test and post-test:

$$\text{Student's Score} = \frac{\text{The number of student's correct answer}}{\text{Total number of items}} \times 100$$

(Gay, 2012)

The researcher classified the student's scores into the following classification:

**Table 1. Scoring Test**

Score 91-100	Very good
Score 76-90	Good
Score 61-75	Fairly
Score 51-60	Poor
Score less than 50	Very Poor

(Depdikbud, 2006)



## 2.5.2 Questionnaire

As for questionnaire, it would be analyzed by using the Frequencies and Percentage formula as proposed by Arikunto (2014), the results were then interpreted descriptively.

$$P = \frac{F}{N} \times 100\%$$

Description:

P = Percentage of respondents

F = Frequency of answer

N = Number of respondents

100% = Constant Value

(Arikunto, 2014)

In calculating the level of respondents' attitudes and perceptions towards a particular statement, the answer choices are ordered from very positive to very negative. In the 4-point scale, there is no neutral option to avoid ambiguous answers, and to encourage respondents (especially primary school-age children) to be assertive and easy to understand. The 4-point Likert scale removes the neutral option and forces a directional response, which can result in clearer data on attitudes.

### Typical 4-Point Likert Scale Format:

**Table 2. Scale Option Format**

Score	Response Category
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

## 2.5.3. HYPOTHESES

Based on the problem formulation, the hypotheses of this study are as follows:

1. Null Hypothesis ( $H_0$ ): There is no significant difference in students' learning motivation and outcomes before and after the use of authentic materials in English lessons.
2. Alternative Hypothesis ( $H_1$ ): The use of authentic materials significantly improves students' learning motivation and outcomes in English lessons.

