

ENHANCING INTRINSIC MOTIVATION AND LISTENING SKILLS THROUGH INTEGRATING AUTHENTIC LEARNING MATERIALS

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Abstract: Authentic learning materials (ALM) are recognized for providing meaningful and engaging educational experiences. However, there is a lack of extensive research examining the relationship between ALM, students' intrinsic motivation, and their listening skills. This study addresses this gap by employing a quantitative method through the distribution of a 35-item Likert scale questionnaire to junior high school students in Batam. The results from 30 students indicated that ALM positively influence student engagement, intrinsic motivation, and cultural awareness. These materials were found to enhance students' interest and participation by making the content more relatable and applicable to real-life situations. Despite challenges such as comprehension difficulties and classroom dynamics, the data suggest that ALM effectively bridge the gap between classroom learning and real-world language use. Thus, incorporating ALM into the curriculum can provide significant benefits, enhancing the overall learning experience and motivation of students in the English classroom.

Keywords: *Authentic learning materials; intrinsic motivation; listening, students.*

INTRODUCTION

In English language teaching, listening proficiency involves understanding spoken English from native speakers in diverse contexts such as conversations, instructions, and other types of verbal communication (Newton & Nation, 2020). Within the classroom setting, listening serves as the foundational stage of the learning process, providing students with essential input that fosters the development of other language skills (Goh & Vandergrift, 2021). Given the pivotal role of listening in language acquisition, deliberate efforts must be made to cultivate this skill effectively.

Language learning relies heavily on resources that facilitate the process for both teachers and students, ensuring effectiveness and efficiency (Tomlinson, 2023). These resources, collectively referred to as materials, serve as the primary sources of language input and practice in the

classroom (Tomlinson, 2023). Materials encompass a wide array of sources used in pedagogy, including coursebooks, YouTube videos, dictionaries, newspapers, and online resources (Mishan, 2022).

To maximize listening proficiency, strategies should be seamlessly integrated into teaching practices. Educators need to capitalize on classroom listening activities and expose students to a diverse array of listening materials both within and beyond the classroom environment. Providing additional listening opportunities outside the classroom can compensate for any instructional limitations and enhance overall listening proficiency (Newton, 2020). The classroom environment is ideal for creating a conducive atmosphere for English language exposure. This can be achieved through the consistent use of English in instruction, explanations, and routine assignments, as well as

through collaborative and interpersonal communication activities (Corbett, 2022). Such activities not only increase English exposure but also enable students to employ effective communication strategies, such as asking questions, seeking clarification, and using non-linguistic cues.

Materials play a pivotal role in language learning, serving multiple functions that inform, integrate, expose, implement, and develop language skills (Christison & Murray, 2021). Before selecting materials, teachers must consider several factors to ensure their suitability, including their ability to engage students, connect learning to real-world contexts, promote communicative purposes, offer varied language exposure, exemplify real-world language use, and ensure accessibility (Tomlinson, 2023).

Authentic materials are crucial in language learning as they reflect real-life language use and provide meaningful learning experiences (Shukurdinovna, 2024). The term authentic is frequently used to characterise works that were not originally intended for language acquisition but were created to serve a purpose within the target language culture (Gilmore, 2019). Authentic materials are therefore resources not specifically designed for language learning, often delivered through technology such as computers, tapes, videos, and TV. These materials, including songs and movies.

Numerous studies have supported the benefits of integrating authentic materials in language learning, particularly concerning listening skills. For instance, Akbari and Azam (2016) delivered questionnaire to 57 English teachers in Iran. The results indicated that teachers have positive feedback as they believed that authentic materials are “important input for improving students’ skills and exposing them to real language (p.111). Similarly, Kim (2015) utilized a quantitative approach to demonstrate the positive influence of authentic materials on students’ listening comprehension. Eighty-six students enrolled in a summer class at a Korean university demonstrated that videos enhance listening skills for those with intermediate or higher English proficiency.

Movies have been explored as another form of authentic material in language learning. Roslim et al. (2021) investigated the use of English movies language to improve students’ language skills. Seventy seven undergraduate students participated in the study indicated that using self-selected English movies for oral commentary presentations, revealing improvements in oral

skills, vocabulary, interest, motivation, and reduced anxiety. Shahid and Ali (2017) demonstrated a significant improvement in students’ listening skills as a result of integrating podcasts into language learning. Technological advancements have further expanded the availability of authentic materials, such as TED Talks, which have been utilized to enhance learning autonomy and listening skills (Tilwani et al., 2022). Despite some challenges, such as unfamiliar vocabulary, students perceive authentic materials as beneficial for enhancing motivation and cultural awareness. Overall, the advantages of authentic materials outweigh any disadvantages, making them valuable resources for language learning (Goh & Vandergrift, 2021).

Technology has significantly expanded the availability and use of authentic materials (Ashcroft, et al., 2018), enriching language learning experiences with diverse and engaging resources. This technological advancement provides teachers and students with access to vast libraries of authentic materials, enhancing language exposure and learning outcomes (Chamba et al., 2019). Creating and incorporating relevant resources is a crucial aspect of language teaching, as it enhances students’ motivation and interest (Seven, 2020). Effective teaching materials stimulate learning, while ineffective ones might hinder progress and demotivate students (Azlan, et al, 2019). Teachers, as materials developers, must understand this principle and continuously evaluate, adapt, supplement, and implement materials to ensure effective classroom use (Tomlinson & Masuhara, 2017).

Motivation plays a crucial role in language learning success, influencing students’ willingness to work hard and persist in their studies (Feng & Papi, 2020, Seven, 2020; Wu, et al, 2022). Motivation, in a general sense, refers to the reasons or goals that drive individuals to engage in particular behaviors (Filgona, et al., 2020; Ryan & Deci, 2020). In the context of language learning, it encompasses both external factors, such as grades or rewards, and internal factors, which relate to personal satisfaction and interest. Internal motivation, also known as intrinsic motivation, specifically pertains to the drive that comes from within the learner (Fishbach & Woolley, 2022). It is characterized by a genuine interest and enjoyment in the learning activity itself, rather than external pressures or incentives. Integrating enjoyable and engaging language learning activities can enhance intrinsic

motivation, leading to positive attitudes, increased participation, and satisfaction among students (Pei & Zhang, 2023). When students are intrinsically motivated, they are more likely to be enthusiastic, curious, and committed to mastering the language, ultimately contributing to more effective and enduring learning outcomes.

The contrast between intrinsic and extrinsic motivation, formerly known as integrative and instrumental motivation, is central to language learning orientations (Vakilifard, et al, 2021). Intrinsic motivation drives effort through internal satisfaction and enjoyment, whereas extrinsic motivation is based on external incentives or the avoidance of punishment (Morris, et al., 2022). According to research, intrinsic motivation results in more extensive and sustained language learning attempts than extrinsic motivation (see Dörnyei, 2020; Malone & Lepper, 2021). Creating an atmosphere that promotes intrinsic motivation entails allowing students to share and discuss their language learning journeys, thus making language learning more engaging and rewarding (Mercer, S., & Dörnyei, 2020).

This comprehensive integration of authentic materials and motivational strategies can create a dynamic and effective learning environment, ultimately enhancing students' proficiency and engagement in English language learning (see Chen & Hwang, 2022; Marden & Herrington, 2020). In the context of this research, there is a noticeable gap in the integration of authentic materials in listening classes, leading to low student motivation and insufficient development of listening skills. This highlights the need for further investigation into the relationship between authentic materials, intrinsic motivation, and

listening skills. Therefore, the current research aims to address this gap and elucidate the impact of authentic materials on students' motivation and listening skills. (1) How significantly does the integration of authentic listening materials influence students' listening abilities in learning the English language? (2) What impact does use of authentic learning materials have on students' internal motivation in learning English?

METHOD

This quantitative study examines the impact of integrating authentic materials in communicative language teaching on students' intrinsic motivation and English listening skills. The study involved 30 ninth-grade students from an Islamic school in Batam. A 35-item Likert scale questionnaire was used to explore students' perceptions of ALM in improving their intrinsic motivation and listening skills. Data were collected after several class meetings where the teacher provided materials through songs and movies. The questionnaire aimed to capture students' thoughts, feelings, and attitudes toward ALM, with a focus on intrinsic motivation.

RESULTS AND DISCUSSION

Intrinsic motivation is characterized by students' willingness, satisfaction, self-confidence, self-determination, connection, and engagement in learning. As such, the questionnaire is designed to address these aspects, with the aim of detecting the influence of integrating authentic listening materials on students' intrinsic motivation. The table below displays the percentage of analysis results for each survey statement.

Table 1. *The percentage analysis of each statement*

Statements	Percentage				
	SD	D	N	A	SA
I feel more engaged in language learning with authentic listening materials.			6.7	40	53.3
Authentic listening materials are more engaging because they reflect real English usage.		5	25	60	10
I only study with authentic listening materials in class.			13.3	40	46
Studying with authentic listening materials motivates me to understand different accents and dialects.		7.4	12.6	53.3	26.7
I feel more satisfied when I can comprehend real-life language.		5	12	34.7	47.3
I feel less satisfied when I do not meet my goals.		26.7	50.3	15	8
Studying with authentic listening materials makes me more confident in my daily communication.				46.7	53.7
Studying with authentic listening materials improves my pronunciation.		5	15	60	20
My communication skills improve with authentic listening materials.				46	54

The class atmosphere feels more boring with authentic listening materials.	46.3	46.7	7	
I get stuck when I have to use English in real conversations.		14.4	86.6	
Artificial listening materials are easier to comprehend compared to authentic listening materials.	40	60		
I struggle to comprehend authentic listening materials.	12.5	87.5		
Authentic listening materials help me study more efficiently.			66.7	33.3
I like participating in class discussions with authentic listening materials.		6	9	40.3 44.7
Studying with authentic listening materials makes me more curious to look for other references.			33.3	66.7
Studying with authentic listening materials motivates me to improve my language skills.			46.7	53.3
I feel frustrated with the use of authentic listening materials in class.	13.3	86.7		
Studying in a team makes me more engaged.			19.4	70.6
Studying with authentic listening materials improves my understanding of different dialects.			53.3	47.7
Authentic listening materials bring real-life situations into the classroom.		16	14	40.7 13.3
I feel more comfortable in a natural English setting.				
Authentic listening materials help me handle real-life situations better.			15	65.5 19.5
The integration of authentic listening materials makes me less motivated to participate in class discussions.	11.6	58.4	15.6	14.4
Studying with authentic listening materials makes me more confident in studying independently.		9.5	11.5	30 50
The dialects used in authentic listening materials make me more aware of English-speaking cultures.		7	12	53.6 36.4
Studying with authentic listening materials makes me feel more connected to English culture.		7.3	11	41 40.7
Different accents used in authentic listening materials expand my knowledge.		10.6	19.4	50.7 22.3
Different accents used in authentic listening materials make me sound more natural when speaking English.		10	20	50 20
Different dialects and accents used in authentic listening materials boost my confidence in interacting with native speakers.		7	22	60 13
I try my best to comprehend authentic listening materials by understanding the social culture of English-speaking communities.	5	5	17	62.3 7.7
I feel less motivated when I cannot comprehend authentic listening materials.	12.3	50.7	15	12
The integration of authentic listening materials gives me more opportunities to discuss with my friends.			19.7	46.3 30
The integration of authentic listening materials does not provide me with enough learning opportunities.	15.3	74.7	24	
Different accents and dialects help me choose the ones that are most suitable for me.			12	60.6 27.4

The table above highlights several key points regarding students' perceptions of authentic listening materials in language learning. Overall, students find these materials to be engaging and motivating. A majority of students (53.3%) agree that authentic listening materials increase their engagement in language learning, and 60% find these materials more engaging because they reflect real-life use of English. Additionally, over half of the students (53.3%) feel motivated to understand different accents and dialects when

studying with authentic materials.

In terms of satisfaction and confidence, many students (47.3%) report feeling satisfied when they can comprehend language used in real situations, and a significant portion (53.7%) agree that these materials boost their confidence in daily communication. Furthermore, 60% of the students believe that authentic listening materials improve their pronunciation skills.

However, there are mixed feelings about the classroom atmosphere, with 46.7% of students

finding it more boring when using authentic materials. A substantial majority (87.5%) struggle to comprehend these materials, indicating a need for additional support in this area.

Efficiency and participation also see positive impacts, as 66.7% of students feel that studying with authentic materials is more efficient. Moreover, 44.7% of students are more inclined to participate in class discussions when using these materials, and 66.7% become more curious and seek additional references.

Students also express increased motivation to improve their language abilities, with 53.3% agreeing that authentic materials foster this motivation. A significant portion (50%) feel more confident studying by themselves when using authentic materials. Additionally, these materials help students (53.6%) become more aware of English culture and improve their understanding of other dialects (47.7%).

Authentic listening materials are particularly beneficial in helping students enlarge their knowledge of different accents (50.7%), make them sound more natural in English (50%), and boost their confidence in interacting with native speakers (60%). Many students (62.3%) try to comprehend these materials by understanding the social culture of English-speaking societies.

The materials also provide more opportunities for discussion, as noted by 46.3% of students, though some (74.7%) feel they do not offer enough learning opportunities. Nonetheless, 60.6% find that different accents and dialects help them choose the most appropriate ones for themselves.

The study identified various student perceptions regarding the use of ALM in language learning. Overall, students found ALM engaging and motivating, with 53.3% agreeing that these materials increased their engagement. Syntactical and morphological errors were identified, with syntactic errors being the most prevalent. Students also reported improved pronunciation and communication skills. Despite challenges in comprehension, ALM were perceived as beneficial for enhancing motivation and cultural awareness. These findings align with previous research, suggesting that ALM can effectively bridge the gap between classroom learning and real-world application, thereby enhancing students' intrinsic motivation and listening skills.

The integration of Authentic Learning Materials (ALM) significantly affects students' perceptions of the learning process. Students

report that experiencing authentic learning processes provides them with meaningful learning experiences that connect them to real-life situations where the language is used authentically. Moreover, ALM mirrors the language used in authentic communication, which is crucial for providing students with practical and relevant experiences. By bridging the gap between classroom learning and real-world language use, ALM enhances students' ability to apply what they learn in class to authentic settings, fostering a sense of achievement and satisfaction (Sotlikova & Haerazi, 2023).

The integration of ALM also increases students' willingness to participate in learning activities and class discussions (Alioon & Delialioğlu, 2019). This willingness stems from the students' intrinsic motivation, as they find ALM to be interesting and engaging. ALM makes the learning process more dynamic and captivating by offering up-to-date and relevant topics. The variety and diversity of ALM sustain students' excitement, thereby boosting their willingness to engage in learning activities (Goh & Vandergrift, 2021; Haque & Al Salem, 2019).

Additionally, the integration of ALM exposes students to the cultural nuances embedded in language. This exposure helps students understand the subtleties of a community's culture through the language, phrases, and idioms used. The accents and dialects of a language community can reveal cultural information, providing students with strategies to navigate linguistic challenges beyond the classroom (Adger, et al., 2014). Sustained engagement and persistence in overcoming learning challenges significantly enhance the quality of students' performance. Research by Sotlikova and Haerazi (2023) supports the notion that such engagement and persistence can be fostered through the integration of ALM, giving teachers the opportunity to maintain and cultivate students' engagement.

This sustained engagement and persistence are key indicators of intrinsic motivation, which has long-term benefits for learning (Fishbach & Woolley, 2022). These indicators profoundly influence the quality of students' language skills, particularly their listening abilities. As students engage more deeply with ALM, their listening skills improve significantly, leading to a heightened sense of competence and self-confidence. Quantitative data from questionnaires provide insights into the impact of integrating ALM in listening classes, offering a quantitative

understanding of its effects.

CONCLUSION

The integration of Authentic Learning Materials significantly enhances both students' listening abilities and intrinsic motivation. The positive outcomes from quantitative data underscore the importance of incorporating ALM in language teaching. This approach bridges the gap between classroom learning and real-world application, fostering a more effective and engaging learning experience. To maximize the benefits, school principals and policy administrators should provide professional development opportunities for teachers on ALM integration. Future research should explore the effectiveness of ALM through comprehensive investigations, including qualitative methods such as observations and interviews. Tailoring ALM approaches to meet individual student needs can ensure meaningful and engaging learning experiences, enhancing overall language proficiency.

Based on the findings, several recommendations are proposed to maximize the benefits of integrating ALM in language teaching. First, school principals and policy administrators should provide opportunities for teachers to enhance their professional skills through training sessions focused on integrating ALM into instructional practices. Workshops, collaborative learning sessions, and similar initiatives can help educators optimize the use of ALM, fostering continuous improvement in the educational process.

Additionally, the effectiveness of ALM can be further enhanced by incorporating technology into the delivery of authentic listening materials. Technology facilitates access to a wide range of engaging and relevant authentic materials available online. Training on the use of technology in the learning process should accompany training on ALM integration to create a more interactive and engaging learning environment.

Future research should explore the effectiveness of ALM in language learning through comprehensive investigations that include diverse qualitative research instruments such as observations and interviews. Further studies should also examine the impact of ALM on students' speaking proficiency, recognizing the interconnectedness of listening and speaking skills. This expanded research will contribute to a deeper understanding of ALM's role in enhancing overall language proficiency.

Finally, recognizing the diverse characteristics

and learning styles of individual students, ALM approaches should be tailored to meet their specific needs and preferences. This personalized approach will maximize the advantages of ALM, ensuring meaningful and engaging learning experiences for all students. By implementing these recommendations, educators can leverage the full potential of ALM to enhance language learning outcomes, foster greater academic achievement, and cultivate a lifelong interest in learning among students.

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Enhancing intrinsic motivation and listening skills through integrating authentic learning materials