Language Teaching Materials and Learner Motivation in Ma'arif Nahdlatul Ulama University Students

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Abstract

Recently, the motivation of the student is a standout amongst the most imperative factors in Foreign Language Acquisition (FLA), in the meantime language teaching materials are having an essential impact and part in language learning and educating process. This exploration has target on how diverse materials stimulate motivation of students. Numerous factors which influence student's motivation towards teaching materials were seen, for example, enthusiasm for the topic, level of difficulty, importance to existing learning, impression of helpfulness.

Keywords: *Teaching material, Motivation, Language learning.*

Introduction

Achievement in Foreign Language Acquisition (FLA) relies upon an assortment of variables, for example, the measure of presentation to the characteristic of target language practice, the length and force of the language course, and to wrap things up, the attributes of the language learner. Motivation—one component of the student qualities is a standout amongst the most critical factors in the field. According to Crookes and Schmidt, motivation refers to "interest in and enthusiasm for the materials used in class; persistence with the learning task, as indicated by levels of attention or action for an extended duration; and levels of concentration and enjoyment." (Peacock, 1997, p.145).

Cohen and Dörnyei (2002) contended that motivation is the key learner variable and nothing much happens without it. It determines the degree of effort learners put into foreign or second language learning. The more motivation they may have, the more exertion they tend to put into taking in the language. Along these lines, lecturers' greatest concern is dependably whether students are all around spurred and willing to realize what they educate. At that point when I watched the class I focused on factors which impact students' motivation.

As I would see it, I saw some teaching materials attracted students' interests in the language learning. For instance, a student favoured the listening content which was

applicable to her experience and an up and coming article from daily paper improved students' interest. At that point I reviewed, as far as I can tell, I used to outline some supporting materials which make the lesson additionally engaging, more viable to improve students' interest. For instance, in listening class I picked a pop melody for culmination work out. In perusing class I included a few pictures which are applicable to the substance of the articles. As per Wachob (2006), teaching materials about how to choose or create suitable materials for my class.

Literature Review

The most recent four decades have seen a lot of research that explores the nature and part of inspiration in SLA process. Gardner and Lambert (1972) pioneered on motivation, proposing an integrative-instrumental duality, which became widely accepted and confirmed by a number of studies. Their ten-year-long research program, in which they found that achievement in dialect fulfilment was subject to students' emotional responses toward the objective semantic social gathering, offered legitimacy to the investigation of inspiration in SLA. A few investigations have endeavored to broaden Gardner's build by including new parts, for example, natural/outward inspiration, scholarly interest, attribution about past

undergird the construct of motivation. Seven and Engin (2007) also stressed, language teaching materials are having a very important effect and role in language learning and teaching activities. It showed that motivation can come from teaching materials. In this manner, since no research can cover the fairly broad motivational factors I chose to pay attention to how unique materials motivate student. I trust the consequence of the exploration will profit my future work since I could be clear triumphs/disappointments, requirement for accomplishment, fearlessness, and other circumstance particular factors, for example, classroom occasions and errands, classroom atmosphere and gathering attachment, course substance and teaching materials, educator input, and grades and rewards.

In the 1980s the learning circumstance itself got more consideration and three arrangements of motivational parts were recognized by Dornyei (1994): i) course-specific motivational components; ii) teacher-specific motivational component; iii) group-specific motivational component. The course specific motivational component identify with the class syllabus, the materials utilized, the teaching method, and the learning assignment. Dornyei utilizes the conditions introduced by Keller (1983) and later by Crookes and Schmidt (1991) to

describe these conditions: Interest, Relevance, Expectancy, and Satisfaction.

The principal class, intrigue, is identified with characteristic inspiration and is fixated on the person's innate interest and want to find out about him or herself and his or her condition. The second, importance is an essential for "sustained motivation and requires the learner to perceive that important personal needs are being met by the learning situation" (Keller, 1983: 406). It alludes to the degree to which the understudy feels that the direction is associated with vital individual needs, qualities, or objectives. At a macro level, this segment agrees with instrumentality; at the level of the learning circumstance, it alludes to the degree to which the classroom guideline and course content are believed to be conductive to accomplishing the objective, that is, to acing the L2.

Hope alludes to the apparent probability of accomplishment and is identified with the student's fearlessness and self-adequacy at a general level; at the level of the learning circumstance, it concerns apparent material problem, the sum of exertion required the measure of accessible help and direction, the lecturer's introduction of the material, and commonality with the undertaking write. Fulfillment concerns the result of a movement, alluding to the mix of outward rewards, for example, delight and pride.

There is that determinant of inspiration which is maybe the most conventional: reward, discipline or results. Activities for which the motivating forces are outcomes have been referred to as extrinsically motivated, as opposed to those which are intrinsically motivated (Deci, 1975). This system seems, by all accounts, to be especially valuable in portraying course-particular intentions. In this manner my examination will be in view of Dornyei's inspiration build to investigate through what ways do teaching materials influence understudies' energy of language learning.

General Information

The class I conducted a research is an English class, PAUD (Pendidikan Anak Usia Dini) study programme which aims to help students develop specific skills in using English around a childhood education context. Among twenty students from various places, I mainly focused on two learners, an employee student and an unemployed student. I chose the unemployed student because observing unemployed student may have many opportunities to improve language career. I chose the employee student because their goal of learning language was totally different from that of unemployed students. The employed student was teaching in a school currently. English course was compulsory subject for this semester. By

comparison, the employee student already have a job and intended to take apply the language ability. She would like to take any chance to improve and practice her language ability soon.

I conducted the class for four times and I wrote four journals after each time to record what I had noticed in the class. Other than perception I composed a survey to give students a chance to express their opinion on the teaching materials they had worked with in the class. According to Robson's (1993), whatever form questionnaires take, they should be clear and unambiguous, and easy to answer. The questionnaire consisted of a list of five items in opposition, which are: interesting/boring, relevant to my knowledge/irrelevant to my knowledge, easy to me/difficult for me, useful for me/useless for me and satisfying/unsatisfying. Items were graded on a five-point semantic differential scale. Learners put an "X" against the place on the scale that best described their opinion of the materials. Using this technique researchers can avoid writing statements since respondents are asked to indicate the extent to which they "agree" or "disagree" with it by marking one of the responses (Dornyei, 2007: 105). Finally, I interviewed the unemployed student and the employee student based on their behaviour I observed in the class and the result of their questionnaire.

Analysis and Discussion

A. Teaching Material 1

It is reading material, an article from recent newspaper, which is about McDonald's franchisee renewing licence. The article was accompanied by a picture, which displayed a successful McDonald's franchisee and his son were laughing and talking about expansion. In the class I noticed the unemployed student looked at the picture first and talked to her friend by pointing the picture of the article. In the interview, the unemployed student said: "If there is a picture I will look at it first and then read the article" and the employee said: "I like this picture since it looks funny".

As Seven and Engin (2007) concluded in their research, the more the teacher uses visual and audio materials during the course, the better students concentrate on the lesson. In my observation, the picture, one of visual materials did attract students' interest and attention. What's more, in the class I also noticed that the unemployed student paid attention to this article and read it carefully.

According to her answers in questionnaire, she was somewhat satisfied with it. In the interview, she told me: "I like this article because it is from up-to-date newspaper and related to the hot topic,

financial crisis". In fact, this is a kind of authentic material. Authentic texts have been defined as "…real-life texts, not written for pedagogic purposes" (Wallace 1992). They are therefore written for native speakers and contain "real" language. They are "…materials that have been produced to fulfill some social purpose in the language community." (Peacock, 1997), in contrast to non-authentic texts that are especially designed for language learning purposes. One of the main ideas of using authentic materials in the classroom is to "expose" the learner to as much real language as possible and to giving the learner the proof that the language is real and not only studied in the classroom. Guariento & Morley (2001) stated that extracting real information from a real text in a new/different language can be extremely motivating, therefore increasing students' motivation for learning by exposing them to 'real' language. In addition, authentic materials also give the reader the opportunity to gain real information and know what is going on in the world around them. Authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people (Nuttall, 1996). Thus, nowadays there are recommendations that the language presented should be authentic (Widdowson, 1990).

However, when reading this article the employee student used e-dictionary many times to check vocabulary. She said: "There are many words I do not know and the content of the article is strange to me since I do not major in Business". As a result, she felt this material was somewhat satisfying. It shows the difficulty of teaching materials decreases motivation. Nuttall (1996) gives three main criteria when choosing texts to be used in the classroom suitability of content, exploitability and readability. Suitability of content means the reading material should interest the students as well as be relevant to their needs. Exploitability refers to how the text can be used to develop the students' competence as readers. A text that can not be exploited for teaching purposes has no use in the classroom. Just because it is in English does not mean that it can be useful. Readability is used to describe the combination of structural and lexical difficulty of a text, as well as referring to the amount of new vocabulary and any new grammatical forms present. According to my research, readability, the level of difficulty, can be considered to be the most important of the three. It is not surprising that people are more willing to participate in a task if it does not require too much effort.

B. Teaching Material 2

It is group work. Each group was required to develop a competitive new product to challenge an established brand name and present it in the class. The work includes identifying the name and three special characteristics of the new product, producing consumer profile and promoting details and designing a simple slogan. In the class, the unemployed did not complete this task due to other incooperative members. The employee student said two sentences about the slogan of the target product. In the interview, both of them admitted this task was new and interesting. But the employee student said she was not confident since she lacked marketing knowledge. She just read something which were prepared and given by her partners. Therefore, she felt this material was slightly unsatisfying.

Kawai (2000) pointed out, from a constructivist perspective, content relevance of learning materials to the learner's existing knowledge is a key ingredient for intrinsic motivation. Deci and Ryan (1985) create the construct of intrinsic and extrinsic motivation theory. Intrinsic motivation concerns behavior performed for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying

one's curiosity. It is a state where the relevance for the learner of the content of the material is the main reason for learning. According to my research, one of the most demotivating factors for learners is when they have to learn something that they are not familiar with.

C. Teaching Material 3

It is listening material. In the recording, a Chinese business executive, talked about understanding the local cultures and building business relationship in South America and China. In the class, the employee student was willing to share knowledge of her culture with classmates. In the interview, she said this listening text was easy to understand since she was familiar with the target culture. And the employee student said it was not difficult for her since this aspect of employee culture was similar to unemployed culture. Consequently, both of them rated this material satisfying. As Brozo (2005) concluded in order to foster intrinsic motivation, teacher should try to create learning activities that are relevant to students' lives. One of effective strategies is connecting the subject with your students' culture, outside interests or social lives. According to my study, learners were motivated by materials relating to their culture and their background knowledge.

D. Teaching Material 4

It is speaking material, which focus on polite expression. Two scenarios with sixteen sentences were provided by the teacher, while students were required to express the same meaning in a polite way. In the class, the unemployed student was not interested in this exercise. In the interview, she said she was fed up with this kind of exercise since she had a lot of similar training when she worked at Asian airline as a stewardess. On the contrary, the employee student she liked this material most among four materials since she think it is not difficult for her and it is useful in everyday life. As Crookes and Schmidt (1991) pointed out a program which appears to meet the students' own expressed needs ... will be more motivating, more efficient, and thus more successful. Cunningsworth (1984) also stressed that the materials should meet students' needs: "Students particularly more sophisticated adults need to feel that the materials from which they are learning have to be connected with the real world and at the same time they must be related

positively to the aspects of their inner make up such as age, level of education, social attitudes, the intellectual ability and level of emotional maturity." According to my research, students will be motivated to learn when they regard the material they are taught as worth learning.

Conclusion

In my research I tested and tried to understand the importance and effects of teaching materials in language learning. I perceived many factors affect student's motivation towards teaching materials: interest in the subject matter, level of difficulty, relevance to existing knowledge, perception of usefulness. These findings are consistent with motivation construct identified by Dornyei (1994). Reviewed above, the level of difficulty will be a good determinant of selective learner attention. What's more, personal relevance makes an enormous difference in students' attitudes toward learning. Finally, visual material and authentic material will stimulate students' interest and enthusiasm.

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Appendix Student Questionnaire

The purpose of this questionnaire is to assess the value of the following teaching materials which were used in class this semester. There are no right or wrong answers; we want your own ideas and impressions.

Please mark ONE "X" on each scale to show how you rate the following concepts.

Teaching Material 1

interesting_____:_____:_____:_____:_____boring
easy to me_____:_____:_____:_____:____difficult for me
relevant to my knowledge____:____:____:____:____irrelevant to my knowledge
useful for me____:____:____:____:____useless for me
satisfying____:_____:_____:____:____unsatisfying

Teaching Material 2

interesting_____:_____:_____:_____:_____boring
easy to me_____:_____:_____:_____:____difficult for me
relevant to my knowledge____:____:____:____:____irrelevant to my knowledge
useful for me____:____:____:____:____useless for me
satisfying____:_____:_____:____:____unsatisfying

Teaching Material 3

interesting_____:_____:_____:_____:_____boring
easy to me_____:_____:_____:_____:____difficult for me
relevant to my knowledge____:____:____:____:____irrelevant to my knowledge
useful for me____:____:____:____:____useless for me
satisfying____:_____:_____:____:____unsatisfying

Teaching Material 4

interesting_____:_____:_____:_____:_____boring
easy to me_____:_____:_____:_____:____difficult for me
relevant to my knowledge____:____:____:____:____irrelevant to my knowledge
useful for me____:____:____:____:____useless for me
satisfying____:_____:_____:____:____unsatisfying
Thank you for completing this questionnaire