

## Exploring the Benefits of Authentic Materials in Enhancing Translation Students' Motivation



Thi Kieu Oanh, VO<sup>1</sup>, Mai Thuy Van, HUYNH<sup>2</sup>

<sup>1,2</sup> School of Foreign Languages, Tra Vinh University, Tra Vinh Province, Vietnam

**ABSTRACT:** Scholars have shown that authentic learning materials are crucial and advantageous for language classes as well as for translation classes, where students are highly motivated to translate and can gain from such a text. To enhance students' translation motivation, this quantitative study explores the advantages of using authentic documents in written translation courses. A population of 100 Vietnamese EFL students of English majors from a university in the south of Vietnam took part in the study voluntarily. A questionnaire was utilized as a tool for data collection in this study, which was carried out using a quantitative methodology. The results demonstrated that the participants believed that authentic materials could increase their motivation to complete tasks. The participants discovered advantages to employing translation authentication papers overall. Authenticated materials increased their motivation for translating.

**KEYWORDS:** Authentic materials, authentic documents, students' motivation, printed materials, translation

### 1. INTRODUCTION

Language is a fluid process that evolves in response to migratory society, popular culture, and even technical advancement. Students will only obtain obsolete information if they rely on traditional textbooks for their materials. Students, particularly translation students, who are encouraged to use the language as if they were native speakers may find it less need to adapt their language later in the discussion. Therefore, authentic materials are a valuable resource that can help students learn translation more effectively. Findings of authentic documents can give students the knowledge of the pertinent topics they need to know to learn translation (Suryawan, 2013; Susendi & Syafei, 2017). According to McGarry (1995), the need to employ authentic materials in the classroom to promote a language-rich atmosphere and to build connections to the target language community's real world is now widely recognized.

Nowadays, translation is a more frequent occurrence in human interactions, and the rapid advancement of electronic media has also increased awareness of the value of intercultural communication. Moreover, translation, in comparison to other English language abilities, takes greater practice and a solid understanding of both the target and mother tongues in order for learners to use language naturally in their translation work. As a result, learners must venture beyond the language of the classroom and into the language of the actual world Manas (2011). According to Ahmed, 2017; Halim et al, 2018; and Rao (2019), authentic content has been used in language lessons and is thought to be helpful for language learners. According to Suryawan (2013), authentic materials introduced cultures, language usage, and motivation to translators, who require all of the knowledge to execute their jobs. The advantages for students of using authentic documents in translation classrooms were examined by Kuscü and Unlu (2015). They discovered that the learners learn more about the various language structures as well as the amount of language usage. Utilizing these pertinent materials is also beneficial since, according to Tomlinson (2001), they tend to boost student interest and motivation. Based on Clarke (1989), using authentic materials is a growingly crucial ethical requirement. However, much research hasn't been done to date on the potential of authentic materials that might improve EFL students' motivation in translation classes, particularly in the setting of the Mekong Delta. Therefore, the fundamental objective of the study in this thesis is to explore the benefits of using authentic materials in improving translation students' motivation in written translation lessons provided by one university in the Mekong Delta – Tra Vinh University.

#### 1.1 Definition of authentic materials

Authentic materials are also known as natural materials, but different researchers have defined them differently while preserving the same concept. According to Herod (2014), authentic materials are meant to mimic actual circumstances. According to Jordan (2014), printed materials utilized in the classroom are also regarded as authentic documents. Authentic materials are vital for second language learning because it requires greater motivation and utilization. These are authentic materials that help language

## Exploring the Benefits of Authentic Materials in Enhancing Translation Students' Motivation

learners become fluent in the language. The utilization of authentic materials has been shown to be useful in all language skills such as reading, speaking, listening, and writing. According to Swaffar (2014), the primary purpose of authentic oral or written texts is to transmit meaning. Wong et al. (1995) define it as materials used in everyday communication that are not explicitly designed for English language teaching and learning. Based on Tomlinson (2015), the author underlines that the text may be a simplified version of the original material generated by someone who is not a native speaker to facilitate communication. Furthermore, according to (Little, 2006), authentic materials were produced to serve some sort of social function within the linguistic group in which they were spoken. According to Little and Singleton (1988), authentic materials is a text created with the goal of meeting a social need in the language community where it was created. Rogers and Medley (1988) defined them as "samples that reflect a naturalness of form and an appropriateness of cultural and situational context that would be found in the language as used by native speakers". In addition, authentic materials have been characterized as those produced for purposes other than teaching language (Nunan, 1988). Furthermore, Peacock (1997) defined authentic materials as having a social purpose within the linguistic community. Authentic materials, according to Jacobson et al. (2003), are materials produced or contextualized by learners and activities utilized during class in a way they will be applied in the learners' life outside of the classroom. Authentic materials "provide the necessary context for appropriate acquisition related form to meaning in the language process" (Bacon & Finneman, 1990).

In conclusion, authentic material simply means text, film, or audio that was not produced with the intention of teaching English but is instead utilized to simulate real-world scenarios, the actual world. Authentic materials goal is to convey meaning and information rather than to teach the language, and this section can be summarized by stating that authentic documents are intended for actual communication. Additionally, using real-world examples is anticipated to put students in touch with reality directly, pique their interest in the learning process.

## 2. LITERATURE REVIEW

### 2.1 The benefits of authentic materials help students enhance translation motivation.

Authentic documents have revealed useful values discovered by academics and made valuable judgments.

The first benefit of giving students access to authentic texts is that they accurately depict the way native speakers, or the great majority of target language users speak the language. In addition, factual writing is frequently informal, socially focused, and pervasive. They could be useful resources for completing the textbook's rules and templates. Similarly to this, Oxford (as mentioned in Ahmad Baniabderahman, 2006) maintains that authentic material is created or constructed by native speakers for use by speakers since it has some difficult language and structure. The author advises teachers to take students' needs, interests, and levels into account while selecting authentic materials. Additionally, he contends that using authentic documents is advantageous for students learning a second language. He continues by saying that using authentic materials improves learning a second language because it makes it more enjoyable for students. Additionally, it expands the knowledge of language, vocabulary, and structure among students. Utilizing real-world examples also helps students concentrate on substance rather than form. It also gives students the opportunity to manage various circumstances both within and outside the classroom. Therefore, from understanding the language, students can translate better, and the translation is also better. According to Duc Hoang (2021), the benefits of using real documents in Vietnamese-English and English-Vietnamese translation demonstrate that using real documents in translation instruction has a significant impact on students' motivation to learn, their employment prospects, and their capacity to handle real-world translation-related problems. Overall, using authentic materials helps learners improve their motivation and language skills.

Second, according to Rao (2019), emphasis should be placed on the efficient use of authentic materials, how they complement teachers' instruction, and how they help students learn English more effectively and easily. Because the teachers carefully choose them by the student's needs and interests, these authentic materials pique students' interest. As a result, students can take part in specified duties with more enthusiasm and attempt to do them carefully and deliberately.

Finally, the emotional component of EFL may be the primary argument for using authentic documents. Students frequently remark that real resources are going to motivate them because they find them intriguing, engaging, culturally illuminating, and relevant. Using authentic materials, according to Little et al. (1989), helps learners feel more connected to the culture of the target language, which enhances motivation.

In summary, the use of authentic documents always gives students more opportunities to learn and practice more skills related to translation. Thereby helping to improve translation motivation for students.

### 2.2. The theoretical framework

This study follows a well-known framework namely Self-Determination Theory (SDT) developed by psychologists Edward Deci and Richard Ryan's research (1985). SDT strongly emphasizes intrinsic motivation and the psychological needs that underpin people's conduct. According to SDT, individuals possess three fundamental psychological needs: autonomy, competence, and relatedness. The need for control over one's actions and decisions is referred to as autonomy. The urge to feel capable and effective when carrying out duties is a requirement for competence. Relatedness pertains to the need for connection and belonging with others. The following aspects can be investigated by using SDT in the context of EFL students and their desire to use real sources for written translation:

## Exploring the Benefits of Authentic Materials in Enhancing Translation Students' Motivation

**Autonomy:** examining the extent to which actual resources give students more control and flexibility over their educational experience. This may comprise determining their preferences for material choice, setting objectives, and determining their translation assignments.

**Competence:** determining how using actual materials affects students' perceptions of their translating skills. This can involve examining things like their perceived ability to handle difficult translation situations, their comfort level with the language, and how satisfied they are with the translations they produce when working with actual content.

**Relatedness:** investigating how the use of real materials fosters a sense of relevance and connection among students. Examining their engagement and interest in the content, how significant and beneficial they believe the materials are to their lives, and how the materials have allowed them to interact with others (such as peers and native speakers) are all examples of how to do this.

Researchers can delve into EFL students' motivations and experiences with using real material for written translation using the Self-Determination Theory paradigm. This can offer insightful information about how these resources affect intrinsic motivation, engagement, and overall student learning outcomes.

### 3. METHOD

#### 3.1 Research design

This study primarily employs a quantitative approach by employing questionnaires to survey and conduct data analysis to evaluate the advantages of authentic materials in enhancing students' translation motivation. The data were acquired through survey evaluation. The Self-Determination Theory (SDT) framework developed by psychologist Edward Deci and the work of Richard Ryan (1985) served as the foundation for the questionnaire's development, attention to the three fundamental psychological needs of autonomy, competence, and relatedness. A questionnaire on a five-point Likert scale, with answers ranging from "strongly disagree", "Disagree", "Neutral", "Agree", to "Strongly Agree.

#### 3.2. The participants

This study's participants were undergraduate English Studies majors. There are 100 students in total, all of whom are in their second and third years of study. Students were informed about the survey method and purpose of the study before engaging in the study, and they had the option to accept or disagree to participate. Most of them are residents and learners in Vietnam's Mekong Delta. The researcher surveyed study participants at the time of data collection. They have begun or are currently enrolled in translation classes as part of their program. As a result, the researcher feels that the participants had the opportunity to convey their perceptions of the benefits of using authentic materials in enhancing their translation motivation in the most visible way possible. So, they can assist the researcher in discovering the advantages of employing authentic documents to enhance translation motivation in students.

#### 3.3. Research instruments

Exploring the advantages of authentic material in boosting translation students' motivation in a quantitative manner is the goal of this study. To reach the study's goal, we employed questionnaire survey to obtain data from students about the benefits of employing authentic materials in enhancing students' translation motivation. The questionnaire consists of 28 questions, and respondents respond on a scale of strongly disagree to strongly agree. As mentioned, this study applies Self-Determination Theory (SDT) as the theoretical framework to investigate how EFL students feel about using authentic materials to improve their motivation for written translation.

#### 3.4. Research procedures

A Likert scale questionnaire was used to collect data. The researcher read several related research publications before proceeding with the survey design. Next, after finishing the questionnaire, the researcher printed it and went to each class during the translation to distribute it to the participants in person. Students were told to read the questionnaire and check the sentences. Before beginning to read and mark the questionnaire, they should record their responses in the possible responses which most closely match their views. After 30 minutes, I began soliciting questions from the attendees. The acquired data were input and analyzed using a computer software application called Statistical Package for the Social Sciences (SPSS). The acquired data were input and analyzed using the Statistical Package for the Social Sciences (SPSS). The data is evaluated using the mean and standard deviation. This survey's information was analyzed using a deductive analytical technique that included description, analysis, and interpretation. All the data has highlighted the main research question.

#### 3.5. Data processing method

The author investigated and read several papers connected to the research issue to perform the research using questionnaires. Then the researcher decided to create 28 statements regarding the benefits of authentic material in enhancing translation students' motivation. The questionnaire was then prepared in Word, and each sheet of paper was printed and distributed to collect data. The 100 EFL students at TVU, predominantly second years, and third-years, were asked to fill out a questionnaire, and the researcher visited each class to deliver instruction and gather data. After 30 minutes, researchers began collecting questionnaires from

## Exploring the Benefits of Authentic Materials in Enhancing Translation Students' Motivation

participants. After obtaining 100 responses from live participants, the researcher examined the number of participants, reorganized it, and coded it in Excel on a 5-degree Likert scale. To enter data, the participants chose one of the following options: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree. After gathering enough replies from study participants, the researchers then used the program SPSS 25 (Statistical Package for Social Sciences) to examine the data. The questionnaire was completed by the survey respondents. Finally, the researchers examine the acquired data, investigate the findings and recommendations, and complete the research. Students majoring in English at Tra Vinh University are given a direct paper once the adviser has approved the final text of the questionnaire and it has been piloted to see if it is intelligible and valid for students. The tool's pilots discovered that it had an exceptional level of internal consistency (Cronbach's alpha = 0.813). Following the analysis with the SPSS application, the classification of the participants' responses would be evaluated in accordance with the Oxford Scale (1999).

Levels	Range
Very high	4.5 - 5.0
High	3.6 - 4.4
Medium	2.5 - 3.5
Low	1.0 - 2.4

### 4. RESULT

#### 4.1.1. The reliability of the questionnaire

**Table 4.1.1: The reliability statistics of the questionnaire**

Reliability Statistics	
Cronbach's Alpha	N of Items
0.813	28

With specific directions, 100 out of 100 questionnaires were gathered completely, and all data was then calculated and analyzed using SPSS to estimate the coefficient of confidence. The 28-item questionnaire was designed to investigate the effects of authentic documents in enhancing translation students' motivation. To assess the validity of the questionnaire, participants were asked to provide their thoughts on the meaning of each item. The Cronbach's Alpha formula was used to determine the questionnaire's reliability. The questionnaire's calculated internal consistency is = 0.813.

#### 4.1.2. The positive findings of using authentic materials in improving students' translation motivation.

**Table 4.2. Overall mean score of the benefits of authentic material in improving motivation of translation students**

	N	Minimum	Maximum	Mean	Std. Deviation
Valid N (listwise)	100	3.13	4.63	4.01	0.333

Table 4.2 shows that the benefits of authentic material in enhancing translation motivation for students have an overall average score of 4.01. These data clearly show that authentic material is useful for increasing students' translation motivation.

Data obtained by participating second year and third-year students were evaluated to answer the research questions. Their perspectives on the advantages of using authentic materials to enhance translation motivation were offered and discussed. The findings are presented below in table 4.3.

**Table 4.3. Reporting on the benefits of authentic materials in improving the motivation of translation students**

	n	Min	Max	Mean	SD
Autonomy	100	2.50	4.88	4.01	0.459
Competence	100	2.64	4.79	3.97	0.373
Relatedness	100	2.43	5.00	4.02	0.453

According to Table 4.3, the average score ranges from 3.93 to 4.05, illustrating what authentic documentation contributes to learners in terms of autonomy, competence, and relatedness. A careful analysis revealed that the student who fared best on the relatedness part (M= 4.02, SD=0.453), while the competence study (M=3.97, SD=0.373) obtained the lowest score. The sections that follow provide a detailed review of the benefits of authentic materials in enhancing translation students' motivation.

## Exploring the Benefits of Authentic Materials in Enhancing Translation Students' Motivation

### 4.1.3. Autonomy

This is an overview of all the survey questions and student assessments that were chosen and gathered in accordance with Autonomy.

**Table 4.4. Descriptive Statistics with autonomy**

	Mean	Std. Deviation
<b>Autonomy</b>	4,01	0.459
1. It is the motivation for the average translation student to achieve success.	4,08	0.907
2. It encourages students to participate in class activity translation and to complete assigned work translation successfully.	4,24	0.754
3. It inspires me to work harder on my translation skills.	4,07	0.782
4. It enables me to finish more translations and ensures that they are easier to understand.	4,20	0.841
5. It encourages me to translate more frequently.	3,82	0.869
6. It is always widely accessible, offers me a wide range of genres, and gives me the opportunity to improve my translation abilities.	4,02	0.899
7. It offers a variety of linguistic settings, registers, genres, and styles of written and spoken speech.	3,79	0.924
8. It helps me feel lighter and simpler because this is the document that makes the language used to feel like my native language.	4,07	0.844

The results of the study also demonstrate that authentic material improve translation motivation for autonomy ( $M = 4.01$ ,  $SD = 0.459$ ). The average score is shown in Table 4.4. The entire study contained 8 items ( $M = 4.24$ ,  $SD = 0.754$ ), and clearly the second item had a higher overall mean score than the others. This finding demonstrates that authentic materials have a substantial impact on students. Students' initiative is more visible when they utilize that paper to translate, which inspires them to participate in translation more regularly in class and effectively perform specified translation duties. And sentence 4 has a quite high average score ( $M = 4.20$ ,  $SD = 0.841$ ), demonstrating once again the significant value that authentic materials provide. Students stated that they there have been some positive developments; they have completed more translations, and their translations are simpler to grasp when using authentic materials. For question 8, I asked participants if they found authentic material that encouraged students to translate on average to achieve results for ( $M = 4.08$ ,  $SD = 0.907$ ) with a mean score that is still quite high, demonstrating the potential benefits of knowledge service and the fact that authentic documents for translation students are very effective. The phrases in this group, on the other hand, got the lowest mean score ( $M = 3.79$ ,  $SD = 0.924$ ). This is likely to take a long time for students to learn, and depending on the topic and media savvy, students can absorb authentic material as quickly and closely as feasible. The other two questions require a minimum GPA. Question 5 assesses the students level of frequent translation ( $M=3.82$ ,  $SD=0.869$ ). The reason for this is that students time is not exclusively spent on translation; students are still dominating and must complete many of their topics and work, so authentic usage of documents is not appealing yet students specializing in translation. Overall, the data suggest that translation students value and respond positively to the advantages that authentic documents provide.

### 4.1.4. Competence

Along with using Competence, I merged all pertinent survey questions into the table. The results of the preceding test are shown in below the tables.

**Table 4.5. Descriptive Statistics with competence**

	Mean	Std. Deviation
<b>Competence</b>	3,97	0.373
9. It helps me improve my interpreting and talking skills.	3,96	0.840
10. It enhances the students' inventiveness in translating.	3,94	0.908
11. It improves both my analytical and reasoning abilities.	3,88	0.879
12. It always offers me a culturally appropriate translation and situational language.	4,00	0.791
13. It gives me the courage to participate in classroom discussions.	4,00	0.841
14. It enables me to speak English more fluently and like a native speaker.	4,01	0.785

## Exploring the Benefits of Authentic Materials in Enhancing Translation Students' Motivation

15. It gives me more confidence while communicating in a foreign language.	3,92	0.907
16. It becomes easier and more pleasurable when I apply it to English communication.	4,00	0.829
17. It assists me in translating with confidence since authentic papers are near and very accurate in terms of the culture and context in which the original language was written.	4,11	0.777
18. It significantly reduced my level of hesitancy.	3,98	0.864
19. It makes me feel more secure in my translations since they are more accurate.	4,01	0.823
20. It is more beneficial for translation students with limited prior knowledge and educational background.	3,91	0.818
21. It is quite simple for me to translate, and the results were accurate and clear when I used authentic materials.	4,10	0.882
22. It enables me to practice agility when I want to say or criticize something and allows me to translate more naturally because I'm not confined, which is why I strive to translate nonstop after that.	4,28	0.805

The descriptive statistics of evaluation in table 4.5 reveals that the overall mean score of Competence is 3.97 and the last item has a higher overall mean score than the fourth item ( $M = 4.28$ ,  $SD = 0.805$ ). This demonstrates unequivocally how authentic documents have improved student's motivation for translation. With its many advantages and the comfort of authentic documents, it has given learners a lot of nice sensations. This comfort has affected their psychology and behavior. Only when students feel and continually better themselves will they be able to change something that scarcely anybody else can. Another entry, on the other hand, calls translation confidence into doubt when employing authentic documents because authentic materials are near to and extremely accurate in terms of the culture and environment in which the original language was written, indicating a relatively high steam tank ( $M = 4.11$ ,  $SD = 0.777$ ). This demonstrates that when actual papers are used, learners are confident in their translation ability. With the ease and proximity of authentic materials, students did not hesitate to study languages and second cultures in order to improve the quality of their translations; this is a motivating document that pushes the most powerful translation motivation. This is related to Bell's (1991) research, which discovered that translation competence is a thorough synthesis of the following knowledge areas: knowledge of the target language, knowledge of literary genre texts, knowledge of the source language, and knowledge of the subject matter. However, students gave a low rating to question 11. They were divided on how to improve their critical thinking and reasoning skills ( $M=3.88$ ,  $SD=0.879$ ). This remains undisputed since thinking students learning critical thinking and reasoning require time to learn and develop practical experience, as well as the support of teachers, not only authentic materials. Perhaps students are still unsure about their foreign language proficiency in order to obtain authentic materials, therefore the overall average score of 20 remains low when compared to the remainder of the sentences ( $M=3.91$ ,  $SD=0.818$ ). Demonstrates that authentic materials are still difficult to obtain, particularly for students with minimal educational backgrounds, but that with time, students will be able to improve their understanding and the quality of their translations.

Overall, the results show that the importance of authentic materials has considerably helped students. The biggest advantage is that translation motivation is getting better.

### 4.1.5. Relatedness

In this section, mean and standard deviation are shown in Table 4.6. Deviation describes the test findings in Relatedness. The results of the previous test are presented in the following tables.

**Table 4.6. Descriptive Statistics with relatedness**

	Mean	Std. Deviation
<b>Relatedness</b>	4,02	0.453
23. It excites me since the information is accurate, straightforward, and vibrant.	4,10	0.835
24. It serves as a setting for instruction and real-world interaction with foreigners.	3,98	0.841
25. It boosts my motivation for second language translation by providing cultural information about the target language, which allows me to translate and understand faster.	4,04	0.803

## Exploring the Benefits of Authentic Materials in Enhancing Translation Students' Motivation

26. It helps me be exposed to real-life cultural circumstances.	3,97	0.822
27. It is extremely beneficial to my sociolinguistic development.	3,80	0.964
28. It supports me even more interest in translating.	4,02	0.765

Table 4.6 shows the results of 6 items about learner relatedness ( $M = 4.02$ ,  $SD = 0.453$ ) and it is obvious that the 23 item has the highest mean score of all the items ( $M = 4.10$ ,  $SD = 0.835$ ). This finding implies that students are more enthusiastic and interested in translating authentic materials. Students will use it more frequently and have more creative translation ideas as a result of their enjoyment. This contributes significantly to raising students' motivation for translation. Furthermore, learners believe that learning is driven to translate a second language through cultural information about the target language, allowing them to interpret and grasp more quickly ( $M = 4.04$ ,  $SD = 0.803$ ). Because there is a lot of data available online and in person, having access to and understanding the culture of the target language makes translators feel more at ease and translate more closely, which motivates them to translate. As a result, when question 27 was compared to the student's total average score, several unfavorable outcomes emerged regarding their sociolinguistics development. This is also natural when students are still living and studying in Vietnam and always use their native language to communicate, and they are living in Tra Vinh province, a province in the Mekong Delta where reciprocity or communication between foreigners is also very rare, even though there are media to learn communication, it is still very difficult. In general, authentic documents provide numerous benefits to translation students as an incentive to improve their translation skills, but they must be considered and used for the correct purpose and at the proper moment to provide the best result. This dramatically enhances students motivation to translate. This is also novel and related to previous studies (Wilcox et al. 1999; Guariento & M, 2001), which discovered that authentic materials provide learners with numerous major benefits, including increased motivation and interest in language acquisition and enhanced communication capacity. And the following section will be devoted to discussion.

## 5. DISCUSSION

Survey results and the use of Self-Determination Theory (SDT) to examine and assess survey questions have led to the benefits of authentic materials in enhancing students' motivation for translation, as is clear from the aforementioned data. The autonomy, competence, and relatedness of SDT are applied, after which the motivations and experiences of EFL students in using authentic materials for translation into English are investigated. Regarding how these authentic materials affect intrinsic motivation, engagement, and overall student learning results, the text offers useful information. Additionally, another outstanding benefit that was highly appreciated by survey participants in the second factor is competence, which is that the utilization of authentic materials helps students develop agility when they want to express or criticize anything and allows students to translate more readily because they are not confined, which is why they strive to translate nonstop. This makes the advantages that authentic material offers students even more obvious. Considering their ability to solve complex translation challenges in the actual world, their comfort level while speaking the language, and their level of pleasure with the translations produced when using authentic materials. When students valued and shared their experiences with using authentic materials, they did so use authentic documents, which helped the students feel more proficient in their translation abilities. Moreover, I discovered that the students valued the last item's relatedness the most after separating the proper questions by each component of the model. Students found that in this portion, they gave a very high impression of relatedness; they felt very secure and excited, and they did not hesitate at all when they used authentic materials. Their contented demeanor, interest in authentic materials, evaluation of vital and valuable authentic materials in their lives, and engagement with others have all been prioritized. When selecting student translation resources and techniques, it is important to consider the perspectives, interests, and ideas of the students. With fantastic scores and positive experiences, students will have their breakthroughs and translations, and progress will be made because if you don't like it, you will regard the results as unsatisfactory, and things will get even worse. This is also a major aspect of improving student's desire to translate based on their psychology, attitudes, remarks, and evaluations. They discovered that the authentic materials is relatively straightforward, which is advantageous for translation students with little educational background and expertise because the content is accurate, simple to understand, and vibrant. The ease and comfort that authentic materials provides is the driving factor behind student translation. After translating authentic materials, the participants discovered that they had difficulty with cultural features to which they had not yet adapted, as well as challenges with linguistic aspects, which I learned through the survey participants' self-reported responses. When using authentication documents in academic translation, study participants and student participants in the studies of Manas (2011), Susendi and Syafei (2017) encountered comparable issues. They discovered that this type of document was written with a lot of advanced vocabulary and sentence structure, which sometimes hampered their translation because they were not the only ones who studied and lived in such an environment. They still have many different subjects, and family and social factors also influence them. Students engaged in this study and others have stated that they believe distinct cultural characteristics play a role in this as well. However, authentic documents provide numerous benefits. In comparison to the difficulty that authentic materials provide, the possibility of retaining the advantage remains quite high. It's still clear since no content or procedure is flawless; it must be gradually altered and learned over time.

## Exploring the Benefits of Authentic Materials in Enhancing Translation Students' Motivation

According to the findings of the data analysis, after presenting the findings in the preceding part, the findings will now be addressed in connection to the study questions and hypotheses established earlier. When interpreting the results, relevant findings from other studies and theoretical concepts indicated in the literature review will be taken into account. This section includes a discussion of each research hypothesis, and the researcher attempts to connect the research hypotheses and findings to the current literature. The findings are consistent with the prior study, and the findings show how useful the documents are for increasing students' motivation to translate. According to Rusiana et al. (2017), authentic materials will assist learners in learning new vocabulary, idioms, and other words from various types of literature. With this finding, learners can automatically learn how native speakers employ words in specific contexts, as well as sentence structure and various writing styles (Kuucua & U, 2015). This skill is extremely useful not only for language learners but also for translators (Rusiana, 2017). Moreover, Manas (2011) and Kuucua and Unlua (2015) note that the authenticity of texts can encourage learners to think about and assess not just the meaning but also the context and beauty of language use. These considerations have sharpened their implications for language use. Participants acquired confidence in their translations as they improved their language skills and learned multiple approaches for translating various types of authentic documents. According to Kuucua and Unlua (2015) and Susendi and Syafei (2017), learning to translate authentic material can enhance learners' confidence. Learners grew confident in their ability to translate any authentic material as they practiced translating different types of writing in the future.

In conclusion, the findings demonstrate that using authentic materials to aid students' translations is successful and increases their motivation to translate. For a thorough understanding and use in translations and perhaps other areas, this is material that should be used and needs early access. The study's findings and recommendations for further research will be presented in the following chapter.

## 6. CONCLUSIONS

In conclusion, the usage of authentic materials is critical; it has increased students' motivation to translate. The current study examined authentic content and EFL students' perceptions of authentic materials, as well as whether or not they experienced changes in attitudes and qualifications as a result of employing authentic materials in translation. Based on the benefits it provides to learners. For starters, authentic documents motivate students to be more self-aware of their learning by providing more translations and easier-to-understand translations, and authentic documents also urge students to be proactive and perform the translation in class and accomplish the prescribed assignments more efficiently. Second, using actual materials allows students to exercise agility when commenting or criticizing something, and it allows students to translate more easily since they are not confined, which is why they attempt to translate nonstop after that. Use authentic materials that they will enjoy since the content is accurate, simple, and vibrant. Third, the use of authentic documents is a driving force that affects translation students' thinking and psychology, making them more thrilled since the documents are simple, vivid, and accurate, allowing them to decrease the time it takes to find information, which is sometimes inaccurate. Finally, authentic materials can be obtained and searched through a number of sources, such as books, periodicals, articles, magazines, menus, photographs, movies, cassettes, online documents. Authentic materials show learners language in its natural form, relevant to the cultural and situational context of the language used by native speakers. Despite the fact that some students continue to struggle with linguistic and cultural factors, these issues are minor and will be remedied with time. However, this does not diminish the benefits of authentic materials. Choosing authentic documents that are appropriate for learners because of their simplicity and usability is the best strategy to improve translation motivation in students. If you want to prevent widespread powerlessness and lack of confidence, investing in authentic materials is not a waste of money.

In summary, because authentic materials assist students, the researchers wish to confirm that authentic documents are an excellent choice for translation. These authentic materials can assist students in becoming more motivated to translate.

## REFERENCES

- 1) Albiladi, W. S. (2019). Exploring the Use of Written Authentic Materials in ESL Reading Classes: Benefits and Challenges. *English language teaching*, 12(1), 67-77.
- 2) Bell, R. T. (1991). *Translation and translating theory and practice*. London & New York: Longman.
- 3) Boonkaew, C. (2021). The Use of Authentic Materials in Translation Learning: Thai Learners' Perceptions of the Learning Experience. *Journal of Modern Learning Development*, 6(1), 164-173.
- 4) Clarke, D. F. (1989). Communicative theory and its influence on materials production. *Language Teaching*, 22(2), 73-86
- 5) Deci, E. L., and Ryan, R. M. (1985). The general causality orientations scale: Self-determination in personality. *J. Res. Pers.* 19, 109-134.
- 6) Duc Hoang, D. (2021, May). Learners' Perspectives on the Benefits of Authentic Materials in Learning Vietnamese-English and English-Vietnamese Translation. In 2021 the 6th International Conference on Distance Education and Learning (pp. 266-270)



## Exploring the Benefits of Authentic Materials in Enhancing Translation Students' Motivation

- 7) Erbaggio, P., Gopalakrishnan, S., Hobbs, S., & Liu, H. (2012). Enhancing student engagement through online authentic materials. *IALLT Journal of Language Learning Technologies*, 42(2), 27-51.
- 8) Ghanbari, N., Esmaili, F., & Shamsaddini, M. R. (2015). The Effect of Using Authentic Materials on Iranian EFL Learners' Vocabulary Learning. *Theory & Practice in Language Studies*, 5(12).
- 9) Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language teaching*, 40(2), 97-118.
- 10) Guo, S. (2012). Using authentic materials for extensive reading to promote English proficiency. *English Language Teaching*, 5(8), 196-206.
- 11) Gustini, A., & Baihaqi, A. (2021). Enhancing Students' translation Works: A Case For Translation Teaching. *Cakrawala Pedagogik*, 5(1), 53-62.
- 12) Hwang, C. C. (2005). Effective EFL education through popular authentic materials. *Asian EFL Journal*, 7(1), 90-101.
- 13) Journal Ciornei, S. I., & Dina, T. A. (2015). Authentic texts in teaching English. *Procedia-Social and Behavioral Sciences*, 180, 274-279.
- 14) Kilickaya, F. (2004). Authentic materials and cultural content in EFL classrooms. *Online Submission*, 10(7).
- 15) Kuucua, S. & Unlua, S. (2015). Teaching Translation: A Suggested Lesson Plan on Translation of Advertising Through the Use of Authentic Materials. *Social and Behavioral Sciences*.
- 16) Kim, D. K. (2000). A Qualitative Approach to the Authenticity in the Foreign Language Classroom: A Study of University Students Learning English in Korea. *Texas papers in foreign language Education*, 5(1), 189-205.
- 17) Liu, C., & Yu, C. (2019). Understanding students' motivation in translation learning: a case study from the self-concept perspective. *Asian-Pacific Journal of Second and Foreign Language Education*, 4(1), 1-19.
- 18) McGarry, D. (1995). *Learner autonomy: The role of authentic texts*. Dublin: Authentik.
- 19) Murray, G., and Fujishima, N. (2013). Social language learning spaces: Affordances in a community of learners. *Chin. J. Appl. Linguist.* 36, 141–157. Doi: 10.1515/cjal-2013-0009.
- 20) Mohammad, S. G., Abdel-Haq, E. M., & Al-Hadi, T. M. (2018). Using authentic materials for developing vocabulary acquisition among EFL students.
- 21) Noowong, P. & Sukseemuang, P. (2017). Effects of Using Authentic Materials on English Vocabulary Knowledge and Vocabulary Retention of Grade 11 Students. *Parichart Journal Thaksin University*, special issue. 30 (3), 208-215
- 22) Nunan, D. (1988). *The learner-centered curriculum*. Cambridge: Cambridge University Press
- 23) Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners. *ELT Journal*, 51(2), 144-156.
- 24) Rogers, C. & Medley, F. (1988). *Language with a purpose: Using authentic materials in the foreign language classroom*. *Foreign Language Annals*, 21, 467-78.
- 25) Rusiana, (2017). The Students' Perceptions of Authentic Text-Based Translation. *Okara: Journal Bahasa dan Sastra*, 11 (2), 231-242.
- 26) Rao, S.P. (2019). The Effective Use of Authentic Materials in the English Language Classrooms. Online. Retrieved December 25, 2020. from <http://www.researchgate.net/publication/334187595>
- 27) Schäffner, C. (2000). The Role of Genre for Translation. In A. Trosborg (Ed.), *Analysing Professional Genres* (pp. 209-224). Amsterdam/Philadelphia: John Benjamins. <https://doi.org/10.1075/pbns.74.19sch>
- 28) Suryawan, I. N. (2013). *Methods of Translation Used in Translating Authentic Text of Obyek*
- 29) Susendi, Y. A. & Syaferi, R. F. (2017). Using Authentic Material to Teach Translation to English Department Students. *Journal of English Language Teaching*. 6 (1), 221-231
- 30) Setyowati, L., & Sukmawan, S. (2019). Authentic Materials for Teaching Writing: A Critical Look. *International Journal of Language Education*, 3(2), 68-77.
- 31) Wong, V., Kwok, P., & Choi, N. (1995). The use of authentic materials at the tertiary level. *ELT Journal*, 49(4), 318-322.
- 32) Wisata Panelokan into Panelokan Tourist Resort. Online. Retrieved December 25, 2020 from: [udayana.academia.edu/NengahSuryawan/Papers](http://udayana.academia.edu/NengahSuryawan/Papers).
- 33) Wang, X., Sun, F., Wang, Q., & Li, X. (2022). Motivation and Affordance: A Study of the graduate students majoring in translation in China. In *Frontiers in Education* (p. 727). Frontiers.
- 34) Yu, H. C. (2006). A case study in the application of authentic materials texts. *Canadian Social Science*, 2(6), 23-31.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.