Correlation Between Students’ Motivation and Their Grammar Achievement at English Department of Halu Oleo University

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ABSTRACT
This study discussed the correlation between students’ motivation and their grammar achievement at English Department of Halu Oleo University. The objective of this study is to find out students’ motivation, students’ basic grammar achievement and the correlation between students’ motivation and their grammar achievement at English Department of Halu Oleo University. Sample of this study is class A of 2021 who has programmed Basic Grammar Course. In collecting the data, this study used a questionnaire and collected students’ basic grammar scores from their lecturer. In analyzing the data, the questionnaire was assessed by Likert’s scale rating then conducted correlational research in SPSS 16. The result of this study showed that majority of students have high motivation, their basic grammar achievement is on sufficient level and there is medium positive correlation between students’ motivation and their basic grammar achievement. It is proved by the Pearson correlation is 0.458 and categorized as a medium correlation. After testing the hypothesis, it is found that the H1 is accepted which means that there is significant correlation between students’ motivation and their basic grammar achievement. Although students’ motivation and their basic grammar achievement correlate to each other, the contribution of students’ motivation to students’ basic grammar achievement was only 20% and 80% was from other factors that are not examined in this study. In conclusion, there is a medium positive correlation between students’ motivation and their grammar achievement at English Department of Halu Oleo University.

Keywords:
correlation, motivation, grammar, achievement.

1. Introduction
Learning grammar is important in learning English because if the structure of the sentence is in accordance with the grammar, it will have the appropriate and precise meaning. Besides, grammar also helps us to speak English better because we understand the system of language. The grammar course in English Department of Halu Oleo University is a conditional subject that must be completed from the lowest to the highest level. The levels are Basic Grammar, Intermediate Grammar, and Advanced Grammar. Basic Grammar is taught in second semester with the contents are parts of speech and 16 tenses, then proceed to Intermediate Grammar in the third semester with a more diverse range of material and the last is Advanced Grammar as the last course of grammar. Some students may have difficulty in learning Grammar for several reasons. One of them is because students feel that there are many formulas or provisions that must be memorized to be able to master them so that they are bored.
In addition, the formulas explained to them are too complex and complicated so that students become increasingly confused and lazy to learn them. Another reason that may affect students in learning grammar is motivation. Motivation is a key aspect in language learning due to the fact that learning will be more effective and efficient if it is motivated. Several researchers have conducted research on the correlation between motivation and students’ achievement. However, these studies have reported conflicting findings. Based on the previous research above, the researcher was interested in conducting a further empirical study on the relationship between students’ motivation and their grammar achievement to investigate the controversy. It is believed that students who are very motivated to study English would succeed more than those who are less motivated. The purpose of this study was to determine what students’ motivation for learning grammar is. It was also assumed that this motivation and achievement would be related. The relationship meant here is whether students’ motivation in learning grammar has a contribution to their achievement on it. When students have high motivation, will it affects their grammar achievement or not.

2. Methods

This study used quantitative design with correlational approach to answer the research question of this study. The students in the English study program at Halu Oleo University from the research’s sample and registered in class A who have taken Basic Grammar Course in academic year 2020/2021 which consist of 57 students. The instrument used in collecting data is questionnaire to measure the level of students’ motivation and students’ basic grammar scores obtained from the lecturer in charge. Data analysis was performed using Pearson Product Moment Correlation analysis with the help of the SPSS 16.0 program. After knowing the correlation coefficient, the researcher wanted to test the hypothesis of this study. Then the researcher determined how much the contribution of students’ motivation to students’ achievement is, the coefficient of determination is calculated.

3. Result

<table>
<thead>
<tr>
<th>Students</th>
<th>Mean</th>
<th>Category</th>
<th>Students</th>
<th>Mean</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3.85</td>
<td>High</td>
<td>29</td>
<td>3.67</td>
<td>Moderate</td>
</tr>
<tr>
<td>2</td>
<td>3.67</td>
<td>Moderate</td>
<td>30</td>
<td>4.32</td>
<td>High</td>
</tr>
<tr>
<td>3</td>
<td>3.35</td>
<td>Moderate</td>
<td>31</td>
<td>4.10</td>
<td>High</td>
</tr>
<tr>
<td>4</td>
<td>4.53</td>
<td>High</td>
<td>32</td>
<td>3.85</td>
<td>High</td>
</tr>
<tr>
<td>5</td>
<td>3.89</td>
<td>High</td>
<td>33</td>
<td>4.5</td>
<td>High</td>
</tr>
<tr>
<td>6</td>
<td>3.21</td>
<td>Moderate</td>
<td>34</td>
<td>2.96</td>
<td>Moderate</td>
</tr>
<tr>
<td>7</td>
<td>3.57</td>
<td>Moderate</td>
<td>35</td>
<td>4.21</td>
<td>High</td>
</tr>
<tr>
<td>8</td>
<td>3.57</td>
<td>Moderate</td>
<td>36</td>
<td>4.28</td>
<td>high</td>
</tr>
<tr>
<td>9</td>
<td>3.82</td>
<td>High</td>
<td>37</td>
<td>4.39</td>
<td>High</td>
</tr>
<tr>
<td>10</td>
<td>3.89</td>
<td>High</td>
<td>38</td>
<td>4.03</td>
<td>High</td>
</tr>
<tr>
<td>11</td>
<td>3.32</td>
<td>Moderate</td>
<td>39</td>
<td>4</td>
<td>High</td>
</tr>
<tr>
<td>12</td>
<td>4.17</td>
<td>High</td>
<td>40</td>
<td>3.60</td>
<td>Moderate</td>
</tr>
</tbody>
</table>
The table above showed that students have a moderate level of extrinsic motivation. This is indicated by the mean score in the table. However, the mean of overall average of extrinsic motivation is 3.53 which indicated a moderate level of motivation.

In the table above, we can see the distribution of students’ basic grammar achievement. This distribution is based on university regulations on the grading system. Based on the data that has been obtained, students’ achievement is classified from the highest grade (A) to the lowest grade (E) based on a range of scores. Total of 9 students obtained score above 81 which means very good and 12 students are categorized as good because they got score of 66-80. Also, 19 students can be categorized as enough. And the less is for deficient and very deficient students who got score under 51. It can be concluded that the total recapitulation of the frequency of basic grammar learning outcomes for students who got high score were 21 (total of very good and good students) while students who got low scores were 17 students (total of deficient and very deficient students) and total of students who got enough score were 19 students, and the mean score of students’ basic grammar achievement is 59,0228 and it is categorized as enough category. All in all, Students’ basic grammar achievement is in enough category.
Before testing the correlation between students’ motivation in learning grammar and their grammar achievement, it is important to ensure that the data distribution is normal or not. In order to ensure that the data is normal, the researcher tested the normality of the data by using Kolmogorov-Smirnov. The testing operation used computation SPSS 16 for windows. The result is the significance values (Sig.) of students’ motivation score and students’ basic grammar score are higher than level of significance (0.086 > 0.05 & 0.200 > 0.05). It can be concluded that the distribution of data is normal.

4. Discussion

After the calculation, it was found that the students’ motivation level is at 3.77 which categorized as high level of motivation and the students’ basic grammar achievement has mean score 59.0228 which categorized as enough category. It was also found that intrinsic motivation has the high level with mean score 3.98 and extrinsic motivation has the moderate level with mean score 3.53. Thus it can be concluded that students tend to have high motivation on intrinsic motivation compared to extrinsic motivation. This is because everyone has a desire to achieve something and motivation will already have some function, therefore it does not require external simulation. When students are intrinsically motivated, it shows in their behavior in the classroom, where they could say things like, “I want to study English because I like and appreciate learning it”. Also, Harmer (2007) said that the outcome of students’ language learning is greatly influenced by their intrinsic drive. Many students enter the classroom with little external motivation. They might believe that there is no interest in language instruction in the classroom. Therefore, it is the responsibility of the teacher to foster intrinsic motivation among the students in the classroom in order to preserve their learning. Lightbrown and Spada (1999) mentioned that since students come from a variety of backgrounds, teachers have little influence on students’ intrinsic drive. The only method to inspire students is to foster a conducive learning environment. In addition, learning has its own benefits, which is what is meant by intrinsic motivation (Arnold, 2000). This means that students actively and willingly attempt to study what they deem to be worthy or significant to them. When kids are intrinsically motivated, they are eager to study and do not require external rewards. Due to an inner need, a desire that originates from within, or a decision made of their own free will, intrinsic motivation motivated students to learn without receiving a reward. In other way, Spolsky (1990) stated that students that are motivated typically learn more and do so more quickly than those who are not. Less motivated students often lose focus, misbehave and create discipline issues in specific school environments. However, highly driven students will actively engage in and pay closer attention to certain learning task activities.

The primary goal of this study is to determine whether there is correlation between students’ motivation and their basic grammar’s achievement. The researcher, therefore, employed Pearson Product Moment coefficient to obtain the correlation. To ease the researcher, SPSS 16 was used to determine the correlation among variables. Based on table 3.7 about correlation coefficient interpretation guides, rcount = 0.458 and it is categorized as medium correlation. After testing the hypothesis, it is found
that H1 is accepted which means that there is a significant correlation between students’ motivation and their grammar achievement. In conclusion, there is a medium positive correlation between students’ motivation and their grammar achievement. It is indicated that students do better when they have a higher motivation to learn grammar. If students’ motivation in learning grammar increase, their achievement on grammar also increase. Intrinsic and extrinsic motivation also play a role in supporting students’ learning desires. Students who are supported by high motivation, whether it is intrinsic motivation or extrinsic motivation, will tend to have good achievement. In other words, for students who have high motivation in learning grammar, there is possibility that their learning achievement will show good achievement. This is proved by student 4, 10, 13, 21, 32, 33, 42, 49, 57 (see appendix 7) whose motivation level is at high level and also their basic grammar achievement which is classified as very good category.

Several studies have a similar result to this current study. For example, (Istianti, 2013) found that a crucial component of the teaching and learning process is motivation. Her research showed that there was a significant correlation between students’ motivation in learning speaking and their speaking ability. Students that are highly motivated will try to closely follow the teaching process and will study the material as effectively as they can both inside and outside of the classroom. This is also in line with (Ikhsan, 2018) findings that there is strong positive correlation between students’ motivation in reading and their reading comprehension. To enhance their reading comprehension, students are required to become more motivated to read. Motivation for reading is really necessary. Students will strengthen their brains’ capacity to fully study and comprehend a book by developing their skill to read comprehension and employ its procedures.

Nevertheless, not all research on the relationship between students’ motivation and their achievement is always related. There is study whose result contradict to the result of this study. (Gitawaty, 2010) found that there was no significant correlation between students’ learning motivation and learning achievement in English. It was indicated by the value of r = 0,271 which means it was categorized as a low correlation and it is considered that there was no significance correlation between the two variables. In other words, the conclusion showed that English achievement scores are not always lower for students with less motivation and English achievement scores are not always higher for those with stronger motivation.

In conclusion, the result of this study is students’ motivation in learning grammar and their achievement have medium positive correlation. It can be assumed that class A students from English Language Education Department of Halu Oleo University have a high intrinsic motivation in learning basic grammar which can be seen from their basic grammar achievement. But even though the two variables are correlated, the contribution of variable X (students’ motivation) to variable Y (students’ achievement) reaches 20% which means that students’ motivation is not the main factor affecting students’ basic grammar achievement. This is inline with Gardner (1985) said that motivation as one of the main factors affecting English language teaching which means motivation is not the main factor affecting english language teaching. Moreover, motivation constitutes a non-intellectual factor. It can stimulate or inspire students spirit in learning. Commonly students with a high
intelligence may be unsuccesssful in learning if they don’t have enough motivation to learn. Students with strong motivation may have more energy to learn. In other words, good motivation might be advantageous to gain successful learning.

5. Conclusion

Based on the research findings from all the data analysis, the researcher comes up with the conclusion of this study that majority of the students have high motivation in learning basic grammar based on intrinsic motivation and extrinsic motivation while their basic grammar achievement is on sufficient level. To determine the relationship between students’ motivation in learning grammar and their grammar achievement, a Pearson product-moment correlation was run. There is a medium positive correlation between students’ motivation in learning grammar and their grammar achievement, which is statistically significant (r = 0.458, n = 57, p = 0.000). This brief conclusion is drawn from the result of systematic calculation using a tool called SPSS 16. Therefore, H1 is accepted. Although students’ motivation and their basic grammar achievement correlate each other, the contribution of students’ motivation to students’ basic grammar achievement is only 20% and 80% is from other factors that are not examined in this study. It means that motivation is not the main factor contributes to students’ grammar achievement. In conclusion, there is a medium positive correlation between students’ motivation in learning grammar and their achievement in grammar. In other words, the more motivated students are, the better basic grammar achievement is achieved. The lecturers should determine the best strategy to use when teaching grammar and be more focused on improving the factor that can affect students’ achievement. In addition, it is hoped that this research will be useful as benchmark for improving students’ grammar skills at the next level. Students should improve their motivation because motivation can improve their achievement in grammar and also do more practice to increase their grammar ability. For further researchers, it is recommended for them to take more indicators in intrinsic motivation and extrinsic motivation or more exploring another kind of motivation. Besides, the researcher suggests adding research instrument like classroom observation and interview to explore in-depth information about what causes students to be unmotivated in learning grammar and expected it can boost students’ motivation in learning grammar. The researcher also recommends finding out other factors that contribute to students’ basic grammar achievement other than motivation factors.

References


