

The Correlation among Grit, EFL Learners' Motivation and Applied Linguistics on Syntax for EFL Learners

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ABSTRACT

This study aimed at finding the correlation between grit and applied linguistics on the syntax for EFL learners, the correlation between EFL learners' motivation and applied linguistics on the syntax for EFL learners, and the correlation between grit, EFL learners' motivation, and applied linguistics on the syntax for EFL learners. Twenty-eight of the students of English education in the sixth semester were selected through simple random sampling. There were two instruments in this research: The questionnaire and the test. The data in this study were analyzed by using SPSS version 22 for Windows. The researcher gave detailed instructions on how to complete the surveys. The findings demonstrated that there is no correlation between grit, and applied linguistics in the syntax for EFL learners. The second hypothesis results indicated that there is no correlation between motivation and applied linguistics on the syntax for EFL learners. The results of the third hypothesis showed that the correlation between grit, EFL learners' motivation, and applied linguistics on the syntax for EFL learners is not significant. Thus, it is understood that grit, EFL learners' motivation, and applied linguistics have no full role in learning syntax for EFL learners.

Keywords: *applied linguistics; correlation; grit; motivation; syntax*

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INTRODUCTION

In learning English, it is important to learn linguistics. Linguistics is the meaning of the word relating to language, as well as the word meaning relating to linguistics (Suzuki & Kormos, 2020). It has some meaning that linguistics is concerned with the relation of knowledge about language which has an important role for branches of it is own. Linguistics includes many different approaches to the study of language and many different areas of investigation such as sound systems (phonetics phonology), sentence structure (syntax), relationships between language and cognition (cognitive linguistics), meaning systems (semantics, pragmatics, functions of language), as well as language and social factors (sociolinguistics) (Fişekcioğlu, 2022). One of linguistics branch that studied in the sixth semester is syntax.

For EFL learners, mastering the structure in written form is very important because all basic language skill such as listening, speaking, reading and writing uses structure (Fisenko et al., 2021). Especially for student of English Language Department, they should be able to identify and know the structure in English such as subject, verb, adjective, adverb, etc. The grammatical structure of words and phrases to create coherent sentences is called syntax. The syntax is the study of principles and process sentences are constructed in particulars language (Birch & Fulop, 2020). Syntax is important in

linguistics. By learning syntax students' can understand how to construct the word (Brown & Miller, 2020).

Syntax is one of the subjects that need be studied by the college students of the English language education program. In the learning process, students learning achievement was still considerably low because syntax is a difficult field to study. Students are still having difficulties in constructing structured sentences based in a pattern of subject, verb, object and etc (Ahmed et al., 2022). Students also find it difficult to arrange the word into proper and coherent sentences. It is proved that the students learning experiences in the syntax class, they were less in learning material and most of them were 80 percent into a low category. Because of that, it will make an effect on low achievement and ability in writing a scientific paper. Therefore, the syntax learning process will affect students learning achievement.

Then EFL learners need an internal drive that can motivate them to learn English. Motivation is regarded as an important component to make students successful in their English learning (Namaziandost et al., 2019). Because motivation is the internal driving force that inspires learning activities, maintains their continuity, and provides them with direction so that desired outcomes can be attained, it is intimately tied to learning activities (Nugraha et al., 2021). Motivation can also be defined as one's direction to behaviour or what causes a person to want

to repeat a behaviour and vice versa (Purnama et al., 2019). It can be a key factor in learning. However, by getting motivation students will be spirited in learning, so they will be motivated to study English well.

Besides, having high motivation, the students also must have grit personality in study. Grit personality means that students must have persistence and consistency to keep learning the language. Persistence and consistency in other word was called Grit. Grit is defined as “perseverance and passion for long-term goals”, and it’s a character quality that can consistently predict success (Padhy et al., n.d.), grit is highly correlated with but goes beyond Conscientiousness, one of the big five personality factors (Werner et al., 2019). It means that there was positive relation between grit and learning outcomes. Within “academic field”, grit is related to productivity, commitment, motivation, performance, number of hours to study, learning strategies and goal orientation (Buzetto-Hollywood & Mitchell, 2019; Chua et al., 2020)

Based on the describing the problem above, the researcher tries to find the correlation among grit, EFL learners’ motivation and syntax for EFL learners. Grit is a kind of personality that make students’ commit to keep study. While motivation was psychology factors that make the students spirit to study. Both grit and motivation is need by the students especially in learning syntax.

METHOD

This study was non-experimental research design. Non-experimental research is research that lacks the manipulation of an independent variable, random assignment of participants to conditions or orders of conditions, or both-characteristics pertinent to experimental designs (Podsakoff & Podsakoff, 2019). Furthermore, the correlation method was used in this research. This is also supported by (Seeram, 2019) opinion that in correlational design, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or set of score.

The populations of this study were the EFL learners of English education at the sixth semester who learn syntax subject in the academic year 2021-2022. The technique that the researcher used was simple random sampling. The researchers choose A, B, C and D class as the sample which was 10 students from A class, 1 student from B class, 10 students from C class and 7 students from D class. Thus, the total sample is 28 students.

This research used questionnaire and test to collect the data. The questionnaire and test distributed to 28 undergraduate students at English education study program of (higher education) institutions across Lombok, Indonesia. Motivation questionnaire consisted of 20 questions. Grit questionnaire consisted of 12 questions In

answering the questionnaire the students' were only need to put "check" in the questionnaire. The test was consisted of 24 questions which divided into two parts namely part A and part B. In part A the students need to answer by identifying the kind of phrases. Beside that in part B answer the questions by draw the tree diagram for the sentences.

In this study, the researcher used descriptive statistics to analyze the data. The researchers find the mean score (M) and standard deviation (SD) of students' score. To get the mean score of questionnaire and test, the researcher used SPSS Statistic 22 for Windows. The result of data could be show after the researcher compared the result of the $R_{\text{-test}}$ and $R_{\text{-table}}$ ($\rho = \text{rho}$) as we can see from the determining statistical hypothesis. Furthermore, to analyze the hypothesis testing which aimed to know whether the alternative hypothesis was accepted or not, the researcher used SPSS Statistics 22 for windows as follow:

1. Is there any correlation between grit, and applied linguistics on syntax for EFL learners?
2. Is there any correlation between motivation and applied linguistics on syntax for EFL learners?
3. Is there any correlation among grit, EFL learners' motivation and applied linguistics on syntax for EFL learner?

RESULTS AND DISCUSSION

From this study, the researchers described the result of the study about the correlation among grit, motivation EFL learners to applied linguistics on syntax EFL learners of the sixth semester of English education study program of (higher education) institutions across Lombok, Indonesia 2021-2022. The researchers used questionnaire and test in technique of collecting data. The type questionnaire used five scale based on the Likert Scale and the test used essay. From after analyzing the data the descriptive statistic output SPSS 22 for windows found Mean, and Standard Deviation. The data showed that the Mean Score of Grit (X1) Questionnaire was 65.11 and the Standard Deviation was 10.02. The Mean Score of Motivation (X2) Questionnaire was 72.33 and the Standard Deviation was 8.16. The Mean Score of Syntax Test was 86.3 and the Standard Deviation was 2.76.

The researchers used Regression Linier on SPSS 22 for windows to test the hypothesis testing among three variables. Then, the result was there is or not significant correlation among Grit X1- Syntax Y, Motivation X2- Syntax Y, and Grit X1- Motivation X2 - Syntax Y as follow :

1. From the SPSS output the value of sig. for the correlation between variable X1 to variable Y was $0.13 > 0.05$, and the value of $R_{\text{count}} = -1.6 < R_{\text{table}} = 2.06$. So, it can be concluded that H1 was rejected, which means there was no

correlation between X1 variable and Y variable.

2. Second, sig. value for the correlation between variable X2 to variable Y was $0.73 > 0.05$, and the value of t count = $0.34 < t$ table = 2.06. So it can be concluded that H2 was rejected, which means there was no relationship between X2 variable and Y variable.

Based on the output, it was known that the correlation was significant for X1 and X2 simultaneously on Y is $0.30 > 0.05$ and the value of R count = $1.25 < R$ table = 4.10 it can be concluded that H3 was rejected, which means there was no correlation of variables X1 and X2 on variable Y.

The last result was about the percentage of correlation. The percentage of correlation can be seen in the model summary table. Based on the output of model summary, the value of R square was 0.09. So, it can be concluded that the correlation among X1, X2, and Y was 0.9%.

In analyzing the data, the present researchers used regression linier to test the hypothesis among the three variables. Regression linier was used to find out the correlation among two or more variables. The data output shows that there was no correlation between grit (X1) variable and syntax (Y) variable. The second result was there was no correlation between EFL learners' motivation (X2) variable and syntax (Y) variable. The third result was there was no correlation among grit

(X1), EFL learners motivation (X2) variable and syntax (Y) variable.

Before analyzing all the data using SPSS 22 for Windows, first the researchers made the data tabulation and calculate the data. In giving the score of questionnaires, the researchers used Likert scale. While in syntax test, the researchers directly giving the score based on their answer.

To test the hypothesis 1, the researchers see the output of coefficient correlation and compare it with the R table. The output shows that the correlation between variable X1 to variable Y was $0.13 > 0.05$, and the value of R count = $-1.6 < R$ table = 2.06 which means there was no correlation between X1 and Y. In another words that there is no correlation between grit and applied linguistics on syntax for EFL learners.

In addressing this result, the present article extended the examination of the measure for grit can predict academic success, but the findings of the research have been inconsistent which was proposed by Strayhorn (2014). He stated that grit has been found to be positively correlated with undergraduate students' self-reported grades and positively correlated with the doctoral students' academic success Cross (2014). In contrast, it was not a significant predictor when controlling for previous scores Chang (2014) or when controlling for other personality traits (Ivcevic & Brackett, 2014)

To test the hypothesis 2, the researchers see the output of coefficient

correlation and compare it with the R_{table} . The output shows that the correlation between variable X2 to variable Y was $0.73 > 0.05$, and the value of $t_{count} = 0.34 < t_{table} = 2.06$. So, it can be concluded that H2 was rejected, which means there is no relationship between X2 variable and Y variable. This finding was in line with a finding of a study by Nguyen (2019). He said that one of the key components to successfully learning a language is motivation, but there are many factors influence the students' motivation in learning English, such as students' gender, the school year, the time students. Therefore, motivation is not significant factor in influencing the students' activities in the syntax subject.

To test the hypothesis, the researchers see the output of Anova table and compare it with the R_{table} . The output shows that the correlation between variable X1, X2 to variable Y was $0.30 > 0.05$ and the value of $R_{count} = 1.25 < R_{table} = 4.10$ it can be concluded that H3 was rejected, which means there was no correlation of variables X1 and X2 on variable Y.

Finally, to know the degree of correlation between the three variables, the researchers see from the model summary. The output shows that the percentage of correlation can be seen in the model summary table. Based on the output of model summary, the value of R square was 0.09. So, it can be concluded that the correlation among X1, X2, and Y was 0.9%.

As seen in the aforementioned excerpts, all of these participants indicated that they can learn the syntax subject without having positive or negative effect in external factors, such as grit and motivation in learning syntax. This finding was inline with a finding of study by Gyamfi & Lai (2020) involving a person's motivation to learn a language can be described as the amount of effort they put forth as a result of their desire to do so and the satisfaction they experience during the learning process. On the contrary, the effect of grit on learning English as a foreign language has received far less research than motivation in second or foreign language acquisition.

In addition, some studies have demonstrated the value of assessing and tracking students' grit when making academic achievement predictions (Datu et al., 2018). While other studies have presented evidence to suggest that it is of no significant importance to students (Bazelais et al., 2016; Robertson-Kraf & Duckworth, 2014). Many students find that grit is a good predictor of academic success, but not all students. As a result, it is important to discuss the issue of grit's cultural sensitivity. In spite of this, research suggests that grit is a significant term with educational predictive power. Actually, by focusing on the grit's endurance of efforts component rather than its overall grit, the effect of grit on academic performance can be further strengthened.

CONCLUSION

The hypothesis was rejected. It means that there was no correlation among grit, EFL learners' motivation and applied linguistics on syntax for EFL learners. The result can be seen as follows:

1. From the SPSS output the value of sig. for the correlation between variable X1 to variable Y was $0.13 > 0.05$, and the value of R count = $-1.58 < R \text{ table} = 2.06$. So it can be concluded that H1 was rejected, which means there was no correlation between X1 variable and Y variable.
2. Second, sig. value for the correlation between variable X2 to variable Y was $0.73 > 0.05$, and the value of R count = $0.34 < R \text{ table} = 2.06$. So it can be concluded that H2 was rejected, which means there was no correlation between X2 variable and Y variable.
3. Based on the output, it was known that the correlation is significant for X1 and X2 simultaneously on Y is $0.30 > 0.05$ and the value of R count = $1.25 < R \text{ table} = 4.10$ it can be concluded that H3 is rejected, which means there was no correlation of variables X1 and X2 on variable Y.

The percentage of correlation can be seen in the model summary table. Based on the output of model summary, the value of R square was 0.09. So, it can be concluded that the correlation among X1, X2, and Y was 0.9%.

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AUTHOR CONTRIBUTION STATEMENT

All authors conceived and designed the study. SRJ, BSH, AP, THM, & HA conducted the non-experimental research, analysed the data and wrote the paper. All authors contributed to manuscript revision. All authors approved the final version of the manuscript and agree to be held accountable for the content therein.

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