INTERMEDIATE GRAMMAR STUDENTS’ MOTIVATIONS IN LEARNING ENGLISH

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ABSTRACT
This study was intended to the grammar students and hopefully the lecturers might create new ways in teaching grammar. Since, many students failed the Intermediate Grammar Course and had to repeat the course. Open-ended questionnaires were used in the study which involved around 68% of the whole Intermediate Grammar students 2020. There were 46 out of 67 students who became the respondents of this study. Qualitative method was used in the study, and one student was interviewed. The study was conducted at the English Language Education Program (ELEP) of Faculty of Language and Arts (FLA), in a private university in Central Java, Indonesia. The participants were taken from students of Intermediate Grammar Course in Semester II, 2019-2020 Academic Year. The results of the interview showed that Intermediate Grammar students had various motivations in learning English. The motivations which the students had were intrinsic, extrinsic, and instrumental motivations.

Keywords: Intermediate Grammar, Motivations, Intrinsic, Extrinsic, Instrumental

INTRODUCTION

“Your grammar is a reflection of your image. Good or bad, you have made an impression. And like all impressions, you are in total control” (Jeffrey Gitomer). The quotation shows that grammar reflects someone’s personality. It means that grammar is an important thing to show that someone is educated because of a good language or structure. However, I believe that many people are unmotivated to learn grammar because it is more difficult than other lessons.

Grammar in second language feels harder than grammar in first language. If the use of first language grammar is still complicated for some people, it will be harder using grammar in second language. Many students feel insecure when taking grammar classes. Subasini and Kokilavani (2013) concluded that the importance of grammar cannot be ignored because grammar is the crucial part in learning a second language English for example. It is proven when grammar takes an important role in communication. Some language learners assume that content of the language is more important than grammar. Therefore, most of them do not care about the use of grammar in conversation.

Considering the learners’ perception that the importance of grammar needs to be concerned in communication, Intermediate Grammar Course is established to help English Language Education Program (ELEP) students on their language. However, based on some observation done by the researchers, approximately 30-40% of English Language Education Program of Batch 2016, failed the Intermediate Grammar Course and had to repeat. We found out that these students were discouraged to learn grammar. Some students may be highly motivated to learn grammar, while some others are not.
Gardner (1985, as cited in Tabaro, 2015) said that motivation is defined as a certain level of passion to learn a language. According to the motivation, it has to be recognized in learning a language.

In response to the above issue, and perceiving the importance of motivations in learning grammar, we conducted this study. There is one research question in this study: What are Intermediate Grammar students’ motivations in learning English? This research was conducted to show grammar lecturers about various kinds of motivation that the Intermediate Grammar students actually have. Since the lecturers take important roles in motivating the students to learn English, through this research, the lecturers hopefully can also know what the students’ motivations are and may create new possibilities of teaching approach that may be used in teaching Intermediate Grammar.

LITERATURE REVIEW

In this section, some theories which became the foundation of this study are presented.

Grammar

Grammar was defined by Neuleib (1987, as cited in Akurugu, 2010) as native speaker’s internalized network of sharing a language. Therefore, grammar could be understood as a part of language shared by native speakers. It was strengthened by Larsen-Freeman (2009) that grammar carries some meanings in language learning activities such as mental system producing and analyzing expressions in a novel. It means that more meanings could be found by learning grammar through in classrooms activities.

Intermediate Grammar

Mastery of grammar is important for English teachers in the future. It is impossible to deliver English in less of good grammar. Therefore, mastery the grammar structure will make a good effect for students. For example, passing all grammar courses, especially Intermediate Grammar Course, will make students get a great achievement. According to Intermediate Grammar handbook and the Grammar Tutorial of ELEP, FLA, in a private university in Central Java, Indonesia (2018), there are two objectives of Intermediate Grammar Course. The first is to make students be able to know some English grammatical structures, such as Present Tenses, Past Tenses, Future Time, Gerunds and infinitives, Modals and deductions, Noun Clauses, Adjectives/Relative Clauses, Reduced Clauses, Adverbial Clauses, and Conditionals. The second is to make students able to mastery English grammar structures in sentences and short-text level.

Motivation

It is undeniable that motivation is the foundation in learning a second language. According to Lifrieri (2005, as cited in Al-Tamimi and Shuib, 2009) “…when asked about the factors which influence individual levels of success in any activity – such as language learning -, most people would certainly mention motivation among them.” It means that motivation takes an important role in success. The same statement is also emphasized that motivation is the key of a learning process (Dörnyei, 2001). Therefore, motivation is effective to motivated students in learning a language.

Besides that, motivation is an important role which contributes a lot in English Language learning. It is discussed by Tambunan and Siregar (2016). The fact prove that motivation is the core of English language learning process.

However, motivation that has been built cannot always be maintained easily. In this case, to make students’ motivation constant the teachers should more pay attention
and aware that is the real challenge for them in teaching. Another assumption argued that students’ motivation in learning English can go up and down depending on the language learning’s context Takahashi (2018). It means that the learners’ motivation can change when the context of language learning changes.

Gardner and Lambert (1972, as cited in Rifai, 2010) stated that there are instrumental and integrative motivations with different orientations. Learners’ motivation can be based on their passion in using language as a media for communication which is called as integrative motivation. On the other hand, Learners’ motivation can also be based on certain fulfillment of goals, such as getting a job or graduating on an educational level, which is called as instrumental motivation.

Motivation not only be differentiated by its orientations but also based on its types. Gardner (as cited in Ng, 2015) believed that there are intrinsic and extrinsic motivation. Intrinsic motivation is motivation that comes from individual sense. For example, there are certain goals that a learner is willing to achieve or it is as an enjoyment for a learner. While extrinsic motivation might come from the environment. For example, a learner can be motivated in learning for getting certain rewards, such as compliments.

Previous Studies

Some studies have been discussed about motivation by some researchers. Tambunan and Siregar (2016) conducted a review of study is aimed to describe students' learning English motivation of integrative and instrumental by distributing questionnaires to 36 English Department students of Sultan Ageng Tirtayasa University second year students. After the questionnaires were returned, the students' motivation types were analyzed. This study talked about integrative and instrumental motivation of students in learning English. This journal was entitled: Students motivation in learning English Language (A case study of electrical engineering department students). This study indicated that the students were motivated instrumentally. Nevertheless, their integrations motivations were also enough. Therefore, it can be concluded that a student might have more than one motivation.

Takahashi (2018) study investigated Rwandan primary and secondary school students’ motivation in learning English. This study is entitled Motivation of students for learning English in Rwandan schools: Issues in Educational Research was conducted in October 2015 in Nyagatare and Huye districts. 1,237 school students were involved in that study. The result of this study explained that the most of The Rwanda students depended on praise-oriented motivation, then intrinsic, future-oriented, anxiety-based, and unwillingness-based motivation.

RESEARCH METHODOLOGY

This study was conducted to answer the question of: What are Intermediate Grammar students’ motivations in learning English? Even though this grammar class is an obligatory one, but students have different motivations and expectations when taking this course. This study was conducted in the Faculty of Language and Arts, in a private university in Central Java, Indonesia. which offers Intermediate Grammar Course. This research was conducted in January 2020 when the course was opened.

Participants of the Study

This research involved around 68% of the whole Intermediate Grammar students 2020 that consists of 46 out of 67 students who became the first takers. The first takers are considered as the learners with honest motivation in learning grammar because they have not known the results yet whether they pass the course or have to repeat. Sixty eight
percent (68%) of the whole *Intermediate Grammar* students who were the first takers, became the respondents of this study. The objective of this research is to know what Intermediate Grammar students’ motivations are in learning English.

**Data Collection Instruments**

The data collection instruments that would be used were open-ended questionnaires and interview protocol. The questionnaire can be used as a evidence in getting the data, while qualitative interview is a deeper way of finding thought, behavior and actions. Open-ended questionnaires were followed by an optional interview, and these two data collecting methods seemed to be effective to get the data because the data found would be maximal and it is saving time. The questionnaire questions were adapted from Dagang (2010). Interview questions were attached as Appendix 1.

**Data Collection Methods**

The data collection methods would be an open-ended questionnaire and optional interview transcript. Griffee (2012) stated that questionnaire is a tool to get respondents’ data according to their experience, information and opinion. Therefore, by using open-ended questionnaire, the learners can express their experience and thought about motivation in learning Intermediate Grammar. According to Razavieh (2010, as cited in Ary, 2010) unstructured interview is having a conversation with a certain goal. Therefore, optional interview will be conducted in order to get deeper information about the learners’ motivation which they can share comfortably. From all the respondents, there was only one participant who was willing to be interviewed and whose time matched with the researchers’. That is why only one participant was interviewed.

**Data Collection and Analysis Procedures**

First, an open-ended questionnaire was created. The questionnaires were then distributed to the participants in January 2020. Then the data were collected and analyzed. Next, an optional interview was held. Then the interview result was transcribed. The data were then analyzed and categorized. Finally, the results were found and conclusions were drawn.

**FINDINGS & DISCUSSION**

This section describes the interview and questionnaires results from Intermediate Grammar students in Faculty of Language and Arts (FLA), in a private university in Central Java Indonesia. As stated above, the research question for this study is: “What are Intermediate Grammar students’ motivations in learning English?”

From the questionnaires, it was found out that out of 46 participants, 36 persons viewed that they were motivated intrinsically, 3 persons were motivated extrinsically, and 7 persons were motivated instrumentally in learning English. There were four motivation types that had been categorized and listed based on this research. In addition to the Gardner (as cited in Ng, 2015) and Gardner and Lambert (1972, as cited in Rifai, 2010), intrinsic and extrinsic motivations, integrative and instrumental motivations. The results are discussed further below. All of the participants were identified as P.1-P.46. (please refer to Table 1).

| Table 1. Intermediate Grammar Students’ Motivations in Learning English |
|------------------|----------------|----------------|----------------|
|                  | Intrinsic | Extrinsic | Integrative | Instrumental |
| Participants     | 36 persons | 3 persons  | -            | 7 persons    |
|                  | (P.1-P.36) | (P.37-P.39)|             | (P.40-P.46)  |
Based on the finding, there were 36 persons had intrinsic motivations, three persons had extrinsic motivations, no one had integrative motivation, and seven persons had instrumental motivations.

**Intrinsic Motivation**

Intrinsic motivation is done for getting enjoyment and interests, which was stated by Deci and Ryan (1985). The result showed that there were 36 out of 46 of *Intermediate Grammar* students who had intrinsic motivations in learning English. Eight students were motivated to learn English because they wanted to develop their English skills.

Besides the findings, a student mentioned as her motivation in learning English was for mastering English. It was clearly stated by P.2:

(Excerpt 1)
“*I felt motivated, because I wanted to master English language correctly.*”
(Questionnaire, January 20th, 2020)

From P.2’s statement, mastering English is the goal of learning English. She encouraged herself in learning the target language to produce a good language structure in English. Another argument came from P.12, she believed that English grammar is important in communication to reduce miscommunication.

(Excerpt 2)
“*Grammar is important to create good sentences and reduce misunderstanding in speaking English. The meaning will change if the grammar structure incorrect.*”
(Questionnaire, January 20th, 2020)

From P.12’s statement, it was found that grammar was helpful in communication because it carried meanings. Therefore, the importance of grammar was felt by her in learning a second language. Talking to someone needs grammar in order to understand the meaning.

Therefore, it was showed that there were 36 out of 46 the total *Intermediate Grammar* students or around 78% who were motivated intrinsically. This is clarified in Table 2.

<table>
<thead>
<tr>
<th>Table 2. Intermediate Grammar Students’ Intrinsic Motivations</th>
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</thead>
<tbody>
<tr>
<td>Participants</td>
</tr>
<tr>
<td>P.1-P.10</td>
</tr>
<tr>
<td>P.11-P.36</td>
</tr>
</tbody>
</table>

**Extrinsic Motivation**

According to Deci and Ryan (1985), extrinsic motivation is done for gaining outcomes. Three people (P.37-P.39) were motivated extrinsically. It is around 7% of the total Intermediate Grammar students who had extrinsic motivation. For instance, there was a student, who told that she was overwhelmed in learning Intermediate Grammar. It was proven by P.39 argument:

(Excerpt 3)
“*Intermediate Grammar lecturer explained the lesson too fast*” (Questionnaire, January 27th, 2020)
From the statement above, the teaching of an *Intermediate Grammar* lecturer influenced the student’s learning desire. We believed that the teacher’s teaching delivery and feedback of grammar might support or discourage the student’s spirit of learning. Another student (P.37) who was interviewed, admitted that her motivation in learning English depended on the lecturers. She said that a lecturer with too many jokes or too tense would not make the students encouraged to learn.

(Excerpt 4)
“Sometimes lecturers are different, right? Some have too many jokes, so we do not even understand the lesson. There are also those who are too tense, so we are confused because we have to follow the tense.” (Interview, February 4th, 2020)

The role of lecturer was important for the students. It is showed in Table 3.

<table>
<thead>
<tr>
<th>Participants</th>
<th>Reasons</th>
</tr>
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<tbody>
<tr>
<td>P.37-P.39</td>
<td>Getting influenced from the lecturer(s)</td>
</tr>
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</table>

**Integrative Motivation**

According to the studies of Second Language Acquisition, Lambert (1974: 98) mentioned that personal interests and passions in Learning an L2 (second language) are parts of integrative orientation. However, there was no *Intermediate Grammar* students who was encouraged to learn English in an integrative way. This is clarified in Table 4.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Reasons</th>
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<tbody>
<tr>
<td>0</td>
<td>None</td>
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</table>

**Instrumental Motivation**

While instrumental motivation is as a reward of the learners’ achievements (Gardner and MacIntyre, 1991). Seven persons (P.40-P.46) learned English for future careers. They were encouraged to learn English because they realized that learning English, especially Grammar would be important to get a comfortable job. A statement towards it was mentioned by P.41 and P.42 students.

(Excerpt 5)
“As an English teacher later on, I have to teach English correctly “(Questionnaire, January 20th, 2020)

(Excerpt 6)
“I am learning English for preparing my future. “ (Questionnaire, January 20th, 2020)

From the statement, future career was the orientation for P.41 and P.42 in learning English. Certainly, being a professional English teacher needs a mastery of grammar. In this case, the results showed that there was around 15% of the total *Intermediate Grammar* students had instrumental motivation. It is clarified in Table 5.
The result of this study showed that the Intermediate Grammar students reported that they were motivated intrinsically in learning English and no one was motivated integratively. As every student has different motivation of learning. Since, motivation is the core of learning, various ways of teaching grammar were noticed in order to get the students motivated. Ruin (1996) stated that learning grammar was easy for some students, but was not for the others. As grammar students, we are supposed to learn grammar by comprehending the meaning, Widdowson (1991). It means that understanding the meaning will make students easier in learning grammar. As grammar lecturers, they are supposed to use various ways of teaching. It is because students need to be encouraged through fun and creative learnings. Mihalas, et al. (2009) assert that the teacher and the students should build a good relationship in order for the students to learn second language. Therefore, supporting them to learn grammar is an effort to help them learning the second language easier.

CONCLUSION

The answer of the research question: *What are Intermediate Grammar students’ motivation in learning English?* was various. 36 students had intrinsic motivations, three students had extrinsic motivations, and seven students had instrumental motivations.

What grammar lecturers should do is teaching grammar in many different ways. Therefore, the students would be more encouraged to learn grammar. It is also better for the students to learn the grammar by understanding the meaning.

Maintaining students’ extrinsic and instrumental motivations is difficult. Through this study, it is hoped that teachers realize that the role of teachers teaching Intermediate are crucial in motivating the students. If the students can pass the course well, they do not need to repeat which they have to spend their time and money more.

Some of the students expected learning Intermediate Grammar outdoor, applied in daily usage and involve English native speakers, so they could experience more on grammar. Some of them preferred learning grammar with music, movies and other technologies, so they could enjoy learning the grammar. Some students expected the lecturer teaching the grammar more fun.

Future researchers can conduct research on other grammar classes with more students and interview grammar lecturers also. Future researchers can also conduct similar research on other classes beside grammar dealing with students’ motivations.

REFERENCES


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Appendix 1: Open-ended Questionnaire Questions
1. What do you think about learning English?
2. Are you motivated to learn English Grammar? Why?
3. In your opinion, how important Grammar for communication?
4. How important is Intermediate Grammar for you? So important / so so / not important? (Choose one, please!). Why?
5. Is learning Intermediate Grammar difficult for you? Why?
7. Are you learning Intermediate Grammar just for passing this course?
8. Is Intermediate Grammar meaningful for you as an English teacher in the future? Yes, it is / Not really / No, it isn’t.
10. How to learn Intermediate Grammar enjoyably for you?

Appendix 2: Interview Transcript with P45
Interviewer : R1 (Researcher 1)
Interviewee : (P.45) (Participant 45)
R1 : "Hello P.45, good afternoon. So my name is R1. I am a 2016 student. I want to ask you some questions about your questionnaire’s answers yesterday. Well, here, you were answering, “English Grammar is not that important because communication requires only pleasant response.” What do you mean by that? " 
P.45: "So, in my opinion, actually Grammar is not very important in communication because as long as we can respond, it’s okay. For example, using Grammar sometimes we have to think first. Then, in fact, I can't be like that. Means I need to think of grammar first before talking and understand others' grammar first in communication. So that’s it."

R1: "Oh, so the communication isn't effective, huh?"

P.45: "Yes. Umm … As long as I understand the grammar, I don't think it's that important."

P.45: "That’s it, okay."

R1: "And the second question, you think Intermediate Grammar is normal. Is it not so important?"

P.45: "For conversation, the need is in Basic. Intermediate is for writing because it has to be more organized."

R1: "Oh, that means Basic Grammar is more direct communication than Intermediate, isn't it?"

P.45: "Yes."

R1: "Then there is an answer, if learning intermediate Grammar is difficult, your answer turns out not to be so much because many things have been learned at school."

P.45: "Actually, in my opinion, Intermediate and Basic are almost the same. If we know the basics we have learned it in high school, right? So Intermediate is just going deeper into my opinion”

R1: "It means that what is learned in high school actually has more direct application, right?"

R1: "And finally, how do you learn Intermediate Grammar that is fun for you? Not too tense and sleepy, your answer. Well, has it been like that all this time?"

P.45: "No, sis. Sometimes lecturers are different, right? Some have too many jokes, so we do not even understand the lesson. There are also those who are too tense, so we are confused because we have to follow the tense."

R1: "So it is relaxed but still serious huh?"

P.45: "Yes