

STUDENTS MOTIVATION AND GRIT IN LEARNING ENGLISH AT LEMBAGA PENDIDIKAN DAN PENGEMBANGAN PROFESI (LP3I) OF BENGKULU

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ABSTRACT

Motivation is an attitude that influences a person to achieve specific goals. Grit is persistence to achieve goals over the long term. This study aims to determine students' motivation and persistence in learning English. This study used a quantitative descriptive design. The subjects of this study were 102 students at LP3I College Bengkulu. The data collection technique in this study was a questionnaire survey using Google Form. The data were calculated in percentages. The findings of this study indicate that student motivation at LP3I College Bengkulu was very high. The extrinsic motivation was higher than the intrinsic motivation. In addition, extrinsic motivation was the main reason most students learn English based on the questionnaire results. The result of the study also shows that students' persistence was very high. The results of students' perceptions of motivation and persistence showed that students had positive perceptions. This proves that students with high motivation and Grit have good results in achieving learning goals. Based on this research, it is recommended that syllabus designers streamline teaching materials to be more specific according to the majors studied and that English language teachers improve teaching methods so that motivation and perseverance in learning can be appropriately applied.

Keywords: Grit, Learning English, Motivation

INTRODUCTION

Learning and understanding English as a global language is a necessity that cannot be avoided. By learning English, students will broaden their horizons and knowledge. As a global language, English holds a very large function and role. One of the visible implications is that more and more students are trying to learn or master English well. Irta (2019) states the purpose of learning English is varied, such as academic goals, career development, expanding friendships, etc.

There are many purposes for learning English. But, it is very important if there is a supporting motivation to achieve learning purposes. Harmers (2001) states students' motivation level determines whether they succeed or not in learning

English. Motivation refers to the process of promoting, guiding, and maintaining learning activities that have been carried out in an intrinsic or extrinsic.

Intrinsic and extrinsic are the categories of students' motivation. Harmer (2007) mentions that intrinsic motivation comes from within the individual. Students may be motivated by the enjoyment of the learning process or their desire to make themselves feel better. On the other hand, Extrinsic motivation also students in learning. Extrinsic motivation is the result of any outside factors, including reward and punishment.

In order to motivate themselves, students have many difficulties and challenges that must be faced, such as feeling lazy, afraid, and inconsistent. Muawanah & Pratikto (2012) mentioned some of the problems experienced by students in their development, such as emotional maturity and self-concept problems. Therefore, motivation will increase if it is supported by persistence to achieve the goal of learning English. Students are expected to have Grit in the process of learning English. However, motivation and learning English are inseparable. To put it another way, a person's level of motivation determines whether they are successful or unsuccessful at learning English.

The tendency to maintain passion and effort when working arduously towards a long-term goal, especially in the face of obstacles and disappointments, is referred to as Grit, which is a trait-level personality construct, Duckworth & Quinn (2009). In other words, Grit can be seen as a multifaceted construct of psychological power made up of the student's ability to persevere in their efforts and maintain their interest throughout time. Students who choose language majors, especially English, must study harder because this is a foreign language that must be applied in everyday life, both in all activities and at work. For example, students are required to be fluent in English. Whether the writing ability or speaking in English. The students are prepared to work immediately after graduation.

LITERATUR REVIEW

Alizadeh (2016) states that motivation is a key factor in explaining the success or failure of any difficult activity. Students who are motivated to learn to strive harder to understand the material and to learn deeper, so the result is they have a better ability to apply what they have learned in their lives.

Types of Motivation are divided into two types; intrinsic motivation and extrinsic motivation. Deci and Ryan (2000) state that extrinsic activation is an activity carried out to accomplish results that can be separated, whereas intrinsic motivation is an activity carried out for individual gratification as opposed to numerous sequences that can be separated. An impulse that originates in people with intrinsic motivation occurs on its own. Someone might, for instance, watch a movie, read a book, or listen to music without having any particular cause because

they are willing to engage in activities that are motivated by their own wants and because they do so without being forced to. The learners who have intrinsic motivation will show their attitude in the classroom, such as they want to learn English because they like and enjoy learning it. Gilakjani and Sabouri (2012) state the term motivation of Extrinsic refers to language learning for personal purpose and cultural understanding of a foreign language that students" desire to learn the language is to engage in the target language community.

There are distinct differences between intrinsic and extrinsic motivation. The targets for mastering the target language. According to Dornyei, who holds a different perspective, Extrinsic motivation is distinct from Intrinsic motivation in causal activities in learning English. Extrinsic motivation interacts with practical language use, such as good business or higher revenue. In contrast to sincerity in carrying out exercises to learn English, instrumental motivation places more emphasis on goals and benefits. The goals of each motivational style differ when it comes to learning the target language.

Activities that can be related to instrumental and integrative motivation include life completed. The college students who study English receive A higher score, indicating that they are motivated by an instrumental factor. The definition of instrumental motivation has specified goals. People who are instrumentally motivated engage in the following activities: studying the English language to gain fluency in the language, learning English to obtain a better job, and learning English to pass the exam. The hope is that students will receive something that will encourage them to learn English in academic school. Students who are motivated to learn English are less likely to be drawn away from their studies. This indicates that students' enjoyment and effort in learning English as a subject has a significant impact on resilience, especially Grit in learning English.

Grit is defined as the tendency to maintain interest and effort toward long-term goals, Duckworth (2016). Grit aims to work hard to face challenges, maintaining effort and interest despite facing failure, challenges, and difficulties. Individuals who have a high Grit are called Gritty. Gritty people are focused on achieving their objectives and aspirations in major life areas and milestones such as work-related performance, school achievement, graduation, and exceptional exam performance. Gritty people embrace achievement as the result of marathon-like work, and their best qualities include the ability to persist, be patient, and tolerate the heat. While many people adjust or forsake their ambitions in the face of failures and challenges, gritty people maintain their course and go to great efforts to achieve their objectives despite hurdles on their paths Duckworth et al., (2007)

Grit refers to a person's strength of character because it includes making a lot of effort, committing deeply, and being interested in pursuing goals for a long time despite challenges, failure, and setbacks, Duckworth and Quinn (2009). Grit is

trait-level perseverance and desire for long-term goals. This is a universal predictor of life success independent of circumstance, personal characteristics, or occupation, despite the fact that a variety of other variables, including IQ, academic performance, attitudes and goals, and personality traits, are also known to predict success in life or achievement, Crede et al. (2017).

There is growing evidence that a variety of factors affect university students' academic grit performance, which in turn reflects student completion rates in higher education settings. Studies have revealed that these factors are frequently in charge of a student's retention, tenacity, completion, and success in a particular program. In order to comprehend, respect, and enhance student tenacity and academic achievement, increasing attention has been paid over time to the myriad factors influencing a student's academic success (Roth et al., 2013). Assessing the relationship between students' Grit, age, and drive to study as the best predictor of academic success.

METHOD

In this research, the study used a descriptive quantitative method. Creswell (1994) states that quantitative research is a method to test certain theories by examining the relationship between variables. The aim of this study is to find data about students' motivation and Grit in learning English. Therefore, this study used a questionnaire method to collect the data and uncover the kind of motivation and Grit of students. The participants in this study were 102 students. The questionnaire was used as a research instrument in this study. The questionnaires used in this study have a 5-point Likert Scale adapted from the Likert Scale format. Firstly, a 5-point Likert scale of self-administered questionnaires was used to measure the students' perception of motivation with those scales (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). This self-administered questionnaire was implemented by 18 items of the Language Learning Orientations Scale Intrinsic Motivation and Extrinsic Motivation (Noels, 2013). Secondly, a 5-point Likert scale of self-administered questionnaires was used to measure the students' perception of Grit in English language performance with those scales (Very much like me, Mostly like me, somewhat like me, not much like me, not like me at all). This self-administered questionnaire was implemented with eight items of the Grit scale (Duckworth & Quinn, 2009).

The questionnaires were distributed to the 102 students at LP3I College Bengkulu through a link that will be given in a WhatsApp group. The data were checked by the responses from students by the link given before. To measure Grit and motivation, the students were chosen an option by putting "check" in the questionnaire. The final data achieved was to be analyzed. This was defined the points by grouping the value intervals and completing them in categories:

Table 1. Classification for determining the students' motivation

| Score | Qualification |
|--------------|----------------------|
| 80-63 | Very High Motivation |
| 64-47 | High Motivation |
| 48-31 | Average |
| 32-15 | Low Motivation |
| 16-0 | Very Low Motivation |

The table above shows the classification range of students' motivation at LP3I College Bengkulu. This research was counted to this classification of the questionnaire, and then the result showed if the total score >63, it means that the qualification was very high motivation. If the result showed a score >47, it means that High Motivation. In a number >31, it means that the classification was average. If the total score showed >15, it means low motivation, and > 0 means that very low motivation.

Table 2. Classification for determining the students' Grit

| Score | Results |
|--------------|------------------|
| 00-08 | Not gritty |
| 09-16 | Slightly gritty |
| 17-24 | Gritty |
| 25-32 | Extremely Gritty |

The table above determined the classification range of students' motivation at LP3I College Bengkulu. The data was counted and divided into this classification, and the result showed if the total score was >25, it meant that the qualification was Extremely Gritty. If the result showed a score >17, it means that it was Gritty. Then if the total score showed >09, it means Slightly Gritty, and > 00 means that Not Gritty.

In conclusion, after the data were collected, the score of the student questionnaire has calculated. Five scales are used to measure the level of students' motivation and Grit at LP3I College Bengkulu. Five scales for motivation: (strongly disagree;1, disagree; 2, neutral; 3, agree; 4, strongly agree; 5). Five scales for Grit: (not like me at all;0, not much like me;1, somewhat like me;2, mostly like me;3,

very much like me;4) and to determine the classification of students in motivation and Grit was calculated in percentage included in the formula to get the results. Data were analyzed using a formula based on Sudijono as follows:

$$P = \frac{F}{N} \times 100\%$$

Description:

P: Percentage

F: Data Frequency

N: Total number of samples

FINDINGS

In the first part of the questionnaire, the students were asked some questions related to their motivation in learning English in the present situation. It rated their proficiency level by using a five-grade scale from very high motivation to very low motivation. The table below explains the students' self-rate of their motivation.

Table. 3 Frequency and Percentage levels of motivation

| Score | Qualification | Frequency | Percentage |
|-------|----------------------|-----------|------------|
| 80-63 | Very High Motivation | 60 | 59% |
| 64-47 | High Motivation | 38 | 37% |
| 48-31 | Average | 3 | 3% |
| 32-15 | Low Motivation | 1 | 1% |
| 16-0 | Very Low Motivation | 0 | 0% |
| Total | | 102 | 100% |

The information in the table reveals the terms of motivating level. The qualification is divided into five categories (Very High Motivation, High Motivation, Average, Low motivation, and Very Low Motivation). It showed the majority of students rated their English motivation level as Very High Motivation as high (59%). Then followed by a High Motivation level that consists of (37%) of 38 students. The average occupied the third level of motivation as high (3%) and was chosen by three students. A small number of students considered their motivation in English (1%) of 1 student. Moreover, there were no students who assumed that their English motivation was very low motivation. It means that the

motivation to learn English from LP3I students is Low-Very high motivation, and the motivation of students at LP3I College is very high motivation.

The results of Grit were itemized using percentage and the corresponding grit levels. Based on the data below, the results of the Grit analysis of students learning English presents as follows:

Table. 12 Frequency and Percentage levels of Grit

| Score | Qualification | Frequency | Percentage |
|-------|------------------|-----------|------------|
| 25-32 | Extremely Gritty | 74 | 73% |
| 17-24 | Gritty | 21 | 21% |
| 09-16 | Slightly Gritty | 5 | 5% |
| 00-08 | Not Gritty | 1 | 1% |
| Total | | 102 | 100% |

The information in the table revealed the qualification and frequency of students' Grit in percentage. In terms of the table informed. Firstly, the score on students' Grit was "Extremely Grit," chosen 74 times as high (73%). The second was "Gritty," the frequency showed 21 times as high (21%). The third was Slightly Gritty. It was chosen five times as high (5%), and the fourth was "Not Gritty," which was only chosen one time as high (1%). In conclusion, the level of students' Grit in learning English at LP3I College was Very High. It is proved by table frequency. The data above showed that the Grit of Students' was "Extremely Gritty" as the highest score.

DISCUSSION

Firstly, the finding of students' motivation was very high, which implies that students are very eager to learn English. Overall findings show that pupils are strongly motivated to study English. As stated by Gardner (1995), this result provides a response to the study question regarding the subject's level of motivation based on analysis and comparison. Gardner has distinguished motivation into two kinds of learning the English language. There were intrinsic motivation and extrinsic motivation. The first motivation was Intrinsic, and it is the motivation that shows a prosperous posture in the object of language; this motivation is characterized by the desirability to fuse and to follow a culture by means of language. The second motivation is extrinsic; the example is promoting occupation and demanding language.

The data gotten revealed that the students are motivated to learn English. The students have both intrinsic and extrinsic motivation, although they were non-English department students. Students enjoyed learning English. They have the pleasure or desire to study English well. The students are motivated because of personal goals, interests, self-confidence, self-efficacy, and perseverance.

Each motivation has dissimilar use in studying the English language. From the research findings about the level of student motivation, it appears that students have different goals in learning English. Intrinsic motivation focuses more on the aims and advantages of the performance level in learning the English language.

In the next question, it is discovered that the students are strongly extrinsically motivated to learn English which can answer the research question of the motivation. Gardner states that extrinsic motivation is characterized by the desire to merge and follow the culture by means of language. People who have this kind of motivation are more attracted to the culture and way of life of people who speak languages.

From the results of the questionnaire, it proves that successful students agree that learning English will make it easier for them to interact with people who speak English; it will enable them to meet and communicate with more diverse people; learning English is important because it will enable them to understand and appreciate how to live English, and learning English is important because they will be able to interact more easily with English speakers. Students are more integrally motivated than those who are motivated instrumentally to learn English from the previously mentioned findings.

A renewed emphasis on the college's English language enhancement program can be of tremendous benefit to the college in addressing students' propensity for extrinsic motivation. The college must also take into account the potential and teaching methods for extrinsic student motivation to study English and advance their level of proficiency. The culture and manner of life of those who speak other languages are more attractive to those who have this kind of motivation.

The results of the questionnaire demonstrate that successful students believe learning English is important because it will enable them to communicate and interact with English-speaking individuals more easily; it will also allow them to meet and interact with a wider variety of people; learning English is important because it will allow them to comprehend and value English culture; and learning English is important because it will allow them to understand and appreciate how to live English. It reveals that score of Extrinsic motivation is higher than a score of intrinsic motivation. Firstly, data gotten revealed that the students are motivated to learn English. The students have both intrinsic and extrinsic motivation, although they were non-English department students. They enjoy learning English

because they have the pleasure or desire to study English. The students are motivated because of personal goals, interests, self-confidence, and self-efficacy. However, this finding is different from previous research finding in terms of motivation results specifically.

This research revealed that the students' extrinsic motivation is higher than students' extrinsic motivation in learning English. The data of this research informed that the students like English and want to be able to speak English. Implicitly, the data showed that they have a goal and self-confidence to learn English, although they thought that English is not easy, and they were nervous when answering or giving a presentation in English class. Meanwhile, Javid et al. (2012) reported that the participants of their study exhibited higher extrinsic motivational orientations with fairly high intrinsic orientations because the students got more support from the outside. It was also supported by Lai (2013), who did the research and found that the majority of the participants studied English for travel, instrumental and integrative orientations,

This research has limitations in the depth of topics, and the participants included in the research. First, related to the results it was limited to the kinds of motivation that students have in learning English; it differs from the research done by Alizadeh (2016), who looked into the impact of motivation on English language learning. Through a review of some of the most significant research in the field, this study looked at the function of motivation in language learning. He discovered that learners' motivation fluctuates based on the circumstances in which they are learning a language and plays an important influence in the development of language abilities.

Additionally, Loganathan & Khan (2016) investigated the impact of motivating factors and gender differences on learning English as a second language, with a focus on students LP3I that have to face work directly after graduation. The findings demonstrated a considerable positive association between the desire to study English and the attitude toward learning English. The relationship between motivational intensity and attitude toward learning English was determined to be moderate. When comparing male and female students, there was a considerable positive link between integrative and instrumental orientation.

Fortunately, besides the limitation stated, the finding of this research support the curriculum of higher education mentioned previously, that students should have competencies to gain national competitiveness. In order to achieve the goal of learning, the students should be motivated, either intrinsic or extrinsic side, because the key to successful learning is motivation (Brown, 2003).

The students, who are motivated, have a favorable attitude toward school and view it as pleasant. Students who had strong motivation would find the easiness of the study even though the materials were difficult to learn. On the other

hand, the students who had low motivation would get bored and find difficulties in learning, although the materials were so easy. Thus, learners' motivation plays a crucial part in learning English. In other words, the participants of this research, who non-English department students, should be motivated to learn English in order to succeed in learning English. Furthermore, The results of this study were different from the previous findings. Previous findings stated that intrinsic motivation is higher than extrinsic motivation. However, in this study, extrinsic motivation was chosen by students more.

Secondly, the result of the students' Grit was very gritty. This result illustrated that students have their own consistency and effort in learning English. The questionnaire on Grit tests students' perseverance and how students persist in achieving their goals, as stated by Tang et al. (2016). In the field of learning English as a second language acquisition, that Grit is strongly associated with academic performance.

Grit consists of two dimensions, namely consistency of interest and persistence of effort. Consistency in interest, namely the ability of students to maintain the level of interest at the same point in the long term when doing a task. Second, persistence in business, namely the ability of students to spend a long-lasting effort (durable effort) to overcome pressure or obstacles when doing academic assignments. Baruch et al. (2017) suggest that Grit encourages individuals to continue to perform goal-oriented behavior, even though, in the process, they encounter obstacles, difficulties, and despair. Individuals with high grit tendencies will not get bored easily. They are increasingly driven to overcome every obstacle that exists, even when other individuals prefer to give up. This can be a solution to dealing with academic stress by being motivated to overcome obstacles and not giving up easily during learning.

According to Duckworth (2016), Grit has been used to explain the variance in academic performance. It can be concluded that high motivation and persistence can improve student learning outcomes. The study's conclusions showed that motivation and Grit have a big impact on how well non-English speaking major students do in English. In order to thoroughly study the relationship between motivation and Grit in English language performance, this research has constructed a model. Perseverance in effort and persistence in interest both contribute to Grit.

Grit views that a person's success is not based on talent but is determined by the consistency of interest and perseverance of effort. In the world of education, Grit can be associated with student learning motivation. How students can get motivated to learn by maintaining their Grit.

This study also aids students in understanding the perception of the relation between these affective components and their proficiency in the English language,

as well as the remedy. In other words, it is also proposed that English language teachers should help students become more motivated and tenacious in their language study so they can increase students' feelings of academic success. The results of this study were the same as the previous findings. Previous findings stated that high Grit would help students learn English more easily since students have effort, persistence, and consistency in learning.

Tang et al. (2021) claimed that Grit, as an affective psychological factor, has a positive correlation with persistent effort in second language acquisition, aligned with MacIntyre (2016), who confirmed that Grit was positively affecting students' foreign-language performance. Grit is a non-cognitive factor that can contribute to student success in the educational process. Grit includes a combination of the power of passion, persistence, and perseverance in activities. Learners with low Grit easily give up when they are learning a foreign language. Anyhow Wei et al. (2019) mentioned that there is a positive influence of high Grit on academic achievement among college students. Based on previous research, the results in this study showed the same results, the level of student persistence was high, so this perseverance helps students maintain their learning achievement.

CONCLUSION

Firstly, the level of motivation among students at LP3I College Bengkulu was very high. Extrinsic motivation is higher than intrinsic motivation. Students have different goals in learning English. Some have the motivation to get a job or educational requirements in the future, and the other students are encouraged to learn English because they want to increase their knowledge. Most students from LP3I College Bengkulu have the extrinsic motivation to learn English.

Secondly, the result of the student's perseverance was very high or extremely Gritty. It means Grit Support students' goals in learning English. In this study, it is determined that Grit has a positive Grit Support their goals in learning significant effect on undergraduate students' English language performance.

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