
**Kata kunci:** motivasi siswa, tata bahasa, bahasa Inggris

**How to Cite:** Marnina, Marnina (2018). Motivasi Siswa Dan Faktor-Faktor Yang Mempengaruhi Dalam Belajar Bahasa Tata Bahasa Inggris Pada Kelas VIII SMP BP Al-Munawaroh Merauke. *Jurnal Magistra, 5*(2), 39-51

**STUDENTS’ MOTIVATION AND FACTORS INFLUENCING IN LEARNING ENGLISH GRAMMAR OF EIGHT GRADE SMP BP AL-MUNAWAROH MERAUKE**

**Abstract:** The research aimed to students’ motivation and to know what factors that influence students’ motivation in learning English Grammar of Eight Grade SMP BP AL-Munawaroh Merauke. This research was done in SMP BP AL-Munawaroh in January 2018. The subject of this research was conducted at the students of SMP AL-Munawaroh, and the sample were 24 students by purposively sampling. The Data were collected by using test and questionnaire. The data from the test and questionnaire were analyzed qualitatively. Collecting data be obtained from questionnaire used formula percentage and be analyzed by qualitative. The results of the analysis showed that there are factors influencing students’ motivation in learning English Grammar namely internal factors. Based on the calculation internal factors has 214 scores and percentage was 89,45% and most of the students on Eight Grade students’ motivation in learning English is low motivation and consequently the result of students’ grammar mastery is less.

**Keywords:** students’ motivation, grammar, English language
INTRODUCTION

Many times the teaching of English language does not fulfill its goals. Even after years of English teaching, the learners do not gain the confidence of using English in and outside the class. The learners couldn’t use the language in the real live. In Indonesia, English is a foreign language. It is not only used as a means of human communication but also as a subject learnt at schools. English is one of the compulsory subjects which are taught of all education levels, namely Junior High School, Senior High School and in all departments of University. English is a tool of communicate among many countries as a global language and also to communicate with other people especially in educational field. Many people learn English because they think it will be useful in some way for International communication and travel. Such students of general English often do not have a particular reason for going to English classeses, but simply wish to learn to speak (and read and write) the language effectively for wherever and whenever this might be useful for them. Language is a form of communication whether spoken, written, or signed that is based on a system of symbolism. From those symbols, it is combined to be the words than those words become a language. Santrock (2011: 102) states that Language consists of the words used by the community (vocabulary) and the reeels for varying and combining them (grammar and syntax). It means that, language helps people communicate easily in their community.

Many people have difficulties in learning English. They feel that English is a difficult subject. Moreover, this leads them to have low motivation to learn English because they underestimate their self before trying to learn English. Actually, there are three factors that influence the English learning success that are IQ, learning environment, and motivation. The first thing that influences English learning is IQ. Obviously, IQ is an important factor that influences the success of English learning. The people who have low IQ have higher difficulties than people who have high IQ in English learning. Second, learning environment also has an important role in success of English learning. Actually, learning English should have many practices. Students can practice with your friends to improve your English skills. Therefore, environment is an influence factor in achieving success in English learning. Without having environment which support to learn English, the goal of English learning is very difficult to be achieved. The last thing that is not less important to get success in English learning is motivation. Brown stated,” motivation is an influential factor in English learning”.

Motivation is the most important factor of three factors above because without having motivation, a learner does not have a will to
learn something. As Brown stated, “Motivation is an influential factor in English learning process.” In education level of motivation (high or low motivation), effect on students success. Teachers motivation the students and achieve their task without motivation this is difficult to achieve. Motivation is helpful for reaching the objective for teachers. Motivation develops competition between the employ and administration can use it for reaching the school task. Motivation is the key to learning (Dornyei 2001: 867). It refers to the inner source, desire, emotion, reason, need, impulse or purpose that moves an individual towards a particular action. Many factors influence the students to gain the instructional objectives of English, such as, the students’ learning motivation, attitude and interest, the competence of the English teachers, lack of learning facilities, the students’ inadequate basic knowledge, irrelevant method and ineffective implementation of communicative approach and the reluctant English language learners in teaching and learning process. In the other words, motivation in learning a foreign language is a process in which a learner has desire, persistence and positive attitude to achieve the goal of learning the target language.

In learning a foreign language, motivation is need very much by students for achieving a goal. According to Brown (2000: 112) motivation is commonly thought of as an inner drive, impulse, emotion or desire that moves one to a particular action. Human beings universally have needs or drives that are more or less innate, yet their intensities are environmentally conditioned. Motivation an accept distinction is made between extrinsic and intrinsic motivation, that is motivation which comes from outside and from inside.

According to Harmer (2001:17), intrinsic motivation refers to the personal satisfaction of doing something and fulfilling inner needs (i.e learning for personal satisfaction) while extrinsic motivation relates to external influences and outer incentives. Mc. Groarty in Mckay and Hornberger (1996: 8) gives a similar opinion that the intensity of motivation is what makes a difference in successful outcomes of second language learning. Harmer states that the students who have high motivation are more successful in performing learning activities than those who have less motivation. It can be concluded that the intensity of motivation is a very crucial factor in acquiring a second language; the students who lack motivation, of course will have problems in learning.

Motivation is a basic and essential part of learning, the intention of being motivated, the learner necessitates, requires and needs to have something to anticipate, foresee, expect and long for, a reason, principle or rationale having to do with aim or target. Motivation is the most significant factor among the
mentioned three factors that effect second language acquisition. Ellis (2004:715) suggests that motivation is “the effort which learners put into learning an L2 as a result of their need or desire to learn it”. Brown and Spada (2001:33) identify motivation in SLA as an intricate incident which can be identified along with two factors: “Learner” communicative needs and their attitudes toward the second the second language community.

On the other hands, Forman (2005:2) motivation is the process through which individuals are driven to increase their action or performance either by internal (intrinsic) or external (extrinsic) factors. According to Yu-Mei (2009:3) motivation is one of several important factors that may influence students’ English achievement. Motivation is a very important factor which determines the success or failure in foreign language learning because motivation can directly influence the frequency of using learning strategies, will power of learning, goal setting and the achievement in learning.

Motivation is the process through which individuals are driven to increase their action or performance either by internal (intrinsic) and external (extrinsic) factors. Harmer (2001:51) states that “it is accepted for most fields of learning that motivation is essential to success: that we have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort”.

The teaching English in Junior High School is the basic in understanding English. There are four skills in teaching English namely listening, speaking, reading and writing. The four skills are supported by the learning of language elements; they are structure, vocabulary, pronunciations and spelling (Mahayu, 2014:108).

To improve students’ grammar mastery teachers is the important role in teaching English process. Teacher should be used media, games and teaching methods in learning English. Teacher needs to use different teaching method in order to reach all students effectively. A variety of teaching strategies, a knowledge of student levels and an implementation of which strategies are based for particular students can help teachers to know which teaching methods will be most effective for the students (Harris : 2003). So that, students more be interesting, active and can be easy to understanding the English text. One of factors in learning English grammar is motivation. Every student should have motivation in learning English because without motivation they cannot get a good achievement. According to Gardner as quoted by Almudena (2015:82) motivation towards language learning is desire to achieve that language, the learner’s immediate goal, by
means of effort, want or desire and effect or attitude.

Grammar is one of the subjects taught in Junior High School. There are so many reason why English taught in the most of schools. English is the language most widely used in the world so English become an International language. English has an estimated 350 million native and 400 million second language speakers on all continents. Dalby (2004:166) said that although Chinese has more mother-tongue speakers, no language rivals English in the extent to which it is used across the world.

When learning a second language, students must learn about its structure and appropriate use (Haynes & Zacarian, 2010:10). In English, the structure is usually grammar. Grammar also has a positive effect on the students. Students need to have a good grammar foundation to communicate effectively in English (McKay, 1996). Ur (1996) states that a person who knows grammar is one who can express himself or herself in what would be considered as acceptable language form. In KTSP (School Based Curriculum of Indonesia), grammar is one of essential language elements taught to support the mastery of four skills namely listening, reading, speaking and writing. Besides, to achieve the standard and basic competence, the students need to understand grammar, vocabulary, spelling and pronunciation.

Barbara Dykes (2007: 5) “grammar is a language to talk about language”. Grammar is the system of a language. Language started by people making sounds which evolved into words, phrases and sentences. Grammar is one of the most important parts that we need to master when studying English grammar is essentially about the system and patterns we use to select and combine words. Grammar constitute language element (language component) implementation shall integrated into four skill gets language (listening, speaking, reading and writing skills).

Grammar needs to be taught by communicating to props students’ language. Grammar is essentially about the systems and pattern select and combine words. Grammar is the system of rule in English language that should be learned by the students. Grammar role is very important. Most the students in Merauke still lack of capability and their motivation in grammar. They are considered that grammar is a boring and difficult subject and most the students not interested in grammar. Most of the students say that the grammar is difficult to be understood and remembered. This may be caused by the lecturers’ teaching style them or the method used not interest for them. Teacher used less interesting teaching method and teaching media when learning English process. So that,
students felt bored when teacher explained the material and students talk with another friends in the class and sometimes they make atmosphere classroom becomes noisier. Consequently, the problem of students less motivation in learning English it will be influence in their result learning English is not satisfied. Beside that, based on the researcher’s experience in teaching that there are still many students who get problem in English, especially in grammar (1) the students who learn English for years still face difficulties in grammar; (2) grammar is considered as the difficult and boring subject; (3) the students of SMP BP Al Munawaroh less motivation to improve their English grammar.

Grammar is one of the central terms in Linguistic and covers in wide range of phenomena. According to Morris (2009: 15) grammar is the statement of the facts and rules we have arrived at concerning the words that make up a language. Then, he clarifies that grammar deals with three subjects: (1) sound and letters (orthography); (2) classification, inflexion and derivation (etymology); (3) the relations of words of a sentence to another and the relations of sentences to one another (syntax).

Grammar is a finite system since it is some how represented in the mind/brain that generate an indefinite number of sentences (Guasti, 2002:5). Dykes (2007:5), defines the grammar simply as a language to talk about language, without naming words for its parts and their specific actions, so it is impossible to explore the function of words and the part they play in forming meaningful language without a naming procedure. Furthermore, the grammar assigns certain structural representation sentences, and it sanctions certain interpretations while establishing what is possible and what is not possible in language (Guasti, 2002:8). So that, we can do certain things with language because of the grammar.

Grammar is the central component of language. It mediates between the system of sounds or written symbols, on the one hand, and the system of meaning, on the other (Greenbaum & Nelson, 2002:1). So that, when a few words strung together in a different order the meanings likely would be different also. Grammar originates from word ‘gamma’ that means ‘letter’ (Dykes, 2007:5). In making a sentence, grammar is really needed. This is because grammar is the set of rules that allow us to combine words in our language into larger units(Greenbaum & Nelson, 2002:1). When we use different structure or rule in a sentence, it will produce different meaning also.

In a restricted sense, grammar is a level of structural organization which can be studied independently of phonology and semantic and generally divided into the branches of syntax and morphology (Crystal: 1991: 159). While in general sense, grammar is the set of logical and
structural rules that govern the composition of sentences, phrases and words in a language. Grammar in this study refers to English grammar in which English is a foreign language. English grammar is a set of rules that attempt to describe the structural principles of the English language.

**METHOD OF THE RESEARCH**

The research was conducted at SMP BP AL-Munawaroh Merauke. This research applies descriptive survey design, the researcher used the design to take factors affecting students’ motivation and factors affecting in learning English Grammar. The subject of the research was students of the Eight Grade at SMP BP AL-Munawaroh Merauke academic year 2017/2018. The numbers of subject was 24 students of the first semester who have taken purposively sampling. The instruments in this research were used test; and given the questionnaire to the students of SMP BP AL-Munawaroh to know about their interest in learning English grammar. The form of questionnaires is in Bahasa Indonesia.

The material of grammar test was taken from the Betty Schrampfer Azar (2002) “Understanding and using English Grammar”. The test was to measure students’ in learning English Grammar. The students were given the questionnaire after they have done the test. It was aimed to get information about students’ motivation and factors influencing in learning English Grammar. The questionnaire consists of ten (10) positive statements.

The technique of analyzing data were classifying the students’ score of test into five categories; very good, good, fair, poor, and very poor (Depdiknas, 2006); calculating the result of students’ questionnaire based on the percentage of each choice by using percentage, number of frequency, number of respondent (Sudjana 1996:54); data of students’ in learning English grammar used students’ individual score, obtained score, maximum score (Sutomo as quoted by Sari, 2013:5).

**RESEARCH RESULT AND DISCUSSION**

**FINDINGS**

**Students’ motivation in learning English grammar scores**

After analyzing the percentage of the students in learning English grammar show that motivation in learning English grammar score is 57 (6 students), score is 45 (4 students), score is 36 (10 students), it indicates the biggest motivation in learning English grammar while score is 70 (4 students). It is show that positive significance correlation between students’ motivation in learning English grammar and students’ grammar test. With coefficient correlation is 0.721. This positive correlation obtain for total sample of the research.
Data of students’ grammar test

Students’ grammar test scores took from test on Eight grade in academic 2017/2018. The students were given the grammar test, and the result of the test was firstly classified into five levels of competence. Then it was analyzed through percentage technique. It is used as the base data of the students’ achievement in learning English grammar. The distribution of the students’ score in learning English grammar it can be seen that there are 15 students (42,86%) who have good level. It indicates that the majority of the students have good level of learning English grammar. There are 4 students (11, 42%) who have very good level. There are also 5 students (14, 29%) who have fair level. None of the students falls into very poor level of reading comprehension. These data reveals that, most of the students have good in learning English grammar.

Table 1. Descriptive Statistics in English Grammar Test

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Value</th>
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<tbody>
<tr>
<td>Mean</td>
<td>60</td>
</tr>
<tr>
<td>Minimum</td>
<td>13</td>
</tr>
<tr>
<td>Maximum</td>
<td>93</td>
</tr>
</tbody>
</table>

From the table above researcher concluded that in learning English grammar students have high and low motivation it can be seen on table 1.3 students have high motivation their result on English grammar test 93. Meanwhile, students have low motivation their result on English grammar test is 13. In table above mean of students English grammar test is 60. It mean that students’ English grammar in fair category.

To know more detail category of students’ English grammar test, we can seen on table 1.2 below:

Table: 2 Students’ Category in English Grammar Test

<table>
<thead>
<tr>
<th>Interval</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>81-100</td>
<td>Excellent</td>
<td>4</td>
<td>11,42%</td>
</tr>
<tr>
<td>61-80</td>
<td>Good</td>
<td>15</td>
<td>42,86%</td>
</tr>
<tr>
<td>41-60</td>
<td>Fair</td>
<td>5</td>
<td>14,29%</td>
</tr>
<tr>
<td>21-40</td>
<td>Poor</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>0-20</td>
<td>Very Poor</td>
<td>0</td>
<td>-</td>
</tr>
</tbody>
</table>

(Source: Primary data, 2018)

From table 1.2 researcher concluded that 4 respondents (11,42%) interval 81-100 is excellent category and 15 respondents (42,86%) interval 61-80 is good category. Meanwhile, 5 respondents (42%) interval 41-60 is fair category. None of respondents is poor category and also is very poor category.

The Distribution of the Result from the Questionnaire For The Internal Factors.

The questionnaire was administered to the students at the end of meetings. It was aimed to get information about students’ motivation and factors influencing in learning English Grammar. In the distribution of questionnaire
there are few of the students who think that exciting to studying English. There are 7 students (29%) strong agree, 4 students (17%) agree to the first statements. Fortunately, English is an interesting subject for students in which 5 students (21%) strong agree and undecided, 8 students (33%) disagree with the second statement.

Toward the third statement, there are 5 students (21%) strongly agree, 4 students (17%) agree, and 2 students (8%) disagree. It means most of the students realize the importance enjoy reading English book, articles, newspapers and magazines. Then, 8 students (33%) confirm that they enjoy watching English news and movies as they agree with the fourth statement and 4 students (17%) agree, 16 students (42,86%) disagree and 1 student (4%) strongly disagree confirm that do not enjoy watching English news and movies.

Many of the students (62,85) point out that learning English make they feel happy as they choose agree and strongly agree option in the fifth statement. Toward the sixth statement, there are 9 students (37%) who choose strongly agree and agree option. While, there are 3 students (12%) who choose disagree option. It indicates that English is one of them favorite courses while others not.

There are 9 students (37%) who choose strongly agree and agree option for the seventh statement. It confirms that they love learning English Quite similar, there are 10 students (42%) with strongly agree and agree choice for the eighth statement. It points out that they are motivated to improve their English grammar.

For the ninth statement, the majority of the students (77.15%) think that studying English is important because it will make them more educated as they agree and strongly agree with the statement. Toward the last statement of the questionnaires, many of the students (85.71%) agree and strongly agree that they really enjoy learning English.

The total sample is 24 respondents and total questioner is 10 items for internal factor. The highest score for the internal factors is the bold typed and the lowest score for the internal is the underlined typed.

Based on the result of questionnaire above it can be seen that the highest score for the internal factors is the item ‘studying English is important because it will make me more educated with the total frequency of strongly agree was 9 (37%), total frequency of agree was 5 (21%), total frequency of undecided was 4 (17%), total frequency of disagree was 6 (25%) and total score was 85. The lowest score for internal factor is the item ‘I love learning English’ with the total frequency of strongly agree was 3 (12%), total frequency of agree was 6 (25%), total frequency of uncertain 4 (17%), total frequency of disagree was 7
(27%), total frequency of strongly disagree was (17%) and total score was 69.

**DISCUSSION**

1) I am exciting to study English

From 24 respondents for the statements “I am exciting to study English”, there are 7 respondents choose strongly agree (29%) and total score was 35. 4 respondents choose agree (17%) and total score was 16. 8 respondents choose undecided (33%) and total score was 24. 5 respondents choose disagree (21%) and total score was 10. Total of the score from each options was 85. It indicates that most of students are exciting to study English.

2) English is an interesting subject for me

From 24 respondents for the statements “English is an interesting subject for me”, there are 5 respondents choose strongly agree (21%) and total score was 25. 4 respondents choose agree (17%) and total score was 16. 5 respondents choose undecided (21%) and total score was 15. 8 respondents choose disagree (33%) and total was 16. 2 respondents choose strongly disagree (8%) and total score was 2. Total of the score from each options was 74. It indicates that most of students agree that English is an interesting subject for them.

3) I enjoy reading English books, articles, newspapers and magazines

From 24 respondents for the statements “I enjoy reading English book, articles, newspaper and magazines”, there are 4 respondents choose strongly agree (17%) and total score was 20. 2 respondents choose agree (8%) and total score was 8. 7 respondents choose undecided (29%) and total score was 21. 5 respondents choose disagree (21%) and total score 10. 6 respondents choose strongly disagree (25%) and total score 6. Total of the score from each option was 65. It indicates that most of students enjoy reading English book, articles, newspapers and magazines.

4) I enjoy watching English news and movies

From 24 respondents for the statements “I enjoy watching English news and movies”, there are 8 respondents choose strongly agree (33%) and total score was 40. 4 respondents choose agree (17%) and total score was 16. 5 respondents choose undecided (21%) and total score was 15. 16 respondents choose disagree (25%) and total score was 12. 1 respondents choose strongly disagree (4%) and total score 1. Total of percentage from each options was 84. It indicates that most of students enjoy watching English news and movies.

5) Learning English make me feel happy

From 24 respondents for the statements “Learning English make me feel happy”, there are 4 respondents choose strongly agree (17%)
and total score was 20. 2 respondents choose agree (8%) and total score was 8. 5 respondents choose undecided (21%) and total score was 15. 9 respondents choose disagree (37%) and total score was 18. 4 respondents choose strongly disagree (17%) and total score was 4. Total of the score from each options was 65. It indicates most of students said that learning English makes them feel happy.

6) English is one of my favorite courses
From 24 respondents for the statements “English is one of my favorite courses”, there are 5 respondents choose strongly agree (21%) and total score was 25. 4 respondents choose agree (17%) and total score was 16. 7 respondents choose undecided (29%) and total score was 21. 3 respondents choose disagree (12%) and total score was 6. 5 respondents choose strongly disagree (21%) and total score was 5. Total of the score from each options was 73. It indicates most of students said that English is one of their favorite courses.

7) I love learning English
From 24 respondents for the statements “I love learning English”, there are 3 respondents choose strongly agree (12%) and total score was 15. 6 respondents choose agree (25%) and total score was 24. 4 respondents choose undecided (17%) and total score was 12. 7 respondents choose disagree (29%) and total score was 14. 4 respondents choose strongly disagree (17%) and total score 4. Total of the score from each options was 69. It indicates that most of students love learning English.

8) I like English class so much, I look forward to studying more English in the future
From 24 respondents for the statements “I like English class so much, I look forward to studying more English in the future”, there are 4 respondents choose strongly agree (17%) and total score was 20. 6 respondents choose agree (25%) and total score was 24. 3 respondents choose undecided (12%) and total score was 9. 7 respondents choose disagree (29%) and total score was 14. 4 respondents choose strongly disagree (17%) and total score was 4. Total of the score from each options was 71. It indicates that most of the students like English so much, they look forward to studying more English in the future.

9) Studying English is important because it will make me more educated
From 24 respondents for the statements “studying English is important because it will make me more educated, there are 8 respondents choose strongly agree (33%) and total score was 40. 5 respondents choose agree (21%) and total score was 20. 4 respondents choose undecided (17%) and total score was 12. 6 respondents choose disagree (25%) and total score was 12. 1 respondents choose
strongly disagree (4%) and total score was 1. Total of the score from each answer was 85. It indicates that most of the students said that studying English is important because it will make me more educated.

10) I really enjoy learning English

From 24 respondents for the statements “I really enjoy learning English”, there are 5 respondents choose strongly agree (21%) and total score was 25. 2 respondents choose agree (8%) and total score was 8. 4 respondents choose undecided (17%) and total score was 12. 7 respondents choose disagree (29%) and total score was 14. 6 respondents choose strongly agree (25%) and total score was 6. Total of the score from each options was 65. It indicates that most of the students really enjoy learning English.

CONCLUSION AND SUGGESTION

Conclusion

Based on research from the findings of the research is clearly indicated that most of students on Eight Grade students’ motivation in learning English grammar is low motivation and consequently the result of students’ grammar mastery is less, besides that there are factors that influence students’ motivation in learning English grammar, namely internal factors. Statistical result showed that highest score in internal factors.

Suggestion

Based on the conclusion above the researcher gives suggestions.

1. Teacher must be increase students motivation such as using some teaching methods that is suitable on students condition and gives some learning media which students will be more interest of lesson and also the teacher should gives a prize to students who be able answer correctly or students get high score on the test.

2. Students should be having high motivation in learning English grammar so that students’ can rich grammar mastery and they will get satisfy result in learning English grammar.

3. Every students should have motivation in learning English grammar because motivation has important role in learning. Without motivation students will not reach their goal.

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