

**THE CORRELATION AMONG GRIT, EFL LEARNERS
MOTIVATION AND APPLIED LINGUISTICS ON
PHONOLOGY FOR EFL LEARNERS**

ARTICLE



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RATIFICATION

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ABSTRACT

The aimed at finding out: the correlation between grit and applied linguistics on phonology for EFL learners', the correlation between EFL learners motivation and applied linguistics on phonology for EFL learners and the correlation among grit, EFL learners' motivation and applied linguistics on phonology for EFL learners'. The research was correlation research. The research sample was 27 students. The data collection was questionnaire and test. The data analysis used was SPSS version 22 for Windows. The findings were found that sig. X1 to Y was $0.68 > 0.05$, and the value of R count $0.42 < R$ table 2.064 which means that hypothesis 1 was rejected. Second, sig. X2 to Y was $0.27 > 0.05$, and the value of R count $1.131 < R$ table 2.064 which means that hypothesis 2 was rejected, and sig X1 and X2, to Y was $0.49 > 0.05$ and the the value of R count $0.72 < R$ table 3.39 which means that the hypothesis 3 was rejected. Thus, there was no correlation among grit, EFL learners' motivation and applied linguistics on phonology for EFL learners.

Key words: *grit, motivation, and phonology.*

1. INTRODUCTION

English is the one of language that can be used widely in the world (Pennycook & Candlin, 2017). Most of people using English as an international language. English is taught in all schools in the world, especially in Indonesia (Usuluddin et al., 2024). In Indonesia, English as the third language because the first language is mother tongue from each cultures, and the second is Indonesian. According to (Husnu et al., 2024) English as a foreign language in Indonesia has been introduced from primary to university level of education. As we know, English is taught here for facing a new globalization, people who cannot speak English will be left behind far away even for reach a successful. English has four skills such as Listening, Speaking, Reading, and Writing (Jaelani et al., 2022).

The four language skills are then used as a measurement of a language comprehension. Comperhension language is one of the examples in English course linguistics on Phonology EFL learners'. As EFL learners' it is a bit difficult to learn English then country that used English as their Second language (Nazri et al., 2024). Then in learning English students must have perseverance and desire to keep learning the language. Perseverance and desire to keep learning in the word is called motivation and grit.

Linguistics is the study of language which has a very important role in the implementation of language teaching (Chapelle & Sauro, 2017). Linguistics is a science that studied the ins and outs of language (Usuluddin et al., 2024). Linguistics has several sub-disciplines, including micro-linguistics and macro-linguistics (Lisdawati & Syahrizal, 2017). (Lisdawati & Syahrizal, 2017) stated that "the problem of linguistic objects can be formulated using micro linguistics, namely linguistics that examines the internal structure of language". Micro linguistics includes the linguistic sub-disciplines of phonology, morphology, syntax, semantics, and lexicology (Asrobi et al., 2021). The study of micro linguistics is basically a basic study of linguistics because what is studied is the internal structure of language (Thomason, 2020). Because linguistics and language learning have almost the same discussion, language science becomes the core of the subjects studied by sixth semester students.

In this subject, linguistics has five parts there are, namely at the level of phonology, morphology, syntax, semantics, and lexicology (Lisdawati & Syahrizal, 2017). With regard to language teaching and learning, especially English, a similar knowledge of English gives students the opportunity to apply it in social communication and at every opportunity. It is use depends on the point of view of the theory of language (English) in a particular era, which reflects the students' needs in using English, desire to be able to overcome any difficulties they may encounter during learning the language especially in learning linguistics on phonology (Suherman et al., 2025). Applied Linguistics on Phonology can assist this process by applying linguistic basics and procedures to enhance the language learning process (Maysuroh et al., 2024).

Phonology is one part of the study of language systems. It deals with the analysis and description of the meaningful sounds that human beings make during their everyday oral communication. It is intended to describe the function of these sounds also studies the differences and similarities of speech sounds. In addition, it concerns itself with how these sounds influence on another (Prasetyaningrum & Asrobi, 2021). According to (Lubis, 2019), Phonology is the branch of linguistics concerned with the study of speech sounds with reference to their distribution and patterning". Phonology has variable connected to motivation.

Motivation is an important contributing factor in language learning because learning will be more effective and efficient if it is pushed by motivation (Lubis, 2019). It means that students who have high motivation will try to get new knowledge and skill. In addition, motivation also plays an important role in

teaching learning process. Students may face problems in phonology. They need a high motivation in order to keep trying to solve the problem in phonology. According to (Perdana et al., 2017) motivation can be defined as the overall driving force in the student who raises, ensuring continuity and provide direction and learning activities, so that the objective can be achieved. It means that, motivation is a force to encourage or provide direction to students so that students can easily achieve the goals of their learning (Asrobi et al., 2023). Beside that there are two types of motivation such as intrinsic motivation and extrinsic motivation. The motivation may come from the learners itself or outside. For those who have intrinsic motivation, they will have strong responsibility to learn. On the contrary, for those who have extrinsic motivation, their enthusiasm to study depends on the conditions outside themselves. Motivation has variable connected to Grit (Prasetyaningrum & Arfah, 2024).

Grit is a personal trait defined as the ability to sustain interest and to achieve long-term goals despite obstacles and challenges (Keegan, 2017). It is the degree of perseverance and passion individuals possess to attain long-term goals (Duckworth & Quinn, 2009). This definition highlights two independent dimensions of grit: passion and perseverance. Grit is, therefore conceptualized in terms of sustained interest and effort to reach long-term objectives (Maysuroh et al., 2025).

In the educational era, the term grit has come to be used to refer to “perseverance to accomplish long-term or higher-order goals in the face of challenges and setbacks, engaging the students’ psychology resources, such as their academic mindsets, effortful control, and strategies and tactics”(Chen et al., 2020). Likewise, (Feng & Papi, 2020) have used the term academic perseverance to refer to grit, pointing out grit is the tendency to accomplish assignments despite challenges and distractions. Grit learners are able to complete tasks and activities in the face of obstacles through regulating their attention and utilizing the appropriate strategies and skills (Nouara & Senoussi, 2020).

Learning linguistics is very important for learning good and correct language, especially in learning phonology which is able to explain how to pronounce words in the correct voice (Saito et al., 2016). So that in this study, motivation and grit is needed. Motivation is the student's need to increase enthusiasm for learning. Grit is one type of student personality who has an interest, perseverance in achieving what students want and is consistent in continuing to learn (Prasetyaningrum et al., 2021). It is crucial for students to have grit and motivation.

From the statement above, the researcher tried to conducted a research entitled “The Correlation among Grit, EFL Learner’s Motivation and Applied Linguistics’ on Phonology of the Sixth Semester at *Hamzanwadi University* in the Academic Year 2021-2022”.

2. METHOD

The research design used in this study was quantitative research. While the type of this study was non experimental research design. (Queirós et al, 2017) states that “quantitative is an objective and systematic processes in which numerical data are use and interpreted to obtain information the world. Non-experimental research is a study in which the researcher does not have the opportunity to provide treatment or manipulate variables that may play a role in the emergence of a symptom (James et al, 2017). Because the research tried to describe and tried to test the relationship, it also to findings in a numerical form and analyze through of statistics.

2.1 Participant

The populations of this study were the students of English education at the sixth semester in Hamzanwadi University in the academic year 2021-2022. The sixth semester is studying phonology. The technique that the researcher used simple random sampling. According to (Bolstad & Curran, 2016), random sampling was that all members of the population have an equal and independent chance of being included in the sample. The researchers will chose one class between student’s class A, B, or C of sixth semester as sample.

2.2 Data Collection

2.2.1 Technique of Collecting Data

Technique of data collection is the technique or the ways that can be used to collect the data by the researcher. According to (Taherdoost, 2016) says that instrument is the tool by the researcher when she or he uses the method. Research instrument is very important to obtain the result for it was a set of method, which is used to collect the data. This research used Questionnaire and Test to collect the data. The questionnaire and test distributed to 27 student at English education study program of Hamzanwadi University and collect to see the answer In grit consist of 12 questionnaire, in motivation consist of 20 questionnaire and the test is consist of 7 question.

2.3 Data Analysis

1. Descriptive Statistics

In this study, the researcher used descriptive statistics to analyze the data. The researcher 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.

2. Testing Hypothesis

The result of data could be show after the researcher compared the result of the R_{count} and R_{table} ($p = \rho$) 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. There is any correlation between grit, and applied linguistics on phonology for EFL learners?
2. There is any correlation between motivation and applied linguistics on phonology for EFL learners?
3. There is any correlation among grit, EFL learners motivation and applied linguistics on phonology for EFL learner?

3. RESULT

From this study, the researcher described the result of the study about the correlation among grit, motivation EFL learners to applied linguistics on phonology EFL learners of the sixth semester of study program Study Program English Language Education of Hamzanwadi University 2021-2022. The researcher 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 show if Mean of Questionnaire Grit X_1 was 65.11, Questionnaire Motivation X_2 was 72.33, and Test Phonology Y was 86.69 and the Standard Deviation of Questionnaire Grit as X_1 was 10.024, Questionnaire Motivation as X_2 was 8.162, and Test Phonology Y was 2.939.

The result of data could be show after the researcher compared the result of the R_{count} and R_{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.

1. If the value of sig. < 0.05 , or $R_{count} > R_{table}$ then there is a correlation between variable X and variable Y. H was accepted.
2. If the value of sig. > 0.05 , or $R_{count} < R_{table}$ then there is no correlation between X variable and Y variable. H was rejected.

The present researcher 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 X_1 - Phonology Y, Motivation X_2 - Phonology Y, and Grit X_1 - Motivation X_2 - Phonology Y as follow :

1. From the data it was known that the significant value for the correlation of X_1 to Y was $0.68 > 0.05$ and the value of R_{count} $0.42 < R_{table}$ 2.064, so it can be concluded that H_1 was rejected, which means there is no correlation of X_1 to Y. Seen appendix F number 5.
2. From the data it was known that the significant value for the correlation of X_2 to Y was $0.27 > 0.05$ and the value of R_{count} $1.131 < R_{table}$ 2.064, so it can be concluded that H_2 was rejected, which means there is no correlation of X_2 to Y. Seen appendix F number 6.

3. Based on the data, it was known that the significant value for the effect of X_1 and X_2 , to Y was $0.49 > 0.05$ and the value of R count $0.72 < R$ table 3.39 so it can be concluded that H_3 was rejected, which means there is no correlation of X_1 and X_2 , to Y . Seen appendix F number 7.

The last result was about the percentage of correlation among the three variables. Based on the output of model summary, the value of R square is $0,057$. So it can be concluded that the correlation among X_1 , X_2 , and Y is 0.5% . Seen appendix number 8.

4. DISCUSSION

Based on the analysis of this research, the researchers finally get the result. Data has researcher obtained through this researcher can be analyzed and discussed in depth in accordance with the formulation of the problem and research objectives to be accomplished by researcher. In this section we discuss the research with the analysis of the data has obtained and the exposure of the discussion research. The data from this research are result of grit and motivation questionnaire and phonology test begins with tryout test.

Research clarify from previous researcher, this research has variable control X_1 - Y , X_2 - Y , and X_1, X_2 - Y . This has different from support by two research previous seen from the result discussion. In this part the present researcher would like to discuss and compare the previous research with the present research.

The novelty of this research was regression linier. Linear regression is a statistical test applied to a data set to define and quantify the relation between the considered variables (Dewi & Monalisa, 2016). Univariate statistical tests such as Chi-square, Fisher's exact test, t-test, and analysis of variance (ANOVA) do not allow taking into account the effect of other covariates or confounders during analyses (Tiyari, 2019). Indented to describe three variables. Grit as X_1 , Motivation as X_2 , and Phonology as Y . The data of the correlation among grit, motivation EFL learners to applied linguistics on phonology EFL learners were collected by using questionnaire and test.

To find out the present research problem about how much correlation between grit, motivation contributes to phonology were using questionnaire in the form of Google form and phonology test. This research used regression linier analysis. The result If the value of $\text{sig.} < 0.05$, or R count $> R$ table then there is a correlation between variable X and variable Y . If the value of $\text{sig.} > 0.05$, or R count $< R$ table then there is no correlation between X variable and Y variable. The correlation between X_1 on Y was $0.68 > 0.05$ and the value of R count $0.42 < R$ table 2.064 . The correlation between X_2 on Y was $0.27 > 0.05$ and the value of R count $1.131 < R$ table 2.064 . The significant the correlation of X_1 , X_2 , on Y was $0.49 > 0.05$ and the value of R count $0.72 < R$ table 3.39 . It was known that R square was 0.057 , this means that the effect of variables X_1 and X_2 simultaneously on variable Y was 0.5% . Based on the discussion, it can be concluded that there

was no significant correlation among grit, motivation EFL Learners to applied linguistics on phonology EFL Learners of the sixth semester of Study Program English Language Education of Hamzanwadi University.

The first previous research was taken from a journal research which is conducted by Ridha Irma, (2018) “The Correlation between English Learners Motivation and Their English Proficiency”. The purpose of the research was aimed to find out whether or not there is a significant correlation between English Learner Motivation and Their English Proficiency. The research designs of this study were correlation research design and quantitative research. The participants of the study were 30 students. The subject of this research the students in the fourth semester Law Faculty Students of Sriwijaya Univercity. The instrument of this research used Questionnaire and Test. In her research it was found out The Correlation between English Learners Motivation and Their English Proficiency. The result showed that : there was no significant correlation between students motivation and their English since the significant level (sig. 0.071) was higher 0.05, students motivation did not contribute significantly to their English Proficiency. The contribution was only 0.2% so There was no correlation between English Learners Motivation and Their English Proficiency.

The second research conducted Kay Best Murphy, (2019) “The Relationship between Grit-S Assessment Scores and Student Retention in Undergraduate Online Programs”. The purpose of this study is to determine whether a correlational relationship exists between Grit-S assessment scores. The research design of this study were correlation research design and quantitative research. The participants of the study is 30 students. The subject of this research the University of Arkansas students identified as studying in online undergraduate degree programs. The instrument of this research used Questionnaire and Test. From the calculation Pearson’s Product moment correlation, got the result from $r_{xy} = 0.271$ (it is between 0.20 - 0.40). According to simple interpretation, we noticed that the correlation between X variable and Y variable is low correlation and it is considered there is no significance correlation between x variable (learning motivation) and y variable (students’ achievement in English).

5. CONCLUSION

Referring to the result of the research, the present researcher got some conclusion as follow:

4. From the data it was known that the significant value for the correlation of X_1 to Y was $0.68 > 0.05$ and the value of R count $0.42 < R$ table 2.064, so it can be concluded that H_1 was rejected, which means there is no correlation of X_1 to Y.
5. From the data it was known that the significant value for the correlation of X_2 to Y was $0.27 > 0.05$ and the value of R count $1.131 < R$ table 2.064, so it can be concluded that H_2 was rejected, which means there is no correlation of X_2 to Y.

6. Based on the data, it was known that the significant value for the effect of X_1 and X_2 , to Y was $0.49 > 0.05$ and the value of R count $0.72 < R$ table 3.39 so it can be concluded that H_3 was rejected, which means there is no correlation of X_1 and X_2 , to Y .

The last result was about the percentage of correlation among the three variables. Based on the output of model summary, the value of R square is 0,057. So it can be concluded that the correlation among X_1 , X_2 , and Y was 0.5%. Based on the discussion, it can be concluded that there was no significant correlation among grit, motivation EFL Learners to applied linguistics on phonology EFL Learners of the sixth semester of Study Program English Language Education of Hamzanwadi University.

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