

THE CORRELATION BETWEEN LEARNING MOTIVATION AND SIMPLE PRESENT TENSE MASTERY AT THE ELEVENTH GRADERS OF SMAN 02 KOTABUMI IN ACADEMIC YEAR 2020/2021

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ABSTRACT: Mastery of the simple present tense is the basic in the grammar aspect that is important for every student to learn and master. However, there are some students who have not mastered the simple present tense yet. One of the reasons is that students do not have high learning motivation in mastering simple present tense. In this case, the total population in the study was 352 students. Researcher used a proportional random sampling technique to take samples from the study. Techniques in data collection are to use 40 items questionnaire of learning motivation and 30 items simple present tense mastery test. From the analysis, it is found that the relationship is 0.940 using a significant level of 5% (0.05). The results obtained using the r table using the product moment formula and also the level of confidence is 95%, with a sample size of 36 students, the results will be obtained 0.329, meaning that the $r_{\text{observed}} (0.940) > r_{\text{table}} (0.329)$. So H_0 was rejected and H_a was received. It meant that there is *correlation between learning motivation and simple present tense mastery at the eleventh grades of SMAN 02 Kotabumi in Academic Year 2020/2021*.

Keywords: correlation, learning motivation, simple present tense mastery

ABSTRAK: Penguasaan simple present tense merupakan dasar dalam aspek grammar yang penting untuk dipelajari dan dikuasai oleh setiap siswa. Namun masih ada beberapa siswa yang belum menguasai simple present tense. Salah satu penyebabnya adalah siswa kurang memiliki motivasi belajar yang tinggi dalam menguasai simple present tense. Jumlah populasi dalam penelitian ini adalah 352 siswa. Peneliti menggunakan teknik proporsional random sampling untuk mengambil sampel dari penelitian. Teknik pengumpulan data menggunakan 40 item angket motivasi belajar dan 30 item tes penguasaan simple present tense. Dari hasil analisis diketahui bahwa hubungan 0,940 dengan taraf signifikan 5% (0,05). Hasil yang diperoleh dengan menggunakan r tabel dengan menggunakan rumus product moment dan juga tingkat kepercayaan 95%, dengan jumlah sampel 36 siswa diperoleh hasil 0,329, artinya $r_{\text{observasi}} (0,940) > r_{\text{tabel}} (0,329)$. Jadi H_0 ditolak dan H_a diterima. Artinya ada *hubungan antara motivasi belajar dengan penguasaan simple present tense pada siswa kelas sebelas SMAN 02 Kotabumi Tahun Pelajaran 2020/2021*.

Keywords: hubungan, motivasi belajar, penguasaan simple present tense

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I. INTRODUCTION

Grammar determines how words are arranged in forming meaningful language units. The meaning of grammar is a reference mechanism in accordance with the function of language when used in communication with others. According to Leech (as cited in Meilani and Muhamad, 2016, p.10) grammar is a rule for combining words, or rules for combining sounds of meaning. Grammar includes phonology (sound), morphology (word composition), and syntax (sentence composition). Because grammar is important in communicating, students must be able to master it. In fact, learning grammar is not easy for students. Most students have difficulty in learning grammar.

In grammar, students are given many language rules. The language rules are called tenses. English is considered a language of tenses, so tenses become an important part of grammar that students need to learn. Tenses are verbs that are

formed suitable to the time that occurs. According to Baker (as cited in Jabar, 2013, p. 245) tense is a category of grammar that involves changing the form of verbs to reflect the location of an event in time.

There are four basic types of tenses such as present tense, past tense, future tense, and perfect tense. One form that must be learned by eleventh grader student of senior high school is about present tense especially about simple present tense in the report text that is in accordance with the curriculum 2013. According to Lado (as cited in Kamil, 2017, p. 3) simple present tense is a form of time used to express an action or activity that takes place or occurs at the present time in the form of simple or repetitive work, or daily habits. Simple present tense has its own formula with other types of verbs.

Based on pre-observation conducted on February 10th — 15th 2020, in SMAN 02 Kotabumi especially eleventh grade, the most difficult English skill to

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learn is grammar. There are several difficulties faced by students in mastering grammar, especially in the simple present tense. First, some students still do not understand the form and use of the simple present tense. Second, students still often make some mistakes to put the right verb in simple sentences. Third, students are not enthusiastic in teaching and learning about grammar, especially in mastering the present tense. Fourth, students feel bored, uninterested and sleepy when the teacher explains material about grammar, especially the present tense.

This condition must be considered and addressed early on because the difficulty in mastering the simple present tense will cause other difficulties which eventually lead to failure in doing the English test. To solve this problem, researcher must understand what factor can cause problems in mastering the simple present tense and what factor can increase mastery of the simple present tense. These factors come from within and

from outside individual students, both related to linguistic factor or non-linguistic factor. Brown (1994, p. 99) states that the success of language learning is also influenced by extrinsic factor including teacher, teaching material, class condition, socio-cultural factor, and others, and intrinsic includes all personality factor in a person such as self-esteem, inhibition, risk taking, anxiety, and motivation.

One of the intrinsic factors is learning motivation. Everyone needs to have motivation and reasons to act. Uguroglu & Walberg (as cited in Tambunan and Tiarnita, 2016, p. 63) state that motivation is essential for learning and achievement in all fields of human endeavor. In other that according to Hikmat (as cited in Bakar, 2014, p. 273) motivation is the stimulus given to a person in order to have the will to act.

Based on the explanation above, the researcher intends to research the correlation between learning motivation and simple present tense mastery. The title

of this research is: *The Correlation Between Learning Motivation and Simple Present Tense Mastery Eleventh Graders in SMAN 02 Kotabumi in Academic Year 2020/2021*

A. Concept of Simple Present Tense Mastery

Simple present tense is one of the basic kinds of tenses that must be easy to understand before understanding the forms of other tenses. According to Azar (as cited in Napratilora and Seri, 2019, p. 24) simple present has its own formula with its verb, the form of simple present sentences are verbal and nominal sentences which in there are affirmative or positive, negative, and interrogative sentence, in verbal sentence there are verb have/ has that function as having, and simple present tense uses time signal or expression. For more details, it can be seen as follows:

1. Verbal Sentences

Verbal sentences are sentences that use verb-1 and addition -s/-es to the end of the verb if the subject singular. According

to Napratilora and Seri (2019, p. 24) the verbal sentence means that the sentence predicate is a verb and the subject do an activity in the sentence. Verbal sentences consist of positive, negative, and interrogative sentences. Below is the rule of positive, negative, and interrogative verbal sentence:

a) The Rule of Positive Simple Present Tense

Subject + Verb1 / Verb 1 + s/es + object

Positive statement in simple present tense is the sentence whose subject performs an action or actually occurs an activity. According to Azar (as cited in Siswoyo, 2016, p. 464) states that if the subject in the form of a singular noun she, he, It (3rd person singular) has a final -s or -es for the verbs. Meanwhile, if the subject is plural form of nouns we, you, they, I, Toni and Tina, and so on, you do not need to add the suffix -s or -es. For examples:

- 1) She **eats** meatball in kitchen..
- 2) They **like** rock music.

b) The Rule of Negative Simple Present Tense

Subject + do/does + not + verb 1 + object
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Negative statement in simple present tense is sentence where the subject does not do any action or activity. According to Azar (as cited in Siswoyo, 2016, p. 465) for third person singular (he, she, it) uses auxiliary “does not”, while for a subject in the form of plural nouns (the first person, second person, or third person plural) uses auxiliary “do not”. For examples:

- 1) She **does not** write diary.
- 2) We **do not** buy book from book store.

c) The Rule of Interrogative Simple Present Tense

Do/Does + subject + verb 1 + object

Interrogative statement in simple present tense is sentence in the form of a question whether perform subject an action or activity and is useful for finding information and confirmation. According to Azar (as cited in Siswoyo, 2016, p. 466)

for the interrogative sentence (Yes-No Questions) also used the auxiliary does or do fit the subject of the sentence. **Do** is used when the subject is the first person, second person, or third person plural. **Does** is used when the subject is the third person singular. For examples:

- 1) **Does** Anita go to Solo?
- 2) **Do** they visit park in my house?

2. Nominal Sentences (Is, Am, Are)

The words (am, is, are) also verbs but they are not action words. Murphy (as cited in Yuliana et al, 2017, p. 4) states that a nominal sentence does not have verb as predicate and it consists of adjective, adverb, or noun as complement of the sentences. Use **am** with the pronoun **I**, and **is** with the pronouns **he, she, it**. Use **are** with the pronouns **you, we, they**. Azar & Hagen (2006, p. 21) state that there are three basic patterns for sentences that begin with as subject + the verb be:

- a) Subject + be + noun, for example: I
am a student

b) Subject + be + adjective, for

example: He **is** intelligent

c) Subject + be + place, for example:

We **are** in class.

3. Verb “have/has”

The verbs have and has are used to say what people own or possess. They are also used to talk about things that people do or get, such as illness. According to Azar & Hagen (2006, p. 30) the patterns of using have and has is as follows:

Using Have and Has		
Singular	Plural	
(a) I have a pen.	(f) We have pens.	I They } have We }
(b) You have a pen.	(g) You have pens.	You He } has
(c) She has a pen.	(h) They have pens	She It

(d) He has a pen.		
(e) It has blue ink		

4. Time Signal

There are two kinds of adverb that are usually used in Simple Present Tense. They are adverb of frequency and adverb of time. According to Handoko (2018, p. 208) time signal is an expression of time in simple present tense which is the current occurrence or habit. There are two time signal in simple present tense:

a. Adverb of Time:

- | | |
|------------------|----------------|
| 1. Every morning | 4. Three times |
| 2. Every day | 5. Twice a day |
| 3. Today | 6. and other |

b. Adverb of Frequency

- | | |
|-----------|------------|
| 1. Never | 4. Ever |
| 2. Always | 5. Usually |

3. Seldom

6. Sometimes and other

intrinsic motivation, students will show their actions in the class such as need to learn English because they are pleased and happy to learn it.

B. Concept of Learning Motivation

Motivation is the main requirement in the teaching and learning process, with strong motivation can arouse students' sense of will and enthusiasm in learning and can achieve good achievements. According to Gardner (as cited in Kasyulita and Armelida, 2019, p. 27) distinguished motivation into two types of motivation; intrinsic motivation and extrinsic motivation. It can be explained as follows:

1) Intrinsic Motivation

Intrinsic motivation comes from the word intrinsic which means from within student, so intrinsic motivation is motivation that originates from the student themselves. According to Kasyulita and Armelida (2019, p. 27) intrinsic motivation is an ambition that starts from within oneself to strive to achieve a mission, when students have

2) Extrinsic Motivation

Extrinsic motivation is motivation that comes from outside influences such as parents, teachers, and the environment not from within student. Harmer (as cited in Kasyulita and Armelida, 2019, p. 28) states that extrinsic motivation is the effect of all external factors, such as attention to passing an exam, the foundation of financial commissions or the possibility of future adventures.

II. RESEARCH METHOD

This research was correlation research by using descriptive quantitative research which was the researcher attempt to describe the phenomena that occur based on data collected from respondent by using previously validated instrument. Arikunto (2013, p. 4) states that correlation research is research which is conducted by

researcher to determine the level of the relationship between two or more variable, without making change, addition, or manipulation to existing data. This research had two variables, they were; independent variable (X) was learning motivation and dependent variable (Y) was simple present tense mastery.

Population of the research was the students at the eleventh grade at SMAN 02 Kotabumi in the academic year of 2020/2021. Total numbers of population were 352 students consist of 10 classes. Sampling technique used proportional random sampling. There were 36 students as sample of the research. The research instrument used questionnaire and test. Questionnaire is used to measure English learning motivation and the test was used to measure students' simple present tense mastery.

Simple present tense mastery test was a multiple choice test with 5 options namely A, B, C, D, and E. With an overall total number of test items were 40 items

which consist of 20 in verbal sentences, 15 in nominal sentences, and 5 in time signal. The type of learning motivation questionnaire used closed ended questionnaire. According to Pintrich (as cited in Echeverry, 2016, p. 3) in MSLQ there are six scale of motivation which is measured, namely intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy and test anxiety. Total number of questionnaire items was 40 items which consist of 20 in positive and 20 in negative statement. The making of the questionnaire in this research was based on the likert scale type.

The researcher used construct validity for learning motivation questionnaire (variable x) and simple present tense mastery test (variable y) while content validity for simple present tense mastery test (variable y). According to Sugiyono (2016, p. 125) in the construct validity, the instrument is complied about aspects to be measured based on certain

theories and then consulted with expert.

According to Sugiyono, (2016, p. 129) content validity that is used in test, it is done by compare between content instruments with material of the lesson that has been taught. The method that is used to measure the validity of variable Y (simple present tense mastery) of the test is to do the calculation with the formula point biserial. According to Arikunto (2013, p. 326) the formula is as follows:

$$r_{pbis} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

Notes:

r_{pbis} : Coefficient of point biserial correlation

M_p : Mean score from subjects which answer correctly the item

M_t : Mean total score (average of score from all test participants)

S_t : Standard deviation of total score

p : Proportion of subject which answer correctly the item

q : 1-p

According to Setiyadi (2006, p. 16), reliability is consistency of measurement or how far the measurement can measure the same subject in different times but show the similar result, the reliability of instrument in this research used alpha formula to measure learning motivation as the following:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum S_i}{S_t} \right)$$

Notes:

r_{11} : Alpha reliability coefficient

k : Numbers of items

S_i : Variance of respondents to the items 1

S_t : Amount of total score variance

To measured about the reliability of simple present tense mastery test instrument, the researcher used Product Moment and Spearman Brown formula, the scores of the test is categorized became odd even fissure.

r_{xy}

$$= \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{(n \sum X^2 - (\sum X)^2)(n \sum Y^2 - (\sum Y)^2)}}$$

Notes :

r_{xy} : The coefficient correlation between x and y

XY : Total subject of x and y

X : Total number of x score (odd items)

Y : Total number of y score (even items)

X^2 : The sum square of variable x

Y^2 : The sum of square variable y

N : The total of sample

Then the correlation value over the odd and even split (r_{xy}) show about the relationship between two parts of the trial. To obtain the reliability index, testing devices used spearman brown formula as is suggested by Arikunto (2013, p. 223) as follow:

$$r_{11} = \frac{2 \times r_{1/21/2}}{(1 + r_{1/21/2})}$$

Notes :

r_{11} = The coefficient of the reliability of test instrument

$r_{1/21/2}$ = The coefficient correlation of split half

Criteria of reliability test is a result of $r_{11}(r_{\text{observed}})$ calculation is compared to value r_{table} score with the significant scale 5%. If $r_{\text{observed}} > r_{\text{table}}$ so that the test instrument are reliable.

According to Sugiyono (2016, p. 147) data analysis is grouping data based on variable and type of respondent, tabulating data based on variable from all respondents, presenting data for each variable is researched, performing calculation to answer the formulation of the problem, and performed calculation to the test proposed hypothesis. The data analysis is begun by calculating normality test and homogeneity test. Then, the researcher used analysis statistic parametric test in the research. Sudjana (2005, p. 466) state that to measure the normality data used the Lilliefors's formula.

The formula of lilliefors's, normality test is:

$$Z_i = \frac{x_i - \bar{x}}{S}$$

Notes:

Z_i = Standard number

x_i = Score which are gotten

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\bar{x} = average

S = Standard deviation

In this way, it was used the statistical formula of liliefor's, the test criteria were:

- a. H_0 is accepted if $L_{\text{observed}} < L_{\text{table}}$
(distribution of the data is normal)
- b. H_0 is rejected if $L_{\text{observed}} > L_{\text{table}}$
(distribution of the data is not normal).

Homogeneity test is measurement can be used to determine a data variation. According to Sugiyono (2016, p. 199) the formula homogeneity test is:

$$F = \frac{\text{the biggest variance}}{\text{the smallest variance}}$$

The testing criteria are as followed : If F_{observed} is higher than F_{table} , so the data is not homogenous, if F_{observed} is smaller than F_{table} , so the data is homogenous.

To measure about the correlation between two variables; learning motivation and simple present tense mastery, the researcher used product moment correlation formula. According to Arikunto (2013, p. 319) product moment correlation formula is as followed:

r_{xy}

$$= \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} [N \sum y^2 - (\sum y)^2]}}$$

Notes:

r_{xy} : Coefficient of correlation

N : Total sample

x_y : Total x and y

x : The student ability in learning motivation

y : The student ability in simple present tense mastery

x^2 : The sum square of x variable

y^2 : The sum square of y variable

The last, to find the test of correlation significance whether correlation is found applied to the entire population of over 100 people, it is necessary to test its significance, the distribution t formula product moment correlation by Sugiyono (2016) as followed (p. 184):

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Note:

t : Significance

r : Product moment formula

n : Sample

III. RESULT AND DISCUSSION

A. The Result of Try Out and Research

Before started the research, the researcher conducted try out test for research instrument firstly to find the validity and reliability of the instrument test. The try out was conducted on Thursday, 22nd February, 2021 at the second semester of SMAN 01 Kotabumi. At the moment, the researcher used one class namely XI IPA 2, it consisted of 30 students who joined this try out. After try out was conducted and then the researcher analyzed it so that the researcher could find some valid items.

The try out consisted of 40 questionnaires of learning motivation and 40 multiple choice items for simple present tense mastery test. The result analysis of validity instrument of try out for simple present tense mastery test, the researcher got 30 valid items from 40 items test which could be used in the research. Therefore, the item test which was used as instrument test was the item tests that were valid such

as: number 1, 3, 4, 5, 6, 7, 8, 10, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 24, 27, 28, 29, 30, 31, 33, 35, 36, 38, 39, and 40.

For analyzed the reliability questionnaire of learning motivation was gotten score of r_{11} was 0,988. It can be categorized as very high reliability. After the reliability questionnaire of learning motivation and then the researcher continued to analyze the reliability of simple present tense mastery test.

$$r_{pbis} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{(n \sum X^2 - (\sum X)^2)(n \sum Y^2 - (\sum Y)^2)}}$$

$$r_{pbis} = \frac{30.3970 - (336)(332)}{\sqrt{(30.4024 - (336)^2)(30.4024 - (332)^2)}}$$

$$r_{pbis} = \frac{119100 - 111552}{\sqrt{(120720 - 112896)(120720 - 110224)}}$$

$$r_{pbis} = \frac{7548}{\sqrt{(7824)(10496)}}$$

$$r_{pbis} = \frac{7548}{\sqrt{82120704}}$$

$$r_{pbis} = \frac{7548}{9062,05}$$

$$r_{pbis} = 0,833$$

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The result of r_{xy} was the correlation score of odd and even part, so to seen index reliability was used the Formula Spearman Brown as followed:

$$r_{11} = \frac{2 \cdot r_{\frac{11}{22}}}{1 + r_{\frac{11}{22}}}$$

$$r_{11} = \frac{2 \cdot 0,832}{1 + 0,832}$$

$$r_{11} = 0,909$$

From the calculation above, it was gotten $r_{11} = 0,909$. The criteria was: if $r_{11} > r_{table}$ the test item could be said reliable, because $0,909 > 0,361$ it meant that the test items was reliable.

After conducted the try out test and also analyzed it, then the researcher started to conduct the subject of the research on March 8th, the subject was the second semester of SMAN 02 Kötabumi academic year 2020/2021. The result calculation normality of learning motivation questionnaire, it was obtained that $L_{observed}$ 0.144 with $N=36$ by using significance level of 5%, it would be gained L_{table} 0.148. It meant that $0.144 < 0.148$ so, it can be inferred that data from the sample which

was taken from the population had normal distribution. For normality test of simple present mastery, it was gotten that $L_{observed}$ 0.145. And then L_{table} with 36 samples at significant level 0.05 was gotten 0.148. It meant that $0.145 < 0.148$. Therefore, H_0 is accepted. It could be concluded that data also had normal distribution.

After the researcher analyzed the normality test, then it was continued to test the homogeneity of the variance, it was gained the variant number of learning motivation questionnaire was 137.96 and the variant number of simple present tense mastery test was 90.43. Furthermore, the result of homogeneity test obtained $F_{observed} = 1.526$ and F_{table} with significant scale (σ) of 0.05 and $F_{table} = F (dk_{largest\ variant-1}, dk_{smallest\ variant-1})$ it was found that $F_{table} = F (0,05;35;35) = 1.757$ with the test criteria of H_0 , is: H_0 is accepted if $F_{observed} < F_{table}$ because $1.526 < 1.757$. It could be concluded that the data was homogeneous.

Based on the result of calculation, it was found that the correlation between

variable (x) and (y) was 0.940. And then, r_{xy} , was compared with r_{table} , H_a is accepted if r calculation or r_{xy} , was bigger than r_{table} score of product moment or $r_{xy} > r_{table}$, and the product moment table with $n = 36$ by using significant level 5% or 0.05 it was gained the score = 0.329. From the explanation above, it could be concluded that $r_{xy} > r_{table}$ ($0.940 > 0.329$), because score of $r_{xy} > r_{table}$ so H_0 , was rejected and H_a was received. It meant that there was correlation between learning motivation and simple present tense mastery.

Because the coefficient correlation of two variables was 0.940, so to find out whether the coefficient correlation was significant or not for whole population, it was necessary to test its significance. From the result calculation, it was found that t calculation was 22,376 and t table with $n - 2 = 34$ by using significant level 5% (0.05) was 2.033. Because score of $t_{observed} > t_{table}$ is $22,376 > 2.033$, so H_a which had the statement *there was significant correlation between learning motivation and simple*

present tense mastery at the eleventh grades of SMAN 02 Kotabumi in Academic Year 2020/2021 was received. After finding the correlation coefficient, then followed again by calculating the coefficient of determination by squaring coefficient score which had been obtained.

The calculation can be seen as follows:

$$\begin{aligned} r &= 0.940 \\ &= (0.940)^2 \\ &= 0.8836 \\ &= 88.36\% \end{aligned}$$

It means that simple present mastery score which is determined by learning motivation was about 88.36 %, and the remaining was 11.64% determined by others variables.

B. Discussion

Motivation plays an important role in mastering the simple present tense. Students will be motivated to master the simple present tense when students feel they need something from using the simple present tense. This means that student

achievement in the mastery of simple present tense is determined by their learning motivation of 88,36%, and the remaining 11,64% is determined by other variables. According to Ambrose (as cited in Irmandi et al, 2017, p. 12) students' motivation is an important element and the most useful in learning, without learning motivation students will find it difficult to master the simple present tense. Thus the mastery of simple present tense has a relationship with learning motivation and is interrelated and influences one another.

IV. CONCLUSION

After having inferred the result of product moment formula in the previous chapter, it can be seen that r_{observed} was 0.940. If it is correlated with r_{table} of product moment $N= 36$ by using level of 5%, it would be resulted 0.329. Because score of $r_{\text{observed}} > r_{\text{table}}$ or $0.940 > 0.329$, so H_0 is rejected and H_a is accept. Thus, it means that there is correlation between learning motivation and simple present tense mastery at the eleventh graders of SMAN 02 Kotabumi in academic year 2020/2021.

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