

# CORRELATION STUDY BETWEEN STUDENTS' MOTIVATION AND STUDENTS' VOCABULARY MASTERY AT SMAN 1 PAGELARAN

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**Abstrak.** Tujuan penelitian ini adalah untuk menemukan apakah ada hubungan atau tidak antara motivasi and penguasaan kosa kata. Ini adalah penelitian kuantitatif. Penelitian ini menggunakan sampel sebanyak 40 siswa di SMAN I Pagelaran. Instrumen yang digunakan adalah questioner motivasi dan tes kosa kata. Data yang terkumpul dianalisis menggunakan *Pearson Product Moment Correlation* di SPSS 16.0. Hasil penelitian menunjukkan bahwa nilai  $r$  dari motivasi dan penguasaan kosa kata adalah .633 yang termasuk dalam korelasi sedang. Dapat disimpulkan bahwa ada hubungan yang berarti antara motivasi and penguasaan kosa kata. Semakin tinggi motivasi siswa, maka semakin tinggi penguasaan kosa kata.

**Abstract.** The purpose of this study was to find out whether or not there is a significant correlation between students' motivation and vocabulary mastery. It was a quantitative research. The researcher employed 40 students of SMAN 1 Pagelaran as the sample. The instruments of this research were motivation questionnaire and vocabulary test. The collected data were analyzed by using *Pearson Product Moment Correlation* in SPSS 16.0. The result showed that  $r$  of students' motivation, and students' vocabulary mastery was .633 which is included in the medium correlation. Therefore, it can be stated that there is a positive correlation between students' motivation and vocabulary mastery. The higher the students' motivation is, the higher their vocabulary mastery becomes.

**Keywords:** *motivation, vocabulary mastery*

## **INTRODUCTION**

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards & Renandya, 2002: 255). Vocabulary is one of language component and it is the most important components of language as communication tool and also important because it is a basic part to understand the meaning of what people said and written. It is a primary component which should be mastered by the learners before they acquire language skills, such as listening, speaking, reading, and writing. Learning a language can start by learning its vocabulary first.

Gu and Johnson's (1996) states the importance of vocabulary learning strategies on foreign language learning. It has been suggested, that one way to accelerate the learning of a second or a foreign language is to teach learners how to learn more efficiently and effectively. This means that motivation is very important to stimulate learners to learn vocabulary learning strategies eagerly and plays an importance role for supporting learners' learning. Dornyei (1994) Motivation is one of the main determinants of students of second/ foreign language (L2) learning achievement. Motivation is an important factor in learning process. In learning English, the students should have high motivation to make the learning process easier. The success of learning depends on the level of students' motivation. It can drive learners in reaching learning goal. Therefore, motivation is the key of success in learning teaching process. Without motivation, the goal of learning is difficult to be reached. By having motivation students will be enthusiastic in teaching learning process so they will be pushed to study English well. Motivation is the extent to which make choices about the goals to pursue and the effort will devote to that pursuit (Brown, 2001: 72).

In senior high school, students study vocabulary and grammar. But in fact, they still find difficulties in enriching their vocabulary. They have very limited vocabulary so that they have difficulties to communicate and practice using English. Based on my experience at SMAN 1 Pagelaran, the students with high motivation have higher vocabulary mastery than those who do not have. It means that motivation has an important role in the students' vocabulary. Thus, it is

important to find out the ways that will be useful to help the students improving their vocabulary mastery. The Students with high motivation to learn English will be better to prepare themselves to engage the process of teaching and learning in the classroom. Teachers, parents or observer will be easy to recognize students with high motivation and students with low motivation. Students with high motivation will prefer to read more books, ask many questions to teachers, do the exercises, expose themselves to English language using, trying to use their English skill to communicate with others, or happily engage in the process of teaching and learning English.

Meanwhile, students with low motivation usually have no strong will to engage in the process of teaching and learning English. They rarely ask questions even though they do not understand the subject. Students will have to be forced by teacher or parents to read the book, do the exercises, and or do the tasks from teacher. Students with low motivation usually assume English subject as a difficult or even the most difficult subject to be learned.

From all the statements, concluded that when the students have high motivation, they can increase their vocabulary and when the students have low motivation they can't increase their vocabulary. Based on the statement above, this research aimed to find out students' motivation and its correlation to vocabulary mastery.

## **METHODS**

This research was intended to find out whether or not there was a significant correlation between students' motivation and students' vocabulary mastery. According to Setiyadi (2006), the design of the research as follows (T1-T2). Two classes were XI IPA 3 and XI IPA5 of SMAN 1 Pagelaran would be used by the researcher as the subject to collect the data and each class consists of 15-25 Students. Motivation questionnaire and vocabulary test were the instruments used in this research.

## **RESULT AND DISCUSSION**

### **Result**

After analyzing the motivation questionnaire - based data, the researcher found that the students have good motivation to learn English are 27 students for the maximal

score is 89,1 and there are 13 students who have low motivation for the the minimal score is 33.3, and the mean is 68.92. It can be said that more than 67.5% of the students at SMAN 1 Pagelaran have high of motivation.

Then, after analyzing vocabulary test - based data, it is found that the students' have the highest score are 30 students for the maximal score is 100 and the lowest score are 10 students for the minimal score is 23,3, and the mean is 72.68. It can be said that more than 75% of the students at SMAN 1 Pagelaran have high of vocabulary mastery.

In order to investigate whether there is any correlation between students' motivation and their vocabulary mastery, both variables were analyzed by using Pearson Product Moment Correlation on SPSS version 16. From the result of calculation, it is found that the coefficient correlation between students' motivation and their vocabulary is 0.633 at the significant level of 0.00. The coefficient correlation is higher than the critical value of r table ( $0.633 > 0.393$ ). Therefore, the null hypothesis "there is no significant correlation motivation and vocabulary mastery at SMAN 1 Pagelaran" is rejected. Thus, the research hypothesis "there is a correlation between students' motivation and vocabulary mastery at SMAN 1 Pagelaran" is accepted.

Furthermore, the results show that two of four factors of vocabulary mastery did not have any positive correlation with the result of motivation. The r value for Noun and Verb are 0.577 and 0.524 which meant that no correlation between the two variables with the result of motivation. Then, two factors are positively correlated to students' motivation. It has 0.971 and 0.872 r values for Adjective and Adverb factors respectively.

## **Discussion**

Based on the result the researcher was found that two factors of vocabulary (Adjective and Adverb) had positively correlated to students' motivation. That means the students tend to understand about adjective and adverb. Based on interviewed, the students informed adjective and adverb was easy to remember because they used it in daily. In line with result of research conducted by Yagciohlu (2018), students informed that they enjoy learning adjective and adverb

to improve and developed their English skill. Thus, it can be said that most of the students had high grades in adjective and adverb because they enjoy learning.

Based on whole of the result it was found that the coefficient correlation between students' motivation and their vocabulary, that means there was positive correlation between students' motivation and their vocabulary. There were 27 students have high motivation and they also got high score in vocabulary test and there were 13 students who have low motivation and also get low score in vocabulary test. In relation to the studies above, it was clear that motivation correlated significantly with students' vocabulary. By looking at the result the researcher asserts that motivation influenced the students' vocabulary, students who high motivation tended to have good vocabulary mastery. In line with result of research conducted by Sadhegi (2013) with title *The Impact of Achievement Motivation on Vocabulary Learning in Intermediate EFL Learners*. "The higher the students' level of motivation, the higher level of vocabulary knowledge". He also says most of the Iranian students participated in the study had very high motivation towards learning English vocabulary.

Therefore, motivation is an important factor in learning process. In learning English, the students should have high motivation to make the learning process easier. The success of learning depends on the level of students' motivation. By having motivation students will be enthusiastic in learning process so they will be pushed to study English well. In line with result of the research conducted by Maulea & Ana & Jose (2011), Motivation should be seen as a very important factor in learning process. The motivated student has the inner strength to learn, to discover and capitalize on capabilities, to improve academic performance and to adapt demands of the school context. Thus, Students who have high motivation will be enthusiastic in learning process.

But, there are some students that have very low motivation. Students with low motivation usually have no strong will to engage in the process of teaching and learning English. They rarely ask questions even though they do not understand the subject. In line with result of the research conducted by Gokce (2013) students with low motivation hesitated to get involved in the lesson. When the teacher asked

question, they were not much eager to answer. Thus, students with low motivation has complicated in learning process.

Since the correlation between the students' motivation and their vocabulary was proved positively correlated, the researcher interviewed teachers about motivation and they said they had low knowledge about motivation in learning process. Thus, English teacher should be able to motivate learners so that they are eager to learn English. Teaching a class full of motivated students is enjoyable for teachers and for students as well. Some students are self-motivated, with a natural love of learning but students do not have this natural drive, a great teacher should make learning fun and inspiring for them to reach their full attention. Also teachers should help their learners create motivation in the areas where they do not expect it and find their own motivational process so that they can take advantage of it.

The results of the current study can also assist language teachers to improve their teaching methods. From the explanation above the researcher concluded that motivation is key factor for explaining the success in teaching and learning vocabulary.

## **CONCLUSION AND SUGGESTION**

Based on the research of the data analysis and discussion , the researcher concluded that:

The researcher comes to a conclusion that there is a correlation between Students' motivation and their vocabulary. It means motivation is one of factor that influences vocabulary. Students who have high motivation will have good vocabulary. It can be concluded that students' motivation influences their vocabulary.

Referring to the conclusion above, some suggestions can be listed as follows:

1. The researcher suggests to the English teachers to explore more information and knowledge about the importance of motivation, to make more effective learning and enjoyable among the students. Because learning English nowadays turns to be

easier. So, teacher should have new creative ways to make students more interested in English, especially in learning new vocabulary.

2. This research focused on the students' motivation in learning English. Therefore, it is suggested for a further research to classify the motivation. So the researcher will know the students' motivation deeply.

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