

**THE CORRELATION STUDY BETWEEN STUDENTS'
MOTIVATION AND THEIR VOCABULARY MASTERY
AT THE SECOND GRADE STUDENTS OF SENIOR HIGH ACHOOOL**

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ABSTRACT

Abstrak. Penelitian ini dilakukan untuk mengetahui korelasi antara motivasi siswa dan penguasaan kosa kata siswa. Subjek dari penelitian ini adalah 60 siswa kelas dua SMA Al-Azhar 3 Bandar Lampung tahun ajaran 2018/2019. Sampel dipilih secara acak dengan menggunakan teknik random sampling. Selanjutnya, penelitian ini menggunakan desain *ex-post facto*. Kuisisioner motivasi dan tes kosa kata diberikan sebagai instrumen untuk mengukur tingkat motivasi dan penguasaan kosa kata siswa. Data berupa angka yang diperoleh dianalisis menggunakan formula *Pearson Product Moment Correlation* di SPSS versi 16.0. Dari hasil test yang diperoleh dari penelitian ini, hasil menunjukkan koefisien korelasi antara motivasi siswa dan penguasaan kosa kata mereka sebesar 0.690 pada tingkat signifikan 0.01. Koefisien korelasi lebih tinggi dari nilai kritis *r* tabel ($0.690 > 0.325$). Berdasarkan penelitian yang telah dilakukan, dapat disimpulkan bahwa terdapat korelasi antara motivasi dengan penguasaan kosa kata siswa, dan rumusan masalah di penelitian ini telah terjawab. Oleh karena itu, motivasi siswa perlu ditingkatkan untuk membangun minat mereka dalam menguasai kosa kata baru, terutama dalam belajar Bahasa Inggris.

Abstract. This research was done to find out the correlation between students' motivation and their vocabulary mastery. The subjects of this research were 60 students of second year students of SMA Al-Azhar 3 Bandar Lampung in academic year 2018/2019. The samples were chosen randomly by using random sampling technique. Furthermore, this research employed *ex-post facto design* as the research method. Motivation questionnaire and vocabulary test were administered as the instruments to measure students' motivation level and vocabulary mastery. The data were analysed by using *Pearson Product Moment Correlation* in SPSS version 16.0. From the test results obtained of this study, the results show that the coefficient correlation between students' motivation and their vocabulary mastery is 0.690 at the significant level of 0.01. The coefficient correlation is higher than the critical value of *r* table ($0.690 > 0.325$). According to the research that has been done, it can be concluded that there was a correlation between students' motivation and their vocabulary mastery, and the research question of this research has been answered clearly. Therefore, students' motivation needs to be increased in order to build their interest in mastering new vocabulary, especially in learning English.

Keywords: *correlation, motivation, vocabulary mastery*

INTRODUCTION

Vocabulary is one of the language components that needs to be mastered by English learners. When learners are learning a new language, they should have lot of words in order to make use of their language into four language skills that are listening, speaking, reading, and writing. In other words, if the students master enough vocabulary, they will be able to produce many sentences easily either in spoken or written form in learning English. McCarthy (1990) emphasizes that communication just cannot be happen in any meaningful way if the students do not know enough words to express the meaning, yet their grammar and pronunciation are good. In this way, vocabulary is very important in learning English because vocabulary is a mean to plan and solve the problem especially in communication. It is difficult for the learners to express their opinions, ideas, and feelings if they have limited number of words. They will find difficulties to arrange sentences to express their language skill.

In reality, many people who learn English especially for the beginners level are often faced with the problem of vocabulary mastery. They cannot just comprehend and master it well. Based on researcher's experience in Teaching Practice (PPL) at SMKN 1 Raman Endra, the researcher found that learners face some obstacles in mastering vocabulary. After actively taking a part in the instructional process for several times, some problems came up dealing with vocabulary mastery. The indicators are: (1) they have limited number of vocabularies, (2) it is hard for them to memorize the meaning of words, (3) their scores of English test are low. By considering the problems as mentioned above, the writer conducted more observation to the students in the class to get more information. The writer found one of the factors causing those problems, it found that the students assume that English is a difficult subject, so it makes their motivation low.

Learning vocabulary is closely related to the learners' motivation. According to Oxford and Shearin (1994:12), motivation is an inner power reinforcing someone to do something, all inner power that determines success is learning activity. If the students are strongly motivated, the process of learning will be more active and affect their achievement. Motivation is very important to stimulate learners to learn vocabulary eagerly and plays an important role for supporting learners' learning. The students with high motivation have higher vocabulary mastery than those who do not have. It means that motivation has an important role in learning vocabulary.

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. 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 books, 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, it concluded that when the students have high motivation, they can increase their vocabulary and when the students have low motivation, they cannot increase their vocabulary.

Therefore, this research is intended to find out if there is a significant correlation between students' motivation and their vocabulary mastery. The context is specially designed for the eleventh-grade student of SMA Al-Azhar 3 Bandar Lampung.

METHODS AND RESEARCH

The design in this research was *ex post facto design*. Moreover, Hatch and Farhady (1982:26) state that *ex post facto design* was used when the researcher does not have any control over the selection and manipulation of the independent variable. Then, the researcher determined the variables as follow: Students' motivation as the independent variable and students' vocabulary mastery as the dependent variable.

The population of this research was the second year students of SMA Al-Azhar 3 Bandar Lampung in academic year 2018/2019. There were 240 students. However, only three classes were used in this research. XI IPA 2 was used to try out the instrument of vocabulary test consisted of 30 students, another class XI IPA 1 and XI IPA 3 were used as the sample class which tested by using the two data collecting instruments. The class was chosen randomly as the sample of this research by using random sampling technique in order to avoid subjectivity.

Motivation questionnaire and vocabulary test were used to collect the data. Motivation questionnaire was used as the tool to measure the students' motivation. The questionnaire used Likert scale with range of 1 – 4 which consisted of 30 questions. Furthermore, vocabulary test was distributed to the students in order to show how far the students mastered vocabulary. Multiple-choice items were used to elicit the students' vocabulary mastery. It is multiple-choices with five options (a, b, c, and d) with one correct answer and three distracters which consisted of 30 items. Last, the data were analysed by using *Pearson Product Moment* in SPSS 16.0 for Windows.

RESULT AND DISCUSSIONS

Result

After administering the tests, the researcher analyzed the result score of motivation questionnaire and vocabulary mastery test. It can be seen from the table below.

Table 1 Result of Students' Motivation Questionnaire

Level of category	Range of score	Total of the students	High Score	Low Score	Mean Score	Percentage
High	61-100	39 Students	95	37,5	62,27	65%
Low	10 – 60	21 Students				

Table 1 shows the result of motivation. It was found that there are 39 students who have high motivation and there are 21 students who have low motivation. The results show that the highest score of the result is 95, the lowest score is 37.5, and the mean is 62.27. It can be said that more than 65% of the students have high motivation in learning vocabulary. The findings indicate that the students mostly have motivation in learning English. Then, after analyzing motivation questionnaire – based data, the researcher analyzed the result of vocabulary test. The result is shown below.

Table 2 Result of Vocabulary Test

Level of category	Range of score	Total of the students	High Score	Low Score	Mean Score	Percentage
High	61-100	49 Students	96,6	50	71,13	81,6%
Low	10 – 60	11 Students				

Table 2 shows that there are 49 students who have high vocabulary mastery and there are 11 students who have low vocabulary mastery. The result showed that the highest score of the result is 96.6, the lowest score is 50, and the average is 71.13. It can be said that more than 81.6% of the students have high vocabulary mastery.

In order to investigate whether there is 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 0.690 at the significant level of 0.01. The coefficient correlation is higher than the critical value of r-table (0.690>0.325). The following table shows the computation result of two variables.

Table 3

The Value of Correlation between Students' Motivation and Their Vocabulary Mastery

Correlations

		Motivation	Vocabulary
Motivation	Pearson Correlation	1	.690**
	Sig. (2-tailed)		.000
	N	60	60
Vocabulary	Pearson Correlation	.690**	1
	Sig. (2-tailed)	.000	
	N	60	60

*. Correlation is significant at the 0.01 level (2-tailed).

The result of the data analysis above shows a positive correlation between students' motivation and their vocabulary mastery.

Discussions of the Findings

From the result of data analysis, it was found that there was positive correlation between students' motivation and their vocabulary mastery. It can be concluded that motivation is an important factor in learning vocabulary mastery. It was strengthened by Nation (2001) also explained that students need to be highly motivated to produce words. In a similar way, Tseng and Schmitt (2008) provided a model that integrates vocabulary knowledge and motivation and supports the significance of motivation in vocabulary learning. In learning English, students should have high motivation to make learning process easier. The success of learning depends on the level of students' motivation. By having motivation students will be enthusiastic in the teaching learning process, so they will be pushed to study English well. In a study by Spratt, Humphreys and Chan (2002), they found the higher a learner's motivation, the more likely a learner is to participate in extracurricular activities using English and consequently achieves more success in Learning English.

In line with the result of the research conducted by Maulea, Ana and 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 the learning process. However, there are some students that still 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 the result of research which conducted by Gokce (2013), students with low motivation hesitated to get involved in the lesson. When the teacher asked question, they are not much eager to answer. Based on the result of motivation questionnaire and

vocabulary test, the researcher asserts that motivation influences the students' vocabulary mastery; students who have high motivation tends to have good vocabulary mastery. It is found that the higher the students' level of motivation, the higher level of vocabulary knowledge will be.

From the explanation above, the researcher concluded that motivation is the key factor that affects students in teaching and learning vocabulary.

CONCLUSION AND SUGGESTIONS

The objective of this research was to find out whether or not there was a significant correlation of students' motivation and their vocabulary mastery. In relation to results and discussion of the study, it is concluded that there is a significant correlation between students' motivation and their vocabulary mastery. Statistically, it could be seen from the gain of the students' motivation questionnaire mean score and vocabulary test mean score. Students who have high motivation tends to have good vocabulary mastery rather than the students who have low motivation. It proves that students' motivation influences their vocabulary mastery. In addition, the reason why motivation can affect vocabulary mastery because when students have good motivation in learning English, they will do anything that can improve their knowledge about English. They will also try to read an English book, list their word and find its meaning, also try to create their own meaning; so that their vocabulary mastery could increase better.

In reference with the conclusion, the researcher gives some suggestions as follows. (1) English teacher is hoped can give motivation to the students in order to build their interest in mastering vocabulary. In addition, teacher can apply suitable strategy to make more effective learning experience and enjoyment among the students. Since learning English nowadays turns to be easier, teacher should have new creative ways to make students more interest in learning English, especially in learning new vocabulary. (2) For further researcher who wants to conduct the same research, it is highly recommended to make sure that the try-out test items already good in order to lower the number of bad items for the test. It is also suggested to extend the number of participant or student to get more accurate result. For example, there are 60 students as the subject in this study; the future researcher can make it 100 students or more.

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