CORRELATION STUDY OF STUDENTS' MOTIVATION AND STUDENTS' VOCABULARY MASTERY TOWARD READING COMPREHENSION AT SMPN 31 BANDAR LAMPUNG

(A Script)

By

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i. ABSTRACT

CORRELATION STUDY OF STUDENTS' MOTIVATION AND STUDENTS' VOCABULARY MASTERY TOWARD READING COMPREHENSION AT SMPN 31 BANDAR LAMPUNG

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The purpose of this study was to find out whether there is a significant correlation between students' motivation and vocabulary mastery toward their reading comprehension or not. It was a quantitative research that applied ex post facto designs. The researcher employed 28 students of SMPN 31 Bandar Lampung as the sample. The instrument of this research was in the form of motivation questionnaire, vocabulary test and reading comprehension test. The collected data were analyzed by using Pearson Product Moment Correlation in SPSS 17.0. The result showed that r of students' motivation and reading comprehension, and students' vocabulary mastery and students' reading comprehension were .862 and .844 respectively. Therefore, it can be concluded that there is a positive correlation between students' motivation and vocabulary mastery toward their reading comprehension. The higher the students' motivation and vocabulary mastery are, the higher the students' reading comprehension achievement is.

Keywords: *reading comprehension, motivation, vocabulary mastery*

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CURRICULUM VITAE

Yolanda Rizki Putri was born on December 22rd, 1994 in Bandar Lampung. She is the first child of the greatest parents, Drs. Sudarman and Sundari. She has one beloved sister named Maharani Rizki Chairunnisa.

After studying at TK Pratama, She continued her study at SDN 1 Sukabumi Indah and graduated in 2006. After that, she continued her study at SMPN 31 Bandar Lampung and graduated in 2009. Then, she continued her study at SMAN 4 Metro and finished her study in 2012.

In the same year, she was admitted as one of the students of English Education Study Program, at Department Teacher Training and Education Faculty of Lampung University in 2012. While studying at University of Lampung, she accomplished her Teaching Practice Program (PPL) in SMP Muhammadiyah 1 Wonosobo and her Field Experiences Program (KKN) in Wonosobo, Tanggamus.

DEDICATION

By offering my praise and gratitude to Allah SWT for giving His never ending blessings to me, this script is proudly dedicated to:

❀ My beloved Sister, Maharani Rizki Chairunnisa.

❀ My Almamater, University of Lampung.

MOTTO

"Therefore remember Me, I will remember you and be grateful to Me, and never be ungrateful to me"

(Al-Baqarah : 152)

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Alhamdulillahirrobbil'alamiin, praise to Allah SWT, The Almighty and Merciful God, for His blessing and mercy the writer with faith, health and opportunity so that the writer is able to finish this script. This script entitled, *Correlation Study of Students' Motivation and Students' Vocabulary Mastery Toward Reading Comprehension at SMPN 31 Bandar Lampung* is presented to English Education Study Program of Teacher Training and Education Faculty of Lampung University as a compulsory fulfillment of the requirements for S1 degree.

Gratitude and honor are addressed to all people who have helped and supported the writer for the completion of this script. Since it is necessary to be known that this script will never come into its existence without any supports, encouragements and assistances from several outstanding people, here the writer would like to address her gratitude and honor to:

1. My beloved parents who have passed away

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3. My special person, Al Bella Arnoldi for his love

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Hopefully, this script will give a positive contribution to the educational development and also for those who want to carry out further research. The writer is completely aware that this script is far from the perfection. Therefore, constructive input and suggestion are expected to compose better script in the future.

Bandar Lampung, June 2016

Yolanda Rizki Putri

TABLE OF CONTENT

LIST OF TABLE

LIST OF CHARTS

LIST OF APPENDICES

I.   INTRODUCTION

This chapter will discuss about the introduction of the research which deals with several points i.e., background of the problem, research question, objective of study, uses of the study, scope of the study, and definition of terms.

1.1. Background of The Research

In learning foreign language, the students should be mastered in all aspects; writing, reading, listening and speaking. One of aspects that students who learn foreign language should be mastered is reading. But, sometimes the students do not know the purpose of reading itself.

Reading is one of language skills that must be mastered by the learners that learn about language; first language or second language. It is important to convey information that learners find from printed material. Reading is one of processes of looking written symbols and some clauses to get meaning and information. It means that the learners can get information from material that they read. Reading is the process of construction meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al., 1985: 7)

Unfortunately, in general, several students have some difficulties in achieving reading skill. This is reasonable because reading is one of skills that have complex aspects that the students should have mastered them. If the students want to master reading, they have to master aspects of reading.

Reading means understanding the text. In language learning, reading plays an important role in mastering other language skills. Nowadays, reading is not learnt apart from other skills, it should be integrated and put in whole context (holistic). To achieve this, the support of language elements such as vocabulary and grammar, and the existence of an appropriate reading strategy or model are required. Reading without understanding will not mean as reading. The successful of reading is influenced by many factors. Those factors come from either inside or outside the individual of learner, both related to linguistic factors or non-linguistic factors.

Nunan (2003: 22) says that motivation and learning attitude are important predictors of achievement. In relation with that statement, Slavin (2009: 302) says that students who are highly motivated to learn something are more likely to be active than others to consciously plan their learning, to carry out a learning plan, and to retain the information they obtain. Motivation and engagement contribute to reading comprehension. The acquisition of reading strategies and reading comprehension skills demands a large amount of effort and motivation. That's why teachers should invest substantial time and energy in supporting students' motivation and engagement in reading. One of the reasons why motivation and engagement may influence the development of reading comprehension is because

motivated students usually want to understand the content of text fully and process the information deeply. As they read frequently with these cognitive purposes, motivated students gain in reading comprehension proficiency (Guthrie et al., 2004: 403).

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 student with high motivation to learn and will also be easy to differ them with one 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. They 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.

Another factor influence the successful of reading is linguistic factors such as knowledge of vocabulary, knowledge of grammar, knowledge of punctuation, and other part of language. The successful of reading also need the knowledge of the world. Guthrie et al. (2004: 405) says that reading comprehension is correlated

with a range of cognitive and metacognitive strategies. Guthrie's statement implies that one should have proper knowledge of the world in order to understand the text. One will fail to understand the meaning of any text unless he already has proper background knowledge. Thus, the competence of students to read English text depends on their skills and knowledge. In order to gain competence in reading, one should have all of those skills and knowledge.

Second language reading comprehension is affected by vocabulary alone (Laufer in Kuang Yu Chen, 2011: 29). The breadth of vocabulary knowledge usually is represented as vocabulary size, which refers to the numbers of the words that second language learners know, rather than emphasizing on how well learners know given words.

From the previous research above, it can conclude that when the students have high motivation and mastery the vocabulary, they can increase their reading comprehension. But based on the teacher at the school that will be used by the researcher said that the students in that school have low motivation but they were good in vocabulary and reading comprehension. Because of that statement, the researcher interested to know the fact by doing this research, and intends to study the correlation between learning motivation and vocabulary mastery toward reading comprehension.

1.2. Research Question

Regarding to the background of the problems, the research questions are:

1. Is there any correlation between student's motivation and their reading comprehension?

2. Is there any correlation between students' vocabulary and their reading comprehension?

1.3. Objectives of the Study

As stated in the background and the research questions, the researcher stated that the objective of the research are to know whether there is a correlation between student's motivation and their reading comprehension and also there is a correlation between students' vocabulary and their reading comprehension at SMP Negeri 31 Bandar Lampung.

1.4. Uses of the Study

In relating to the objectives, the uses of this research are:

1. Theoretically, the findings of the research are expected to support one of the theories on reading.

2. Practically, the result of this research are expected to be beneficial:
   a. As contribution to the further education research development.
   b. As information and reference for English teacher in developing students' motivation

Those are the uses of the research that are related to the problems and objectives.

1.5. Scope

This research focuses on students' motivation and their vocabulary mastery toward reading comprehension. When the students have high motivation and high mastery of vocabulary, they are assumed to easily understand what they read. However, when they have low motivation and their mastery of vocabulary is low, they are assumed get some problems when they read.

1.6. Definition of Term

In order to avoid misunderstanding, some terms is used in this study depend on theories.

a. Reading

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas.

b. Motivation

Motivation is an inner power from psychological condition which drives and reinforces someone to something especially to reach the goal in learning English.

c. Vocabulary

Vocabulary is stock of word that we have in a language which used in communication.

d. Correlation

Correlation means statistical description for determining relationship between two variables.

This chapter already discussed the introduction of the research including the explanation about the background of the research, the research question, objective of the research, uses of the research, scope of the research, and definition of terms. Those were discussed in order to provide an insight to this research. The next chapter will deal with literature review of this research.

II. FRAME OF THEORIES

This chapter presents the review of previous research and related literature including concept of reading skill, types of reading, concept of teaching reading, concept of vocabulary, types of vocabulary, teaching and learning vocabulary, concept of motivation, types of motivation, types of motivation in learning English as a foreign language, the role of motivation, theoretical assumption, hypothesis.

2.1. Previous Research

There are some research that have been done by other researchers Kameli and Roselan (2013), Sofia (2015), Cahyati(2015), Kara (2013) and they can be used as references for the researcher to finish this research.

Kameli and Roselan (2013) have done their research in title "*The Impact of Vocabulary Knowledge Level on EFL Reading Comprehension*". This reserach examined the impact of vocabulary knowledge level on reading comprehension performance among EFL language learners. The ultimate intention was to determine the association between levels of vocabulary knowledge and to

clarify the relationship among vocabulary knowledge on reading comprehension performance of EFL Iranian students on subtest of VLT and IELTS. Quantitative data were collected from 220 EFL Iranian adult students at the beginning of second semester of 2011 in private English language institute (BAHAR), Shiraz, Iran. The researcher used Pearson Product Moment to analyze the data. The Vocabulary Levels Test (VLT) and Reading Comprehension Test (IELTS) were performed in one session as research instruments. The findings indicated that there were positive relationships among different levels of vocabulary test, it was also positive in test scores on vocabulary size/breadth of vocabulary knowledge, and reading comprehension.

Cahyati (2015) has done her research about motivation and reading comprehension. She used ex post facto as her research design of her research in title *"Comparative Study Between Students With Intrinsic And Extrinsic Motivation In Reading Comprehension At SMAN 7 Bandar Lampung"*. This research aimed to know is there any significant difference between students who have intrinsic and extrinsic motivation in reading comprehension. The result of this research is there was a significant difference in reading comprehension test between students who have intrinsic motivation and those who have extrinsic motivation.

Other researcher is Sofia (2015), she has done her research in title *"The Correlation Between Students' Vocabulary And Grammar Mastery And Their Achievement In Reading Comprehension At The Second Grade Of Sman 1 Tumijajar"*. This research aimed to know whether there is a correlation between

students' vocabulary mastery and their reading achievement in reading comprehension and whether there is a correlation between students' grammar mastery and their reading achievement in reading comprehension. She used ex post facto design for her research design. The finding of the research was there was a correlation between students' vocabulary mastery and their reading achievement in reading comprehension and also there is any correlation between students' grammar mastery and their reading achievement in reading comprehension.

Kara (2013) from Anadolu University has done her research in title "*The Relationship Between Text Comprehension And Second Language Vocabulary Acquisition: Word-Focused Tasks*". The research aimed to investigate the relationship between text comprehension and learning vocabulary through word-focused activities and to explore the effect of completing a variety of vocabulary exercises while reading. There were 100 students in her research. She gave treatments for the students and the analyses showed that the treatments had an effect on learner scores and results when learning an unknown word. For the second purpose, the analysis showed that there is no significant correlation between vocabulary learning through word-focused activities and text comprehension.

2.2. Concept of Motivation

Motivation is the reason to do something in a particular way. Huit (2001: 1) said "Motivation refers to internal state (sometimes described as a need, desire or

want) that serves to activate or energize behavior and give it direction". He also said "Most motivation theorist assume that motivation is involved in the performance of all learned responses, that is a learned behavior will not occur unless it is energized by motivation".

According to that explanation, Brown (1987: 114) states that motivation is commonly thought as an inner drive, impulse, emotion, or desire that moves one to a particular action. It can be assumed that motivation in this case is the positive power which stems from the desire to attain the goal reflected in the orientation for instance; learning English seriously in order to get a better 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 a factor of high or low of the goal (Brown, 2001: 75).

In addition to the indicator of motivation, the researcher took the indicators from Samsudin (1983: 34). Learning motivation consists of some aspects, they are: (1) learning duration, that is, how long someone is able to use the time to do an activity; (2) activity frequency, that is, how often an activity is done in a period; (3) persistency, that is, the continuity at the purpose of the activity; (4) perseverance, that is, the ability in facing hindrance and difficulty; (5) devotion,

that is, sacrifice to achieve the aim; (6) aspiration level, that is, the target that would be achieved with the activity that would be done; (7) qualification level, that is, achievement which is achieved from the activity; and (8) attitude, that is, the target of learning activity.

From all statements above, the researcher assumes that motivation is a positives impulse toward the language learning in order to achieve the goal of foreign language learning. Thus, motivation plays important part in order to make the students master their English and get the best achievement.

2.3. Types of Motivation

Motivation is a support which comes from inside consciously or unconsciously to do something based on their own specific goal. The writer also believes that motivation is also the efforts which stimulate people to act so they can reach their goal.

According to Sardiman (2007: 73), motivation is divided into two types; they are intrinsic and extrinsic motivation.

Intrinsic Motivation

Intrinsic motivation is a motivation as incentive, which originates within the behavior itself rather than externally as in playing musical instrument for enjoyment (Setiyadi, 1999). It means that intrinsic motivation comes from the individual itself without any pressure from the outside. In another word, if the reasons of studying English are for enjoyment and knowledge, it belongs to intrinsic motivation. According to Bainbridge (1987: 36) intrinsic motivation refers to motivation that comes from inside an individual rather than from any

external or outside rewards, such as money or grades. The motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. An intrinsically motivated person will work on a math equation, for example, because it is enjoyable. Or an intrinsically motivated person will work on a solution to a problem because the challenge of finding a solution is provides a sense of pleasure. In neither case, the person do not work on the task because there is some reward involved, such as prize, a payment, or in the case of students, a grade.

According to Deci and Ryan's (1985: 18) self determination approach to motivation, intrinsic motivation refers to motivation to perform an activity simply for the pleasure and satisfaction that accompany the action. These feelings of pleasure derive from fulfilling innate needs for competence and self-determination (Deci et al., 1991: 326). Intrinsic motivation sometimes called as innate motive.

It can conclude that intrinsic motivation is a motivation coming from inside of human being which drives someone to do an action without any uninfluenced motive from environment.

Extrinsic Motivation

Extrinsically motivated behaviors are those behaviors that are performed not because of inherent interest in the activity, but in order to arrive at some instrumental end, such that the source of regulation is external to the activity perse. The researcher believes originally that extrinsic motivation implied a lack of self-determination in the behaviors performed. More recently, however, Deci

and Ryan (1985: 45) proposed that they are different. This motivation is external factors to the individual and unrelated to the task they are performing.

This motivation derives from the outside effect of individual, whether it is from environment, society, pressure, persuasion so that the learners tends to be active in their learning process. For example: the teacher will give a gift to the students if they answer the question correctly. Extrinsic motivation stems from positive or negative reinforcement which is external to the behavior itself rather than inherent in it, for instance, studying to get good scores not because of studying is enjoyable.

2.4. Types of Motivation in Learning English as a Foreign Language

Research about motivation in the field of second or foreign language acquisition research has been strongly influenced by the work of Gardner and his associates. In this succession of research studies, a distinction has been made between integrative and instrumental orientation. According to Gardner and Lambert (1972: 78), motivation in learning English is divided into two parts. The first is integrative motivation that is identified with positive attitudes toward the target language group and the potential for integrating into that group or at least an interest in meeting and interacting with members of the target language group. The second is instrumental motivation, which refers to more functional reasons for learning a language, for example to pass a required examination or to get a better job.

Language learning motivation refers to the motivation to learn or acquire a second language. On the other hand, Gardner (1985) proposes two types of motivation:

instrumental and integrative. He claims that an integratively motivated learner showed interest in learning about the culture and the people of the target language, whereas an instrumentally motivated learner has more pragmatic considerations in his/her mind regarding L2 learning, such as obtaining a job, or gaining more money. Masgoret and Gardner (2003) define an integratively motivated learner as one who is motivated to learn the second language, has openness to identification with other language community and has favorable attitude toward the language situation. Shaw (1981) claimed that in parts of the world where English is learned as a foreign language, the integrative motivation plays a minor role in the popularity of English and since English is considered by many a bonafide international or international language which is not inseparably connected to any particular countries.

2.5. The Role of Motivation in English Learning Process

Motivation is one of influential factor in English learning. Every learner must have motivation in English learning. Without motivation, the goal of learning is difficult to be reached. Motivation is a factor of high or low of the goal (Brown, 2001: 75). So, motivation is stimulus that comes from inside of individual (intrinsic motivation) and also can be influenced by external factor (extrinsic motivation). The motivation function is as supporter or stimulus for student in English learning so the goal of learning can be reached easily.

High or low motivation which is had by students influences the process and the success of learning process. If a student does not have any motivation to learn English, he or she will be lazy to learn English because there is no any stimulus

that drives him or her in learning English. In contrary, the student having high motivation will learn English hard. For example, a student who study in Australia is motivated to study English because he wants to be able to communicate by using English. He will struggle to learn English to survive in Australia because English is the national language.

2.6. Concept of Vocabulary

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). It means vocabulary is a language element of human communication; vocabulary is tool to plan and solve the problem especially in communication. Words are combination of letter that meaningful unit of nouns, verbs, adjective and adverb.

According to Napa (1991), vocabulary is one of the components of the language and there is no language without words. Words are sign or symbol for ideas. They are means by which people exchange their thoughts. The more words we have learnt, the more ideas we have, and the more actively we can communicate. This statement supported by Wallace (1998) states that vocabulary is the vital aspects of language.

Vocabulary, much more than grammar, is the key to students understanding what they hear and read in school; and to communicating successfully with other people. For this reason it is very important for the students to quickly build up a large store of words. The more words students know, the more they will learn.

When they have much vocabulary in their mind, they can communicate with other people easily.

From the definition above, it shows that vocabulary means as the basic unit of a language that contains information about meaning, use, definition, synonym, antonym of a word in a language to be spoken or written to build up a language. Moreover, vocabulary is a component of language and number of words used by a person, class, and profession in the communication and every aspect such as in trade, education and business.

2.7. Types of Vocabulary

According to Downing (2006:16), English vocabulary is classified grammatically according to terminological traditionally. There are two classification of word classes or part of speech, as open class and close class. The open class included as follow; noun, verb, adjective, and adverb otherwise the close class include as follow; preposition, conjunction, pronoun, and determiner. Similarly, Thornbury (2002:3) states that English word fall in to of eight different word classes. Those are: noun, verb, adjective, adverb, pronoun, prepositions, conjunction, and determiner. But in this research, the researcher will use only noun, verb, adver and adjective in the test of vocabulary. Kinds of vocabulary can be explained as follow:

2.7.1 Noun

Colman (2005:8) adds a noun is the name of something: a thing or a person, or a place, or even a feeling or a state of mind. For the example; man, conference, book, work, coffee, Saturday, Jessica, office, girl, boy, bed. Similarity to Colman, Huddleston & Pullum (2005: 83) state that noun category includes words denoting

all kinds of physical objects (people, animals, places, things) and substances. Noun can be classified into three parts, those are:

a. Proper Noun

A proper noun refers to someone to something specific and capitalized, for example*: Indonesia, India, June, and August.*

b. Collective Noun

A collective noun refers to a group of person or things that is generally thought of as one unit, for example: *family, animal, and class.*

c. Count Noun

A count noun refers to name of persons, things, places, or ideas that can be counted, for example: *books, three chairs, and girls.*

2.7.2 Verb

Verb expresses action, events, and process activities. Compented sentence must contain at least one verb, for example: run, read, wash, dance, sweep, sing, and write. DeCapua (2008:121) states verb expresses what the subject does or describes something about the state or condition of the subject. Verb is seriously important; it is caused by there is no way to have a sentence without them. However, according to Rozakis (2003:12-13) there are three basic of verbs, such as:

1) Action verbs tell what the subject does. The action can be visible (*jump, kiss, laugh*) or mental *(think, learn, study).*

2) Linking verbs join the subject and the predicate. They do not show action. Instead, they help the words at the end of the sentence name or describe the

subject. The most common linking verbs include: *be, feel, grow, seem, smell, remain, appear, sound, stay, look, taste, turn, become.* Look for forms of to be, such as *am, are, is, was, and were.*

3) Helping verbs are added to another verb to make the meaning clearer. Helping verbs include any form of *to be, do, does, did, have, has, had, shall, should, will, would, can, could, may, might, and must.*

2.7.3 Adjective

Adjective is defined as a word that gives more explanation about noun or pronoun. Adjective can be used before noun. According to Jackson (2005:18) adds that adjectives denote: size (*large, small)*, color *(blue, red)*, shape *(oblong, square)*, appearance (*pretty*), evaluation (*commendable*). On the other hands, Rozakis (2003:4-5) asserts adjectives are words that describe nouns and pronouns. There are five kinds of adjectives:

1. Common adjectives describe noun or pronoun, such as strong, and green.

2. Proper adjectives are formed from proper nouns, such as California vegetables (from the noun "California").

3. Compound adjectives are made up of more than one word, such as far-off country, teenage person.

4. Articles (special type of adjective). There are three articles as follow: a and an called "indefinite articles" because they refer to general things. We can use 'a' with consonant sounds and 'an' before vowel sounds; "the" is called a "definite article" because it refers to a specific thing.

5. Indefinite adjectives do not specify the specific amount of something, such as all, another, any, both, each, either.

2.7.4. Adverb

Based on the statement of Jackson (2005:17) adverb is denoting manner (cautiously), time (soon), direction (along). However, according to Dykes (2007:62) an adverb is a word that adds meaning to any other word, except a noun or pronoun (that being the job of an adjective) and he also said that there are five kinds of adverbs as follow: a) adverbs of time tell us when the action of the verb does or does not occur; b) adverbs of place tell us where the action of the verb does or does not happen; c) adverbs of manner tell us the way in which the action of the verb does or does not happen; d) interrogative adverbs are the question words that apply to the verb in a sentence; e) comparative adverbs follow a similar pattern to comparative adjectives. Certainty, adverb makes the sentence more clearly in understanding of the sentence.

In the present study, the researcher uses noun in order to make the students easier to learn about new vocabulary because as we know some of students, especially elementary school, could not master the words that they had studied.

2.8. Concept of Vocabulary Test

Likewise Nation (1990) described a method of sampling from dictionary to make a test on it. One way to do this is by taking the first word in every tenth page of the dictionary. Depending on how many words are needed for the test. From these

word we can make vocabulary test, for example multiple choice test and the students are intended to find the meaning of the words either in English or in students' native language. If we want to find rough estimate of students' vocabulary size we can take a representative dictionary and open the page in dictionary randomly and then ask a students to explain the meaning of the more uncommon word on one page. If a dictionary contain 30.000 words and students know about two-third of the words, then we can roughly estimate that the students' vocabulary size is about 20.000 words (Nation, 1990)

Another way of measuring students' vocabulary size is based on words frequency count. Multiple-choice questions (MCQ) used as the kind of the vocabulary level test. In this research, the researcher will use Multiple-choice question in vocabulary test.

2.9. Concept of Reading Skill

Reading is one of the important skills which needed by the students from elementary school up the university. It is important because by reading, the students will get a lot of information based on what they are required in reading. In learning process the students will understand about the material by reading the material. They will get the meaning by the reading.

In relation to the definitions of reading, Dubin and Eskey (1985:27) say that reading is the ability to make sense of written or printed symbols to guide recovery information from his or her human memory and subsequently use the written message.

The word "reading" can only be defined in terms of "who is reading what in what states for what reason." The students read in order to obtain information, but the actual process of reading is the coding of visual symbols into words according to a fixed system. The words are spoken aloud to and by a beginning reader. Later vocalization becomes internal and may disappear altogether. The total act of reading involves almost the whole human brain, for we get out of reading very largely what we bring to it. A deaf child reading a simple text, perhaps articulating the words but not hearing them, is acting quite differently from a skilled adult scanning a textbook at high speeds to find some special fact. A bored and inattentive mother who is reading aloud a familiar story to her child and simultaneously planning tomorrow's menu falls in yet another category. It is even possible to read a foreign language, if the rules of pronunciation are known, without the slightest understanding of what is being read.

Alderson defines reading as "…an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become totally absorbed (2000:28)." Reading means different things to different people, for some it is recognizing written words, while for others it is an opportunity to teach pronunciation and practice speaking. However reading always has a purpose. It is something that we do everyday, it is an integral part of our daily lives, taken very much for granted and generally assumed to be something that everyone can do.

While, Smith (1982: 6) define that reading is somthing that makes sense to read and always should. It means that the reader always active their minds to get meaning and information while interact with written text. The readers also must be able to use the information to make reinforcement and read critically and

creatively to understand the figurative language, determine the author's purposes, evaluate the idea presented and apply the ideas to the actual situation.

Regarding the definitions, it can be claimed that reading is an interpretation of graphic symbols. Reading is thus perceived as two-fold process: (1) identification of the symbols and (2) association of appropriate meanings with them. In short, reading needs identification and comprehension.

2.10. Types of Reading Skill

In reading skill, there are two aspects namely mechanical and comprehention skills. In order to achieve those aspect, Tarigan (1985: 12-13) points out that mechanical skill can be done through oral reading or reading a loud, while comprehention skill can be also achieved through silent reading.

Tarigan (1985:29) also states that silent reading skill is a key for getting all of science and knowledge. This case will not distrub the teaching and learning process in the classroom. It is one of the manners to organize the classroom when the students do not focus toward what they read.

Reading comprehension is part of reading text. It means that when students read text, of course students have the purpose to do it, for example, they want to analyze a text and how they can know the content of the text if they do not comprehend the whole text.

Eskey (1986:15) says that comprehension means relating what we do not know, or new information, to what we already know. Moreover, she says that reading

comprehension in this sense that comprehension of any kind depends on the knowledge.

Nuttal (1992) states that there are five reading skills that should be mastered by the reader to comprehend the text deeply; they are as follow:

1. Determining main idea

   The main idea is the most important piece of information the author wants to know about the concept of that paragraph. Determining main idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas/words.

2. Finding the specific information or part of text

   Finding the specific information or part of text means looking for the information that relevant to the goal in mind and ignores the irrelevant.

3. Finding reference

   Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means interpreting and determining one linguistic expression to another.

4. Finding inference

   Inference is good guess or conclusion drawn based on the logic of passage. Finding inference means the reader imply the sentences or passages understand and conclude it logically.

5. Understanding vocabulary

   Understanding vocabulary means comprehend what the words mean. When vocabulary mastery improves, comprehending will be deeper. Since

comprehension is ultimate goal of reading, the reader cannot overestimate the importance of vocabulary development.

2.11. Theoretical Assumption

Reading is the important skill that the students have to master. The students read in order to obtain information, but the actual process of reading is the coding of visual symbols into words according to a fixed system. The words are spoken aloud to and by a beginning reader. Later vocalization becomes internal and may disappear altogether. The total act of reading involves almost the whole human brain, for we get out of reading very largely what we bring to it. But, it will take a long process to make students mastered the reading skill because each students has different level of motivation. By giving rewards could also be a reason to read and help to build their motivation.

From the explanation above, it is assumed that if the students have high motivation and master vocabulary they will master reading skill. Because when the students have high motivation and master the vocabulary, the students will have self-confidence and effort to develop their reading skill.

2.12. Hypothesis

Based on the theoretical assumption above, the researcher formulates the following hypothesis:

1. There is a correlation between student's motivation and their reading comprehension at SMP Negeri 31 Bandar Lampung.

2. There is a correlation between student's vocabulary and their reading comprehension at SMP Negeri 31 Bandar Lampung.

That's all about frame of theories of this research. It explained about previous research, reading skill, vocabulary, motivation, theoretical assumption and hypothesis.

III. RESEARCH METHOD

This chapter will discuss the research method. Everything relates to the model of research, such as research design, population and sample, data, data source, data collecting technique, research procedure, instrument, scoring criteria, data analysis, validity and reliability, and hypotheses testing will be describe as follows.

3.1. Research Design

This research aimed to find the correlation between students' motivation and students' vocabulary mastery toward their reading comprehension. This research was about multiple correlation research. To conduct the research, the researcher used a co-relational design of *ex post facto designs* (Hatch and Farhady, 1982). In this research the researcher used one class as the experimental class. The researcher distributed the questionnaire of motivation and vocabulary test to know the correlation in reading comprehension to a group of students. There was no treatment or experiment of any kind to subjects. After that, the researcher gained the data from the tests and were analyzed to see whether motivation and mastering vocabulary related to the ability of reading comprehension or not. The researcher uses quantitative method to analyze the result of research. This method

was used to find out the correlation between students' motivation and students'
vocabulary in reading comprehension.

The research design that used in this research was formulated as follow:

$$X_1 \searrow$$
$$Y$$
$$X_2 \nearrow$$
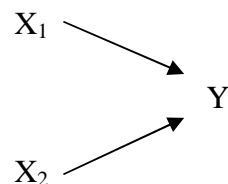
In which,

X_1 : students' motivation

X_2 : students' vocabulary mastery

Y : students' reading comprehension

By using the design above, this research find out the correlation between students'
motivation and students' vocabulary mastery toward their reading comprehension.

3.2. Population and Sample

3.2.1. Population

Population is the most of often a theoretical group of all possible scores with the
same trait or traits (Coolidge, 2000: 24). It means that population is the most
important thing in a research.

The researcher took the students at the second grade of SMP Negeri 31 Bandar
Lampung in the academic year of 2015/2016 as the population. There are nine

classes of the second grade and each class consists of 25. So, the populations at SMP Negeri 31 Bandar Lampung are 225 students.

3.2.2. Sample

Sample is a smaller group of scores selected from population of scores (Coolidge, 2000: 24). The researcher took second grade students because the researcher assumes that they have better knowledge about English than first grade. The researcher determines the sample by using random sampling and chose VIII I as the experimental class. The researcher decided chose the sample using random sampling because the researcher could not choose all of class for the sample. There were some teachers for nine classes and it was difficult to elaborate the students to be one class.

3.3. Data

The data of this research was the result of students' motivation, students' vocabulary test and reading comprehension test. The data was taken by distributing questionnaire of motivation in learning English, taking vocabulary test and taking reading comprehension test. In addition, the data were processed by parametrics analysis using Product Moment Formula by Pearson.

The researcher uses purposive sampling to collect the data. Purposive sampling is a form of non-probability sampling in which decisions concerning the individual criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research. The research design was needed to take a decision about the individual participants who would be most likely to contribute appropriate data, both in term of relevance and depth.

3.4. Data Collecting Technique

In collecting the data, the researcher used;

1. Questionnaire of Motivation

   After deciding sample of the population, the researcher distributed the questionnaire of motivation to the students. The questionnaire was used to find out the level of students' motivation that was correlated to reading comprehension. There were several questions about students' motivation in learning English and the students have to checklist the optional based on their answer. There are 30 questions of students' motivation in learning English

   Table 3.1. Specification of Questionnaire

No.	Category	Item Number	Total Item	Percentage
1	The duration of students in learning English; how long is the ability of students to use time in doing activity of learning.	3, 12, 16, 20, 24	5	16.7%
2	The frequency of students' activity in learning English; how often does the activity take place.	2, 4, 13,17	4	13.3%
3	The persistence of students in learning English; how functional in doing activity; how strong his/her tenacity is	1, 5	2	6.7%
4	The perseverance of students' in learning English; how to solve the difficulties and face the problems in learning English.	7, 8, 11, 16	4	13.3%
5	The devotion of students to get the objective of learning English. For instance: thought, time, money, effort.	14, 19, 29	3	10%
6	The aspiration of the students, for instance: purpose target etc	21, 25, 26	3	10%
7	The qualification level of students' ability in learning English.	10, 28	2	6.7%

8	The students' attitude to the purposes of learning English.	13, 15, 18, 22, 23, 27, 30	7	23.3%
Total		30	30	100%

2. Vocabulary Test

Vocabulary test was done after the researcher distributed questionnaire of motivation to the students. The researcher distributed vocabulary test to find out the students' vocabulary mastery that was correlated to reading comprehension. The vocabulary test (multiple choices) was used to elicit the students' vocabulary mastery. There are 30 items of the vocabulary test. The questions were appropriate according to their grade and what they have learned. So the students can understand easily.

Table 3.2. Table of Vocabulary Mastery Test Specification

No.	Word Class	Total Number	Item Number	Percentage of Item
1	Noun	8	7, 12,15,17,26,27,28,29	33,3%
2	Verb	9	2,4,6,11,19,20,21,25,30	26,7%
3	Adjective	6	8,9,16,22,23,24	20%
4	Adverb	7	1,3,5,10,13,14,18	20%
total		30	30	100%

3. Reading Comprehension Test

Reading comprehension test is the last step to collecting the data in this research. This step was done after the first and the second step before. In this step, the researcher knows how the motivation and vocabulary

influence the students' reading comprehension. The test consists of 30 items related of reading skill. This test also based on what they have learned in their school.

Table 3.3. Specifications of Reading Comprehension Test

No.	Reading Aspects	Total Number	Items Number	Percentage of item
1	Identifying main idea	4	1,4,7,15	16%
2	Identifying supporting details	6	8,13,16,17,19,24	24%
3	Making inference	4	3,9,12,18	16 %
4	Identifying reference	2	6, 25	8 %
5	Understanding vocabulary	9	2,5,10,11,14,20,21,22,23	36%
	Total		25	100 %

3.5. Research Procedure

In this study, the researcher used following step:

1. **Selecting instrument of material**

   The selecting material of reading comprehension test chose from teacher and students' handbook. The selecting process was considered the materials that have been taught to the students and level of the students. The researcher used one type for the reading comprehension test and it was narration text. The selecting process for the questionnaire test was considered based on classification of students' motivation in learning

English. In order to get reliable data, the questionnaire used understandable sentence and Indonesian. That's made the students easier to answer the questions. The selecting material for vocabulary test, the researcher chose the test that relevant for their grade and from what they have learnt.

2. **Determining the sample of the research**

A sample was a smaller group example chose from the population that actually measures. The sample consists of part of the population. The sample of this research was determined by using purposive sampling. There are eight classes of the second grade of SMP Negeri 31 Bandar Lampung. The researcher chose one of eight classes because there was no treatment for the sample in collecting the data but the data were collected by seeing the correlation data from questionnaire, vocabulary test and also reading comprehension test.

3. **Trying out the instrument**

The motivation questionnaires are tried out to the students in order to find out reliability of the instrument. After that, for vocabulary and reading test also are tried out in order to find the validity and the reliability of the instrument.

4. **Analyzing the try out result**

After the try-out class finished answering the motivation questionnaire, vocabulary test and reading test, analysis were done in this phase to find out the validity and reliability of the instrument.

5. **Final testing of the instrument**

In this phase, the instruments are revised based on the result of try-out test. The revision is done by dropping the items of instrument that have no validity and reliability.

6. **Distributing the questionnaire of motivation**

The researcher distributed the questionnaire to the students in order to get the information about students' motivation and the students have to answer the questions based on the statement which are provided.

7. **Conducting vocabulary test**

The researcher distributed the vocabulary test to the sample in order to get the information about the students' vocabulary. The researcher has done the test without treatment.

8. **Conducting reading comprehension test**

The researcher asked the students to do reading test in order to get the information about the students' reading comprehension. The researcher has done the test without treatment.

9. **Analyzing the data from the instrument**

The data from questionnaire, vocabulary and reading test were analyzed by using Pearson Product Moment because it is one of the techniques to look for the correlation between two or three variables. So, it can be conclude whether there is a correlation between student's motivation, vocabulary mastery and their reading ability at SMP Negeri 31 Bandar Lampung.

Those were all the steps in this research.

3.6. Instrument

The researcher used three instruments in this research. They were students'
English learning motivation questionnaire, vocabulary test and reading test.

3.6.1. Motivation Questionnaire

In this research, in collecting the data the researcher uses questionnaire as the tool
of measurement the students' motivation. In this research, the researcher used a
closed direct questionnaire. The questionnaire used Indonesian language. There
were 30 items of questionnaire with four alternatives answers (a,b,c,d). The
researcher used *Likert Scale* to measure the items of questionnaire. In *Likert
Scale*, the answers of every item from questionnaire have gradation from higher
until lower, for example strongly agree, agree, disagree, and strongly disagree.

The 30 items of the questionnaire asked about the motivation students in learning
English implement by respondent. The students were supposed to give their
answers as factual and real information about themselves or the information that
was close to the fact as provided in the four alternative answers. Thus, the
researcher can differentiate students that have high, average, and low motivation.

Each of the alternatives is scored as follows:

A = 4, for the very high motivation answer.

B = 3, for the high motivation answer.

C = 2, for the middle motivation answer.

D = 1, for the low motivation answer.

In addition to the indicator of motivation, the researcher took the indicators from Samsudin (1983: 34). Learning motivation consists of some aspects, they are: (1) learning duration, that is, how long someone is able to use the time to do an activity; (2) activity frequency, that is, how often an activity is done in a period; (3) persistency, that is, the continuity at the purpose of the activity; (4) perseverance, that is, the ability in facing hindrance and difficulty; (5) devotion, that is, sacrifice to achieve the aim; (6) aspiration level, that is, the target that would be achieved with the activity that would be done; (7) qualification level, that is, achievement which is achieved from the activity; and (8) attitude, that is, the target of learning activity.

The reliability of the try out questionnaire of motivation had calculated using Cronbach Alpha. The reliability statistic of questionnaire of motivation is .837.

3.6.2. Vocabulary Test

The instrument for vocabulary test was the simple test of vocabulary. This test shows how the students mastered the vocabulary and the correlation between motivation and vocabulary. There were 30 simple questions about vocabulary that were appropriate with their handbook. The questions have four alternatives answer (a,b,c and d) and the students have to choose the right answer.

The reliability of try out vocabulary test had calculated using split half test and the result is 0.97.

3.6.3. Reading Comprehension test

The instrument of the reading test was the text that relevant for the students. This test shows how good the students' reading comprehension. There were 30 questions of reading comprehension that were appropriate with their handbook and what they have learned before. The questions have four alternatives answer (a,b,c and d) and the students have to choose the right answer.

Reading comprehension test was administered after the questionnaire and vocabulary test was given. The researcher used five aspects of reading comprehension in this test; main idea, specific information (supporting details), inference, reference, and vocabulary.

The reliability of try out vocabulary test had calculated using split half test and the result is 0.96.

3.7. Validity of The Instruments

3.7.1. Validity of The Vocabulary Test

- Content Validity

  In vocabulary mastery test, the content validity was concern on choosing some vocabularies that was used in English book for second of junior high school.

- Construct Validity

  Construct validity examines whether the test actually is in line with the theory of what it means to know. A test can be considered valid in its

construction if the tests item measure every aspect that suitable with the specific objective of the instruction. In this case, the test is designed by the nature concept of vocabulary.

3.7.2. Validity of the Reading Comprehension Test

- Content Validity

In this research, the researcher uses reading comprehension that is supposed to be able to be comprehended by the grade VIII students of junior high school. The way to find out this kind of validity are formulating the questions based on the aim of teaching reading for second grade of junior high school students and choosing the topics of the text concern on the narrative and report text that is provided in English book for second grade of junior high school.

- Construct Validity

Construct validity examines whether the test actually is in line with the theory of what it means to know. A test can be considered valid in its construction if the tests item measure every aspect that suitable with the specific objective of the instruction. In this case, the test of reading comprehension is designed by nuttal's concept

3.8. Reliabilty of The Instruments

3.8.1. Reliability of the Questionnaire

Reliability can be defined as the extent to which a test produces consistent results when administered under similar conditions (Hatch and Farhady, 1982: 244). The instrument which has low reliability means invalid instrument. To make sure whether the instruments are reliable or not the researcher used the Cronbach's Alpha. According to Arikunto (1998: 260), the standard of reliability of the instrument can be described as follows:

1. 0.80 – 1.0   : very high reliability

2. 0.60 – 0.79 : high reliability

3. 0.40 – 0.59 : medium reliability

4. 0.20 – 0.39 : low reliability

5. 0.0 – 0.19   : very low reliability

As stated before, to measure whether the test is reliable or not, the researcher use Cronbach's Alpha. Each item in motivation questionnaire is analyzed to make sure that the items consist of good unity. From the calculation of reliability analysis, the alpha point is 0.834. It means that the questionnaire have a high reliability. It could be interpreted that the questionnaire is proper to be used for the research.

3.8.2. Reliability of Reading Comprehension Test and Vocabulary Test

The reliability of the reading comprehension test and vocabulary test are measured based on Pearson Product Moment which examines the correlation coefficient of reliability between odd and even number (reliability of the half test). The formula can be seen as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(y^2)}}$$

In which:

r_{xy} : coefficient of reliability between odd and even numbers items

x : odd number

y : even number

x^2 : total score of odd number items

y^2 : total score of even number items

xy : total score of odd and even number

After the reliability of the half test has calculated, the researcher uses Spearman Brown's Prophecy formula to measure the reliability of the test as a whole as follows:

$$r_{k=} \frac{2rxy}{1+rxy}$$

Explanation:

r_k = the reliability of the whole test
r_{xy} = the reliability of half test

(Hatch and Farhady, 1982: 247)

The criteria of the reliability are:

0.90 – 1.00 = high
0.50 – 0.89 = moderate
0.00 – 0.49 = low

3.9. Data Analysis

The data of this study are in form of correlation. The researcher uses computer system called Statistical Package for Social Sciences (SPSS) program version 16.0. The researcher used Pearson Product Moment to know the correlation.

3.10. Hypothesis Testing

After collecting the data, the researcher analyzes them in order to find the correlation of students' motivation and their vocabulary toward reading

comprehension. To determine whether the first hypothesis is accepted or rejected, the following criteria for acceptance:

H_{01} $= r_{value} < r_{table}$

H_1 $= r_{value} > r_{table}$

H_{02} $= r_{value} < r_{table}$

H_2 $= r_{value} > r_{table}$

H_{03} $= r_{value} < r_{table}$

H_3 $= r_{value} > r_{table}$

The hypothesis will be as follow:

H_{01} = "There is no any correlation between student's motivation and their reading comprehension at SMP Negeri 31 Bandar Lampung"

H_1 = "There is a correlation between student's motivation and their reading comprehension at SMP Negeri 31 Bandar Lampung"

H_{02} = "There is no any correlation between student's vocabulary and their reading comprehension at SMP Negeri 31 Bandar Lampung"

H_2 = "There is a correlation between student's vocabulary and their reading comprehension at SMP Negeri 31 Bandar Lampung"

H_{03} = "There is no any correlation between student's motivation and vocabulary toward their reading comprehension at SMP Negeri 31 Bandar Lampung"

H_3 = "There is a correlation between student's motivation and vocabulary toward their reading comprehension at SMP Negeri 31 Bandar Lampung"

V. CONCLUSIONS AND SUGGESTION

This chapter presents the conclusions of the research and suggestion based on the data presentation and analysis from the previous chapter. This chapter is divided into two parts: conclusions and suggestion.

5.1. Conclusions

Based on the result of the data analysis and discussion in chapter IV, the researcher concludes that:

1. Motivation is one of factor that influences reading comprehension. Students' who have high motivation will have good comprehension in reading texts. It can be concluded that students' motivation influences their reading comprehension.

2. Vocabulary is needed to comprehend the texts well. The students' who have good vocabulary mastery can influence their reading comprehension. It can be concluded that reading comprehension is affected by vocabulary mastery.

5.2. Suggestions

Based on her experience, the researcher proposes some suggestions as follow:

1. In this research, the researcher took sample using randomly choosing. It was not representative so the finding can not be generalized. For the further researcher, she/he should more representatives in choosing sample for the research.

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

3. For the further researcher, he/she should make the simple text of reading comprehension and make the question at least four until five questions for one text. It is suggested in order to make the students not to be bored to answer the reading comprehension.

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