

**CORRELATION STUDY BETWEEN STUDENTS'
MOTIVATION AND STUDENTS' VOCABULARY MASTERY
AT SMA NEGERI 1 PAGELARAN**

(A Script)

**By
Kaka Rosyana Pitono**



**FACULTY OF TAECHEER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2019**

i. ABSTRACT

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

by

Kaka Rosyana Pitono

The purpose of this study was to find out whether or not there was 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: correlation, motivation, vocabulary mastery

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A Script

**Submitted in a Partial Fulfillment of
The Requirement for S-1 Degree**

in

**The Language and Arts Department of
Teacher Training and Education Faculty.**



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UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2019**

Research Title : **CORRELATION STUDY BETWEEN STUDENTS' MOTIVATION AND STUDENTS' VOCABULARY MASTERY AT SMAN 1 PAGELARAN**

Student's Name : **Kaka Rossyana Pitono**

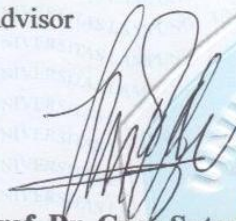
Student's Number : **1513042076**

Department : **Language and Arts Education**

Study Program : **Teacher Training and Education**

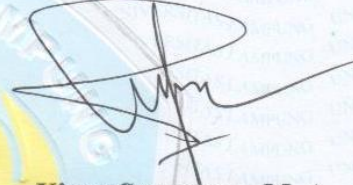
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Advisor

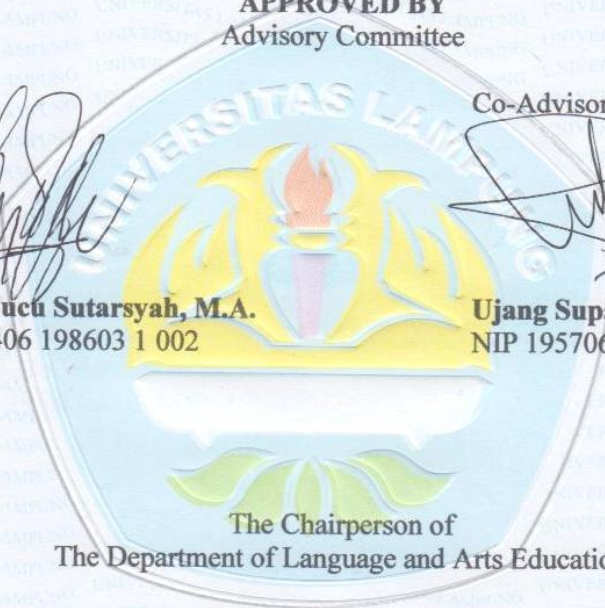


Prof. Dr. Cucu Sutarsyah, M.A.
NIP 19570406 198603 1 002

Co-Advisor



Ujang Suparman, M. A.
NIP 19570608 198603 1 001



The Chairperson of
The Department of Language and Arts Education



Dr. Nurlaksana Eko R., M.Pd.
NIP 19640106 198803 1 001

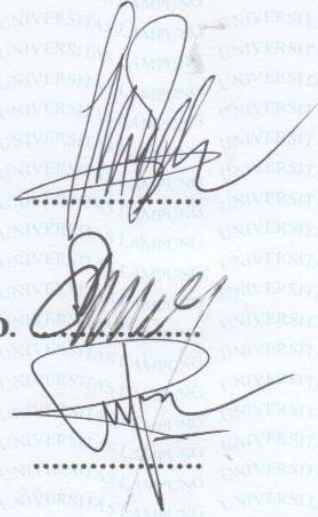
ADMITTED BY

1. Examination Committee

Chairperson : Prof. Dr. Cucu Sutarsyah, M. A.

Examiner : Prof. Ag. Bambang Setiyadi, Ph.D.

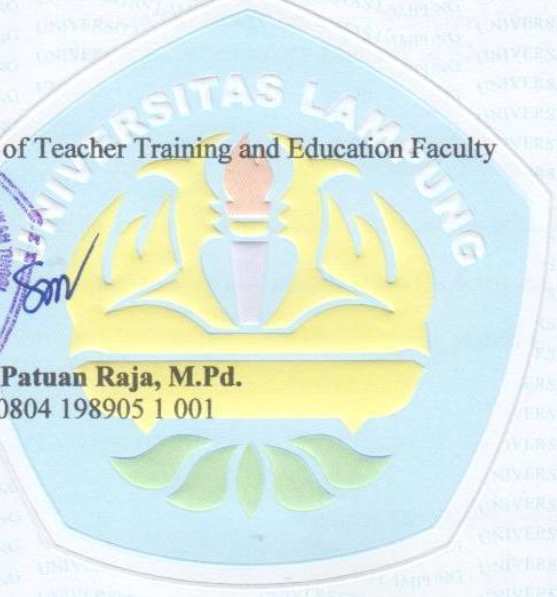
Secretary : Drs. Ujang Suparman, M. A.



2. The Dean of Teacher Training and Education Faculty



Prof. Dr. Patuan Raja, M.Pd.
NIP 19620804 198905 1 001



Graduated on: June 24th, 2019

CURRICULUM VITAE

LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama : Kaka Rossyana Pitono
NPM : 1513042076
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan ilmu pendidikan
Judul Skripsi : Correlation Study between Students' Motivation and Students' Vocabulary Mastery at SMAN 1 Pagelaran

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 28 Juni 2019

Pada:



Kaka Rossyana Pitono

CURRICULUM VITAE

Kaka Rossyana Pitono was born on March 27rd, 1997 in Pringsewu. She is the first child of the greatest parents, Wiwit Agus Pitono, A.Md and Rohayati, S.Tr.keb. She has two sisters named are Haifa Prameswari and Nisrina Aaliyah Yusrad and one brother named Muhammad Chairil Anam.

After studying at TK Taruna Jaya, she continued her study at SD Muhammadiyah and graduated in 2009. After that, she continued her study at Mts Dinniyah Putri Lampung Pesawaran and graduated in 2012. Then, she continued her study at SMAN 1 Pagelaran and finished her study in 2015.

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 2015. While studying at University of Lampung, she accomplished her Teaching Practice Program (PPL) in SMPN 2 Wonosobo and her Field Experiences Program (KKN) in Wonosobo, Tanggamus.

DEDICATION

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

1. My greatest parents, Wiwit Agus Pitono, A.Md and Rohayati, S.Tr.keb.
2. My beloved siblings, Haifa Prameswari, Nisrina Aaliyah and Muhammad Chairil Anam.
3. My big family.
4. My Almamater, University of Lampung.

MOTTO

"Whoever is sincere, kindness is for her"

(Qs. Al-Ankabut: 6)

*"Education is the most powerful weapon which you can use to
change the world"*

(Nelson Mandela)

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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. The greatest inspiration of my life: my beloved father and Mother, bapak Wiwit Agus Pitono, and ibu Rohayati
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13. Special thanks for all of my friends in English Education 2015.

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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 2019

Kaka Rosyana Pitono

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I. INTRODUCTION

In order to introduce this research, this chapter discusses about background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Research

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

1.2 Research Question

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

- Is there significant correlation between student's motivation and their vocabulary mastery?

1.3. Objectives of the Study

As stated in the background and the research question, the researcher stated that the objective of the research is to investigate whether there is a correlation between student's motivation and their vocabulary mastery at SMA Negeri 1 Pagelaran

1.4. Uses of the Study

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

1. Theoretically, the findings of the research to expected to support one of the theories on vocabulary.
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 investigated and elaborated in detail the correlation between students' motivation and vocabulary mastery at the SMA Negeri 1 Pagelaran. This current study used 2 classes which approximately consist of 15-25 students in each class. So, the total amount of the subjects was approximately 40 students. After conducting this research, it was expected that the result would be a valuable contribution to the readers.

1.6. Definition of Term

In order to avoid misunderstanding, some terms are uses in this study depend on theories.

- a. Motivation

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

b. Vocabulary

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

c. 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. LITERATURE REVIEW

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

2.1. Previous Research

There are some research that have been done by other researchers Sofia (2015), Cahyati (2015), Pratama (2016) and they can be used as references for the researcher to finish this research.

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 that 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.

Pratama (2016) he has done her research in title “The Correlation between Students’ Habit in Watching English Movie and Their Vocabulary Size” This research investigated and elaborated in detail the correlation between students’ habit in watching English movie and vocabulary size at the Frontrunner class students of English First (EF) Bandar Lampung. This current study used 3 classes of the Frontrunner which approximately consist of 10 students in each class. So, the total amount of the subjects was approximately 30 students. After conducting this research, it was expected that the result would be a valuable contribution to the readers.

2.2. Concept of motivation

Motivation is the reason to do something in a particular way. Huit (2001: 1) state "Motivation refers to internal state (sometimes described as a need, desire or want) that serves to activate or energize behavior and give it direction". Further state "Most motivation theorist assuming that motivation is involvement in the performance of all learner responses, that is a learner behavior will not occur unless it is energized by motivation".

Motivation is commonly thought as an inner drive, impulse, emotion, or desire that moves one to a particular action (Brown, 1987: 114). It can be assume that motivation in this case is the positive power which stems from the desire to attain the goal reflect 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 reach. 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 of learning (Brown, 2001: 75).

In addition to the indicator of motivation, the researcher takes the indicators from Syamsudin (2004). Learning motivation consists of some aspects, they are:

(1) learning duration, that is, how long someone is able to use the time to do 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 will be achieved with the activity that will 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 positive impulse toward the language learning in order to achieve the goal of foreign language learning. Thus, motivation plays an important part in order to make the students master their English and get the best achievement.

2.2.1. 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 associate. 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 identify 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 require 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 integrative motivate learner show interest in learning about the culture and the people of the target language, whereas an instrument motivate 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 integrative motivate learner is one who is motivate 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 learner as a foreign language, the integrative motivation plays a minor role in the popularity of English and since English is consider by many a bona fide international or international language which is not inseparably connect to any particular countries.

2.2.2. The Role of Motivation in English Learning Process

Motivation is influential factors 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 of learning (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 reach easily.

High or low motivation which is has 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, some student study in Australia has high motivation in learning 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.

2.3. 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 speak or written to build up a language. Moreover, vocabulary is a component of language and number of words use by a person, class, and profession in the communication and every aspect such as in trade, education and business.

2.3.1. Types of Vocabulary

According to Downing (2006:16), English vocabulary is classified grammatically according to traditional terminology. 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 into of eight different word classes. They are: noun, verb, adjective, adverb, pronoun, prepositions, conjunction, and determiner. But in

this research, the researcher will use only noun, verb, adverb and adjective in the test of vocabulary. Kinds of vocabulary can be explaining as follow:

1. Noun

A noun is a part of speech that identifies a person, place, thing or idea. 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) states 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

From the definition above, it shows that noun is member of class of words that typically can be combined with determiners to serve as the subject of a verb, can

be interpreted as singular or plural, can be replaced with a pronoun and refer to an entity, quality, state, action or concept.

2. Verb

Verb are expresses an action, events, and process activities. Completed 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.

From all statements above, the researcher assumes that verb is a word that characteristically is the grammatical center of a predicate and expresses an act, occurrence and forming the main part of the predicate of a sentence.

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) add 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.

Regarding the definitions, it can be claimed that adjective is one of the most important components of sentence. An adjective is part of speech which describe, identifies, or quantifies a noun or pronoun. So basically, the main function of an adjective is to modify a noun or a pronoun so that it will become more specific an interesting.

4. Adverb

Adverb is a part of speech used to describe a verb, adjective, clause or another 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:

1. Adverbs of time tell us when the action of the verb does or does not occur;
2. Adverbs of place tell us where the action of the verb does or does not happen.
3. Adverbs of manner tell us the way in which the action of the verb does or does not happen.
4. Interrogative adverbs are the question words that apply to the verb in a sentence.
5. Comparative adverbs follow a similar pattern to comparative adjectives.

From all statements above, the researcher assumes an adverb is word that is use to change or qualify the meaning of an adjective, a verb, a clause, another adverb, or

any other type of word or phrase with the exception of determiner. Certainty, adverb makes the sentence more clearly in understanding of the sentence.

In the present study, the researcher used part of speech in order to make the students easier to learn about new vocabulary because as we know some of students, especially junior high school, cannot master the words that they has study.

2.4. Theoretical Assumption

Vocabulary is one of language aspects and it is the most important components of language as communication tool. Vocabulary is also important because it is a basic part to understand the meaning of what people said and written. It is a primary skill which should be mastered by the learners before they acquire other language skills, such as listening, speaking, reading, and writing. Learning a language can start by learning its vocabulary first. But, it will take a long process to make students mastered the vocabulary because each students has different level of motivation. By giving rewards could also be a reason to read and help to build their motivation.

Referring to literature review, vocabulary mastery and motivation plays an important role in language learning. Motivation has a great contribution to helping learner to learn vocabulary and there will be significant correlation between motivation and vocabulary mastery. It is assume that if the students have high motivation they will master vocabulary skill. Because when the students have

high motivation, the students will have self-confidence and effort to develop their vocabulary.

2.5. Hypothesis

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

Ho : there is no correlation between students' motivation and students' vocabulary mastery.

Hi : there is a correlation between students' motivation and students' vocabulary mastery.

That's all about literature review of this research. It explained about previous research, vocabulary, motivation, theoretical assumption and hypothesis.

III. RESEARCH METHOD

This chapter discusses some aspects. They are classified like the following: research design, population and sample, data collecting technique, instrument, validity and reliability, data analysis and hypothesis test.

3.1 Design

This research aimed to find the correlation between students' motivation and students' vocabulary mastery. This research was about correlation research. In this research the researcher used two classes as the experimental. The researcher distributed the questionnaire of motivation and vocabulary test 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 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. According to Setiyadi (2006), the design of the research as follows:

$$\mathbf{T1 \rightarrow T2}$$

Where:

T1 = Motivation

T2 = Vocabulary mastery

3.2 The Variables

This research consists of the following variables:

1. Students' Motivation (X)
2. Students' Vocabulary Mastery (Y)

3.3 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.

In this research, the students of SMA Negeri 1 Pagelaran would be taken as the population. There were 40 students from two classes. 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.

The researcher took the students at the second grade of SMA Negeri 1 Pagelaran in the academic year of 2018/2019 as the population. There are eight classes of the second grade and each class consists of 15-25 Students. So, the populations at SMA Negeri 1 Pagelaran are 105 students.

3.4. 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.

3.5. Data

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

3.6. Data Collecting Technique

In collecting the data, the researcher use;

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 vocabulary mastery. There are several questions about students' motivation in learning English and the students have to checklist the optional based on their answer. The students will suppose to give their answers as factual and real information about themselves or the information that is close to the fact as provide in the four alternative answers. There are 30 questions of students' motivation in learning English. In addition to the indicators motivation in learning, the researcher takes the indicators from Syamsudin (2004).

Table 3.1 Specification of Questionnaires

| NO | Category | Total Numbers | Numbers items |
|-----------|--|-----------------------|----------------------|
| 1 | The duration of students in learning English; how long is the ability of students to use time in doing activity of learning. | 1, 2, 4 | 3 |
| 2 | The frequency of students' activity in learning English; how often does the activity take place. | 3, 5, 6, 13 | 4 |
| 3 | The persistence of students in learning English; how functional in doing activity; how strong his/her tenacity | 7, 8, 9, 20, 22 | 5 |
| 4 | The perseverance of students' in learning English; how to solve the difficulties and face the problems in learning English. | 10, 11, 12 | 3 |
| 5 | The devotion of students to get the objective of learning English. For instance: thought, time, money, effort. | 14, 15, 25, 28, 29 | 5 |
| 6 | The aspiration of the students, for instance: purpose target etc | 16, 17, 21 | 3 |
| 7 | The qualification level of students' ability in learning English. | 18, 23, 24 | 3 |
| 8 | The students' attitude to the purposes of learning English. | 19, 26, 27, 30 | 4 |
| Total | | 30 | 30 |

From the table above can be seen that the motivation as measure based on the indicators of motivation, that all of aspects of motivation questioner have been include in the questionnaire. Thus, it is consider that the construct validity of the questionnaire has been standardized.

2. Vocabulary Test

Vocabulary test was be done after the researcher distribute questionnaire of motivation to the students. The researcher distributed vocabulary test to find out the students' vocabulary mastery. The vocabulary test (multiple choices) was use to elicit the students' vocabulary mastery. There are 30 items of the vocabulary test. The questions was about classification word classes or part of speech, in this research the researcher use open class include as follow; noun, verb adjective and adverb. The appropriate according to their grade and what they have in learning English. So the students can understand easily.

Table 3.2 Table of Vocabulary Mastery Specification

| NO | Word Class | Total Number | Items Numbers |
|-------|------------|--------------|----------------------------------|
| 1 | Noun | 9 | 2, 8, 10, 16, 17, 20, 21, 23, 24 |
| 2 | Verb | 7 | 1, 3, 4, 6, 11, 14, 15 |
| 3 | Adjective | 7 | 5, 7, 9, 12, 18, 19, 22 |
| 4 | Adverb | 7 | 13, 25, 26, 27, 28, 29, 30 |
| Total | | 30 | 30 |

3.7. Research Procedure

In this study, the researcher used following step:

1. Determining Research Problem

The research determines the research question of this research. There was one research problems in this research, whether is there any correlation between motivation and vocabulary mastery.

2. Determining Population and Sample

The population of the research would be the students of SMA Negeri 1 Pagelaran. There are 40 students in that class. The subjects' age ranged between 16 and 17 years of age. There are more female than male subjects.

3. Preparing the Instrument

After decide the sample, the researcher gave two test of this research. First one is motivation questionnaire and the last is vocabulary test.

4. 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 also are tried out in order to find the validity and the reliability of the instrument.

5. Analyzing the try out result

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

6. Final testing of the instrument

Participants would be asked to answer the questionnaire. The respondent filled the questionnaire honestly based on what they feel. The researcher would give the learners time to fill the questionnaire about 15 minutes. Afterwards, participants would be given vocabulary test. The participant had to do the test honestly. This test would be given after the subject doing the questionnaire. The researcher would give 40 minutes for the test.

7. Analysis the Data

The researcher was analysis the result of questionnaire motivation and their vocabulary mastery using Correlation in SPSS (Statistical Program for Social Science). The researcher was seen whether there is correlation between motivation and vocabulary mastery.

8. Making a Report and Discussion of Findings

After having all of the data, the researcher would make a report and discussion on finding correlation between motivation and vocabulary.

3.8. Instrument

The current study would use two instruments in this research. They are students' English learning motivation questionnaire and vocabulary test.

3.8.1. Questionnaire Motivation

In this research, in collecting the data the researcher used questionnaire as the tool to measure the students' motivation. In this research, the researcher used a close direct questionnaire. The questionnaire uses Indonesian language. There are 30 items of questionnaire with four alternatives answers (a,b,c,d). The 30 items of the questionnaire ask 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 is close to the fact as provide in the four alternative answers. Thus, the researcher can differentiate students that have very high, high, low and very low motivation.

Each of the option shows the gradation:

A = 4, for very high.

B = 3, for high

C = 2, for low

D = 1, for very low.

3.8.2. Vocabulary Test

The instrument for vocabulary test was the simple test of vocabulary. This test showed how the students mastered the vocabulary and the correlation between

motivation and vocabulary. The questions are about classification word classes or part of speech, in this research the researcher used open class include as follow; noun, verb adjective and adverb. There are 30 simple questions about vocabulary, the questions has four alternatives answer (a,b,c and d) and the students have to choose the right answer.

3.9. Validity of the Instruments

Generally, the validity of a test showed how far the test measures what it is supposed to be measure (Setiyadi, 2006). Validity can be defined as the degree to which actually test what it is intended to test.

The questionnaire and the test can be said valid if the test measure the objective to be measure and suitable for the criteria (Hatch and Farhady, 1982:250). To measure whether the test has good validity, the researcher was seen the content validity and construct validity from the test.

1. Validity of Motivation Questionnaire

A. Content validity

Content validity is the extent to which a test measures a representatives sample of the subject meter content, the focus of content is adequacy of the sample and simply on the on the appearance of the test (Hatch and Farhady, 1982). To get the validity of questionnaire, the researcher arranged the materials based on the indicators from Syamsudin (2004). The researcher consulted with her advisors to

get the questionnaire test examined, to make the test looked right and the instructions were easily understood and not misleading.

B. Construct validity

Construct validity is the appropriateness of inference made on the basis of observations or measurements. Construct validity plays an important role to measure what should be measured related to the theory. The construction of the test refers to the theory in line with Syamsudin (2004) about aspects of motivation. The aspects of motivation included as follow: learning duration, activity frequency, persistency, perseverance, devotion, aspiration level, qualification level, and attitude. Therefore, aspects of motivation that related to classification of motivation is content validity. Then, the construction of test was presented in the table of aspects below:

Table 3.3 Table of aspects of motivation by Syamsudin (2004)

| Aspects | Checklist |
|---------------------|-----------|
| Learning duration | Yes |
| Activity frequency | Yes |
| Persistency | Yes |
| Perseverance | Yes |
| Devotion | Yes |
| Aspiration level | Yes |
| Qualification level | Yes |
| Attitude | Yes |

(See appendix 2 for the results of validity)

2. Validity of Vocabulary Test.

A. Content validity

To get the validity of vocabulary, the researcher arranged the materials based on English curriculum and the standard competence in a syllabus for the second grade of senior high school students. The researcher needs to arrange the test instructions and directions as clear as possible. She consulted with her advisors to get the vocabulary test examined, and rated by English teacher, to make the test looked right and the instructions were easily understood and not misleading. In content validity, the tests were needed to reflect what has been taught to the students. Here, the researcher tried to correlate the test with the syllabus used by the teacher. By taking a look at the syllabus, the researcher makes sure that her vocabulary test match to the materials that have been given to the students and has nothing to do with something that has not been taught until that semester.

B. Construct validity

The construction of the refers to the theory in line with Downing (2006:16) about classification of vocabulary test, there are two classification of word classes or part of speech, as open class and close class. But in this research, the researcher will use open class. The open class included as follow; noun, verb, adjective, and adverb. Therefore, vocabulary specification that related to classification of vocabulary is content validity, and the item number that refers to materials

students' handbook they are part of content validity. Then, the construction of test was presented in the table of classification below:

Table 3.4 Table of classification by Downing (2006)

| Classification | Checklist |
|----------------|-----------|
| Noun | Yes |
| Verb | Yes |
| Adjective | Yes |
| Adverb | Yes |

(See appendix 3 for the results of validity)

3.10. Reliability of the Instruments

Reliability can be defined as the extent to which a test produces consistent results when administer under similar conditions (Hatch and Farhady, 1982: 244). The instrument which has high reliability means the instrument is valid and if the instrument which has low reliability means invalid instrument.

3.10.1 Reliability of the Questioner

To make sure whether the instruments are reliable or not the researcher used the Cronbach's Alpha. The standard of reliability of the instrument is ≥ 0.60 (Nunnally dalam Ghozali, 2005).

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 0.947 (see appendix 5). It means that the questionnaire has a high reliability. It could be interpreted that the questionnaire is proper to be used for the research.

3.10.2. Reliability of the Vocabulary Test

The reliability of the vocabulary test is 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:

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

In which,

r_{xy} : the correlation of the score from one half of the test with that from the other half

x : the odd-numbered items (variable)

y : the even-numbered items (variable)

n : total number of the students

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:

$$r_{11} = \frac{2 r \frac{11}{22}}{\left(1 + r \frac{11}{22}\right)}$$

In which,

r_{11} : reliability of instrument (the whole test items)

$r_{\frac{11}{22}}$: reliability of a half of the whole test items

The criteria of the reliability are:

-0.80 - 1.00 : very high

-0.60 - 0.80 : high

-0.40 - 0.60 : moderate

-0.20 - 0.40 : low

-0.0 - 0.20 : very low

If the coefficient of correlation is higher than the value of Product Moment (r) table, it can be said that the instrument is reliable (Arikunto, 1993). See appendix 6 for the results of reliability.

3.11. Level of difficulty

Level of difficulty related to “how easy or difficult the item is for the point of view of the students who take the test. It is important since test items which are too easy (that all students get right) can tell us nothing about differences within the test population ”(Shohamy,1985:79). Level of difficulty was calculated by using the following formula:

$$LD = \frac{R}{N}$$

LD = level of difficulty

R = number of students who answer it right

N = total number of students

The criteria are:

LD < 0.30 = difficult

LD = 0.31 – 0.70 = average

LD > 0.71 – 1.00 = easy

(Arikunto, 1997:214)

3.12. Discrimination power of the Test

Discrimination power refers to “the extent to which the item differentiates between high and low level students on that test. A good item according to this criterion is one in which good students do well and bad students fail “(Shohami 1985:81). To know the discrimination power of the test the researcher use the following formula:

$$DP = \frac{Upper - Lower}{\frac{1}{2} (N)}$$

DP = discrimination power

Upper = proportion of “high group” students getting the item correct

Lower = proportion of “low group” students getting the item correct

N = total number of students

The criteria were as follows:

DP = 0.00 – 0.20 = poor

DP = 0.21 – 0.40 = satisfactory

DP = 0.41 – 0.70 = good

DP = 0.71 – 1.00 = excellent

(Arikunto, 1997:223)

3.13. Data Analysis

The researcher make steps after conducting a research by using test, the researcher was analyze the data by uses Correlation in SPSS (Statistical Program for Social Science). The result of the test would be in form of score or interval data. After getting the result, the researcher would analyze the correlation between students' motivation and their vocabulary mastery.

3.12. Hypothesis Testing

After collecting the data, the researcher analyzes them in order to find the correlation of students' motivation. To determine whether the first hypothesis is accepted or rejected, the following criteria for acceptance:

H_0 : “There is no significant correlation motivation and vocabulary mastery at SMAN 1 Pagelaran. The hypothesis can rejected if r_{value} is lower than r_{table} .”

H_i : “There is a correlation between students’ motivation and vocabulary mastery at SMAN 1 Pagelaran. The hypothesis can accepted if r_{value} is higher than r_{table} .”

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 research of the data analysis and discussion in chapter IV, the researcher concluded that:

The researcher comes to a conclusion that there is a correlation between Students' motivation and their vocabulary. There are 27 students who have high motivation and also get high score in vocabulary test and there are 13 students who have low motivation and also get low score in vocabulary test. That is shown by the coefficient correlation which is higher than the critical value of r-table ($0.633 > 0.490$). Based on the result it can be concluded that there is a significant correlation between students' motivation and their vocabulary mastery. It means motivation is one of factor that influences vocabulary. Students' who have high motivation will have good vocabulary mastery. It can be concluded that students' motivation influences their vocabulary mastery.

5.2. Suggestions

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

1. The researcher suggests to the English teachers to explore more information and knowledge about the importance of motivation, to make more an effective learning experience and enjoyment 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 focus on the students' motivation in vocabulary. So the researcher will know the students' motivation in learning vocabulary deeply.

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