THE CORRELATION STUDY BETWEEN STUDENTS' MOTIVATION AND THEIR VOCABULARY MASTERY AT SMA AL-AZHAR 3 BANDAR LAMPUNG

(A Script)

By

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ABSTRACT

THE CORRELATION STUDY BETWEEN STUDENTS' MOTIVATION AND THEIR VOCABULARY MASTERY AT SMA AL-AZHAR 3 BANDAR LAMPUNG

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Vocabulary is one of the most crucial language aspects which has to be learned when students are learning a language. In other words, if the students master enough vocabulary, they will be able to produce many sentences easily either in spoken or written form. In school, students who learn English are often faced with the problem of vocabulary mastery. They cannot master it well. It is believed that one of the causes that leads to the problem is their low motivation in learning vocabulary.

Related to the problem above, the aim of this study was to find out if there was a significant correlation between students' motivation and their vocabulary mastery. The subjects of this study were 60 students of the second grade of SMA Al-Azhar 3 Bandar Lampung in academic year 2018/2019. A random sampling technique was used in selecting the samples. The current research employed *ex-post facto design*. The data were collected by using motivation questionnaire and vocabulary test in form of multiple choice which consisted of 30 items on each test. Last, the data were analyzed by using *Pearson Product Moment Correlation* in SPSS version 16.0.

The result showed that there was a significant correlation between students' motivation and their vocabulary mastery since the r-value was higher than r-table (0.690>0.325). From the results of the tests, it was found that the mean score of motivation questionnaire test is 62.27. It can be said that more than 65% of the students have high motivation in learning vocabulary. Besides, the mean score of vocabulary test is 71.13. It can be said that more than 81.6% of the students have high vocabulary mastery. According to the findings, it can be concluded that motivation affects students' vocabulary mastery. Students who are highly motivated tend to have good vocabulary mastery rather than the students who have low motivation. Briefly, the hypothesis proposed in this research was accepted.

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A Script

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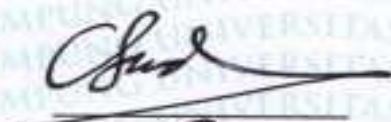NIP 19550712 198603 1 002   NIP 19641212 199003 1 003

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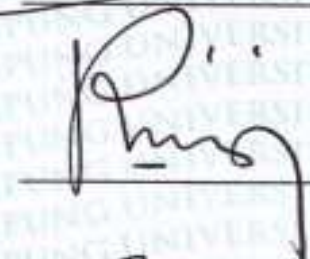**Dr. Nurlaksana Eko Rusminto, M.Pd.**
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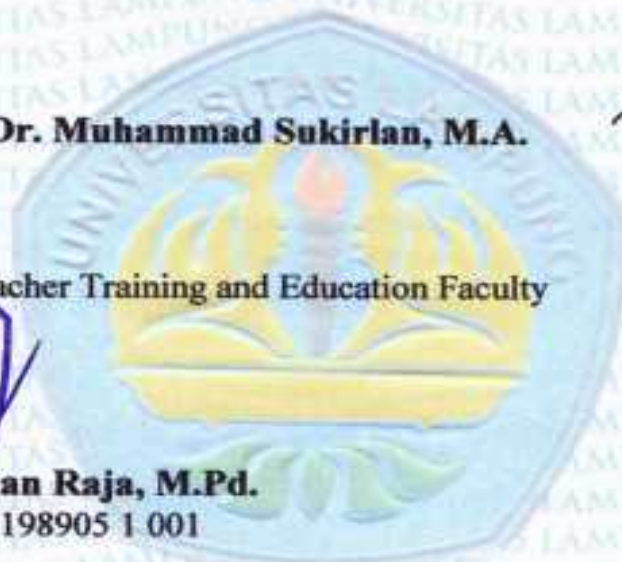
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan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

Bandar Lampung, 20 Desember 2019
Penulis,

Rahma Sari

CURRICULUM VITAE

Rahma Sari was born in Bandar Lampung on August 28th, 1997. She is the first child out of two children in the family of Haris Fadillah, S.E., and Oktariana. She has one sister named Kintan Maulida Sari, who is studying at SMAN 12 Bandar Lampung.

Her formal education background began at TK Dewi Sartika Bandar Lampung in 2002. She continued her education at SDN 2 Sukabumi in 2003 and graduated in 2009. In the same year, she continued her study at SMPN 9 Bandar Lampung and graduated in 2012. Then, she continued to senior high school at SMA Al-Azhar 3 Bandar Lampung and graduated in 2015.

In 2015, she was accepted as a student at S1 English Education Study Program of the Teacher Training and Education Faculty (FKIP) of Lampung University. In July to August 2018, she did KKN in Raman Endra, East Lampung and conducted PPL at SMKN 1 Raman Endra. To complete her study, she undertook a research related to students' motivation and their vocabulary mastery at the second year of SMA Al-Azhar 3 Bandar Lampung, from September 11th 2019 – October 1st 2019.

DEDICATION

This paper is fully dedicated to my beloved mother, father, and younger sister who always pray for my success and give encouragement in writing this paper.

My beloved friends in English Education Study Program 2015.

My almamater, University of Lampung.

MOTTO

"Every day is just another reminder that tomorrow isn't promised to anyone and that no one is exempt from death. Live wisely and fruitfully."

-Dau Voire-

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Praise is only for Allah SWT, The Almighty God, for blessing the writer with health and ability to finish this script. This script, entitled "The Correlation between Students' Motivation and their Vocabulary Mastery at the Second Grade Students of SMA Al-Azhar 3 Bandar Lampung", is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as a partial fulfillment of the requirements for S-1 degree.

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I. INTRODUCTION

This chapter is concerned with the backgrounds of the study. It also includes the research question, objective of the research, uses of the research, scope of the research, and definition of terms as elaborated in the following sections.

1.1. Background

Vocabulary is one of the language components that need to be mastered by learners. When learners are learning a language, they should have lot of words in order to make use of their language into four language skills that are listening, speaking, reading, and writing. In other words, if the students master enough vocabulary, they will be able to produce many sentences easily either in spoken or written form in learning English. It is difficult for the learners to express their opinions, ideas, and feelings if they have limited vocabulary. They will find difficulties to arrange sentences to express their language skill.

In Indonesia, English is considered as the first foreign language which is taught formally from Junior High School through Senior High School. Based on curriculum 2013 that has been aplied in Indonesia, students should master English in order to be able to communicate whether in spoken or written form. McCarthy (1990) emphasizes that communication just cannot happen in any meaningful way if the students do not know enough words to express the meaning, yet their grammar and pronunciation are good. In this way, vocabulary is very important in

learning English because vocabulary is a mean to plan and solve the problem especially in communication.

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

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

The students with high motivation to learn English will be better to prepare themselves to engage the process of teaching and learning in the classroom. Students with high motivation will prefer to read more books, ask many questions to teachers, do the exercises, expose themselves to English language using, trying to use their English skill to communicate with others, or happily engage in the process of teaching and learning English. Meanwhile, students with low motivation usually have no strong will to engage in the process of teaching and learning English. They rarely ask questions even though they do not understand the subject. Students will have to be forced by teacher or parents to read books, do the exercises, and or do the tasks from teacher. Students with low motivation usually assume English subject as a difficult or even the most difficult subject to be learned.

From the statements above, it can be concluded that when the students have high motivation, they can increase their vocabulary and when the students have low motivation, they cannot increase their vocabulary. Based on the statement above, this research aimed to find out students' motivation and its correlation to vocabulary mastery. On the previous research, there are many relevant studies about motivation and vocabulary. One of the studies was done by Lestari (2013) in Surakarta. She conducted the study to explore a correlation study between English learning motivation, vocabulary mastery and reading comprehension of the first grader students of SMA Negeri 3 Surakarta in the Academic year of 2012/2013. It especially aimed to figure out the correlation between (1) students English learning motivation and reading comprehension, (2) students vocabulary mastery and reading comprehension, and (3) students English learning motivation and vocabulary mastery toward reading comprehension. The results found that there is a significant positive correlation between English learning motivation and reading comprehension.

Moreover, the second previous research is conducted by Putri (2016). The sample of the research is 28 students of SMPN 31 Bandar Lampung. The purpose of the research was to find out whether there is a significant correlation between students' vocabulary mastery and motivation toward their reading comprehension or not. The result of the research shows a significant positive correlation between students' motivation and vocabulary mastery toward their reading comprehension.

The last previous research was conducted by Delzendehrouy et.al (2014) about the relationship between Iranian EFL learners, motivation and the use of vocabulary learning strategies. The research found a significant correlation between motivation and the use of vocabulary learning strategies. Thus, the difference of result depends on the site where the research is conducted and becomes the motive of the researcher to conduct this research, so that the researcher interested in this study to know the correlation between students' motivation and their vocabulary mastery achievement at SMA Al-Azhar 3 Bandar Lampung.

There were similarities and differences between the third studies above. The similarities were investigated on the same issues which was motivation. The differences were detected in the results they found out, Lestari's (2013) result identified that there is a significant positive correlation between English learning motivation and reading comprehension whereas Putri's (2015) result identified a significant positive correlation between students' motivation and vocabulary mastery toward their reading comprehension while Delzendehrouy et. al (2014) found significant correlation between motivation and the use of vocabulary learning strategies.

Regarding the previous studies above, this research is intended to find out further if there is a significant correlation between students' motivation and their

vocabulary mastery. The context is specially designed for the eleventh-grade student of SMA Al-Azhar 3 Bandar Lampung. The current study will attempt to find out the correlation between students' motivation and their vocabulary mastery.

1.2. Research Questions

Dealing with the issues presented in the background, the research question in this research is:

Is there any significant correlation between students' motivation and their vocabulary mastery at SMA Al-Azhar 3 Bandar Lampung?

1.3. Objectives of the Research

To identify the significant correlation between students' motivation and their vocabulary mastery at SMA Al-Azhar 3 Bandar Lampung.

1.4. Uses of the Research

It is expected that the result of this study can have the following uses:

1) Theoretically

This research is intended to find out whether the result of the research is relevant or not with the previous theory about motivation and vocabulary mastery.

2) Practically

   a. As information for other researchers who are interested in investigating the correlation between students' motivation and vocabulary mastery.

   b. As information and reference for English teachers in developing students' motivation.

1.5. Scope of the Research

This quantitative research is focused on the correlation between the students' motivation and their vocabulary mastery of second year students at SMA Al-Azhar 3 Bandar Lampung in academic year of 2018/2019. This research is focused on high and low motivation since its level of motivation played an important role in order to make the students master their English and able to increase their vocabulary. In this research, two classes were used; each class consisted of 30 students. So, in this research there were 60 students as the samples. There were two instruments used in this research. The first is motivation questionnaire and the second is vocabulary mastery test. The data of the students' motivation were obtained from questionnaire and students' vocabulary mastery is obtained from vocabulary test.

1.6. Definition of Terms

In order to specify the topic of the research, the researcher provides definition of some terms related to the research to avoid misunderstanding. The terms are clarified as follows:

1) Correlation

Correlation means statistical description for determining relationship between two variables. In this research, the correlation is between students' motivation and their vocabulary mastery.

2) Students Motivation

Students' motivation refers to the level of students' enthusiasm in the learning process or encouragement in a person who appears consciously or unconsciously to do some activity with some purposes.

3) Vocabulary Mastery

Vocabulary mastery is defined as having a number of words in a language which contains information about its meaning, form, and usage in context of communication.

II. LITERATURE REVIW

This chapter explains about some theories related to the research. The theories are as references for the researcher in conducting the research. The theories are reviewed in in the following points.

2.1. Concept of Vocabulary

Vocabulary is one of the most important aspects in language learning. Vocabulary plays a key role in language learning process because vocabulary knowledge can support all the language skills, such as: listening, speaking, reading and writing. McCarthy (1990) emphasizes that communication just cannot happen in any meaningful way if students do not know enough words to express the meaning, yet their grammar and pronunciation are good. It means that vocabulary is a language element of human communication; vocabulary is tool to plan and solve the problem especially in communication.

Word is a combination of letter forms that meaningful unit of nouns, verbs, adjective, and adverb. 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 is the key to students understanding what they hear and read in school; and to communicating successfully with other people.

For these reasons 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 definitions 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.

2.2. Types of Vocabulary

Several experts have classified types of vocabulary. According to Nation (2001), there are two kinds of vocabulary. The type of vocabulary is divided based on the vocabulary knowledge, namely receptive and productive vocabulary. The types of vocabulary are discussed below.

a) Receptive vocabulary

Receptive vocabulary is words that the learners recognize and understand when they occur in context, but which cannot produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called as a passive process because the learner only receives thought from others. In language application, the receptive vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but do not use when he speaks or writes.

b) Productive vocabulary

Productive vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others.

Apart from Nation (2001) with his theory that devided vocabulary into receptive vocabulary and productive vocabulary, different concept was proposed by Fries (1974:45) who classifies English vocabulary or words into four types, they are:

1) Content words

Content words represent the name of objects or things that is concrete noun (book, chair and pen), an action that is verb (swim, sit and fly), the qualities of these things that is adjective (big, strong and sharp) and adverb.

2) Function words

Function words are words which are used as a means of expressing relation grammar and structure. Function words include determiners for example, (which, this, that, each, much, some and many), conjunctions (and, but, or, because and after), prepositions (in, at on, during and until), pronouns (I, you, him, her and them), auxiliary verbs (are, be, have and do), modals (may and could), and quantifiers (some and both).

3) Substitute words

Substitute words are words which represent the individual things or specific action as substitutes for whole form classes of words. In other words, substituted

words are indefinite pronouns such as anybody, anyone, anything, everybody, nobody and nothing.

4) Distributed words

Distributed words are words distributed in use according to grammatical matter as presence of a negative such as, either, too, or yet.

Based on the statements above, vocabulary has some types on the purpose. This research focuses on the content words because content words consist of word that can be associated into and it has various parts of speech such as nouns, verb, adjective, and adverb which is very important in learning English language.

2.3. Content Words

Content words are useful in analysing vocabulary. Based on words classification by Fries (1974:45), content words represent the name of subject or things, that is called noun (book, chair and pen), action done by with these things, that is called verb (swim, sit and fly), the qualities of these things, that is adjective (big, strong and sharp), and the word that adds more information about place, time, manner, that is called adverb (morning and at school). The followings are further explanation of kinds of content words.

2.3.1. Nouns

Nouns have sometimes have been defined in terms of the grammatical categories to which they are subject. Such definitions tend to be language-specific, since nouns do not have the same categories in all languages. In line with this statement, Macfadyen (2007) says that a noun is a word used to name a person, animal, place, thing, and abstract idea.

However, this type of definition has been criticized by contemporary linguists as being uninformative. Nouns also can be identified by using our five senses. For example: *there are table, chair and book in that room.* For further explanation, Macfadyen (2007) says that noun can be classified into six types:

1) Concrete noun is a noun that names anything (or anyone) that can be perceived through physical sense. Concrete noun (*book*) such as in *There is a book on the table.*

2) Abstract noun is usually the name of quality, state, or action.

   a. Quality, for example: *goodness, kindness, darkness and brightness, honesty, wisdom and bravery.* As in: *"The brightness of the sunshine made me squint after an afternoon spent in a darkened movie theater."*

   b. State, such as: *childhood, boyhood, youth, health, sickness, death and life.* As in: *"With age and experience comes wisdom."*

   c. Action, for example: *laughter, movement, judgment, struggle, fight, flight and treatment.* As in: *"Your judgement of the situation is not a very good one."*

3) A proper noun is a name applied to specific persons, place or things. Proper noun begins with capital letters, such as: *Mr. Brown and Jakarta.* As in: (1) *"Mr. Brown is an English lecturer in my college"*, (2) *"Jakarta is the capital city of Indonesia"*.

4) Countable noun (count noun) is a noun with both a singular or plural form, and it names anything (or anyone) that can count. For example: chair and book. As in: (1) "There are two chairs in this room", (2) "I have a table in my bedroom."

5) Non-countable noun is a noun which does not have a plural form and which refers to something that could not count as usual. A non-countable noun always takes a singular verb in sentence. The example of non- countable

noun are sugar and sand, as in (1) "I need some sugar for a cup of my coffee", (2) "He makes a sand palace in the beach."

6) Collective noun is the name of group of person, things, or animals taken together and spoken of as one whole. The examples of collective nouns are committee and class. As in (1) "The school committee held a meeting today," (2) "That class is very noisy."

In this research, concrete nouns are chosen because the second grader students in senior high school should have been familiar with concrete nouns.

2.3.2 Verbs

In many languages, verbs are inflected (modified in form) to encode tense, aspect, mood, and voice. A verb may also agree with the person, gender, and/or number of some its arguments, such as its subject, or object. According Macfadyen (2007), verbs have a role to express actions or activities that subject of a sentence has. Verbs have tenses: present, to indicate that an action is being carried out; past, to indicate that an action has been done; future, to indicate that an action will be done. Example: *"Ana goes to school."* Further, the followings are the several types of verbs based on Ginger (2016):

1) Action verbs express specific actions, and are used any time you want to show action or discuss someone doing something. As in: *"Andra kicks the ball."*

2) Transitive verbs are action verbs that always express doable activities. These verbs always have direct objects, meaning someone or something receives the action of the verb. As in: *"Johariaz writes a letter for his wife."*

3) Intransitive verbs are action verbs that always express doable activities. These verbs always have no direct objects, meaning someone or something receives the action of the verb. As in: *"The train arrives at 3 p.m"*

4) Irregular verbs are those that do not take the regular spelling patterns of past simple and past participle verbs. As in: *"Anna ate a piece of cake yesterday."*

5) Regular verbs are those that take the regular spelling patterns of past simple and past participle verbs. As in: *"Suci cooked a plate of fried rice yesterday."*

Based on the kind of verbs above, transitive verbs are chosen because transitive verbs used in a daily life such as: conversation, reading, writing, etc.

2.3.3. Adjectives

Adjective is a "describing word", the min syntactic role of which is to qualify a noun or noun phrase, giving more information about the object signified. For example: *"The book in there is big and heavy"*. Harmer (2004:37) defines that an adjective is a word that gives more information about a noun or pronoun. An adjective is a word that indicates a quality of the person or thing referred by noun. According to Khamying (2007) there are eleven types of adjectives:

1) Descriptive adjectives are used to attribute or qualify people, animals, things, or places in order to describe its features. For example: *"The rich man lives in the big house"*.

2) Proper adjectives are used to modify noun in terms of the nationality, this type is originated from proper noun. For example: *"He employs a Chinese book"*.

3) Quantitative adjectives are used to modify noun for particular details in quantifying. For example: *"He ate much rice at school yesterday"*.

4) Numeral adjectives are used to modify noun for particular details in exact quantifying which is divided into three perspectives: cardinal number (exact quantity), ordinal number (hierarchical number), and multiplicative number (double number).

   a. Cardinal number, as in: *"My hand has five fingers"*.

   b. Ordinal number, as in: *"I am the seventh son of my family"*.

c. Multiplicative number, as in: *"Some roses are double"*.

5) Demonstrative adjectives are used to point out or indicate a particular noun or pronoun using the adjectives, such as *this, that, these, and those.* For examples: (1) *"That book belongs to Dini",* (2) *"I really like those shoes."*

6) Interrogative adjectives are used to ask questions about nouns or in relation to nouns such as *who, which, what, whose, and where.* For examples: (1) *"Whose book is this?"* (2) *"What is your favorite color?"*

7) Possessive adjectives are used to show who own or possesses something such as *my, your, our, his, her, your, and theirs.* For examples: (1) *"That is my bag",* (2) *"That is your pen".*

8) Distributive adjectives are used to modify noun by dividing or separating into different parts. For example: *"Every soldier is punctually in his place."*

9) Emphasizing adjectives are used to modify noun by highlighting or emphasizing the texts. For example: *"Ani is my own girl-friend".*

10) Exclamatory adjectives are used to modify noun by using interjection words. For example: *"What a man he is!"*

11) Relative adjectives are used to modify noun and combine sentence which are related between the first and second sentences. For example: *"Give me what money you have".*

Based on the eleven types of adjective above, the researcher uses descriptive adjective and numeral adjective because based on the Curriculum 2013, qualitative adjective is learned in the second-grade students.

2.3.4. Adverbs

An adverb is a word that changes or simplifies the meaning of a verb, adjective, other adverb, clause, or sentence expressing the manner, place, time, or degree. Adverbs are words like slowly, now, soon, yesterday. Macfadyen (2007) says that

an adverb can modify a verb, an adjective, another adverb, a phrase, or a clause. It provides information about the manner, place, time, frequency, certainty, or other circumstances of the activity denoted by the verb or verb phrase. Example: *"I went to market yesterday."* Macfadyen (2007:1-21) summarizes the category of adverbs into five, they are:

1) Adverbs of manner

   These adverbs tell us the manner or way in which something happens. They answer the question "how?" such as *easily, happily, loudly and quickly.* For example: (1) *"She speaks loudly",* (2) *"They solved the problem easily."*

2) Adverbs of place

   These adverbs tell us the place where something happens. They answer question "where?" such as *by, near, here and there.* For example: (1) *"The school near from my house",* (2) *"They will come here."*

3) Adverbs of time

   These adverbs tell us something about the time that something happens such as *now, later, soon, and tomorrow.* For example: (1) *"He will come back soon",* (2) *"She will go to Jakarta tomorrow."*

4) Adverbs of frequency

   These adverbs tell us how often something is done or happens such as *often, once, twice and always.* For example: (1) *"John nevers smokes",* (2) *"They always come in time".*

5) Adverbs of degree

   These adverbs tell us the level or extent that something is done or happens such as *fairly, rather, too and very.* For example: (1) *"She was almost finished",* (2) *"These cakes are absolutely wonderful."*

Based on several kinds of adverbs which are classified by Macfadyen (2007:1-21), the researcher uses some types of adverbs, they are: adverbs of manner, adverbs of place, and adverbs of time. They are chosen by the researcher because based on the curriculum adverbs of manner, adverbs of place, and adverbs of time must be mastered by the students of the second-grade students.

2.4. Aspects of Vocabulary

According to Harmer (2007:16), there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

1) Meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms i.e. lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning. For example, question attaches to the word arrangement in the sentence "*is he a student?",* Lado (1964) says that a word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

a. Synonym

Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than

one word. In other words, synonym is a word whose denotation is the same but has different connotation.

b. Antonym

Antonymy deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

c. Denotation

Keraf (1984:28) says that denotative meaning is also called as some terms such as den notational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called denotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. Keraf (1984) explains that denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.

d. Connotation

Connotation is more complicated than denotation. Denotation is the meaning of a word which has added the component of meaning related to emotional overtones. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.

2) Use

According to Nation (2001:1), there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc), and giving a well-known opposite or a well-known word describing the group or lexical set it fits into.

3) Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together. According to Ur (1996:60) there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

4) Pronunciation

According to Hewings (2004:3), pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey meaning). Pronunciation is also related to phonetic transcription. Since the phonetic transcription represents speech sound consistently, it can be used as a reliable guide to have a control of the spoken language. The main components of pronunciation are sounds, syllables, and words.

a. Sounds

The building blocks of pronunciation are the individual sounds, the vowels and consonants go together to make words. The consonants such as /b/ and /p/ are separate in English because if they are interchanged, they will make new words; for example, in *bit* and *pit*. Similarly, the vowels */ɪ/* (as in it) and / / (as in up) are separate. It is important to remember that there is a difference between vowel and consonant letters and vowel and consonant sounds.

b. Syllables

Vowel and consonant sounds combine into syllables. It can be helpful to think of the structure of English syllables as:

[Consonant (s)] + Vowel + [consonant (s)]

This means that various combinations of vowels and consonants are possible:

  a. Vowel only (*e.g. in a*)

  b. Consonant + vowel (*e.g. in me*)

  c. Vowel + consonant (*e.g. in eat*)

  d. Consonant + vowel + consonant (*e.g. in bag*)

c. Words

A word can be either a single syllable (*e.g. cat, own*) or a sequence of two or more syllables (*e.g. window, about* [two syllables]; *lemonade* [three syllables] *or electricity* [five syllables]). When a word has more than one syllable, one of these syllables is stressed in relation to other syllables in the word, while other syllables are said to be unstressed. For example, in "*window*" the first syllable is stressed and the second is unstressed, while in "about" the first syllable is unstressed and the second is stressed.

Pronunciation can be said as the act of uttering with articulation; the act of giving the proper sound and accent; utterance; as, the pronunciation of syllables of words; distinct or indistinct pronunciation. It is a way in which language is spoken. It includes segmental feature, vowel, and the intonation patterns. The listeners are supposed to apply them well and correctly. Harmer says that native speakers or competent users of the language know how to say a word. According to Ur (1996:60), there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its

spelling). These are fairly obvious characteristics and the words will be perceived by.

In this case, aspects of vocabulary that will be applied in the test are meaning and uses. The reason for choosing those aspects because it is appropriate with the materials that have been taught in the school.

2.5. Importance of Vocabulary in Learning English

Vocabulary is the body of words that make up a language. Without a good working knowledge of words and their meanings, both written and verbal communication will be poorly understood. Thornburry (2002:14) states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words. This implies that the success of the learner in learning a language depends on not only the size of vocabulary but also vocabulary building.

Furthermore, Cameron (2001:72) believes that building a useful vocabulary is central to the learning of a foreign language at primary level. Building vocabulary means both understanding the meanings of words and learning to decode those words. Thus, the students can also enlarge their vocabulary mastery by using vocabulary building.

To show how important vocabulary is, Bromley (2004:3-4) states that vocabulary holds some important roles in teaching learning process. They are as follows:

1) **Promoting fluency**

   Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies.

2) **Boosting comprehension**

Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.

3) **Improving achievement**

A large vocabulary means a large of conceptual knowledge which makes academic learning easier. Students with large vocabulary score higher on achievement test then those with small vocabularies.

2.6. Definitions of Vocabulary Mastery

There are many definitions of vocabulary proposed by some experts. It is very important for one to know what vocabulary is before discussing vocabulary mastery. Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills. According to Hatch and Brown (1995:1), the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. Since vocabulary is a list, the only system involved is that alphabetical order. The choice in vocabulary selection and methods used in teaching vocabulary are important factors. It needs the process of learning in context to get the meaning of words as stated by Allen French (1983). Vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in the second/foreign language.

Hornby (1995:985) states that vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language. Burns

and Broman (1975:295) define that vocabulary is the stock of words used by a person, class or professional, all having much in common, yet each distinctly different. The primary thing in learning a language is the acquisition of a vocabulary. Therefore, success in learning English requires vocabulary acquisition. A large vocabulary cannot guarantee the learner's competence in learning English but in adequacy of vocabulary will obstruct their chances to make success in learning English.

Rivers in Nunan (1998:117), argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, one will be unable to use the structures and functions one may have learned for comprehensible communication. The importance of mastering vocabulary in learning is also stated by Nunan. Nunan (1998:118) says that, the development of a rich vocabulary is an important element in the acquisition of a second language. From the definition above, it can be concluded that vocabulary is the total numbers of words, a list or set of words in a particular language that a person knows or uses.

Swannel (1994:656) defines mastery as comprehensive knowledge or use of a subject or instrument. Meanwhile Porter (2001:953) states that mastery is learning or understanding something completely and having no difficulty in using it. Mastery is defined as the complete control of knowledge (Oxford Advanced Dictionary). This definition is supported by Hornby (1984:777) who defines mastery as skill or thorough knowledge. From these definitions, it comes to the conclusion that mastery means the competency to understand and apply something learnt.

Vocabulary mastery is always being an essential part of English. Lewis and Hill (1997:12) say that vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it). In addition, Schmitt and McCharty (1997:326) state "Receptive and Productive knowledge may prove the only realistic way to measure depth of vocabulary knowledge".

Receptive knowledge is words that the learners recognize and understand when they occur in a context. While productive knowledge relates to words which the learners understand, able to pronounce correctly and use constructively in speaking and writing. Further, Madsen (1983:12) states the purpose of vocabulary test is to measure the comprehension and production of words used in speaking or writing. It can be said that vocabulary mastery is a complete skill to understand the stock of words and their meanings of a particular language.

2.7. Definition of Motivation

Based on Maslow in Setiawan (2013), the word "motivation" is taken from the Latin word *"movere"*, which means "to move". The students can succeed in task is simply due to the fact that they are truly motivated. According to Oxford and Shearin (1994), motivation is an inner power reinforcing someone to do something, all inner power that determines successful is learning activity. If the students are strongly motivated, the process of learning will be more active and affect their achievement.

Motivation is also defined as an internal drive that activates behavior and gives it direction. According to Gardner and Lambert in Setiawan (2012), motivation is the internal factors that energize and direct human behavior. This statement contains three basic elements of motivation; motivation which stimulates the inner drive, signals it with feeling, and stimulates because of the goal. The researcher believes that motivation is a psychological condition which derives someone to do something so that he/she can reach the goal.

Motivation is one of the factors that can influence the students' ability in learning language so that the teachers have to know how to motivate the students. The students should be aware that motivation is important in learning English. Besides, teachers also need new teaching methodology to make the learning process more interesting.

Gardner and Lambert (1972:25) identify motivation as primarily with the students' orientation toward learning a second language. According to this idea, motivation plays an important role toward the students' succession in learning second or foreign language. Since the learning process needs motivation, the students also need the motivation in learning language especially in learning English. When the students have good motivation in learning English, they will do anything that can improve their knowledge about English. They will also try to read an English book, list their difficult word and find its meaning, also try to create their own writing. Their English will be better if they do a lot of practices.

From all the 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, it seems that motivation plays important part in order to make the students master their English and get the best achievement.

2.8. Types of Motivation

Motivation is a support which comes from inside consciously or unconsciously to do something based on their own specific goal. Furthermore, the researcher also believes that motivation is also the efforts which stimulate someone to act so that he/she can reach their goal. According to Sardiman (2005), motivation is divided into two types; they are intrinsic and extrinsic motivation.

1) 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, 2006). It means that intrinsic motivation comes from individual itself without any pressure or encouragement 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. 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)

People who are intrinsically motivated feel that they are doing an activity because they have chosen to do so voluntarily and because the activity represents a challenge to their existing competencies and requires them to use their creative

capabilities. This kind of motivation is considered to be highly self-determined in the sense that the reason for doing the activity is linked solely to the individual's positive feelings while performing the task. An example of this type of motivation is the student who finds delight in learning a new way to express an idea in the L2.

An intrinsically motivated person will work on physics, 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 provides a sense of pleasure. In neither case does the person work on the task because there is some reward involved, such as prize, a payment, or in the case of students, a grade.

2) 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.

Extrinsic motivation derives from outside effect of individual, whether it is from environment, society, pressure, persuasion so that the learners tend to be active in their learning process. The examples are money, good grades, and other rewards. Extrinsically motivated students may have to be bribed to perform the same tasks. 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.

2.9. Roles of Motivation in Learning Vocabulary

Learners' motivation is very important in learning vocabulary. The influence of motivation upon success in language learning is acknowledged. Motivation encourages learners to attend to learning tasks. McCarthy (1990:121-2) states that to be success in the vocabulary lesson crucially depends on the interaction between teachers and learners, and on the work the learners themselves put into the assimilation and practicing of new word. Motivation seems to be high on the part of the students to fix new word and their meanings, and acquisition could be enhanced by such interaction. To sum up, learners need to have motivation in order to get satisfaction from their learning.

Motivation is one of the most significant factors that influence language learning (Dörnyei, 2005). Therefore, it is important to know what motivates different groups of language learners in order to be able to create the most appropriate learning environment for them. Motivation is correlated with aims or objectives. The aim of the students who study hard is for passing their exam. It can be said that motivation influences somebody to act. According to Sardiman (2005:85), there are three roles of motivation, they are:

1) Pushing human to do something. Motivation as activator or motor which escape energy. In this case, motivation is activator motor from every activity that will be done.

2) Determining the destination of behavior toward the goal that will be achieved. Thus, motivation can give the destination and the activity that has to be done based on the objectives.

3) Selecting the action, which is determining the suitable actions that have to do to achieve the goal by eliminating the action which useless for that goal. A student, who will face the exam and hope to face the exam, must be studying and will not spend his time to play card or read comics because those are not suitable with his goals.

Motivation also has the function as the stimulus to do efforts to reach the achievement. Motivation is stimulus that comes from inside of individual (intrinsic motivation) and also can be influenced by external factor (extrinsic motivation). 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 who has high motivation will learn English hard.

Somebody does an effort because of motivation. For teachers, the roles of motivation are very important in the learning process because motivation can give spirit, willingness, and awareness to increase their students' achievement. The way teachers motivate their students can be giving praise, advice, reward, giving English story books, and helping students in doing task. It can make the students love learning. The willingness that comes from inside is like an energy which can push and drive the activity to study hard.

2.10. Theoritical Assumption

Vocabulary is one of the English components that need to be mastered by English learners. If the learners master enough vocabulary, they will be able to produce many sentences easily either in spoken or written form in learning English. In reality, many people who learn English especially for the beginners level are often

faced with the problem of vocabulary mastery. They cannot just comprehend and master it well. It will take a long process to make students master the vocabulary because each student has different level of motivation. One important factor which influences students in learning English is motivation since it is assumed that the students with strong motivation will learn more effectively and easily in comprehending their English ability especially in vocabulary mastery. The researcher believes that if students have motivation in learning English, they would be able to have good vocabulary mastery.

2.11. Hypothesis

Based on the theoretical assumption, the researcher formulates the hypothesis as follows:

There is a significant correlation between students' motivation and their vocabulary mastery at second year students of SMA Al-Azhar 3 Bandar Lampung in the academic year 2018/2019.

III. METHODS

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

3.1. Research Design

The design of this research is *ex post facto research design* by using correlation study. Moreover, Hatch and Farhady (1982) state that *ex post facto design* is used when the researcher does not have control over the selection and manipulation of the independent variable (the researcher does not give treatment in the research).

The aim of this study is to find out the correlation between two variables (motivation and vocabulary mastery) in English. The data of the research are students' motivation and their vocabulary mastery. The data about students' motivation are included in motivation's questionnaire. Motivation is symbolized as "T1" and the result is students' motivation scores. Vocabulary mastery is one of the language skills which is tested by vocabulary mastery test and the result is students' vocabulary mastery scores, symbolized as "T2".

The correlation design is illustrated as follows:

$$T1 \quad \rightarrow \quad T2$$

Where:

T1 = Students' Motivation

T2 = Students' Vocabulary Mastery

3.2. Population and Sample

The population is the most of often a theoretical group of all possible scores with the same trait or traits (Coolidge, 2000:24). Simply, a population is the whole subjects of the research. The population of this research was the second grade students of SMA Al-Azhar 3 Bandar Lampung in the academic year of 2018/2019. The researcher took second grade students because as population the researcher assumed that they have known English better than the first grade because they already have experienced in learning English. There were eight classes (four science classes and four social classes) of the second grade and each class consisted of 30 students, so there were 240 students in the population classes. However, three classes were used in this research. A random sample technique was used in selecting the sample. One class (XI IPA 2) was used to try out the instrument of vocabulary test, and the other classes (XI IPA 1 and XI IPA 3) were used as the samples class.

3.3. Variables

This study was conducted to know the correlation between two variables. They were students' motivation as the independent variable and students' vocabulary mastery as the dependent variable. The dependent variable was measured to determine the effect of the independent variable. On the other hand, independent variable is a variable in the research that determines the effect of the dependent variable.

The variables are follows:

a) The students' motivation (X)

   The students' motivation is as the independent variable, so that it can be assumed that students' motivation influences the students' vocabulary mastery.

b) Students' Vocabulary Mastery (Y)

   Students' vocabulary mastery is the dependent variable, so that it can be assumed that vocabulary mastery is a result of students' motivation.

3.4. Data Collecting Techniques

In collecting the data, the researcher used the following instruments:

1. Questionnaire of Motivation

After deciding the population and sample, the researcher distributed the questionnaire of motivation to the students. The questionnaire was used to find out the level of students' motivation that would be correlated to their vocabulary mastery. There were 30 questions about students' motivation in learning English and students had to put checklist on the options based on their answer. The students were supposed to give their answers as factual and real information that is close to the fact as provided in the four alternative answers. There are 30 questions of students' motivation in learning English. In addition to the indicators of motivation in learning English, the researcher took the research instrument from Syamsudin (2004), because the indicators already covered several aspects of learning motivation such as learning duration, activity frequency, persistency, perseverance, devotion, aspiration level, qualification level, and attitude.

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, it can be seen that the motivation is measured based on the indicators of motivation, that all of aspects of motivation questioner have been included in the questionnaire. Thus, it is considered that the construct validity of the questionnaire has been standardized.

2. Vocabulary Mastery 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. The vocabulary test (multiple choices) was used to elicit the students' vocabulary mastery. There are 50 items of vocabulary test. However, after the researcher gave a try out test to the students, the questions of vocabulary test turned out to 30 items from 50 items because 20 items of the try

out vocabulary test did not have good criteria and should be dropped. The questions are about classification of words based on parts of speech related to noun, verb, adjective and adverb. The questions were appropriate according to their grade and what they have learnt.

Table 3.2 Specification of Vocabulary Test

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

3.5. Instrument

The researcher used two instruments in this research. They were students' English learning motivation questionnaire and vocabulary mastery test.

3.5.1. Motivation Questionnaire

In this research, in collecting the data the researcher used questionnaire as the tool of measurement the students' motivation. In this research, the researcher used a close direct questionnaire. The researcher used Indonesian language for the questionnaire. There were 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 vocabulary 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 could differentiate students that have high and low motivation. Each of the option shows the gradation:

A = 4, for the very high motivation answer.

B = 3, for the high motivation answer.

C = 2, for the low motivation answer.

D = 1, for very low motivation answer.

The researcher devided the level of students' motivation into two interval levels, the levels were high and low.

Categories of motivation

Score Interval	Categories
10 – 60	Low level of motivation
61 - 120	High level of motivation

If the students get the score of $10 - 60$, it means they are in a low level of motivation, and those who belong the score of $61 - 120$, it means they are in a high level of motivation.

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 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 will be achieve 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.

3.5.2. Vocabulary Mastery Test

The instrument for vocabulary test is the simple test of vocabulary. This test shows how the students mastered the vocabulary and the correlation between motivation and vocabulary. The questions are about classification of words based on parts of speech, covering noun, verb, adjective and adverb. There are 30 simple questions about vocabulary, the questions have four alternatives answer (a, b, c and d) and the students had to choose the right answer by putting a cross mark on the alternatives answer.

3.6. Validity of the Instrument

Generally, the validity of a test showed how far the test measures what it is supposed to be measure (Setiyadi, 2006). There are four types of validity: face validity, content validity, construct validity and empirical validity. The writer tends to use content and construct validity in this research. 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 will see the content validity and construct validity from the test.

3.6.1. The Validity of Motivation Questionnaire

a. Content Validity

Content validity is the extent to which a test measures a representative 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 are 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 are content validity.

3.6.2. The 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. The researcher consulted with her advisors to get the vocabulary test examined, and rater by English teacher, to make the test looks right and the instructions are easily understood and not misleading. In content validity, the tests are needed to reflect what has been taught to the students. Here, the researcher tries to correlate the test with the syllabus used by the teacher. By taking a look at the syllabus, the researcher makes sure that the vocabulary test matches to the materials that has 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

used 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.

3.7. Reliability of the Instrument

Reliability is a consistency of measurements or how far that measurement can be measured the similar subjects in a different time but showed the consistent result. A test will not be a good parameter unless the test is suitable or constant. Reliability of the test in this research can be determined by using the spilled-half technique. The technique is used in order to estimate the reliability of the test to measure the coefficient of the reliability in the first and second half group.

3.7.1. Reliability of Questionnaire

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 in Ghozali, 2005). Each item in motivation questionnaire was analyzed to make sure that the items consist of good unity.

From the calculation of reliability analysis, the alpha point is 0,910 (see appendix 9). It means that the questionnaire has a high reliability. It could be interpreted that the questionnaire is proper to be used for the research.

3.7.2. Reliability of 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:

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

The design can further be notified as follows:

r_{xy} relates to the coefficient of reliability between odd and even numbers item

$\sum xy$ relates to the sum of the multiplication of the x and the y variables

$\sum x^2$ denotes the sum of x quadrate

$\sum y^2$ refers to the sum of y quadrate

$(\sum x)^2$ denotes the sum of x is quadrate

$(\sum y)^2$ relates to the sum of y is quadrate

Before calculating the reliability of the half-test, the table of reliability analysis of try-out test (see Appendix 6). In reference to the table, the results of computation by using Split-Half technique showed that the reliability of the half test (*rxy*) was 0.80. (see Appendix 7).

After getting the reliability of half test, the researcher used Spearman Brown's Prophecy formula (Hatch and Farhady, 1982:247) to determine the reliability of the whole tests, as follows:

$$rk\,\frac{2xry}{1 + rxy}$$

The design can further be notified as follows:

rk : the reliability of the whole tests

rxy : the reliability of half test

The criteria of reliability are as follows:

A high reliability ranges from 0.90 to 1.00.

An average reliability ranges from 0.50 to 0.89.

A low reliability ranges from 0.00 to 0.49.

(Hatch and Farhady, 1982:127)

After acquiring the test, it was found that the result of the whole test (*rk*) was 0.88 (see Appendix 7). It can be stated that the test had average reliability which is 0.50-0.89.

3.8. 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:

$$LD = \frac{U + L}{N}$$

The design can further be explained as follows:

LD   Relates to level difficulty

U   Denotes with the proportion of upper group students who answer correctly

L   Is concerned the proportion of lower group students who answer correctly

N   Refers to the total number of students

The criteria are:

Level difficulty is lowest from 0.30 refers to difficult

Level difficulty is moderate from 0.31 to 0.70 refers to average

Level difficulty is higher from 0.71 to 1.00 refers to easy

For the results of the level of difficulty can be seen in Appendix 5.

3.9. Discrimination Power of the Test

Discrimination power is the ability of the item to discriminate between the students who had high ability and those who had low ability. The discrimination power is calculated by this following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

The formula can further be comprehended as follows:

DP   : Is concerned with discrimination power.

U   : Refers to a number of upper group students who answer correctly.

L   : Denotes a number of lower group students who answer correctly.

N   : Designates a total number of students.

The criteria are as follows:

A low discrimination power from 0.00 to 0.91 refers to poor.

An average discrimination power from 0.20 to 0.39 refers to satisfactory.

A high discrimination power from 0.40 to 0.69 refers to good.

A very high discrimination power from 0.70 to 1.00 refers to excellent.

A negative discrimination power refers to bad items, should be omitted.

For the results of discrimination power can be seen in Appendix 5.

3.10. Scoring System

The scoring that was used in this research was divided into the right answer by total items timed 100. The ideal highest score was 100. To calculate the score of the test, the researcher used the formula by Arikunto (1997) which is employed:

$$S = \frac{R}{N} \times 100$$

The formula can further be noticed as follows:

S   Refers to the score of the test.

R   Denotes the total of right answers.

N   Relates to the total number of items on the test.

For the results of try out test (see Appendix 4)

3.11. Data Analysis

In order to get the result of this research, the data were analyzed to determine whether there is a significant correlation between students' motivation and their vocabulary mastery.

The researcher used the following steps:

1) Scoring the vocabulary test and motivation questionnaire answer sheets.

2) Tabulating the result scores of vocabulary test and motivation questionnaire.

3) Analyzing, interpreting and discussing the tabulated scores.

4) Drawing conclusion from the tabulated result of the vocabulary test and motivation questionnaire test, that is statistically analyzed by using Pearson Product Moment for correlation of SPSS (Statistical Program for Social Sciences) in order to find out the correlation between students' motivation and their vocabulary mastery.

3.12. Research Procedures

In order to ensure that the result deals with its best procedures to maintain a good process, there are several steps as follows:

1) **Determining research problem**

   The research determines the research question of this research. There is one research problem in this research, whether is there any correlation between students' motivation and their vocabulary mastery.

2) **Determining population and sample**

   The sample of this research was determined by using purposive sampling. There are eight classes of second grade of SMA Al-Azhar 3 Bandar Lampung. However, two classes had an opportunity to be the sample of this research. This research used two classes, and there was no treatment to the sample but the data were collected by seeing the correlation between the data from questionnaire of motivation and vocabulary mastery test.

3) **Preparing the Instrument**

   After decided the sample, the researcher gave two tests of this research. The first is motivation questionnaire and the last is vocabulary mastery test.

4) **Trying out the instrument**

   Before the test was administered to the sample class, there was a try out class in this research. A set of vocabulary mastery test was given to the students to be answered. The purpose of using try-out class is to strengthen the validity and reliability of the tests.

5) **Analyzing the try out result**

   The result of try-out test was used to analyse the validity and reliability of the instruments, the difficulty level, and the discriminating power in order to create good instrument for real research.

6) **Distributing questionnaire**

   The next step was distributing the questionnaire to the students of the sample class. The researcher distributed the questionnaire to the students in order to get the information about student' motivation and the students have to answer the questions based on the statement which are provided.

7) **Conducting the vocabulary test**

The next step was administering the vocabulary test. The vocabulary mastery test consisted of a set of questions and all in form of multiple choices. The test was administered without any treatment before.

8) **Analyzing, interpreting, concluding the data gained**

After the data are collected, those data about students" motivation and vocabulary mastery scores are thoroughly analyzed to see the correlation between students" motivation and their vocabulary mastery.

3.13. Hypothesis Testing

Hypothesis testing was used to prove whether the hypothesis proposed in this research was accepted or not. The hypothesis was tested by using Pearson Product Moment Correlation in Statistical Program for Social Science (SPSS 16.0). The formula of the hypothesis can be seen as follows:

$H_0 = r_{value} < r_{table}$

There is no correlation between students' motivation and their vocabulary mastery at SMA Al-Azhar 3 Bandar Lampung.

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

There is a correlation between students' motivation and their vocabulary mastery at SMA Al-Azhar 3 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

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

5.2. Suggestions

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

1. By knowing the result of the research, the English teacher is hoped can give motivation to the students in order to build their interest in mastering vocabulary. In addition, teacher can apply suitable strategy to make more effective learning experience and enjoyment among the students. 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. Regarding the several conclusions above, the researcher would like to propose some suggestions. For further researcher who wants to conduct the same research, it is recommended to make sure that the try-out test items already good in order to lower the number of bad items for the test. It is also suggested to extend the number of participant or student to get more accurate result. For example, there are 60 students as the subject in this study; the future researcher can make it 100 students or more.

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