**THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND
THEIR VOCABULARY SIZE AT ELEVENTH-GRADE OF
SMAN 1 JATI AGUNG**


**(Undergraduate Thesis)**


**By:**


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# ABSTRACT

## THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND THEIR VOCABULARY SIZE AT ELEVENTH-GRADE OF SMAN 1 JATI AGUNG

**By:**

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This research aims to find the correlation between students' motivation and vocabulary size and investigate the extent to which student motivation affects students' vocabulary size. This research is quantitative research by using the correlation method. In taking the sample, the researcher used the purposive sampling technique. The number of the sample is 30 students at XI IPA 1 SMA N 1 Jati Agung. The instrument of this research was a questionnaire and vocabulary size test. There were 50 multiple-choice items for the vocabulary size test and 30 items for the students' motivation questionnaire. The finding showed that there is correlation between students' motivation and their vocabulary size. The coefficient correlation was higher than the critical value of the r-table (0.708>0.361). It also found that students with high motivation could get 30% - 60% higher scores than students with low motivation; it assumed that student' motivation affects students' vocabulary size.

*Keywords: correlation, students' motivation, students' vocabulary size*

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SMAN 1 JATI AGUNG**

**By:**

**Aji Prayugo**

**A Script**
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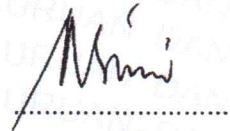NIP 19640106 198803 1 001

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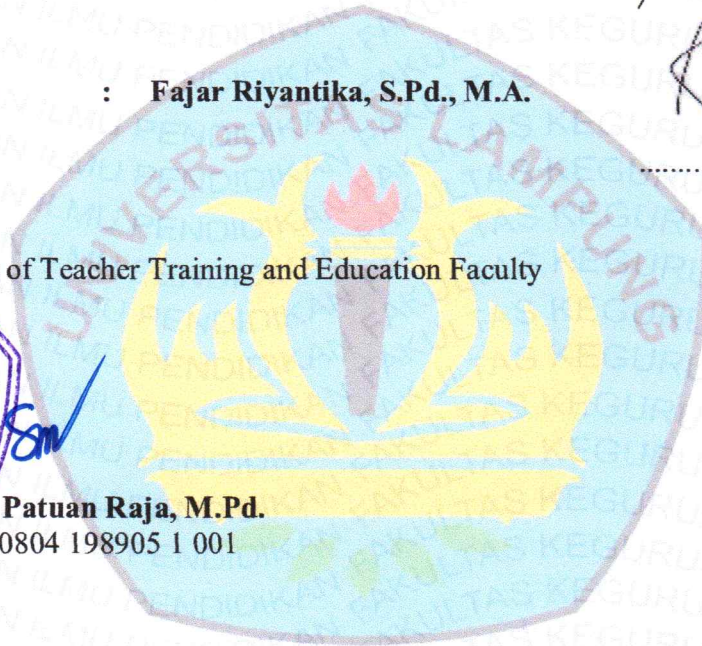
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini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

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Yang membuat pernyataan,

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# CURRICULUM VITAE

Aji Prayugo or can be called Aji was born on March 29th, 1999 in Sidodadi Asri, Jati Agung, South Lampung, Lampung. He is the second child of an amazing couple, Prayitno and Halimah.

He started elementary education at SDN 1 Sidodadi Asri and finished it in 2010. After that, he enrolled at SMP N 1 Tanjung Sari for junior high school education and finished it in 2013. He continued his study at SMAS Assalam in 2014 and moved to Boarding School MA Raudhotul Jannah Sidokerto, and graduate in 2017. In the same year, he was accepted as a student of the English Education Study Program of Lampung University.

During his study, he was actively involved in some organizations to experience something new and make many friends. Besides getting a new friend and much knowledge, joining organizations benefits enhanced leadership, public speaking skill, and networking. He was joining Rohis when he was in senior high school. In college, he joined internal organizations such as SEEDS and FPPI FKIP Unila. When joining those organizations, he became a member, staff, head of the Islamic syiar field at FPPI FKIP Unila, and President of SEEDS FKIP Unila 2019.

Moreover, he was interested in the scholarship program, and he got the Bright Scholarship program in the third semester of his study. Besides that, he ever completed his teaching practice program at SMAN 1 Jati Agung from August to October 2020.

**MOTTO**

*"Believe and act as if it were impossible to fail"*

(Charles Kettering)

## DEDICATION

This script is dedicated to:

My beloved parents, Prayitno and Halimah

My beloved sister and brother, Indah Nur Malia Sari and Rafi Rahmat Prastyo

My best friends who always support me, Anggun, Endah, Bunga, Rifki and Bagas.

My best teachers, Fajar Riyantika S. Pd.,Dr. Ari Nurweni, M.A.,

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In the end, the writer hopes that this paper can be used as one of the references which may provide a shade of light especially for those who are interested in carrying out an investigation about Student's motivation and vocabulary size.

Bandar Lampung, 23 July 2021

Aji Prayugo

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# I. INTRODUCTION

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

## 1.1 Background of The Research

Motivation is an internal factor that affects learning. For example, Nunan (2003: 22) says that motivation and learning attitudes are significant predictors of achievement. In connection with this statement, Slavin (2011: 100) says that students who have high motivation to learn something are more likely to be active than others to consciously plan their learning, implement lesson plans, and store the information they get.

High motivation will supply positive energy in learning English. Students will be better prepared to be involved in the teaching and learning process in the classroom. Highly motivated students will choose to read more books, ask the teacher lots of questions, do exercises, expose the use of English, try to use their English skills to communicate with others, and happily engage in the teaching and learning process of English. Meanwhile, students with low motivation usually do not have a strong interest in the teaching and learning process. They rarely ask even though they do

not understand the topic. They will be forced by teachers or parents to read books, practice questions, and do assignments.

Low-motivation students usually perceive English as the most challenging subject to learn. Thus, Low or high motivation in learning English ultimately affects learning outcomes. Higher motivation will result in higher achievement, while lower motivation will result in lower achievement. In addition, high motivation has encouraged and supported students to try their hardest to master English subjects. Intrinsically motivated students' do better in classroom activities because they are excited to learn new things.

Besides the students' motivation, the following discussion is related to vocabulary owned by students. Vocabulary is the essential language aspect that must be mastered before mastering English skills. According to Hatch and Brown (1995: 1), vocabulary is a list or set of words for a particular language or a list or set of words that individual language speakers might use. From the definition above, we can say that vocabulary is all the words in a familiar language and used by a person to communicate with others. Before talking about communication using a foreign language, two skills must be mastered by students, namely receptive and productive skills. Receptive skills are listening and reading, while productive skills produce words, either oral or written, speaking and writing. Each student has a different vocabulary size; therefore, vocabulary size can help to analyze the number of vocabularies owned by students, both students who have high and low motivation. Vocabulary size refers to the number of words a person knows. The vocabulary size test measures how many words the learner knows. Vocabulary size usually

measures learner's knowledge of word forms and the ability to relate these forms to meaning.

Dealing with vocabulary size, English learners cannot develop other language elements, both pronunciation, grammar, and spelling, if they only have limited vocabulary. By enriching vocabulary, students will gain adequate understanding in receiving or producing words.

As explained above, vocabulary is essential in learning English. Students should have a lot of vocabulary because a lack of vocabulary often brings problems for English learners. Therefore, the conclusion cannot be denied that vocabulary is one of the essential things in English communication.

## 1.2 Research Questions

The research questions that can be formulated based on the explanation above are as follows:

Is there any correlation between student's motivation and their vocabulary size?

To what extent does motivation affect students' vocabulary size ?

## 1.3 Objectives

Based on the research questions above, the objectives of this research are as follows:

To find out whether there any correlation between student's motivation and their vocabulary size, and, To investigate the extent to which student motivation affects mastery of English vocabulary.

**1.4 Uses**

Some uses can be summarized from this research:

1. Theoretically, it can support and strengthen some previous research that proves the correlation between students' motivation and vocabulary size.

2. Practically, it can be advantageous for English teachers to determine student learning motivation and help students master their English vocabulary.

**1.5 Scope**

This research adopted a quantitative method to process the data. This research focused on the correlation between student's motivation and their vocabulary size. This study aims to determine students' learning motivation. In this case, the researcher used a questionnaire as a medium to determine student's learning motivation. McLeod, S. A. (2018) stated that a questionnaire is a research instrument consisting of a series of questions to gather information from respondents. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post.

Apart from student motivation, this research also focuses on English vocabulary size by the eleventh-grade students' of SMA N 1 Jati Agung. To determine the students' vocabulary size, the researcher used a vocabulary size test. In selecting the sample, the researcher used purposive sampling.

**1.6 Definition of Terms**

In this research, some terms mostly appear in the explanation of each chapter. Those terms were dealing with the core of this research, such as:

1. Correlation

   Correlation analysis is a statistical method used to evaluate the strength of the relationship between two quantitative variables. A high correlation means that two or more variables have a strong relationship, while a weak correlation means that the variables are hardly related. (D. Bzdok, S.B. Eickhoff, in Brain Mapping, 2015)

2. Students'

   Students' is one aspect of the teaching and learning process, success or failure of a learning process can be found through students. The definition of "student" once was "one who studies something." Today it can mean merely "one who attends a school, college or university." This modern definition does not even suggest that the person does more than "attend" (Donald E. Simanek, 1997, 2016). This research focuses on students who have the capability in English subjects but still have limitations in mastering English vocabulary.

3. Motivation

   The concept of motivation refers to internal factors that impede action and external factors that can act as inducements to action. The three aspects of action that motivation can affect are direction (choice), intensity (effort), and duration (persistence). Motivation can affect both the acquisition of people's skills and abilities; the extent to which they utilize their skills and abilities (Locke and Latham, 2004). However, the researcher was only focusing on students' English learning motivation.

4. Vocabulary size

Vocabulary size refers to the number of words someone knows. In other words, the learners are said to have a good vocabulary size if they can recognize the meaning and know form, grammar, collocation meaning, and word formation. Vocabulary refers to a list of words that individual speakers of language might use; since vocabulary is a list, people may think that the only system is involved in alphabetical order (Hatch and Brown, 1995: 368).

The discussion of the terms has ended the first chapter in which it elaborates the research background, research questions, objective of the research, use of the research, scope, and definition of terms. The robust theories and some previous research which supported this research are discussed in the next chapter

## II. LITERATURE REVIEW

This chapter discusses theories that support this research. It consists of Concept of Motivation, The Role of Motivation in the English Learning Process, and Concept of Vocabulary that consist of aspects of vocabulary, learning vocabulary, word classification, previous research, theoretical assumption, and hypotheses.

### 2.1 Concept of Motivation

Motivation is the most important thing in learning (Brown, 2001: 75) states that motivation is a factor in high or low learning objectives. In learning English, to simplify the learning process, students should have high motivation. In other words, it can be assumed that learning success depends on the level of student motivation. It can drive learners to achieve learning goals.

Motivation is usually seen as an inner impulse, emotion, or desire which moves a person to certain actions (Brown, 1987: 114). Therefore, it can be assumed that way motivation in this study is a positive force that comes from the desire to achieve the goal is reflected in the orientation. For example, to achieve better achievement, students must study diligently.

**2.1.1 The Role of Motivation in the English Learning Process.**

Motivation is an influencing factor in any learning seen in English learning. Although every student must have various motivations in learning English, some students have low, moderate, or even high motivation in learning English. Without motivation, the purpose of learning is hard to reach. Motivation is a factor of high and low learning goals (Brown, 2001: 75). So, motivation is a stimulus that comes from within an individual (intrinsic motivation) and can also be influenced by external factors. The function of motivation is as a support or stimulus for students in learning English. Meanwhile, the learning objectives can be achieved easily.

The high or low motivation that students have affects the process success and the learning process. For example, if a student does not have the motivation to learn English, he will be lazy to learn English because no stimulus prompted him to learn English. Thus, students who have high motivation will study English hard.

**2.2 Concept of Vocabulary**

Vocabulary is a language element of human communication; vocabulary is a tool to plan and solve problems, especially in communication. Wallace (1982) states that vocabulary is a vital aspect of language. It can be ascertained that someone cannot use the language they want to master well without a good vocabulary size.

**2.2.1 The Definition of Vocabulary**

Vocabulary is an aspect of primary language that must be mastered before mastering other aspects of English. Here are some definitions of vocabulary by experts. Vocabulary is a list or set of words for a particular language or a list or set of words that individual language speakers might use (Hatch and Brown 1995: 1).

Vocabulary refers to a list of words that individual speakers of language might use; since vocabulary is a list, people may think that the only system is involved in alphabetical order (Hatch and Brown, 1995: 368).

Based on the above definition, it can be concluded that vocabulary is all the words in a language that are the essential elements and all words in a language that is familiar and used by someone to communicate with each other, in this case, English.

**2.2.2 The Importance of Vocabulary**

Vocabulary is a primary important aspect of learning English. With a lack of mastering vocabulary, they will not communicate both orally and in writing. Thus, by having an extensive vocabulary, students are expected to master four skills in English, namely reading, speaking, writing, and listening. Tarigan (1984: 2) states that language skills are primarily dependent on vocabulary size.

Following the previous statement, Nunan (1991: 117) vocabulary is essential for successfully using a second language. Without a broad vocabulary, students' will not be able to use the structures and functions that we may have learned for understandable communication.

From those statements, it can be concluded that vocabulary is the first element in English. It must be mastered well by the learners to support mastery of English. Therefore, the conclusion is that vocabulary is the first important thing in learning English.

**2.3 The Words Classification**

According to Hatch and Brown (1995: 218), word classification is based on their functional categories, called part of speech. There are parts of speech such as nouns, verbs, adjectives, adverbs, prepositions, conjunction, pronouns, articles, and demonstrative.

a. **Nouns**

According to Lycos, as cited in Hatch & Brown (1995: 219), all parts of speech have a semantic core that is language independent. The most core-like nouns (which he calls first order) are names of people and physical objects and entities in time and space. Second-order nouns are observable entities that take place and time. So, these would include nouns of states (e.g., sleep), process (e.g., weaving), and events (e.g., a crash). So, a noun refers to a person, place, or thing.

b. **Verbs**

Verbs are words that donate action. Vendler, as cited in Hatch and Brown (1995: 223), placed verbs into four classes: activities, accomplishments, achievements, and states.

Activities: run, walk, write, drive, seek, and listen

Accomplishments: paint, draw, run, write, build, kill, put

Achievements: recognize, find, lose, understand, hear, and see

States: know, love, have, desire.

c. **Adjectives**

Adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe nouns. For example, light, dark, bright, and dull

are used with color names.

d. **Adverbs**

Adverbs range in meaning from words having a strong lexical content (those that describe the action of the verb or those that indicate such meanings as time and place). From the statement above, the researcher assumes that an adverb is a word that describes or adds to the meaning of another part of speech, such as verb, adjective, and so on.

e. **Prepositions**

Prepositions are all those words that help locate items and actions in time and space. For example: above, ahead, behind.

f. **Conjunctions**

Conjunctions are sometimes called logical connectors because they clarify the relationship between the linked clauses. For example: because, while, unless, and, or, but.

g. **Pronouns**

Pronouns refer to nouns that have already been mentioned in the discourse or point ahead to a noun that is about to mention. For example: me, he, him.

h. **Article and demonstratives**

The articles (a, an, the) and demonstratives (this, that) are essential to help point out objects and bring them to the listeners' attention.

## 2.4 The distinction of receptive and productive vocabulary

Read states (2000) that the number of words we can recognize and understand (receptive) is larger than the number of words we use in our speech and writing (productive). Receptive vocabulary knowledge means the capability to comprehend

a word when the learner hears or sees it. In contrast, productive knowledge means knowing to produce a word when the learner can use it in their writing or speech. It is stated that the learner knows vocabulary words receptively first, and only after intentional learning they become available for their productive use (Zhou, 2010, p.15). According to Nation (1990), receptive is recognizing and understanding the meaning when it is heard and seen. It means the vocabulary items that we can recognize and understand are receptive vocabulary items. According to Read (2000), there are two different ways of defining receptive and productive knowledge. One way of distinguishing reception and production is by defining the former as recognition and the latter as recall. Recognition means the test-takers are given a target word and they understand the meaning of the word. Whereas recall means when students try to remember the words with some stimulus designed to answer the target word (Read:2000)

## 2.5 Vocabulary Size

The Vocabulary Size Test is designed to measure both first language and second language learners' written receptive vocabulary size in English (Nation, 2012). Vocabulary size is the number of words a person knows. Has adequate vocabulary measure makes it easier to master a language, and many scientific studies show that the size of the vocabulary is an indicator of solid language skills. It also appears to have a strong correlation with successful learning language skills such as listening, writing, speaking, and reading.

Vocabulary size is generally measured by words taken from large dictionaries and not native speakers; the speaker is estimated through the words from the frequency

list. Educated native speakers will have about 20,000-word families. This figure is the sum of 1000 words each year once owned 5000 words in five years. Most adult non-native speakers are considered lucky to have 5,000 people word family after studying for several years. There have been formal calculations that are not indigenous. It took the native speaker 18 years to reach the same level of word mastery as a native speaker in one year. That occurs because of exposure or need rather than talent.

The vocabulary test, which will be utilized to measure the students' vocabulary size is dealing with the measurement of productive skills that is the vocabulary knowledge required for writing (Nation, 2012:1). In other words, if students want to master English skills, the first thing that must be mastered was vocabulary. In this study, researchers focused on receptive vocabulary. The way that can be used to check receptive vocabulary is by using a vocabulary size test.

Therefore, in this research, the researcher tried to use a vocabulary size test consisting of version 2000-3000 words by Nation (2012) to deal with students' vocabulary size. In the vocabulary size test, there are word levels based on the level of difficulty and level of familiarity. There are many levels like first thousand, second thousand, third thousand and so on. The higher the level, the more difficult the word level will be. In line with Senior High School English Curriculum Guidelines (1996), senior high school students are expected to learn 2,800 words. Therefore, second thousand and third thousand words level will be used in this vocabulary size test.

**2.6 Previous Studies**

There have been many previous studies that related to students' motivation and vocabulary size, they are:

First, Pitino (2019) conducted a research with a tittle the correlation study between students' motivation and students' vocabulary mastery. 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 quantitative research. The researcher employed 40 students of SMAN 1 Pagelaran as the sample. The instruments of this research were a 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.

Second, Rahmawati (2016) conducted a research with a tittle the correlation study between students' motivation and their vocabulary mastery at the second-grade students at senior high school. This research was done to find out the correlation between students' motivation and their vocabulary size. The subjects of this research were 60 students of second-year students of SMA Al-Azhar 3 Bandar Lampung in the academic year 2018/2019. The samples were chosen randomly by using random sampling technique. Furthermore, this research employed ex-post facto design as the research method. Motivation questionnaire and vocabulary test were administered as the instruments to measure students' motivation level and vocabulary mastery. The data were analyzed by using Pearson Product Moment

Correlation in SPSS version 16.0. From the test results obtained from this study, the results show that the coefficient correlation between students' motivation and their vocabulary mastery is 0.690 at the significant level of 0.01. The coefficient correlation is higher than the critical value of r table (0.690>0.325). According to the research that has been done, it can be concluded that there was a correlation between students' motivation and their vocabulary mastery, and the research question of this research has been answered clearly.

Third, Astuti (2020) conducted a research with a tittle the correlation between students' motivation in learning English and their vocabulary. The population of this research was the eighth-grade students of SMP Negeri 21 Bandar Lampung. The sample of this research was 29 students taken from the VIII G class. In collecting the data, this research was distributing motivation questionnaires to assess students' motivation in learning English. Besides, in assessing students' vocabulary mastery, this research conducted vocabulary test to the students. In analyzing the data, the questionnaires and vocabulary mastery test were analyzed by Pearson Product Moment (PPM) formula in SPSS 20.0 version. The result of this research shows that there was a correlation between students' motivation in learning English and their vocabulary mastery. It was proven by the r XY (0.838) was more significant than the r table (0.367). It was considered that the null hypothesis (Ho) in this research was rejected, and the alternative hypothesis (Ha) was accepted. In conclusion, there was a correlation between students' motivation in learning English and their vocabulary mastery at the first semester of the eighth grade of SMP Negeri 21 Bandar Lampung in the academic year of 2019/2020.

In short, there are eight different word classes. They are noun, verb, adjective, adverb, pronoun, prepositions, conjunction, and determiner. Based on the eight-word classes, the previous researcher had a different focus; Kaka (2019) only focused on nouns, verbs, adverbs, and adjectives. Therefore, the test format used multiple choices with a different number of question items, and they calculated the result using SPSS even though with different versions.

Based on previous research, it can be concluded that the students' high motivation has positive effect to their vocabulary mastery. The researcher would conduct this research almost the same with those previous studies. The research focused on finding correlation between students' motivation and vocabulary mastery. On the other hand, the difference came from the vocabulary test and the subject of the research. The researcher would research SMA N 1 Jati Agung. The researcher used 2000 – 3000 words level of vocabulary size by Nation.

## 2.7 Theoretical assumptions

English vocabulary among students in Indonesia is relatively low because English is a foreign language. However, some students in Indonesia are good at English vocabulary; this has become an interest to the researcher to conduct research based on this problem. However, the researcher believes that other factors cause some students to be competent in English vocabulary. In this case, the researcher proposes motivation as the one crucial thing in enriching English vocabulary. Following the opinion, it was in line with Barhoumi (2015) that the improvement of students' achievement is caused by the improvement of students' motivation and interest. Therefore, it could be assumed that students' vocabulary size relates positively to their motivation.

**2.8 Hypothesis**

Talking about quantitative research, it is needed to compose the hypothesis based on the problems formulated in the first chapter. According to the problems that were found out in the first chapter, the hypothesis which was proposed in this research as follows:

Ha: There is a correlation between students' motivation and their vocabulary size.

Thus, this chapter of the literature review has explained the concept of motivation, the role of motivation in the English learning process, concept of vocabulary, definition of vocabulary, the importance of vocabulary, aspect of vocabulary, the word classification, the distinction of receptive and productive vocabulary, vocabulary size, previous studies, theoretical assumption, and hypotheses. The way of conducting the research is conferred in the next chapter.

# III. RESEARCH METHOD

This chapter discusses related research design, population and sample, data collecting technique, research procedures, research instruments, validity and reliability, data analysis, and hypothesis testing.

## 3.1 Research Design

This research is a quantitative study to determine the correlation between students' motivation and vocabulary size. This research took vocabulary size as the dependent variable because as it was assumed that vocabulary size was affected by students' motivation as the independent variable. The treatment was given two types; for the independent variable, a vocabulary size test would be given as many as sixty items in which there was a 2000-3000 words level.

However, to see students' motivation, thirty questionnaires will be given related to student's motivation in learning English. In order to see there is a positive relationship between student motivation and vocabulary size, the percentage of student interest or student motivation would be compared with the results of the vocabulary size test. In other words, if students' have high motivation to learn English and have high vocabulary scores, this research proves that there is a positive correlation between student learning motivation and vocabulary size. The researcher used Pearson product correlation to find out the correlation between

students' motivation and their vocabulary size (Pearson, 1896). Sir Francis Galton first put forward the concept of correlation in 1894, further explained mathematically by Karl Pearson in 1896 (Pearson, 1896). In statistical terms, correlation is a method for assessing the likelihood of a two-way linear relationship between two continuous variables (Altman, 1999). Pearson product-moment correlation formula is as follows:

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

Where :

n = Number of data pairs X and Y

x = Total Sum of Variable X

y = Total Sum of Variable Y

x2= Square of Total Number of Variables X

y2= Square of Total Number of Variables Y

xy= Multiplication Result of Total Number of Variable X and Variable Y

## 3.2 Population and Sample

The research population was the whole eleventh-grade of SMA Negeri 1 Jati Agung students, which consisted of 187 students divided into six classes. The researcher chose the eleventh-grade because it was considered to have had insight and had acceptance of vocabulary because of the learning process in high school. Here, the researcher takes several members of the population from the entire population to be used as research samples because the study results are part of the population that can be applied to all objects.

In selecting the sample, the researcher used purposive sampling. Purposive sampling was a sampling technique by determining specific criteria (Sugiyono, 2008). In this study, the researcher chose the eleventh-grade as the sample, considering that the eleventh-graders in this study would be able to do more in-depth research because the eleventh-graders already had much acceptance regarding to the vocabulary high school learning process. Apart from these reasons, the eleventh-grade student population has the same characteristics. There is no superior class or regular class in the class division so that students' abilities are considered equal. The division of the eleventh-grade is divided into 6 class groups. However, those who will be the objects of research are students in class XI IPA 2 consist of 30 students in which the class was dominated by students who had the capability in the English language. However, they still had some problems with English vocabulary size.

## 3.3 Variables of the Research

In this subchapter, the researcher would explain the variables that were used in this research. Variable is a concept – a noun that stands for variation within a class of objects (Fraenkel and Wallen, 2009). There were two kinds of variables named independent variable and dependent variable. The independent variable of this research was students' motivation which was assumed that vocabulary size would be affected by students' motivation. The dependent variable was students' vocabulary size.

## 3.4 Data Collecting Technique

The data was collected using test and questionnaire. For students' motivation, data were collected by using questionnaire. In addition, to deal with vocabulary size the researcher try to conduct vocabulary size test as the medium to measure students' vocabulary. Both of students' vocabulary test and students' motivation questionnaires were collected by using Google Forms.

### a. Questionnaire of Learning Motivation

The researcher created the questionnaire based on the construction of the questionnaire refers to the theory in line with Syamsudin (2004) about aspects of motivation. The aspects of motivation included as follows: learning duration, activity frequency, persistency, perseverance, devotion, aspiration level, qualification level, and attitude. After deciding the sample of the population, the researcher distributed the questionnaire of motivation to the students. The questionnaire was used to determine the level of students' motivation that was correlated to vocabulary size. There are several questions about students' motivation in learning English and the students have to checklist the optional based on their answers. The students would give their answers as factual and accurate information about themselves or the information that was close to the fact as provided in the four alternative answers. There were 30 questions of students' motivation were used in this research.

### b. Test of Vocabulary Size

To deal with the vocabulary size test, the researcher created the test based on the words family list by Nation (1983; 1990). The test was objective in the form of

multiple-choice types. There were four alternative answers in each session item, consisting of one correct answer and three destructors in each session item. Thus, 50 items would be used to measure students' vocabulary size.

## 3.5 Data Analysis

The researcher made the steps after conducting the research using tests. First, the researcher analyzed the data using the correlation in SPSS (Social Science Statistics Program). The test results are in the form of scores or interval data. Second, after obtaining these results, the researcher would analyze the relationship between students' motivation and vocabulary size.

## 3.6 Research Procedure

This research was done by conducting several steps as follows:

### a. Identifying of problem

The researcher observed students and some interviews with one of the teachers in SMA Negeri 1 Jati Agung to identify the problem.

### b. Selecting materials for test

In selecting materials for the test, the researcher selected and adapted some samples of vocabulary size and questionnaire from English books and the internet.

### c. Determining the population and selecting sample

The population of this research was the students in the eleventh grade of SMA Negeri 1 Jati Agung. The researcher chose XI IPA 2, in which the class was dominated by students who had the capability in the English language rather than the other classes. However, they still had some problems in vocabulary size English.

**d. Making the test**

In this research, the researcher used a close direct questionnaire. The questionnaire uses the Indonesian language. There are 30 items of the questionnaire with four alternatives answers from strongly agree until strongly disagree.

For vocabulary tests, multiple-choice types would be used. In addition, 50 items would be used to measure students' vocabulary size.

**e. Checking Validity and Reliability of the test**

To get the validity of the questionnaire, the researcher arranged the materials based on the indicators from Syamsudin (2004). To get the validity of vocabulary, the researcher arranged the materials based on the English curriculum and the standard competence in a syllabus for the second grade of senior high school students.

Reliability of the questionnaire, the researcher used Statistical Package for the Social Program (SPSS) version 21. To examine the reliability of the vocabulary size test, Pearson Product Moment correlation was used to examine the reliability of the test.

**f. Administering the questionnaire**

The questionnaire was conducted to see the students' motivation in learning English. The questionnaire was distributed to all of the students in XI IPA 2. The students had to answer the whole question individually. If they found some difficulties in understanding the question, they might ask the researcher.

**g. Analyzing the result of the questionnaire**

After collecting all the questionnaires, the data was analyzed by paying attention to the criterion of the questionnaire. Finally, the result of the questionnaire was used to investigate the students' motivation in learning English.

**h. Administering the vocabulary size test**

The test was conducted to measure students' vocabulary size. Here, the researcher used a vocabulary size test.

**i. Analyzing the test result**

After scoring the test, the data were analyzed by using the SPSS software program. It was used to find out the extent of students' understanding of English vocabulary size.

**j. Analyzing correlation related to students' motivation and vocabulary size**

After analyzing the two variables between students' motivation and vocabulary size, the next step was to analyze the relationship between the two variables. Whether there is a significant positive effect between the variables X, Y or not.

Those are how the researcher gather the data to be tested for the research.

**3.7 Research Instruments**

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

**3.7.1 Motivation Questionnaire**

In this research, in collecting the data, the researcher used a questionnaire to measure the students' motivation. In this research, the researcher used a close direct

questionnaire. The questionnaire uses the Indonesian language. There are 30 items of the questionnaire with four alternatives answers from strongly agree until strongly disagree. The 30 items of the questionnaire ask about the motivation students in learning English implement by the respondent. The students were supposed to give their answers as factual and accurate information about themselves or the information that is close to the fact as provided in the four alternative answers. Thus, the researcher can differentiate students with high, and low, motivation.

Each of the options shows the gradation:

1= Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

## A. Validity of Motivation Questionnaire

### a. Content validity

Content validity is the extent to which a test measures a representative's sample of the subject meter content. The focus of the content is the adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982). To get the validity of the questionnaire, the researcher arranged the materials based on the indicators from Syamsudin (2004). The researcher consulted with his advisors to get the questionnaire test examined to make the test looked right, and the instructions were easily understood and not misleading. The construction of the text refers to the theory in line with Syamsudin (2004) about aspects of motivation. The aspects of motivation included as follows: learning duration, activity frequency, persistency, perseverance, devotion, aspiration level, qualification level, and

attitude. Therefore, an aspect of motivation that is related to the classification of

motivation is content validity.

**Table 3.1 Specification of Questionnaire**

| NO | Category | Total Numbers | Numbers Items |
|---|---|---|---|
| 1 | The duration of students in learning English. | 1, 2, 4 | 3 |
| 2 | The frequency of students' activity in learning English. | 3, 5, 6, 13 | 4 |
| 3 | The persistence of students in learning English. | 7, 8, 9, 20, 22 | 5 |
| 4 | The perseverance of students in learning English. | 10, 11, 12 | 3 |
| 5 | The devotion of students to get the objective of learning English. | 14, 15, 25, 28, 29 | 5 |
| 6 | The aspiration of the students. | 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 |

The score of Students' motivations questionnaire calculated by using formula based on Sudijono (2009) as follow:

$$P = F/N \times 100 \%$$

Note:

P = Percentages of data

F = data frequency

N = total number of samples

From the table above, the motivation as a measure based on the indicators of

motivation shows that all of the aspects of motivation questioner have been included

in the questionnaire. Thus, it is considered that the content validity of the

questionnaire has been standardized.

**b. Construct validity**

Construct validity is the appropriateness of inference made based on observations or measurements. Construct validity plays a vital role in measuring what should be measured related to the theory. Based on the theory by (Brown, 1987) motivation is usually seen as an inner impulse, emotion, or desire which moves a person to specific actions. From the aspects stated by Brown, it can be developed into several more specific indicators. The researchers developed a questionnaire based on Syamsudin (2004). The indicators of motivation included as follows: learning duration, activity frequency, persistency, perseverance, devotion, aspiration level, qualification level, and attitude. Based on Setiyadi (2018), construct validity requires measuring an instrument with several indicators in measuring an aspect or construct. In other words, if a measuring instrument has aspects that were measured by several indicators, then similar indicators must be positively associated with one another. Thus, in making the questionnaire, the researcher refers to the indicators above, which refer to the student's learning motivation. Therefore, it can be concluded that the student's motivational questionnaire has reached construct validity.

**c. Reliability of the questionnaire**

Dealing with the reliability of the questionnaire, the researcher used Statistical Package for the Social Program (SPSS) version 21; an analysis of item reliability will be determined through the reliability coefficient test; Reliability Alpha Analysis. High and low reliability can be known by a value called the reliability coefficient, ranging from 0-1. if the Cronbach alpha value is closer to 1, the reliability value will be good, and the level will be higher. The criteria of the reliability as follow:

**Table 3.2. Reliability of the questionnaire**

| Reliability | Ranges |
|---|---|
| very low | 0.00 – 0.19 |
| low | 0.20 – 0.39 |
| average reliability | 0.40 – 0.59 |
| high reliability | 0.60 – 0.79 |
| very high | 0.80 – 1.00 |

(Hatch and Farhady, 1982)

According to (Nunnallyin Ghozali, 2005), The standard of reliability of the instrument is ≥ 0.60. Meanwhile, if the value is <0.60, the questionnaire is considered unreliable or not consistent. The questionnaire in this study has been tested for reliability using Cronbach's alpha analysis reliability, and the results have been obtained 0.877. (See Appendix 4) Based on the reliability test results, it can be concluded that the questionnaire used in this research is reliable and consistent.

**3.7.2 Vocabulary Test**

To deal with the vocabulary size test, the researcher used the test of vocabulary size, based on vocabulary level Nation (1983; 1990). Usually, there was a core competence, basic competence, and goal in the curriculum, which define that the high school students must achieve 2000-3000 words of vocabulary. In addition, it was in line with Senior High School English Curriculum Guidelines (1996) that senior high school students are expected to learn 2,800 words. That was the reason why researchers only focus on the first 2000 words and 3000 words.

For vocabulary tests, multiple-choice types would be used. The multiple-choice format has some advantages. First, if it was written well, the answer was only one.

Second, it was quick and easy to score. Next, MCQs can be arranged to assess knowledge at various levels, from beginning up to advanced. The last was MCQ very familiar format for the students (Coombe, 2011). The format could use to assess a variety of synonym recognition. Finally, 50 items would be used to measure students' vocabulary size.

Synonym recognition was a type of multiple-choice format that the test taker tried to remember or identify the synonym of the word target.

Example:

The teacher was furious when she heard the students talking during the exam.

Angry

Calm

Happy

Delighted

In scoring students' results of the test, a Percentage Score was used. The ideal highest score was 100. The score of vocabulary size calculated as follow:

Where:

$$S = \frac{r}{n} \times 100$$

S = the score of the test

r = the total of the right answer

n = the total of test items

**a. Content validity**

Content validity refers to whether the test items or task being tested have presented what has to be tested. Content validity is fulfilled if the test is based on objective, and it also has to be able to find out whether the test takers have achieved the stated goal (Nurweni, 2018). To get the validity of vocabulary, the researcher arranged the materials based on the 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 straightforward as possible. The researcher consulted with his advisors to get the vocabulary test examined. The English teacher rater 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 his vocabulary test matches 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**

In construct validity, the instruments are measured based on some indicators. It is concerned whether the test aligns with the theories of what it means to know the language is being measured. Read (2000) said, "vocabulary size makes an estimate of a student's vocabulary size using a graded sample of words covering numerous frequency levels". This test was made based on a 2000-3000 report list level by Nation (2012), which was adjusted by the words that have been taught to students in the eleventh-grade student handbook of SMA N 1 Jati Agung. The test is also

based on Senior High School English Curriculum Guidelines (1996) that senior

high school students are expected to learn 2,800 words. The researcher provided the

words available in the student handbook and wordlist by Nation, as follow:

**Table 3.3    list of words found in the student handbook and found in the word**
**level 2000-3000 list by Nation.**

**1.  Level 2000**

| No  | Words      |
|-----|------------|
| 1   | Reality    |
| 2.  | Request    |
| 3.  | Appointment |
| 4.  | Aim        |
| 5.  | Direction  |
| 6.  | Tenant     |
| 7.  | Prefer     |
| 8.  | Punctual   |
| 9.  | Existence  |
| 10. | Abused     |
| 11. | Claim      |
| 12. | Reputed    |
| 13. | Sacrifice  |
| 14. | Rear       |
| 15. | Inhabitant |
| 16. | Vague      |
| 17. | Exact      |
| 18. | Authentic  |
| 19. | Collect    |
| 20. | Complete   |
| 21. | Lazy       |
| 22. | Concern    |
| 23. | Urge       |
| 24. | Harmful    |
| 25. | Envious    |

**2. level 3000**

| 26. | View        |
|-----|-------------|
| 27. | Intend      |
| 28. | Freely      |
| 29. | Destination |
| 30. | Destructive |
| 31. | Observe     |

| | |
|---|---|
| 32. | Invite |
| 33. | Carry |
| 34. | Trouble |
| 35. | Suppose |
| 36. | Profound |
| 37. | Company |
| 38. | Advantage |
| 39. | Government |
| 40. | Interrupted |
| 41. | Benefit |
| 42. | Occasion |
| 43. | Occurred |
| 44. | Offer |
| 45. | Discovery |
| 46. | Victim |
| 47. | Blame |
| 48. | Retired |
| 49. | Attend |
| 50. | Earn |

The researcher randomly selected the words above in the eleventh grade student handbook of SMA N 1 Jati Agung, where the words were included in the list of 2000-3000 word levels by Nation. In this case, the researcher uses a receptive vocabulary test, so this selection is said to be right because students have received these words in the learning process. Based on the theory and wordlist above, Setiyadi (2018) said, "If the measuring instrument only measures one aspect, for example vocabulary, the validity of the contract can be measured by evaluating all the items." The researcher only focused on the vocabulary size level 2000-3000 and the student handbook in compiling vocabulary size items. Continued Setiyadi's statement, he also said, "If all the items measure the mastery of vocabulary, the measuring instrument has met the aspect of construct validity." In the preparation of the 50-item vocabulary test, all items refer to the vocabulary size. Thus, the vocabulary size test in this research has met construct validity.

**c. Reliability of the Vocabulary Test**

To deal with students' vocabulary size, the vocabulary size test was used in this research. The vocabulary size test of this research was created based on the vocabulary size words family list by Nation (2012), which is adjusted by the words taught to students in the eleventh-grade student handbook of SMA N 1 Jati Agung. Before conducting the research, the researcher tested the reliability of the vocabulary size test by giving a test to class XI IPA 1 which if the test were reliable, then the researcher would use it in the study and revise the items if the question did not have a good level of reliability. To examine the reliability of the vocabulary size test, reliability alpha analysis SPSS 21 was used to examine the reliability of the test. If the Cronbach Alpha value is getting closer to 1, so the multiple-choice question is declared reliable. The reliability results obtained that 0.960 with the number of items (N) of 50 items declared reliable. Thus, it can be concluded that the vocabulary test in this study was reliable and consistent. (See appendix 5)

**3.8 Hypothesis Testing**

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

$Hi$:"There is a correlation between students' motivation and vocabulary size at SMAN 1 Jati Agung. The hypothesis can be accepted if r $value$ is higher than $r$ $table$.

## V. CONCLUSION AND SUGGESTIONS

**5. 1. Conclusion**

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

**5.2. Suggestion**

Based on research that has been passed by researchers, the researcher gives some suggestions as follows:

English teachers are hoped to motivate the students to build their interest in mastering English vocabulary. In addition, the teacher can apply suitable strategies to make a more practical learning experience and enjoyment among the students. Furthermore, since learning English becomes more manageable by using media, teachers should have new creative ways to make students more interested in learning English, especially learning new vocabulary. For future researchers, it might be better to use a vocabulary test that integrates several language skills, such as reading and listening. For example, identifying vocabulary size with these two skills makes the vocabulary test given to students more conceptual.

It is also suggested to extend the number of participants or students to get a more accurate result. For example, there are 30 students as the subject in this study; the future researcher can make it 60 students or more.

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