

**CORRELATION BETWEEN STUDENTS' MOTIVATION AND
STUDENTS' VOCABULARY MASTERY**

(A Script)

By

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**ENGLISH EDUCATION STUDY PROGRAM
ARTS AND LANGUAGE EDUCATION DEPARTMENT
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LAMPUNG UNIVERSITY**

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ABSTRACT

CORRELATION BETWEEN STUDENTS' MOTIVATION AND STUDENTS' VOCABULARY MASTERY

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The purpose of this study was to find out whether or not there was a positive correlation between vocabulary mastery and students' motivation. It was a quantitative research. The researcher employed 30 students of SMPN 22 Bandar Lampung as the sample. The instruments of this research were motivation questionnaire and vocabulary test. The collected data were analyzed by using Pearson Product Moment Correlation in SPSS 24.0.

The result showed that there is correlation between students' motivation and students' vocabulary mastery, with the score of the r table .640 this referring to medium correlation.

This suggests that the more motivated the students are, the better achievement the students' vocabulary mastery will be.

Keywords: *correlation, motivation, vocabulary mastery*

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As Partial Requirements for S-1 Degree in

English Education Study Program

The Language and Arts Education Department of

Teacher Training and Education Faculty



ENGLISH EDUCATION STUDY PROGRAM

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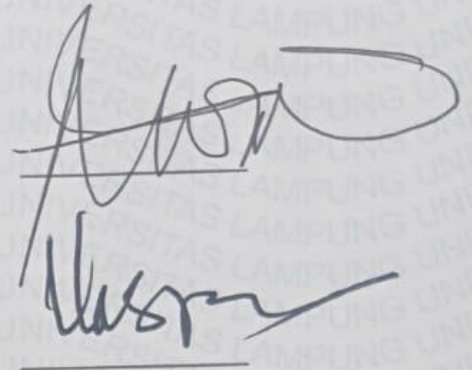
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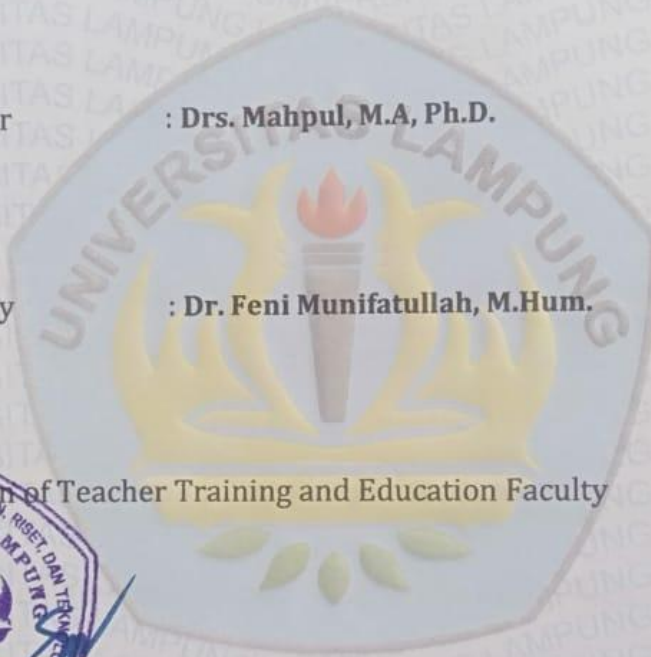
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini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

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CURRICULUM VITAE

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MOTTO

Plan for the worst, Hope for the best

-Lee Child

DEDICATION

*This writing-work is fully dedicated to My Beloved Mother,
my brothers and sisters who always keep on praying for my life and
always support me in accomplishing this script.*

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Praise is merely to God Almighty, the Lord of the lords, for the unlimited grace and tremendous blessings that enables the writer to accomplish this script, entitled *Correlation Between Students' Motivation and Students' Vocabulary Mastery*.

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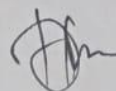
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The writer believes that his writing is far from perfection. There might be weaknesses in this research; comments, critics and suggestions are needed for better research. Besides, the writer hopes this research would give a positive contribution to educational development, readers and the other researchers.

Bandar Lampung, 9 September 2022

The Author,



Febri Sihaloho

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I. INTRODUCTION

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

1.1 Background of the Research

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards & Renandya, 2002: 255). Vocabulary is one of the language components and it is the most important component of language as a communication tool and also important because it is a basic part to understand the meaning of what people said and write. It is a primary component that should be mastered by the learners before they acquire language skills, such as listening, speaking, reading, and writing. Learning a language can start by learning its vocabulary first.

Gu and Johnson (1996) state the importance of vocabulary learning strategies on foreign language learning. It has been suggested, that one way to accelerate the learning of a second or a foreign language is to teach learners how to learn more efficiently and effectively. This means that motivation is very important to stimulate

learners to learn vocabulary learning strategies eagerly and plays an important role in supporting learners' learning.

Dornyei (1994) Motivation is one of the main determinants of students of second/foreign language (L2) learning achievement. Motivation is an important factor in the learning process. In learning English, the students should have a high motivation to make the learning process easier. The success of learning depends on the level of students' motivation. It can drive learners in reaching learning goals. Therefore, motivation is the key to success in the learning-teaching process. Without motivation, the goal of learning is difficult to be reached. By having motivation students will be enthusiastic in the teaching-learning process so they will be pushed to study English well. Motivation is the extent to make choices about the goals to pursue and the effort will devote to that pursuit (Brown, 2001: 72).

In junior high school, students study vocabulary and grammar. But in fact, they still find difficulties in enriching their vocabulary. They have very limited vocabulary so that they have difficulties communicating and practising using English. Based on my experience at SMPN 1 Kasui, the students with high motivation had higher vocabulary mastery than those who do not have. It means that motivation has an important role in the students' vocabulary.

Thus, it is important to find out the ways that will be useful to help the students improve their vocabulary mastery. Students with high motivation to learn English will be better prepared themselves to engage in the process of teaching and learning in the classroom. Teachers, parents, or observers will be easy to recognize students

with high motivation and students with low motivation. Students with high motivation will prefer to read more books, ask many questions to teachers, do the exercises, expose themselves to the English language using, try to use their English skills 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 teachers or parents to read the book, do the exercises, and or do the tasks from the teacher. Students with low motivation usually assume English subject as a difficult or even the most difficult subject to be learned.

From all the statements, it can be said that when the students have high motivation, they can increase their vocabulary and when the students have the low motivation they can't increase their vocabulary. Based on the statement above, this research aims to find out students' motivation and its correlation to vocabulary mastery

1.2 Research Question

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

1. Is there any significant correlation between students' motivation and their vocabulary mastery?

1.3. Objectives of the Study

Based on the background and the research question, the researcher states that the objective of the research is to investigate whether there is a correlation between student motivation and their vocabulary mastery at SMPN 22 Bandar Lampung

1.4. Uses of the Study

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

1. Theoretically, the findings of the research expect to support theories on vocabulary.
2. Practically, the result of this research is expected to be beneficial:
 - a. As a contribution to further education research development.
 - b. As information and reference for English teachers in developing students' motivation.

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

1.5 Scope

This research investigated and elaborated in detail the correlation between students' motivation and vocabulary mastery at Junior High School. This current study used 2 classes which consist of 30 students in each class.

1.6. Definition of Term

To avoid misunderstanding, some terms are used in this study depend on theories.

a) Motivation

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

b) Vocabulary

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

c) Correlation

Correlation means statistical description for determining the relationship between two variables.

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

II. LITERATURE REVIEW

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

2.1. Previous Research

Some research has been done by other researchers for example: Sofia (2015), Cahyati (2015), Pratama (2016) and they can be used as references for the researcher to finish this research.

Cahyati (2015) has done her research about motivation and reading comprehension. She used ex post facto as the research design of her research in the title “Comparative Study between Students with Intrinsic and Extrinsic Motivation in Reading Comprehension at SMAN 7 Bandar Lampung”. This research aimed to know is there any significant difference between students who have intrinsic and extrinsic motivation in reading comprehension. The result of this research is that was a significant difference in reading comprehension tests between students who have intrinsic motivation and those who have extrinsic motivation.

Another researcher is Sofia (2015), she has done her research in the title “The Correlation Between Students’ Vocabulary and Grammar Mastery and Their

Achievement in Reading Comprehension at The Second Grade of SMAN 1 Tumijajar”. This research aimed to know whether there is a correlation between students’ vocabulary mastery and their reading achievement in reading comprehension and whether there is a correlation between students’ grammar mastery and their reading achievement in reading comprehension. She used ex post facto design for her research design. The finding of the research was there was a correlation between students’ vocabulary mastery and their reading achievement in reading comprehension and also there is any correlation between students’ grammar mastery and their reading achievement in reading comprehension.

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

2.2. Concept of Motivation

Motivation is the reason to do something in a particular way. Huit (2001) states “Motivation refers to the internal state (sometimes described as a need, desire or want) that serves to activate or energize behaviour and give it direction”. Further state “Most motivation theorists assume that motivation is involved in the performance of

all learner responses, that is a learner behaviour will not occur unless it is energized by motivation”.

Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action Brown (1987). It can be assumed that motivation, in this case, is the positive power that stems from the desire to attain the goal reflect in the orientation for instance; learning English seriously to get the better achievement.

Motivation is an important factor in the learning process. In learning English, the students should have high motivation to make the learning process easier. The success of learning depends on the level of students' motivation. It can drive learners in reaching learning goals. Therefore, motivation is the key to success in the learning-teaching process. Without motivation, the goal of learning is difficult to be reached. By having motivation students will be enthusiastic in the teaching-learning process so they will be pushed to study English well. Motivation is a factor of high or low of the goal of learning Brown (2001).

In addition to the indicator of motivation, the researcher takes the indicators from Syamsudin (2004). Learning motivation consists of some aspects, are (1) learning duration, that is, how long someone can use the time to do the activity; (2) activity frequency, that is, how often an activity is done in a period; (3) persistency, that is, the continuity at the purpose of the activity; (4) perseverance, that is, the ability in facing hindrance and difficulty; (5) devotion, that is, sacrifice to achieve the aim; (6) aspiration level, that is, the target that will be achieved with the activity that will be

done; (7) qualification level, that is, achievement which is achieved from the activity; and (8) attitude, that is, the target of learning activity.

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

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

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

Language learning motivation refers to learning or acquiring a second language. On the other hand, Gardner (1985) proposes two types of motivation: instrumental and integrative. He claims that an integrative motivate learner show interest in learning about the culture and the people of the target language, whereas an instrument

motivates learner has more pragmatic considerations in his/her mind regarding L2 learning, such as obtaining a job or gaining more money. Masgoret and Gardner (2003) define an integrative motivated learner is one who is motivated to learn the second language, has an openness to identification with other language communities and has a favourable attitude toward the language situation. Shaw (1981) claimed that in parts of the world where English is a learner as a foreign language, the integrative motivation plays a minor role in the popularity of English and since English is considered by many a bona fide international or international language which is not inseparably connected to any particular countries.

2.2.2. The Role of Motivation in the English Learning Process

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

The high or low motivation which is had by students' influences the process and the success of the learning process. If a student does not have any motivation to learn English, he or she will be lazy to learn English because no stimulus drives him or her in learning English. On the contrary, the student having high motivation will learn English hard. For example, some students who study in Australia have high

motivation in learning English because he wants to be able to communicate by using English. He will struggle to learn English to survive in Australia because English is the national language.

2.3. Concept of Vocabulary

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards & Renandya, 2002). It means vocabulary is a language element of human communication; vocabulary is a tool to plan and solve problems especially in communication. Words are a combination of letters that are meaningful units of nouns, verbs, adjectives and adverbs.

According to Napa (1991), vocabulary is one of the components of the language and there is no language without words. Words are signs or symbols 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 a vital aspect of language.

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

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

2.3.1. Types of Vocabulary

According to Downing (2006), English vocabulary is classified grammatically according to traditional terminology. There are two classifications of word classes or parts of speech, as an open class and close class. The open class included as follow; noun, verb, adjective, and adverb otherwise the close class include as follow; preposition, conjunction, pronoun, and determiner. Similarly, Thornbury (2002) states that English words fall into eight different word classes. They are noun, verb, adjective, adverb, pronoun, prepositions, conjunction, and determiner. But in this research, the researcher used only nouns, verbs, adverbs and adjectives in the test of vocabulary. Kinds of vocabulary can be explained as follow:

1. Noun

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

(2005) states that the noun category includes words denoting all kinds of physical objects (people, animals, places, things) and substances. A noun can be classified into three parts, those are:

a. Proper Noun

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

b. Collective Noun

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

c. Count Noun

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

From the definition above, it shows that noun is a member of a class of words that typically can be combined with determiners to serve as the subject of a verb, can be interpreted as singular or plural, can be replaced with a pronoun and refer to an entity, quality, state, action or concept.

2. Verb

Verb are expressing an action, events, and process activities. A competed sentence must contain at least one verb, for example: run, read, wash, dance, sweep, sing, and write. DeCapua (2008) states verb expresses what the subject does or describes something about the state or condition of the subject. The verb is seriously important;

it is caused by there is no way to have a sentence without them. However, according to Rozakis (2003), there are three basics of verbs, such as:

- 1) Action verbs tell what the subject does. The action can be visible (jump, kiss, laugh) or mental (think, learn, study).
- 2) Linking verbs join the subject and the predicate. They do not show action. Instead, they help the words at the end of the sentence name or describe the subject. The most common linking verbs include: be, feel, grow, seem, smell, remain, appear, sound, stay, look, taste, turn, become. Look for forms of to be, such as am, are, is, was, and were.
- 3) Helping verbs are added to another verb to make the meaning clearer. Helping verbs include any form of to be, do, does, did, have, has, had, shall, should, will, would, can, could, may, might, and must.

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

3. Adjective

The adjective is defined as a word that gives more explanation about nouns or pronouns. An adjective can be used before a noun. According to Jackson (2005) add that adjectives denote: size (large, small), colour (blue, red), shape (oblong, square), appearance (pretty), evaluation (commendable). On the other hand, Rozakis (2003)

asserts adjectives are words that describe nouns and pronouns. There are five kinds of adjectives:

1. Common adjectives describe nouns or pronouns, such as strong, and green.
2. Proper adjectives are formed from proper nouns, such as California vegetables (from the noun “California”).
3. Compound adjectives are made up of more than one word, such as far-off country, teenage person.
4. Articles (a special type of adjective). There are three articles as follow: a and an called “indefinite articles” because they refer to general things. We can use ‘a’ with consonant sounds and ‘an’ before vowel sounds; “the” is called a “definite article” because it refers to a specific thing.
5. Indefinite adjectives do not specify the specific amount of something, such as all, another, any, both, each, either.

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

4. Adverb

Adverb is a part of speech used to describe a verb, adjective, clause or another adverb. Based on the statement of Jackson (2005) adverb is denoting manner

(cautiously), time (soon), direction (along). However, according to Dykes (2007) an adverb is a word that adds meaning to any other word, except a noun or pronoun (that being the job of an adjective) and he also said that there are five kinds of adverbs as follow:

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

From all statements above, the researcher assumed an adverb is a word that is used to change or qualify the meaning of an adjective, a verb, a clause, another adverb, or any other type of word or phrase except determiner. Certainly, adverb makes the sentence more clearly in understanding of the sentence.

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

2.4. Theoretical Assumption

Vocabulary is one of the language aspects and it is the most important component of language as a communication tool. Vocabulary is also important because it is a basic

part to understand the meaning of what people said and write. It is a primary skill that should be mastered by the learners before they acquire other language skills, such as listening, speaking, reading, and writing. Learning a language can start by learning its vocabulary first. Nevertheless, it will take a long process to make the students master the vocabulary because each student has a different level of motivation. By giving rewards could also be a reason to read and help to build their motivation.

Referring to the literature review, vocabulary mastery and motivation plays an important role in language learning. Motivation has a great contribution to helping the learners to learn vocabulary and there will be a significant correlation between motivation and vocabulary mastery. It is assumed that if the students have high motivation, they will master vocabulary skills. Because when the students have high motivation, the students will have self-confidence and effort to develop their vocabulary.

2.5. Hypothesis

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

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

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

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

III. METHODS OF THE RESEARCH

This chapter focuses on the methods of the research uses in this study such as the research design, population and sample, variables, data collecting technique, data collecting procedures, instruments, scoring system, data treatment, data analysis and hypothesis testing.

3.1. Design of the Research

This research aimed to find the correlation between students' motivation and students' vocabulary mastery. This research is about correlation research. In this research, the researcher used two classes as the experimental. The researcher distributed the questionnaire of motivation and vocabulary test of students. There is no treatment or experiment of any kind to subjects. After that, the researcher gained the data from the tests and analyzed the data to see whether motivation and mastering vocabulary or not. The researcher used a quantitative method to analyze the result of the research. This method was used to find out the correlation between students' motivation and students' vocabulary. According to Setiyadi (2006), the design of the research is as follows:

T1 → T2

Where:

T1 = Motivation

T2 = Vocabulary mastery

3.2. Population

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

In this research, the population were the students of SMPN 22 Bandar Lampung in academic year 2020/2021. The total number of students for the third grade are 300 students.

3.3. Sample

Sample is a smaller group of scores selected from population of scores (Coolidge, 2000). In determining the sample, the researcher used purposive sampling. Purposive sampling is used with the aim that the individual or selected case can represent a case that can answer the research problem (Setiyadi, 2018). The researcher selecting the sample is based on purposive sampling depends on what criteria used. There were two criteria sample that the researcher took; the criteria were the students that have low Vocabulary mastery and have low motivation in learning. For example, of this research, the researcher took one class; IX A was the class which has lack of vocabulary mastery and motivation in learning based on the interview with the English teacher.

3.4. Instruments of the Research

In this research, the researcher collected the data by doing experimental teaching. The data was obtained by using tryout test, pre-test and questionnaire. In collecting the appropriate data, the researcher used vocabulary test in the form of multiple-choice questions, and motivation's questionnaire.

3.4.1 Developing Instruments

In order to prove whether the vocabulary test had good quality, it must be tried out first. It could be concluded as good quality if it had good validity, reliability, level of difficulty and discrimination power.

3.4.1.1 Validity of the Test

Generally, the validity of a test showed how far the test measures what it is supposed to be measured (Setiyadi, 2006). Validity can be defined as the degree to which actually test what it is intended to test. Validity refers to the extent to which the test measures what is intended to measure. The quality of the test can be said to be valid if it is measured properly. There are four types of validity namely face validity, content validity, construct validity, predictive validity, and concurrent validity. To measure whether the instruments have good validity, this research used two kinds of validity as follows:

- a. Content Validity

In the vocabulary mastery test, the content validity was concerned with choosing some vocabularies that were used in the English book for the second of Junior High School.

b. Construct Validity

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

3.4.1.2 Validity of the Questionnaire

The type of questionnaire in this research was a close-ended questionnaire that used Likert Scale multiple-choice questions. The respondent was required to complete the questionnaire by choosing the multiple-choice. The questionnaire could be stated that was valid if the instrument could be used to measure what should be measured (Sugiyono, 2016). The researcher analyzed the validity of the questionnaire used *Pearson Correlation*. The questionnaire could be stated that it was valid if the sig. 2 tailed < 0.05

3.4.1.3 Reliability of the Test

According to (Hatch and Farhady, 1982) reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test score are. To complete the reliability aspects which concerns the consistency of a

measurement of research to measure the same research subjects in a different time and gives consistent results. In line with Setiyadi (2006) how far it can measure the subject at the separated time, but it shows the same result relatively. The data gaining described using the quantitative method. To measure the coefficient of the reliability between odd and even groups, this research used Pearson Product Moment formula.

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

Where:

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

x : odd number

y : even number

$\sum x^2$: total score of odd number items

$\sum y^2$: total score of even number items

$\sum xy$: total score of odd and even number

a. Reliability of half test of try out test:

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

$$r_{xy} = \frac{(30 \times 5483) - (396 \times 399)}{\sqrt{\{30 \times 5468 - (396)^2\} + \{30 \times 5559 - (399)^2\}}}$$

$$r_{xy} = \frac{(164490) - (158004)}{\sqrt{(164040 - 156816)(166770 - 159201)}}$$

$$r_{xy} = \frac{6486}{\sqrt{54678456}}$$

$$r_{xy} = \frac{6117}{7394,48} = 0.82$$

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

$$rk = \frac{2r_{xy}}{1 + r_{xy}}$$

Where:

rk : the reliability of the whole tests

rxy: the reliability of half tests

The criteria of reliability as follows:

0.90 – 1.00 : high

0.50 – 0.89 : moderate

0.00– 0.49 : low

(Hatch and Farhady, 1982)

b. Reliability of the whole test of try out test:

$$rk = \frac{2r_{xy}}{1 + r_{xy}}$$

$$r_{k=} = \frac{2 \times 0.82}{1 + 0.82}$$

$$r_{k=} = \frac{1.64}{1.82}$$

$$r_{k=} = 0.90$$

Based on the reliability criteria, it was found that the test items have a high reliability of 0.90.

3.4.1.4 Reliability of the Questionnaire

To measure the reliability of questionnaire, the researcher used Cronbach's Alpha formula as follows:

$$rx = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum a_t^2}{a_t^2} \right)$$

Where:

rx : the reliability of the questionnaire

n : total of questions

$\sum a_t^2$: total of score items

a_t^2 : total of variants

The criteria of reliability as follows:

0.800 to 1.00 : very high reliability

0.600 to 0.800 : high reliability

0.400 to 0.600 : moderate reliability

0.200 to 0.400 : low reliability

0.000 to 0.200 : very low reliability

(Kimberlin and Wasterstein, 2008)

3.4.1.5 Level of Difficulty

Level of difficulty is related to the ease and difficulty of the items based on the students' point of view who take the test. It is important since test items are too easy and all of the students can answer it correctly or the test item are too difficult and all of the students cannot answer it. If this situation happens, it shows that the items of the test are not working well. The level of difficulty describes the ease and difficulty of the items to the students (Heaton, 1975).

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

Where:

LD : level of difficulty

U : the number of upper group who answer correctly

L : the number of lower group who answer correctly

N : the total number of students in upper and lower groups

The criteria are as follows:

<0.03 : difficult

0.03 – 0.07 : average

> 0.07 : easy

(Shohamy, 1985)

3.4.1.6 Discrimination Power

Discrimination power refers to the extent to which the items are able to differentiate between the high and low level students on the test. Discrimination power is used to differentiate between the students who have high ability and those who have low ability.

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

Where:

DP	: discrimination power
U	: the number of students from the upper who answer correctly
L	: the number of students from the lower who answer correctly
N	: the number of the students

The criteria are:

DP: 0.00 - 0.19	: Poor items
DP: 0.20 - 0.39	: Satisfactory items
DP: 0.40 - 0.69	: Good items
DP: 0.70 - 1.00	: Excellent items
DP: - (Negative)	: Bad items, should be omitted

(Heaton, 1975)

3.4.1.7 Normality Test

This normality test was used to find out whether the test in experimental class was distributed normally or not. The researcher used One Sample Kolmogorov-Smirnov Test on SPSS 24.0 for windows to calculate it. The hypothesis for the normality test is as follows:

1. Asymp. Sig (2-tailed) > 0.05, the data is distributed normally.
2. Asymp. Sig. (2-tailed) < 0.05, the data is not distributed normally.

In this research, the researcher used the level of significant 0.05.

3.4.1.8 Try Out of the Instrument

The try out was used to determine the quality of the data collecting instrument of the research, such as, validity, reliability, level of difficulty, and discrimination power. It consisted of 40 questions of multiple choice and the time allocation was 45 minutes. The class was selected for the try out class was IX A. The test could be specified well if it had good reliability, validity, and also the test was not difficult. The composition of the test items was presented in the table below.

Table 3.1 Specification of Tryout Test

No.	Word Class	Item Number	Total
1.	Noun	2,8,10,16,17,20,21,23,24,31	10
2.	Verb	1,3,4,6,11,14,15,32,33,34	10
3.	Adjective	5,7,9,12,18,19,22,30,36,38	10
4.	Adverb	13,25,26,27,28,29,35,37,39,40	10
		40	

Before the test was conducted, the researcher administered a try out test on October 19th, 2020 in IX 1 SMPN 22 Bandar Lampung. The class consisted of 30 students. The students were given 40 items of multiple choice which consisted of four options (A, B, C, D). The time-allocation was given for about 45 minutes to finish the try out test. After analyzing the data, the researcher obtained that 30 items were good and 10 items should be dropped from the test.

3.4.1.9 The Result of the Try-out Test

After conducting the try out test, the result can be seen in the table as follows:

Table 3.2 Result of Try-out Test

Criteria	Items	Decision
Bad	28,31,33	Dropped
Poor	6,12,15,20,24,29,38	Dropped
Satisfactory	1,2,3,4,7,8,9,10,11,13,14,17,18,19,21,22,23,25,26,27,30,32,34,35,36,37,39,40	Administered
Good	16, 5	Administered

Based on Table 3.2 above, there were three items which negative discrimination (bad) and there were seven items that were poor and should be dropped. Based on the try-out test related to the criteria level of difficulty, the try out test consisted of 31 items were average, and 9 items were considered easy. Discrimination power of the items showed that there were three bad items and seven poor items that should be dropped and there were 28 items which were satisfactory and two items which were good and should be administered.

Meanwhile, to discover the reliability of the test, the researcher was used Split-Half technique to find the reliability of the half-test and to measure the coefficient of the reliability between odd and even groups. The result of computation by using Split-Half technique showed that the reliability of the half-test (r_{xy}) was 0.82. After getting the result of the half-test, the researcher used Spearman Brown's Prophecy formula to determine the reliability of the whole test. It was found that the result (r_k) was 0.90. It could be stated that the test had high reliability in the range 0.90-1.00 (Hatch and Farhady, 1982).

3.4.2 Data Collection

In this research, the researcher used the test as a data collecting method and also treatments. The test was used to collect the needed data by conducting some techniques as follows:

1. Questionnaire of Motivation

After deciding the sample of the population, the researcher distributed the questionnaire of motivation to the students. The questionnaire was used to find out the level of students' motivation that was correlated to reading comprehension. There are 30 questions of students' motivation in learning English and the students have to choose the optional based on their answers. The students supposed to give their answers as factual and real information about themselves or the information that is

close
fact as

NO	Category	Total Numbers	Num bers items
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to the

provide in the four alternative answers. There are 30 questions of students' motivation in learning English. The questionnaire was adopted from Putri (2016). The following table is the specification of the students' motivation questionnaire.

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

2. Vocabulary Test

The researcher distributed the vocabulary test after giving the motivation's questionnaire to the students. The researcher distributed vocabulary test to find out the students' vocabulary mastery. The vocabulary test (multiple choices) used to elicit

the students' vocabulary mastery. There are 30 items in the vocabulary test. The questions were about the classification word classes or part of speech, in this research the researcher used open class including as follow; noun, verb, adjective and adverb. The appropriate according to their grade and what they have in learning English. So, the students can understand easily.

Table 3.3 Specification of the Vocabulary test

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

3.5 Data Analysis

The data of this study are in form of correlation. The researcher uses computer system called Statistical Package for Social Sciences (SPSS) program version 24.0. The researcher used Pearson Product Moment to know the correlation.

3.6 Research Procedures

There were several procedures of this research that researcher did to gain the data in order to answer the research question. The procedure that the researcher used was as follows:

1. Selecting and determining the population and sample

The researcher chose one of several classes in the selected school of the third-grade students as the research sample. The chosen class was selected as an experimental class.

2. Arranging the teaching material

The selecting process was considered the materials that have been taught to the students and the level of the students. The selection process for the questionnaire test was considered based on the classification of students' motivation in learning English. To get reliable data, the questionnaire used understandable sentence and Indonesian. That's made the students easier to answer the questions. The selecting material for vocabulary test, the researcher chose the test that relevant for their grade and from what they have learnt.

3. Administering try out test

Try out test was administered to identify the quality of the test before it was used to obtain the data for the research. The test included multiple choices that

consist of 40 items with four alternative options a, b, c and d. There were one correct answer and three distracters.

4. Administering the questionnaire

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

5. Giving a Vocabulary test

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

6. Analyzing the data

The data from the questionnaire and vocabulary were analyzed by using Pearson Product Moment because it is one of the techniques to look for the correlation between two or three variables. So, it can be concluded whether there is a correlation between students' motivation and vocabulary mastery ability at SMP Negeri 22 Bandar Lampung.

3.7 Hypothesis Testing

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

H_0 : There is no significant correlation motivation and vocabulary mastery at SMPN 22 Bandar Lampung.

H_i : There is a correlation between students' motivation and vocabulary mastery at SMPN 22 Bandar Lampung.

The criteria are:

The hypothesis can be rejected if r_{value} is lower than r_{table} ."

The hypothesis can be accepted if r_{value} is higher than r_{table} ."

V. CONCLUSIONS AND SUGGESTION

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

5.1. Conclusions

Based on the result of data analysis and discussions which have been elaborated to answer the research question presented in the first chapter, the researcher draws conclusion as follows:

There is a medium correlation between the students' motivation and their vocabulary. It can be seen from the coefficient correlation which was higher than the critical value of t-table ($0.640 > 0.449$). It can be concluded that motivation is one of the factors that can influence students' vocabulary, so that the students who have motivation will have good vocabulary.

5.2. Suggestions

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

1. The researcher suggests to the English teachers to explore more information and knowledge about the importance of motivation, to make more an effective

learning experience and enjoyment among the students. Because learning English nowadays turns to be easier. So, teacher should have new creative ways to make students more interested in English, especially in learning new vocabulary, for example: scrabble or word pairs to make the students more active in teaching learning activities.

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

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