

CHAPTER I

INTRODUCTION

This chapter will discuss about the introduction of the research which deals with several points i.e, background of the study, statement of the problem, objectives of the study, hypothesis, significance of the study, definition of key term.

A. Background of the study

Actually, students who studies at school has a different learning motivation, with different learning motivation that can give an affect on the students' learning process in his school. English lessons are one of the subjects held since we were in kindergarden, where we still discussing some very basic words. At the elementary school level, we have been introduced to a few additional words and about students using the basics of English that are used in the daily activity, at the secondary school level the students begin to be introduced by translations, what is grammar, and various kinds of English skills. Meanwhile in junior and senior high school, English is a compulsory subject and also is examined in national Examination. But as we know before that every students has different motivation for their learning especially in learning English. Then the motivation of the students also give different effects for learning English. Horwitz (1990) defines motivation as the feelings of the learner toward a particular target language and its culture as well as learner's pragmatic reasons for acquiring a foreign language more broadly. Indeed students who have high motivation to learn

English are more preparing their self in the learning process, and usually the difference between students who has high motivation to learn English and students who has low motivation in leaning English has differences in their learning process which is very predominate. Students with high motivation will be more eager to learn English in class, they are more active in asking questions and quickly responding to what are ordered by their teacher. And they will often read several references before starting the class. While students with low motivation often feel insecure in class, they often feel shy to ask which actually they do not understand what has been conveyed by the teacher, so they often have difficulty in understanding the lessons.

In addition related to English skills which include speaking, listening, writing, and reading. We also need to understand more about micro-skills in English, namely vocabulary, grammar, pronunciation and spelling. Here the researcher will only discuss about vocabulary, According to Nurgiyantoro (2010: 338), vocabulary is a wealth of words owned by contained in a language. In this case the linguistics activity is supported by two aspects, namely the wealth of vocabulary owned by students and the level of mastery of the user's vocabulary. He states that mastery of vocabulary can be divided into receptive and productive mastery, namely the ability to understand and use vocabulary. Ability to understand vocabulary and also structure its seen in reading and listening activities, while ability using vocabulary can be seen in writing and speaking activities. Indonesian words can be formed in two ways, namely from in and from outside the Indonesian language itself. In Indonesian new vocabulary is

formed with the basis of existing words, while from the outside new words are formed through the element of absorption words. Aristotle (in Sadhono, 2013: 8) classifies word types into 10 types, namely: nouns, pronouns, verbs, adjectives, adverb, number of word, preposition, conjunction, article, and interjection. And as we know, Vocabulary is a part of language skills that should be mastered before we learn another part of the language. Because vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Under scoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language”. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. But, this study will focus primarily on how motivation can influence the vocabulary size of students of EFL learning.

Nowdays we find that some teachers in schools do not realize that they need to motivate their students to learn especially in learning English. The teacher only provides a learning process without making students interested in their learning or not even letting their students know what their learning goals are, then most of students also only need to attending the class without any preparation and while in the class most of them do not pay attention to the teacher. Then the researcher interviewed several students

who took study courses especially vocabulary courses after their school time and asked how students got good or low scores in English language learning. The results of the interviews showed that they were motivated because of the way the teacher delivered the material or because they knew what their learning objectives were. This is similar to what Dornyei stated that one of the main determinants of the achievement of second/foreign language learning is motivation.

In Indonesia Ministry of Education has developed a good communicative learning especially in English learning. One of the efforts that Ministry of Education has done is by bilingual class. Literally, bilingual is (of a person) able to use two languages for communication, or (of a thing) using or involving two languages. That means the students who learn in bilingual class always get chance to listen and use two languages to communicate and are expected to be able to use English communicatively. Not only the Ministry of education which develop that all, now we also can find some islamic boarding school that make a rules that their student should speak using english or arabic in their daily activity.

To see how the role of motivation of learning English in a school, the researcher observes. The researcher come to the school nearby her house. The researcher choose this school because of the time efficiency. The school's name is Darul Hikmah Islamic senior high school. From this school, the researcher gets the points that some students are excited to have teacher who can give motivation in their school. Darussalam is another Islamic boarding school which have similar program with Darul hikmah.

And some native English teacher comes to teach this school because of the schools' program then give them more understanding about the advantages of learning English. This program helps the students to improve their motivation to learn English. Through this school the researcher hopes that she can see how the influence of motivation involve in their vocabulary mastery.

Based on the conditions above, the researcher is interested in studying the correlation between students' motivation in learning English and vocabulary size of the eleventh grade students of Darul Hikmah islamic senior high school Tulungagung.

A. Statement of the problem

Based on the background of study above, the researcher formulates the question of research as follows;

1. Is there statistically significant correlation between motivation in learning English and vocabulary size of the eleventh grade students in Darul Hikmah Islamic Senior High School?

B. Objectives of the study

The objective of the study are stated as follows:

1. To find is there statistically significant correlation between motivation in learning English and vocabulary size of the eleventh grade students in Darul Hikmah Islamic Senior High School.

C. Research Hypothesis

The hypothesis is formulated as follow:

Ho = There is no statistically significant correlation between motivation in learning English and vocabulary size of the eleventh grade students in Darul Hikmah Islamic Senior High School.

Ha = There was statistically significant correlation between motivation in learning English and vocabulary size of the eleventh grade students in Darul Hikmah Islamic Senior High School.

In this study, the alternative hypothesis is used. It is needed to test in order to prove the notion about the correlation between students' motivation in learning English and their English vocabulary size.

D. Significance of the study

The result of this study is expected to broaden the researcher's insight about this topic, in particular, and for the readers' in general.

Firstly the researcher expects the result of his research will be useful for the reader(s) to get more information about what kinds of motivations are or is there the relationship between motivation and students vocabulary size.

Secondly the researcher expects the results of this reseach will be useful for some teachers in senior high school for improving their students vocabulary size by improvig their motivation in learning English.

E. Definition of Key Term

1. Motivation is internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal. (Vinay chaitanya. Motivation in the workplace to improve the Employee performance. *IJETMAS*. Vol. 4)
2. Vocabulary is The body of words used in a particular language. (Alan, Evison. 1983. Oxford Learner's Pocket Dictionary New York : Oxford University Press)
3. Vocabulary size means measures how many words a learner knows. It typically measures a learner's knowledge of the form of the word and the ability to link that form to a meaning.

CHAPTER II

REVIEW ON RELATED LITERATURE

In this chapter discusses the theory based on the problems; they are the definition of motivation, types of motivations, learners' motivation, the description of vocabulary, learners' vocabulary size. A thinking framework, and The previous study.

A. The Theory Based On The Problems

1. The Definition of Motivation

Motivation is a common word for people nowadays. It can be seen through some seminars, and television programs. These programs motivate people to have a better life sight and also push them to be better than before. For this study, the researcher needs to know what motivation is for her own understanding to do the research latter.

Gardner's theory of motivation

Gardner was one of the pioneering researchers in second language acquisition (SLA) to focus on motivation. He chose to define motivation by specifying four aspects of motivation such as: Goal, Effortful behavior to reach the goal, Desire to attain the goal, Positive attitudes toward the goal (Gardner, 1985, p. 50). A goal, however, was not necessarily a measurable component of motivation. Instead, a goal was a stimulus that gave rise to motivation. Gardner focused on classifying reasons for second language study, which he then identified as orientations (1985, p. 54). He found two main orientations through his research:

1. integrative: a favorable attitude toward the target language community; possibly a wish to integrate and adapt to a new target culture through use of the language.
2. instrumental: a more functional reason for learning the target language, such as job promotion, or a language requirement.

Gardner specifically delineated the difference between these orientations and actual motivation. Motivation “refers to a complex of three characteristics which may or may not be related to any particular orientation. These characteristics are attitudes toward learning the language, desire to learn the language, and motivational intensity”. For example, an integrative orientation was a class of reasons suggesting why a person might undertake language study, including a desire to integrate with a target language community. By it self, this simply reflected a goal which might or might not lack motivational power. On the other hand, an integrative motive included this orientation, plus the motivation, which included desire, motivational intensity, and a number of other attitudes involving the target language community.

2. Types of Motivation

In order to summarize briefly the ideas presented so far, we could define it in terms of two factors: learners’ communicative needs and their social and educational attitudes. Sukmadinata (2003) said that motivation is influenced by intrinsic and extrinsic factors. From the intrinsic factors such as: students’ attitude, their interests, intelligence, while the extrinsic factors are factors from outside of the student, such as: environment factors, family, school, or community environment.

From the description before, motivation can be divided into two kinds. These kinds of motivation are divided through how the motivation arrives and the influences around the person itself. They are extrinsic motivation and intrinsic motivation.

a) Extrinsic motivation

To get more understanding about extrinsic motivation, the writer found out some theories that help her to understand. Santrock (2011:438) defines extrinsic motivation as below:

Extrinsic motivation involves doing something to obtain something else. Extrinsic motivation is often influenced by external incentives such as rewards and punishments. For example, a student may study hard for a test in order to obtain a good grade in the course.

Motivation can be stated as extrinsic motivation in condition of external influenced. The influences can be rewards and punishments. For example, the boy studied hard due to his father will give him the new robot as his reward in getting best score. It is same as Alderman says. Alderman has perception that “Extrinsic motivation occurs when students engage in activities for external reasons (outside of themselves) such as praise, grades, special privileges, and certificates or material rewards.”

The researcher finds that extrinsic motivation has different perspective to know what extrinsic motivation is: Two distinct definitions of extrinsic motivation appear to have emerged: (1) when

motivation is based on something extrinsic to the activity and (2) when motivation is based on something extrinsic to the person.

The author of this book thinks that extrinsic motivation happens in two kinds of condition. It is based on outside of the activity and also from the person. It can be deduced that extrinsic motivation is a type of motivation that comes from outside of the people themselves. In the learning process, extrinsic motivation can come from the teachers' reward for their students, praising, or others. It makes the motivation as drive in learning process.

b) Intrinsic motivation

According to Santrock (2011: 441), "intrinsic motivation involves the internal motivation to do something for its own sake. For example, a student may study hard for a test because she enjoys the content of the course." It means that intrinsic motivation comes from inside of the person. Alderman also defines that "intrinsic motivation is typically defined as students engaging in actions for their own sake and without coercion such as satisfaction, interest, learning, and challenge." With intrinsic motivation, the students don't need to be pushed in doing something. This statement is same with this next statement that "Intrinsic motivation describes self-initiated task engagement with no apparent extrinsic rewards beyond the activity itself." The researcher also finds that "a number of researchers define intrinsic motivation as occurring when an activity satisfies basic human needs for competence and control, which

makes the activity interesting and likely to be performed for its own sake rather than as a means to an end". It means that intrinsic motivation can be a parameter for someone doing their job. If the person feels interesting to do learning, it means that he/she has the intrinsic motivation. The researcher deduces that intrinsic motivation is an energy that the people got from inside of themselves. This energy never got influence from the outside. This motivation can be as a satisfaction for the people themselves. The interesting in learning or do something is the indicator that a person has intrinsic motivation.

2. Students' Motivation

There are a lot of factors which influence the success in language learning. However, one of the most important motivation can achieve a lot regardless of circumstances. Whether the motivation comes from within or from an outside source, whether it is instrumental or integrative, students have to set themselves long-term goals and they are determined to achieve them in any way possible to help them sustain and even enhance the motivation they already have. However, not all learners come with strong motivation and clearly set goals. It may stem from their previous learning experiences, from the attitudes of their parents, peers and other members of the environment they live in, the attitudes to the target language and the target behaviour are very important for these learners. Even though teachers cannot control all aspects of motivation, they can do a lot to help these learners develop motivation for learning the language

by creating a positive atmosphere in the classroom and a positive attitude towards the target language and its speakers, by using varied and interesting activities and forms of work in the classroom, by setting short-term goals that are not too difficult for learners to achieve, by building positive rapport with the learners, by treating the learners with respect, care, fairness and understanding and by creating conditions for success and feeling of achievement.

3. Definition of Vocabulary

Vocabulary is much more than just single words, as this book will demonstrate. Recent vocabulary studies draw on an understanding of *lexis*, the Greek for word, which in English “refers to all the words in a language, the entire vocabulary of a language” (Barcroft, Sunderman, & Schmitt, 2011, p. 571). So it will probably not surprise you to learn that vocabulary also includes lexical chunks, phrases of two or more words, such as *Good morning* and *Nice to meet you*, which research suggests children and adults learn as single lexical units. Phrases like these involve more than one word but have a clear, formulaic usage and make up a significant portion of spoken or written English language usage. Also called formulaic sequences (Alali & Schmitt, 2012), they are central to English vocabulary learning and therefore worth teachers’ attention as they teach vocabulary (Lewis, 1993). So vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. Vocabulary addresses

single lexical items words with specific meaning(s) but it also includes lexical phrases or chunks.

5. Vocabulary Size

In the domain of language learning, a variety of research has been conducted to illustrate what it means to know a word. It is widely known that vocabulary is an imperative part of foreign language learning, without which an individual remains unable to communicate with others. Accordingly, most of the learners view vocabulary as an essential element in their foreign learning (Nation, 1990). Thus, learners feel that most of their difficulties in terms of foreign language learning stem from a lack of vocabulary knowledge.

Dimension of vocabulary knowledge

Several scholars have studied vocabulary breadth and depth because these two dimensions play an imperative role in foreign language learning. While breadth refers to quantity, depth refers to thorough rather than superficial knowledge of terms (Nation, 1990; Richards, 1976).

Breadth of vocabulary knowledge

Breadth of vocabulary knowledge is defined as the number of words that a person knows. With native speakers, the objective of studies in this area has been to measure the number of words that they know in some absolute sense, whereas with second language learners the aim is often more narrowly defined in terms of their knowledge of items in a specified list of relatively high frequency words, such as the General Service List (Shen, 2008).

Depth of vocabulary knowledge

Depth of knowledge focuses on the idea that for useful higher-frequency words learners need to have more than just a superficial understanding of the meaning. According to Qian (1999), the depth dimension should cover such components as pronunciation, spelling, meaning, register, frequency, and morphological, syntactic, and collocational properties. There are two main approaches for measuring depth of vocabulary knowledge: a developmental approach and a dimensional approach (Read, 1997). The developmental approach uses scales to describe the stages of acquisition of a word. One scale that has received some attention is the Vocabulary Knowledge Scale. The dimensional approach, on the other hand, describes the level of mastery of the various component types of word knowledge. This approach has its roots in a seminal paper by Richards (1976) which set out a number of competencies necessary for mastery of a word.

A. The Thinking Framework

Motivation is a drive inside of the people in doing something. Motivation can be as energy fuel in doing everything, included learning. With motivation, the learning can run well. Motivation can be as the indicator that the person enjoys what he/she does. In the learning process, students' motivation is one of factors that make their learning works well. As the theorists state above, the motivation is the key component in learning achievement and also their vocabulary mastery. Achievement can be as the description for the students and also about how well their learning process work. So the achievement in learning of their vocabulary mastery can be

seen in form of learning test score or vocabulary size test score. If the students have the great scores, it means the learning process is success achieved by the students and the teachers also. So the researcher concludes that it can be happened in English learning process. With the description above that explains motivation affects learning achievement and also student vocabulary mastery, it makes the researcher believes that there is correlation between students' motivation and their learning achievement.

B. The Previous Study

The research was done by Fatmawati (2017) under tittle "A Correlation Study between Vocabulary Mastery and Learning Motivation toward Reading Comprehension of the First Grade Students of SMA Muhammadiyah 1 Sragen in Academic Year of 2016/2017", The result of this research showed that there was significant correlation between vocabulary mastery and reading comprehension. It can be seen from the result of correlations. The significant (p-value) $< \alpha$, $0.000 < 0.05$. R_{xy} was 0.620. It meant that vocabulary mastery and reading comprehension had correlation. The level of correlation had strong correlation, because R_{xy} is in range 0,60-0,799. The significant (p-value) $< \alpha$, $0.000 < 0.05$. R_{xy} was 0.634, it meant that students' learning motivation and students' reading comprehension had strong correlation because R_{xy} is in range 0,60-0,799. The increasing of students' learning motivation followed increasing of reading score. Then, there was significant correlation between vocabulary mastery and learning motivation toward reading comprehension. The result of significant F_{change} was $0.000 < 0.05$, it meant that vocabulary mastery,

learning motivation and reading comprehension had correlation. R_{xy} was 0.679, it meant that vocabulary mastery, learning motivation and reading comprehension had strong correlation because R_{xy} is in range 0,60-0,799.

The second research was done by Mohammed Khudur & Cinkara. Under title the Relationship between Learner Motivation and Vocabulary Size: The Case of Indonesian EFL Classrooms. This study investigates the relationship between learner motivation and vocabulary size in English as foreign language (EFL) classrooms at Duhok University. The findings showed that female students experienced both types of motivation, Correlation analysis was conducted to determine the relationship between learner motivation and vocabulary size. For both groups, the results indicated no relationship between these two aspects of students' foreign language leaning. To investigate the difference between MFL and VST, an independent samples t-test was utilized and no difference was found to exist between the vocabularies of both groups.

The third journal research was done by Frida Nur Fitriana , Joko Nurkamto, Handoko Pudjobroto. In their reseach under title “A Correlation Between Learning Motivation and Vocabulary Mastery and Reading Competence”. This research ia about the correlation between motivation and vocabulary mastery and reding comprehension. The research findings show that (1) There is significant positive correlation between learning motivation and reading competence ($r_{y1} = 0.735 > r_{table} = 0.206$); (2) There is significant positive correlation between vocabulary mastery and reading competence ($0.710 > 0.206$); (3) There is a significant positive correlation

between learning motivation and vocabulary mastery simultaneously and reading competence (F observation 91.931 > F table 3.11).

CHAPTER III

RESEARCH METHOD

This chapter presents research design, population and sample, research instruments, data collection, and data analysis and statistical hypothesis.

A. Research Design

This research used correlation method. In this research, the writer used questionnaire to measure students' motivation, and vocabulary size test to measure their vocabulary size. Then, Product moment correlation by Pearson used to correlate two variables and to find out the significance relationship between students' motivation and their vocabulary size.

B. Population and Sample

The population in this research is the students of the eleventh grade of DARUL HIKMAH Islamic Senior High School. Total students of the eleventh grade in DARUL HIKMAH are 102 students. These students are distributed in 4 classes, 2 classes for science class and the other 2 classes for social class. In each science class, the class consists around 28-31 students. For social classes, the class has around 18 students and 25 student. The technique of sampling in this research use purposive cluster sampling technique. From this sampling, the writer choose XI Social as the sample for this research. This class consists of 43 students.

C. Research Instrument

To obtain the data, the researcher use two instruments, they are :

1. Questionnaire

The first instrument namely Motivation for Foreign Language Learning (MFL) will be used by the researchers in this study. The Motivation for Foreign Language Learning (MFL) was designed by Scmithd Borale, and Kassabgy (1996). involved 20-items used to measure intrinsic and extrinsic motivation among learners. For these items, students ask to rate their agreement on a 4- point Likert scale options based on Likert Scale; Strongly Agree, Agree, Disagree, and Strongly Disagree. As see below:

Table 3.1

The Likert Scale

Alternative Option	Score	
	Favorable	Unfavorable
Strongly agree	4	1
Agree	3	2
Disagree	2	3
Strongly disagree	1	4

Table 3.2

Students' Motivation Score

Category	Score
High	61-80
Medium	41-60
Low	20-40

To determine the students motivation score, the total cumulative score that was based on 20 items, range from 20 (the minimum cumulative score, 1×20) to 80 (the maximum cumulative score, 4×20). To get the range of score, the minimum cumulative score is subtracted from maximum cumulative score for example, $80-20$. So, the range score is 60. Then, this range is divided by 3: high, medium, and low because there are three categories. The result is $60 : 3 = 20$. So, the interval of scores are: 20-40 is low, the medium score is 41-60, and high score is 61-80.

2. Vocabulary size test

The second instrument in this study is Vocabulary Size Test (VST) was designed by Paul Nation and David Beglar (2007) in light of the British National Corpus (BNC). A part of shortened version of the VST was utilized in this study because there was not enough time for students to answer the original version of the test. The original version includes 140 multiple-choice items. But in this study only takes 70 questions of multiple-choice.

First step for conducting this research are from the participants. A group of students in that school will design to take part in this study and they will be given an announcement to participate in this study. Students in this group will be notified about the purpose of the study and accept to participate in it, and understanding that their participation will not change or affect their grades. The researcher introduce herself and delivered a brief lesson about the research as well as instructions on how to take the VST and MFLL. The time of the test will be limited, with 15 minutes for the MFLL

questionnaire and 30 minutes for the VST. Participant answers on the two instruments and will be analyzed by Pearson correlation. To answer the research question of this study, which attempts to determine the correlation between motivation and vocabulary size among Indonesian EFL learners, descriptive statistics for this group will be calculated.

D. The Technique of Data Collection

The technique used in collecting data are using the two instruments, Motivation for Foreign Language Learning (MFL) and Vocabulary Size Test (VST) in the same time. The researcher give questionnaire to students' in order to collect the data or informations about their motivation in studying English. Then the researcher also give vocabulary size test to measure students' score in vocabulary mastery.

E. The Technique of Data Analysis

After getting data from the students in the questionnaire, the researcher need to analyze the data and correlate between questionnaire result. The technique on data analysis use correlation technique from Pearson Product Moment for the research question which will be analyzed in SPSS 21 statistical analysis program.

Then the researcher got r coefficient that can describe the correlation between X variable and Y variable, as below:

Table 3.3
The Interpretation of Correlation

rx _y	Interpretation
0.00 – 0.20	The correlation between X variable and Y variable is very weak or can be told there is no correlation between the variables
0.20 – 0.40	There is weak correlation between X variable and Y variable
0.40 – 0.70	There is enough correlation between X variable and Y variable
0.70 – 0.90	There is strong correlation between X variable and Y variable
0.90 – 1.00	There is very strong correlation between X variable and Y variable

F. The Statistical Hypothesis

The statistical hypothesis is formulated as follow:

$$H_0 : r = 0$$

$$H_a : r \neq 0$$

If $-t \text{ count} \geq -t \text{ table}$ atau $t \text{ count} \leq t \text{ table}$ means there is correlation between X variable and Y variable, H_a is rejected and H_0 is accepted.

If $-t \text{ count} < -t \text{ table}$ atau $t \text{ count} > t \text{ table}$ means there is no correlation between X variable and Y variable, H_0 is rejected and H_a is accepted