THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND VOCABULARY MASTERY

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Abstract: The aims of this research to find out the significant correlation between students' motivation and vocabulary mastery at the tenth grade students of SMA N 1 Tangen Kabupaten Sragen in the 2019/2020 academic year. The researcher conducted a correlation research. To collect the data the researcher held try-out and test. After collecting the data, the researcher analyzed the data using validity and reliability test. The calculating of the collected data shows that the coefficient of the correlation between students' motivation (X) and vocabulary mastery (Y) was 0,130 with the level significant 5% for degree of freedom (df) = 26 was 0,388 and the level significant 1% for degree of freedom (df) =26 was 0,496 which Ho = $r_{xy} < r_{table}$, it means r observation (r_{xy}) was lowest than r_{table} and it was concluded that the Null Hypothesis was accepted, there was a negative of significant correlation between students' motivation (X) and vocabulary mastery(Y) was rejected. Therefore, the alternative hypothesis was rejected. It can be concluded that there is negative correlation between students' motivation and vocabulary mastery at the tenth grade students of SMA N 1 Tangen Kabupaten Sragen in the 2019/2020 academic year.

Keyword: Correlation Study, Students' Motivation. Vocabulary Mastery. Quantitative.

INTRODUCTION

Motivation is very important to stimulate learners to learn vocabulary eagerly and plays an important role for supporting learners' learning. It is in line by Odera (2011:283) state that motivation is an important aspect of teaching and learning. According Slavin (in Fitriana, 2012) says that students with high motivation are more likely to learn something. If the students does not have motivation to learn English, the students will not study well. If unmotivated students face the difficulty in learning they will stop learning. Meanwhile, motivated students will be curious to learn and force themselves to learn more. According to Fitriana et al (2012:3) state that motivation can be known from their effort and their willing in doing the activities of studying or learning. In learning English, the students should have high motivation to make the learning process easier. According to Purwanti (2019:80) stated that motivation affect the

success of students in learning a language. The success of learning depends on the level of students' motivation. According to Kirimi (2013:2) state that motivation is aroused by a specific behaviour and satisfaction is that the product of that behaviour. The students with high motivation have higher vocabulary mastery than those who do not have. It means that motivation has an role in learning vocabulary.

Learning vocabulary is closely related to the learners' motivation. Vocabulary is an essential element of language is needed to be learned. According to Devi (2012:1) state that vocabulary is the foundation to summarize the importance of vocabulary languages, which plays a basic role in learning. According to Umar (in Kainta, 2020) state that through vocabulary, we are able to create some sentences, perceive the passage and additionally categorical our ideas effectively and efficiently. The learners use vocabulary to convey their point of view when they speak or write something. As stated by Ramadhani (2019:21) every language has vocabulary or words that compose a language. As we all know that words are important to communicatio n vocabulary plays an important role in an English language, even vocabulary is assumed as the key all of the English skills. It is in line with Alqahtani (2015:21) who states that being the key language teaching, vocabulary plays an important role in English learning. According to Cahyono et al (2008:3) the importance of vocabulary and vocabulary mastery, however, is not sufficient to trigger the practice of ELT to give a greater emphasis on vocabulary teaching and vocabulary learning since it was found that the vocabulary teaching and learning seems to be neglected in learning English in Indonesian context.

It can conclude that, when the students have high motivation, they can increase their vocabulary and when the students have low motivation, they cannot increase their vocabulary. Therefore, this research is intended to find out if there is a significant correlation between students' motivation and vocabulary mastery. The context is specially designed for the tenth grade students of SMA N 1 Tangen Kabupaten Sragen.

RESEARCH METHOD

The population of this research was the tenth grade of students of SMA N 1 Tangen Kabupaten Sragen in the 2019/2020 academic year. The X MIPA 1 class was used to try out and test. The class was chosen randomly as the sample of this research by using random sampling technique. Motivation questionnaire and

vocabulary mastery test were used to collect the data. Motivation questionnaire was used as the tool to measure the students' motivation. The questionnaire with range of 1 – 5 which consisted of 30 questions. Furthermore, vocabulary test was distributed to the students in order to show how far the students mastered vocabulary. The students' vocabulary mastery used multiple choices. It is multiple choices with four options (a, b, c, and d) with one correct answer and three distracters which consisted of 30 items. Last, the data were analysed by using Pearson Product Moment. The formula is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

(Arikunto, 2010:213) Where:

r_{xy}= the coefficient correlation between X and Y

X = Item score

Y = Total score

N = the total of students

RESULT

The researcher presents the finding about the correlation between students' motivation and vocabulary mastery. Based on the data gathered, the researcher drew the findings as follows;

1. Students' Motivation

The highest score of the test is 89 and the lowest score is 84, the median is 87, the mean is 87 and standard deviation is 2,2.

Table 1

The frequency of students' motivation

No	Class Interval	Frequency	Cumulative
1.	84	3	28
2.	85	6	25
3.	86	4	19
4.	87	6	15
5.	88	4	9
6.	89	5	5
Total		28	

Based on the table above, it concluded that, students who got the score 84 are 3 students. the next shows the students who got the score 85 are 6 students. The third shows the students who got the score 86 are 4 students. the fourth who got the score 87 are 6 students. The fifth who got the score 88 are 4 students. and the last the students who got the score 89 are 5 students.

2. Vocabulary Mastery

The data of vocabulary mastery were collected by using test. The highest score of the test is 97 and the lowest score is 80, the median is 90, the mean is 90 and standard deviation is 4,08.

Table 2

The Frequency Distribution of Vocabulary Mastery (Y)

No	Class Interval	Frequency	Cumulative
1.	80 – 82	1	28
2.	83 – 86	3	27
3.	87 – 89	6	24
4.	90 – 92	7	18
5.	93 – 95	10	11
6.	96 – 97	1	1
Total		28	

Based on above it concluded that, students who got the score 80 – 82 are 1 students. the next shows the students who got the score 83 – 85 are 3 students. The third shows the students who got the score 86 – 88 are 6 students. the fourth who got the score 89 - 91 are 7 students. The fifth who got the score 92 – 94 are 10 students. and the last the students who got the score 95 - 97 are 1 students.

The result of the data analysis of students' motivation and vocabulary mastery had almost the same mean score. Students' motivation had mean score 87. The vocabulary mastery had mean score 90. The computation of the data of students' motivation and vocabulary mastery, the result showed that r_{xy} is 0,130 and df = 26, the significant level is 5% and t_{table} is 0,374. Because r_{xy} is lower than r_{table}, so it can be conclude that, there is no significant between students' motivation and vocabulary mastery. It can be conclude that, there is negative correlation between students' motivation and vocabulary mastery.

RESULT DISCUSSION
1. Students' Motivation

From the research, it found that the highest score from the variable was 89 the student who had the higer score in students' motivation of questionaire test that is given. From the five indicators (Presistence, Participation, Cooperative, Interest, Discipline) about

students' motivation given. The students answered the statement well. Meanwhile, the lowest score from this variable was 84.

In the previous research, according to Rosalina (2015:37) state that there is no correlation between motivation and students' English learning achievement because the score is very weak. If the teacher increase the students' motivation or the student aware about the important role of motivation, the result will be better. The other previous research from Fadillah (2014:97) state that the lower the motivation, the higher the result and also the lower motivation does not influence the result.

From the data of the test we can know that the mean of the students' motivation is 87. So, it means the students' motivation is level enough. It can be concluded that the students of SMA N 1 Tangen Kabupaten Sragen in the 2019/2020 Academic Year, especially at tenth grade students have enough mastery.

2. Vocabulary Mastery

From the result of the research, it found that the highest score from the variable was 97. The students that higher scores in vocabulary mastery of the question multiple choices test that given. From the eight indicators they are antonym, definition, hyponym, spelling, synonym, completing picture with correct word understanding the meaning of unfamiliar word and completing sentence. The students answered the question well. Meanwhile, the lowest score from this variable was 80.

In the previous research from Hadiyanti (2015:12) state that vocabulary mastery and students' learning motivation does not influence students' reading ability. The other previous research from Fakhruddin (2013:58) state that there was not relationship between vocabulary, strategy and students motivation.

From the data of the test we can know that the mean of the vocabulary matery is 90. So, it means the vocabulary mastery is high level. It can be concluded that the students of SMA N 1 Tangen Kabupaten Sragen in the 2019/2020 Academic Year, especially at tenth grade students have high mastery.

Based on the research analysis it can show that the result of vocabulary mastery

was higher than students' motivation, it can be caused that vocabulary mastery was not only influenced by motivation. It was proved by the result of the computation of r_{xy} using Pearson Product Moment correlation, which r_{xy} was was lowest than r_{table} for the level significant 1% for n = 28 students was 0,478 and the level of significant 5% for n = 28 students was 0,374.

CONCLUSION

This research involved two variables; there are students motivation and vocabulary mastery. Student motivation as independent variable, and vocabulary mastery as dependent variable. From the research it can be conclude that, students' motivation of the tenth grade students in SMA N 1 Tangen Kabupaten Sragen is level enough. It based on the highest score is 89, the lowest score is 84,and the mean is 87. In the other side, the vocabulary mastery of the tenth grade students in SMA N 1 Tangen Kabupaten Sragen is level enough. It based on, the highest score is 97, the lowest score is 80, and the mean score is 90. After finishing the research, it can be concluded that there is no correlation between students' motivation and students' vocabulary mastery at the tenth grade student of SMA N 1 Tangen Kabupaten Sragen in the 2019/2020 Academic Year with rxy 0,130.

According to the explanation, the researcher concluded that students' motivation and vocabulary mastery at the tenth grade student of SMA N 1 Tangen Kabupaten Sragen in the 2019/2020 Academic Year has the negative significant correlation. It means increased student motivation is not followed by increased the vocabulary mastery.

SUGGESTION

Based on the explanation above, the researcher would like to give some suggestion intended to give some suggestions related to English teaching learning as well as the future studies:

1. For the teacher

   Teacher should give motivation for their students to learn English. So the students have the spirit in learning.

2. For the students

   The students should have the motivation in learning more, because it is the first stage to know the knowledge. First students can begin for loving the English language, then the students.

3. For the researcher

   To other researchers, the other researcher should have more innovation in doing the similar research so the result can deeply achieve contributions for education.

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