

A Correlation Between Students' Motivation in Learning English and Vocabulary Mastery

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ABSTRACT

This study aims to analyze the form of correlation between students' motivation in learning English and vocabulary mastery at the eighth grade students of SMP N 7 Surakarta in the 2022/2023 academic year. The researcher used the quantitative method. The research gave a questionnaire consisting of 30 items and vocabulary test to gather the data. The finding of this study indicated that there is a positive correlation between students' motivation in learning English and vocabulary mastery. It is proven by the result of the calculation of $r_{xy} 0.556 > r_{table}$ in the significance 5% (0.361) and 1% (0.463). Then it could be concluded that the alternative hypothesis (H_a) is therefore deemed to be accepted and the null hypothesis (H_o) is rejected. In this research, it could be concluded that there is a positive correlation of the research between students' motivation in learning English and students' vocabulary mastery. That means the motivation in learning English has an impact, the better students' vocabulary mastery.

Key words: *Motivation in learning English, Vocabulary mastery, Correlation study*

ABSTRAK

Penelitian ini bertujuan untuk menganalisis bentuk korelasi antara motivasi siswa dalam belajar bahasa Inggris dan penguasaan kosa kata pada siswa kelas delapan SMP N 7 Surakarta tahun pelajaran 2022/2023. Penelitian menggunakan metode kuantitatif. Peneliti memberikan kuesioner yang terdiri dari 30 item dan tes kosa kata untuk mengumpulkan data. Hasil penelitian ini menunjukkan bahwa ada korelasi positif antara motivasi siswa dalam belajar bahasa Inggris dan penguasaan kosa kata. Hal ini dibuktikan dengan hasil perhitungan $r_{xy} 0,556 > r_{tabel}$ pada taraf signifikansi 5% (0,361) dan 1% (0,463). Maka dapat disimpulkan bahwa hipotesis alternatif (H_a) dianggap diterima dan hipotesis nol (H_o) ditolak. Dalam penelitian ini, dapat disimpulkan bahwa terdapat korelasi positif penelitian antara motivasi siswa dalam belajar bahasa Inggris dan penguasaan kosa kata siswa. Artinya, motivasi belajar bahasa Inggris berdampak pada penguasaan kosa kata siswa yang semakin baik.

Kata Kunci: *Motivasi Belajar Bahasa Inggris, Penguasaan kosa kata, Studi Korelasi*

INTRODUCTION

Motivation has been considered as one of crucial factor influencing the goals of learning. From the statement, the researcher assumed that students who have a high motivation can learn better and enthusiastic. According to Gardner, there are four important aspects of motivation; a goal, effortful, a desire to attain the goal, and favorable attitudes. It means that there are some aspects that affect motivation to reach learning goals. Motivation make the students have willingness to study, being well motivated. Consequently the students can reach the good achievement in English. In order to get a good achievement in English, students are expected to master four language skills there are speaking, writing, listening, and reading.

Meanwhile to master for language skills, students have to master the components of language first, such as: vocabulary, grammar, and pronunciation. In Indonesia curriculum, vocabulary also has a position as the basic for students to master English. It can be seen from English syllabus that place vocabulary in almost every subject of English material. For example, when the material is about reading, the lesson is not only about contents of the text but also about related to vocabulary. So, the reading material can not be separated from vocabulary because vocabulary is the basic material for all subjects in English lesson.

In this case, vocabulary is the most important factor to master language skills. According to Thornbury and Scott (2002: 13) without vocabulary, nothing can be conveyed; while without grammar very little can be conveyed. From this statement, it can be said that vocabulary is very essential in teaching learning English rather than grammar. The students with high motivation in learning English will better prepare themselves to engage the process of teaching learning in the classroom. Students with high motivation will prefer to read book to explore their vocabulary, ask many question to teacher, do exercise, and expose themselves to English language using trying to use their English skill to communicative with others. Likewise with learning motivation, if students do not have motivation in learning English then their vocabulary mastery will also be low. In this occasion the researcher used questionnaire to measure students' motivation. And to measure vocabulary mastery, the researcher used tests, the type of tests is multiple choice.

The aim of this study, titled “ A Correlation Study Between Students' Motivation in Learning English and Vocabulary Mastery at the Eighth Grade Students of SMP N 7 Surakarta In the 2022/2023 Academic Year”, aimed to as certain whether any motivation in learning English and vocabulary mastery are correlated.

RESEARCH METHOD

Research Participants

The research could be concluded in SMP N 7 Surakarta at Nusukan, Surakarta, Central Java. This research used correlation method in quantitative design. The population of this research was students of eighth grade students of SMP N 7 Surakarta in 2022/2023 academic year. From the total number of eighth grade students of SMP N 7 Surakarta. The researcher took class VIII H, 30 students as sample of the test. The researcher applies the probability sampling that is simple random sampling technique. The researcher used a lottery technique to take the sample, because the sample has same chance to be chosen. According to Sugiyono (2021: 149) it is said to be simple because the taking of sample members from the population is done randomly without regard to the strata in that population.

Data Collection Method

This research used in quantitative research with correlational method, where the data are collected and done through statistical analysis. According to Gay L. R and Peter (1992: 71), correlation research attempted to determine whether, and to what degree, the correlation exists between two or more variables. They are usually obtained from questionnaires, test, checklist, and other formal paper and pencil instruments. To complete the data and determined the correlation of students' motivation in learning English and vocabulary mastery, the researcher used the questionnaire and test vocabulary. The instrument used in data collection is a questionnaire about the motivation. The test and questionnaire consists of 30 items.

Data Analysis

As explained in the data analysis technique, the questionnaire in this study had 30 statements. The questionnaire was assessed with (Sugiyono:2021) Guttman scale rating. This rating scale has two options, namely: Yes (Ya) or No (Tidak). The data of vocabulary mastery were collected by using test, the type of form is a multiple choice test. This test, the researcher used a score of 1 if the answer is correctly, and score of 0 if the answer incorrectly. The data is calculated using the formula = number of student score, multiplied by 10 and then divided by 3 to find final scores.

RESULT AND DISCUSSION

Students' Motivation in Learning English

The researcher obtained data from the questionnaire in this study had 30 statements. The questionnaire was assessed with (Sugiyono: 2021) Guttman scale rating. This rating scale has two options, namely: Yes (Ya) or No (Tidak). Questionnaire results described in a table,

Table 1
The Data of Motivation (X)

Score	Frequency	Percentage
16-30	1	3%
31-44	0	0%
45-58	0	0%
59-72	6	20%
73-86	10	34%
87-100	13	43%
Total	30	100%

From the motivation data table above is divided into several groups of scores, it could be seen from table above that the students who get lowest score are 16 - 30 as many 1 student with percentage of 3%, and get score are 31 - 44 as many 0 students with percentage of 0%, then get score are 45 - 58 as many 0 students with percentage 0%, the next students with a score 59-72 as 6 students with a percentage 20%, then of students with a score 73 - 86 as many 10 students with a percentage 34% this score is already higher that the average other students, and the acquisition of the highest score has a score of 87 - 100 as many as 13 students with a percentage of 43%.

Students' Vocabulary Mastery

Students' vocabulary mastery as a dependent variable. The researcher used 30 items to measure vocabulary mastery for test. The data of vocabulary mastery were collected by using test, the type of form is a multiple choice test. This test, the researcher used a score of 1 if the answer is correctly, and score of 0 if the answer incorrectly. Vocabulary test discribed in a table,

Table 2
The Data of Vocabulary Mastery (Y)

Score	Frequency	Percentage
36-45	2	7%
46-56	4	13%
57-67	3	10%
68-78	5	17%
79-89	9	30%
90-100	7	23%
Total	30	100%

From the motivation data table above is divided into several groups of scores, could be seen from table above that the students who get lowest score are

36 - 45 as many 2 students with a percentage of 7% , then the score are 46 - 56 there are many 4 students with a percentage of 13%, and the score are 57 - 67 there are many 3 students with a percentage of 10%. The next students with a score 68 - 78 as 5 students with a percentage 17%. Then of students with a score 79 - 89 as a 9 students with a percentage 30% this score is already higher that the average other students, and the acquisition of the highest score has a score of 90 - 100 as many as 7 students with a percentage of 23%.

DISCUSSION

Students' Motivation in Learning English

After conducting and processing data, the researcher gets a recapitulation of data that could be analyzed and discussion from the data obtained. The data is processed using the calculation technique from to find final score with the formula for students' points divided by the maximum score and multiplied by 100, it could be concluded that the total score of 30 respondents is 2423. By applying for the SPSS program, it shows that the mean score of students' motivation outcomes is 81, the median is 83, the range 84, the minimum score for students' motivation is 16 and the maximum students' motivation is a 100.

Based on the statistical result obtained above, it is divided into categories of motivational scores. The first is low motivation and the second is high motivation. Students categorized with high motivation scores are under a score of 81, and students categorized with high motivation scores are a score above 81. Therefore, after looking at the table above, it is considered that the mode of students' motivation scores is 90. This means that most students have high learning motivation in vocabulary mastery. It could be concluded that from the average data, students have high motivation to vocabulary mastery, because only a few students got score bellow 81.

Students' Vocabulary Mastery

After conducting and processing data, the researcher gets a recapitulation of data that could be analyzed and discussion from the data obtained. The data is calculated using the formula = number of student score, multiplied by 10 and then divided by 3 to find final scores. It could be concluded that the total score of 30 respondents is 2.218.

By applying for the SPSS program, it shows that the mean score of students' outcomes is 74, the median is 80, the range 60, the minimum score for students' vocabulary mastery is 36 and the maximum students' vocabulary mastery is a 96.

A Correlation Study Between Students' Motivation in Learning English and Vocabulary Mastery

After obtaining the two data, the reseracher carried out the next step, which is to determine whether the two data on the motivation learning in English (X) and vocabulary mastery (Y) are correlating or not. The value of the students'

motivation and vocabulary mastery is related to Pearson's Product Moment formula with the calculation result $r_{xy} = 0.556$. After the researcher calculating the data using the Pearson's Product Moment correlation formula and looks for the r_{xy} result, the next researcher is to give an interpretation in r_{xy} . From the result of data analysis of students' motivation (X) and students' vocabulary mastery (Y), it can be seen that the correlation index between variable X and Y are 0.556.

Table 3
The Simple Interpretation of r_{xy}

"r" Product Moment	Interpratation
0.00 - 0.20	Very low
0.20 - 0.40	Weak
0.40 - 0.70	Medium
0.70 - 0.90	High
0.90 - 1.00	Very High

By looking at the result $r_{xy} = 0.556$, it could be seen at the interval 0.40 - 0.70 this shows the correlation in this study is at medium level. It could be concluded that there is a medium correlation between students' motivation and students' vocabulary mastery. After the researcher got the result from r_{xy} , the researcher continued to look t_{count} to determine the significance to the and obtained t_{count} was 3.167. Then to determine the t_{table} , the researcher needs to find Df (degree of freedom) and obatined $Df = 29$.

CONCLUSION

The study of two variables with the title the correlation study between students' motivation in learning English and vocabulary mastery. The purpose of this research is to find out is the significant relationship students' motivation and vocabulary mastery for the eighth grade of SMP N 7 Surakarta. The researcher could be concluded that:

1. The students' of motivation in learning English (X) result showed that the mean score of motivation in learning English was 81. Based on the interpretation the table, the level of students' motivation in learning English was categorized as very good.
2. The students' of vocabulary mastery (Y) result showed that the mean score of vocabulary mastery was 74. Based on the interpretation the table, the level of students' vocabulary mastery was categorized as high.
3. Based on the result of $r_{xy} = 0.556$ higher than r_{table} . It is knew that at the 5% significance level $r_{xy} : r_{table} = 0.556 > 0.361$ and at Degree of significant 1% $r_{xy} : r_{table} = 0.556 > 0.463$. Meaning in 5% and 1% significant, r_{xy} is greater than r_{table} . In other words, in degree 5% and 1% significance. So, it could be concluded that the coefficient correlation is significance. It means that the correlation between the students' motivation in learnig English and vocabulary mastery is significance.

4. Null hypothesis (Ho) is rejected and alternative hypothesis (Ha) which states is significance correlation between students' motivation in learning English and vocabulary mastery is accepted.

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