THE CORRELATION BETWEEN LEARNING MOTIVATION AND VOCABULARY MASTERY AT THE EIGHT GRADE OF SMPN 2 KAPONTORI

¹⁾Baharudin, ²⁾Suharja & ³⁾Sukmayani

^{1,2)}Dosen dan ³⁾Mahasiswa Pendidikan Bahasa Inggris FKIP Unidayan

ABSTRAK

Masalah utama penelitian ini adalah sejauh mana korelasi antara motivasi belajar dan penguasaan kosakata pada siswa kelas delapan SMPN 2 Kapontori pada Tahun Akademik 2018/2019?

Dalam penelitian ini, penulis menerapkan desain korelasional yang digunakan untuk menguji hubungan antara motivasi belajar siswa dan penguasaan kosakata. Subjek penelitian ini adalah 60 siswa SMP Negeri 2 Kapontori. Data penelitian dikumpulkan melalui angket dan tes penguasaan kosakata. Data dianalisis secara statistik.

Setelah menganalisis data, penulis menyimpulkan bahwa korelasi antara motivasi belajar siswa dan penguasaan kosakata adalah 0,460 yang signifikan pada tingkat probabilitas 0,000. Karena nilai probabilitas lebih rendah dari 0,05. Ini berarti bahwa H_0 ditolak dan H_a diterima. Dapat disimpulkan bahwa motivasi belajar siswa dan penguasaan kosakata menunjukkan korelasi yang signifikan. Hasil penelitian juga menunjukkan bahwa motivasi belajar siswa tinggi karena sebagian besar siswa berada dalam kategori tinggi. Perhitungan statistik skor rata-rata motivasi siswa adalah 140,85, dan standar deviasi adalah 12,46. Sementara penguasaan kosa kata siswa sedang karena sebagian besar siswa berada dalam kategori sedang, dengan skor rata-rata siswa adalah 60,08, dan standar deviasi 12,06. itu berarti semakin tinggi motivasi akan menghasilkan prestasi tinggi, sebaliknya semakin rendah motivasi siswa akan menghasilkan prestasi yang rendah.

Kata kunci: Motivasi belajar, penguasaan kosakata

INTRODUCTION

The success of the students' learning is influenced by many factors. Those factors come from either inside or outside the individual of learner, both related to linguistic factors or non-linguistic factors. Brown (1994) says that the successful of language learning is also influence by the extrinsic and intrinsic factors. The extrinsic factor include teachers, learnng material, classroom condition, and all socia cultural factors; while the intrinsic factor include all personality factors within a person such as

self esteem, inhibition, risk taking, anxiety, and motivation.

One of extrinsic factor is teacher. Some teachers are better than others at providing appropriate and effective learning experiences for the students in their classroom. These students will make faster progress. It clearlly explains why in situations where the teachers are interpersonally oriented, attentive, emphatic and they believe in the studentss, the students are extremely positive toward teaching. In essence, learning and teaching is a process of interaction or reciprocal

relationship between teachers and students in a lesson. Teachers as one component in the learning process are the holder of a very important role. The teacher is not just a matter transmitter of course, but more than that teacher can be said as a central learning. As a regulator at the same action in the learning process, the teacher who directs how the learning process was carried out. Therefore, teachers must be able to make the students feel happy and feel the need to learn the lesson material.

Teachers and pupils are two components that play a role education. Teachers provide subject matter and students who received the lesson, and the two became the object of the educational process. In performing its duties, the teacher would have to learn the material that will be taught as preparatory step for him, because in this case the teachers transfer their knowledge to the students. But the problem is, the system that how teachers can transfer their knowledge quickly and effectively which then can be made as a significant learning methods. Learning method is a method or system to develop learning in order to find the harmony in the continuity between students and teachers.

Another factor influences the success of English language learning is linguistic factors such as knowledge of vocabulary and knowledge of grammar. Foreign language comprehension is affected by vocabulary. The breadth of vocabulary knowledge usually is represented as vocabulary size, which refers to the numbers of words that foreign language learner know, rather than emphasizing on how well learners know given words. Vocabulary plays important role in

comprehending foreign language such as English. A learner could have all of language ability or skills, but be impeded in understanding a text that is made of vocabulary and other linguistic elements. Vocabulary is very important to support the development of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It means that vocabulary is a language element of human communication; vocabulary is also a tool to plan and solve the problem especially in communication.

Furthermore, the instrinct factor also play important role in learning. One of them is motivation. It is a fact that everybody needs to have mativation and a reason for action. Foreign language learners should offered the opportunity to be motivated and fulfill their learning orientation. Nunan (2003) argues that motivation and learning attitude are important predictors of achievement. While Slavin (2009) argues that students who are highly motivated to learn something are more likely that others to consciously plan their learning, to carry out a learning plan, and to retain the information they obtain.

Students with high motivation to learn English will better prepare themselves to engage the process of teaching and learning in the classroom. Teachers, parents or observer will be easy to recognize students with high motivation to learn and will also be easy to differ them with one with low motivationn. Students with high motivation will prefer to read more books and vocabularies, ask many questions to teachers, do the exercises, expose themselves to English language using, try to use their Englih skill to communicate with

others, or hapilly engage in the process of teaching and leaarning English. Meanwhile, students with low motivation usually have no strong will to engage in the process of teaching and learning English. They rarely pose questions even though they do not understand the subject. They will have to be forced by teaacher or parents to read the book, do the exercises, and or do the tasks from teacher. Students with low motivation usually assume English subject as a difficult subject to be learned.

The low or high motivation to leaern English finally infulenced the result of the learning. The higher motivation will result in high achievement, while the lower one will also result the lower achievement. It means that the high motivation has encouraged and supported students to put all of their effort to master English subject. It leads them to get better result in the test or examination. Intrinsically motivated students do much better in classroom activities. Because they are willing and eager to learn new vocabulary or new things. Their learning experience is more meaningful and they go deeper into the subject to fully understand it.

Based on the writer experience in observing the students, a failure to learn the average in dealing with a number of

students who do not have the urge to learn. So that the average value of subjects in English is very low. This is because the teacher in the learning process just uses the lecture method.

Motivation does not only make the students involved in academic activities. Motivation is also important in determining how much students will learn of a learning activity or the extent to absorb the information presented to them. Students are motivated to learn something will use higher cognitive processes in learning the material, so that students will absorb and precipitate the material better. Important task of the teacher is to plan how teachers support student motivation. For that as a teacher in addition to master the material is also expected to establish and implement the presentation of the material according to ability and readiness of the child, resulting in a optimal mastery of the material for students.

Based on the explanation above, the writers intends to study the correlation between learning motivation and vocabulary mastery. The formulation of the problem is: “Too what extent is the relationship between learning motivation and vocabulary mastery at the eight grade of SMPN 2 Kapontori in academic year 2018/2019?”

METHOD OF THE STUDY

Type of the Study

The type of this research is ex post facto with correlational design. Fraenkel et. al., (2000: 331) state that correlation research sometimes called associational research, the relationship among two or more variables are studied without any

attemp to influence them. It means the type of research to find out the strength of the relation of two or more variable based on the correlation coeffient. Johnson and Cristensen (2000) stated that there are three possible result of correlation study, as

follow: a positive correlation, a negative correlation and no correlation.

Instrument of the Research

Instrument of this study is the questionnaire and vocabulary test as follows:

- ***Questionnaire***

Questionnaire functioned to get the data about the students learning motivation. The type of questionnaire is closed-type questionnaire. The items of the questionnaire consists of 25 items. There are 13 items as positive statement and 12 items as negative statement. The items consist of six indicator of learning motivation. Those are the need for exploration, the need for manipulation, the need for activity, the need for simulation, the need for knowledge, and the need for ego enhancement.

The scoring of the questionnaire is based on the Likert Scale Rating. It is used to measure attitudes, opinions and perception of a person or group of events or social phenomena. The score range from 1 to 5, it can be seen in table below.

- ***Test***

The test function to get the data about the students vocabulary mastery. The test of vocabulary mastery is objective test in the form of multiple-choice type. The test consist of 25 items. There are four alternatives answer in each item, consisting of three distractors. The scoring system for the test is that if the students answer the item correctly, they will be scored 1 whereas if the students answer them incorrectly, they will be scored 0.

Procedure of Data Analysis

The test and the questionnaire are administered to 60 eighth grades students of SMPN 2 Kapontori, Buton Regency, Indonesia. The data of the students' responses about vocabulary mastery and the students' motivation to learn English which is gotten from test and questionnaire are analyzed statistically. The result of the test and questionnaire are interpreted, described and then discussed to get conclusion. The inferential analysis is used to test hypothesis of the research. In this research the hypothesis is examined by using Pearson Product Moment formula. The computation is used SPSS program version 22.0 for windows.

FINDING AND DISCUSSION

A. Finding

Data Description

In this study data description covered minimum score maximum score,

mean, median, mode and standard deviation. The summary of the description of students' learning motivation and vocabulary mastery were shown on Table 1.

Table 1. The Summary of Variables Description

Statistics			
		Motivation	Vocabulary
N	Valid	60	60
	Missing	0	0
Mean		140.85	60.88
Std. Error of Mean		1.608	1.557
Median		142.00	64.00
Mode		147	50
Std. Deviation		12.457	12.058
Variance		155.181	145.393
Range		54	65
Minimum		116	19
Maximum		170	84
Sum		8451	3653

a. Data Description of Students' Learning Motivation

The result of students' motivation questionnaire shows that the

highest score is 170 and the lowest score is 116, the mode is 147 and the median is 142. Based on the statistical calculation the mean score of the students is 140.85, and standard

Graph 1. Histogram of Students' Learning Motivation

Table 2. Score Category of Students' Learning Motivation

No.	Score	Category	Frequency	Percentage
1.	$X \geq \bar{x} + 1.SD$	Very high	7	11.67%
2.	$\bar{x} + 1.SD > X \geq \bar{x}$	High	26	43.33%
3.	$\bar{x} > X \geq \bar{x} - 1.SD$	Low	18	30%
4.	$X < \bar{x} - 1.SD$	Very low	9	15%
Total			60	100%

Table 2 shows that students' learning motivation are high (43.33%) with the most frequency 26. There are 9 students (15%) in the very low category. There are 30% in low category with 18 frequencies, and there are 11.67% in very high category with 7 frequencies. It can be concluded that the students' learning motivation are high because most of the students are in the high category.

b. Data Description of Students' Vocabulary Mastery

The result of students' vocabulary mastery test shows that the highest score is 84 and the lowest score is 19, the mode is 50 and the median is 64. Based on the statistical calculation the mean score of the students is 60.88, and standard deviation is 12.06. The detail information about the frequency distribution can be seen on graph 2 and Table 3 below.

Graph 2. Histogram of Vocabulary Mastery

Table 3. Score Category of Students' Vocabulary Mastery

Scoring range	Category	Frequency	Percentage
86-100	Very good	0	0%
71-85	Good	12	20%
56-70	Moderate	28	46.67%
≤ 55	Low	20	33.33%
Total		60	100%

Table 3 shows that students' vocabulary mastery test are moderate (46.67%) with the most frequency 28. There are 20 students (33.33%) in the low category. There are 20% in high category with 12 frequencies, and there are none (0%) of the students get very high category. It can be concluded that the students' vocabulary mastery are moderate because most of the students are in the low category.

Hypothesis Testing

In order to test the hypothesis it was used Product Moment correlation test. The result of the hypothesis testing might be observed in the following table.

Table 4. Correlations

		Motivation	Vocabulary
Motivation	Pearson Correlation	1	.460**
	Sig. (2-tailed)		.000
	N	60	60
Vocabulary	Pearson Correlation	.460**	1
	Sig. (2-tailed)	.000	
	N	60	60

**, Correlation is significant at the 0.01 level (2-tailed).

Based on the table 4, it might be observed that the correlation between students' learning motivation and vocabulary mastery is 0.460 which is significant at the probability level 0.000. Because probability value is lower than 0.05. It means that H_0 is rejected and H_a is accepted. It can be concluded that students' learning motivation and vocabulary mastery denote a significant correlation.

The coefficient of $r = 0.460$ indicates that the contribution of students' learning motivation to the students' vocabulary mastery is 46%. The summary of hypothesis testing can be seen table 5.

Table 5. The Summary of Hypothesis Testing

Variables	Students' Learning motivation	Vocabulary mastery	r	Sig.	Results
Mean	140.85	60.88	0.461	0.000	Sig or $p < \alpha$ H_1 =accepted
Standard deviation	12.46	12.06			

B. Discussion

The result of students' motivation questionnaire shows that the highest score is 170 and the lowest score is 116, the mode is 147 and the median is 142. Based on the statistical calculation the mean score of the students is 140.85, and standard deviation is 12.46. Based on the score category that students' learning motivation are high (43.33%) with the most frequency 26. It can be concluded that the students' learning motivation are high because most of the students are in the high category.

The result of students' vocabulary mastery test shows that the highest score is 84 and the lowest score is 19, the mode is 50 and the median is 64. Based on the statistical calculation the mean score of the students is 60.88, and standard deviation is 12.06. Based on the score category that students' vocabulary mastery test are moderate (46.67%) with the most frequency 28. It can be concluded that the students' vocabulary mastery are low because most of the students are in the low category.

The result of correlation analysis test shows that the correlation between students' learning motivation and vocabulary mastery is 0.460 which is significant at the probability level 0.000. Because probability value is lower than 0.05. It means that H_0 is rejected and H_a is accepted. It can be concluded that students'

learning motivation and vocabulary mastery denote a significant correlation.

The coefficient of $r = 0.460$ indicates that the contribution of students' learning motivation to the students' vocabulary mastery is 46%.

The low or high motivation to learn English finally influenced the result of the learning (Dornyei, 2001). The higher motivation will result in high achievement, while the lower one will also result the lower achievement. It means that the high motivation has encouraged and supported students to put all of their effort to master English subject. Nunan (2003) argues that motivation and learning attitude are important predictors of achievement. Students with high motivation to learn English will better prepare themselves to engage the process of teaching and learning in the classroom (Dornyei, 2001).

If the students' motivation is high, it will also influence their vocabulary mastery. Because when the students has enthusiasms and motivation in learning they will encounter many new vocabulary and phrases in their learning. As Guthrie and Wigfield in (Guthrie et al, 2006) reported that motivation is an important contributor to students' school achievement. So, the high and low of the students' motivation in learning would affect their linguistic acquisition such as vocabulary mastery.

CONCLUSION AND SUGGESTION

Based on the finding and discussion, the writer concluded that the correlation between students' learning motivation and vocabulary mastery is 0.460 which is significant at the probability level 0.000. Because probability value is lower than 0.05. It means that H_0 is rejected and H_a is

accepted. It can be concluded that students' learning motivation and vocabulary mastery denote a significant correlation.

The result of the research also indicated that the students' learning motivation is high because most of the students are in the high category. The

statistical calculation the mean score of the students motivation is 140.85, and standard deviation is 12.46. While the students' vocabulary mastery are moderate because most of the students are in the moderate category, with the mean score of the students is 60.88, and standard deviation is 12.06.

Based on the conclusion of the research, it was suggested that; Because the paramount importance of students' learning motivation, so the teacher are suggested to promote and cultivate the situation of learning to foster the students' learning motivation.

REFERENCES

- Brown, Douglas H. 2000. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. New York: Prentice Hall.
- Brown, H. Douglas. 2003. *Language Assessment-Principles and Classroom Practice*. London: Longman.
- Dornyei, Z. 2001. *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
- Dornyei, Z. & Ushioda, E. 2011. *Teaching and researching motivation*. (2nd ed.). London: Pearson Education Limited.
- Elliot et al. 2000. *Educational Psychology: Effective Teaching and Effective Learning (3rd ed)*. US: McGraw Hill.
- Fraenkel, J. R., & Wallen, N. E. 2000. *How to design and evaluate research in education (4th ed.)*. New York: McGraw-Hill.
- Hatch & Brown. 1995. *Vocabulary, Semantics, and Language Education*. England: Cambridge University Press.
- Harmer, Jeremy. 1991. *The Practice of English Language Teaching New Edition*. London: Longman Group Limited.
- Hiebert & Kamil. 2005. *Teaching and Learning Vocabulary*. London: Lawrence Erlbaum Associates, Inc.
- Hsiang-Yung, et.al. 2013. *The Relationship of Learning Motivation and Achievement in EFL*. Educational Research International Journal Vol. 2 No. 2 2013.
- Johnson, Burke & Christensen, Larry. 2000. *Educational Research*. Boston: Allyn&Bacon.
- Mardapi, D. 2008. *Teknik penyusunan instrument tes dan non tes*. Jokjakarta: Mitracendekia.
- Nunan, D. 2003. *Practical English Language Teaching*. Boston: McGraw Hill.
- Renandya, Willy A. 2015. *L2 Motivation: Whose responsibility is it?*. English Language Teaching, 27 (4), 177-189).
- Sardiman, A.M. 1992. *Interaksi dan Motivasi Belajar Mengajar*. Cet. IV; Jakarta: Rajawali Pers.
- Slavin, Robert E. 2009. *Educational Psychology: Theory and Practice*. New Jersey: Pearson Education, Inc.
- Thornbury, Scott. 2002. *How to Teach Vocabulary*. England: Pearson Education Limited.