THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND

VOCABULARY MASTERY IN ENGLISH LEARNING

AT GRADE VIIH OF SMPN 15 JAMBI CITY

A THESIS PROPOSAL

Submitted as a Partial Fulfillment of the Requirement for Degree of Sarjana

in English Education

By :

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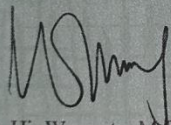Name : Meylisa Anggraini

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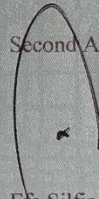
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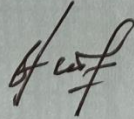
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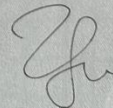Dra. Hj. Wennyta. M.Pd

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DECLARATION

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1. The thesis that I have written with the titleThe Correlation Between Students' Motivation and Vocabulary Mastery in English Learning at Grade VIIIH of SMP N 15 Jambi City, is original and has never been submitted for an academic degree either at Batanghari University or at any other tertiary institution.

2. This thesis is purely my own ideas, and formulation, without any unauthorized assistance from other parties, except for the direction of the Advisory Team.

3. I make this statement in truth, and if in the future there are irregularities and untruth in this statement, I am willing to accept academic sanctions in the form of revocation of the degree I obtained because of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

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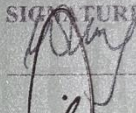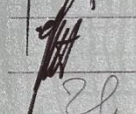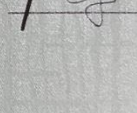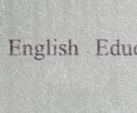
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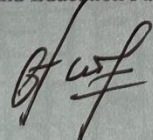
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MOTTO

We never know which effort will pay off and we will never know which

prayer will break the word Impossible

(Huang Renjun)

ABSTRACT

Anggraini,M.2022. The Correlation Between Students' Motivation and Vocabulary Mastery in English Learning at Grade VII H of SMP N 15 Jambi City. A Thesis, English Education Program Teacher Training Education Faculty Batanghari University Jambi. The First Advisor Dra. Hj. Wennyta, M.Pd. The Second Advisor Efa Silfia, M.Pd.

This research discusses about the correlation between students' motivation and vocabulary mastery in english learning at grade VII H SMP N 15 Jambi City. There are some problems of the students in this 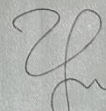research:1) Students have difficulty in learning English, because of the difference between writing and pronunciation 2) Students are lazy to carry a dictionary when teaching and learning English 3) Students have little vocabulary 4) Students find it difficult to understand new words. This is what causes researchers to be interested in conducting this study, with the aim of knowing whether there is a correlation between students' motivation and vocabulary mastery in English learning, to find out whether there is a correlation between students' motivation to learn English in grade VII H SMP N 15 Jambi City. In this study, researchers used quantitative research. The population in this study were all seventh grade students of SMP N 15 Jambi. Consists of 9 classes. The population of class VII is 266 students who are divided into classes. The researcher chose VIIH as a sample consisting of 29 students using purposive sampling method. The results of the study were concluded from the analysis of questionnaires and tests. The researcher found that the highest student motivation score was 78 points and the lowest score was 48 points. The average student motivation was 64.58, indicating the highest level of vocabulary mastery was 90, and the lowest level was 40. The average vocabulary mastery was 68.10. This can be obtained by using the product moment formula where the correlation coefficient of the rxy level is 0.437 and the r_{table} at the 5% significance level is 0.367. So, $t_{count} > r_{table}$ (0.437 > 0.367) and the alternative hypothesis (H1) is accepted. Thus, it can be said that there is a correlation between students' motivation and vocabulary mastery in English learning at grade VII H SMP N 15 Jambi City in the enough category.

Keywords: Correlation, Motivation, Vocabulary Mastery

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In the name Allah, the Beneficent and the Merciful. Praice to be Allah, Lord of the world who has blessed the researcher in completing this thesis entitled "The Correlation Between Students' Motivation and Vocabulary Mastery In Englih Learning at Grade VII H of SMP N 15 Jambi City".

This is one of requirements to get steata 1 (one) Degree of English Education Program Teachers Training and Educational Faculty Batanghari University Jambi.

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Jambi, September 2nd 2022
The Researcher

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DEDICATION

In the name of Allah, All Praise is to Allah, the lord of the universe, who has bestowed strength and health upon the researcher in finishing this thesis entitled, "The Correlation Between students' Motivation and Vocabulary Mastery In English Learning at Grade VII H of SMP N 15 Jambi City".

In completing this thesis, I would like to thank my beloved parents, for being my inspiration and gave me strength when I thought of giving up, who continually provide their moral, spiritual, love, and financial support. The first time I dedicate this thesis to my father, Tarmuji. Then I also dedicate this thesis to my mother, Nurbaiti and this thesis to my brother, Mustopa.

I would like to dedicate this thesis to the lecturers and staff at Batanghari University, especially at the Faculty of Teacher Training and Education, majoring in English Education. Thank you for educating and helping me while I was studying at Batanghari University.

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

English is the international language. English has an important role for communicate between citizens.It is used as a first or second language in many countries around the world. English is a foreign language in Indonesia. Furthermore, English is a required subject in elementary school, junior high school, senior high school, and even at the university level.The Indonesian curriculum emphasizes vocabulary as a prerequisite for students to master English. The English syllabus makes it clear that vocabulary is used in almost every subject of English material. For example, if the material is about reading, the lesson will cover both the text's content and vocabulary.

Vocabulary is the foundation upon which language is built, and students must be familiar with vocabulary in order to master the English language. Furthermore, mastery of vocabulary serves as the foundation for all students to master the four skills of listening, speaking, reading, and writing.The First, students must be familiar with the vocabulary to which they are exposed. It is impossible for them to comprehend what they hear if they do not know the vocabulary. They will have difficulty communicating with others because they do not understand and do not know how to respond.

Second, vocabulary is very important in speaking. It is preferable if the students have a good knowledge of vocabulary because they will need it when speaking. If they lack vocabulary, it will be difficult for them to construct sentences and clearly convey what they want to say. As a result, vocabulary plays an important role in both listening and speaking.

That after that, vocabulary is important when students read, and having a large vocabulary will help them comprehend the text. It will also make it easier for them to gain experience from other people as well as knowledge. It is impossible for them to obtain information or knowledge if they do not have a sufficient vocabulary. Because they do not understand every word in a text, the students will also read slowly.

Finally, students require a large vocabulary in order to write their ideas, construct a good sentence, and provide clear information. Students with a large vocabulary will be able to communicate their ideas. Vocabulary has a significant impact on all aspects of language learning. To summarize, vocabulary is essential in language learning.

In fact, studying vocabulary in junior high faculty isn't smooth. there are many problems of college students' vocabulary mastery in SMP N 15 Jambi City. it is primarily based on private interview and records from a teacher. From the interview with the trainer, researcher concludes that scholars' vocabulary mastery is low because of a few problems.

For students, English is a very foreign language. There are differences between the written term and the pronunciation. It implies that the students' pronunciation is poor. The result is that most students lack vocabulary because they are too lazy to bring dictionaries with them when learning and teaching English. Even the words surrounding them, there are still many that students cannot master. Lastly, even when the teacher speaks in English, the students cannot grasp what is being stated. The teacher's words are misunderstood by the students. It indicates that children find it challenging to comprehend new terms and that they lack a sufficient vocabulary.

The issues mentioned above are also caused by a few things. Students' motivation, intelligence, attitude, and interest, as well as their degree of achievement and learning style, all have an impact on their vocabulary mastery. A crucial component of the learning process is motivation. Mental encouragement used as an activator to get something done is called motivation. Students who are motivated take greater initiative while taking action. Students that lack motivation won't be successful in their academic endeavors. Because students who lack motivation lack interest in learning.

According to Slavin (2011:347) Motivation is divided into two parts, intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from students itself. Most of students of SMP N 15 Jambi City say they do not interest about English lesson. It means their intrinsic motivation is low. In addition, intrinsic motivation is better for students because if the students have intrinsic motivation, they will be easier and more enthusiasm in learning.

However, extrinsic motivation is caused by factors from outside or around the students. It can be from others like teachers, parents, friends, environment, etc. Most of students of SMP N 15 Jambi City also say sound of teacher is important. If teacher explain with high sound, it makes enthusiastic students.

Based on the explanations and problems experienced by the students above, the researchers are interested in conducting a research entitled "The Correlation Between Students' Motivation and Vocabulary Mastery In English Learning at Grade VII H of SMP N 15 Jambi City". It is hoped that the results of this study can be used by teachers and students in improving the teaching and learning process of English.

1.2   Limitation of the Research

Based on the identification of the problem above, this research limited the problems on two problems; they are English learning motivation and students' lack of vocabulary. The vocabulary will be focused on noun especially proper noun, common noun, countable noun, and uncountable noun about name of Indonesian food and drink, thing in the room, thing in the kitchen, fruit, animal and things.

1.3   Formulation of the Problem

Based on the background of the research above, it can be formulated as follows "Is there any correlation between students' motivation and vocabulary mastery in English learning at grade VII H of SMPN 15 Jambi City".

1.4   Purpose of the Research

The purpose of the research is to find out whether there is a correlation between students' motivation in learning English class VII H SMP N 15 Jambi City.

1.5   Significance of the Research

The advantages of this research are as follows:

1. For Teachers

English teacher can use this result as a feedback on teaching vocabulary and to motivate the students in learning English process. d. For the Reader The result from this research is expected will be a reference to do other relevant research.

2. For Students

The result of this research is expected to provide a reflection for the students so that their vocabulary mastery and their motivation in learning English improved and the students can increase their scores in English.

3. For Researchers

By doing the research, researcher hopes can get more information to know the correlation between students' motivation in learning English and their vocabulary mastery.

1.6 Definition of Key Terms

The following key terms are used to help readers share the same interpretation in understanding the research:

1. Students Motivation

According to Lepper, Greene, and Nisbett (1973) Student motivation is defined as a process where the learners' attention becomes focused on meeting their scholastic objectives and their energies are directed towards realizing their academic potential.

2. Vocabulary Mastery

According to John langan (1992:422), Mastery of vocabulary is one of the factors for mastering English as a foreign language. This means that students have the ability to understand and use words and meanings.

1.7 Basic Assumption

1. Motivation

Motivation is an internal drive that is realized to carry out children's learning activities in order to achieve a certain goal that results in changes in learning achievement. Motivation is not only a determinant of the occurrence of an action, but also determines the outcome of the action. Motivation will encourage to learn or do an act in earnest (diligently) and will also determine the results of the work.

2. Vocabulary

Vocabulary is important in language learning. It is the language center. Mastery of vocabulary helps students to understand both written and oral communication. Therefore, the main objective of most English teaching programs in Junior High Schools is to help students acquire a large vocabulary of useful words.

In learning vocabulary, young students have many difficulties to learn English vocabulary. One of them is remembering the vocabulary that is in their minds because it is a new language for them which is very different from the students' mother tongue. Young learners have to practice continuously and need an effective way to learn English vocabulary. They need something to make the vocabulary stored in their mind easily. By exploring vocabulary, it will help students to memorize vocabulary longer. The teacher has the greatest influence in the teaching process. Teachers need teaching media to help young learners remember and understand vocabulary. So it will be useful if it is done to improve students' vocabulary mastery and it is assumed to increase students' vocabulary mastery.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Definition of Motivation

In the teaching and learning process, motivation can be defined as the reason for the students to do something. Motivation has been defined by a number of experts. According to Alderman (2003), motivation can provide students with resources for developing aspiration, independent learning, goal achievement, and fostering resiliency in the face of setbacks. It means that motivation is necessary for students to support all of their activities during the learning process. As a result, students who are highly motivated to learn will have high levels of competence and will achieve their learning objectives.

In other words, Brophy (2004) defines student motivation as their willingness to participate in learning activities as well as their reasons for doing so. According to the statement, motivation is the type of internal drive to action and the reasons why people do what they do. As a result, motivation is required because students who are highly motivated will engage in the action of learning with zeal.

According to Bolduc (2000), the only thing that can prevent someone from succeeding is a lack of motivation. Therefore, motivation is very important. Giving motivation to students is process to support and push them to learn with goodspirit, so they can be success in learning English.

Based on the definition provided above, the researcher concludes that motivation is the energy that drives people to do anything, including learn English. Motivation is a key to success in learning English, and it is very important for both students and teachers in the teaching learning process. With motivation, we can easily achieve success in any task and get closer to our goal.

2.1.1 Kinds of Motivation

According to Harmer (2001), there are two types of motivation namely extrinsic motivation and intrinsic motivation which comes from outside and from inside. Those are stated as follows:

1. Extrinsic Motivation

The term extrinsic comes from the word outside. Extrinsic motivation refers to motivation that comes from outside of oneself or one's environment, such as a desire to receive gifts, praise, or avoid the law. This type of motivation does not always imply a lack of control over one's actions. Extrinsic motivation, according to Harmer, can be caused by a variety of external factors, such as the need to pass the exam, the promise of financial reward, or the prospect of future travel.

In other word Alderman interpret that "Extrinsic motivation occurs when students engage in activities for external reasons, such as praise, grades, special privileges, and certificates or material rewards". It means that the students will be highly motivated to study, learn better, and achieve learning goals when they want to get something else, for example reward, praise, grades, etc.

From some of the opinions above, it can be known that extrinsic motivation is a motivation that arises and functions because of the influence from outside one's self.

2. Intrinsic Motivation

Intrinsic motivation is behavior motivated by internal desires or from within oneself. In other words, this motivational behavior is a gift to ourselves. For example, a student reads books, because he wants to know the story of a character, not because of school assignments.

According to Santrock (2011) "intrinsic motivation involves the internal motivation to do something for its own sake". It can be assumed that the students who have intrinsic motivation will enjoy in teaching learning process and interest to study because they have desire to do it from inside themselves

In other words, Kember states that intrinsic motivation is normally interpreted as motivation through an interest in the learning task undertaken.It means that intrinsic motivation comes from inside that is through an interest in the learning task.

2.1.2 Function of Motivation in Learning

Motivation is one of influential factor in learning. Without motivation, the goal of learning is difficult to be reached. According to Brown, motivation is a factor high or low the goal of learning. It means that motivation is stimulus that influences the learning achievement.

The motivation function is a supporter or stimulus for student in learning English, so the goal of learning can be reached easily. High or low students' motivation in learning influences the success of learning itself. If students do not have any motivation, they will be lazy to learn because there is no any stimulus that drives them in learning. According to Sardiman, there are three functions of motivation:

1. Encourage people to act.

2. Motivation makes students creative and active.

3. Determining the direction of action, it toward the goal to be achieved.

It means that the function of motivation in learning is encourage students to act, creative and active in order to achieve learning goals.

From the explanation above, the researcher concludes that there are many function of motivation. Motivation gives students stimulus and encourage students to learn hardly so the goal of learning can be reached easily. Without motivation, the goal of learning is difficult to be reached.

2.1.3 Assesing Motivation

Assessing motivation is important for researchers and practitioners to know the level of students' motivation and how to optimize it. Motivation can be assessed in various ways. There are three kinds of methods for assessing motivation:

1. Direct observations

Direct observation is an underused and valuable method for collecting evaluation and information. It refers to behavioral instances of choice of tasks, effort, and persistence. Motivated students can be seen by the observation of students' persistence at tasks, the effort they expend to perform well and how willingly they engage in tasks.

2. Rating by others

Another method to assess motivation is done by observers (teachers, parents, researchers) to rate students' motivation. Rating by others is judgment by observers of students on characteristics indicative of motivation. One of the advantage of rating by other is observers may be more objective about students rather than students do it themselves because it is done by others.

3. Self-reports

Self-reports involve people's judgment and statements about themselves. The types of self-report instruments are questionnaires, interviews, stimulated recalls, think-louds and dialogues.

a) Questionnaires are consisted of a number of questions should be answered by respondents asking about their actions and beliefs.

b) An interview is a type of questionnaire in which the questions or point to discuss are presented by an interviewer and participants answer orally.

Stimulated recalls, recall of thoughts accompanying one's performances at various times.

c) Think-aloud refers to students' verbalizing aloud their thoughts, actions, and emotions while working on a task.

d) Dialogues are conversation between two or more persons.

From these statements, it can be known that there are various ways for the researcher to assessing motivation. In this case the researcher used self-reports especially questionnaires to assess motivation.

2.2 Definition of Vocabulary

According to Richards and Renandya (2002), vocabulary is a component of language proficiency and serves as the foundation for how people speak, listen, read, and write. It is reasonable to believe that the first thing students should learn in order to master English is vocabulary. People who lack vocabulary are unable to communicate, listen, read, or write effectively. It is one of the language components that must be mastered in order to achieve language goals.

Many experts have given definitions of vocabulary. According to Hornby, vocabulary is a list or a set of words with their meaning. According to Chartey (1997), vocabulary is important for everyone who learns the language, which is used in listening, speaking, writing, and reading besides grammar as stead. From the statements, it is clear that vocabulary is important to be mastered for students.

Moreover, according to David Nunan (2005:121) Vocabulary is the collection of words that an individual knows. Vocabulary can defined as the words we teach in the foreign language.

Based on the definition provided above, the researcher concludes that vocabulary is one of the most important components of language that focuses on the meaning of the word and serves as the foundation of English that must be learned first in order to master English. It will aid students in learning English as well as helping them improve their language proficiency. People who lack vocabulary are unable to communicate, listen, read, or write effectively.

2.2.1 Importance of Vocabulary

Vocabulary is an essential part in foreign language learning as the meaning of new words whether in books or in classrooms. It means that vocabulary is important for students. Students use vocabulary to understand the material, to make a sentence or to express opinions, thinking or ideas in their social communication whether in books or in classroom.

According to Gruber (2009), vocabulary is very important to reach the high score by saying, "Improving your vocabulary is essential if you want to get a high score". It means that to be success in learning goals and to get the high score in English students should master vocabulary.

The researcher concludes that vocabulary is very significant in learning English based on the expert's explanation above since vocabulary is one of the primary aspects that should be mastered before studying other language skills. For kids to master English, they must have a strong vocabulary. Vocabulary can help motivate students to get good English scores.

2.2.2 Kinds of Vocabulary

There are two kind of vocabulary. They are Passive/Receptive Vocabulary and Active/Productive Vocabulary. It means that the kindsof vocabulary are receptive and productive. Receptive is the passivevocabulary while productive is the active vocabulary. There are somewords in making sentences and the collections of words to make sentence include to the vocabulary because vocabulary is a collection of words.

In other word, Hiebert and Kamil say that knowledge of wordscomes in two forms, receptive that we can understand or recognize andproductive that is vocabulary we use when we write or speak. From this statement, it can be known that receptive vocabulary refers to students'ability to recognize a word and knowing the meaning while listening or reading, while productive vocabulary refers to students' ability to use aword in speaking or writing.

Based on the explanation above, the researcher concludes that thereare two kinds of vocabulary that can be categorized based on the divisionof the language skills. That is productive vocabulary and receptivevocabulary. Productive vocabulary is associated with the productive language skills including speaking and writing skills, whereas the receptive vocabulary is associated with the receptive skills that consist oflistening and reading. In this case, the researcher focuses on receptive vocabulary.

2.2.3 Type of Vocabulary

Vocabulary can be defined as all the words that a particular person knows and uses. Depending on its function in a sentence, any word can be classified as a part of speech. According to Thornbury stated that in terms of meaning, word divided into two groups. There are content words and grammatical words. In relation to that statement, Fromkin, Rodman, and Hyams classify words in a language into two categories, i.e. content and function words. Actions, objects, attributes, and ideas are examples of content words. It consists of a noun, verb, adjective, and adverb. Meanwhile, a function word is a word that has no clear concepts or meaning. associated with it and is only used in terms of grammatical function. It consists of a preposition (such as in, on), article (such as a/an, the), and pronoun (such as he, she, it).

From the statement above, it is clear that there are two types of words in terms of meaning. There are grammatical words and content words. Grammatical words or function words are generally prepositions, conjunctions, articles, and pronouns. Meanwhile, content words are usually a noun, verbs, adjective, and adverbs.

According to Thonbury in Harmer, there are two kinds of vocabulary as follows: receptive vocabulary and productive vocabulary.

1) Receptive vocabulary or passive vocabulary

Receptive vocabulary is the ability to understand what we hear and see when we listen to or read something. Someone does not need to know much about the receptive vocabulary because they rarely use it, and it is impossible

tomemorize all the vocabularies of a certain language, but they can understand the ideas of the utterance contextually rather than word for word.

So, receptive vocabulary or passive vocabulary needed for listening and reading context but do not use in speaking and writing.

2) Productive vocabulary or active vocabulary

Active ability that is used in speaking or writing is referred to as productive vocabulary. It entails knowing how to pronounce the word, how to write and spell it, and how to use it in proper grammatical patterns with other words. It implies that productive vocabulary is an active process because learners can generate words to express their thoughts to others.

Based on the explanation above, the researcher concluded that receptive vocabulary refers to the words we understand through reading and listening. Productive vocabulary refers to the words we use to communicate through writing and speaking. Vocabulary actually is asset of absolute way to which the language must be learned realized how important the vocabulary mastery.

2.2.4 Classification of Vocabulary

According to Murthy(2003) Vocabularies are classified into function and content of words.The classification of word intended into noun, verb, adjective, adverb, conjunction, pronoun, interjection, and preposition. In classification of the words are categorized as follows:

1. Noun

It is one of most important part of speech. It is arrangement with the verb helps to form the sentence core which is essential to every complete sentence. It could be the name of person, place, thing or idea. Example:

a) It is a magazine.

b) There is an umbrella

2. Verb

It is the word which expresses an action, condition or existence. Example:

a) Mr. Herman teaches mathematic.

b) The students play football.

3. Adjective

It is a word used to describe or quality nouns. Example:

a) Mr. Herman is clever.

b) This magazine is expensive.

4. Adverb

It is a word to modify a verb, an adjective or another adverb or word used to explain how, where, when and why an action. Example:

a) Mrs. Ayu is teaching in the classroom.

b) I go to campus

5. Conjunction

It is a word used to combine one word to another one, or one sentence to another one.

Example:

a) I called him before I go.

b) Irma and I go to the IAIN.

5. Pronoun

It is the word which can take the place of a noun.

Example:

a) They are my lecture.

b) He goes to office.

6. Interjection

It is a word put into a sentence to express a sudden feeling of mind or emotion.

Example:

a) Hurrah! I am the winner.

b) Oh my god, I can't believe it's real.

7. Preposition

It is a word used to explain the relation between two grammatical words or a word used with a noun or pronoun to show their relation with some other word in the sentence is known as a preposition.

Example:

a) He is angry with me.

b) I deposited my money in the bank.

Based on explanation above, the researcher will focus on noun.

1. Noun

A noun is a word that describes all we know, have, see, hear, taste, smell, or feel. A noun is a term that is used to name a person, place, or thing, as well as an idea or mental attribute. "Noun is one of the most crucial aspects of communication," Marcella Frank continues. It is an arrangement in which the verb aids in the formation of the sentence. Furthermore, it can be used as or as the head word in a variety of structures.It can be concluded that noun is one of the major form, or part of speech, it comprises words as shows similar grammatical behaviors.

1) Kinds of noun

Kinds of noun divided into four, they are:

a. Proper Noun

According to Martin Parrott (2010), Proper noun is words which begin with capital letters and are not at the beginning of sentences are often the names of people, place or institution.Proper noun also called proper names is nouns representing unique entities. Example: London, Indonesia, China, Medan, Laura, James, etc.

b. Common Noun

Common noun is noun which states in general cognition. In other word, common noun is names of things that we can see hear or touch. Example: car, table, book, radio, man, woman, mountain, sea, etc (Imam D. 1986)

c. Countable noun

Countable noun is thing we can count. Countable noun has a singular and plural form. Most plural forms of countable nouns end in –s.

Example:

a) Boy/boys.

b) Brother/ brothers

Some plural forms are irregular, such as:

a) Mouse/mice.

b) Woman/ women

Some countable nouns have the same form for both singular and plural, such as:

a) A sheep/nine sheep.

b) A TV/ three TV

d. Uncountable noun

Uncountable noun is thing we cannot count. They have no plural. Uncountable noun shows a part or a quantity of something like a piece of news, a liter of milk, a bottle of water and two bars of soap. Another example of countable noun is sand, gold, blood, sugar, water, air, oil, tea, salt milk, money, etc.

2.2.5 Teaching Vocabulary

There are some definitions of teaching. Hornby (1995) said that "teaching is process of giving knowledge to someone that will cause him to know or to be able to do something". Besides, Newton (1992) said that "teaching is skill for demands the ability attained from relevant theories and practice to assist the students expertly in learning so that they are able to gain linguistic and communicative competence in the target language".

From the definition above, the point, teaching is the process of giving knowledge to someone or students in learning so that they are able to know or to do something in the target language.

Gordon (1991) states that "teaching vocabulary should include" :

1) Materials that are motivating to the students

2) Sample exercise

3) Several strategies for unlocking the meaning of words

4) Ways of showing students how to remember what they have learned.

5) Carefully sequenced lessons that will give the students a sense of mastery and progress

6) Material that present words.

In addition, Saleh states that "a new vocabulary items can be presented by means of props, reality, pictures, demonstration, known words (circumlocution), or translation."

1. Using props

   The teacher can present a new word by means of classroom objects such as duster, dustbin, chalk, etc. The teacher shows the object, like; this is a duster. Then he can present another classroom object in the same way.

2. Using pictures

   The teacher can introduce words that cannot be taught by props or reality through pictures, such as airplane, boat, kinds of animal, etc. the reason is that it is quiet impossible for the teacher to bring the reality into the classroom. However the pictures must be clear and big enough for whole class to see.

3. Using demonstrations

   The teacher can make us demonstration to present action verb or some adjectives.

4. Using known words

   Known words refer to words that the learner have known or been familiar with. Some new words can be taught by using these known words. There are four parts of using known words:

   a) Synonyms and antonyms out of context

      - A synonym of often is frequently.

      - The opposite of sweet is sour.

   b) Synonyms and antonyms in sentence context

      This part is using the new words in sentences that contain a synonym and antonym, for example;

      - Randy is worn out. Anisa is also tired.

- Susan is lazy but her sister Disti is industrious. She works all the time.

c) WCategories

A tiger is an animal, a bear is an animal, a lion is an animal, and an ant is also animal. What are some other examples of animal?

d) Definitions and paraphrases

Definitions refer to the meaning stated by means of statement of an idea in other way, for instance, a butcher is a person who sells meat or a carpenter is a person who makes furniture.

From statements above, the teacher can use known words as material in applying matching game. The teacher can take synonym and antonym out of context that is presented in the class.

2.3 Previous Studies

Previous research is very important for researchers as a guide in conducting this research. There are several references related to this research.

The first study entitled The Relationship between Motivation to Learn English and Vocabulary Mastery in Class VII SMP N 8 Padangsidimpuan. This research was conducted by Desi Maharani Harahap, IAIN Padangsidimpuan 2018. The purpose of this study was to determine whether the motivation to learn English has a significant relationship to their vocabulary mastery. In this study, this study used a correlational research design with quantitative methods. In this study, the researchers found that the students' low motivation in learning English made it difficult for students to understand English vocabulary. \

Second, thedifficulty faced by students in mastering vocabulary is the lack of motivation to learn so they feel lazy and lack curiosity. Finally, the difficulty faced by students in mastering vocabulary is the low concentration of students based on the observations of researchers, students do not focus on teaching and learning activities. This student concentration is important to gather information and teacher explanations about the material taught in class.

The last research entitled The Relationship of Learning Motivation with Vocabulary Mastery and Reading CompetenceOf The Second Grade Students Of SMP Negeri 4 Surakarta in The Academic Year 2011-2012. This research was conducted by Frida Nur Fitriana (2012), Faculty of Teacher Training and Education, Sebelas Maret University, Surakarta. This study aims to determine whether there is a relationship between learning motivation and vocabulary mastery simultaneously with reading competence. The data of this research were collected by using a questionnaire to collect data about students' learning motivation and tests to collect data about students' vocabulary mastery and reading competence. The data were then analyzed using simple correlation and multiple linear regression. The results showed that (1) there was a significant positive relationship between learning motivation and reading competence ($ry1 = 0.735 > r$ table $= 0.206$); (2) There is a significant positive relationship between vocabulary mastery and reading competence ($0.710 > 0,206$; (3) There is a significant positive relationship between learning motivation and vocabulary mastery simultaneously with reading competence (Observation $91,931 > F$ table 3.11).

Based on the description above it can be seen clearly that motivation have relation with all subject like vocabulary mastery, reading and speaking. The researcher hoped motivation has the high relationship to the student vocabulary mastery and could complete the previous research. So, that researcher did a research about "The Correlation between Students' Motivation and Vocabulary Mastery in English Learning at Grade VII H SMP N 15 Jambi City".

2.4 Hypothesis

Based on above explanation the researcher formulated the hypothesis as follow:

1. Null Hypothesis (H_0)

   "There is no correlation between students' motivation and vocabulary mastery in english learningat grade VII H of SMP N 15 Jambi City

2. Alternative Hypothesis (H_1)

   "There is correlation between students' motivation and vocabulary mastery in english learning at grade VII H of SMP N 15 Jambi City

2.5 Conceptual Framework

Figure 1

Conceptual framework

```
            ┌─────────────────────────────┐
            │   Students' Problem in      │
            │        Vocabulary           │
            └─────────────────────────────┘
                          │
                          ▼
            ┌─────────────────────────────┐
            │    Students Motivation      │
            │       in Mastery            │
            │     Vocabulary in           │
            │    Learning English         │
            └─────────────────────────────┘
                          │
                          ▼
        ┌─────────────────────────────────────┐
        │  The Correlation between Students'  │
        │  Motivation in Vocabulary Mastery in│
        │        Learning English             │
        └─────────────────────────────────────┘
                          │
                          ▼
            ┌─────────────────────────────┐
            │         Test and            │
            │       Questionnaire         │
            └─────────────────────────────┘
                          │
                          ▼
            ┌─────────────────────────────┐
            │          Analysis           │
            └─────────────────────────────┘
                          │
                          ▼
            ┌─────────────────────────────┐
            │           Result            │
            └─────────────────────────────┘
```
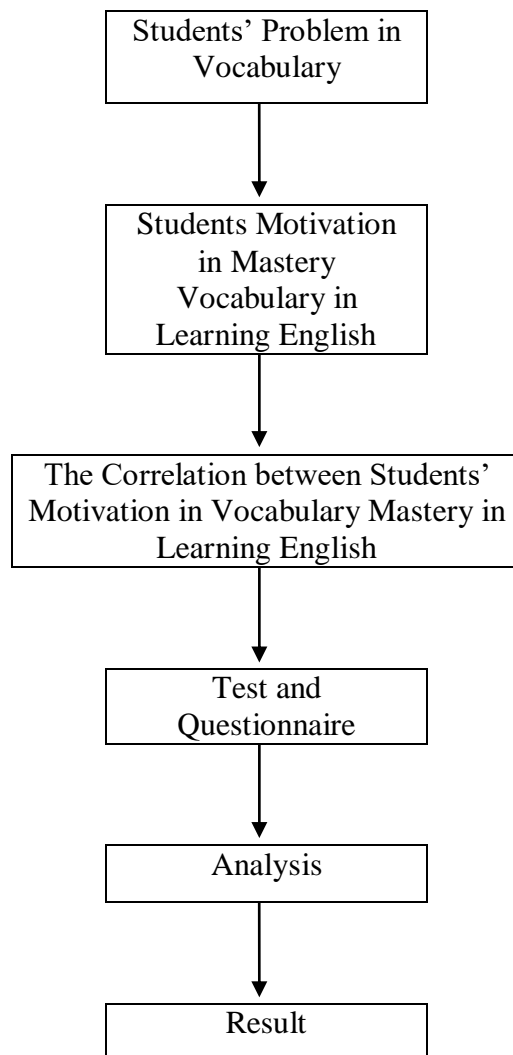
From the description of the conceptual framework above, researchers can use this understanding to build research. During teaching practice, the researcher found problems faced by students at school such as lack of knowledge of English and lack of vocabulary mastery. so that students have difficulty in speaking English and other English skills. In this case, it really needs motivation to master vocabulary in learning English, because there is a relationship between students' motivation in mastering vocabulary in learning English.

First, the researcher will distribute the test. Second, after the test is complete, the researcher will give a questionnaire. Third, after students complete the test and questionnaire, the researcher will see the results of the student's answers, and the researcher will analyze the answers. In the end, the researcher found a relationship between students' motivation in mastering vocabulary in learning English.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research design is the overall plan for connecting the conceptual research problems to the partinent and achievable empirical research. It is an inquiry which provides specific direction for procedures in a research (Creswell, 2014). there are three research design namely quantitative, qualitative, and mixed method research.

In this research, the researcher uses quantitative research. According to Babbie (2010) quantitative research method emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaire, and survey, or by manipulating pre-existing statistical data using computational techniques.

According to Gay (1992:71) said that "correlation research attempted to determine whether, and to what degree, the correlation exists between two or more variables. So, the researcher concluded that the data collected and analyzed by used statistical analysis to get the real results.

The design of this research is descriptive quantitative, where the researcher presents the data in numerical and descriptive form. Descriptive quantitative is used in this study because the data obtained by the researcher is based on quantitative data, then the researcher explains the result of the data in descriptive form.

Based on previous chapter, the researcher wants to describe a correlation between the X and Y variables, X variables is Students' Motivation (independent variables) and Y variables is Vocabulary Mastery(dependent variables).

3.2 Population and Sample

3.2.1 Population of the Reseach

According to Sudjana (2010:6), the population is the totality of all possible values, results that are calculated or measured, quantitative or qualitative regarding certain characteristics of all members of a complete and clear group who want to study their properties.The population of this research was all of students VII grade at SMP N 15 Jambi in academic year 2021/2022. There consist of 9 classes. The population of class VII grade is 266 students who are divided into the classes.

Table 1.

Population of the Research

No	Class	Population
1.	VII A	32
2.	VII B	30
3.	VII C	30
4.	VII D	29
5.	VII E	29
6.	VII F	29
7.	VII G	29
8.	VII H	29
9.	VII I	29
	Total	**266**

Source : Administration of SMP N 15 Jambi

3.2.2 Sample of the Research

According to Johnson & Christensen (2008), the sample is a set of items drawn from a larger population. While, Nana Sudjana and Ibrahim (2004: 85), the sample is part of the population that can be reached and has the same characteristics as the population from which the sample was taken.

In this research, the sample will be taked from one class of SMP N 15 Jambi City. The researcher chose VIIH as the sample which consists of 29 students used by purposive sampling method. A purposive sampling is a non-probobility sample that is selected based on characteristics of the population and the objective of study (Crossman, A, 2020).

In this research, the researcher chose to use purposive sampling becausesampling is done by non-probobility sampling (Purposive Sampling) where the sample is selected among the population in accordance with what the researcher wants, so that the sample can represent the desired population characteristics.

Table 2.
Sample of the Research

No	Class	Students		Total
		MALE	FEMALE	
1.	VII H	12	17	29

Source : Administration of SMP N 15 Jambi

3.3   Research Variable

According to Kerlinger (2006: 49), a variable is a construct or trait to be studied which has a highly variable value. Kerlinger also mentions that a variable is a symbol which he put any value or number. This research has two kinds of variables.The variable isindependent variable is Students' Motivation (X). While the dependent variable is Vocabulary Mastery (Y). The figure for the two variables in following:

Table 3.

Independent & Dependent Variable

Independent Variable (X) :	Dependent Variable (Y) :
Students' Motivation	Vocabulary Mastery

3.4   Instrument of the Research

Research instrument is a tool to collect research data. Research used tests and questionnaires to obtain data. Test and questionnaires are carried out directly at the school. After the test and questionnaires have been completed, the research can collect all available data.

1.   Test

Johnson & Christensen (2014:315) states that Tests are commonly used in quantitative research to measure attitudes, personality, self-perceptions, aptitude, and performance of research participants. Perhaps the most common type of test is the standardized test, which is developed by psychometricians and usually includes psychometric information on reliability.

So for this research, the researcher adapted the test from Desi Maharani Harahap (2008) by taking the same test that had the same idea and choosing the theme of the test itself. Then it is used to get information about students' vocabulary mastery in learning English.To get the data vocabulary mastery of students, researcher used test. The test is 20 items in multiple choice forms.

a. Validity Test

Validity is accuracy between the data that occurs in the object of research. Thus, valid data is "not different" with the data reported by the researcher and the data that actually occurs in the object of research. Bungin (2005:117).

b. Reliability Test

The reliability of the measuring instrument is the accuracy of the measuring instrument against what is measured even though it is done many times Bungin(2005:96). A reliable instrument is an instrument which , when used several times to measure the same object , will produce the same data.

The validity and reliability of this study are valid and reliable because the vocabulary test used in this study were adopted from the thesis written by Desi Maharani Harahap with the title "The Correlation Between English Learning Motivation and Vocabulary Mastery At Grade VII SMP N 8 PadangSidimpuan". Meanwile for the questionnaire of students' motivation is adapted from thesis written by Kasmirah with the title " A Descriptive Study on The Students' Motivation in Learning English At SMA Muhammadiyah 9 Makassar in Academic Year 2017/2018".

2. Questionnaire

Questionnaire is a technique of collecting data by delivering or distributing questionnaires to respondents in the hope that they will respond to the questionnaire.According to Sugiyono (2014), the questionnaire is a technique collecting data by means of researchers providing a list of questions or written statement to be answered by the respondent. In this research, the researcher distributed the questionnaires directly.

Questionnaire is information about a particular issue of interest. The questionnaire used to get information about English learning motivation in Vocabulary Mastery. So, for this research, the researcher adapted the questionnaire from Kasmirah (2018) by taking the same questions which have the same idea and choose the theme from the questions by ownself. The questions itself consists of positive and negative influences. The item consisted of 20 items. It was collected the information about intrinsic motivation and ekstrinsik motivation. In this item, students were ask to answer the question by choosing four categories S (Strongly Agree), A(Agree), D (Disagree), And SD (Strongly Disagree) Likert Scale (Nurakhira:2014). Each students were assigned the questionnaire based on their opinion and feeling.

Table 4.

The Distributor of Questionnaires Score

Answer	Score	
	Positive	Negative
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

(Adopted from : Likert Scale in Nurakhira: 2010)

3.5 Technique of Data Collection

In collection the data, rhe researcher used test and questionnaire.

1. Test

In the first week, the researcher gave a test to the students as many as 20 multiple choice questions. then the researcher took back the results of students' answers to be corrected.

Table 5.

Indicators of Vocabulary Mastery

No	Indicator	Sub Indicator	Number of Test	Items	Score	Total Score
1	Students are able to identify proper noun	Name of Indonesian food	4,19	2	5	10
2	Students are able to identify common noun	Thing in the room	1,5,6,7,8,9, 13	7	5	35
3	Students are able to identify countable noun	Thing in the room, a fruit and an animal	2,3,10,11,12, 14,15	7	5	35
4	Students are able to identify uncountable noun	Thing in the kitchen	16,17,18,20	4	5	20
Total				20	20	100

Source : Test adapted from Desi Maharani Harahap (2008)

2. Questionnaire

In the second week the researcher conducted a questionnaire to the students and then took back the results of the students' answers to find out whether there was a relationship between students' motivation to learn English.In determining students score the writer used closed questionnaire in which the respondents ticked the available responses given by the writer.

The researcher distributed the questionnaire to the students by giving a check in the questionnaire based on their opinion and feeling using positive statement. After the students had completed answering the questions, students submitted the questionnaires to the researcher.

Table 6.

Indicators of Students' Motivation

No	Indicators	Sub Indicators	Number	Item
1	Intrinsic Motivation	1. Desire want to success 2. Willing 3. Interest	4,11,20 1,7,16,17,19 2,3,8,10,14,15,18	15
2	Extrinsic Motivation	1. Teacher 2. Parents 3. Environment	12 13 5,9,10	5
	Total		20	20

Source :Questionnaire adapted from Kasmirah (2018)

3.6   Technique of Data Analysis

According Moleong (2002:103) explain that data analysis is the process of arranging data sequences, organizing them into patterns, categories, and basic units of description.

In quantitative research, data processing includes the coding, and tabulation stages :

1. Coding

Coding is the provision of codes for each data that belongs to the same category. Code is a sign made in the form of number of letters that provide clues or identity on an information or data to be analyzed.

2. Tabulation Stage

Data tabulation is a data processing process that is carried out by entering data into tables. The result of this data tabulation can be used as an illustration of the research result, because the data obtained from the field have been arranged and summarized in tables that are easy to understand.

The data analysis that the researcher do for the test & questionnaires is using descriptive analysis method using this formula :

1. To find out the score of the students in answering the test used the following formula:

$$X = \frac{A}{N} \times 100$$

Description:

A = Correct Answers

N = Total Question

To rate students' motivation, the researcher used the criteria as follows:

Table 7.

No	Interval	Predicate
1.	81-100	Very High
2.	61-80	High
3.	41-60	Enough
4.	21-40	Low
5.	0-20	Very Low

(Depdikbud in Nurleni 2012:30)

2. To obtain the result of the reearch, reearcher use the correlation formula by Pearson Product Moment Correlation Formula, Which is:

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

Where:

r_{xy} = The Correlation Coefficient Between Vocabulary Mastery and Students' Motivation

X = The Students Score of Vocabulary Mastery

Y = The Students Score of Students' Motivation

$\sum$X = The scores of Vocabulary Mastery Score

$\sum$Y = The scores of Student' Motivation Score

$\sum$X^2 = The Sum of Squares of Vocabulary Mastery Score

$\sum$Y^2 = The Sum of Squares of Students' Motivation Score

$(\sum$X$)^2$ = The Squares of The Sum of Vocabulary Mastery Scores

$(\sum$Y$)^2$ = The Squares of The Sum of Students' Motivation Scores

∑$_{XY}$= Total Number of Vocabulary Mastery Score and Students' Motivation Score

N   = Total of sample

The result should been appropriated with interpretation to the index of product moment of correlation.The interpretation of result could be seen in the following table:

Table 8.
Description of the Correlation Level

Coefficient of Correlation "r"	Criteria
0.00- 0.20	Very low correlation
0.20-0.40	Low correlation
0.40- 0.70	Enough correlation
0.70-0.90	High correlation
0.90- 1.00	Very high correlation

(Source: Anas Sudjiono in book Pengantar Statistik Pendidikan)

CHAPTER IV

FINDING AND DISCUSSION

4.1   Finding

As mentioned in the chapter before, the sampel was taken 1 class of VII H Grade Students at SMP N 15 Jambi City. The class was consist of 29 students that analyzed that score to determine if there was a Correlation Between Students' Motivation and Vocabulary Mastery in English Learning at Grade VII H of MP N 15 Jambi City. The findings were concluding from the analysis of questionnaire and test.

4.1.1 The Result of Students' Motivation

The score of students motivation (variable X) by using 20 item questionnaire. To determine student motivation to learn english, the questionnaire consist of two indicators: intrinsic and extrinsic motivation. The result of students motivation can be seen in the appendix 2. The following is a list of values obtained from the student answer sheet questionnaire data in the table below.

Table 9.
Results of Students' Motivation in English Learning (X)

Students Number	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Value
1	15	5	0	0	75
2	8	8	4	0	64
3	4	10	6	0	58
4	9	9	2	0	67
5	15	5	0	0	75
6	0	13	7	0	53
7	6	7	7	0	59
8	6	14	0	0	66
9	7	11	2	0	65
10	0	13	7	0	53
11	7	9	4	0	63
12	8	11	1	0	67
13	15	4	1	0	74
14	8	12	0	0	68
15	9	8	3	0	66
16	6	7	5	2	57
17	11	7	2	0	69
18	18	2	0	0	78
19	10	10	0	0	70
20	10	9	1	0	69
21	10	2	8	0	62
22	0	8	12	0	48
23	7	9	4	0	63
24	3	11	6	0	57
25	5	9	6	0	59
26	12	6	1	1	69
27	6	13	1	0	65
28	15	2	3	0	72
29	11	0	9	0	62
Total	**241**	**234**	**102**	**3**	**1873 ($\sum X$)**

The next step was to find out the average of students' motivation (X) by using the data above, as follow:

$$Mean\ X = \frac{\sum X}{N}$$

$$= \frac{1873}{29}$$

$$= 64,58$$

The data are presented in table 10 below:

Table 10.

Distribution of Students' Motivation

No	Category	Interval	Frequency	Percentages %
1	Very High	81-100	16	55%
2	High	61-80	12	41%
3	Enough	41-60	1	3%
4	Low	21-40	0	0%
5	Very Low	0-20	0	0%
Total			29	100%
Highest score = 97,5 or categories Very High				
Lower Score = 60 or categories Enough				
Mean score = 64,58 or categories High				

From the data above, the researcher found that the very hight student motivation score was 97,5 points and the lowest score was 60 points. The mean of students motivation is 64,58 categoties is high. There are 16 students' or 55%

got very high category, 12 students or 41% have high category, and 1 students or 3% have enough.

The next step was to use this data to find the class and spacing. The formula is:

a. Interval Total (K)

K   = 1 + 3,3 log n

     = 1 + 3,3 log 29

     = 1 + 3,3 (1,462398)

     = 1 + 4,8259143

     = 5,82591

     = 6

b. Range (R)

R   = H − L

     = 78 − 48

     = 30

Where R = range

     H = the high score

     L = the lowest score

c. Interval Class (i)

$$i = \frac{R}{K}$$

$$i = \frac{30}{6}$$

$$i = 5$$

4.1.2 The Result of Vocabulary Mastery

The score of vocabulary mastery (variable Y) by using 20 item test. The result of vocabulary mastery can be seen appendix 4.

Table 11.

Results of Vocabulary Mastery (Y)

Code Rsp.	Score	Code Rsp.	Score
1	70	16	75
2	65	17	80
3	60	18	90
4	70	19	75
5	65	20	65
6	60	21	40
7	75	22	60
8	55	23	70
9	65	24	60
10	60	25	80
11	50	26	90
12	70	27	60
13	85	28	70
14	70	29	75
15	65	Total ∑Y	1975

The next step was finding the average and the same formula as the variable X.

$$Mean\ Y = \frac{\sum Y}{N}$$

$$= \frac{1975}{29}$$

$$= 68{,}10$$

The data are presented in table 12 below:

Table 12.

Distribution of Vocabulary Mastery

No	Category	Interval	Frequency	Percentages %
1	Excellent	81-100	3	10%
2	Good	61-80	17	59%
3	Fair	41-60	8	28%
4	Poor	21-40	1	3%
5	Fail	0-20	0	0%
Total			29	100%
Highest score = 90 or categories Excellent				
Lower Score = 40 or categories Poor				
Mean score = 68,10 or categories Good				

Based on the table above, shows the highest level of vocabulary mastery is 90 categories as excellent, and the lower level is 40 categories as poor. The mean of vocabulary mastery is 68,10 categories is good. There are 3 students or 10% got to excellent category, 17 students or 59% got good category, 8 students or 28% got fair, 1 students or 3% got poor category.

The next step was to use this data to find the class and spacing. The formula is:

a. Interval Total (K)

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 29$$

$$= 1 + 3,3 (1,462398)$$

$$= 1 + 4,8259143$$

$$= 6$$

b. Range (R)

R = H – L

  = 90 – 40

  = 50

Where R = range

  H = the high score

  L = the lowest score

c. Interval Class (i)

$$i = \frac{R}{K}$$

$$i = \frac{50}{6}$$

$$i = 8,3$$

4.1.3 The Correlation of students motivation and vocabulary mastery

The purpose of hypothesis analysis to determine there was the correlation between students' motivation and vocabulary mastery in english learning. Data on motivation (X) and vocabulary mastery (Y) to read descriptive text are included in the following analysis table.

Table 13.

Correlation Coefficient Table of Students Motivation and Vocabulary Mastery in English Learning.

Code Rsp.	X	Y	X2	Y2	XY
1	75	70	5625	4900	5250
2	64	65	4096	4225	4160
3	58	60	3364	3600	3480
4	67	70	4489	4900	4690
5	75	65	5625	4225	4875
6	53	60	2809	3600	3180
7	59	75	3481	5625	4425
8	66	55	4356	3025	3630
9	65	65	4225	4225	4225
10	53	60	2809	3600	3180
11	63	50	3969	2500	3150
12	67	70	4489	4900	4690
13	74	85	5476	7225	6290
14	68	70	4624	4900	4760
15	66	65	4356	4225	4290
16	57	75	3249	5625	4275
17	69	80	4761	6400	5520
18	78	90	6084	8100	7020
19	70	75	4900	5625	5250
20	69	65	4761	4225	4485
21	62	40	3844	1600	2480
22	48	60	2304	3600	2880
23	63	70	3969	4900	4410
24	57	60	3249	3600	3420
25	59	80	3481	6400	4720
26	69	90	4761	8100	6210
27	65	60	4225	3600	3900
28	72	70	5184	4900	5040
29	62	75	3844	5625	4650
Total	**1873**	**1975**	**122409**	**137975**	**128535**

After got the data of students motivation and vocabulary mastery. The next step are calculed the data by using person product moment. The data are describe in the appendix.From appendix that consist of six rows :

N = 29 $\sum Y$ = 1975

$\sum X$ = 1873 $\sum Y^2$ = 137975

$\sum X^2$ = 122409 $\sum XY$ = 128535

The formula can be seen as bellow:

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

$$r_{xy} = \frac{29.128535 - (1873)(1975)}{\sqrt{\{29 \times 122409 - (1873)^2\}\{29 \times 137975 - (1975)^2\}}}$$

$$r_{xy} = \frac{3727515 - 3699175}{\sqrt{\{3549861 - 3508129\}\{4001275 - 3900625\}}}$$

$$r_{xy} = \frac{28340}{\sqrt{\{41732\}\{100650\}}}$$

$$r_{xy} = \frac{28340}{\sqrt{42003258}}$$

$$r_{xy} = \frac{28340}{6480,99205}$$

$$= 0,437$$

Based on the above calculation, the calculating product moment has gotten correlation coefficients rxy= 0,437 was lower than rtable = 0,367 on significant level 5% and significant level 1% = 0,470. The hypothesis (H0) was rejected namely rcount > rtable(0.437 > 0.367). The result showed that there was a significant correlation between English learning motivation and vocabulary mastery at grade VII H SMP N 15 Jambi City in enough category.

The value of rxy was consulted with Person's product moment table (rtable) df 27 and significant level 5% and 1%. If rxy > rtable it meant that there was a positive correlation, and the hypothesis could accepted. And if rxy <rtable it meant that there was not a positive correlation, and the hypothesis could be rejected.

Df = N – 2

    = 29 – 2

    = 27

From the calculated peron's Product moment correlation above, the writer got the result from rxy = 0,437 the category is (0,40-0,70). According to simple interpretation above, we noticed that the correlation of X variable and Y variable is enough.

Considered the table below:

Table 14.

Interpretation of Product Moment Score

Coefficient of Correlation "r"	Criteria
0.00- 0.20	Very low correlation
0.20-0.40	Low correlation
0.40- 0.70	Enough correlation
0.70-0.90	High correlation
0.90- 1.00	Very high correlation

(Source: Anas Sudjiono in book Pengantar Statistik Pendidikan)

4.1.4 The Hypothesis Test

After knowing the correlation of students' motivation and vocabulary mastery and the tasted the significance of the contribution by using formula of t test.The formulation can be seen as follow:

$$t_{count} = r\sqrt{\frac{n-2}{1-r^2}}$$

$$t_{count} = 0{,}437\sqrt{\frac{29-2}{1-0{,}437^2}}$$

$$t_{count} = 0{,}437\sqrt{\frac{27}{1-0{,}0{,}190969}}$$

$$t_{count} = 0{,}437\sqrt{\frac{27}{0{,}809031}}$$

$$t_{count} = 0{,}437\sqrt{33{,}373}$$

$$t_{count} = 0{,}437 \text{ x } 5{,}776$$

$$= 2{,}521$$

Based on the calculation above, the researcher found that $t_{count} = 2,521$ and $df = N-2 = 29-2 = 27$ and t_{table} on significant level 5 % = 2,052 and significant level 1 % = 2,771. So, $t_{count} > r_{table}$ (2,521 > 2,052). It mean that there was a correlation between two variables that it was said that the validity of the contribution of variable X to variable Y and (H_1) is accepted.

4.2   Discussions

In this part, researcher want to discuss and interpret the result of their researcher. This research analyzed about the correlation between students' motivation and vocabulary mastery in english learning. To be able tp calculate data, researchers need to take data at school. Researcher used questionnaire and tests to obtain data. The questionnaire used is a closed questionnaire and the test used is multiple choice. And the method the researcher took in this research by using quantitative method, with sample in this research are the student of VII H SMP N 15 Jambi City, which chose by using purposive sampling .

Based on the data from the research , the researcher find that students ' motivation at VII H SMP N 15 Jambi is very high. It can be see from the students ' lowest score in the students motivation is 60 and the highest score is 97,5 and the mean score is 64,58(see table 10). The next is the result of vocabulary mastery in english learning, students ' lowest score in the vocabulary mastery is 40 and the highest score is 95 and the mean is 68,10(see table 12).

After finding the score from variable of this research, This research used pearson product moment correlation to determine the correlation of students motivation and vocabulary mastery in english learning. Based on the result of correlation by using pearson product moment correlation, the research get correlation coefficient of students motivation and vocabulary mastery is 0,437. If it is interpreted to the degree of relationship among variable in Arikunto, the correlation can be categorized enough correlation because the value of ' rs ' is between 0.40-0.70. It showed that there is a positive correlation between variable X and variable Y. Then, the result tested the significance of the contribution by using formula t test. It prove that tcount is 2,521 and rtable is 2,052 because tcount > rtable or 2,521 > 2,052. It shown that there is any significant correlation of students motivation and vocabulary mastery.

Based on comparatives above, the research show that there is no significant correlation. The result of the correlation is proven by Dalyono (2010 ; 55) which is said everyone in studying should pay attention to some factors influencing learning result , both directly an indirectly . They could be divided into two kinds . They are internal and external factors .

The researcher conclusion based on hypothesis H_1 : " There is correlation between students' motivation and vocabulary mastery in english learning at grade VII H of SMP N 15 Jambi City ". That can be drawn conclusion is that high and low students intrinsic motivation cannot influenced by vocabulary mastery , it can be seen because there is correlation between Students' Motivation and Vocabulary Mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1   Conclusion

After getting the result of research data, the research came to describe the data as follows:

1. The students' motivation at grade VII H students of SMP N 15 Jambi Citywas "high" by getting mean score was 64,58.

2. The students' vocabulary mastery at grade VII H students of SMP N 15 Jambi Citywas "good" by getting mean score was 68,10.

3. Based on the result of data analysis, there is no correlation between students' motivation and vocabulary mastery at grade VII H SMP N 15 Jambi City in the very low category.It can be gotten by using the calculating of product moment formula where coefficient correlation level $rxy = 0,437$ and r_{table} on significant level 5% was 0,367. So, $t_{count} < r_{table}$ (2,521 > 2,052). Then, on calculating the hypothesis testing has gotten $t_{count} = 2,521$ with df = N-2 = (29-2 = 27) and the alternative hypothesis (H_1) is accepted.

5.2 Suggestion

The researcher has some suggestions as follows:

1. The headmaster of SMP N 15 Jambi City was hoped to support the English teachers to teach well and provide facilities involves with learning English.

2. The English teacher should give a positive stimulus to increase students learning motivation.

3. Parents and environment were hoped giving regular support to the students to grow up their motivation.

3. The researcher hopes that the others researchers who want to conduct a research related to this research to find the others factor that influence of vocabulary mastery. In order to motivate readers more critics and consider whatever they read.

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APPENDIX I

QUESTIONNAIRE
THE CORRELATION OF STUDENT'S MOTIVATION IN LEARNING WITH VOCABULARY MASTERY

A. Pengantar

1. Angket ini diberikan kepada siswa hanya bertujuan untuk mendapatkan informasi dari siswa sesuai penelitian tentang (**The Correlation between Students' Motivation and Vocabulary Mastery in English Learning at Grade VII H SMP N 15 Jambi City**).

2. Informasi yang diperoleh dari anda sangat berguna bagi peneliti untuk menganilisis tentang motivasi belajar siswa

3. Participasi anda memberikan informasi sangat kami harapkan.

B. Petunjuk Pengisian

1. Baca dan pahamilah setiap pernyataan dengan baik

2. Pertimbangkan jawaban yang paling sesuai dengan keadaan anda, dan pilihlah satu jawaban yang paling sesuai dengan keadaan anda, lalu berikan tanda "Cek" (√) pada kolom yang tersedia

Keterangan Pilihan Jawaban:

S : Sangat Setuju

A : Setuju

D : Tidak Setuju

SD : Sangat Tidak Setuju

No	Questions	S	A	D	SD
1.	If there is free time, I repeat again English lessons at home. *Jika ada waktu luang, saya mengulangi kembali pelajaran bahasa Inggris di rumah.*				
2.	I like listening to English songs. *Saya suka mendengarkan lagu bahasa Inggris.*				
3.	I like to sing English songs. *Saya suka menyanyikan lagu-lagu bahasa Inggris.*				
4.	I always increase my English vocabulary. *Saya selalu menambah kosakata bahasa Inggris saya.*				
5.	I always pay attention to friends whofluent in english. *Saya selalu memperhatikan teman yanglancar berbicara bahasa inggris.*				
6.	I always increase my English vocabulary. *Saya selalu menambah kosakata bahasa Inggris saya.*				
7.	When I'm at home, I diligently memorize new vocabulary every week. *Ketika saya di rumah, saya rajin menghafal kosakata baru setiap minggu*				
8.	I learned English because I enjoy it. *Saya belajar bahasa Inggris karena sayaMenikmatinya.*				
9.	I really enjoy speaking the languageenglish inclass *Saya sangat menikmati berbicara bahasainggris dalam kelas.*				

No	Questions	S	A	D	SD
10.	I study English because it's something I've always wanted to do. *Saya belajar bahasa Inggris karena merupakan sesuatu yang selalu ingin saya lakukan.*				
11.	The things I learned for me in learning English will be useful. *Hal-hal yang saya pelajari dalampembelajaran bahasa inggris akanbermanfaat bagi saya.*				
12.	I focus on paying attention if the teacher explaining the material. *Saya fokus memperhatikan jika guru sedang menjelaskan materi.*				
13.	My parents remind me to study English every day *Orangtua saya mengingatkan saya untuk belajar bahasa inggris setiap hari.*				
14.	I am very happy to read sentences in English. *Saya sangat senang membaca kalimat dalam bahasa Inggris.*				
15.	My curiosity about new English words is very high. *Rasa ingin tahu saya terhadap kata baru bahasa Inggris sangat tinggi.*				
16.	I repeat the pronunciation of the new English. *Saya ulangi pengucapan kosakata bahasa Inggris yang baru.*				
17.	Without being asked I took notes of important things while the lesson was in progress. *Tanpa disuruh saya mencatat hal-hal yang penting disaat pelajaran sedangberlangsung.*				
18.	I focus on paying attention when the teacher is explaining the material. *Saya fokus memperhatikan jika guru sedang menjelaskan materi.*				
19.	I am motivated to bring an English dictionary to every English lesson. *Saya termotivasi untuk membawa kamus bahasa inggris pada setiap pelajaran bahasa inggris.*				
20.	I want to learn English because I believe English will be useful in the future. *Saya ingin belajar bahasa Inggris karena saya yakin bahasa Inggris akan bermanfaat ke depannya.*				

APPENDIX II

QUESTIONNAIRE RESULT OF LEARNING MOTIVATION

No	Nama	Item Jawaban																				Skor	Nilai	Category
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
1	A. Kurnia Ramadhan	3	3	3	4	4	4	4	4	4	4	4	4	4	3	4	3	4	4	4	4	75	93,75	Very High
2	Adhelia Zahra	3	2	3	2	4	2	2	4	4	3	4	4	3	3	3	3	3	4	4	4	64	80	High
3	Amel Lia Sapitri	3	2	2	2	4	3	3	3	4	3	4	4	3	3	3	2	2	3	3	2	58	72,5	High
4	Andrea Gifari	4	3	3	3	2	4	4	4	3	3	4	4	3	3	2	3	4	4	3	4	67	83,75	Very High
5	Andreans Zuventaro	3	4	3	4	4	3	4	4	3	4	4	4	4	4	4	4	4	4	3	4	75	93,75	Very High
6	Asyifa Atricia	3	3	2	2	3	2	2	3	3	3	3	3	3	3	2	2	2	3	3	3	53	66,25	High
7	Berli Kurniawan	3	4	4	2	2	3	2	2	2	3	3	4	2	3	2	4	4	3	3	4	59	73,75	High
8	Billa Tansyah	4	3	3	3	3	3	3	4	3	3	4	4	3	3	3	3	4	4	3	3	66	82,5	Very High
9	Dewi Madiana	4	3	2	3	3	3	2	3	3	3	4	4	3	3	3	3	4	4	4	4	65	81,25	Very High
10	Ervino Pranata	3	3	2	3	3	3	3	2	3	2	3	3	2	3	2	2	2	3	3	3	53	66,25	High
11	Fari Hardiansyah	3	4	2	2	4	2	3	4	4	3	3	4	3	3	4	3	2	4	3	3	63	78,75	High

No	Name																					Total	%	Category
12	Grecia Stevamy Zega	3	4	2	3	4	3	3	3	4	3	4	3	3	3	4	3	3	4	4	4	67	83,75	Very High
13	Irma Okta Viani Mala	3	4	3	3	4	3	4	4	4	4	4	4	2	4	4	4	4	4	4	4	74	92,5	Very High
14	Jelita Dwiani	4	3	3	3	3	3	4	4	3	3	4	4	3	4	3	3	3	4	3	4	68	85	Very High
15	Jeriko Alfadriy	3	2	2	3	4	2	3	4	3	4	4	4	3	4	3	3	3	4	4	4	66	82,5	Very High
16	Kalika Putri Oktavia	4	1	1	3	4	2	2	2	3	3	3	4	2	3	2	3	4	4	3	4	57	71,25	High
17	Kayla Eka Putri	4	4	4	4	3	3	4	4	2	4	3	4	2	3	3	3	4	4	4	3	69	86,25	Very High
18	Kresentia Isidora Peo	4	4	4	4	3	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	78	97,5	Very High
19	Misniyah	3	4	3	4	3	3	4	3	4	4	3	4	3	3	4	3	3	4	4	4	70	87,5	Very High
20	M. Fikran Julian	3	4	2	4	4	3	3	3	3	3	3	4	3	4	3	4	4	4	4	4	69	86,25	Very High
21	Nabila Syafira	4	4	2	2	4	3	2	4	2	2	4	4	4	2	2	2	4	3	4	4	62	77,5	High
22	Nadia Lailah Putri	3	2	2	3	2	2	2	2	3	3	2	3	2	2	3	2	3	3	2	2	48	60	Enough
23	Rahmad Dwi Aditya Putra	4	4	2	3	2	3	2	3	3	3	3	4	2	4	3	3	4	4	3	4	63	78,75	High
24	Raihan Artha Muliya	3	3	2	3	2	3	2	3	2	2	3	4	3	3	3	3	2	4	4	3	57	71,25	High

No	Name																					Total	%	Category
25	Ria Dibrianatalia Sitompul	4	3	2	4	2	3	3	3	2	2	4	3	3	2	3	3	2	3	4	4	59	73,75	High
26	Rivael Juliano Simbolon	4	3	1	3	4	3	4	4	2	4	4	4	3	4	3	3	4	4	4	4	69	86,25	Very High
27	Sandi Pratama	3	4	2	4	4	3	3	3	3	3	4	3	3	4	3	3	3	3	4	3	65	81,25	Very High
28	Sifa Adelia	4	2	2	3	4	4	4	4	2	4	4	4	4	3	4	4	4	4	4	4	72	90	Very High
29	Syalwa Amelia Syukur	4	2	2	4	2	2	4	2	2	4	4	4	2	4	2	4	2	4	4	4	62	77,5	High

APPENDIX III

TEST VOCABULARY

A. Introduction

1. The test is used to find out the students abilities in vocabulary mastery. So, do yourself

2. Your answer will not influence your position in this school.

3. Your answer will be kept for its confidence.

B. Guideline

1. Read carefully

2. If you have a question, ask the researcher

3. Choose the correct answer

4. Time is given for 15 minutes only

1. Call the _ _ _ _ to help patient to go to the hospital
    a. Police office   c. Ambulance
    b. Post office   d. Clinic
2. My mother is watching _ _ _ _ now
    a. A TV   c. A newspaper
    b. A magazine   d. A radio
3. My mother always remind me to brush my _ _ _ _ before sleeping
    a. Foot   c. Shoes

    b. Teeth   d. Dress
4. _ _ _ _ is a kind of Indonesian food
    a. Pizza   c. Fried rice

    b. Sushi   d. Kebab
5. I am so sorry, all _ _ _ _ in this restaurant have been booked
    a. Rooms   c. Pools
    b. Chairs   d. Tables
6. I need _ _ _ _ to write a letter
    a. Money   c. Book

    b. Paper   d. Wallet
7. Will you and your sister go to the _ _ _ _ to watch a football match?
    a. Hospital   c. Stadion
    b. Cinema   d. Theater
8. I do not know the _ _ _ _ to buy some books
    a. House   c. Clinic
    b. Studio   d. Place
9. _ _ _ is the place to borrow some books at school
    a. Canteen   c. Library
    b. Classroom   d. Teacher office

10. My mother has _ _ _ _ in her kitchen that are sharp
    a. Knive   c. Knives
    b. Knife   d. Knifes
11. My teacher asked the students to bring two _ _ _ _ for the experiment
    a. Mice   c. Mouses
    b. Mouse   d. Mices
12. Mrs. Jenna buy three _ _ _ _ for the flowers in her living room
    a. Vas   c. Vass

    b. Vases   d. Vase
13. I do not know his_ _ _ _
    a. Addresses   c. Address

    b. Addrres   d. Addres
14. I like to go to village because I can feed the _ _ _ _
    a. Sheeps   c. Ship

    b. Sheep   d. Ships
15. When I am very thirsty, I can drink two bottle of _ _ _ _ in a time
    a. Waterfall   c. Waters
    b. Water dipper   d. Water
16. There is an _ _ _ _ on my plate
    a. Apple   c. aple
    b. Apples   d. aplle
17. My father drinks _ _ _ _ every morning
    a. Rice   c. Bread
    b. Coffee   d. Apple
18. She goes to the kitchen to take a little _ _ _ _
    a. Potato   c. Egg

    b. Tomato   d. Salt
19._ _ _ is one of food from Padang
    a. Rendang   c. Rujak
    b. Batagor   d. Pempek
20. Mrs. Raja's favorite food is a _ _ _ _ of fried rice
    a. Plate   c. Piece

    b. Bottle   d. Glass

Key answers
1. C. ambulance   8. D. place   15. D. water
2. A. TV   9. C. library   16. A. apple
3. B. teeth   10. C. knives   17. B. coffee
4. C. fried rice   11. A. Mice   18. D. salt
5. D. tables   12. B. Vases   19. A. rendang
6. B. paper   13. C. address   20. A. plate
7. C. stadion   14. B. Sheep

THE RESULT OF SUDENTS' VOCABULARY MASTERY

No	Students	Score of Students
1	Student 1	70
2	Student 2	65
3	Student 3	60
4	Student 4	70
5	Student 5	65
6	Student 6	60
7	Student 7	75
8	Student 8	55
9	Student 9	65
10	Student 10	60
11	Student 11	50
12	Student 12	70
13	Student 13	85
14	Student 14	70
15	Student 15	65
16	Student 16	75
17	Student 17	80
18	Student 18	90
19	Student 19	75
20	Student 20	65
21	Student 21	40
22	Student 22	60
23	Student 23	70
24	Student 24	60
25	Student 25	80
26	Student 26	90
27	Student 27	60
28	Student 28	70
29	Student 29	75
TOTAL		**1975**

THE RESULT OF STUDENTS' LEARNING MOTIVATION

No	Students	Score of Students
1	Student 1	75
2	Student 2	64
3	Student 3	58
4	Student 4	67
5	Student 5	75
6	Student 6	53
7	Student 7	59
8	Student 8	66
9	Student 9	65
10	Student 10	53
11	Student 11	63
12	Student 12	67
13	Student 13	74
14	Student 14	68
15	Student 15	66
16	Student 16	57
17	Student 17	69
18	Student 18	78
19	Student 19	70
20	Student 20	69
21	Student 21	62
22	Student 22	48
23	Student 23	63
24	Student 24	57
25	Student 25	59
26	Student 26	69
27	Student 27	65
28	Student 28	72
29	Student 29	62
TOTAL		**1873**

APPENDIX VI

The Correlation Between Students' Motivation and Vocabulary Mastery

Code Rsp.	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$
1	75	70	5625	4900	5250
2	64	65	4096	4225	4160
3	58	60	3364	3600	3480
4	67	70	4489	4900	4690
5	75	65	5625	4225	4875
6	53	60	2809	3600	3180
7	59	75	3481	5625	4425
8	66	55	4356	3025	3630
9	65	65	4225	4225	4225
10	53	60	2809	3600	3180
11	63	50	3969	2500	3150
12	67	70	4489	4900	4690
13	74	85	5476	7225	6290
14	68	70	4624	4900	4760
15	66	65	4356	4225	4290
16	57	75	3249	5625	4275
17	69	80	4761	6400	5520
18	78	90	6084	8100	7020
19	70	75	4900	5625	5250
20	69	65	4761	4225	4485
21	62	40	3844	1600	2480
22	48	60	2304	3600	2880
23	63	70	3969	4900	4410
24	57	60	3249	3600	3420
25	59	80	3481	6400	4720
26	69	90	4761	8100	6210
27	65	60	4225	3600	3900
28	72	70	5184	4900	5040
29	62	75	3844	5625	4650
Total	**1873**	**1975**	**122409**	**137975**	**128535**

APPENDIX VII

TABEL III
NILAI-NILAI r PODUCT MOMENT

N	Taraf Signifikan		N	Taraf Signifikan		N	Taraf Signifikan	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

RESEARCH DOCUMENTATION