

**THE CORRELATION BETWEEN STUDENTS MOTIVATION IN
LEARNING ENGLISH AND THEIR VOCABULARY MASTERY AT
SENIOR HIGH SCHOOL 1 CAMPALAGIAN**



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ABSTRAK

MEGAWATI HALIM: The Correlation Between Students' Motivation in Learning English and Their Vocabulary Mastery at Senior High School 1 Campalagian. Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.

Penelitian ini bertujuan untuk mengetahui apakah terdapat hubungan yang signifikan antara motivasi belajar siswa dalam mempelajari Bahasa Inggris dengan penguasaan kosa kata mereka di SMA Negeri 1 Campalagian. Penelitian ini menggunakan metode kuantitatif korelasional. Sampel dalam penelitian ini berjumlah 58 siswa kelas X yang diambil melalui teknik *Random sampling*, di mana seluruh populasi dijadikan sampel. Instrumen penelitian terdiri dari angket motivasi belajar dan tes penguasaan kosa kata Bahasa Inggris. Analisis data dilakukan menggunakan uji normalitas Shapiro-Wilk dan uji korelasi Pearson Product Moment dengan bantuan program SPSS versi 25. Hasil analisis menunjukkan bahwa data berdistribusi normal, sehingga uji parametrik dapat diterapkan. Hasil uji korelasi menunjukkan nilai koefisien korelasi Pearson sebesar 0.612 dengan tingkat signifikansi sebesar 0.000 ($p < 0.05$). Dengan demikian, dapat disimpulkan bahwa terdapat hubungan yang positif dan signifikan antara motivasi belajar siswa dan penguasaan kosa kata mereka. Artinya, semakin tinggi motivasi belajar siswa, maka semakin tinggi pula penguasaan kosa kata Bahasa Inggris yang mereka miliki. Temuan ini mendukung teori-teori terdahulu yang menyatakan bahwa motivasi merupakan faktor utama dalam keberhasilan pembelajaran bahasa, dan sejalan dengan penelitian-penelitian sebelumnya yang menunjukkan korelasi antara motivasi dan pencapaian belajar siswa, khususnya dalam aspek kosakata.

Kata kunci: motivasi belajar, penguasaan kosa kata, korelasi

ABSTRACT

MEGAWATI HALIM: The Correlation Between Students' Motivation in Learning English and Their Vocabulary Mastery at Senior High School 1 Campalagian. Undergraduate Thesis. Majene: Faculty of Teacher Training and Education, University of West Sulawesi, 2025.

This study aimed to investigate the relationship between students' learning motivation and their vocabulary mastery. The research employed a quantitative correlational design. The population consisted of all tenth-grade students at SMA Negeri 1 Campalagian, with a sample of 58 students selected through simple Random Sampling from two classes, X Merdeka 2 (25 students) and X Merdeka 3 (33 students). Data were collected using a 20-item learning motivation questionnaire and a 25-item multiple-choice vocabulary test. The questionnaire underwent item validity testing, with 18 items deemed valid, and achieved a reliability coefficient (Cronbach's Alpha) of 0.715, indicating acceptable reliability. The vocabulary test was scored based on the number of correct answers, with each correct answer worth four points. Normality testing using the Shapiro–Wilk test indicated that both variables were normally distributed. Pearson's Product–Moment correlation revealed a strong positive and statistically significant relationship between learning motivation and vocabulary mastery ($r = 0.612$, $p < 0.001$), suggesting that students with higher motivation tend to have better vocabulary mastery. The coefficient of determination ($r^2 = 0.3745$) indicates that approximately 37.45% of the variance in vocabulary mastery can be explained by learning motivation, while the remaining variance is influenced by other factors.

Keywords: learning motivation, vocabulary mastery, correlation

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write Richards & Renandya (2002:255). Vocabulary is one of language component and it is the most important components of language as communication tool and also important because it is a basic part to understand the meaning of what people said and written. It is a primary component which should be mastered by the learners before they acquire language skills, such as listening, speaking, reading, and writing. Learning a language can start by learning its vocabulary first.

According to Gu and Johnson's in Sari. I. (2020) states the importance of vocabulary learning strategies on foreign language learning. It has been suggested, that one way to accelerate the learning of a second or a foreign language is to teach learners how to learn more efficiently and effectively. This means that motivation is very important to stimulate learners to learn vocabulary learning strategies eagerly and plays an importance role for supporting learners' learning.

Motivation is an important factor in learning process. In learning English, the students should have high motivation to make the learning process easier. The success of learning depends on the level of students' motivation. It can drive learners in reaching learning goal. Therefore, motivation is the key of success in learning teaching process. Without motivation, the goal of learning is difficult to be reached. By having motivation students will be enthusiastic in teaching learning process so they will be pushed to study English well. Motivation is the extent to which make choices about the goals to pursue and the effort will devote to that pursuit Brown (2001).

In senior high school, students study vocabulary and grammar. But in reality, they still find difficulties in enriching their vocabulary. They have very limited vocabulary so they have difficulty communicating and practicing

using English. Based on my experience at SMAN 1 Campalagian, almost all students lack motivation in learning specific in learning English in their vocabulary. Motivation has a very important role in learning. Thus, it is important to know the ways that will be useful to help students increase the motivation of learning for mastery of their vocabulary. In this problem the role of the teacher, parents or observers are very important in helping to improve student motivation in learning. Meanwhile, students with low motivation usually do not have a strong desire to engage in the teaching process and learn English. They rarely ask questions even though they don't understand this problem. Students must be forced by teachers or parents to read books, do exercises, and or do tasks from the teacher. Students with low motivation usually assume the subject of English as a difficult subject or even the most difficult to learn.

From this statement, it is concluded that currently students are very less motivation in learning, especially in learning English in their vocabulary mastery, when students have low motivation they can't improve their vocabulary. Based on before research above, it can be stated that all the things mentioned above is study reiterated the importance of student motivation in learning English. In this case the researcher wants to know whether there is a correlation between students' motivation in learning English and their vocabulary mastery. Therefore, the researcher is interested in conducting a study entitled **"The Correlation between Students Motivation in Learning English And Their Vocabulary Mastery at SMA Negeri 1 Campalagian"**.

B. Problem Identification

From the previous background the researcher can identify some problems identification :

1. Lack of vocabulary in learning English
2. The students are lazy to memorize the vocabulary
3. Lack of motivation in learning English
4. The students feel bored when they learning English

C. Problem limitation and Formulation

To keep away from the study being too broad, the researcher only focused on the correlation between students' motivation in learning English and their vocabulary mastery in the "noun, verb, and adjective". The problem of this research are :

1. Is there correlation between students' motivation in learning English and their vocabulary mastery at SMA Negeri 1 Campalagian?
2. To what extent does learning motivation influence students vocabulary mastery?

D. Research Objective

The objective if this research are :

1. To find out whether there is correlation between students motivation in learning english and their vocabulary mastery at SMA Negeri 1 Campalagian or not.
2. To find out what extent does learning motivation influence students vocabulary mastery.

E. Research Benefit

It is expected that the result of this study can have the following uses :

1. Theoretically
This research is intended to find out whether the result of the research is relevant or not with the previous theory about students motivation and vocabulary mastery.
2. Practically
 - a. As information for other researchers who are interested in investigating the correlation between students' motivation and vocabulary mastery.
 - b. As information and reference for English teachers in developing students' motivation.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

previous studies related to this research are :

The first previous study is conducted by Sari,R. (2020) in this thesis about "*The Correlation Study Between Students Motivation and Their vocabulary Mastery at SMA Al-AZHAR 3 Bandar Lampung*". Vocabulary is one of the most crucial language aspects which has to be learned when students are learning a language. The subjects of this study were 58 students of the second grade of SMA Al-Azhar 3 Bandar Lampung in academic year 2018/2019. A random sampling technique was used in selecting the samples. The current research employed *ex-post facto design*. The data were collected by using motivation questionnaire and vocabulary test in form of multiple choice which consisted of 30 items on each test. Last, the data were analyzed by using *Pearson Product Moment Correlation* in SPSS version 16.0. The result showed that there was a significant correlation between students' motivation and their vocabulary mastery since the r -value was higher than r -table ($0.690 > 0.325$). From the results of the tests, it was found that the mean score of motivation questionnaire test is 62.27. It can be said that more than 65% of the students have high motivation in learning vocabulary. Besides, the mean score of vocabulary test is 71.13. It can be said that more than 81.6% of the students have high vocabulary mastery. According to the findings, it can be concluded that motivation affects students' vocabulary mastery. Students who are highly motivated tend to have good vocabulary mastery rather than the students who have low motivation. Briefly, the hypothesis proposed in this research was accepted.

The second previous study is conducted by Rohepta and Hakim (2019) in this thesis about "*The Correlation Between Students Motivation and Vocabulary Mastery*". The aims of this research to find out the significant correlation between students' motivation and vocabulary mastery at the tenth grade students of SMAN 1 Tangen Kabupaten Sragen in the 2019/2020 academic year. The researcher

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

The third previous study is conducted by Fitriana, F. N. (2012) in this thesis about "*A Correlation Between Learning Motivation and Vocabulary Mastery and Reading Competence*" This research is aimed to find out: (1) whether there is any correlation between learning motivation and reading competence; (2) whether there is any correlation between vocabulary mastery and reading competence; and (3) whether there is any correlation between learning motivation and vocabulary mastery simultaneously and reading competence. The research is carried out at SMP Negeri 4 Surakarta. The research is conducted from January – April 2012 in the second grade students, academic year 2011-2012. The data of the research is collected using questionnaire to collect the data of students' learning motivation and test to collect the data of vocabulary mastery and students' reading competence. The data are then being analyzed using simple correlation and multiple linear regression. The research findings show that (1) There is significant positive correlation between learning motivation and reading competence ($r_{y1} = 0.735 > r_{table} = 0.206$); (2) There is significant positive correlation between vocabulary mastery and reading competence ($0.710 > 0.206$); (3) There is a significant positive correlation between learning motivation and vocabulary mastery simultaneously and reading competence ($F_{observation} 91.931 > F_{table} 3.11$).

The studies mentioned above have contributed to the researchers in spreading their ideas about this research. The difference between the three studies above lies in the research location, research design, research data collection instruments and research sample selection. There are several differences between this research and previous studies. The first is the place of research, the place of research that I carried out at SMA 1 Campalagian. The second, the research design, the research design that I use is a correlational design. The third, the instruments that I use are test and questionnaire. And the last is the sample, the sample that I use in this study is Random sampling.

B. Theoretical Framework

1. Concept of Motivation

In teaching and learning process, motivation is essential. Many researchers considered that motivation is one of the elements that determine success in developing a second or foreign language. Without motivation student cannot learn better, enthusiastic and achieve learning goals.

a. Definition of Motivation

The word motivation in teaching and learning process can be defined as the reason of the students for doing something. Many experts have given definitions of motivation. According to Alderman in Sari. I (2020) motivation is something that can give the students resources for developing aspiration, independent learning, achieving goals, and fostering resiliency in the face of setbacks. It means that motivation is essential for students to support all of students activities in learning process therefore students that have high motivation to learn will have good competence and also they will achieve learning goals.

In other words Brophy (2010) states that students' motivation is their willingness to engage in learning activities and their reasons for doing something. From the statement, it can be assumed that motivation is the kind of internal drive to action and the reasons why they do that so motivation is necessary because students who have great motivation will take an action of learning with enthusiasm.

Furthermore, Harmer (2001) claims that motivation is some kind of internal drive that pushes someone to do things in order to achieve something" It can be said that motivation will be the driving force for achieving leaning goals.

Motivation is the most important thing in learning Brown (2001) states that motivation is a factor in high or low learning objectives. In learning English, to simplify the learning process, students should have high motivation. In other words, it can be assumed that learning success depends on the level of student motivation. It can drive learners to achieve learning goals.

Motivation is usually seen as an inner impulse, emotion, or desire which moves a person to certain actions Brown in Sari. I. (2020) . Therefore, it can be assumed that way motivation in this study is a positive force that comes from the desire to achieve the goal is reflected in the orientation. For example, to achieve better achievement, students must study diligently.

Based on the definition above, the researcher concludes that motivation is energy for people to do everything included learning English. Motivation is a key to get the success in learning English and motivation is a very important for students and teacher in teaching learning process, with the motivation we can easy to reach that success in any task and get easy to our goal.

b. Types 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. Ekstrinsic 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.

According to some of the ideas stated above, extrinsic motivation is defined as a motivation that develops and operates as a result of an external impact.

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.

c. Level of Motivation

According to Farhan. A. (2011) Motivation has several levels. Namely there is basic, intermediate and high level motivation. The higher the level of motivation, the better because it will increase efforts to achieve what you want.

1. The most basic level of motivation is the motivation based on fear (fear motivation). For example, students learn for fear of being scolded by parents. At this level, students will do something not because of awareness and want to achieve certain goals but because of compulsion.
2. Motivation is because you want to achieve something (achievement motivation). This motivation is far better than the first motivation, because there is already a goal in it. Students want to do something because he wants to achieve a particular target or achievement.
3. Motivation is motivation that comes from within (inner motivation), which is because it is based on the mission or purpose of life. Students who have

found the mission of life work based on the value they believe. Students who have motivation like this usually have a comprehensive vision. For him the learning process and process that must be passed to achieve the mission of his life. This is the highest level in motivation. The reason is that there is a boost from itself to do something not afraid of something or want something.

d. Function of Motivation in Learning

One of the important factors in learning is motivation. The objective of learning is challenging to achieve without motivation. 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.

e. Motivation Assessment

Assessment 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.
- c. Stimulated recalls, recall of thoughts accompanying one's performances at various times.
- d. Think-aloud refers to students' verbalizing aloud their thoughts, actions, and emotions while working on a task.
- e. 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.

f. Characteristics of Motivation Students.

The most successful students are not necessarily those to whom a language comes very easily. However, they are those who display certain characteristics, most of them clearly associated with motivation. According to Ur (2001) the characteristics of motivated students as follows :

1. Positive Task Orientation.

The student is willing to do tasks and challenge and has confidence in his or her success.

2. Ego-Involvement.

The student finds the task important to succeed in learning in order to maintain and promote his or her own self image.

3. Need for Achievement.

The student has needs to achieve to overcome difficulties and succeed in what he or she sets out to do.

4. High Aspiration.

The student is ambitious goes for demanding challenges, high proficiency top grades.

5. Goal Orientation.

The student is very aware of the goal of learning or of specific learning activities and directs his or her efforts toward achieving them.

6. Perseverance.

The student consistently invests a high level of effort in learning and is not discouraged by setback or apparent lack of progress.

7. Tolerance of Ambiguity.

The student is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion he or she can live with these patiently in confidence that understanding will come later.

From the Ur in Sari. I (2020) statement, it can be known that there are seven indicators as the main characteristics of motivated students. In this case, the researcher arranged the questionnaire based on these aspects and indicators to measure students' motivation in learning English.

g. The Role of Motivation in Learning English Process.

Motivation is an influencing factor in any learning seen in English learning. Although every student must have various motivations in learning English, some students have low, moderate, or even high motivation in learning English. Without motivation, the purpose of learning is hard to reach. Motivation is a factor of high and low learning goals Brown in Yolanda. T (2021). So, motivation is a stimulus that comes from within an individual (intrinsic motivation) and can also be influenced by external factors. The function of motivation is as a support or stimulus for students in learning English. Meanwhile, the learning objectives can be achieved easily.

The high or low motivation that students have affects the process success and the learning process. For example, if a student does not have the motivation to learn English, he will be lazy to learn English because no stimulus prompted him to learn English. Thus, students who have high motivation will study English hard.

3. Concept of Vocabulary

The smallest part of sentence is a word. A word is part of many vocabularies. Vocabulary is one of elements in English. It is considered as a very important communication tool who improves a person's knowledge. Knowing a lot of word in foreign language is very important. The more words people know, the easier they will understand the foreign language.

a. Definisi of Vocabulary

According to Richards and Renandya (2010), 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 Chartey (2009) 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 (2012) Vocabulary is the collection of words that an individual knows. Vocabulary can be defined as the words we teach in the foreign language.

Richards, et al (2010), also explain that mastery learning is an individualized and diagnostic approach in teaching in which students proceed with studying and testing at their own rate in order to achieve a prescribed level of success. In this study, mastery means the students' skill or knowledge in having vocabulary.

Hornby (2010) vocabulary means total of words in language. Vocabulary is very important in the implementation of language and no language exists without words, the more words we learn, the more ideas we should have, so we can communicate the ideas more effectively. In addition, the definition of vocabulary mentioned by Richards (2012) that vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention to.

Based on some explanations of vocabulary definitions above, it can be concluded that vocabulary is one of the most important language components that focuses on the meaning of words and serves as the basis of English that must be learned in order to master English. This will help students in learning English well and helping students in improving their vocabulary.

b. The 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, thoughts or ideas in their social communication whether in books or in classroom.

According to Gruber in Yolanda. T (2021) 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 successful in learning goals and to get the high score in English students should master vocabulary.

According to Norbert (2010) In other words, Schmitt states that learning vocabulary is an essential part of mastering a second language. From this statement, it can be said that students should to be mastered an adequate vocabulary to get the success in second language learning.

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.

c. Types of Vocabulary

Vocabulary simply means words, and English vocabulary means lots of words. Every word divided into some of type and can be categorized as a part of speech based on the function in the sentence.

Meanwhile, Thornbury (2012) says that in term of the meanings, word divided into two groups. There are content words and grammatical words. Content words consist of noun, verb, adjective, and adverbs. While grammatical word consists of pronoun, preposition and conjunction. Those can be described as follows:

1. Noun

Sjah and Enong (2012) states that noun is a word used to name people, place, plant, object, animal, quality and abstract concepts. It means that noun is one of the elements of speech that used to name people,etc.

2. Verb

According to Sjah and Enong (2012) verb is a word that is showed measured and condition of a thing. It means that verb is used to show the condition of thing especially in action.

3. Adjective

According to Harmer, adjective is a word that gives more information about noun or pronoun and it can be used before or after noun. It means that adjective is a word that gives more information about noun or pronoun. For example: beautiful, High, big etc.

4. Adverb

Adverbs range in meaning from words having a strong lexical content (those that describe the action of the verb, or those that indicate such meanings as time and place). From the statement above, researchers assume that an adverb is a word that describes or adds to the meaning of another part of speech, such as verb, adjective, etc.

5. Pronoun

According to Rozakis, a pronoun is a word used in place of a noun or other pronoun. From this statement the researcher concludes that pronouns are words in a language that are used as substitutes for nouns or noun phrases.

6. Preposition

Prepositions link a noun or a pronoun following it to another word in a sentence. It means that a noun or pronoun always follows a preposition.

7. Conjunction

Conjunctions connect words or groups of words and show how the words are related. It means that conjunctions are words which link other words, phrases, or clauses. For example: for, and, nor, but, so.

d. Teaching of Vocabulary

There are some definitions of teaching. Hornby (2010) said that “teaching is a process of giving knowledge to someone that will cause him to know or to be able to do something”. Besides, Newton (2011) said that “teaching is a 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 (2010) 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. A synonym of often is frequently.
- b. 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;

- a. Randy is worn out. Anisa is also tired.

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

5) Word Categories.

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?

6) 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.

e. Concept of Vocabulary Mastery

According to Cameron (2015) vocabulary is central to the learning of a foreign language at primary level. It means that vocabulary is basic element of language start from primary level which makes a language meaningful, so when the students' vocabulary mastery is limited, they will find some difficulties in using English.

Charney (2010) says that good mastery of vocabulary is important for everyone who learns the language, which is used in listening, speaking, writing, and reading besides grammar as well. From the statements, it is clear that vocabulary is important to be mastered for students.

According to Shejbalova (2010) generally knowing a word involves knowing four aspects as follows:

- 1) Meaning: relate the word to an appropriate object or context.
- 2) Usage: knowledge of the way a word, phrase, or concept is used in a language or language variety.
- 3) Word formation: ability to spell and pronounce the word correctly, to know any derivations (acceptable prefixes and suffixes).
- 4) Grammar : to use it in the appropriate grammatical form.

In other word, Harmer (2012) stated that there are four aspects of vocabulary that should be taught or mastered by students in learning new vocabulary items, they are as follow:

a) Word Meaning

The first thing to realize about vocabulary items is that they frequently have more than one meaning. The word “head”, for example, sometimes means a top of human body, but it can also mean the leader of office e.g. headmaster. The other facts sometimes word has meaning in relation such as antonym and synonym.

b) Word Use

It is frequently stretched through the set of metaphor and idiom. We know that the word *hiss* for example, describe the noise that snakes make. But we stretch its meaning to describe the way people talk to each other (“*don’t move or you’re dead*”, she hissed). That’s metaphorical use, at the same time, we can talk about treacherous people as snake (*He’s a real snake in the grass*). *Snake in the grass* is a fixed phrase that has become an idiom.

c) Word Formation

Students have to know things about word formation and how to change words to be compatible with different grammatical context. Word formation us also connected with suffixes and prefixes (im-, or in) such as in *imperfect* and *perfect*, *inappropriate* and *appropriate*, etc. word formation then means knowing how words are written and spoken form.

d) Word Grammar

The last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. We make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.

Students’ vocabulary mastery means students ability to use, to understand the properties of words in English, and also to know the meaning of the words. By mastering vocabularies, the students can learn English easier.

Vocabulary mastery is very important to be able to speak, write, read, and listen well.

According to Thornbury (2018) Any vocabulary test therefore needs to take into account the multi-dimensional character of word knowledge, but most of vocabulary tests target only one or two aspects of word knowledge. It means that in arranging vocabulary test items for students, the content of tests target only one or two aspects of word knowledge. So that vocabulary mastery in this research is just focus on word meaning and word use in the noun,verb,and adjective.

f. Type Test of Vocabulary

The multiple-choice format is by far the most popular method of assessing a reader's vocabulary and grammar understanding. According to Brown in Yolanda. T (2021) Multiple-choice responses are not only a matter of choosing one of four or five possible answers. Others formats, some of which are especially useful at the low levels of reading, include same / different, circle the answer, true/false, choose the letter and matching.

Mainly for reasons of practicality : it is easy to administer and can be scored quickly. The most straightforward multiple-choice items may have little context, but might serve as a vocabulary or grammar check. So this research will use multiple-choice to test vocabulary.

4. Correlation Between Students Motivation in learning English and vocabulary Mastery

Students' motivation in learning English becomes essential parts in teaching learning process. Many researchers considered that motivation is one of the elements that determine success in developing a second or foreign language. Without motivation student cannot learn better, enthusiastic and achieve learning goals. This includes when students learn about vocabulary.

Vocabulary is one of English components that should be mastered by students because it becomes one way to make easy to learn all of the English language skill such as reading, writing, listening, and speaking. Without motivation students cannot learn vocabulary better and enthusiastic. So, students

cannot reach the goals of teaching vocabulary. Consequently students' cannot master vocabulary.

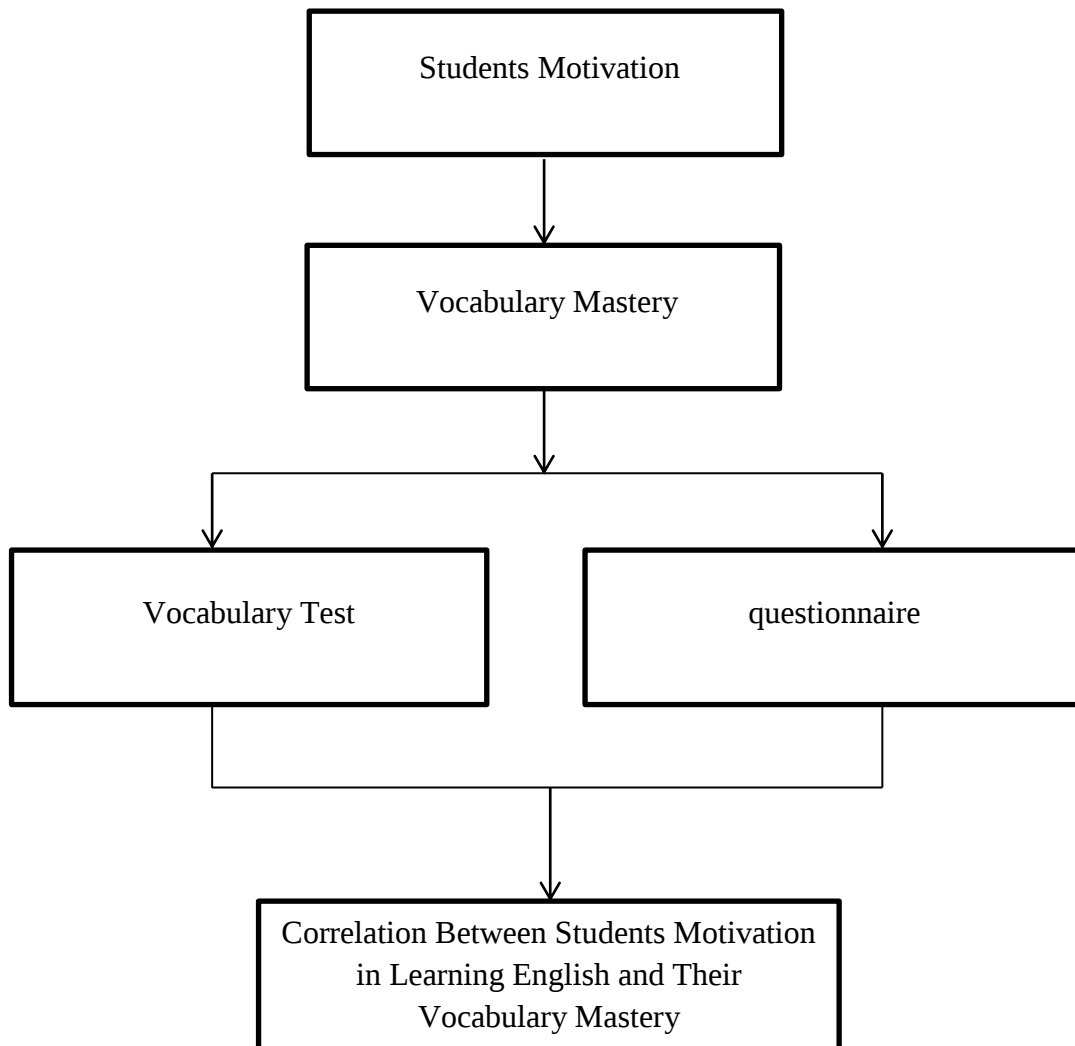
According to Dornyei (2010) One of the key factors influencing second language (L2) learners' success is motivation. An crucial component of the learning process is motivation. Students should be really motivated to study English to facilitate the process. The degree of student motivation affects how well they learn. It can motivate students to achieve their academic goals. So, the secret to a successful learning and teaching process is motivation. It is challenging to achieve the goal of learning without drive. Students who are motivated will be excited about the teaching and learning process, which will encourage them to study English effectively. Motivation is the degree to which one chooses the objectives to pursue and the amount of effort to be put out in doing so Brown in Yolanda. T (2021) .

In other words, it could simply be said that without motivation there would students produce no action, activity or doing and consequently there would be no effort developed to acquire any knowledge. Besides motivation, learning and acquiring vocabulary and grammar there is another crucial aspect of teaching-learning English.

Motivation can facilitate English learning given the significant role that motivation plays in language learning. Because of this, the students are expected to be persistently motivated in vocabulary learning, further research needs to be undertaken to systematically examine it is effect on the English learning process. Because of this, the researcher assumed that there is correlation between students' motivation in learning English and their vocabulary mastery.

C. Conceptual Framework

Figure 2. 1 Conceptual Framework



From the description of the conceptual framework above, researchers can use this understanding to build research. Researchers found problems faced by students in schools such as lack of student motivation and lack of student vocabulary mastery. So that students have difficulty in learning English. In this case, motivation is need to master vocabulary in learning English, because there is a relationship between student 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 students' answers, and the researcher will analyze the answers. In the end, the researcher

found a relationship between student motivation in mastering vocabulary in learning English.

D. Hypothesis

A hypothesis is a temporary answer to a research problem that must be tested empirically. Hypotheses, on the other hand, are predictions that researchers hold about the relationship between variables. There are two forms of hypothesis, null hypothesis, and alternative hypothesis.

Based on the frame of theory and frame of thinking above, the hypothesis formulated as follow :

- 1). Alternative Hypothesis (H_a) there is correlation between students motivation in learning english and their vocabulary mastery at senior high school 1 campalagian.
- 2). Null Hypothesis (H_o) there is no correlation between students motivation in learning english and their vocabulary mastery at senior high school 1 campalagian.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Based on the results of the Pearson correlation test, this study found a strong and significant positive relationship between students' motivation in learning English and their vocabulary mastery at SMA Negeri 1 Campalagian, with a correlation coefficient of $r = 0.652$ and a significance value of $p = 0.000$ (< 0.05). This finding indicates that students with higher learning motivation tend to have better vocabulary mastery. The correlation remains consistent even though the research was conducted in a rural school context with limited learning resources, reinforcing the notion that learning motivation is a crucial factor influencing vocabulary achievement.
2. Furthermore, the results of the simple linear regression analysis revealed that learning motivation contributed 42.5% to the variation in students' vocabulary mastery, while the remaining 57.5% was influenced by other factors beyond motivation, such as learning strategies, family support, language environment, and learning facilities. This indicates that while motivation is a relatively dominant factor, its effectiveness must be supported by other aspects. In the context of SMA Negeri 1 Campalagian, increasing students' learning motivation is expected to have a significant impact on their vocabulary mastery, provided that it is complemented with adequate learning materials, facilities, and practice opportunities.

B. Suggestions

Based on the findings and conclusions of this study, several suggestions are proposed for different stakeholders:

1. For English Teachers

Teachers are encouraged to design learning activities that foster both intrinsic and extrinsic motivation, such as project-based learning relevant to students' lives, vocabulary games, and group competitions. Regular positive feedback should be provided to sustain students' interest and encourage them to expand their vocabulary continuously.

2. For Schools

Schools should create programs aimed at increasing students' motivation to learn English, such as English clubs, speech or debate competitions, and language immersion days where students are required to communicate in English. These activities not only enhance motivation but also provide opportunities to apply new vocabulary in real contexts.

3. For Future Researchers

Future studies are suggested to involve larger and more diverse samples from various regions, incorporate additional variables such as learning strategies and media use, and employ experimental designs to test the direct effect of motivation on vocabulary mastery. Expanding the scope of research will help produce more generalizable and comprehensive findings.

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