

**THE CORRELATION BETWEEN THE MOTIVATIONS OF  
LEARNING ENGLISH AND THE ENGLISH VOCABULARY  
ACHIEVEMENT OF THE FIRST YEAR STUDENTS OF  
MTs DARUN NA'IM SIMPANG KUBU  
KAMPAR DISTRICT OF  
KAMPAR REGENCY**



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Submitted to Fulfill One of the Requirements  
for Undergraduate Degree in English Education



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## **SUPERVISOR APPROVAL**

The thesis entitled “*The Correlation between the Motivation of Learning English and The English Vocabulary Achievement of the First Year Students of MTs Darun Na'im Simpang Kubu*” is written by Ripika NIM. 10414024466. It is accepted and approved to be examined in the meeting of the final examination of undergraduate committee at Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau.

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The title of this thesis is "*The Correlation between the Motivation of Learning English and The English Vocabulary Achievement of the First Year Students of MTs Darun Na'im Simpang Kubu*". That is researched by Ripika NIM. 10414024466. It is accepted and approved and had been examined by the examination committee of Bachelor Degree on June 15, 2011 M/Rajab 13, 1432 H of Tarbiyah Faculty and Teacher Training of State Islamic University Sulthan Syarif Kasim Riau to Submitted in Partial Satisfaction of the Requirements for the Bachelor Degree (S.Pd) in English Education Department.

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## ABSTRAK

**Ripika (2011): “Korelasi antara Motivasi dalam Belajar Bahasa Inggris Prestasi Kosakata Bahasa Inggris pada Siswa Kelas Satu MTs Darun Na’im Simpang Kubu Kecamatan Kampar Kabupaten Kampar”.**

Penelitian ini berjudul Korelasi antara motivasi dalam belajar bahasa inggris dan Prestasi kosakata bahasa inggris pada siswa kelas satu MTs Darun Na’im Simpang Kubu Kecamatan Kampar Kabupaten Kampar.

Kebanyakan siswa siswa kelas satu MTs Darun Na’im Simpang Kubu Kecamatan Kampar Kabupaten Kampar masih mengalami kesulitan untuk mengetahui arti atau persamaan kata dalam bahasa inggris yang sesuai dengan bahasa mereka sendiri.

Objek dari penelitian ini adalah Korelasi antara motivasi siswa dalam belajar bahasa inggris melalui kartu bergambar dan pemahaman kosakata bahasa inggris dan subjeknya adalah siswa kelas satu MTs Darun Na’im Simpang Kubu.

Dalam penelitian ini penulis mengumpulkan data dengan menggunakan kuesioner untuk mengetahui motivasi dalam belajar Bahasa Inggris dan menggunakan test untuk mengetahui prestasi kosakata bahasa inggris.

Untuk menganalisa data, penulis menggunakan SPSS 15.0. penulis menemukan bahwa koefisien korelasinya ( $r$ ) adalah 0,603, Sig.(1-tailed) adalah 0,000 dan N adalah 32. Hasilnya dalah  $0,449 < 0,603 > 0,349$ . Dengan kata lain  $r_o > r_t$  berarti kita Menerima  $H_a$ , Sig.(2-Tailed)  $< \alpha$ , ( $0,000 < 0,05$ ) jadi kita harus terima  $H_a$ , yang berarti ada Korelasi antara motivasi dalam belajar Bahasa Inggris dan prestasi kosakata Bahasa Inggris pada siswa kelas satu MTs Darun Na’im Simpang Kubu

## ABSTRACT

**Ripika (2011): “The Correlation between the Motivation of Learning English and The English Vocabulary Achievement of the First Year Students of MTs Darun Na’im Simpang Kubu Kampar district of Kampar regency”.**

The research is entitled “The Correlation Between the Motivation of Learning English and the English Vocabulary Achievement of the First Year Students of MTs Darun Na’im Simpang Kubu Kampar district of Kampar regency”.

Most of the students at the First Year Students of MTs Darun Na’im Simpang Kubu Kampar district of Kampar regency still face difficulties to know the meaning or to find the equivalent of English words in their own language.

The object of this research is the correlation between motivation of learning English through picture cards and English vocabulary achievement. and subject of this research the first year students of MTs Darun Na’im Simpang Kubu. In this research, the writer collected the data by using questioner in order to find out the motivation in learning English through picture cards, and written test to find out about the students vocabulary achievement. Hence,

To analyze the data, the writer used SPSS 15.0 for Windows—statistical software. The writer found that the coefficient correlation ( $r$ ) is 0,603, Sig.(2-tailed) is 0,000 and  $N$  is 32. The result is  $0,449 < 0,603 > 0,349$ . In the other word  $r_o > r_t$ , it means that we have to ACCEPT  $H_a$ , Sig.(1-Tailed)  $< \alpha$ , ( $0,000 < 0,05$ ) we accept  $H_a$ , it means there is a significant correlation between The motivation in learning English through picture cards and the English vocabulary achievement of the First Year Students of MTs Darun Na’im Simpang Kubu



رفيكي (2011) : العلاقة بين دوافع الطلاب في درس اللغة الإنجليزية خلال البطاقة المصورة وفهم المفردات الإنجليزية طلاب الفصل الأول بالمدرسة الشاوية دار النعيم سيمينج كوبو كنبار.

هذا البحث يهدف من أجل معرفة العلاقة بين دوافع الطلاب في درس اللغة الإنجليزية خلال البطاقة المصورة وفهم المفردات الإنجليزية ومعرفة هل هناك العلاقة بين هذين الاثنين. وفي هذا البحث قامت الباحثة بجمع البيانات باستعمال الاستبيان لمعرفة دوافع الطلاب في درس اللغة الإنجليزية خلال البطاقة المصورة واستعمال الاختبار لمعرفة مستوى المفردات الإنجليزية . وموضوع البحث هو العلاقة بين دوافع الطلاب في درس اللغة الإنجليزية خلال البطاقة المصورة وفهم المفردات الإنجليزية طلاب الفصل الأول بالمدرسة الشاوية دار النعيم سيمينج كوبو كنبار.

ولتحليل البيانات استعملت الباحثة SPSS 15,0 . ونتيجة خرجت تدل على عدم العلاقة بين دوافع الطلاب في درس اللغة الإنجليزية خلال البطاقة المصورة وفهم المفردات الإنجليزية طلاب الفصل الأول بالمدرسة الشاوية دار النعيم سيمينج كوبو كنبار. والمستوى العلاقي (r) 0,000 ، sig.(1-tailed) هي 0,603 و N 32 . ونتيجتها 0,449>0,603>0,349 . بمعنى  $r_o < r_t$  ، معناه هو نقبل  $H_o$  في ميزان SPSS نستطيع أن نراها sig.(2-tailed) ،  $\alpha(0,000<0,05)$  ، نقبل  $H_a$  إذن. بمعنى هناك العلاقة بين دوافع الطلاب في درس اللغة الإنجليزية خلال البطاقة المصورة وفهم المفردات الإنجليزية طلاب الفصل الأول بالمدرسة الشاوية دار النعيم سيمينج كوبو كنبار.

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# CHAPTER I

## INTRODUCTION

### **A. The Background**

In our country, students seem to get difficulties in learning English, because English is not their native language, but a foreign language. So, English teachers have heavy duties in teaching process. They should know the characteristics of their students and the suitable techniques to use.

From the curriculum development, English as local content is considered to be an important subject as a means of absorbing and improving knowledge, technology, and art. Based on the Decree of the Head of Culture and Education Department No. 308/103.a/ 1995, English taught in elementary school is to give students simple skills in understanding written and oral statements in English.

Basically, skills in English consist of listening, speaking, reading and writing and the elements of language include vocabulary and structures. The learners are expected to have the language competences. Even though the teachers know English, they might not have enough skills in teaching their students with motivation that as a trigger to run the teaching and learning process in classroom.

Brown (2002) says:

“Motivation is probably the most frequently used catchall term for explaining the success in any task due simply to the fact that someone is motivated.”

In teaching English as a foreign language, teachers have to be able to motivate their students. In Indonesia it has been a difficult task for the teachers to do. In other words, the teachers are not only asked to master English, but also to motivate the students to learn English. One of the ways to motivate the students is by using games. Savignon (1983:191) says that language games are a welcome part of a teacher's repertoire.

Teachers can create the games to help reach the goal of teaching English. They can also develop the games for various activities, related to the subject, such as those intended to develop the students vocabulary and to properly pronounce them as well. There are actually many kinds of media that can be used to help students in learning English language. One of them is picture cards. They are cards with pictures of animals, professions, vegetables, fruits and etc.

Students certainly like looking at interesting, clear, and colorful pictures. Norberg (1962) as quoted by Ali Usman (2003:1) states that "there are five factors that influence students' "achievement". They are interest, anxiety, and level of aspiration, needs and their attitude of learning the subject.

In this case, both attitude and motivation are closely related to the students' achievement in language learning, especially in this study. Their English vocabulary development plays an important role for language skills, such as listening, speaking, reading, and writing.

In other words, vocabulary is a basic component in learning a language. It has a very important role in developing the four language skills as mentioned above.

At MTs Darun Na'im Simpang Kubu, English is taught from the first up to the third years. The students study English twice a week, and every session takes 2x40 minutes of learning hour. This school uses KTSP (level of Education Unit Curriculum) for Junior High School Level that comes from the National Education Department 2006. According to this curriculum, the students should have an ability to master the four skills of English there are Speaking, Listening, Reading and writing, should be simply practical and communicated in their daily activities. In order to master the four skills, the students should master and know about the vocabulary of English. Teacher has a big role to make the students able to understand and master English vocabulary by using media.

However, most of them still face difficulties. It is still very difficult for them to know the meanings or to find the equivalences of the English words in their own language. This might be caused by the fact that they have lack of vocabulary.

In this case, the writer assumes that the motivation of the students is the solution to increase and develop their English vocabulary. From the writer's experience in the preliminary observation, the students of MTs Darun Na'im Simpang Kubu were found to be somewhat motivated to learn English through picture cards. It can be seen from the following symptoms:

1. The students lack of motivation in learning process
2. Some of the students vocabulary is low
3. Some students seem not want to practice their vocabulary
4. The students seem boring during the teaching learning process.

The English teacher in this school has tried using the games, such as picture cards in order to motivate the students to learn English.

So, by learning the above symptoms, the writer is interested in carrying out a research on these problems entitled : **“The Correlation Between the Motivation of Learning English Through Picture Cards and The English Vocabulary Achievement of the First Year Students of MTs Darun Na’im Simpang Kubu Kampar District of Kampar Regency”**.

#### **B. The Definition of the Term Key**

In order to avoid misinterpretation and misunderstanding in reading this paper, it is necessary for the writer to define the following terms.

1. Correlation means a measure of the strength of the relationship between two sets of data. Longman (2002:99)
2. Motivation determines a person’s desire to do something. Longman (2002:238).
3. Picture cards also known as Flashcard means cards which are sometimes used in the teaching of a foreign language. Each card has words or a



picture on it. (<http://dictionary.reverso.net/english-cobuild/flashcard>: June, 2<sup>nd</sup> 2011)

4. Achievement is Something that has been done or achieved through effort or a result of hard work English achievement means (<http://www.learnersdictionary.com/search/achievement> : June, 2<sup>nd</sup> 2011)
5. Vocabulary means a set of lexems, including single words, compound words and idioms. Longman (2002:400).

The correlation between students' motivation of learning English through picture cards means, the relationship between students' reason in learning English and their English vocabulary achievement.

## **C. The Problem**

### **1. Identification of the problem**

Based on the symptoms above, there are some problems that can be identified as follows:

- a. Why do the students have lack of vocabulary
- b. How good is the English vocabulary achievement of the students of MTs Darun Na'im Simpang Kubu?
- c. What factors make the students get difficulties in understanding English Vocabulary?
- d. Why do the students have difficulties in English Vocabulary?

- e. What factors make the students still confused in understanding the English vocabulary?

## **2. The Limitation of the Problems**

The topic that the writer chooses to be discussed is about students' motivation of learning English and the English vocabulary achievement of the first year students of MTs Darun Na'im Simpang Kubu. The writer will limit the research problem to the following points only:

- a. How good is the motivation in learning English?
- b. How good is the English vocabulary achievement of the first year students of MTs Darun Na'im Simpang Kubu.

## **3. The Formulation of the problems**

Based on the background of the study, the writer formulates the problems into the following questions:

1. How good is the students' motivation in learning English contributing to the English vocabulary achievement of the students of MTs Darun Na'im Simpang Kubu
2. Is there any significant correlation between the motivation of learning English and the English vocabulary achievement of the first year students of MTs Darun Na'im Simpang Kubu ?

#### **D. The Reason of Choosing the Title**

There are several reasons why the writer is interested in doing this research.

1. The problems are interesting to be studied in this case to obtain the individual's motivation of learning English.
2. The need to get the information about the correlation between the motivation of learning English and the English vocabulary achievement of students.
3. The fact that, as far as the writer knows, other writers have not researched this topic yet.
4. The research could be conducted due to the time and place favorable for the writer.

#### **F. The Objective and the Need of the Research**

##### **1. The Objectives of the Research**

Based on the problems formulated above, the general objectives of the research are:

- a. To investigate the motivation of learning English and the English vocabulary achievement of the students of MTs Darun Na'im Simpang Kubu.
- b. To obtain the information about the correlation between the motivation of Learning English and the English vocabulary achievement of the students of MTs Darun Na'im Simpang Kubu.

## **2. The Needs for the Research**

- a. It is hoped that the school teachers of English will give their students motivation of learning English in order to gain the purpose of teaching and learning.
- b. It is hoped that the teachers contribute especially to develop the students' interest in learning English
- c. To give other readers who are interested in this topic as additional sources.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Framework**

##### **1. The Nature of Motivation**

One of the aspects that influence the students' achievement is motivation. There are various definitions of motivation, and there are three different perspectives that emerge:

- a. From behaviorist perspective, motivation is seeing in every matter of fact terms.
- b. In cognitive terms, motivation places much more emphasis on the individual's decisions. Segaran (1995: 7).
- c. A constructivist view of motivation places even further emphasis on social context as well as individual personal choices, Brown (2000 :161).

Motivation is the factors that determine a person's desire to do something (Longman, 1992:238). And encyclopedia Americana points out, motivation is a branch of psychology concerned with understanding the activation, organization, and direction of behavior. In other words, we can say that the motivation is the vital success of learning foreign a language.

Gardner (1985:50) states "Motivation involves four aspects, a goal, effortful behavior, a desire to attain the goal and favorable attitudes toward the activity in question. Moreover, Brown (2000:161) says that each person is motivated

differently, and will therefore act on his or her environment in ways that are unique. But these unique acts are always carried out within a cultural and social milieu and cannot be completely separated from that context.

Here, motivation is the tendency of someone to do something. Segaran (1995: 7) says “motivation is defined as the emotions and needs that constitute the source of drive to expend effort required to learn a second or foreign language.” By looking at the statement above, the writer agrees that everyone will not have the same motivation to the same subject matter, they live in different place, culture, environment, and so forth. Motivation itself is divided into two parts; they are intrinsic motivation that comes from one self and extrinsic motivation that comes from beyond one self.

In other words, whether or not someone is motivated or unmotivated is influenced by the perception of learning English, family, surrounding, culture, and English teacher .

Ellis (1986) as quoted by Ali Usman(2003:2) says:

A learner who studies English as foreign language may be influenced by some factors such as attitude, intelligence, attitude and motivation of learning English, the personal and educational background.

Furthermore, Brown (2000:164) says “intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. Extrinsically motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside and beyond oneself.” Furthermore, Gardner (1994:252) differentiates motivation in two types; they are Integrative and Instrumental motivation.

Integrative motivation refers to the motivation that comes from a desire to integrate with the TL community; while instrumental motivation comes from the reward that might come from learning.

**Table 2.1**  
**The Types of Motivation**

	Intrinsic	Extrinsic
Integrative	L2 learner wishes to integrate with the L2 culture (e.g. for immigration or marriage).	Someone else wishes the L2 learner to know the L2 for integrative reasons (e.g. Japanese parents send kids to Japanese language school ).
Instrumental	L2 learner wishes to achieve goals utilizing L2 (e.g. for a career ).	External power wants L2 learner to learn L2 (e.g. corporation sends Japanese businessman to U.S. for language training ).

*Source: Brown (2000 : 166 )*

On the other part, Segaran (1995: 7) says “Intrinsic motivation has two aspects; they are a learner’s emotions and needs.” Within the learner himself, she or he will have strong motivation to join the subject matter because she or he

certainly knows what she or he wants and needs from that subject. In addition, the learners will have interest, desire, and the positive effort in learning the subject if the intensity of their motivation is strong. Based on the explanation above, the problem that becomes the focus of this research is on integrative and instrumental motivations of the students in learning English

Motivation is the activation of goal-oriented behavior. Motivation is said to be intrinsic or extrinsic. The term is generally used for humans but, theoretically, it can also be used to describe the causes for animal behavior as well. This article refers to human motivation. According to various theories, motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, goal, state of being ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality. Conceptually, motivation should not be confused with either volition or optimism. Motivation is related to, but distinct from emotion.

In the other explanation found in Wikipedia (<http://en.wikipedia.org/wiki/Motivation>) Motivation is the driving force by which we achieve our goals. Motivation is said to be intrinsic or extrinsic. The term is generally used for humans but it can also be used to describe the causes for animal behavior as well. This article refers to human motivation. According to various theories, motivation may be rooted in a basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, goal, state of being, ideal, or it may be attributed to less-apparent



reasons such as altruism, selfishness, morality, or avoiding mortality. Conceptually, motivation should not be confused with either volition or optimism. Motivation is related to, but distinct from, emotion.

### **3 Main Component of Motivation**

According to Arnold, there are 3 components of motivation:

1. Direction – what a person is trying to do
2. Effort – how hard a person is trying
3. Persistence – how long a person keeps on trying (Mikader: online, <https://publications.theseus.fi>)

According to Ekberg that we can see from ([http://EzineArticles.com/?expert=Natalie\\_Ekberg](http://EzineArticles.com/?expert=Natalie_Ekberg)) she pointing that; out of these 3 components, persistence is perhaps the one people struggle with the most.

Usually, when we decide on something, we have our direction; we know where we want to go. Effort is individual and for a certain period of time we are prepared to really give it our all. However, after a while even the most motivated of us start to feel less enthusiastic and often, in the end, we give up, especially if things don't happen fast enough.

This is when the role of persistence is so important. Those who keep going after their goal or desire are usually those who, in the end, achieve it. The road to it might have been uphill but the victory is so much sweeter as a result. Consider this next time you are about to give up your efforts - the results might be just round the corner. It would be a pity to leave them there and not reach out for

them. With a bit of good old persistence, you can do it without too much hassle. Furthermore, literature distinguishes 2 types of factors that influence motivation:

**a. Intrinsic Motivation**

Intrinsic motivation refers to the motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. Research has found that it is usually associated with high educational achievement and enjoyment by students. Explanations of intrinsic motivation have been given in the context of Fritz Heider's attribution theory, Bandura's work on self-efficacy, and Deci and Ryan's cognitive evaluation theory (see self-determination theory). Students are likely to be intrinsically motivated if:

1. They attribute their educational results to internal factors that they can control (e.g. the amount of effort they put in),
2. They believe they can be effective agents in reaching desired goals (i.e. the results are not determined by luck),
3. They are interested in mastering a topic, rather than just rote-learning to achieve good grades.

**b. Extrinsic Motivation**

Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives.

Social psychological research has indicated that extrinsic rewards can lead to over justification and a subsequent reduction in intrinsic motivation. In a study in giving motivation, Children rewarded with a ribbon or and a gold star for drawing pictures spent less time playing with the drawing materials in subsequent observations than children who were assigned to an unexpected reward condition and to children who received no extrinsic reward.

Self-determination theory proposes that extrinsic motivation can be internalised by the individual if the task fits with their values and beliefs and therefore helps to fulfill their basic psychological needs.

**c. Self-control**

The self-control of motivation is increasingly understood as a subset of emotional intelligence; a person may be highly intelligent according to a more conservative definition (as measured by many intelligence tests), yet unmotivated to dedicate this intelligence to certain tasks. Yale School of Management

professor Victor Vroom's "expectancy theory" provides an account of when people will decide whether to exert self control to pursue a particular goal.

Drives and desires can be described as *a deficiency or need that activates behavior that is aimed at a goal or an incentive*. These are thought to originate within the individual and may not require external stimuli to encourage the behavior. Basic drives could be sparked by deficiencies such as hunger, which motivates a person to seek food; whereas more subtle drives might be the desire for praise and approval, which motivates a person to behave in a manner pleasing to others.

By contrast, the role of extrinsic rewards and stimuli can be seen in the example of training animals by giving them treats when they perform a trick correctly. The treat motivates the animals to perform the trick consistently, even later when the treat is removed from the process.

## **2. Motivational theories**

### **a. Incentive theory**

A reward, tangible or intangible, is presented after the occurrence of an action (i.e. behavior) with the intent to cause the behavior to occur again. This is done by associating positive meaning to the behavior. Studies show that if the person receives the reward immediately, the effect would be greater, and decreases as duration lengthens. Repetitive action-reward combination can cause the action to become habit. Motivation comes from two sources: oneself, and

other people. These two sources are called intrinsic motivation and extrinsic motivation, respectively.

Reinforcers and reinforcement principles of behavior differ from the hypothetical construct of reward. A reinforcer is any stimulus change following a response that increases the future frequency or magnitude of that response. Positive reinforcement is demonstrated by an increase in the future frequency or magnitude of a response due to in the past being followed contingently by a reinforcing stimulus. Negative reinforcement involves stimulus change consisting of the removal of an aversive stimulus following a response. Positive reinforcement involves a stimulus change consisting of the presentation or magnification of an appetitive stimulus following a response. From this perspective, motivation is mediated by environmental events, and the concept of distinguishing between intrinsic and extrinsic forces is irrelevant.

Applying proper motivational techniques can be much harder than it seems. Steven Kerr notes that when creating a reward system, it can be easy to reward A, while hoping for B, and in the process, reap harmful effects that can jeopardize your goals.

Incentive theory in psychology treats motivation and behavior of the individual as they are influenced by beliefs, such as engaging in activities that are expected to be profitable. Incentive theory is promoted by behavioral psychologists, such as B.F. Skinner and literalized by behaviorists, especially by Skinner in his philosophy of Radical behaviorism, to mean that a person's actions

always have social ramifications: and if actions are positively received people are more likely to act in this manner, or if negatively received people are less likely to act in this manner. Incentive theorists tend to distinguish between **wanting** and **liking**, where *liking* is a passive function evaluating a stimulus, but *wanting* adds an active process "attracting" the person towards the stimulus.

Incentive theory distinguishes itself from other motivation theories, such as drive theory, in the direction of the motivation. In incentive theory, stimuli "attract", to use the term above, a person towards them. As opposed to the body seeking to reestablish homeostasis pushing it towards the stimulus. In terms of behaviorism, *incentive theory* involves positive reinforcement: the stimulus has been conditioned to make the person happier. For instance, a person knows that eating food, drinking water, or gaining social capital will make them happier. As opposed to in *drive theory*, which involves negative reinforcement: a stimulus has been associated with the removal of the punishment-- the lack of homeostasis in the body. For example, a person has come to know that if they eat when hungry, it will eliminate that negative feeling of hunger, or if they drink when thirsty, it will eliminate that negative feeling of thirst.

#### **b. Drive-reduction theories**

There are a number of drive theories. The Drive Reduction Theory grows out of the concept that we have certain biological drives, such as hunger. As time passes the strength of the drive increases if it is not satisfied (in this case by eating). Upon satisfying a drive the drive's strength is reduced. The theory is

based on diverse ideas from the theories of Freud to the ideas of feedback control systems, such as a thermostat.

Drive theory has some intuitive or folk validity. For instance when preparing food, the drive model appears to be compatible with sensations of rising hunger as the food is prepared, and, after the food has been consumed, a decrease in subjective hunger. There are several problems, however, that leave the validity of drive reduction open for debate. The first problem is that it does not explain how secondary reinforcers reduce drive. For example, money satisfies no biological or psychological needs, but a pay check appears to reduce drive through second-order conditioning. Secondly, a drive, such as hunger, is viewed as having a "desire" to eat, making the drive a homuncular being—a feature criticized as simply moving the fundamental problem behind this "small man" and his desires.

In addition, it is clear that drive reduction theory cannot be a complete theory of behavior, or a hungry human could not prepare a meal without eating the food before he finished cooking it. The ability of drive theory to cope with all kinds of behavior, from not satisfying a drive (by adding on other traits such as restraint), or adding additional drives for "tasty" food, which combine with drives for "food" in order to explain cooking render it hard to test.

### **c. Cognitive dissonance theory**

Suggested by Leon Festinger, this occurs when an individual experiences some degree of discomfort resulting from an incompatibility between two

cognitions. For example, a consumer may seek to reassure himself regarding a purchase, feeling, in retrospect, that another decision may have been preferable.

While not a theory of motivation, per se, the theory of cognitive dissonance proposes that people have a motivational drive to reduce dissonance. They do this by changing their attitudes, beliefs, or actions.<sup>[7]</sup> Dissonance is also reduced by justifying, blaming, and denying. It is one of the most influential and extensively studied theories in social psychology.

#### **d. Need theories**

The content theory includes the hierarchy of needs from Maslow and the two-factor theory from Herzberg. Abraham Maslow's theory is one of the most widely discussed theories of motivation.

The American motivation psychologist Abraham H. Maslow developed the Hierarchy of needs consistent of five hierarchic classified classes, which shows the complexity of human requirements. Maslow says that first of all the basic requirements have to be settled, before higher requirements show to advantage in stages. The basic requirements build the first step in his pyramid. They decide about to be or not to be. If there is any deficit on this level, so the whole behavior of a human will be orientated to this to satisfy it. Subsequently we do have the second level, which awake a need for security. This is based on the needs that are to remain satisfied in the future. Only after securing the means of existence, the motives shift in the social sphere, which form the third stage. Psychological



requirements consist to the fourth level, while the top of the hierarchy comprise the self- realization

So theory can be summarized as follows:

1. Human beings have wants and desires which influence their behavior. Only unsatisfied needs influence behavior, satisfied needs do not.
2. Since needs are many, they are arranged in order of importance, from the basic to the complex.
3. The person advances to the next level of needs only after the lower level need is at least minimally satisfied.
4. The further the progress up the hierarchy, the more individuality, humanness and psychological health a person will show.

The needs, listed from basic (lowest-earliest) to most complex (highest-latest) are as follows:

1. Physiology (hunger, thirst, sleep, etc.)
2. Safety/Security/Shelter/Health
3. Belongingness/Love/Friendship
4. Self-esteem/Recognition/Achievement
5. Self actualization

#### **e. Herzberg's two-factor theory**

Frederick Herzberg's two-factor theory, a.k.a. intrinsic/extrinsic motivation, concludes that certain factors in the workplace result in job satisfaction, but if absent, they don't lead to dissatisfaction but no satisfaction

The factors that motivate people can change over their lifetime, but "respect for me as a person" is one of the top motivating factors at any stage of life.

He distinguished between:

1. Motivators; (e.g. challenging work, recognition, responsibility) which give positive satisfaction, *and*
2. Hygiene factors; (e.g. status, job security, salary and fringe benefits) that do not motivate if present, but, if absent, result in demotivation.

The name Hygiene factors is used because, like hygiene, the presence will not make you healthier, but absence can cause health deterioration. The theory is sometimes called the "Motivator-Hygiene Theory" and/or "The Dual Structure Theory." Herzberg's theory has found application in such occupational fields as information systems and in studies of user satisfaction (see Computer user satisfaction).

### **3. Vocabulary**

#### **a. The nature of vocabulary**

Vocabulary is the total words known to or used by a person in trade, profession etc that make up a language. Vocabulary is the important key to get success in communicating with others. English has an enormous spool of vocabulary. No one, even native speakers, is able to know them all. Fortunately, we do not need to know them all in order to use English. We only need to know

those that are relevant to our practical purposes. Students for whom English is not first languages – particularly native Indonesian speakers – make up an increasing proportion of our school-age population. Many of these students have difficulty in comprehending what they hear about. A major cause of this difficulty is their lack of understanding of English words..

To get success in learning English, students must have large vocabulary because it is the main key, especially in learning a foreign language, particularly English at the educational institutions in Indonesia. This statement suits with what has been pointed out by S.H. Burton in (Emmy 2005:14) says that you cannot do well in comprehension without a large number vocabulary.

#### **b. The definition of Vocabulary**

Broadly defined, vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and

connotations – or ever use them ourselves as we speak and write (Kamil & Hiebert).

Adding further complexity, in education, the word *vocabulary* is used with varying meanings. For example, for beginning reading teachers, the word might be synonymous with “sight vocabulary,” by which they mean a set of the most common words in English that young students need to be able to recognize quickly as they see them in print. However, for teachers of upper elementary and secondary school students, *vocabulary* usually means the “hard” words that students encounter in content area textbook and literature selections.

According to Brown (1994:365) vocabulary is also the focus of drill, exercise, and memorization effort. Below there are some guidelines for the communicative treatment of vocabulary instruction, as follow:

1. Allocated specific class time to vocabulary learning
2. Help students to learn vocabulary in context.
3. Play down the role of bilingual dictionaries
4. Encourage the students to develop strategies for determining the meaning of word.

Based on statement above, teaching and learning vocabulary must have drill, memorization effort and done exercises to remember vocabulary that have been learned. There are four guidelines in teaching vocabulary. They are, the first, giving specific class time to vocabulary learning. The second, helping students to learn vocabulary in context. The students will increase the new word with a

meaningful context to which they apply. The third, decreasing using bilingual dictionaries, which can help the students to be not depending on their bilingual dictionaries. The fourth, giving motivation to the students to develop strategies for determining of words.

### **c. Types of vocabulary**

#### 1. Reading vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.

#### 2. Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

#### 3. Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

#### 4. Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.

#### **d. How Many Words Do Students Need to Know?**

Over the years, estimates of student vocabulary size have varied greatly, hindered in part by issues such as the types of vocabularies being considered (e.g., receptive/ productive or oral/print). Depending on how they approached such issues, early vocabulary researchers reported figures ranging from 2,500 to 26,000 words in the vocabularies of typical grade 1 students and from 19,000 to 200,000 words for college graduate students (Beck & McKeown, 1991). As researchers began to define more clearly what they meant by vocabulary size, the estimates became more precise. At the present time, there is considerable consensus among researchers that students add approximately 2,000 to 3,500 distinct words yearly to their reading vocabularies (Anderson & Nagy, 1992; Anglin, 1993; Beck & McKeown, 1991).

From the statement above we can understand that every man has different level and size of vocabulary. The level of vocabulary possessed by the students is being considered by types of vocabulary, clear types of vocabulary oral, print, receptive and productive vocabulary.

Kathleen T. McWhorter (in Jazuli, 2004:4) says that actually everyone has at least four levels of vocabulary and each varies in strength:

1. Words you use in everyday speech or writing.

Example: Decide death, daughter, damp, date.

2. Words you know but seldom or never use in your own speech or writing.

Example: document, disregard, destination demon, dense.

3. Words you have heard or seen before but cannot define completely.

Example: denounce, deficit, decadent, deductive, decisive.

4. Words you have never heard or seen before. Example: doggerel, dogma, denigrates deleterious, diastrophism.

From the statement above, we can understand there is four level of vocabulary, we can develop the students' vocabulary by making them familiar to the word, checking, determining and remembering the meaning of the word. According to Ivan Pavlov (in Muhibbin Syah, M.Ed. 2003:95) learning is a process to build a behavior by repeating the same condition.

The strong and established relationship between students' vocabulary knowledge and their ability to successfully comprehend of what they are listening to places a heavy demand on classroom teachers, curriculum planners, program developers, organizers of staff development plans, reading researchers, and on parent outreach programs. The demand is that significant attention is given to the development of students' vocabulary knowledge. Much is known from research about how young children acquire words and how they learn to use them in spoken language.

#### **e. The English Achievement of Vocabulary**

Morgan (1961:663) as quoted by Ali Usman (2003:11) says that "Achievement is accomplishment on a test of knowledge of skill also personal motive. Achievement itself refers to what somebody has done, not to what

somebody can do.” Morgan (1961 :432) as quoted by Ali Usman (2003:12) also says that “ Something a person can do is called ability, while what he has done, usually through learning, is achievement.” In another definition, he defines that “Achievement is a powerful motive to accomplish something to succeed in what one undertakes and to avoid failure.”

From the explanation above, a conclusions can be made that achievement is the result of what someone gets after he or she learns the material of a subject matter within a certain period of time. In this study, Achievement is the score of the students after they get the test of English Vocabulary.

#### **4. Picture Cards**

Picture cards also known as Flashcard means cards which are sometimes used in the teaching of a foreign language. Each card has words or a picture on it. (<http://dictionary.reverso.net/english-cobuild/flashcard>: June, 2<sup>nd</sup> 2011).

Use the picture cards to build vocabulary and aid children in listening for and identifying the beginning, middle, and ending sounds in words. Choose a group of picture cards that build on children’s repertoire of known letters and sounds. As a class, or in small groups, sort the picture cards by beginning sounds. After sorting the cards, ask the children to match the picture cards with beginning sound letter cards in a pocket chart.

When children are ready, use the picture cards to identify ending sounds and letters and eventually the middle sounds and letters. Use the picture cards to help children practice their rhyming skills. Lay a group of cards facedown and



choose one card. Ask children to look at the picture, say its name, and think of words that rhyme. Once children identify some rhyming words choose another card and begin again. Provide children who are ready for a challenge with small white boards. Invite them to write the rhyming words.

### **1. Picture flashcards**

The first group covers “Big flashcards” (about 15x20cm or larger), typically used by the teacher for whole-class activities such as presenting new language, controlled practice or as prompts for speaking activities. The second group then covers “small picture flash cards” (smaller than about 15x20cm), usually used by students for working individually or for games and activities in pairs or groups.

### **2. Big picture flashcards**

Big picture flashcards are very helpful tools in presenting and drilling forms of new words, since they draw learners’ attention and make these often boring activities more enjoyable. And that is exactly what teachers need when presenting new language – to catch their learners’ full attention, to raise their interest in the presented subject and hence also their motivation. At the same time flashcards (as well as other forms of pictures and visual aids in general) enable students to link the meaning of the words with real-world images immediately. When using flashcards in presentation, it is easy to involve learners actively and to combine the presentation with controlled practice. The presentation of

vocabulary with flashcards can be done in lots of various ways, for example in telling a story or just simply based on a set of vocabulary for a particular topic.

A single picture might often serve this purpose well enough; yet, employing several pictures might be in some cases preferable if not necessary to make sure that students get the correct idea about what aspect of the picture the teacher had in mind. Displaying several different pictures with one identical feature should suffice for this purpose. E.g. to teach the phrase ‘to be horrified’, the teacher could show three pictures of people horrified by different things. Contrasting meanings could be another possibility: The teacher works with two antonymous pictures, or similarly, compares two pictures with things very alike in their meaning, such as ‘hill’ and ‘mountain’. Yet another possibility is to employ the sense of a collective idea or to present the word as a part of a larger thing. As for the first case, the verb ‘to work’ can be accompanied by pictures of different people working in various jobs. Big flashcards are suitable for vocabulary practice and testing.

To draw students’ attention, it is advisable to reveal pictures in an interesting way. Several activities that might be modified for this purpose, such as ‘Flashing picture’, where the teacher just flashes the cards quickly and students guess or describe what they saw. As another example might serve ‘The slow picture reveal’ In this sense, the picture is used in a more meaningful and ‘real-life communicative’ way than being just displayed for students to say what they can actually see. This will probably have a greater impact on the retention of a piece of vocabulary again and also subsequently on the ability to use it in

communication, the example: “In the same way that the idea of holding up a pen and asking ‘What’s this?’, expecting the answer ‘It’s a pen’ is uncommunicative, it is uncommunicative to hold up a picture of a pen and ask ‘What’s this?’ expecting the same answer.”

### **3. Small picture flashcards**

A plenty of variations of these cards are typically applied in communicative activities in pairs or small groups of students, thus finding a meaningful role in reviewing and practicing vocabulary. In a closer look, we will find one-side-only cards, both-sided ones and sets of pairs (antonyms or synonyms, a picture and the corresponding word or phrase) or sets of cards connected e.g. by their meaning. Being flexible in their way of use, these cards offer teachers and their students a large amount of possibilities in applying them in a number of activities and games such as ‘domino’ or various forms of word matching activities. Moreover, they are fit for a range of sorting or ordering activities, e.g. creating a story. These cards can also be used for games based on asking each other questions and exchanging them while searching for a set. On top of that, they might be helpful in individual practice of vocabulary, e.g. looking at a picture and guessing the meaning written on the other side activities with this type of visual material very useful and presented plenty of them in their books.

#### **4. Using Flash Card/ Picture Card**

Using flash cards reduces the need for the teacher to translate and speak in L1 (the students' native language). Showing the students a picture of a fish is an effective way of teaching the word 'fish'. Flash cards reduce the amount of L1 in the classroom. Flash cards are used to teach and revise vocabulary.

However, the way they are used can mean the difference between the students losing interest in English and acquiring the language in a fun and meaningful way. Play games with the cards but remember to plan the games carefully. Flash cards are a way of introducing fun yet controlled activities into the English lesson. Flash cards give support to different types of learners. The written word and/or pictures support visual learners. However, as they can be touched, rearranged, moved, shuffled and pointed to, their use also helps tactile/kinaesthetic learners. The use of flash cards in the classroom caters for different learning styles.

#### **5. Practical Considerations When Using Flash Cards/ Picture card in The Class**

- a. You can never have too many flash cards; make more than you think you'll need.
- b. Make sure that the flash cards are big enough to be read from the back of the room.

- c. If possible, cover the cards with clear plastic or self-adhesive contact; this will prevent damage and the cards will last much longer.
- d. Use different colour card for each grammatical function e.g. verbs can be on green card and nouns on blue.
- e. If possible, have the word or letter on one side of the card and the corresponding picture on the other side e.g. the letter 'b' on one side and a picture of a boy on the other.
- f. Have different sets of flash cards and label each set so they don't get mixed up e.g. initial sounds and pictures; classroom objects—words and pictures; methods of transport—words and pictures.
- g. Play games with the flash cards so that learning new language and revising vocabulary is fun rather than boring and repetitive.
- h. Be imaginative; adapt the students' favourite card game (or the current fad) and use it as a way to teach the students English.
- i. You and/or the students can hold flash cards, place them against the blackboard, tape them to the blackboard or put them around the room.

## **B. Relevant Research**

According to Syafii (2007:122) relevant research requires to observe some previous researches conducted by other researchers in which they are relevant to our research. Besides, we have to analyze the point that was focused on, inform the designs, finding and conclusion of the previous research:

Segaran ( 1995 :12 ) states “ Attitude and motivation are related to achievement in second language learning and that motivation of an integrative orientation, in particular, makes for more successful learning than motivation of an instrumental orientation.” Contrast to Gardner and Lamberts’ theories, Segaran (1995 :13) defines that “ An integrative orientation to learning French does not show any consistent pattern of correlation with measures of achievement.

Gardner and Lamberts’ theory as quoted by Ali Usman (2003) state that success in second language learning is related to attitudinal and motivational variables.”Based on this theory, we can conclude that motivation is one for” students to get a success in second language learning”

The almost comparable research was also conducted by Arsyad Thamrin Daulay (2003). In his descriptive research, he focused his research on students’ ability in mastering English vocabulary of Social Science students of Masmur Senior High School. Based on the research above, it is clear that in teaching vocabulary, a teacher usually uses various ways or methods. As English teacher must be able to choose the suitable way that will ease the students to catch them, in the other word, an English teacher must be creative.

Jazuli (2004). In his research, he focused on the correlation between vocabulary mastery and reading comprehension of the second year students of English education department at State Islamic University SUSKA Riau. After analyzing the data by using SPSS for windows he concluded that  $H_0$  is accepted and the correlation is strong or higher correlation. The mean of variable X (vocabulary Mastery) is (57.22) higher than the mean of reading comprehension achievement as variable Y (55.44). In addition the degree of the correlation between variable X and Y  $r^2$  is 0.920 or around 90 %. He also concluded that the internal factors of the students are very dominant to the students' reading comprehension. The internal factors are facility, motivation, intelligence, and attitude.

Riana Eka Budiastuti (2007) from Semarang University, she focused on "The Use Of Cue Cards In Teaching Spoken Descriptive" in the eighth year students of SMP 13 Semarang and she found that the use of cue cards as teaching media improves the speaking ability of year VIII students of SMP N 13 Semarang of the academic year 2006/2007. It included pronunciation and fluency, but it did not improve the average of students' grammar.

Leni (2006) from State Islamic University of Syarif Hidayatullah Jakarta also make a research about teaching vocabulary through pictures to The kindergarten students (A Case Study at Madinah Kid.s School Kindergarten Serpong- Tangerang) in her research she found that Based on the research, the writer conclude that :

1. Pictures help the students to understand the difficult words easily by looking at the pictures.
2. The use of pictures make the vocabulary learning more enjoyable and interesting because they can memories the meaning of the difficult words by singing the song with the pictures as key words and without asking another person or looking them up in the dictionary.
3. Pictures are possibly used in teaching pronunciation and structure also.
4. The use of Pictures makes the class more active and alive.
5. The use of pictures could attract the students' curiosity in learning new vocabulary.

### **C. The Operational Concept**

The concept of this research is used to implement the theoretical framework above. Before the writer gets the data of this research, it is important to clarify the theories used. The students' motivation has positive effect on their English vocabulary achievement.

There are two indicators stated on this research. The indicators are as follows:



**Table 2.2****The Variables of the Research**

X	Y
Motivation in Learning English	English Vocabulary Achievement

## 1. Variable X Indicators:

The variable X (motivation) is get form the questioner given, consist of 20 questions, the question is related to the students' motivation in learning English, and each questions have 5 answers they are:

- (1) Strongly Disagree (1 Point),
- (2) Disagree (2 Point)
- (3) Undecided (3 Point)
- (4) Agree (4 Point )
- (5) Strongly Agree (5 Point)

## 2. Variable Y Indicators:

- a. Students are able to answer the question correctly
- b. Students are able to know the meaning of the picture given in the test

The variable Y (Vocabulary Achievement) is get from vocabulary test that is given, consist of 20 questions.

The Criteria of the English vocabulary achievement of the students are as follows:

**Table 2.3**  
**The Criteria of English Vocabulary Achievement**

<b>Score</b>	<b>Categories</b>
80-100	Excellent
70-79	Good
50-69	Average
0-49	Poor

*David Haris (1969:134) as quoted by Ali Usman (2003)*

#### **D. The Assumption and Hypothesis**

##### **1. The Assumption**

This research is on the basis of the assumption that each student has different motivation of learning English and every student has various English vocabulary achievement.

##### **2. The Hypothesis**

The Hypothesis, which is necessarily tested through this research, is as follows:

Ha: There is a significant correlation between motivation in learning English and their English vocabulary achievement

Ho: There is no significant correlation between motivation in learning English and their English vocabulary achievement

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Research Methodology**

##### **a. Subject and object of Research**

The subjects of this research were the first year students of MTs Darun Na'im Simpang Kubu Kampar district of Kampar regency and the object was the correlation between student's motivation of learning English and their English vocabulary achievement.

##### **b. The Population and Sample**

###### **1. Population**

The population of this research was the first year students of MTs Darun Na'im Simpang Kubu .They were in one class only, and the total number of the population was 32 students.

###### **2. Sample**

Because the population was not too big, in order to get the data the writer took them all as the sample of this research in the other word writer use total sampling. The table below shows the information about this:

**Table 3.1****The population and sample**

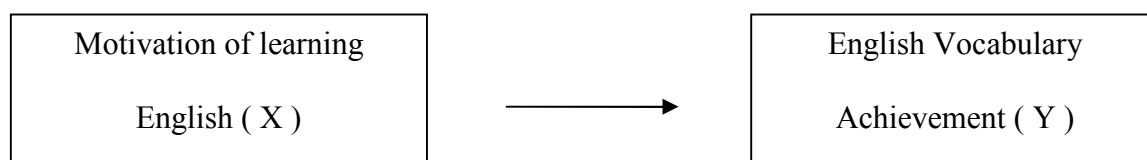
<b>Male students</b>	<b>Female students</b>	<b>Population and sample</b>
<b>14</b>	<b>18</b>	<b>32</b>

**B. The Location and Time of the Research**

This research was carried out at MTs Darun Na'im Simpang Kubu and the time is in Oktober 2009.

**C. Research Design**

There were two variables of this research; they were independent and dependent variables. Independent variable was the student's motivation of learning English, is symbolized by 'X', and dependent variable was the students' English vocabulary achievement, symbolized by 'Y'. The following diagram shows the design of this research:



#### **D. Data Collection Techniques**

In collecting the data for this research, the writer used two techniques, they are

a. Questionnaire

The writer used questionnaire to investigate the motivation of learning English.

b. Test

The writer used 'test' to get the data about the vocabulary achievement.

#### **E. The Data Analysis Technique**

The data were analyzed by using the statistical method. in this research , the serial correlation was computed as the serial correlation of the relationship between students' motivation of learning English (X) and their English vocabulary achievement (Y). The formula is as follows:

The writer used SPSS 15.0 – statistical software for Windows. This way was very efficient, valuable and exacting in giving the real output.

The following is the steps how to get the result data based on SPSS 15 for Windows:

- a. Open The Students file
- b. From the main menu of SPSS, click Analyze and then click sub menu Regression, and click Linear
- c. You will see linear regression picture on the screen.

- d. From the picture, click your variables and press the narrow button.
- e. In plots enter DEPENDENT to Y and \*ZRESID to X then click  
Continue

Click Ok to end this process and you will see the output data of SPSS automatically.

## **CHAPTER IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **A. The data Presentation**

##### **1. The Technique of Data Collection**

In this chapter, the researcher presents the finding of the study and the data obtained through the instrument test. They are all about the Correlation between the motivation of learning English and The English Vocabulary Achievement of the First Year Students of MTs Darun Na'im Simpang Kubu Kampar district of Kampar regency.

To determine the motivation of learning English and The English Vocabulary Achievement, it can be seen from their score gained from the questioner and the written test form. The questioner was used to obtain the students' motivation in learning English. The written test was to find out the students' vocabulary achievement.

#### **B. The Data Analysis**

##### **1. The Data of motivation in learning English**

To analyze the data in order to get information about the students' motivation in learning English, the writer had given the students questioner that consisted of 20 questions that had 5 optional answers. And the result of the questioner can be categorized into:

**Table 4.1****The Criteria of Students Motivation Achievement**

<b>CATEGORY</b>	<b>RANGE</b>
Very good	80%-100%
Good	70%-79%
Enough	60%-69%
Less	50%-59%
Bad	0%-49%

(Arikunto, 1998:246)

The results of the questioner can be seen below:

**Table 4.2****The Percentage of the Motivation**

<b>Alternative Answer</b>	<b>Frequency</b>	<b>Score</b>	<b>Percentage</b>
Strongly Disagree	11	11	1,72
Disagree	18	36	2,81
Undecided	52	156	8,13
Agree	268	1072	41,88
Strongly Agree	291	1455	45,47
<b>Total</b>	<b>640</b>	<b>2730</b>	<b>100%</b>



Based on the recapitulation above we can see that the questioner is categorized into: Strongly disagree, Disagree, Undecided, Agree, Strongly Agree. And the score of Strongly disagree is 11, Disagree is 36, Undecided is 156, Agree is 1072, Strongly Agree is 1455.

In order to find out the students motivation in learning English, the writer used this formula and we can see the result from this calculation by using:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

N = 2730 x 5 = **13650**

F = (11 x 1) + (36 x 2) + (156 x 3) + (1072 x 4) + (1455 x 5) = **12114**

The calculation is:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{12114}{13650} \times 100\%$$

$$P = 0,8875 \times 100\%$$

$$P = 88,75\%$$

Based on the calculation above, we can see that the percentage is 88.75%. And based on the category level that we can see at table 4.1, the motivation in learning English is categorized as “**Very Good**”.

## 2. The Data of students vocabulary achievement

To measure students' vocabulary achievement, the researcher provided and gave students 20 multiple choice questions:

**Table 4.3**

### **The Recapitulation of Vocabulary Achievement**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80.00	1	3.1	3.1	3.1
	85.00	7	21.9	21.9	25.0
	90.00	12	37.5	37.5	62.5
	95.00	9	28.1	28.1	90.6
	100.00	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

*SPSS output Descriptive*

From the table above we can see that the highest score that the students got in the vocabulary achievement test is 100 and the percentage is 9,4% and the lowest score 80 the percentage is 3,1%. And all of the score is categorized into Very Good.

In this section, the second thing that the writer wanted to find out the students' vocabulary achievement. In order to get the data about how good is the

students' vocabulary achievement the writer analyzed the data, and the result can be seen below:

$$N: 3070 \times 1 = \mathbf{3070 (100 + 95 + 90 + 85 + 80)}$$

$$F: 3070 \times 1 = \mathbf{3070}$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{3070}{3070} \times 100\%$$

$$P = \mathbf{1 \times 100\%}$$

$$P = \mathbf{100\%}$$

The percentage after calculating the data is 100%. And based on the category level, the students vocabulary achievement is categorized into “**VERY GOOD**”.

### **3. The Reliability Test**

#### **a. Vocabulary Achievement**

After finding about the students' vocabulary achievement the writer found about the reliability of the test that the writer had given to the students. And the result of the reliability test can be seen below:

**Table 4.4**  
**Descriptive Statistic**

	N	Mean	Std. Deviation
VocabularyAchievement	32	90.9375	4.98991
Valid N (listwise)	32		

*SPSS Output*

Based on the table above we can see that the mean of transition word mastery is  $M = 90,9375$  and the standard deviation is  $X = 4,98991$  and  $N = 32$ . The reliability can be seen in this manual calculation:

$$r_{11} = \left[ \frac{N}{N-1} \right] \left[ 1 - \frac{m(N-m)}{Nx^2} \right]$$

$$r_{11} = \left[ \frac{32}{32-1} \right] \left[ 1 - \frac{90,9375(32-90,9375)}{32x(4,98991)^2} \right]$$

$$r_{11} = [1,0323] \left[ 1 - \frac{-5359,6289}{796,77445} \right]$$

$$r_{11} = 1,0323 [1 - (-6,72665)]$$

$$r_{11} = 1,0323 [7,72665]$$

$$r_{11} = 7,976$$

From the calculation above, we can see that the score of reliability is 7,976.

In order to find out whether it is reliable or not the writer compared it with the r

Table in significance of 5% and 1%. The  $df = 30$  ( $32-2=30$ ) and significance 5% = 0,349 and 1% = 0,449. The score that is obtained is 7,976, it is higher than r table whether 5% or 1% ( $0,349 < 7,976 > 0,449$ ). In Other words Transition word test is **reliable**.

### C. The Correlation Between the Motivation of Learning English and The English Vocabulary Achievement

In this section the writer focused on:

“Is there any significant correlation between the motivation of learning English and the English vocabulary achievement of the first year students of MTs Darun Na'im Simpang Kubu”.

To analyze and identify it, the writer considered to use regression in SPSS 15.0 for windows—Statistical Software. And the result can be seen in this following table:

#### SPSS Output Interpretation:

**Table 4.5**

#### Correlations

		Vocabulary	Motivasi
Pearson Correlation	Vocabulary	1.000	.603
	Motivasi	.603	1.000
Sig. (1-tailed)	Vocabulary	.	.000
	Motivasi	.000	.
N	Vocabulary	32	32
	Motivasi	32	32

*SPSS output*

From the table above it can be seen that the correlation ( $r$ ) based on Pearson Correlation is 0,603, the Sig.(2-tailed) is 0,000 and N is 32.

There are two hypotheses in this paper:

Ha: There is a significant correlation between motivation in learning English and English vocabulary achievement

Ho: There is no significant correlation between motivation in learning English and English vocabulary achievement

**Table 4.6**

**The r table Criteria**

<b>Criteria</b>	<b>Decision</b>
$r_o > r_t$	Reject Ho
$r_o < r_t$	Fail to reject Ho/Accept Ho

### **1. r table Analyzing**

From the table 4.5 we can see that  $r$  is 0,603 and the Sig.(2-tailed) is 0,000, in this part the writer compare the Coefficient Correlation ( $r$ ) with the  $r$  table. significance 5% = 0,349 and significance 1% = 0,449 because the  $df=30$  ( $N=32-2=30$ ).

It means that  $r > \text{Sig } 1\%$  ( $0,603 > 0,449$ ) and also  $r > \text{Sig } 5\%$  ( $0,603 > 0,349$ ) or  $0,449 < 0,603 > 0,349$ . In the other word  $r_o > r_t$ , it means that we have to

**ACCEPT Ho “There is a significant correlation between motivation in learning English and their English vocabulary achievement**

## 2. SPSS analyzing

**Table 4.7**

### **The Computer Output Criteria\***

<b>Criteria</b>	<b>Decision</b>
Sig.(1-Tailed) $< \alpha$	Reject the null hypothesis
Sig.(1-Tailed) $> \alpha$	Fail to reject the null hypothesis

\*Hartono (2005:128)

The interpretation:

- a.  $\alpha = 0.05$
- b. **Ha is accepted if** Sig.(1-Tailed)  $< \alpha$  It means that there is a significant correlation between motivation in learning English and their English vocabulary achievement
- c. **Ho is Accepted if** Sig(1-Tailed)  $> \alpha$ . it means that there is no significant correlation between students' motivation in learning English and their English vocabulary achievement

From the Table IV.6 we can see that the probability or **Sig.(1-Tailed) = 0,000**. We can conclude based on the Table 4.7 **Sig.(1-Tailed)  $< \alpha$  / (0,000  $<$**

**0,05)**, it means that we reject the null hypothesis, In the other word **Ha is ACCEPTED** *“There is A significant Correlation Between the Motivation of Learning English and The English Vocabulary Achievement of the First Year Students of MTs Darun Na'im Simpang Kubu Kampar district of Kampar regency”*.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Research Conclusion

The focus of this research is to find out The Correlation between the Motivation of Learning English and The English Vocabulary Achievement of the First Year Students of MTs Darun Na'im Simpang Kubu Kampar District of Kampar Regency. After conducting the research, the writer analyzed and calculated the data by using SPSS15.0 for Windows —Statistical Software, the writer found that the Motivation of Learning English is 88,75% and it is categorized as Very Good. And the English Vocabulary Achievement is 100% and this is categorized as VERY GOOD.

And to find out about the Correlation Between the Motivation of Learning English and The English Vocabulary Achievement of the writer analyzed the data and found that the coefficient correlation ( $r$ ) is 0,603, Sig.(2-tailed) is 0,000 and  $N$  is 32. In the other word  $r > \text{Sig } 1\%$  ( $0,603 > 0,449$ ) and also  $r > \text{Sig } 5\%$  ( $0,603 > 0,349$ ) or  $0,449 < 0,603 > 0,349$ . In the other word  $r_o > r_t$  it means that we have to ACCEPT  $H_o$ . We also can see that  $\text{Sig.}(2\text{-Tailed}) < \alpha$ , ( $0,000 < 0,05$ ), it means that we reject the null hypothesis, In the other  $H_a$  is ACCEPTED *“There is a significant Correlation Between the Motivation of Learning English and The English Vocabulary Achievement of the First Year Students of MTs Darun Na'im Simpang Kubu Kampar district of Kampar regency*

## **B. Suggestion**

After carrying out the research, it seems very pivotal for the researcher to give suggestions pertinently to the research findings whether for the English teachers or students in order that they are successful in teaching and learning English as a second or foreign language. Therefore, giving the attention and motivation to the students who can develop their ability in increasing the English vocabulary achievement whether this is not making any contribution.

Therefore, it seems very important for the writer to give in suggestion both the teachers and to the students.

### **1. The Teachers**

- a. The teachers have to provide students with enough facilities such as English books, newspaper, reports, English laboratory, English dictionary that can be lent to students in order that they learn them at their homes.
- b. The teachers should give motivation and attention to encourage the students' motivation in learning English, especially in the English vocabulary.
- c. The teachers have to teach the English subject in the real lives and applicable
- d. The teachers have to review the previous lessons or subject matters in accordance with reinforcing the students' understanding about the subject and making long-term memory.

- e. The teachers should teach and give the strategies for the students in learning English.
- f. The teachers should be creative in arranging and presenting the subject material

## **2. The Students.**

- a. The students should improve their awareness in English subject.
- b. The students should make study groups such as discussions among students and ask questions to others related to subject teachers.
- c. The students should pay attention more than before while learning English
- d. The students should also add their English lesson out of school such as joining English club, making English society, entering English course and so on.
- e. The students have to practice or use English in the real lives.
- f. Be confident, open minded person and do not be offended when someone corrects you.

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## APPENDIX 1

Nama : .....

Kelas : .....

### **Petunjuk Pengisian:**

- 1. Berilah tanda silang (x) pada jawaban yang kamu anggap sesuai dengan pendapat kamu sendiri atau keadaan kamu yang sebenarnya.**
  - 2. Pilihan jawaban kamu tidak mempengaruhi hasil belajar kamu.**
  - 3. Terima kasih telah ikut membantu penelitian ini.**
- 
- 

1. Saya suka belajar mata pelajaran Bahasa Inggris
  - a. Sangat tidak setuju
  - b. Tidak setuju
  - c. Ragu-ragu
  - d. Setuju
  - e. Sangat setuju
2. Saya berpendapat pelajaran Bahasa Inggris adalah pelajaran yang menyenangkan
  - a. Sangat tidak setuju
  - b. Tidak setuju
  - c. Ragu-ragu
  - d. Setuju
  - e. Sangat setuju
3. Menurut saya pelajaran bahasa inggris adalah pelajaran yang sangat penting
  - a. Sangat tidak setuju
  - b. Tidak setuju
  - c. Ragu-ragu
  - d. Setuju
  - e. Sangat setuju
4. Saya suka mempelajari kosakata bahasa Inggris yang baru
  - a. Sangat tidak setuju
  - b. Tidak setuju
  - c. Ragu-ragu
  - d. Setuju
  - e. Sangat setuju
5. Saya selalu mencari arti kosa kata yang baru saya dengar/temui dari kamus untuk menambah perbendaharaan kosakata saya
  - a. Sangat tidak setuju
  - b. Tidak setuju
  - c. Ragu-ragu
  - d. Setuju
  - e. Sangat setuju

6. Saya suka apabila guru memberikan games ketika belajar bahasa Inggris
- a. Sangat tidak setuju                      b. Tidak setuju                      c. Ragu-ragu  
d. Setuju    e. Sangat setuju
7. Saya sangat tertarik ketika guru memberikan games untuk meningkatkan kosakata
- a. Sangat tidak setuju                      b. Tidak setuju                      c. Ragu-ragu  
d. Setuju    e. Sangat setuju
8. Saya selalu dapat mengikuti games yang diberikan oleh guru disekolah
- a. Sangat tidak setuju                      b. Tidak setuju                      c. Ragu-ragu  
d. Setuju    e. Sangat setuju
9. Saya selalu berusaha menjawab pertanyaan dari games yang diberikan guru.
- a. Sangat tidak setuju                      b. Tidak setuju                      c. Ragu-ragu  
d. Setuju    e. Sangat setuju
10. Menurut saya dengan games dapat membantu saya meningkatkan kosakata
- a. Sangat tidak setuju                      b. Tidak setuju                      c. Ragu-ragu  
d. Setuju    e. Sangat setuju
11. Saya selalu berusaha mengikuti pelajaran bahasa inggris dengan baik
- a. Sangat tidak setuju                      b. Tidak setuju                      c. Ragu-ragu  
d. Setuju    e. Sangat setuju
12. Saya selalu mempersiapkan diri sebelum mempelajari bahasa inggris
- a. Sangat tidak setuju                      b. Tidak setuju                      c. Ragu-ragu  
d. Setuju    e. Sangat setuju
13. Saya selalu bertanya kepada guru bila menemui hal yang tidak saya pahami ketika belajar bahasa inggris

- a. Sangat tidak setuju
- b. Tidak setuju
- c. Ragu-ragu
- d. Setuju
- e. Sangat setuju

14. Menurut saya menambah kosakata bahasa inggris dapat membantu saya dalam menguasai pelajaran bahasa inggis disekolah.

- a. Sangat tidak setuju
- b. Tidak setuju
- c. Ragu-ragu
- d. Setuju
- e. Sangat setuju

15. Menurut saya bahasa inggris sangat berguna bagi saya untuk mencapai cita-cita yang saya inginkan

- a. Sangat tidak setuju
- b. Tidak setuju
- c. Ragu-ragu
- d. Setuju
- e. Sangat setuju

16. Menurut saya mempelajari bahasa inggris dapat membantu saya memahami lagu-lagu dalam bahasa inggris

- a. Sangat tidak setuju
- b. Tidak setuju
- c. Ragu-ragu
- d. Setuju
- e. Sangat setuju

17. Menurut saya mempelajari bahasa inggris dapat membantu saya memahami filem-filem yang berbahasa inggris.

- a. Sangat tidak setuju
- b. Tidak setuju
- c. Ragu-ragu
- d. Setuju
- e. Sangat setuju

18. Menurut saya dengan mempelajari bahasa inggris dapat membantu saya memahami bacaan-bacaan dalam bahasa inggris

- a. Sangat tidak setuju
- b. Tidak setuju
- c. Ragu-ragu
- d. Setuju
- e. Sangat setuju



19. Menurut saya dengan menguasai bahasa inggris saya dapat menumbuhkan rasa percaya diri dalam pergaulan

- a. Sangat tidak setuju
- b. Tidak setuju
- c. Ragu-ragu
- d. Setuju
- e. Sangat setuju

20. Menurut saya dengan menguasai bahasa inggris dapat membantu saya untuk memahami istilah-istilah dalam bahasa inggris yang saya temui

- a. Sangat tidak setuju
- b. Tidak setuju
- c. Ragu-ragu
- d. Setuju
- e. Sangat setuju

APPENDIX 2

**VOCABULARY TEST ITEM**

1. I use ..... when the day is hot

- a. Hat
- b. Bat

- c. Nap
- d. Top



2. I saw an ..... eating a rat

- a. Bird
- b. Owl

- c. Hawk
- d. Duck



3. Mother buy ..... For my fother

- a. Shoes
- b. Ring

- c. Clock
- d. Needle



4. I like to eat ..... With butter and chocolate jam

- a. Jelly
- b. Bread

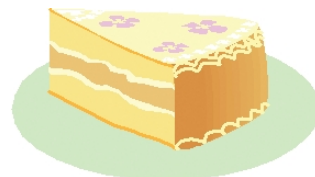
- c. Cap
- d. Soap



5. Mother makes me a ..... for my birthday party

- a. Cookies
- b. Chips

- c. Bread
- d. Cake



6. I love to see a ..... at a zoo

- a. Hat
- b. zebra

- c. donkey
- d. kangaroo



7. uncle have a ..... at his backyard

- a. ant
- b. owl

- c. Monkey
- d. bird



8. .... have a big body and a big ears

- a. Girafe
- b. Rhinoceros

- c. Elephant
- d. Eleven



9. An animal that have a horn on it nose is.....

- a. Deer
- b. Chicken

- c. Rhinoceros
- d. Goat



10. We have to put trash in a.....

- a. Trash can
- b. Basket

- c. Can
- d. Bag



11. My brother always wear his .....

- a. Hat
- b. Bat

- c. Nap
- d. Top



12. Father buy a new .....

- a. Car
- b. Bat

- c. Nap
- d. Top



13. We always study in a .....

- a. Office
- b. Bedroom

- c. restroom
- d. Classroom



14. My sister likes to ride a .....

- a. Car
- b. Motorcycle

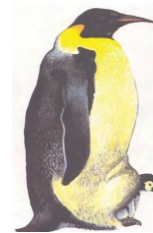
- c. Bicycle
- d. Train



15. .... live in a cold place

- a. Duck
- b. Bird

- c. Owl
- d. Penguin



16. .... always fly in the air

- a. Chicken
- b. Duck

- c. Bird
- d. fish



17. .... is a Land transportation

- a. Ship
- b. Train

- c. Car
- d. Bus



18. .... is a sea transportation that I always use

- a. Train
- b. Bus
- c. Ship
- d. Car



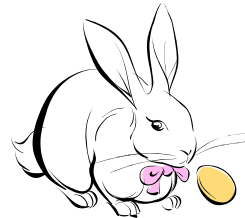
19. I always wear ..... when the day is very cold

- a. Shirt
- b. T- Shirt
- c. Jacket
- d. Pant



20. My favorite pet is .....

- a. Rabbit
- b. Cat
- c. Dog
- d. Hamster



**APPENDIX 3**

**The Result of The Questioner**

Name	Questioner										Total Point
	A	Point	B	Point	C	Point	D	Point	E	Point	
Student 1	-	-	-	-	2	6	7	28	11	55	89
Student 2	-	-	1	2	-	-	13	52	6	30	84
Student 3	-	-	-	-	3	9	8	32	9	45	86
Student 4	1	1	-	-	-	-	6	24	13	65	90
Student 5	1	1	1	2	2	6	6	24	10	50	83
Student 6	-	-	2	4	3	9	3	12	12	60	85
Student 7	1	1	1	2	2	6	2	8	14	70	87
Student 8	4	4	-	-	1	3	-	-	15	75	82
Student 9	-	-	-	-	3	9	8	32	9	45	86
Student 10	-	-	-	-	2	6	12	48	6	30	84
Student 11	-	-	2	4	1	3	10	40	7	35	82
Student 12	-	-	2	4	1	3	11	44	6	30	81
Student 13	-	-	1	2	1	3	14	56	4	20	81
Student 14	-	-	1	2	2	6	9	36	8	40	84
Student 15	-	-	1	2	1	3	11	44	7	35	84
Student 16	-	-	2	4	3	9	11	44	4	20	77
Student 17	1	1	1	2	4	12	4	16	10	50	81
Student 18	1	1	-	-	-	-	9	36	10	50	87
Student 19	1	1	1	2	2	6	-	-	16	80	89
Student 20	-	-	-	-	5	15	10	40	5	25	80
Student 21	1	1	-	-	2	6	7	28	10	50	85
Student 22	-	-	-	-	3	9	9	36	8	40	85
Student 23	-	-	2	4	-	-	12	48	6	30	82
Student 24	-	-	-	-	-	-	8	32	12	60	92
Student 25	-	-	-	-	-	-	6	24	14	70	94
Student 26	-	-	-	-	2	6	11	44	7	35	85
Student 27	-	-	-	-	1	3	7	28	12	60	91
Student 28	-	-	-	-	1	3	11	44	8	40	87
Student 29	-	-	-	-	-	-	12	48	8	40	88
Student 30	-	-	-	-	-	-	10	40	10	50	90
Student 31	-	-	-	-	-	-	11	44	9	45	89
Student 32	-	-	-	-	5	15	10	40	5	25	80
<b>Total</b>	<b>11</b>		<b>18</b>		<b>52</b>		<b>268</b>		<b>291</b>		

- A: Point 1
- B: Point 2
- C: Point 3
- D: Point 4
- E: Point 5

### The Percentage of The Motivation Through Picture Card

<b>Alternative Answer</b>	<b>Frequency</b>	<b>Score</b>	<b>Percentage</b>
Strongly Disagree	11	11	1,72
Disagree	18	36	2,81
Undecided	52	156	8,13
Agree	268	1072	41,88
Strongly Agree	291	1455	45,47
<b>Total</b>	<b>640</b>	<b>2730</b>	<b>100%</b>

**APPENDIX 4****STUDENTS VOCABULARY TEST SCORE**

<b>Name</b>	<b>Scoring</b>		<b>Total Score</b>
	<b>True</b>	<b>Wrong</b>	
Student 1	19	1	<b>95</b>
Student 2	18	2	<b>90</b>
Student 3	18	2	<b>90</b>
Student 4	18	2	<b>90</b>
Student 5	18	2	<b>90</b>
Student 6	18	2	<b>90</b>
Student 7	19	1	<b>95</b>
Student 8	18	2	<b>90</b>
Student 9	18	2	<b>90</b>
Student 10	17	3	<b>85</b>
Student 11	17	3	<b>85</b>
Student 12	17	3	<b>85</b>
Student 13	19	1	<b>95</b>
Student 14	19	1	<b>95</b>
Student 15	19	1	<b>95</b>
Student 16	17	3	<b>85</b>
Student 17	19	1	<b>95</b>
Student 18	18	2	<b>90</b>
Student 19	19	1	<b>95</b>
Student 20	18	2	<b>90</b>
Student 21	17	3	<b>85</b>
Student 22	17	3	<b>85</b>
Student 23	16	4	<b>80</b>
Student 24	19	1	<b>95</b>



Student 25	20	-	<b>100</b>
Student 26	18	2	<b>90</b>
Student 27	20	-	<b>100</b>
Student 28	17	3	<b>85</b>
Student 29	18	2	<b>90</b>
Student 30	18	2	<b>90</b>
Student 31	20	-	<b>100</b>
Student 32	19	1	<b>95</b>

### THE RECAPITULATION OF STUDENTS VOCABULARY TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80.00	1	3.1	3.1	3.1
	85.00	7	21.9	21.9	25.0
	90.00	12	37.5	37.5	62.5
	95.00	9	28.1	28.1	90.6
	100.00	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

SPSS output Descriptive

## APPENDIX 5

### Descriptive Statistics

	Mean	Std. Deviation	N
Vocabulary	90.9375	5.30330	32
Motivasi	85.3125	3.93854	32

### Correlations

		Vocabulary	Motivasi
Pearson Correlation	Vocabulary	1.000	.603
	Motivasi	.603	1.000
Sig. (1-tailed)	Vocabulary	.	.000
	Motivasi	.000	.
N	Vocabulary	32	32
	Motivasi	32	32

### Variables Entered/Removed(b)

Model	Variables Entered	Variables Removed	Method
1	Motivasi(a)	.	Enter

a All requested variables entered.

b Dependent Variable: Vocabulary

### Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.603(a)	.364	.343	4.29947

a Predictors: (Constant), Motivasi

b Dependent Variable: Vocabulary

### ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	317.313	1	317.313	17.166	.000(a)
	Residual	554.562	30	18.485		
	Total	871.875	31			

a Predictors: (Constant), Motivasi

b Dependent Variable: Vocabulary

**Coefficients(a)**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	21.636	16.744		1.292	.206	-12.559	55.832
Motivasi	.812	.196	.603	4.143	.000	.412	1.213

a. Dependent Variable: Vocabulary

**Residuals Statistics(a)**

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	84.1851	97.9945	90.9375	3.19936	32
Residual	-8.24669	7.56564	.00000	4.22955	32
Std. Predicted Value	-2.111	2.206	.000	1.000	32
Std. Residual	-1.918	1.760	.000	.984	32

a. Dependent Variable: Vocabulary

## Charts

**Scatterplot**

