

THE CORRELATION BETWEEN LEARNING MOTIVATION AND VOCABULARY SIZE OF STUDENTS OF ENGLISH STUDY PROGRAM OF UNIVERSITAS RIAU BATCH 2020

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Abstract: *This research is a correlational research design in a quantitative, which used the statistical correlation test in describing and measuring two variables. This research is aimed to investigate the learning motivation and vocabulary size of students of English Study Program of Universitas Riau batch 2020 and to find out whether or not there is any correlation between learning motivation and vocabulary size of students of English Study Program of Universitas Riau batch 2020. Thirty-four students out of 118 students were chosen as the sample students using a random sampling technique. In this research, students' learning motivation was measured using the Attitude/Motivation Test Battery (AMTB) questionnaire test adapted from Gardner in 2004. While students' vocabulary size was measured using the Vocabulary Size Test created by Nation in 2007. The findings of this study revealed that the average score of students' motivation value is 61.26, which is categorized as a fair level of motivation. This study showed that students' average vocabulary size is 8.650, which can be declared that the sample students' vocabulary size is on the Mid-frequency level. The result also showed a positive-fair correlation between students' learning motivation and their vocabulary size, taken from the correlation coefficient value of 0.671 and interpreted based on Sugiyono's (2009) interpretation of correlation.*

Key Words: *Correlation, Learning Motivation, Vocabulary*

KORELASI ANTARA MOTIVASI BELAJAR DAN BESARAN KOSAKATA YANG DIMILIKI DARI MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS UNIVERSITAS RIAU ANGKATAN 2020

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Abstrak: Penelitian ini merupakan penelitian korelasional dengan desain kuantitatif, yang menggunakan uji statistik korelasi dalam menggambarkan dan mengukur dua variabel. Penelitian ini bertujuan untuk menyelidiki motivasi belajar dan ukuran kosakata mahasiswa Program Studi Bahasa Inggris Universitas Riau angkatan 2020 dan untuk mengetahui apakah ada korelasi antara motivasi belajar dan ukuran kosakata mahasiswa Program Studi Bahasa Inggris Universitas Riau angkatan 2020. Tiga puluh empat mahasiswa dari 118 mahasiswa dipilih sebagai mahasiswa sampel dengan menggunakan teknik random sampling. Dalam penelitian ini, motivasi belajar mahasiswa diukur dengan menggunakan tes angket Attitude/Motivation Test Battery (AMTB) yang diadaptasi dari Gardner pada tahun 2004. Sedangkan ukuran kosakata mahasiswa diukur dengan menggunakan Vocabulary Size Test yang dibuat oleh Nation pada tahun 2007. Temuan penelitian ini menunjukkan bahwa skor rata-rata nilai motivasi mahasiswa adalah 61,26 yang dikategorikan sebagai tingkat motivasi yang cukup. Studi ini menunjukkan bahwa rata-rata kosakata mahasiswa adalah 8.650 yang dapat dinyatakan bahwa ukuran kosa kata mahasiswa sampel berada pada tingkat frekuensi sedang. Hasil penelitian juga menunjukkan bahwa ada korelasi positif-sedang antara motivasi belajar mahasiswa dan jumlah kosakata mereka, diambil dari nilai koefisien korelasi sebesar 0,671 dan diinterpretasikan berdasarkan interpretasi korelasi Sugiyono (2009).

Kata Kunci: *Korelasi, Motivasi Belajar, Kosakata*

INTRODUCTION

English has been used by people all over the world for communication purposes. There is much information that can be found on the internet, written and spoken in English. It will be so helpful if students can master English well, especially those whose major is English since it will help them find references and comprehend their English subjects. In mastering English, the essential thing students need to learn is vocabulary. Vocabulary plays a vital role in learning a language. Vocabulary is the key to learning a language. Linse (2005) argued that learners' vocabulary development is an important aspect of their language development. As well as David Wilkins (1972) said that without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed. Another argument for the importance of vocabulary comes from Richard and Renandya (2002), who state:

“Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential, and listening may be discouraged from making use of language learning opportunities around them, such as to radio, listening to native speakers, using the language in a different context, reading, or watching TV.”

The experts above state that vocabulary is more important than grammar, and learning and acquiring vocabulary can help students develop their English skills: listening, reading, speaking, and writing. Also, by learning vocabulary, students who master more vocabulary can get much information when listening to the audio, watching videos, and reading passages. Moreover, they can write and speak up their ideas fluently and way better than those with less vocabulary knowledge. There are many ways that students can do to enrich their vocabulary. However, they will not work unless they are motivated to learn the vocabulary. As learning is naturally hard work. It pushes the brain to the limit, which can only happen if students are motivated.

Motivation is regarded as a vital component in making students successful in their English learning. Students who have good motivation will do their best to get the best result in their studies. Therefore, the researcher conducted a test on how far the students mastered the vocabulary and how high the students' learning motivation was to measure both their vocabulary size and learning motivation and to see whether there is any correlation or not between students' learning motivation and students' vocabulary size so that the students can be motivated to enrich their vocabularies after knowing the result of their motivation value and vocabulary size and may it helps them to be prepared before writing their academic assignments, especially thesis.

Based on the previous background, the researcher formulates the research problem as follows:

1. What is the learning motivation level of students of English Study Program of FKIP Universitas Riau batch 2020?
2. What is the vocabulary size level of students of English Study Programs of FKIP Universitas Riau batch 2020?
3. Is there any significant correlation between learning motivation and vocabulary size of students of English Study Program of FKIP Universitas Riau batch 2020?

And the purposes of this research are stated as follows:

1. The learning motivation level of students of English Study Program of FKIP Universitas Riau batch 2020
2. The vocabulary size level of students of English Study Program of FKIP Universitas Riau batch 2020
3. The correlation between learning motivation and vocabulary size of English Study Program of FKIP Universitas Riau batch 2020

Definition of Vocabulary

Vocabulary is part of the language system. There are many definitions of vocabulary proposed by linguist experts. Hatch and Brown (1995) stated that vocabulary refers to a list or collection of words for a specific language or a list or collection of words used by individual speakers of a language. According to Hammam (1992), vocabulary is the total number of words that comprise a language. Neuman and Dawyer in Bintz (2011) defined vocabulary as the words necessary for effective communication: words for speaking (expressive vocabulary) and words for listening (receptive vocabulary). According to Hiebert and Kamil (2005), vocabulary is the knowledge of word meanings.

As proposed by some linguists, it is clearly stated that vocabulary is a set of words that we need to know and understand to use the language to communicate with others.

The Importance of Vocabulary

Before mastering the language, we need to learn vocabulary. The language will not exist without the use of vocabulary. It means that vocabulary is essential in learning the language. Many experts proposed their thoughts about the importance of vocabulary. Ur (1996) argued that vocabulary is one of the most important aspects to be taught when acquiring a foreign language because it is impossible to communicate without a diverse vocabulary. These statements indicate the importance of teaching vocabulary as a foreign language.

Tozcu and Coady (2004) asserted that learning vocabulary is a crucial aspect of the second language and foreign language acquisition, as well as academic success and that it is essential to reading comprehension and proficiency, with which it is closely associated. Also, Zainuri (2003) states:

“Large vocabulary helps us express our ideas precisely in communication. We often believe that need a large number of words to master English language well it is not always wrong because we are hoped to realize without a certain amount of vocabulary, it seems it is quite impossible to use the language precisely and vividly. We sometimes have difficulties; in understanding the meaning of the word, in differentiating the word form, and in applying the word in a sentence.”

From the arguments above, it can be concluded that vocabulary is very important and we cannot use the language without having vocabulary knowledge due to the use of vocabulary both in written and oral forms of communication and language use.

Kinds of Vocabulary

According to Nation (2001), vocabulary is divided into two types. They are receptive vocabulary and productive vocabulary. Receptive vocabulary is used to distinguish the form of a word while listening or reading and retrieving meaning. Then productive vocabulary is used to express meaning through speaking or writing and producing the appropriate spoken or written word form. While according to Montgomery (2007), vocabulary is divided into four types. They are listening, speaking, reading, and writing. Regarding kinds of vocabulary, Nation (2008) stated that there are four kinds of vocabulary in the text: high-frequency words, academic words, technical words, and low-frequency words.

Vocabulary Mastery

The dominance of English vocabulary itself is firmly identified with the capacity of the student to get the vocabulary. Mastering a language, according to Henry and Pongrantz (2006), is the ability to comprehend the vocabulary and phonological system in both spoken and written form. It implies that students learning English as a second language must understand the meaning of the words and be able to use them in sentences.

According to Beck, Perfitti, and Mckeown (1982), everyone has two vocabularies. The largest of these is the recognition vocabulary, which contains all the words that a person recognizes in both oral and written form. The second, smaller vocabulary, is comprised of words used in everyday speech and writing.

From the arguments above, it can be concluded that vocabulary mastery is a set of words known by students not only in the written form but also in the use and the meaning of the words.

Vocabulary Size

Qian (2002), as cited in Astan and Tamah (2015), defined vocabulary size as vocabulary breadth. It refers to the number of words a learner knows, at least concerning their surface meaning. Moreover, Nation (2001), as cited by Nemati (2010), stated that the size of vocabulary had been interpreted to refer to the total number of words that students know at a given level of language proficiency.

Vocabulary Size Test

The Vocabulary Size Test is a test designed to assess both first and second language learners' written receptive vocabulary size in English. (Nation, 2001). Nation formed the Vocabulary Size Test to provide a reliable, accurate, and comprehensive assessment of a learner's vocabulary size. It allows the learner to see how close they are to having a large enough vocabulary to perform receptive tasks like reading (novels, newspapers), listening, and speaking effectively.

The Vocabulary Size Test, developed by Nation and Beglar (2007) and based on Read and Chapelle's structure (2001), is a discrete, specific, and moderately challenging autonomous vocabulary test displaying a variety of decision designs. The examination consists of two forms: 14,000 variants and 20,000 adaptations. The 14,000 variants consist of 140 distinct decision items, 10 of which are derived from each 1,000-word family level. The score of the

test-taker should be multiplied by 100 in order to determine their vocabulary responsiveness. The second version, which consists of 20,000 variations, includes 100 distinct decision items. The test taker's scores should be multiplied by 200 to obtain a measure of their receptive vocabulary capacity. It has been determined that the two structures are comparable.

Definition of Learning Motivation

According to Endang Sri Astuti (2010), learning motivation is something that drives, moves, and engages students in learning. Furthermore, Nashar (2004) stated that the motivation to learn is an internal and external stimulus that causes a person (individual) to act or achieve a goal so that changes in the behavior are expected to occur. Hamzah (2011) states that the nature of motivation to learn is internal and external encouragement to students who are learning to hold change of behavior. Students' motivation in the learning process can be seen from their behavior in learning. Students with high motivation can adapt steadily by taking a shot at the assignment, being flexible in facing difficulty, showing enthusiasm for an assortment of issues, working freely, and not getting exhausted in doing the tasks.

Types of Learning Motivation

Motivation is support, which originates from inside or outside, knowingly or unknowingly, to do something based on their own goal. There are two types of learning motivation:

1. Intrinsic Motivation

Intrinsic motivation is motivation as incentives that originate within the behavior itself as opposed to externally, such as playing a musical instrument for pleasure (Setiyadi, 2006). It means that intrinsic motivation comes from the individual itself with none pressure from the outside. In other words, if the reasons for contemplating English are for enjoyment and knowledge, it belongs to intrinsic motivation.

It can be concluded that intrinsic motivation is a motivation coming from inside of a human being that is vital and drives someone to do an action without any influenced motive from the environment.

2. Extrinsic Motivation

Extrinsically motivated behaviors are those behaviors that are performed not because of inherent interest in the activity but to arrive at some instrumental end, such that the source of regulation is external to the activity. The researcher believes initially that extrinsic motivation implies a lack of self-determination in the behaviors performed. However, Deci and Ryan (1985) proposed that they are different. This motivation is an external factor to the individual and unrelated to their task. This motivation derives from the outside effect of the individual, whether it is from the environment, society, pressure, or persuasion, so the learners tend to be active in their learning process

It can be concluded that extrinsic motivation comes from outside of a human being, whether from the environment, society, pressure, or persuasion that drives an individual to do something to get the reward or achieve the goals.

METHODOLOGY

This research is a correlational research design in a quantitative, which used the statistical correlation test in describing and measuring two variables. This research is aimed to investigate the learning motivation and vocabulary size of students of English Study Program of Universitas Riau batch 2020 and to find out whether or not there is any correlation between learning motivation and vocabulary size of students of English Study Program of Universitas Riau batch 2020.

Participants of the Research

The population of this research is students of English Study Program of Universitas Riau batch 2020. It has three classes. They are 5A, 5B, and 5C. The population is 118 students. Thirty-four students out of 118 students were chosen as the sample students using a random sampling technique. The researcher chose students of English Study Program of Universitas Riau batch 2020 because they have enough knowledge and motivation which was indicated by the length of the study. Furthermore, the students in this batch also had already taken the Vocabulary subject.

Instruments

In this research, to find out students' learning motivation researcher used a questionnaire adapted from Gardner's (2004) Attitude/Motivation Test Battery (AMTB). The questionnaire consisted of more than 100 questions, but the researcher only took 30 questions that were suitable for this study and modified the questionnaire based on the context of this study. The questionnaire consists of 30 statements and 5 choices of responses: strongly agree, agree, undecided, disagree, and strongly disagree. While to find out students' vocabulary size, the researcher used multiple choice types of tests, the Vocabulary Size Test (VST) developed by Nation and Beglar (2007). The researcher used the 14.000 version of the Vocabulary Size Test (VST). The test consists of 140 items divided into 14 parts with four answer choices: a, b, c, and d.

Data Collection Technique

Both motivation questionnaire and vocabulary size test data were collected online using Google Forms with the help of a time plugin to give the students time limitation to do the questionnaire and vocabulary size test. The research was held on May 27, 2022, during 08.0008.50 in the morning. The test duration was 40 minutes for Vocabulary Size Test (VST) and 10 minutes for Learning Motivation Questionnaire.

Data Analysis Technique

The students' motivation questionnaire answers were assessed by a Likert scale rating. This scale rating has five options. These are: strongly agree, agree, undecided, disagree, and strongly disagree. Each option also has a score based on the Likert Scale Rating. After the total score of students' motivation was obtained, the researcher defined students' motivation value. After the motivation value data was collected, the value was then categorized into 5 categories based on Arikunto's (1997) students' motivation category: very good, good, fair, poor, and very poor.

After getting students' motivation value, the researcher checked the students' vocabulary size test answers and calculated every student's vocabulary size. Harris (1974) formula is used to know each student's vocabulary size scores. Then, Harris (1974) level score classification is used to interpret students' individual scores. The classification is excellent, good, average, poor, and very poor. After that, to find out students' vocabulary size level, the score data was calculated using the Nation formula and categorized their vocabulary size based on three main frequency levels: high-frequency, mid-frequency, and low-frequency words.

Then, all the data above were analyzed by using the formula of correlation product moment to know the correlation between students' learning motivation and their vocabulary size: The students' learning motivation is X variable. And students' vocabulary size is Y variable. The correlation product moment is one of the techniques commonly used to seek the correlation between two variables. The data was measured using the SPSS statistics program.

To determine the criteria of correlation, the researcher used the interpretation of number correlation as suggested by Sugiyono (2009): very low correlation, low correlation, fair correlation, strong correlation, and very strong correlation.

RESEARCH FINDINGS AND DISCUSSION

Learning Motivation

No students (0%) have a very good motivation on the motivation questionnaire results. 14 students (41.8%) have *good* motivation level. 11 students (32.35%) have *fair* motivation level. 8 students (23.53%) have *poor* motivation level, and only one student (2.94%) has a *very poor* motivation level. The maximum score of students' motivation value is 74 out of 100. And the minimum score is 36 out of 100. The average score is 61.26, confirming that the motivation value of the students' sample is categorized in the *fair* level of motivation.

Vocabulary Size Level

For vocabulary, 4 students (11.76%) are categorized as *excellent* for students' individual vocabulary scores. 14 students (41.18%) have a *good* score, 15 students (44.12%) have an *average* score, 1 student (2.94%) have a *poor* score, and no student (0%) is sorted in a *very poor* category. The maximum score of student's individual vocabulary was 85 and the minimum score was 30.7. The mean score of student's individual vocabulary was 62.5 in which categorized in good vocabulary score. So, it can be determined that overall, the students of English Study Program of Universitas Riau batch 2020 have a good vocabulary.

The maximum vocabulary size is 11.900 words and the minimum vocabulary size is 4.300 words. The average vocabulary size is 8.650, so it can be declared that the sample students' vocabulary size is on the Mid-frequency level.

Normality Testing

A normality test was done on the motivation value and vocabulary size score obtained from the students. The result of normality is presented in table 1.1:

Table 1.1 The Normality Testing

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Motivation Value	.107	34	.200*	.943	34	.073
Vocabulary Size	.140	34	.088	.946	34	.091

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From table 1.1, it can be seen that Asymp. Sig. (2-tailed) value of the data are 0.073 and 0.091. The data is categorized as normal as the significant value > 0.05 (Syofian, 2014). In conclusion, the test distribution is normal because 0.073 and 0.091 are higher than 0.05.

Linearity Testing

Table 1.2 The Linearity Testing

		Sum of Squares	df	Mean Square	F	Sig.
Vocabulary * Motivation	Between Groups	10264.41	16	641.52	4.864	.001
	Linearity	5635.306	1	5635.30	42.728	.002
	Deviation from Linearity	4629.110	15	308.60	2.34	.470
Within Groups		2242.083	17	131.887		
Total		12506.50	33			

As for the outcome of the linearity test, presented in table 1.2, the significant linearity is 0.002 which is lower than 0.005. The value of 0.47 of Deviation from Linearity also shows that it is >0.05 . As the two indicators met, it can be concluded that the data of the students' motivation and vocabulary size have a linear correlation.

Correlational Analysis

For correlation analysis, as shown in table 1.3, the significance value, Sig. (2-tailed) is 0.000, which means this value is lower than 0.05. It indicates a positive correlation between the two variables, as stated in the first indicator. Then, based on the r calculation value (Pearson correlation), the r calculation value is $0.671 > 0.039$ (significance 5 %) and > 0.436 (significance 1 %) which are the listed value in the r table with N sample = 34, and this condition also indicates that there is a positive correlation between the two variables. While based on SPSS output marks (*) or (**), the data has (**), 0.671**, which indicates that there is a significant correlation at 0.01.

Table 1.3 Correlation Analysis

		Motivation	Vocabulary
Motivation	Pearson Correlation	1	.671**
	Sig. (2-tailed)		.000
	N	34	34
Vocabulary	Pearson Correlation	.671**	1
	Sig. (2-tailed)	.000	
	N	34	34

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

CONCLUSION AND RECCOMENDATION

Conclusion

It can be confirmed that there is a positive-fair correlation between the students' motivation and their vocabulary size, taken from the correlation coefficient value of 0.671 and interpreted based on Sugiyono's (2009) interpretation of correlation. As the independent variable, motivation has 45.1% contribution to students of English Study Program of Universitas Riau

batch 2020's vocabulary size. From that point, it can also be concluded that other factors explain the 54.9% contribution of students' vocabulary size.

As stated by Fortune et al. (2015) in the *Achievement Motivation and Outcome in Social Work Field Education* journal, students with high motivation are eager to achieve something and will be successful in school and in their careers. This study confirms that motivation plays a significant role in determining students' success in comprehending lessons, and specifically in this study, students' vocabulary size.

Based on the description above, it can be concluded that there was a significant correlation between students' motivation and their vocabulary size. From this point, it can be said that motivation defines as a trustworthy predictor of students' ability and proficiency.

Reccomendation

This research is expected to give contribution to lecturers and teachers. Lecturers and teachers must have ways to improve students' motivation to improve vocabulary size. They are expected to improve their students' motivation, especially in enriching students' vocabulary, because motivated students will concentrate on the teaching and learning process more than those who are not, and they will enjoy studying given by the teachers and lecturers.

Based on the result, the lowest contribution comes from the English Study Program Students of FKIP Universitas Riau Batch 2020 attitude. By this research, the students are required to improve their motivation through their attitude toward the subject since it is believed that the change of motivation affects the result of vocabulary size.

This research can be used by other researchers who intend to dig more into the effect of motivation on students' vocabulary size. It is better to largen the sample or population of the research to obtain a more accurate result.

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