A Correlational Study on English Learning Motivation and Vocabulary Mastery Toward Students’ Reading Achievement of the Eighth Grade Students of SMP Negeri 3 Mojolaban, Sukoharjo in the Academic Year of 2011/2012

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ABSTRACT

The article aims at describing the correlational between English learning motivation and vocabulary mastery are important variables for reading achievement. Both English learning motivation and vocabulary mastery have positive contribution in reading achievement. The objectives of the study are to determine the correlation between (1) English learning motivation and students’ reading achievement; (2) vocabulary mastery and students’ reading achievement; and (3) English learning motivation, vocabulary mastery and students’ reading achievement. The method used in this study was a correlational study. The results of this study show that (1) there is a positive correlation between English learning motivation and students’ reading achievement ($r_{1y} = 0.362 > r_t$ is 0.325); (2) there is a positive correlation between vocabulary mastery and students’ reading achievement ($r_{2y} = 0.471 > r_t$ is 0.325); and (3) there is a positive correlation between English learning motivation, vocabulary mastery simultaneously and students’ reading achievement ($R_{y.12} = 0.567$ and $F_0 = 8.072 > F_t = 3.28$). Therefore, English learning motivation and vocabulary mastery should be considered in improving students’ reading achievement. They contribute to improve students’ reading achievement although reading achievement doesn’t completely depend on the two variables.

Keywords: english learning motivation, vocabulary mastery, reading achievement, correlational study.

ABSTRAK

Artikel ini bertujuan untuk mendeskripsikan korelasi antara motivasi belajar bahasa Inggris dan penguasaan kosakata adalah variabel penting untuk prestasi membaca. Antara motivasi belajar bahasa Inggris dan penguasaan kosakata mempunyai kontribusi yang baik dalam prestasi membaca. Tujuan dari penelitian adalah untuk menentukan hubungan antara (1) motivasi belajar bahasa Inggris dan prestasi membaca siswa; (2) penguasaan kosakata dan prestasi membaca siswa; dan (3) motivasi belajar bahasa Inggris, penguasaan kosakata dan prestasi membaca siswa. Metode yang digunakan dalam penelitian ini adalah korelasi. Hasil dari penelitian ini menunjukkan bahwa (1) ada hubungan positif antara motivasi belajar bahasa Inggris dan prestasi membaca siswa ($r_{1y} = 0.362 > r_t$ is 0.325); (2) ada hubungan positif antara penguasaan kosakata dan prestasi membaca siswa ($r_{2y} = 0.471 > r_t$ is 0.325); dan (3) ada hubungan positif antara motivasi belajar bahasa Inggris, penguasaan kosakata
secara bersama-sama dan prestasi membaca siswa ($R_{y,12} = 0.567$ and $F_o = 8.072 > F_t = 3.28$). Maka dari itu, motivasi belajar dan penguasaan kosakata harus dipertimbangkan dalam meningkatkan prestasi membaca siswa. Mereka dipertimbangkan untuk meningkatkan prestasi membaca siswa, walaupun prestasi membaca bukan seutuhnya berdasarkan dari dua variabel tersebut.

Kata kunci: motivasi belajar bahasa inggris, penguasaan kosakata, prestasi belajar, penelitian korelasi.

English is one of the international languages, plays an important role in the world because it is the most common language used in international communication. English is regarded as the first foreign language which is taught in formal and informal education, starting from elementary school up to university.

In English, there are four skills: listening, speaking, reading and writing. The students are expected to have ability in those language skills, which cover receptive and productive language use. Reading is one of language skills; it should be mastered well by the students because reading is an essential factor that influences one’s activity in communication.

Some experts propose their definition of reading. Aebersold and Field (1997: 15) say that reading is what happens when people look at the text and assign meaning to the written symbols in that text. In line with Aebersold and Field, Grabe and Stoller propose the reading as the ability to draw meaning from the printed materials. They explain that it also highlights that how to draw meaning from a text and interpret this meaning varies in line with the second language (L2) proficiency of the reader (Grabe and Stoller, 2002: 9-10).

Reading is regarded as a decoding skill that is interpreting codes into ideas. Students who have ability in reading skill, they will also obtain good achievement. Students’ reading achievement is student’s effort and skill in reading as a result of specific instruction or outcomes of learning. Therefore reading achievement can be defined as student’s effort and skill in reading as a result of reading instruction that can be described by the result of series of tests that paying attention to the language being written or printed and understanding what has been read including finding main idea of the text, gaining specific
information, identifying the purpose of the text, guessing the meaning of the words from the context, detecting specific references and interpreting them in a context.

Mastering vocabulary is the ability to obtain or to receive a lot of words. Ur (1996: 60) defines vocabulary as the words we teach in the foreign language. While, Hatch and Brown (1995: 1) define vocabulary as a list or a set of words for particular language, or a list of words that individual speaker of a language might use. While, Moon (in Schmitt and McCarthy, 1997: 105) argues that traditionally, vocabulary has seen as individual words, which could be used with a great deal of freedom, only constrained by grammatical consideration. However, he also argues that vocabulary consists not only of single words; lexemes are often made up of strings of more than one word.

Regarding those definitions, it can be concluded that vocabulary is a set of words in a language known and used by a language user. By having and mastering vocabulary we will know the meaning of vocabulary in the context. Measuring vocabulary helps to avoid making mistakes in understanding. On the other hand, foreign students learning English reading text, one lack of vocabulary, whereas in fact vocabulary is the most important thing in reading skill.

One of the factors affecting the success of reading achievement is motivation. Motivation represents psychological processes that emerge volunteer activities to achieve a certain objective (Winardi, 2002: 1). Further, Elliot (2000: 332) states that motivation is an important psychological construct affecting learning in at least four ways:

a. It increases an individual’s energy and activity level. It influences the extent to which an individual engaged in a certain activity intensively or half-heartedly.

b. It directs an individual to certain goals. It affects what people do and the results they achieve.

c. It promotes initiation of certain activities and persistence in those activities including in facing the difficulties.
d. It affects the learning strategies. It increases people to pay attention to something, study and practice it, and try to learn it in a meaningful way. It also improves people’s desire to seek help when they encounter difficulties.

In teaching learning activities, motivation plays an important role. Motivation in this research focused on learning motivation especially in English. In this research, the writer tries to correlate the English learning motivation and vocabulary mastery toward students’ reading achievement. The objectives of the study are to determine the correlation between (1) English learning motivation and students’ reading achievement; (2) vocabulary mastery and students’ reading achievement; and (3) English learning motivation, vocabulary mastery and students’ reading achievement.

RESEARCH METHOD

In this research, the writer used a quantitative method called correlational method to analyze the data. This research has two kinds of variables, predictor variable or independent variable and response variable or dependent variable. The predictor or the independent variable in this research are English learning motivation ($X_1$) and vocabulary mastery ($X_2$). The response variable of dependent variable is students’ reading achievement ($Y$).

To collect the data, questionnaire and tests is used in the study. Questionnaire is used to collect the data of students’ English learning motivation. On the other hand, the tests are used to collect the data of students’ vocabulary mastery and students’ reading achievement.

FINDINGS AND DISCUSSION

From the data analysis, the writer draws the conclusions as follows:

1. There is a positive correlation between English learning motivation ($X_1$) and students’ reading achievement ($Y$) of the eighth grade student of SMP Negeri 3 Mojolaban, Sukoharjo in the academic year of 2011/2012 ($r_{x1y} = 0.362, r_t = \_\_\_\_\_\_\_\_\_$
0.325). It means that to increase students’ reading achievement a teacher must increase students’ English learning motivation.

2. There is a positive correlation between vocabulary mastery ($X_2$) and students’ reading achievement ($Y$) of the eighth grade student of SMP Negeri 3 Mojolaban, Sukoharjo in the academic year of 2011/2012 ($r_{x_2y} = 0.471 > r_t = 0.325$). It means that to increase students’ reading achievement a teacher must increase students’ vocabulary mastery.

3. There is a positive correlation between English learning motivation ($X_1$), vocabulary mastery ($X_2$) simultaneously and students’ reading achievement ($Y$) of the eighth grade student of SMP Negeri 3 Mojolaban, Sukoharjo in the academic year of 2011/2012 ($R_{y.12} = 0.567$ and $F_0 = 8.072 > F_t = 3.28$). It means that to increase students’ reading achievement a teacher must increase students’ English learning motivation and vocabulary mastery.

Based on the research finding, it has been concluded that there is positive correlation between English learning motivation, vocabulary mastery simultaneously and students’ reading achievement. It implies that learning motivation and vocabulary mastery are important variables for students’ reading achievement. The contribution of both English learning motivation and vocabulary mastery for students’ reading achievement is 32.2%. It means that 32.2% variance of reading achievement is influenced by learning motivation and vocabulary mastery while the other 67.8% is contributed by other factors. Therefore, the two variables cannot be neglected in the effort of improving students’ reading achievement.

English learning motivation is an important factor for students who want a good result on reading achievement. It makes it easier for students to read the text. Besides that, the students should have good vocabulary mastery. The students who have good vocabulary mastery will have better reading achievement than those who do not. Teachers should motivate their students for maintaining English learning motivation and improving vocabulary mastery.
CONCLUSIONS AND SUGGESTIONS

The findings of this study lead to a main conclusion that a positive correlation means that the increase of English learning motivation and vocabulary mastery is followed by the increase of students’ reading achievement. This kind of correlation creates an assumption that students’ reading achievement can be regressed, explained, and predicted from English learning motivation and vocabulary mastery.

Based on the hypothesis testing, it can be stated that the coefficient of correlation between English learning motivation and students’ reading achievement \( r_{x1y} \) is 0.362; the coefficient of correlation between vocabulary mastery and students’ reading achievement \( r_{x2y} \) is 0.471; and the coefficient of correlation between English learning motivation and vocabulary mastery simultaneously and students’ reading achievement \( R_{y.12} \) is 0.567.

Considering that English learning motivation and vocabulary mastery have significant role in the students’ reading achievement, the teacher should create the process of learning English which can increase the students’ vocabulary mastery and maintain the English learning motivation. As a result, it gives contribution for students’ English reading achievement.

Based on the conclusion above, the researcher would like to suggest this research for the teachers, students, and other researchers. The quality of the students’ reading achievement must be improved by teachers. It can be materialized by giving reading text and task with exact topic or theme. It makes students to focus on the specific things. The level of the English learning motivation should be improved. It can be materialized by maintaining English learning motivation, such as: giving the students any reading assignment to make them understand the information from the text. The last for teachers, they should improve the students’ vocabulary mastery. It can be materialized by encouraging students to read more and giving assignments that require them to use their vocabulary.

For the students, they should maintain or increase their English learning motivation. It is useful if they read a text. Having learning motivation in English
personality will make it easier for students to understand the text. After that, they should develop their mastery of vocabulary since this skill will be very important for them. Mastering vocabulary will be helpful to avoid misunderstanding the meaning of a text. The last, they should develop their skill in reading since it is an important skill in language and will be very useful for many things.

The suggestion for the other researcher, the writer realizes that the result of this research is still far from being perfect, but the writer expects that this research will be useful as a reference to their researches. Besides, it can also be used by them to carry out and develop a similar study.

BIBLIOGRAPHY


