A CORRELATION BETWEEN LEARNING MOTIVATION
AND VOCABULARY MASTERY
AND READING COMPETENCE OF THE SECOND GRADE
STUDENTS OF SMP NEGERI 4 SURAKARTA
IN THE ACADEMIC YEAR 2011-2012

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2012
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I would like to certify that the thesis entitled “A CORRELATION BETWEEN LEARNING MOTIVATION AND VOCABULARY MASTERY AND READING COMPETENCE OF THE SECOND GRADE STUDENTS OF SMP NEGERI 4 SURAKARTA IN THE ACADEMIC YEAR 2011-2012” is really my own work. It is not plagiarism or made by others. Everything related to others’ works are written in quotation, the sources of which are listed on the bibliography.

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A CORRELATION BETWEEN LEARNING MOTIVATION AND VOCABULARY MASTERY AND READING COMPETENCE OF THE SECOND GRADE STUDENTS OF SMP NEGERI 4 SURAKARTA IN THE ACADEMIC YEAR 2011-2012

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Thesis
Submitted to the Teacher Training and Education Faculty of Sebelas Maret University to Fulfill One of the Requirements for Obtaining the Undergraduate Degree in English Education

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ABSTRACT


The purpose of this study is: (1) To find out whether there is any correlation between learning motivation and reading competence of the second grade students of SMP Negeri 4 Surakarta academic year 2011-2012, (2) To find out whether there is any correlation between vocabulary mastery and reading competence of the second grade students of SMP Negeri 4 Surakarta academic year 2011-2012, and (3) To find out whether there is any correlation between learning motivation and vocabulary mastery simultaneously and reading competence of the second grade students of SMP Negeri 4 Surakarta academic year 2011-2012.

The research is carried out at SMP Negeri 4 Surakarta. The research is conducted in four months from January up to April 2012. The population of this research is the second grade students of SMP Negeri 4 Surakarta in the academic year 2011-2012. Since the result of the study must be representative, the researcher used 50% of the population or 4 classes. The data of the research is collected using questionnaire and test. The questionnaire is used to collect the data of students’ learning motivation, while the test is used to collect the data of vocabulary mastery and the data of students’ reading competence. The data gained from questionnaire and reading test is then being analyzed using simple correlation and multiple linear regression.

Based on the result of the study, it can be concluded that: (1) There is significant positive correlation between learning motivation and reading competence of the second grade students of SMP Negeri 4 Surakarta in the academic year 2011-2012 ($r_{y1} = 0.735 > r$-table = 0.206). It means that reading competence will follow the increase or the decrease of learning motivation, (2) There is significant positive correlation between vocabulary mastery and reading competence of the second grade students of SMP Negeri 4 Surakarta in the academic year 2011-2012 ($0.710 > 0.206$). It means that reading competence will follow the increase or the decrease of vocabulary mastery, and (3) There is a significant positive correlation between learning motivation and vocabulary mastery simultaneously and reading competence of the second grade students of SMP Negeri 4 Surakarta in the academic year 2011-2012 ($F$-observation = 91.931 > $F$-table = 3.11). It means that reading competence will simultaneously follow the increase and decrease of learning motivation and vocabulary mastery. Therefore, the students' learning motivation and vocabulary mastery should be maintained and elevated in increasing reading competence.

Keywords: motivation, vocabulary, reading competence
MOTTO

Live every day to the fullest.
Real power does not hit hard, but straight to the point.

So verily, with the hardship, there is ease.
Verily, with the hardship, there is ease.
(Q.S. Al - Insyarah: 5-6)

In Every moment....Thank الله
DEDICATION

To:

my beloved Mom and Dad,
Hj. SN. Iriani, S.Pd, MM. and H.M. Susanto, S.IP, M.M.

my Grandmom,
Hj. Soetirah Hadimartono

my elder brother and my little sisters,
Mas Ardi Galung Pradana, S.E
Dek Annisa Sekar Irsa Fairina
Dek Asra Faiza Khaireunnisa
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The writer realizes that this thesis is still far from being perfect. So, it is kind for the readers to give constructive comment and suggestion. The writer hopes that this thesis will be useful for the readers.

Surakarta, July 2012
Frida Nur Fitriana
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CHAPTER I
INTRODUCTION

A. Background of the Study

Reading is one of language skills that should be mastered by students. It is one of the aspects noted as a part of important ability in broadening readers’ perspectives, giving them a chance to see the world. Everyone needs this skill to find information from letters, newspaper, novel, textbooks, or many other printed media. The ability to read empowers the readers to take control of their own knowledge and further to decide their future. Having reading skill will ease one in understanding information and knowledge. Having this skill will also ease people in getting pleasure from novel. This skill will also be a useful mean to gain successful in academic. People with high skill of reading will comprehend academic textbook easily, find important information from it and use it accordingly.

Meanwhile, people with low skill of reading will have difficulty in understanding printed media. One will have difficulty in operating new machine because he can not comprehend the procedure printed in the manual book. One will also have difficulty in finding information from newspaper or magazine. Students will also have difficulty in learning the subject if they do not have reading skill. They will face difficulty in comprehending the textbooks. They may able to read but without understanding its content. Reading without understanding will not mean as reading.

Based on the explanation above, it can be stated that reading is important for everyone, including Junior High School students. Reading is one of skills which should be mastered by students of Junior High School. Meanwhile, students’ competence in understanding English text was quite low. Based on the reading test conducted in July 21th 2011 for the second grade students of SMP Negeri 4 Surakarta, it is known that the average score was only 67. There are many students who got score more than 80, but many of them also got score under 60. It showed that students’ reading competence was quite low.
This condition should be noticed and be solved early because the difficulty in reading English text will cause other difficulty which finally leads to the failure in doing the English test. Furthermore, this condition can de-motivate students in learning English. In order to solve this problem, the researcher should understand the factors which may cause the problems of reading English text. The researcher should also understand many factors which can enhance students’ reading competence.

The success of reading is influenced by many factors. Those factors come from either inside or outside the individual of learner, both related to linguistic factors or non-linguistic factors. Brown (1994: 99) says that the successful of language learning is also influenced by the extrinsic and intrinsic factors. The extrinsic factor include teachers, learning material, classroom condition, and all socio cultural factors; while the intrinsic factor include all personality factors within a person such as self esteem, inhibition, risk taking, anxiety, and motivation.

One of extrinsic factor is teacher. Some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms. These students will make faster progress. It clearly explains why in situations where the teachers are interpersonally oriented, attentive, empathic and they believe in the students, the students are extremely positive towards teaching. Teacher also has important role in influencing the intrinsic factor related to students, the motivation to learn. Students need to be constantly motivated to perform better and the teacher plays role as a motivator by creating the appealing and interesting classroom atmosphere.

Learning material and the instruction are other extrinsic factors which influence the successful of learning. Parents also have significant influence toward the successful of learning. Students from families that place little importance on language learning are likely to progress less quickly.

Except for those extrinsic factors, the intrinsic one also plays important role in learning. One of the intrinsic factors is motivation. Everybody needs to have motivation and a reason for action. Second and foreign language learners
should be offered the opportunity to be motivated and fulfill their learning orientations. Nunan (2003: 22) says that motivation and learning attitude are important predictors of achievement. In relation with that statement, Slavin (2009: 302) says that students who are highly motivated to learn something are more likely than others to consciously plan their learning, to carry out a learning plan, and to retain the information they obtain.

Motivation and engagement contribute to reading comprehension. It is increasingly evident that the acquisition of reading strategies and reading comprehension skills demands a large amount of effort and motivation and that outstanding teachers invest substantial time and energy in supporting students’ motivation and engagement in reading. One reason that motivation and engagement may influence the development of reading comprehension is that motivated students usually want to understand text content fully and, therefore, process information deeply. As they read frequently with these cognitive purposes, motivated students gain in reading comprehension proficiency (Guthrie et al., 2004: 403).

Students with high motivation to learn English will better prepare themselves to engage the process of teaching and learning in the classroom. Teachers, parents or observer will be easy to recognize student with high motivation to learn and will also be easy to differ them with one with low motivation. Students with high motivation will prefer to read more books, ask many questions to teachers, do the exercises, expose themselves to English language using, trying to use their English skill to communicate with others, or happily engage in the process of teaching and learning English. Meanwhile, students with low motivation usually have no strong will to engage in the process of teaching and learning English. They rarely ask questions even though they do not understand the subject. They will have to be forced by teacher or parents to read the book, do the exercises, and or do the tasks from teacher. Students with low motivation usually assume English subject as a difficult or even the most difficult subject to be learned.
The low or high motivation to learn English finally influenced the result of the learning. The higher motivation will result in higher achievement, while the lower one will also result in the lower achievement. It means that the high motivation has encouraged and supported students to put all of their effort to master English subject. It leads them to get better result in the test or examination. Intrinsically motivated students do much better in classroom activities, because they are willing and eager to learn new things. Their learning experience is more meaningful and they go deeper into the subject to fully understand it.

Another factor influences the success of reading is linguistic factors such as knowledge of vocabulary, knowledge of grammar, knowledge of punctuation, and other part of language. The successful of reading also need the knowledge of the world. Guthrie et al. (2004: 405) says that reading comprehension is correlated with a range of cognitive and metacognitive strategies. These include (a) activating background knowledge for the purpose of understanding text that contains similar information, (b) generating questions related to the topic of the text being read, (c) summarizing text (d) searching for information in texts and documents, (e) organizing information graphically for the purpose of improved comprehension, (f) learning the structures of stories and the themes of narratives, and (g) monitoring comprehension during reading. Guthrie’s statement implies that one should have proper knowledge of the world in order to understand the text. One will fail to understand the meaning of any text unless he already has proper background knowledge. Thus, the competence of students to read English text depends on their skills and knowledge. In order to gain competence in reading, one should have all of those skills and knowledge.

In addition, Murcia (2001: 154) says that there are six general component skills and knowledge areas which are involved in the process of reading. Some of them are (1) vocabulary and structural knowledge, (2) formal discourse structure knowledge, and (3) content/word background knowledge. This statement also suggests students to have all of the three knowledges in order to be successful in reading. This statement coincides with the result of research conducted by Cabaroglu and Yurdaisik (2008: 133). It is found out that the most important
problems instructors face in a reading class is the unknown vocabulary and unfamiliar topic. Most students have difficulty in understanding the text because they do not have enough vocabulary knowledge and knowledge about the topic. As Laufer (2003 in Cabaroglu and Yurdaisik, 2008: 137) states no text comprehension is possible without understanding the text’s vocabulary and it has been consistently demonstrated that reading comprehension is strongly related to vocabulary knowledge, more strongly than to the other components of reading.

Horrison (2000: 3-4) says that in particular, a reader for whom English is a second or third language may have problems because they lacks knowledge in any or all of the following areas: (1) the vocabulary and grammar of the language to be read (I refer here to procedural rather than declarative knowledge, i.e. knowing how to use the language effectively); (2) discourse structure (e.g. narrative structure); cultural conventions (e.g. knowing that it is bad manners to steal porridge); (3) general knowledge (e.g. knowing that a straw house will be weaker than a wooden house).

Second language reading comprehension is affected by vocabulary alone (Laufer in Kuang Yu Chen, 2011: 29). The breadth of vocabulary knowledge usually is represented as vocabulary size, which refers to the numbers of the words that second language learners know, rather than emphasizing on how well learners know given words. Rumptz (2003) says that vocabulary plays important role in reading. A reader could have all of reading skills, but be impeded in understanding a text if the vocabulary of the text was not of his or her schematic knowledge. Harmer (2005: 213) says that students usually worry about the meaning of every single word and are desperate to know what each individual word means. They usually focus their attention of words by words and then they lost the meaning of the context, and thus they failed to understand the text.

Vocabulary is the total number of words in a particular language that a person knows or uses. Vocabulary mastery is the amount of vocabulary which is known, understood, and able to be used by someone. According to Harmer (2005: 16) knowing a word means far more than just understanding one of its meaning.
He states that knowing vocabulary also means as knowing how to use it, knowing the combination of words, the formation of word, and the grammar of word.

Based on the explanation above, the writer intends to study the correlation between learning motivation and vocabulary mastery and reading competence. The title of this study is: “A correlation between learning motivation and vocabulary mastery and reading competence of the second grade students of SMP Negeri 4 Surakarta in the academic year 2011-2012.”

B. The Problem Identification

Based on the background of the study, there are many problems related to students’ reading comprehension. Some of them are stated as follow.

1. What factors are contributing to students’ reading competence?
2. What factors are included in the intrinsic factors contributing to the successful of language learning?
3. What factors are included in the extrinsic factors contributing to the successful of language learning?
4. What factors are supporting students’ motivation to learn reading?
5. Do learning motivation has any influences toward students’ reading competence?
6. Do vocabulary mastery has any influences toward students’ reading competence?

C. The Limitation of the Problem

Based on the background of the study and the identification of the problems above, it is known that the problems related to students’ reading competence is very complex. The complexity required the researcher to focus the research. The researcher makes the limitation of the problem as follow.

1. The researcher will only focus on learning motivation and vocabulary mastery. The other factor which contributes to the success of language learning especially the teaching and learning of reading skill will not be studied or valued.
2. Learning motivation in this study will be categorized into two categories, the intrinsic motivation and the extrinsic motivation.

D. The Problem Statement

Based on the background of the study and the problem identification above, the problems of this research are formulated as follow.

1. Is there any correlation between learning motivation and reading competence of the second grade students of SMP Negeri 4 Surakarta academic year 2011-2012?

2. Is there any correlation between vocabulary mastery and reading competence of the second grade students of SMP Negeri 4 Surakarta academic year 2011-2012?

3. Is there any correlation between learning motivation and vocabulary mastery simultaneously and reading competence of the second grade students of SMP Negeri 4 Surakarta academic year 2011-2012?

E. The Purpose of the Research

The purposes of this research are stated as follow.

1. To find out whether there is any correlation between learning motivation and reading competence of the second grade students of SMP Negeri 4 Surakarta academic year 2011-2012.

2. To find out whether there is any correlation between vocabulary mastery and reading competence of the second grade students of SMP Negeri 4 Surakarta academic year 2011-2012.

3. To find out whether there is any correlation between learning motivation and vocabulary mastery simultaneously and reading competence of the second grade students of SMP Negeri 4 Surakarta academic year 2011-2012.
F. The Benefit of the Research

1. Theoretical Benefits

The result of this research hopefully can be used to improve and develop the English learning and teaching especially which correlates to learning motivation, vocabulary mastery and reading competence.

2. Practical Benefits

a. For students

   1) The result of this research hopefully can be used by students to develop their understanding about learning motivation, vocabulary mastery, and reading competence.
   2) The result of this research hopefully can increase students’ motivation to learn English.
   3) Students will have a greater motivation to learn English.

b. For teachers

   1) The result of this research hopefully can be used to by teachers as starting point to improve students’ reading competence through improving their learning motivation and vocabulary mastery.
   2) The result of this research hopefully can be used by teachers as a starting point to improve their performance in assigning their work.

c. For Researcher

   The result of the research can be a reference for other researcher in conducting further research about reading competence.

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CHAPTER II
REVIEW OF RELATED LITERATURE AND HYPOTHESIS

A. Review of Literature

1. The Nature of Learning Motivation
   a. The Definition of Motivation

   Psychologists define motivation as an internal process that activates, guides, and maintains behavior over time (Murphy & Alexander, 2000; Pintrich, 2003; Schunk, 2000; Stipek, 2002 in Slavin, 2009: 297). Brown (1994: 114) defines motivation as an inner drive, impulse, emotion, or desire that moves one to a particular action. Hammer (2005: 51) defines motivation as some kind of internal drive which pushes someone to do things in order to achieve something. Meanwhile, Marion William and Richard Burden (Hammer, 2005: 51) suggest that motivation is a state of cognitive arousal which provokes a decision to act as a result of which there is a sustained intellectual and/or physical effort so that the person can achieve some previously set goal.

   Meanwhile, Winkel (2009: 169) differentiate between motive and motivation. According to him, motive is an inner drive that moves someone to act or to do some activities to reach a specific goal, while motivation is an active motive in some situation. Muhibbin Syah (2008: 136) defines motivation as internal drive which pushes someone to do something.

   Motivation is often connected with levels of aspiration, which is defined as the standard that individuals set themselves in target directed activities. It is generally assumed that previous success in some activity raises the level of aspiration, while previous failure lowers it (Djigunović, 2007, p.116). In other words “motivation concerns what moves a person to make certain choices, to engage in action, and to persist in action” (Ushioda, n.d. p.19). Similarly Akbas & Kan, 2006, p.11 were of the view that motivation is a repulsive power to conduct organism attaining to
certain goal and being able to do necessary actions in particular conditions, giving energy and a guide to behaviours causing an affective advance. (Fazal ul rahman et al., 2010: 206)

Motivation is the crucial force, which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he preserves. It is a complex phenomenon and includes many components: the individual drive, need for achievement and success, curiosity, desire for stimulation, and new experiences, and so on (Littlewood, 1998: 53). Based on the definitions above it can be concluded that motivation is an inner and outer drive or force which function to prompt someone to do something so that his certain objectives can be achieved successfully.

The concept of motivation helps one, especially teacher, understands and explains certain facts about behavior and learning. Teacher needs to explain why some students are always keen to do well and why others with the same level of ability are uncaring about learning. By understanding the concept of motivation, the teacher can use it to efficiently motivate students to learn.

b. The Functions of Motivation

Everybody needs to have motivation and a reason for action. Slavin (2009: 297) stated that motivation is important not only in getting students to engage in academic activities but also in determining how much students will learn from the activities they perform or from information to which they exposed. Students who are motivated to learn something use higher cognitive process in learning about it and absorb and retain more from it. They also more likely to transfer their learning to new situation.

According to Rost (2006) motivation provides a source of energy that is responsible for why learners decide to make an effort, how long they are willing to sustain an activity, how hard they are going to pursue it, and how connected they feel to the activity. Furthermore, Ebata (2008)
indicated that motivation makes language learners positive about their own learning. It also creates the drive in them to acquire the targeted language, enjoy the learning process, and experience real communication.

Motivation is closely related to the aims and the goal of learning. In relation with that, motivation has many functions (Agus Suprijono, 2009: 163-164).

1) Supporting students to act.
2) Directing learning activity toward the goal of learning.
3) Selecting learning activity. Motivated students select learning activity which is in line with the goal of learning.

Elliot et al. (2000: 332) say that motivation is an important psychological construct that has some function in learning and performance in at least four ways as the following.

1) Motivation increases an individual’s energy and activity level. It influences the extent to which an individual is likely to engage in a certain activity intensively or half-heartedly.
2) Motivation directs an individual toward certain goals. Motivation affects choices people make and the results they find rewarding.
3) Motivation promotes initiation of certain activities and persistence in those activities. It increases the likelihood that people will begin something on their own, persist in the face of difficulty, and resume a task after a temporary interruption.
4) Motivation affects the learning strategies and cognitive processes and individual employs. It increases the likelihood that people will pay attention to something, study, and practice it, and try to learn it in a meaningful fashion. It also increases the likelihood that they will seek help when they encounter difficulty.

c. Types of Motivation

Experts categorize motivation into many types or kinds. Some experts categorize motivation into intrinsic and extrinsic motivation, while
other experts categorize it into instrumental and integrative motivation. It will be discussed as follow.

1) **Instrumental and integrative motivation**

Brown (1994: 115) says that two different clusters of attitudes divided two basic types of motivation: instrumental and integrative motivation. According to Brown, instrumental motivation refers to motivation to acquire a language as a means for attaining instrumental goals; furthering a career, reading technical material, translation, and so forth. Integrative motivation is the desire on the part of a language learner to learn the second language in order to communicate with, or find out about, members of the second language culture, and does not necessarily imply direct contact with the second language group (Graham in Brown, 1994: 117).

2) **Intrinsic and Extrinsic Motivation**

Hammer (2005: 51) defines intrinsic motivation as motivation which comes from inside or comes from within the individual. A student may be highly motivated to learn the material without incentives other than the interest level of the material itself. It means that the material being studied is so fascinating or interesting that students would gladly learn it without any incentives from outside. Meanwhile, Reena (2010: 147) describes intrinsic motivation as internal desires to perform a particular task. People do certain activities because these activities give them pleasure, develop a particular skill, or these are morally the right thing to do.

Nunan (2003: 18) says that intrinsic motivation:

a) Satisfies needs such as belonging, acceptance, satisfaction from work, self-actualization, power and self-control.

b) Manifests itself primarily in the form of feelings, e.g. feelings of success and competence.
c) Is connected with work, involving feelings of relevance of work, satisfaction derived from work, feelings of progress and achievement, and feelings of growth as a person.

Nunan (2003: 22) says that intrinsic motivation is an important element in language learning. It can be seen as a general drive towards competence, self-direction, and self-determination. It contains three primary dimensions, namely: (1) a desire for challenge, (2) a desire for independent mastery, and (3) curiosity or interest. Nunan says that if people’s perception and feelings of competence are enhanced, their intrinsic motivation will be increased.

Teachers can enhance intrinsic motivation using some ways as follow (Slavin, 2009: 314).

a) Arousing interest
   It is important to convince students of the importance and interest level of the material that is about to be presented to show how the knowledge to be gained will be useful for students.

b) Maintaining curiosity
   A skillful teacher uses a variety of means to further arouse or maintain curiosity in the course of the lesson. The element of surprise, challenging the students’ current understanding, made them intensely curious about an issue they’d never before considered.

c) Using a variety of interesting presentation modes
   The use of various interesting materials such as emotional material, controversial material, or cause and effect relationship; and various modes of presentation such as films, guest speaker, computer, simulation, role play, etc can maintain students’ interest in a subject.

d) Helping students set their own goals
   One fundamental principle of motivation is that people work harder for goals that they themselves set than for goals set for them by others.
Moh. Uzer Usman (2005: 29) says that extrinsic motivation is cited by outside environment. Hammer (2005: 51) defines extrinsic motivation as motivations which comes from outside or it is caused by a number of outside factors such as the need to pass an exam, the hope of financial reward, or the possibility of future travel. According to Reena (2010: 147) extrinsic motivation can be described as factors external to the individual and unrelated to the task they are performing. School plays important role in enhancing students’ motivation using extrinsic incentives. Slavin (2009: 313) says that extrinsic incentives are rewards for learning that are not inherent in the material being learned. It might range from praise to grades to recognition to prizes or other rewards.

From the explanation above, it can be concluded that both intrinsic and extrinsic motivation have positive relationship in motivating most of the learners. These two types of motivation play a role in every kind of learning situations. Teachers must always try to enhance students’ intrinsic motivation to learn academic material, but at the same time they must also try to enhance students’ extrinsic motivations (Slavin, 2009: 316). The following is a variety of incentives that can help motivate students to learn academic material (Slavin, 2009: 316-319).

a) Expressing clear expectation
b) Providing clear feedback
c) Providing immediate feedback
d) Providing frequent feedback
e) Increasing the value and the availability of extrinsic motivators

Winkel (2009: 205) suggests some ways to enhance students’ extrinsic motivation such as the following.

a) Using a variety of incentives whether to maintain a positive attitude toward learning such as giving reward, as well as to minimalize or to decrease negative attitude toward learning such as giving punishment.
b) Correcting evaluation form or students’ projects and giving back to students soon with specific comments attached.
c) Using a variety of competition in combination with cooperative learning.

Meanwhile, Reena (2010: 149) suggests some ideas to ensure the effectiveness of extrinsic motivation in motivating students. They are as follow.

a) Extrinsic motivation does induce an individual to perform a certain task even if there is no interest in it. The external reward lengthens the duration of the anticipated reward even if interest is long gone.

b) It paves the way for the individual to set goals. Students will consort to playing by the rules and even develop a huge amount of persistence towards getting that reward.

c) Extrinsic motivators can release stress. The lack of extrinsic motivation cannot distract a person from the pressure that he gets from his job.

d) Extrinsic motivation is not sustainable. Motivation slowly vanishes when the punishment or reward stay at equivalent levels. More motivation means bigger rewards.

d. Factors Influencing Motivation

Motivation is a notion and also a condition with can rise and down. The rise and also the down of motivation are influenced by many factors related to the growth of motivation. As the illustration, a student studies because there is a mental drive in his self. The mental drive includes the want, or the idea. It can be either high or low. Dimyati and Mudjiono (2002: 97-100) state many factors influencing motivation. They are: (1) students’ idea, (2) the ability and capability of students, (3) students’ condition, (4) environments, (5) dynamic aspects in the learning and teaching process, and (6) the role of teacher to motivate students.

According to Dimyati and Mudjiono (2002: 97) students’ idea can strengthen intrinsic or extrinsic motivation to learn. Students’ idea must be balance with the ability and capability of the students. The idea to be skilled in reading, for the example, must be balance with the ability to
spell and to pronounce. The accomplishment in reading a book will satisfy the student and will strengthen students’ motivation in conducting his development tasks.

The motivation that brings students to the task of learning English can be affected by the attitude of a number of people, including teacher. Teacher can design learning experiences that can promote feelings of progress, feeling of achievement, or feeling of success which enhance the learner’s feeling of self direction.

Students’ condition includes physical and psychological condition. Students’ condition also influences students’ motivation. A sick or hungry student, for example, will get difficulty in focusing his mind to learning activity. Students’ environment also influences students’ motivation. Natural disaster, students’ fight, or bad environment of house living can distracts students’ motivation. Meanwhile, good interaction between students or good environment of house living will strengthen students’ motivation.

The last factor which is considered to have influences on students’ motivation is the role of teacher. Teacher is professional educator. He interacted with students intensively. Good interaction between students and teachers usually encourage and motivate students to learn or increase students’ motivation. Meanwhile, bad interaction between them will distract the students’ motivation.

Teaching strategy and method used by the teacher also influence students’ motivation. Professional and experienced teachers usually conduct the learning and teaching process using different strategy and method. The use of different strategy and method of learning and teaching usually motivates students to learn and avoids boring condition. The professional teachers usually have ability to recognize the most appropriate time of using the strategy.

In accordance with the above statements, the research by Fazal el-Rahman et al. (2010: 210) found that there are many de-motivating factors
which pose as barriers to students’ successful learning of a second language. The study found that the main de-motivating factors were complicated English grammar rules, difficulty in understanding listened English, spelling and reading mistakes, difficult textbooks, large memory load, low self-esteem, fear of laughter by students, no encouragement from parents and friends, rapid pace of the lesson, too much nervousness, fear that teacher would correct mistakes immediately in front of the whole class, no use of modern technological aids in teaching English, and teachers’ anger over a wrong answer.

Hussin, Maarof, and D’Cruz, (in Ebata, 2008) state that six factors influence motivation in language learning: attitudes, beliefs about self, goals, involvement, environmental support, and personal attributes (2001). Meanwhile, Ebata (2008) says that three specific elements are strongly believed to build motivation towards language-learning: self-confidence, experiencing success and satisfaction, and good teacher-learner relationships as well as relationships between learners. All three factors are believed to be correlated to each other in the process of motivation development.

Hammer (2005: 52) proposes four factors influencing students’ motivation to learn English. They are as follow.

1) The society

The society view about English learning, whether it is assumed as important or assumed as a high status will affect students’ attitude to the English language, and the nature and strength of his attitude will, in turn, have a profound effect on the degree of motivation the student brings to class and whether or not that motivation continues.

2) Significant others

Students’ attitude to language learning is also affected by the influence of people who are close to them. The attitude of parents, older siblings, and the peer is crucial. If they are critical of the subject or the activity,
the students’ own motivation may suffer. If they are enthusiastic learners, they may take the students along with them.

3) The teacher
A teacher has a major role in the continuance of motivation. Teachers’ attitude to language and the task of learning is vital. Harmer (2005: 53) says that increasing and directing students’ motivation is one of a teacher’s responsibilities. There are three ways to sustain or even increase students’ motivation: (1) goals and goals setting, (2) learning environment, and (3) interesting classes. Motivation is closely tied up with a person’s desire to achieve a goal. The teacher can help students in setting the goal and then in the achievement of such that goal. The physical appearance and emotional atmosphere of the classroom have a powerful effect on the initial and continuing motivation of students. The teacher should create and sustain attractive and interesting physical appearance and the emotional atmosphere of the class. Some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms. These students will make faster progress.

4) The method
It is vital that both teacher and students have some confidence in the way teaching and learning take place. When either lose this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success is much more likely.

e. Motivation in Language Learning

Learning motivation is all of inner and psychological drive which pushes or prompts students to study and to learn, which guarantee the continuity of learning activities and which gives the goal to be achieved (Winkel, 2009: 169). Slavin (2009: 297) stated that motivation is important not only in getting students to engage in academic activities but also in determining how much students will learn from the activities they
perform or from information to which they exposed. Students who are motivated to learn something use higher cognitive process in learning about it and absorb and retain more from it. They also more likely to transfer their learning to new situation.

Reena (2010: 151) says that one of the major keys to motivation is the active involvement of students in their own learning. Lecturing is a relatively poor method of teaching. It is better to get students involved in activities, group problem solving exercises, helping to decide what to do and the best way to do it, helping the teacher, working with each other and so on. Brighter students will also see themselves as necessary, integral, and contributing parts of the learning process through participation like this.

The acquisition of reading competence does not happen independently of characteristics unique to the learner. Variables related to motivational aspects such as attitudes toward learning and school as well as personal goals and self-concept appear to be associated with students’ reading skills and engagement. For example, students who express positive attitudes toward reading—who say they like to read and who consider themselves to be good readers—read more often for recreational purposes and choose a wider variety of texts to read than do students who do not express such attitudes (Mullis, Martin, González, & Kennedy, 2003 in Molnar and Szekely, 2006: 110).

According to Guthrie (2004: 403) motivation and engagement influence the development of reading comprehension because motivated students usually want to understand text content fully and, therefore, process information deeply. As they read frequently with these cognitive purposes, motivated students gain in reading comprehension proficiency. Grabe and Stoller (2001: 199) say that motivation makes a real difference in students’ reading development, and teachers need to consider how to motivate students to engage as actively as possible with class texts and in

*commit to user*
extensive reading. They also propose many ways to motivate students. Some of them are:

1) Teachers should discuss the importance of reading and the reasons for different activities used in class.

2) Teachers need to talk about what interests them as readers and why. Teachers should invite students to share interest with classmates.

3) All class activities should be related to course goals to which students have been introduced.

4) All reading tasks should have lead-ins or pre-reading activities that develop initial interest.

5) Teachers need to build their students’ knowledge base so that students can manage complex ideas and develop a level of expertise on some topic.

6) Teachers need to select texts and adapt activities with students’ reading abilities and inherent difficulties of the reading passages in mind.

7) Teachers should nurture a community of learners among students, ensuring that students learn to rely on each other effectively while working through complex tasks and associated reading materials.

According to Alyousef (2005: 148) it is the teacher’s responsibilities to motivate reading by selecting the appropriate materials and especially for those at the early stages of learning. He also quoted the finding of Guthrie and Humenick research which suggest that “meaningful conceptual content in reading instruction increases motivation for reading and text comprehension.” The second motivation-supporting practice showed that students who were provided choice of text performed higher on reading tasks than those with no choice. The third practice was using interesting texts. In selecting task texts, teachers should seek interesting texts and consider variety of topics. Readers’ interest can be revealed by setting “a reading interest questionnaire” where students check the fields that suit their interest, i.e. short stories, thrillers, science fiction, etc.
Ebata (2008) says that in order for language learners to experience success and become satisfied, it is essential for instructors to create a relaxing learning environment so that students can perform successfully. Moreover, a language class needs to contain a variety of materials and activities focusing on all necessary skills. By encouraging students to practice not only one skill but all, the class will become more challenging and effective. Experience of success and satisfaction also has a strong connection with motivation. By realizing their improvement and achievement, students always gain the feeling of success. In order for language students to become satisfied with a lesson, it is required to produce a stress-free classroom and develop integrated-tasks lesson. It is necessary that there is a trust between a teacher and the students so that much communication in a targeted language is developed.

f. Assessment of Motivation

Motivation is an inner and outer drive or force or desire which forces someone to do something so that his certain objectives can be achieved successfully. Learning motivation is an inner and outer drive or force or desire which forces student to engage actively in learning English so that his certain objectives can be achieved successfully. In language teaching-learning process, motivation is an important factor influencing the failure or the success of the learning. Students’ motivation in learning English language may come from inside or outside the individual of student. It means that intrinsic or extrinsic motivation has the important role in motivating students to learn English language. These two types play different role in every kind of learning situation.

Based on the explanation above, the writer draws a conclusion that motivation to learn a language is based on the inside or outside needs of the students, while teacher and learning situation help students to maintain or elevate their intrinsic motivation to learn language. In relation to the assessment of students’ motivation to learn English language, the writer
decided to include both the intrinsic and the extrinsic motivation because these two types play significant role in motivating students to learn.

The intrinsic motivation is motivation inside of the individual students. It will be measured from 5 aspects. They are: (1) English is the world language, (2) English is the most important language, (3) I love to study English, (4) English is useful, (5) English is easy be studied. The extrinsic motivation is motivation from outside of the individual students. It can be measured from many aspects. In this research, extrinsic motivation is measured from the following aspects: (1) grade, (2) graduation, (3) punishment from teacher, (4) respect from parents, (5) respect from teacher, (6) respect from friend, (7) reward from teacher, (8) interesting topic, (9) favorite school, (10) popularity, (11) fun and interesting teacher, (12) great school, and (13) great teacher.

2. **The Nature of Vocabulary Mastery**

a. **The Definition of Vocabulary Mastery**

According to Manser (1995: 461) in the Oxford Learners Dictionary vocabulary is the total number of words in a language, all words known by a person or used in a particular book, subject, or a list of words with their meanings. Merriam-Webster Learner’s Dictionary (2003) illustrates that vocabulary means the words that make up a language. It also means all of the words known and used by a person, a list or collection of words and phrases usually alphabetically arranged and explained or define, a list or collection of terms or codes available for use, a sum or stock of word employed by a language group, individual or work or in a field knowledge. Based on the definitions above, it can be concluded that vocabulary is the total number of words in a particular language that a person knows or uses.

Mastery means as comprehensive knowledge. It means that vocabulary mastery does not mean as knowing the meaning of vocabulary.
It also means that the person is also able to recognize, understand, and produce the stocks of words and their meaning.

b. The Importance of Vocabulary Mastery

In the process of learning foreign language, the ability to understand the language greatly depends on one’s knowledge of vocabulary besides the other knowledge of language itself. Vocabulary is one elements of the language that should be learnt and taught. It cannot be denied that it will be hard to master language without understanding a certain number of vocabularies.

Furthermore, vocabulary mastery has important role in language skills such as listening, speaking, reading, and writing. In listening, vocabulary mastery is used by learner to comprehend and understand what other person speaks. In speaking ability, vocabulary facilitates the learners to explain their ideas orally, while in writing, it helps them to expand their ideas based on the topic sentence that they want.

In relation with reading, Laufer (1997 in Yu Chen, 2011: 32) indicated that it is not possible to achieve comprehension, either for native speakers or second language learners, without understanding the vocabulary in the reading text. In addition, McCarty (2000 quoted by Yu Chen, 2011: 32) says that the stronger the vocabulary knowledge the EFL student has, the better reading comprehension the reader will achieve. Nation (2001) explained that in order to understand 95% of reading content, readers have to know at least 4000 word families, including 2000 high-frequency words, 570 general academic words, at least 1000 technical words, and proper low-frequency word families. Nation believes students’ reading comprehension will improve when their known words increase.

Pang et al. (2003: 12) vocabulary is crucial to reading comprehension. Many studies have shown that good readers have good vocabulary knowledge. In order to understand a text, readers need to know
the meanings of individual words. They construct an understanding of the text by assembling and making sense of the words in context.

c. Kinds of Vocabulary

Nemati (2010: 21) divides two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary includes words which are used in speech and writing. Passive vocabulary includes words which are understood as they occur in reading materials or while hearing something. Meanwhile, Haycraft quoted by Hatch and Evelyn (1994) divides two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1) Receptive vocabulary

Receptive vocabulary is words that the learners recognize and understand when they occur in context, but which cannot produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called a passive process because the learner only receives thought from others. In language application the receptive vocabulary is considered as the basic vocabulary. Receptive vocabulary is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but do not use when he speaks or writes.

2) Productive vocabulary

Productive vocabulary is the words which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others.

To cover the whole range of language skills, the learners require the productive vocabulary and a large receptive vocabulary. If the
productive learning and the quality development of the learning small vocabularies are important, an intensive practice in using vocabulary in speaking and writing is useful activity. If the receptive learning is important and the quality of vocabulary is the main goal, the techniques that give the familiarity to target words are required.

d. The Teaching and Learning Vocabulary

1) Teaching Vocabulary

Vocabulary is one language component to improve the process of teaching and learning English as a foreign language whether at primary, intermediate, and advance level. Thus, the teacher at every level cannot ignore the teaching of vocabulary, because it influences the successful of learning and teaching language. There are many kinds of vocabulary teaching strategies and techniques which can be used by teachers in teaching vocabulary. However, not all of these strategies and techniques are suitable to be applied in all situation and cases. Different situation and cases may need different teaching strategies and techniques. According to Pang et al. (2003: 12) vocabulary should be taught directly and indirectly. Direct instruction includes giving word definitions and pre-teaching of vocabulary before reading a text. Indirect methods refer to incidental vocabulary learning, e.g. mentioning, extensive reading and exposure to language-rich contexts. In conclusion, Pang says that multiple methods, not dependence on a single method, will result in better vocabulary learning.

Drucker (Alyousef, 2005: 121) explains that teaching vocabulary before reading a text “creates a cognitive load that splits the learner's attention”. Teachers can give students in advance a vocabulary list or puzzles (built through educational web sites) that contain the words in the unit. In this way, students can be prepared for the reading lesson.
2) **Learning Vocabulary**

There is a broad range of activities, strategies, or techniques that individuals use in vocabulary learning. The learners need profitable strategies to learn vocabulary. Payne (in Hatch and Brown, 1995: 373) state five essential steps in vocabulary learning that represent what the learners must do. Those are: (1) having sources for encountering new words, (2) getting a clear image, either visual or auditory or both, for the forms of the new words, (3) learning the meaning of the words, (4) making a strong memory connection between the forms and the meanings of the words, (5) using the words.

According to Maghsodi (2010: 10) learning vocabulary can be divided into incidental learning and intentional learning. Intentional vocabulary acquisition involves memorizing straightforward terms with their respective translations from a list. Learning is quick and therefore, usually preferred by learners, but it is also superficial. Learners encounter vocabulary in an isolated, often infinitive form and remain incapable of using it correctly in context. Didactically recommendable vocabulary acquisition exposes learners comprehensively to every term, embedding them deeply and solidly in the mental lexicon. Incidental vocabulary acquisition, through contextual deduction in target language reading, meets these recommendations. Learners encounter terms together with syntactic information, which helps them to use words accurately in an idiomatic way, in different aspects and hence engrains them in the learners’ mind.

Incidental learning is learning that occurs incidentally through experiences with oral language and wide reading. Decarrico (2001: 289) defines incidental learning as learning that occurs when the mind is focused elsewhere, such as on understanding a text or using language for communicative purposes. Learning from context thus includes learning from extensive reading, learning from taking part in conversations, and learning from listening. Learning from context does
not include deliberately learning words and their definitions or translations even if these words are presented in isolated sentence contexts. Moreover, Nation (2004) as quoted by Brown (2001: 93) identifies the benefits of extensive reading include vocabulary growth (e.g. learning new vocabulary and strengthening knowledge of previously met vocabulary), gaining enjoyment from reading, and developing reading comprehension skills.

Decarrico (2001: 290-291) proposes many strategies can be used by students in learning vocabulary. They are:

1) Guessing Meaning from context. Teachers can help students learn to recognize clues to guessing word meaning from context. This strategy is a key vocabulary learning skill for dealing with low frequency vocabulary, particularly in reading authentic texts. The key is to learn what clues to look for and where to find them. The first step to guess meaning from context is to get the learner to look closely at the unknown word, next to look at its immediate context, and then to take a much broader view of how the clause, sentences, or paragraphs. Final steps include using knowledge gained from such clues to guess meaning of the word, and then checking if the guess is correct.

2) Mnemonic devices. This strategy helps to link a word form and its meaning and to consolidate this linkage in memory.

3) Vocabulary notebooks. Schmitt and Schmitt (in Decarrico, 2001: 291) recommend arranging the notebook in a loose-leaf binder or index card file, in which, for instance, students write word pairs and semantic maps which help them visualize the associative network of relationship existing between new and familiar words.

4) Other strategies such as check for an first language cognate, study and practice in peer groups, connect a word to personal experience or previous learning, say a new word aloud when studying, use verbal and written repetition, and engage in extended rehearsal.
e. Assessment of Vocabulary Mastery

Vocabulary is the total number of words in a particular language that a person knows or uses, while mastery means as comprehensive knowledge. Then, vocabulary mastery means as a comprehensive knowledge of vocabulary. In relation to communication using language, vocabulary is an important component. One should not only know the vocabulary but also understand its meaning and able to use it to communicate in the real communication.

According to Harmer (2005: 16) knowing a word means far more than just understanding one of its meaning. In other words, vocabulary competence constitutes some knowledge of words. It includes word meaning, word use, word combination or word formation, and word grammar. Knowledge about word meaning includes knowledge about synonym, antonym, and definition. Knowledge about word grammar includes knowledge about word as adverb, as adjectives and or as conjunction. Knowledge about word formation includes suffix and prefix.

Based on Harmer statement above, the assessment of vocabulary mastery in this research should include all knowledge of words. Those are: (1) word meaning, (2) word combination or word formation, and (3) word grammar. Word meaning can be measured from three aspects, namely: (1) synonym, (2) antonym, and (3) definition. Word formation can be measured from two aspects, namely: (1) suffix and (2) prefix. Word grammar can be measured from three aspects, namely: (1) adverb, (2) adjective, and (3) conjunction.

3. The Nature of Reading Competence

a. The Definition of Reading Competence

Reading is a many sided, very complex activity which involve very complex process. Reading is not only means as reading a written language symbols, but it also means as understanding what has been read. Current research generally views reading as an interactive, sociocognitive process,
involving a text, a reader, and a social context within which the activity takes place (Ediger, 2001: 154). Reading is also about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language. Comprehension is the process of making sense of words, sentences and connected text (Pang et al., 2003: 12).

Reading is often thought of as a hierarchy of skills, from processing of individual letters and their associated sounds to word recognition to text-processing competencies. Reading is described as a complex process of making meaning from a text, for variety of purposes and in a wide range of contexts (Allen and Bruton, 1998 in Cabaroglu and Yurdaisik, 2008: 134). Comprehension is the reason for reading. It also means that reading will only mean as reading if the reader can comprehend the meaning of text. If readers can read the words but do not understand what they are reading, they are not really reading.

According to Pang et al. (2003: 14) comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Jayashree Pakhare (2007) defines reading comprehension as the level of understanding of a passage or text. Reading is a complex cognitive activity that is indispensable for adequate functioning and for obtaining information in contemporary society (Alfassi, 2004; Zhang, 1993 in Shang, 2010: 18).

Meanwhile, reading comprehension requires the integration and application of multiple strategies or skills. Those strategies involve memory, cognitive, compensation, metacognitive, affective, social, and test taking strategies (Shang, 2010: 21). Cognitive strategies are approaches “in which learners work with and manipulate the task materials themselves, moving towards task completion. Metacognitive strategies involve thinking about the learning process, planning for learning,
monitoring the learning task, and evaluating how well one has learned. Compensation strategies includes the use of syntactic and semantic clues such as restatement, the use of examples and summary clues in order to guess the meaning of a new word (Shang, 2010: 21).

Based on the explanation above, it can be known that a good reader knows exactly the content of the text he reads, what it means and even the syntax or grammar of the language. In order to become a good reader, one should have the competence to read the text or reading competence. The word competence can be defined as the ability to produce and understand the sentences of a given language, and identify ambiguous and deviant sentences (Johnson & Johnson, in Sinem, 2011: 88). Thus, reading competence can be defined as the ability of someone to understand the sentences of English written text, and understand the meaning of sentences contained in the text.

b. The Purposes of Reading

The ability to read opens up new worlds and opportunities. It enables a reader to gain new knowledge, enjoy literature, and do everyday things that are part of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on. Every reader read for a variety of purposes. According to Grabe and Stoller (2001: 187) a reader read for the following purposes: (1) to get the main idea, (2) to locate specific information, (3) to learn information, (4) to synthesize information from multiple text or from a longer chapter or book in order to take a critical position with respect to the information, (5) for general comprehension, and (6) for pleasure with the intention of being entertained or informed.

In addition, Pang et al. (2003: 15) says that a reader reads a text to understand its meaning, as well as to put that understanding to use. A person reads a text to learn, to find out information, to be entertained, to reflect or as religious practice. The purpose of reading usually influences
the way people read. Skimming is a way of reading which people chooses in order to get the gist of the text, while scanning is a way of reading which people choose to find a particular piece of information contained in the text. There are also extensive and intensive reading which people chooses according to their purpose of reading.

c. Kinds of Reading

1) Intensive Reading

Hafiz and Tudor (in Alyousef, 2005: 147) differentiate between extensive and intensive reading:

In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discoursal system of the foreign language, or to provide the basis for targeted reading strategy practice; the goal of extensive reading, on the other hand, is to ‘flood’ learners with large quantities of foreign language input with few or possibly no specific tasks to perform on this material.

2) Extensive Reading

Extensive reading means the practice of reading large amounts of text for extended periods of time (Grabe and Stoller, 2001: 198). Extensive reading also means as reading a lot and also reading for pleasure (Mary Clarity, 2007: 5).

Richard C. Anderson, P. David Pearson, and their colleagues at the Center for the Study of Reading at the University of Illinois in the 1970s, 1980s, and into the early 1990s, assumed that reading comprehension can be enhanced by developing reader’s prior knowledge. One way to accomplish this is to encourage extensive reading of high-quality, information-rich texts by young reader (Pressley, 2000).

Timothy Bell (1998: 1-3) says that extensive reading plays significant roles in Language Learning. Some of them are:
a) It can provide 'comprehensible input'
b) It can enhance learners’ general language competence
c) It increases the students’ exposure to the language
d) It can increase knowledge of vocabulary
e) It can lead to improvement in writing
f) It can motivate learners to read
g) It can consolidate previously learned language
h) It helps to build confidence with extended texts
i) It encourages the exploitation of textual redundancy
j) It facilitates the development of prediction skills

Extensive reading programs can provide very effective platforms for promoting reading improvement and development from elementary levels upwards. Although they do require a significant investment in time, energy and resources on the part of those charged with managing the materials, the benefits in terms of language and skills development for the participating learners far outweigh the modest sacrifices required.

Grabe and Stoller (2001: 198-199) suggest the teacher to encourage students’ extensive reading in class and couple it with extensive reading at home. Nation (2004 in Brown, 2001: 107) identifies the benefits of extensive reading include vocabulary growth (e.g. learning new vocabulary and strengthening knowledge of previously met vocabulary), gaining enjoyment from reading, and developing reading comprehension skills. Moreover, Harmer (2005) says that extensive reading is the best way for students to develop automaticity - that is the automatic recognition of words when they see them. It is also the best way to improve their English reading overall.

d. Problems Related to Reading

Gabb (in Alyousef, 2005: 150) identifies a number of “barriers” which usually faced by learners in reading. The most important are limited
vocabulary and lack of background knowledge (schematic knowledge). Harrison (1996: 3) proposes that one should have general knowledge and knowledge about culture in order to understand the meaning of text. It is difficult for a learner who lacks knowledge in any or all of the following areas: (1) the vocabulary and grammar of the language to be read, (2) the discourse structure, (3) cultural conventions and (4) general knowledge.

Foreign language reading comprehension is an interactive and complex process influenced by linguistic and cognitive factors, social and cultural factors, and affective and motivational factors (Lu, 1989; Xu, 1997, 1998, 1999). Thus, any lack of those factors can inhibit students in gaining the skill of reading.

Horrison (1996: 2-3) says that learning to read is a complex challenge, but it is far more difficult for a learner who lacks knowledge in any or all of the following areas:
1) Declarative knowledge about vocabulary and grammar of the language to be read;
2) Discourse structure such as narrative structure and cultural conventions;
3) General knowledge.

e. Teaching and Learning Reading

According to Pakhare (2007) reading comprehension teaching aims at:
1) To let better grasping of the context, sequence and the characters narrated in text.
2) Certain parts of the text can confuse readers. Reading comprehension skills works on this aspect to get the clear idea of the meaning of the text.
3) Helps to create the questionnaire based on the text about its theme or idea. It often helps in better understanding of the said paragraph.
4) It helps to link the event of narration with our previous experiences and predict the next probable event in the course based on the information given in the narration.

Explicit teaching techniques are particularly effective for comprehension strategy instruction. In explicit instruction, teachers tell readers why and when they should use strategies, what strategies to use, and how to apply them. The steps of explicit instruction typically include direct explanation, teacher modeling (“thinking aloud”), guided practice, and application (NRP, 2006).

Without comprehension, reading would be meaningless. To provide comprehension, teachers should aid learners in understanding and using reading strategies (Yigiter, Saricoban, & Gurses, 2005). Ediger (2001: 163-166) suggest the following strategies to help English language learner to develop their reading abilities.

1) Expose students to the many uses of print around them
2) Provide opportunities for children to read more extensively
3) Provide authentic purposes for reading
4) Provide scaffolding for learning
5) Use oral skills to support reading development
6) Focus students’ attention on reading strategies

1) Encourage students to read as often and as much as possible.
2) Students need to be engaged with what they are reading.
3) Encourage students to respond to the content of a text, not just concentrate on its construction.
4) Prediction is a major factor in reading.
5) Match the task to the topic when using intensive reading text.
6) Good teacher exploit reading texts to the full.
f. **Assessment of Reading Competence**

Reading means an interactive, sociocognitive process, involving a text, a reader, and a social context within which the activity takes place, while competence means the ability to produce and understand the sentences of a given language, and identify ambiguous and deviant sentences.

Thus, the definition of reading competence is person ability to understand the sentences of English written text, and understand the meaning of sentences contained in the text. Based on this definition, one will be categorized as having high reading competencies if he able to understand the meaning of sentences contained in the text, understand the idea written by the writer, and also able to make conclusion about the content of the text. Thus, in order to assess one’s reading competency, the test should includes all aspects of the text.

In relation to the test of reading, Government Law No. 45 year 2006 states that the test of reading should consist of 5 competencies. They are: (1) finding general information (2) finding specific information, (3) finding information between the lines, (4) deducing meaning, and (5) detecting references. This ability or competency includes: (1) the competency to understand the main idea of the text, (2) the competency to understand detailed information of the text, (3) the competency to understand the unwritten information or information between the line, (4) the competency to understand the meaning of the word, and (5) the competency to understand the use of references in the text.

**B. Previous Research**

There are many researches conducted to find out the correlation between learning motivation and vocabulary mastery and reading competence. Some of them are as follow.

1. The research conducted by Fazal ur Rahman, Nabi Bux Jumani, and Abdul Basit (2010) about motivating and de-motivating factors among learners.
The study aimed to investigate motivating and de-motivating factors in learners and their impact on their achievement. The subject under focus was English (English as second language). The sample of study consisted of 100 students of Higher Secondary School and the Instrument of the study consisted of a questionnaire and an achievement test in the subject of English. It was found that majority of students were motivated to learn English. The results of the study revealed a significant correlation between the motivation and academic achievement of the students. The study found that the main de-motivating factors were complicated English grammar rules, difficulty in understanding listened English, spelling and reading mistakes, difficult textbook, large memory load, low self esteem, fear of laughter by students, no encouragement from parents and friends, rapid pace of the lesson, too much nervousness, fear that teacher would correct mistakes immediately in front of the whole class, no use of modern technological aids in teaching English, and teachers anger over a wrong answer. The study further revealed that there are significant gender differences in the motivational factors. The male students were found more motivated than female. The study recommended that teachers adopt measures to increase the motivation of students. Further the teachers should focus on practical skills in teaching English and educate the students on how to tackle the social and peer pressure. Teacher need to focus on the gender differences.

2. The research conducted by Kuang Yu Chen (2011) about The Impact of EFL Students’ Vocabulary Breadth of Knowledge on Literal Reading comprehension.

The purpose of this study was to investigate whether EFL students’ vocabulary breadth knowledge influences their literal reading comprehension. To accomplish this study, the mixed methods design was used. All the participants in this study were given a set of tests which included Vocabulary Levels Test and Reading Comprehension Tests. Individual interviews were conducted after the quantitative phase and were used as supportive data. The bivariate of regression analysis tools were used
to interpret the correlations between vocabulary breadth knowledge within literal reading comprehension. The quantitative results indicated that vocabulary breadth of knowledge was positively and significantly correlated to literal reading comprehension. The qualitative findings showed that the majority of participants agreed breadth of vocabulary knowledge played a greater role in their literal reading comprehension process.

C. Rationale

1. The correlation between learning motivation and reading competence

Students’ competence in reading English text is affected by many factors which come either from inside or outside the individual of the student. Motivation is one of the factors contributing to the successful of language learning. A high motivated student seems to use all of his effort to learn and do the activity which directs him to the goal of learning. A high motivated student will need not to be forced to do the homework, do the task given by teachers, or actively engage in the process of learning reading. Students with low motivation usually reluctantly engage in learning activities. Teachers’ explanation will not be listened. Students only come to school, sit down on their chairs, open their books and do not engage in the learning process. The low or high motivation to learn English finally influenced the result of the learning. It is assumed that the higher motivation will result in higher achievement, while the lower one will also result in the lower achievement.

2. The correlation between vocabulary mastery and reading competence

Another factor is the element of language. One of them is vocabulary mastery. Vocabulary is the total number of words in a particular language that a person knows or uses. A reader will have difficulty in understanding the text if he does not understand the meaning of vocabulary contained in the text. Students’ competency in reading English text will be low if they do not have enough vocabulary mastery. Understanding English text needs understanding the meaning of vocabulary in context. It also means that it is not possible to achieve comprehension, either for native speakers or second language learners, without
understanding the vocabulary in the reading text. Thus, it is assumed that in order to have good reading competency, one should also have good vocabulary mastery.

3. The correlation between learning motivation and vocabulary mastery simultaneously and reading competence

Learning motivation and vocabulary mastery are assumed simultaneously have correlation with reading competency. Motivated students usually want to understand the text content fully and, therefore, process information deeply. Motivated students also love reading and read more than unmotivated students. Reading more also means as learning vocabulary or improving vocabulary mastery. Thus, students who enjoy reading will also develop their vocabulary mastery. Improving vocabulary is assumed lead to improving reading competence.

D. Hypothesis

1. There is a positive correlation between learning motivation and reading competence of the second grade students of SMP Negeri 4 Surakarta academic year 2011-2012.

2. There is a positive correlation between vocabulary mastery and reading competence of the second grade students of SMP Negeri 4 Surakarta academic year 2011-2012.

3. There is a positive correlation between learning motivation and vocabulary mastery simultaneously and reading comprehension of the second grade students of SMP Negeri 4 Surakarta academic year 2011-2012.
CHAPTER III
RESEARCH METHODOLOGY

A. The Place and Time of the Research

The research was carried out at SMP Negeri 4 Surakarta which is located at Jl. D.I. Panjaitan No. 14 Surakarta. The research was conducted in four months from January up to April 2012. The schedule of this research can be seen in the table below.

Table 3.1. The Schedule of the Research

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Writing a thesis proposal</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Preparing the instrument</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Writing chapter 1–3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Trying out instrument</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Collecting the data</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Analyzing the data</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Writing chapter 4-5</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Revising the report of the research</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

B. The Method of the Research

This research can be categorized as correlational study which studies the correlation between two or more variables. Correlational study which is aimed at resulting hypothesis is carried out by measuring some variables and the coefficient of correlation between variables (Nana Sudjana and Ibrahim, 2007: 77). This study has two variables, namely predictor variables and response variable. The
predictor variables consist of learning motivation and vocabulary mastery. The response variable is the reading competence. The researcher used the correlational study to find out whether each of the two variables, learning motivation and vocabulary mastery has a positive and significant correlation with reading competence. The index of correlation ranges between -1 to +1. If the coefficient has a negative sign it means that there is a negative correlation (Nana Sudjana and Ibrahim, 2007: 78). It means that the higher of learning motivation the lower students’ reading competence. While if the coefficient has a positive sign it means that there is a positive correlation. It means that the higher of learning motivation the higher students’ reading competence.

The variables being studied in this research were three variables consisted of two independent variables namely: learning motivation and vocabulary mastery and one dependent variable namely reading competence. The correlation between the three variables can be seen in the figure 3.1.

![Diagram](image.png)

**Figure 3.1.** The Schema of the Correlation between Learning Motivation and Vocabulary Mastery and Reading Competence

### C. Population, Sample, and Sampling

The population of this research was the second grade students of SMP Negeri 4 Surakarta in the academic year 2011-2012. There were eight classes with 22 students each and one class with 20 students. The total number of students was 196 students.
Sample is a part of population chosen by researcher as the object of the study which represents the population. Since the result of the study must be representative, the researcher used 50% of the population or 4 classes.

The sampling of the research was cluster random sampling. The steps of sampling were as follow.
1. Listing the code of the classes. They are class II-A, II-B, II-C, II-D, II-E, II-F, II-G, II-H, II-I.
2. Writing down each code of the class on a piece of paper.
3. Rolling the paper well.
4. Putting the rolled papers in a container.
5. Shaking the container well for several times.
6. Taking four of the papers.

The chosen classes were II-A, II-B, II-E, and II-F. Then students in those four classes were chosen as the sample of the group. The number of students in those four classes were 90. The list of students as the sample of the group can be seen at appendix C.

D. The Technique of Collecting the Data

The data which was collected in this research are:

1. **The data of students’ learning motivation**
   This data of students’ learning motivation is quantitative data which was collected from primary source of the data using questionnaire. The primary source is students who become the object of the research.

2. **The data of students’ vocabulary mastery**
   The data of students’ vocabulary mastery is quantitative data which was collected using test.

3. **The data of students’ reading competence**
   The data of students’ reading competence is quantitative data which was collected using test.

   The data of the research was collected using questionnaire and test. The questionnaire was used to collect the data of students’ learning motivation, while
the test was used to collect the data of vocabulary mastery and the data of students’ reading competence. The instruments of this research are as follow.

1. **Questionnaire of Learning Motivation**

   The questionnaire of learning motivation was used to collect the data about students’ learning motivation. The questionnaire consisted of 50 statements with four alternatives of answer: (a) very agree, (b) agree, (c) disagree, and (d) very disagree. The score ranges from 1 to 4.

   The blueprint of learning motivation questionnaire included two kinds of motivation. They were: (1) intrinsic motivation and (2) extrinsic motivation. The questionnaire and the blueprint of learning motivation questionnaire can be seen at appendix A1.

2. **The Test of Vocabulary Mastery**

   The test is objective test in the form of multiple-choice type. There are four alternatives answers in each item, consisting one correct answer and three destructors. There are 75 items will be used to measure students’ vocabulary mastery. The scoring system for the test is dividing the correct answer by 75 and then multiplying it by 100. So, the highest score is 100 and the lowest one is 0. The questionnaire and the blueprint of vocabulary mastery test can be seen at appendix A2.

3. **Test of Reading Competence**

   The test is objective test in the form of multiple-choice type. There are four alternatives answers in each item, consisting one correct answer and three destructors. There are 75 items will be used to measure students’ reading competence. The scoring system for the test is dividing the correct answer by 75 and then multiplying it by 100. So, the highest score is 100 and the lowest one is 0. The questionnaire and the blueprint of reading competence test can be seen at appendix A3.

   Before being used to collect the data, each of the questionnaire and the test will be tested to check its validity and reliability.
E. The Validity and Reliability of the Instrument

1. The Validity and Reliability of Learning motivation questionnaire

The validity of learning motivation questionnaire was tested using *Pearson Product Moment* formula. The questionnaire was being tried out to 42 respondents or students of the two classes which was not chosen as the sample of the study. The result of the try out was then being tested its validity and reliability. The criteria of validity was measured using the comparison between the value of correlation coefficient with the value of t-table for \( n = 42 \), that is 0.304. If the value of correlation coefficient is higher than the value of t-table, it can be concluded that the questionnaire is valid, while if the value of correlation coefficient is lower than the value of t-table, it can be concluded that the questionnaire is not valid to collect the data of the research.

Based on the result of the validity test using Pearson Product Moment formula, it was known that there are 10 items which was not valid. Those items were item number 4, 6, 7, 28, 29, 30, 37, 38, 43, 48. The result of the validity test can be seen in the appendix D1.

Meanwhile, the test of questionnaire reliability was done using *Alpha Cronbach* formula as follow:

\[
r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma^2_b}{\sigma^2_t} \right]
\]

where:

- \( r_{11} \) = Reliability of the instrument
- \( k \) = the number of statements
- \( \sigma^2_t \) = Total variance
- \( \Sigma \sigma^2_b \) = the number of variance

Based on the reliability test, it was known that the \( r \) observation was 0.873. Then, it can be concluded that the questionnaire of learning motivation was very reliable and can be used as the instrument to collect the data of students’ motivation in learning English, especially reading.
2. The Validity and Reliability of Vocabulary Mastery Test

The validity of the vocabulary mastery was done using *Pearson Product Moment*. The instrument of vocabulary mastery was being tried out to 42 respondents or students of the two classes which was not chosen as the sample of the study. The result of the try out was then being tested its validity and reliability. The criteria of validity was measured using the comparison between the value of correlation coefficient with the value of t-table for \( n = 42 \), that is 0.304. If the value of correlation coefficient is higher than the value of t-table, it can be concluded that the questionnaire is valid, while if the value of correlation coefficient is lower than the value of t-table, it can be concluded that the questionnaire is not valid to collect the data of the research.

Based on the computation with the help of *SPSS 16.00 for Windows*, it was known that there were 19 items which was not valid. The writer used 50 items as the instrument of vocabulary mastery based on the level of difficulty as follow.

<table>
<thead>
<tr>
<th>No</th>
<th>Level of difficulty</th>
<th>Item number</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>High</td>
<td>12, 14, 16, 34, 49, 52, 55, 59, 65, 66</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Medium</td>
<td>1, 5, 19, 20, 21, 23, 24, 26, 29, 30, 31, 35, 36, 40, 45, 46, 47, 48, 50, 51, 63, 67, 68, 69, 74</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Low</td>
<td>6, 7, 8, 9, 11, 13, 17, 18, 25, 28, 37, 43, 57, 61, 62</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

Table 3.2. shows that the items of the test consisted of items with three different level of difficulty. The table also shows that there are 10 items with high
level of difficulty, 25 items with medium level of difficulty, and 15 items with low level of difficulty.

Meanwhile, the test of reliability for the instrument of vocabulary mastery was done using the formula of Kruder-Richardson (KR-20) as follow.

\[ r_{11} = \left( \frac{k}{k-1} \right) \left( \frac{s^2 - \sum pq}{s^2} \right) \]

where:
- \( k \) = the number of item in the instrument
- \( p_i \) = the proportion of subject who make a correct answer for item number 1
- \( q_i \) = 1 - \( p_i \)
- \( S^2_i \) = total variance

(Soegiyono, 2008: 186)

The result of the computation is 0.953 (Appendix D2). This coefficient is very high, so that it can be concluded that the instrument of vocabulary mastery is reliable to be used to collect the data of vocabulary mastery.

3. The Validity and Reliability of Reading Competence Test

The validity test of the reading competence was done using Pearson Product Moment formula. The instrument of reading competence was being tried out to 42 respondents or students of the two classes which was not chosen as the sample of the study. The result of the try out was then being tested its validity and reliability. The criteria of validity was measured using the comparison between the value of correlation coefficient with the value of t-table for \( n = 42 \), that is 0.304. If the value of correlation coefficient is higher than the value of t-table, it can be concluded that the questionnaire is valid, while if the value of correlation coefficient is lower than the value of t-table, it can be concluded that the questionnaire is not valid to collect the data of the research.

commit to user
Based on the computation with the help of *SPSS 16.00 for Windows*, it was known that there were 17 items which was not valid. The writer chose 50 items to be the instrument of reading competence based on the level of difficulty as follow.

### Table 3.3. The item Used as the Instrument of Reading Competence

<table>
<thead>
<tr>
<th>No</th>
<th>Level of difficulty</th>
<th>Item number</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>High</td>
<td>1, 2, 4, 6, 7, 15, 21, 23, 38, 39</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Medium</td>
<td>3, 11, 17, 24, 30, 31, 32, 35, 40, 45, 46, 48, 49, 50, 55, 56, 57, 58, 59, 60, 61, 64, 65, 70, 71</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Low</td>
<td>10, 12, 13, 14, 16, 18, 20, 22, 28, 33, 41, 52, 53, 67, 68</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

Meanwhile, the test of reliability for the instrument of reading competence was done using the formula of Kruder-Richardson (KR-20). The result of the computation is 0.967 (Appendix D3). This coefficient is very high, so that it can be concluded that the instrument of reading competence is reliable to be used to collect the data of reading competence.

### F. The Technique of Analyzing the Data

The data gained from questionnaire and reading test was then being analyzed using simple correlation and multiple linear regression. The first which saying that there is positive and significant correlation between learning motivation and reading competence and the second hypothesis which was saying that there is positive and significant correlation between vocabulary mastery and reading competence were tested using simple correlation or Pearson Product Moment Formula as follow.
The result of the computation can be interpreted to find out the degree to which the variables are related. Soegiyono (2008: 257) interprets the coefficient of correlation as follows.

Table 3.4. The Interpretation of Coefficient of Correlation

<table>
<thead>
<tr>
<th>Interval of Coefficient</th>
<th>The Degree of Relation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 – 0.199</td>
<td>Very low</td>
</tr>
<tr>
<td>0.20 – 0.399</td>
<td>Low</td>
</tr>
<tr>
<td>0.40 – 0.599</td>
<td>Adequate</td>
</tr>
<tr>
<td>0.60 – 0.799</td>
<td>Strong</td>
</tr>
<tr>
<td>0.80 – 1.00</td>
<td>Very Strong</td>
</tr>
</tbody>
</table>

(Soegiyono, 2008: 257)

Furthermore, to test the third hypothesis which states that there is a positive and significant correlation between learning motivation, vocabulary mastery simultaneously and reading competence, the researcher used the formula of multiple linear regression. The formula is as follows.

\[ Y = a_0 + a_1X_1 + a_2X_2 \]

where:

- \( a_0 \) = Constanta
- \( Y \) = Reading competence
- \( X_1 \) = Learning motivation
- \( X_2 \) = Vocabulary mastery
- \( a_1, a_2 \) = coefficient of predictor 1 and 2
The test was conducted with the help of SPSS program for Windows. The coefficient of correlation or R is significant if the value of F observation is greater than the value of F table. F test is used to find out the significance correlation between two independent variables simultaneously toward dependent variable.

The test of $R^2$ is used to find out the intensity of correlation between the two independent variables toward dependent variable. The value of $R^2$ can be seen in the summary output table in the result of SPSS 16.0 For Windows.

G. Statistical Hypothesis

1. First hypothesis
   $H_0$ (Null hypothesis) : $\rho_{y1} = 0$
   $H_a$ (Alternative hypothesis) : $\rho_{y1} > 0$
   $\rho_{y1}$ : The coefficient of correlation between learning motivation and reading competence

2. Second hypothesis
   $H_0$ (Null hypothesis) : $\rho_{y2} = 0$
   $H_a$ (Alternative hypothesis) : $\rho_{y2} > 0$
   $\rho_{y2}$ : The coefficient of correlation between vocabulary mastery and reading competence

3. Third hypothesis
   $H_0$ (Null hypothesis) : $\rho_{y12} = 0$
   $H_a$ (Alternative hypothesis) : $\rho_{y12} > 0$
   $\rho_{y12}$ : The coefficient of correlation between learning motivation, vocabulary mastery and reading competence
CHAPTER IV
THE RESULT OF THE STUDY

A. The Description of the Data

1. The Data of Learning Motivation

From the data of learning motivation, it is found that the highest score is 100 and the lowest one is 42 in the scoring scale of 0 – 120. The mean and the standard deviation are 76.45 and 14.7 respectively. The mode and the median are 74 and 78 respectively. The frequency distribution is presented at table 4.1.

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>f-absolute</th>
<th>f-relative (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>42-53</td>
<td>7</td>
<td>7.78</td>
</tr>
<tr>
<td>2</td>
<td>54-65</td>
<td>15</td>
<td>16.7</td>
</tr>
<tr>
<td>3</td>
<td>66-77</td>
<td>22</td>
<td>24.4</td>
</tr>
<tr>
<td>4</td>
<td>78-89</td>
<td>27</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>90-100</td>
<td>19</td>
<td>21.1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>90</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1 shows that most students got the score above 65. This means that most students had high learning motivation. Only 22 students or 24.4 percent of students who got score under 65 or categorized as low learning motivation. This frequency distribution can also be seen in the following histogram or figure 4.1.
2. The Data of Vocabulary Mastery

From the data of vocabulary mastery, it is found that the highest score is 92 and the lowest one is 30 in the scoring scale of 0 – 100. The mean and the standard deviation are 56.63 and 13.11 respectively. The mode and median are 52 and 56 respectively. The frequency distribution is presented at table 4.2; and the histogram can be seen at figure 4.2.

Table 4.2 The Frequency Distribution of the Score of Vocabulary Mastery

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>f-absolute</th>
<th>f-relative (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30 - 41</td>
<td>12</td>
<td>13.3</td>
</tr>
<tr>
<td>2</td>
<td>42 - 53</td>
<td>25</td>
<td>27.8</td>
</tr>
<tr>
<td>3</td>
<td>54 - 65</td>
<td>31</td>
<td>34.4</td>
</tr>
<tr>
<td>4</td>
<td>66 - 77</td>
<td>16</td>
<td>17.8</td>
</tr>
<tr>
<td>5</td>
<td>78 - 92</td>
<td>6</td>
<td>6.67</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>90</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.2 shows that most students got the score between 54 – 65. It can be categorized in the low level of vocabulary mastery. This frequency distribution can be clearly seen in the histogram below.

![Figure 4.2. The Histogram of the Vocabulary Mastery Score]

3. The Data of Reading Competence

From the data of reading competence, it is found that the highest score is 94 and the lowest one is 34 in the scoring scale of 0 – 100. The mean and the standard deviation are 67.46 and 12.6 respectively. The mode and the median are 72 and 68 respectively. The frequency distribution is presented at table 4.3; and the histogram can be seen at figure 4.3.

Table 4.3 The Frequency Distribution of the Score of Reading Competence

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>f-absolute</th>
<th>f-relative (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>34 - 45</td>
<td>5</td>
<td>5.56</td>
</tr>
<tr>
<td>2</td>
<td>46 - 57</td>
<td>12</td>
<td>13.3</td>
</tr>
<tr>
<td>3</td>
<td>58 - 69</td>
<td>31</td>
<td>34.4</td>
</tr>
<tr>
<td>4</td>
<td>70 - 81</td>
<td>25</td>
<td>27.8</td>
</tr>
<tr>
<td>5</td>
<td>82 - 94</td>
<td>17</td>
<td>18.9</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>90</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.3 shows that 46.7% students got score above 70. This frequency distribution can be clearly seen in the histogram below.

![Figure 4.3. The Histogram of the Reading Competence Score](image)

### B. The Result of Classical Assumption Testing

Before conducting the process of analyzing the data using simple correlation and multiple linear regressions, there are many tests which should be conducted first as the requirement to the analysis. The result of those test are as the following.

1. **Normality Testing**

   The test of normality was conducted to assure that the residual value is normal. The test was conducted using Kolmogorov-Smirnov test with the help of SPSS 16.00 program for windows. Based on the computation, it is known that the value of Kolmogorov-Smirnov z is 0.882 and the value of asymptotic significance is 0.418. It can be concluded that the residual data is normal. The result of Kolmogorov-Smirnov test can be seen at appendix G1.

2. **Autocorrelation Testing**

   One of the requirements or assumptions that should be fulfilled in using linear regression test is that there are no autocorrelation between the commit to user
disturbance terms (Imam Ghozali, 2006: 95). It is assumed that the good model of regression is a regression without autocorrelation.

The test of autocorrelation was conducted using Durbin Watson test. The value of Durbin Watson can be seen in the table Model summary in the result of regression analyses using SPSS 16.00 for windows (Appendix G2). The value of Durbin Watson is 1.826 (the result of this test can be seen in the appendix D2). This value is then compared to the value of DW table for the number of sample or \( n = 90 \) and the number of independent variables or \( k = 2 \) at significance level 0.05 (\( dl = 1.612; du = 1.703 \)). It is known that the value of Durbin Watson is more than \( du = 1.612 \) and less than \( 4 - du \). It can be concluded that there is no positive or negative autocorrelation between the disturbance terms.

3. **Multicollinearity Testing**

Multicollinearity test should be conducted to assure that there is no correlation between independent variable (Imam Ghozali, 2006: 91). The test of multicollinearity can be conducted using the value of tolerance and the value of VIF or Variance Inflation factor. According to Imam Ghozali (2006: 92) the existence of multicollinearity can be known from the value of tolerance that is lower than 0.10 and the value of VIF that is higher than 10.

Based on the test using SPSS 16.00 for windows, it can be known the value of VIF and the value of tolerance as follow (The result of this test can be seen in the appendix G3).

<table>
<thead>
<tr>
<th>Variable</th>
<th>The Value of Tolerance</th>
<th>The Value of VIF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Mastery</td>
<td>0.707</td>
<td>1.414</td>
</tr>
<tr>
<td>Learning Motivation</td>
<td>0.707</td>
<td>1.414</td>
</tr>
</tbody>
</table>

The table 4.7. shows that the values of tolerance are higher than 0.10, while the values of VIF are smaller than 10. Then, it can be concluded that there is no multicollinearity between independent variable in the regression model.
C. Hypothesis Testing

1. The correlation between learning motivation ($X_1$) and reading competence ($Y$)

   The writer uses the null hypothesis ($H_0$) saying that there is no positive correlation between learning motivation ($X_1$) and reading competence ($Y$), against the alternative hypothesis ($H_a$) saying that there is a positive correlation between learning motivation ($X_1$) and reading competence ($Y$). The technique used to test this hypothesis is simple correlation.

   The result of correlation computation using Pearson Product Moment formula of $X_1$ and $Y$ shows that the coefficient of correlation is $r_{y1} = 0.735$. In order to find out the significance of this value, then this value is consulted to $r$ table for $n = 90$ and $\alpha = 0.05$. It is found that the $r$ table is 0.206. This means that $r$ observation is greater than the $r$ table ($0.735 > 0.206$). It can be concluded that $r$ observation is significant. Therefore, the null hypothesis ($H_0$) is rejected, and the alternative hypothesis is accepted; meaning that the result of the test proved that learning motivation has a correlation with reading competence. The low of learning motivation will result in the low of reading competence, while the high of learning motivation will result in the high of reading competence. It also means that learning motivation support students in improving reading competence. It implies that students with the low learning motivation will only have low reading competence, while students with high learning motivation will also have high reading competence. The conclusion is that there is a significant positive correlation between learning motivation ($X_1$) and reading competence ($Y$).

2. The correlation between vocabulary mastery ($X_2$) and reading competence ($Y$)

   The writer uses the null hypothesis ($H_0$) saying that there is no positive correlation between vocabulary mastery ($X_2$) and reading competence ($Y$), against the alternative hypothesis ($H_a$) saying that there is a positive
correlation between vocabulary mastery ($X_2$) and reading competence ($Y$). The technique used to test this hypothesis is simple correlation.

The result of correlation computation using Pearson Product Moment formula of $X_2$ and $Y$ shows that the coefficient of correlation is $r_{Y_2} = 0.710$. In order to find out the significance of this value, then this value is consulted to $r$ table for $n = 90$ and $\alpha = 0.05$. It is found that the $r$ table is 0.206. This means that $r$ observation is greater than the $r$ table ($0.710 > 0.206$). It can be concluded that $r$ observation is significant. Therefore, the null hypothesis ($H_0$) is rejected, and the alternative hypothesis is accepted; meaning that the result of the test proved that vocabulary mastery has a correlation with reading competence. Students need vocabulary mastery to understand the text they read. If they don’t have proper vocabulary mastery, they will get difficulty in understanding the text. In other words, they don’t have proper reading competence. In the contrary, students with high level of vocabulary mastery will easily understand the content of the text. Thus, the more vocabulary the students have the easier to understand the text. The conclusion is that there is a significant positive correlation between vocabulary mastery ($X_2$) and reading competence ($Y$).

3. The correlation between learning motivation ($X_1$) and vocabulary mastery ($X_2$) simultaneously and reading competence ($Y$)

The writer uses the null hypothesis ($H_o$) saying that there is no positive correlation between learning motivation ($X_1$) and vocabulary mastery ($X_2$) simultaneously and reading competence ($Y$), against the alternative hypothesis ($H_a$) saying that there is a positive correlation between learning motivation ($X_1$) and vocabulary mastery ($X_2$) simultaneously and reading competence ($Y$). The technique used to test this hypothesis is multiple linear regression.

From the multiple linear regression analysis, it was found that the coefficient of $a_1$, $a_2$, and $a_0$ are 0.427, 0.427, and 10.607. Therefore, the multiple linear regression equation of $Y$ on $X_1$ and $X_2$ becomes: $Y = 10.607 + 0.427 X_1 + 0.427 X_2$. This model assumes that if learning motivation and
vocabulary mastery are simultaneously increased by one point, then reading competence will also be increased as much as 0.824 with the value of constant 10.607.

From the multiple linear regression analysis of $X_1$ and $X_2$ with $Y$, it was found that the coefficient of correlation ($R_{y12}$) is 0.824. According to Soegiyono (2008: 257) the degree of relationship can be categorized as strong. It also means that the correlation between learning motivation and vocabulary mastery simultaneously and reading competence is strong.

The value of $F$-observation is 91.931, and the value of $F$-table with degree of freedom (df) is 2: 87 at $\alpha = 0.05$ is 3.11. It is obvious that the value of $F$-observation is greater than $F$-table (91.931 > 3.11). It also means that $F$ observation is significant. So, it can be said that the regression equation is also significant. From the result of analysis, it is obvious that the null hypothesis ($H_0$) is rejected and the alternative hypothesis is accepted. The conclusion is that there is a significant positive correlation between learning motivation ($X_1$) and vocabulary mastery ($X_2$) simultaneously and reading competence ($Y$).

The value of coefficient correlation or $R$ is 0.824 and the value of coefficient determination or $R^2$ is 0.679. It means that 67.9% variance of reading competence can be explained by learning motivation and vocabulary mastery through the regression $Y = 10.607 + 0.427 X_1 + 0.427 X_2$.

D. The Discussion of the Research Finding

The result of simple correlation analysis between variables shows that learning motivation and vocabulary mastery have positive correlation to the reading competence. A positive correlation means that the increase of learning motivation is followed by the increase of reading competence. This result is coincidence with the result of research conducted by Fazal ur Rahman, Nabi Bux Jumani, and Abdul Basit (2010) about motivating and de-motivating factors among learners. The results of this study revealed a significant correlation between the motivation and academic achievement of the students especially on the English subject. The increase of learning motivation will be followed by the
increase of reading competence. Meanwhile, the decrease of learning motivation mastery will be followed by the decrease of reading competence.

Slavin (2009: 297) stated that motivation is important not only in getting students to engage in academic activities but also in determining how much students will learn from the activities they perform or from information to which they exposed. Motivation can be known from their effort and their willing in doing the activities of studying or learning. It implies that high motivated student differ from the low motivated one. One will be easily known as high motivated or low motivated students from their effort and their willing in doing the activities.

According to Rost (2006) motivation provides a source of energy that is responsible for why learners decide to make an effort, how long they are willing to sustain an activity, how hard they are going to pursue it, and how connected they feel to the activity. Thus, motivated students will have more energy to learn, to read more books, to ask questions to teachers or other resources, and will have an exact and big goal to be reached. They love to read printed texts. They read more and try to understand more. Their reading skill will be improved during their activity of reading. In the contrary, unmotivated students do not have enough energy to study, unwilling to make an effort to read English books, and do not have an exact purpose of reading or studying. They rarely read English books and rarely try to understand English text. Their reading skills will not be improved. Thus, the high motivation will be followed by the high of reading competence and the low of motivation will be followed by the low of reading competence.

The result of simple correlation analysis also shows that vocabulary mastery have positive correlation to the reading competence. A positive correlation means that the increase of vocabulary mastery is followed by the increase of reading competence. The result of this research is in line with the result of the research conducted by Kuang Yu Chen (2011) about The Impact of EFL Students’ Vocabulary Breadth of Knowledge on Literal Reading comprehension. The quantitative results of Kuang Yu Chen’s research indicated that vocabulary breadth of knowledge was correlated to literal reading comprehension.
The correlation between vocabulary mastery and reading competence is strong enough. It means that the improvement of vocabulary mastery will be followed by the improvement of reading competence. There is an undeniable premise that the ability to understand the language greatly depends on one’s knowledge of vocabulary besides the other knowledge of language itself. It has to be realized that the students’ ability to read, to write, to listen, and to speak is conditioned by their vocabulary. In relation with reading, it is not possible to achieve comprehension without understanding the vocabulary in the reading text. The result of the research is in line with McCarty statement (2000 quoted by Kuang Yu Chen, 2011: 32) that the stronger the vocabulary knowledge the EFL student has, the better reading comprehension the reader will achieve.

People need to understand vocabulary before they can understand the meaning of the text. Limited vocabulary mastery will halt them in understanding the meaning of such an English text. On the contrary, one’s vocabulary mastery will be increased by more reading. It means that reading more books or more English text will add more vocabulary to one’s vocabulary mastery.

Based on the above explanation, it can be said that the result of the research is suitable to the theoretical discussion as explained in chapter II of this thesis. Learning motivation and vocabulary mastery simultaneously support reading competence. Therefore, reading competence can be explained and predicted from these two parameters.
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the result of the study, it can be concluded as follow.

1. There is significant positive correlation between learning motivation and reading competence of the second grade students of SMP Negeri 4 Surakarta in the academic year 2011-2012 ($r_{y1} = 0.735 > r_{table} = 0.206$). It means that reading competence will follow the increase or the decrease of learning motivation. It also means that the students’ learning motivation has contribution to their reading competence.

2. There is significant positive correlation between vocabulary mastery and reading competence of the second grade students of SMP Negeri 4 Surakarta in the academic year 2011-2012 ($0.710 > 0.206$). It means that reading competence will follow the increase or the decrease of vocabulary mastery. It also means that the students’ vocabulary mastery has contribution to their reading competence.

3. There is significant positive correlation between learning motivation and vocabulary mastery simultaneously and reading competence of the second grade students of SMP Negeri 4 Surakarta in the academic year 2011-2012 ($F_{observation} = 91.931 > F_{table} = 3.11$). It means that reading competence will simultaneously follow the increase and decrease of learning motivation and vocabulary mastery. It also means that the students’ learning motivation and vocabulary mastery have contributions to the students’ reading competence.

B. Implication

In accordance with the conclusion above, it implies that learning motivation and vocabulary mastery are important factors for reading competence. In relation to this result, one should consider to elevate learning motivation and vocabulary mastery in order to increase his reading competence. There are many ways to increase reading competence as follow.
1. Increasing reading competence by elevating learning motivation

The result of the research shows that learning motivation support students in increasing their reading competence. It seems logical that high motivated students usually read more and try harder than low motivated students. Reading is assumed as challenging, interesting, valuable, and fun activities by high motivated students. Engaging and being active in the reading class is also assumed as important activities by them. Those are many reasons why high motivated students have better reading competence than low motivated students.

Knowing this result of the research, one, either student or teacher can use learning motivation to increase their reading competence. Students can enhance their own motivation to learn English especially reading by realizing the importance of learning reading and also by stating or realizing their own purpose of studying. Realizing the purpose of learning will guide one in passing the process of learning. It will also influence how much of energy one devotes to reach the goal of learning and how long he preserves.

Teacher can also use the principle of learning motivation to improve students’ competence in reading.

The role or function of motivation in learning is so important. According to Rost (2006) motivation provides a source of energy that is responsible for why learners decide to make an effort, how long they are willing to sustain an activity, how hard they are going to pursue it, and how connected they feel to the activity. This statement explains well why students should always increase their motivation in learning English.

In relation to the function of motivation in enhancing reading competence, Mullis et al. (in Molnar and Szekely, 2006: 110) say that the acquisition of reading competence does not happen independently of characteristics unique to the learner. Variables related to motivational aspects such as attitudes toward learning and school as well as personal goals and self-concept appear to be associated with students’ reading skills and engagement. For example, students who express positive attitudes toward reading—who
say they like to read and who consider themselves to be good readers—read more often for recreational purposes and choose a wider variety of texts to read than do students who do not express such attitudes.

2. Increasing reading competence by improving vocabulary mastery

The result of the research shows that vocabulary mastery has positive correlation with reading competence. It is usually assumed that better vocabulary mastery will lead to better reading competence. Mastering vocabulary influences one in understanding the content of the text. In order to understand a text, readers need to know the meanings of individual words. One with large vocabulary mastery will understand the text easier than one with limited vocabulary mastery. McCarty (2000 quoted by Kuang Yu Chen, 2011: 32) says that the stronger the vocabulary knowledge the EFL student has, the better reading comprehension the reader will achieve. Understanding the text, either written information or unwritten information depends greatly on the vocabulary mastery. Thus, one can increase his reading competence by increasing his vocabulary mastery.

There are many ways to improve one’s vocabulary mastery, directly or indirectly. Reading also can be a smart way to improve vocabulary mastery. Intensive reading is an indirect way of learning vocabulary. The reader will have new knowledge about vocabulary by guessing the meaning from context during reading. Thus, more reading will be benefit for students. More reading means more vocabulary learning which then will also means as improving reading competence.

C. Suggestion

Based on the result of the study and implication above, the writer proposes many suggestions as follow.

1. The students’ learning motivation should be maintained and elevated. Students’ learning motivation can decrease during the process of learning and teaching. There are many factors related to the decrease or increase of
motivation. There are also many ways to maintain and increase it using intrinsic or extrinsic motivation, for example by giving reward, by appreciating students for doing the homework, by creating an enjoyable process of teaching, etc.

2. The students’ vocabulary mastery should be increased. This can be realized by encouraging students to read more and more texts. Reading will add students’ vocabulary mastery. Students should therefore be provided with opportunities to read interesting texts. The teacher should also give opportunities for students to practice their new learned vocabularies in writing or reading. This will make students’ vocabulary mastery increased.