

**THE CORRELATION BETWEEN VOCABULARY MASTERY AND
LEARNING MOTIVATION TOWARD READING COMPREHENSION
(THE ELEVENTH GRADE STUDENTS OF SMA YKPP PENDOPO)**

THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
AUGUST 2019**

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THESIS

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ABSTRACT

Sari, Ulan. 2019. *The Correlation between Vocabulary Mastery and Learning Motivation toward Reading Comprehension. (The Eleventh Grade Students of SMA YKPP Pendopo)*. Thesis by English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education of *Universitas Muhammadiyah Palembang*. Advisors: (I) Dr. Tri Rositasari, M.Pd. and (II) Finza Larasati, S.Pd., M.Pd.

Key Words: The Correlation between Vocabulary Mastery and Learning Motivation toward Reading Comprehension

The objectives of this study were to find out: (1) whether or not there was correlation between vocabulary mastery and reading comprehension, (2) whether or not there was correlation between learning motivation and reading comprehension, and (3) whether or not there was correlation between vocabulary mastery and learning motivation toward reading comprehension. The total of the sample was 27 students. The data was collected by questionnaire and test. The data was analyzed by using Pearson Product Moment SPSS 20. Based on the data analysis, (1) The result of correlation between vocabulary mastery and reading comprehension (r_{xy}) was 0.655 higher than r-table 0.373. It means there was a correlation between vocabulary mastery and reading comprehension. (2) The result of correlation between learning motivation and reading comprehension (r_{xy}) was 0.586 higher than r-table 0.373. It means there was a correlation between learning motivation and reading comprehension. (3) The result of correlation between vocabulary mastery and learning motivation toward reading comprehension (r_{xy}) was 0.704 higher than r-table 0.373. It means that there was a correlation between learning motivation and reading comprehension.

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The researcher realizes that the thesis is really far being perfect, therefore any comments, suggestion, criticism, and constructive criticts are very much welcome. The last, she hopes that thesis will be useful for the people who read it.

Palembang, August 2019

The researcher

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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents: (1) background, (2) problem of the study, (3) objectives of the study, (4) significances of the study, (5) hypotheses of the study, (6) criteria for testing the hypotheses.

1. Background of the Study

English has important roles in people's lives because English is an international language. English is used in almost all aspects of this life, such as business, economy, society, education and etc. Mastering the English language is very important for most people, especially students.

In order to achieve a successful process of learning English, there are four skills should be mastered they are listening, speaking reading and writing. Reading is one of important language skill that should be mastered by students to improve their general English skills. According to Patel and Jain (2008), reading is the most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joy. (p.113). In short, Reading is very necessary to be learned by people, especially for the students.

Reading means pronouncing the words, identifying the words and finding the meaning from a text to get the information from the text. Patel and Jain (2008) state that reading means to understand the meaning of the printed word that is a written symbol. Reading is an important activity in life with which one can update his or her knowledge. Reading skill is an important tool for academic success (p.113).

Moreover, Pang, Muaka, Barnhardt, and Kamil (2003), reading is about understanding written texts. It is a complex activity, which involves both perceptions and thought. Reading consists of two related processes, they are word recognition and comprehension. Word recognition refers to the process of perceiving how a written symbol corresponds to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. (p.6)

In this case, reading is a process of interpreting a message. By reading people can absorb a lot of information from books, letters, novels, newspapers, magazines, and others. Having a reading skill will easy to understand information and knowledge. Having this skill will also useful to get successful in the academic.

Furthermore, Snow and Chair (2002) indicate that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (p.11). It means that reading comprehension is an attempt to understand, evaluate, and also recognize the author's ideas of reading text.

Reading comprehension means understanding what has been read. People who have a high skill of reading will understand the academic from the textbook easily, and then getting important information about it. Meanwhile, people who have a low skill of reading will get difficulty in understanding the text. They will feel difficult to get information from a book or magazine or newspaper. They have to improve their reading comprehension.

Unfortunately, Indonesian Students' Reading Comprehension achievement needs to be developed. Based on the data from Progress in International Reading

Literacy Study (PIRLS) (2011), Indonesian Students' reading comprehension achievement is ranked out 42 out of 45 countries which implies that Indonesia students' reading comprehension was still insufficient (p.8).

Moreover, OCED (Organization for Economic Co-operation and Development) which conducted the Program for International Student Assessment (PISA) (2012), Shows that reading average score of Indonesia students is at the rank of 64th out of 65 countries. Then OCED/PISA (2015), on the reading ability of students also mentioned that the reading ability of students in Indonesia ranks 64th out of 70th countries surveyed. From the data above, it could be concluded that Indonesia's students reading comprehension still poor.

The successful reading is influenced by some factors. Manando (2016) states that vocabulary as one of the language aspects holds an important role in mastering English. Students need the vocabulary to improve the other English skill because without having sufficient vocabulary students cannot master the other skills. (p.1)

According to Cameron (2001), Vocabulary is fundamental to use the foreign language as discourse, since vocabulary is both learned from participating in discourse and essential to participating in it (p.95).

Vocabulary is one of the factors that influence students' reading comprehension. Vocabulary should be learned by the students because vocabulary has an important role in all aspects of the skill. In relation to Ali (2010), Mastering vocabulary is the ability to get or receive lots of words. By having and mastering vocabulary we will know the meaning of vocabulary in the context. It can also help to avoid making mistakes in understanding a written or spoken text. (p.3)

Moreover, Wilkins in Thornbury (2002) says that without grammar very little can be conveyed, without vocabulary nothing can be conveyed (p.13). In reading, students' vocabulary affects the ability of the student to understand the text and get the important information from the text. Mastering vocabulary does not only know the meaning of the text, but knowing vocabulary also knowing how to use it, knowing of word and grammar of word.

Furthermore, Armykirana (2017) states that vocabulary and reading are two things that cannot be separated from one another. When learning reading students need the vocabulary to understand the idea and when learning English vocabulary, students need a lot of practice of reading, because reading is the active way of learning vocabulary. Therefore, if the students know a lot of vocabulary they will be easy to comprehend written English text (p.4). Reading comprehension and vocabulary mastery have a strong correlation. Pang et al., (2003) states that vocabulary is crucial in reading comprehension and many studies have shown that good readers have good vocabulary knowledge (p.12).

From the explanation above, it could be concluded that vocabulary is the ability to get or to receive lots of words. By having and mastering vocabulary we will know the meaning of vocabulary in the context. It can also help to avoid making a mistake in understanding a text. Mastery means as comprehensive knowledge. Vocabulary mastery does not mean knowing the meaning of vocabulary. It also means that the person can recognize, understand and produce the stock of words and their meaning

In addition, to be successful in reading, motivation is an important factor. Harmer (2017) indicates that motivation is essential to success that we have to want

to do something to succeed at it. Without such motivation, we will almost certainly fail to make the necessary effort (p.98).

Motivation is one of the important aspects of the learning process and also has a big influence on the students. According to Bakar (2014), learning motivation of the students in education is important without learning motivation is not possible. So in education, the role of motivation is effective in students learning (p.723).

Besides that Baron and Byne (2000) cited in Bakar (2014) explains that students who have the high motivation are indicated by some character such as, initiative, diligent and active in learning, not easy to satisfy, punctual and disciplined, always trying to learn with the best result. (p.724)

In line with this, Wolley (2011) says that Motivation is important for reading comprehension because it influences the choices that individuals make about what activity they will engage with, the degree of persistence, and the amount of effort that they will use on a given activity (p.131). In this case, motivation is an important factor of students' success in reading is that motivation has a close relationship with students comprehending text, and students need to have motivation in reading. If the student has the motivation to read, then the students will be more active in reading. In addition, by having the motivation to read, they can understand comprehend reading text well.

The Ministry of Education and Culture (2015) state that in South Sumatra there were 591 Senior High School students consist of 324 public schools and 267 private schools. Part of them is SMA YKPP Pendopo. SMA YKPP Pendopo is located in PALI regency at Jl Cemara No. 18 P Komperta Pendopo. SMA YKPP Pendopo is

one of the private schools in PALI. Based on the data from schools, there were 13 classes. 4 classes for 10th grade, 5 classes for 11th grade, and 4 classes for 12th grade and divided into two majors namely Science and Social Sciences.

Based on the observation conducted by the researcher, she found that the result of national exam scores (UN) especially in English subject was still low. It showed from UN (2017), the results of the average for Science students was 43.27 with the highest scored was 78.0 and the results of the average for Social Sciences was 29.65 with the highest score was 68.0.

On the other hand, UN (2018), also mentioned the results of the average for Science students was 46.81 with the highest scored was 78.4 and the results of the average for Social Sciences was 33.01 with the highest scored was 66.0. From the results of the National Examination shows that there is no increase in English subject and lack of students' motivation in the learning process. This is the reason why the researcher felt interested to conducted research SMA YKPP Pendopo. In relation to this, from the data the averaged of the Eleventh Grade students scored a minimum completeness criteria (KKM) was around 65.

Moreover, from the interview done by the researcher with the teacher of SMA YKPP Pendopo especially to the eleventh grade students. The teacher said that some students in the class were very lazy in learning English especially when they learn about reading. It caused by the lack of vocabulary that students know. She also added that when students were read a text that they do not know the meaning, they are lazy to find out the meaning of the vocabulary in the dictionary. The teacher also said that some students in the class have high and low motivation. It was seen from the

students who have high motivation always active sometimes when they do not understand about the textbook they read, they always asked the teacher. And different respond with the students who have the low motivation they just keep silent if they do not understand. This is the reason why the researcher wants to conduct a research in the eleventh grade.

From the explanation above, the researcher was interested to find out whether or not there was a correlation between vocabulary mastery, learning motivation and reading comprehension. Thus, the researcher determines the topic entitled “*The Correlation between Vocabulary Mastery and Learning Motivation toward Reading Comprehension. (The Eleventh Grade Students of SMA YKPP Pendopo)*”

1.2 Problem of the Study

The problem of the study was “whether or not there was a correlation between vocabulary mastery and learning motivation toward reading comprehension of the eleventh grade students of SMA YKPP Pendopo”

1.2.1 Limitation of the Study

The researcher focused on vocabulary mastery and learning motivation toward reading comprehension of the eleventh grade students of SMA YKPP Pendopo.

1.2.2 Formulation of the Study

1. Was there any correlation between vocabulary mastery and reading comprehension of the eleventh grade students of SMA YKPP Pendopo ?
2. Was there any correlation between learning motivation and reading comprehension of the eleventh grade students of SMA YKPP Pendopo ?

3. Was there any correlation between vocabulary mastery and learning motivation toward reading comprehension of the eleventh grade students of SMA YKPP Pendopo ?

1.3 Objectives of the Study

Based on the problem statement above, the researcher arranges objectives of the study as follows:

1. To find whether or not there was a correlation between vocabulary mastery and reading comprehension of the eleventh grade students of SMA YKPP Pendopo.
2. To find whether or not there was a correlation between learning motivation and reading comprehension of the eleventh grade students of SMA YKPP Pendopo.
3. To find whether or not there was a correlation between vocabulary mastery and learning motivation toward reading comprehension of the eleventh grade students of SMA YKPP Pendopo.

1.4 Significances of the Study

The results of this study are expected to give benefits both theoretically and practically.

1. For the researcher

By doing the research, the researcher hopes can get more information to identify the problem in vocabulary mastery and learning motivation toward reading comprehension. Besides, the researcher will get new experience and knowledge for the future of her life.

2. For the students

The result of this research can be used to give information about improving vocabulary and reading comprehension achievement and also students can develop their motivation to learn English.

3. For the teacher

Hopefully this research could help the teacher to know more about correlation vocabulary mastery and learning motivation toward reading comprehension.

4. For other researchers

By reading this research, other researchers could get some knowledge, inspiration, and information. It also could become a reference for other researchers.

1.5 Hypotheses of the Study

The hypotheses of this study is form of the alternative hypotheses (H_a) and null hypotheses (H_o)

(H_a) : There was the corelation between vocabulary mastery and learning motivation toward reading comprehension of the eleventh grade students of SMA YKPP Pendopo

(H_o) : there was no corelation between vocabulary mastery and learning motivation toward reading comprehension of the eleventh grade students of SMA YKPP Pendopo

1.6 Criteria for Testing the Hypotheses

The criteria of testing the hypotheses in measuring correlation are as follows:

1. If the r -output was higher than r -table, H_0 was rejected and H_a was accepted.

So, there was a corelation between vocabulary mastery and learning motivation toward reading comprehension of the eleventh grade students of SMA YKPP Pendopo.

2. If the r -output was lower than r -table, H_0 was accepted, and H_a was rejected.

So, there was no corelation between vocabulary mastery and learning motivation toward reading comprehension of the eleventh grade students of SMA YKPP Pendopo. (p.115)

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