THE CORRELATION BETWEEN LEARNING MOTIVATION AND STUDENTS' VOCABULARY MASTERY OF THE GRADE VIII SMP N 1 ANGKOLA TIMUR

A Thesis

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd) in English

Written By:

LEVI YANTI
Reg. Num. 19 203 00077

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHING TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
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Written by:

LEVI YANTI
Reg. Number. 19 203 00077

Advisor I

Dr. Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 001

Advisor II

Sri Rahmadhani Siregar, M.Pd
NIP. 19860506 202321 2 045

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
2024

LETTER OF AGREEMENT

Term: Thesis
      a.n. Levi Yanti
Item : 7 (seven) exemplars

Padangsidimpuan,   July 2024
To:
Dean Tarbiyah and Teacher Training
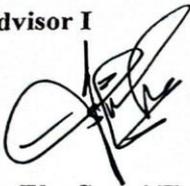Faculty
In-
Padangsidimpuan

Assalamu'alaikum Wr. Wb

    After reading, studying and giving advice for necessary revision on thesis belongs to **Levi Yanti** entitled **"The Correlation Between Learning Motivation and Students Vocabulary Mastery of The Grade VIII SMP N 1 Angkola Timur"**. We assumed that the thesis has been acceptable to complete the assignments and fulfil the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

    Therefore, we hope that the thesis will soon examined by the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr. Wb

Advisor I

Dr. Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 001

Advisor II

Sri Rahmadhani Siregar, M.Pd
NIP. 19860506 202321 2 045

DECLARATION OF THESIS COMPLETION

The name who signed here:

Name	: Levi Yanti
Registration Number	: 19 203 00077
Faculty Department	: Tarbiyah and Teacher Training Faculty/TBI-1
The Tittle of the Thesis	: **The Correlation Between Learning Motivation and Students Vocabulary Mastery of The Grade VIII SMP N 1 Angkola Timur**

     I hereby declare that I have arranged and written the thesis by myself, without asking illegal help from others, except the guidance from advisors, and without plagiarism along with the ethic code of Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 12 verses 2.

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Padangsidimpuan,   July 2024
Declaration Maker,

Levi Yanti
Reg. No. 1920300077

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As academic civity of The Seins University for Islamic Studies Padangsidimpuan, the name who signed here;

Name	: Levi Yanti
Registration Number	: 19 203 00077
Faculty Department	: Tarbiyah and Teacher Training Faculty/TBI-1
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Reg. No. 1920300077

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UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTASTARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

MUNAQASYAH THESIS EXAMINERS

Name	:	Levi Yanti
Reg. Number	:	19 203 000077
Department	:	English Education Department
Faculty	:	Tarbiyah and Teacher Training Faculty
Title of Thesis	:	**The Correlation Between Learning Motivation and Studensts' Vocabulary Mastery at The Grade VIII of SMP N 1 Angkola Timur**

Chief,

Fitri Rayani Siregar, M.Hum
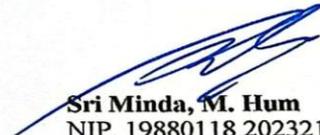NIP. 19820731 200912 2 004

Secretary,

Sri Ramadhani Siregar, M.Pd
NIP. 19860506 202321 2 045

Members,

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

Sri Rahmadhani Siregar, M.Pd
NIP. 19860506 202321 2 045

Dr. Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 001

Sri Minda, M. Hum
NIP. 19880118 202321 2 033

Proposed :

Place	:	Padangsidimpuan
Date	:	July, 23th 2024
Time	:	08.00 until finish
Result	:	82.00
IPK	:	3.55
Predicate	:	Cumlaude

LEGALIZATION

Thesis	: The Correlation Between Learning Motivation And Students' Vocabulary Mastery Of The Grade VIII SMP N 1 Angkola Timur
Name	: Levi Yanti
Reg. Numb	: 19 203 00077
Faculty/Department	: Tarbiyah and Teacher Training Faculty/TBI

The thesis has been accepted as a partial fulfillment of the requirement for graduate degree of Education (S.Pd) in English.

Padangsidimpuan,   July 2024
Dean of Tarbiyah and Teacher Training Faculty

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002

ABSTRACT

Name : Levi Yanti

Reg. Number : 19 203 00077

Thesis Title : **The Correlation Between Learning Motivation and Students' Vocabulary Mastery of the Grade VIII SMP N 1 Angkola Timur**

This research focused on finding the correlation between learning motivation and students` vocabulary mastery of the grade VIII SMP N 1 Angkola Timur. This research was aimed 1) To describe the students' English learning motivation of the grade VIII of SMP N 1 Angkola Timur, 2) To describe the students' vocabulary mastery of the grade the VIII SMP N 1 Angkola Timur, 3) To examine the whether there is significant correlation between English learning motivation and vocabulary mastery at grade VIII student of SMP N 1 Angkola Timur or not. This study used quantitative method and correlational research design. The population of this study was the grade VIII students SMP N 1 Angkola Timur. This study used total sampling technique to take the sample and found the sample was 51. The instrument of this research was questionnaire and multiple-choice test. The of this research were analyzed by r-product moment test and SPSS 24. The result from the class showed the learning motivation was in high level and vocabulary mastery also was in high level. So learning motivation correlated with vocabulary mastery was in very strong category. It was proved by the result that the t-count was higher than t-table. The statistical result showed that the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, it is implied that there is a correlation between English learning motivation and vocabulary mastery at grade VIII student of SMP N 1 Angkola Timur in academic year 2023/2024

Keywords: *English learning motivation, vocabulary mastery*

ABSTRAK

Nama	: Levi Yanti
NIM	: 19 203 00077
Judul Tesis	: **Korelasi Antara Motivasi Belajar dan Motivasi Belajar Siswa Penguasaan Kosakata Kelas VIII SMP N 1 Angkola Timur**

Penelitian ini berfokus pada pencarian korelasi antara motivasi belajar dengan penguasaan kosakata siswa kelas VIII SMP N 1 Angkola Timur. Penelitian ini bertujuan 1) Untuk mendeskripsikan motivasi belajar bahasa Inggris siswa kelas VIII SMP N 1 Angkola Timur, 2) Untuk mendeskripsikan penguasaan kosakata siswa kelas VIII SMP N 1 Angkola Timur, 3) Untuk menguji apakah ada korelasi yang signifikan antara motivasi belajar bahasa Inggris dengan penguasaan kosakata pada siswa kelas VIII SMP N 1 Angkola Timur atau tidak. Penelitian ini menggunakan metode kuantitatif dan desain penelitian korelasial. Populasi penelitian ini adalah siswa kelas VIII SMP N 1 Angkola Timur. Penelitian ini menggunakan teknik pengambilan sampel total dan menemukan sampelnya 51. Instrumen penelitian ini adalah kuesioner dan tes pilihan ganda. Penelitian ini dianalisis dengan uji momen r-product dan SPSS 24. Hasil dari kelas menunjukkan motivasi belajar berada di level tinggi dan penguasaan kosakata juga di level tinggi. Sehingga motivasi belajar berkorelasi dengan penguasaan kosakata dalam kategori sangat kuat. Dibuktikan dengan hasil bahwa t-count lebih tinggi dari t-table. Hasil statistik menunjukkan bahwa hipotesis nol ditolak dan hipotesis alternatif diterima. Oleh karena itu, tersirat bahwa terdapat korelasi antara motivasi belajar bahasa Inggris dengan penguasaan kosakata pada siswa kelas VIII SMP N 1 Angkola Timur tahun akademik 2023/2024

Kata kunci: *Motivasi belajar bahasa Inggris, penguasaan kosakata*

ملخص البحث

الاسم	:ليفي يانتي
رقم التسجيل	:١٩٢٠٣٠٠٠٧٧
عنوان البحث	:العلاقة بين الدافعية للتعلم والدافعية لتعلم المفردات وإتقان المفردات لدى طلاب الصف الثامن الإعدادي ١ أنجكولا تيمور

تركز هذه الدراسة على إيجاد العلاقة بين دافعية التعلم وإتقان المفردات لدى طلاب الصف الثامن في مدرسة المدرسة الإعدادية الثانوية ١ أنجكولا تيمور. يهدف هذا البحث ١) وصف الدافعية لتعلم اللغة الإنجليزية لدى طلاب الصف الثامن من المرحلة الإعدادية في المدرسة الإعدادية ١ أنجكولا تيمور، ٢) وصف مدى إتقان المفردات لدى الطلاب في الصف الثامن من المدرسة الإعدادية ١ أنجكولا تيمور، ٣) اختبار ما إذاكان هناك ارتباط كبير بين الدافعية لتعلم اللغة الإنجليزية وإتقان المفردات لدى طلاب الصف الثامن في مدرسة سيكولاه مينينجاه بيرتاما ١ أنجكولا تيمور. استخدمت هذه الدراسة الأسلوب الكمي والتصميم البحثي الارتباطي. كان مجتمع هذه الدراسة هم طلاب الصف الثامن في مدرسة سكولا مينينجا بيرتاما ١ أنجكولا تيمور. واستخدمت هذه الدراسة تقنية أخذ العينات الكلية وبلغت العينة ٥١ عينة. وكانت أدوات هذه الدراسة عبارة عن استبيانات واختبارات الاختيار من متعدد. وقد تم تحليل هذه الدراسة عن طريق اختبار لحظة المنتجI ، والحزمة الإحصائية للعلوم الاجتماعية ٢٤. أظهرت نتائج الفصل أن الدافعية للتعلم كانت على مستوى عالٍ وأن إتقان المفردات كان على مستوى عالٍ أيضاً. لذا فإن دافعية التعلم ترتبط بإتقان المفردات في فئة قوية جدًا. وقد ثبت من خلال النتيجة أن عدد الجدول أعلى من قيمة الجدول. تظهر النتائج الإحصائية رفض الفرضية الفارغة وقبول الفرضية البديلة. ولذلك، يُستدل من ذلك أن هناك علاقة بين الدافعية لتعلم اللغة الإنجليزية واكتساب المفردات لدى طلاب الصف الثامن في مدرسة أنجكولا تيمور ١ الإعدادية في العام الدراسي ٢٠٢٣/٢٠٢٤.

الكلمات المفتاحية :*دافع تعلم اللغة الإنجليزية، اكتساب المفردات اللغوية*

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

First of all, let says a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to me the health, time, knowledge, chance and spirit so I can accomplish her thesis entitled "The Correlation Between Learning Motivation and Students' Vocabulary Mastery of The Grade VIII SMP N 1 Angkola Timur". The Second, shalawat and salaam to the prophet Muhammad SAW that had guided the human beings from the dark era to the bright era.

In finishing this thesis, the researcher faced many troubles and difficulties. It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. I got a lot of guidance, inspiration and motivation during writing this thesis. Although, in this opportunity I would like to express my deepest gratitude to the following people:

1. Mrs. Dr. Eka Sustri Harida, M.Pd, as the first my advisor and Mrs. Sri Rahmadhani Siregar, M.Pd, as my second advisor who have guided me for finishing this thesis, who have been the great advisors and gave me much knowledge, idea and suggestion sincerely and patiently during the progress of writing this thesis.

2. The Rector of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuanas all the vices.

3. The Dean of Tarbiyah and Teacher Training Faculty as the vices.

4. Mrs. Fitri Rayani Siregar, M. Hum, as the Chief of English Education Department who always support all students in finising the thesis and always be patient in facing our problem.

5. All lecturers and all the cavities academic of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan who had given so much knowledge and helped during I studied in this institute. Mr. Dr. H. Fitriadi Lubis, M.Pd., Mrs.

Rayendriani Fahmei Lubis M.Ag, Mr. Zainuddin, S.S, M.Hum., Mr. Hamka, M.Hum., Mrs. Ida Royani, M.Hum., Mrs. Marwah, M.Pd, Sri Minda, M.Hum, Mrs. Yusni Sinaga, M.Hum, and all of lectures in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, who have given me much knowledge.

6. Thanks to my beloved parent I will give this greates gift to you, because you the biggest part in my life (Alm. Mr. Sahdan Efendi and Syahrumia) and my lovely sisters, brother and also my lovely nephews who always give me a lot of love, support, affection, attention, prayers and big spirit how to be patient and survive in any condition by my own self, who always give me motivation to achieve my dream come true, and who have been my inspiration.

7. Thanks to my greatest friends (Retno, Rizka Fitriyana Daulay, Rabiatul Jamilah) and also to my greats circle ttma (Rani, Putri Ina,Hotnida, ,Sa'adah) who always give me support, to finishing my thesis.

8. Thanks to TBI-2, TBI-1, TBI-3

9. And all of my friends who helped me finishing this thesis that I cannot mention the names.

10. Finally big thanks to myself who finishing this thesis with various feeling that you feel, you deserve everything. Thank you so much I said to me and Alhamdulillah for everything make me better to this day. Yeahh!!! I did it!!!

Padangsidimpuan, 06 Juli 2024
Researcher

Levi Yanti
Reg. No. 1920300077

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Vocabulary is as an important aspect in learning foreign language especially in learning English as an international language. It is a foundation to build language, and to mastery English. In addition, vocabulary is the main basic for everyone to master the four skills: listening, speaking, reading, and writing. By using vocabulary, it can make it easier to understand what the conversation or writing of other people. Then, it can make people be easier to express the thoughts in that language verbally or in writing.

In Indonesian curriculum, vocabulary has a position as the basic for students to be mastered in English. The students must know about vocabulary to make them being easier to communicate each other. Vocabulary is the main skill for learning to read, speak, write and listen. In learning English, vocabulary plays more important role than grammar. As it is stated by Wilkins In Thornbury that, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".[1] The Indonesia curriculum acknowledges the paramount importance of vocabulary in English language learning, recognizing it as a foundational skill that greatly influences students' ability to communicate effectively in English.

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[1] S Thornbury, *How to Teach Vocabulary* (UK: Blucstone Press,Charlbury, 2004), https://www.academia.edu/18950782/How_to_teach_vocabulary_by_Scott_Thornbury. p.13.

One of the most crucial aspects of teaching a foreign language is vocabulary. The key to language proficiency and grammar is vocabulary.[2]. Students who want to communicate in a foreign language need to have a large vocabulary and be proficient in its use.

Many vocabularies can also help someone easily express the thoughts orally or written forms. If people have less vocabulary, it is not only cannot understand what someone saying, but also cannot make sentences to transfer the messages to the other people. Thus, if someone has enough vocabularies will help to understand English expressions.

Based on the data is gotten interview the student in SMP N 1 Angkola Timur, it is known that the problems in this school is the students get difficulty to memorize the vocabulary. They feel bored when teaching and learning English process. This situation happened from the techniques that use in teaching. The students' weakness of vocabulary mastery also occurs because to a lack of motivation in learning English, the students are also poor of vocabulary.[3] Then, based on interview to English teacher in SMP N 1 Angkola Timur also she said the students get difficulties in learning English and they are not interested in learning English. It makes the students feel bored when teaching and learning process. The students' boredom may come from the strategy or technique which is use in teaching vocabulary. The problem can

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[2] Fitri Rayani Siregar, "Teachers' Techniques in Teaching Vocabulary for Beginner Class,"*English Education* 3, no. 1 (2015): 1–10, https://doi.org/10.1017/CBO9781107415324.004.

[3] Amita Rizky of SMP N 1 Angkola Timur. Private Interview, on October 14 th 2023, at 10.00 a.m.

make the teaching and learning process unsuccessful.[4] Students need many vocabularies to write their ideas, to build a good sentence, and give clear information. Students will be able to convey their ideas if they have many vocabularies. Vocabulary gives big influence for all areas of language learning.

Based on explanation above, it can be concluded that vocabulary is substantial in language learning. Without good vocabulary, a learner will not master the four English skills perfectly. Having a strong vocabulary will make it easier for student to master the four main skill of English, which include listening, speaking, reading, and writing.

Further, English is very strange language for student, between the written word and the pronunciation are different. Its mean students are bad in pronunciation. Most of students are lazy to bring dictionary when process learning and teaching English. There are still many vocabularies that cannot master by students even the vocabularies around them, that means students are less vocabulary.

Student cannot also understand what the teacher said when using English. Student do not understand the meaning to what the teacher said. Students are difficult to understand the meaning to what the teacher said. It means students are difficult to understand new words and students do not have enough vocabulary.

In fact, mastering vocabulary in junior high school is not easy. There

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[4] Rahma Yanti English Teacher of SMP N 1 Angkola Timur. Private Interview, on October 14 th 2023, at 11.30 a.m.

are many problems of students' vocabulary mastery in SMP N 1 Angkola Timur. It is based on private interview and information from a teacher, it is known that students' vocabulary mastery is low. Moreover, the problems above occur because of some factors, such as motivation, intelligence, and attitude, interest, style to learn, level, and learn achievement. Thus, it can be concluded that many problems caused English mastery. One of the problem in mastery vocabulary is lack of motivation.

Motivation is mental encouragement as an activator to do something. Motivation is divided into two parts, intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from students itself. By having motivation students will get more enthusiasm in doing action. The students who have low motivation will be unsuccessful in learning. Because having low motivation makes student are not interested in learning.[5] Most of the students of SMP N 1 Angkola Timur say they do not interest about English lesson. The students said English lesson is bored lesson. It is known that the student intrinsic motivation is low. Further, extrinsic motivation is cause by factors from outside or around the students. It can be from others like teacher, parents, friends, environment. However, extrinsic motivation is better for student because if the students have extrinsic motivation, the student will be easier and more enthusiasm in learning. Most of students of SMP N 1 Angkola Timur also say sound of teacher is important. If teacher explained with game and high sound, it makes enthusiastic students.

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[5] Jere Brophy, *Motivating Students to Learn*, ed. Jere Brophy, *Motivating Students to Learn*, third edit (new york: routledge, 2016), https://doi.org/10.4324/9781410610218.

Based on the important of motivation, the researcher is interested to examine the correlation to the students' vocabulary mastery. So, this research is concerned on the relationship of motivation and vocabulary mastery for the grade VIII student's SMP N 1 Angkola Timur.

B. The Identification of the Problem

Learning motivation is an essential part of obtaining vocabulary mastery. When students have a strong learning motivation, students can learn better. Based on the explanation above there are many factors which determine the English learning motivation in vocabulary mastery, the researcher found some problems, they are as follow:

1. Students have many difficulties in learning English.

2. The students are confused because the differences between the written word and the pronouncing.

3. Students are lazy to bring dictionary when process learning and teaching English.

4. Students are less vocabulary.

5. Students are difficult to understand new words.

6. The vocabulary use is simple and limited.

7. Students are not in the mood to learn

C. The Limitation of the Problem

Based on the identification of the problem above this research will be limited on two problems; they are English learning motivation and students' lack of vocabulary. In Learning motivation, the researcher focuses on the intrinsic motivation and extrinsic motivation. In students lack of vocabulary, the researcher focuses on noun only (things in the classroom and in the kitchen), they are: common noun, proper noun, countable and uncountable.

D. The Definition of Operational Variables

There are two variables in this research; English learning motivation as variable X and vocabulary mastery as variable Y.

1. English Learning Motivation

English learning motivation is a desire to do particular action from inside and outside students in learning English.

2. Vocabulary Mastery

Vocabulary mastery is the ability to understand and to use the various words effectively.

E. The Formulation of the Problem

In conducting the research, the researcher formulates the problem as follow:

1. How is the English learning motivation of the grade VIII students of SMP N 1 Angkola Timur?

2. How is the students' vocabulary mastery of the grade VIII students of SMP N 1 Angkola Timur?

3. Is there any significant correlation between English learning motivation and vocabulary mastery of the grade VIII students of SMP N 1 Angkola Timur?

F. The Purposes of the Problem

Based on above formulation of the problems, the researcher determines that the purposes of this research can be stated as follows:

1. To describe the students' English learning motivation of the grade VIII of SMP N 1 Angkola Timur

2. To describe the students' vocabulary mastery of the grade the VIII SMP N 1 Angkola Timur

3. To examine the whether there is significant correlation between English learning motivation and vocabulary mastery at grade VIII student of SMP N 1 Angkola Timur or not.

G. The Significances of the Research

The result of the research is expected give more information use to:

1. For the Teachers:

   a) This research gives input to the teacher in order to teach English better

   b) It gives information about the important of students' motivation in learning English

2. For the Headmaster, can develop support the teacher to teach English better.

3. For the Institute

   a) This research can be use as information to teaching and learning in the future

   b) It gives information to further research with certain interest

4. For other Researchers, this research can give additional information for other researchers to do further research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

   1. Learning Motivation

      a. Definition of Learning Motivation

Motivation is the basic drive that moves a person to behave. This impulse is in a person who moves to do something according to their inner drive. Brophy also stated that Learning is a relatively permanent change in behavior and potentially occurs as a result of practice or reinforcement (reinforced practice) based on the goal of achieving certain goals. Therefore, motivation and learning are two things that influence each other.[1] Motivation is the energy that drives people to do anything, including learn English. With motivation, we can easily achieve success in any task and get closer to our goal.

In the classroom context, the concept of student motivation is used to explain the degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by their teachers[2]. Student motivation is rooted in students' subjective experiences, especially those connected to their willingness to engage

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[1] Brophy.

[2] By Robert and E Bob Brown, *Motivational Strategies In THe Language Classroom*, ed. Zoltan Dornyei (Cambridge University Press, 2004), https://www.google.co.id/books/edition/Motivational_Strategies_in_the_Language/JZbeJtOOfWc C?hl=en&gbpv=1&dq=motivational+strategies+in+the+language+classroom&printsec=frontcover .

in learning activities and their reasons for doing so. This book develops the argument that teachers should focus on encouraging students to engage in activities with motivation to learn, the intention of acquiring the knowledge or skills that learning activities are designed to develop.

Elliot[3] suggested that needs function within a hierarchy arranged in the following order of priority. Student motivations there are:

1. Physiological needs (sleep, thirst)

2. Safety needs (freedom from danger, anxiety, or psychological threat)

3. Love needs (acceptance from parents, teachers, peers)

4. Esteem needs (mastery experiences, confidence in one's ability)

5. Needs for self-actualization (creative self-expression, satisfaction of curiosity)

Kember[4] suggests that fulfilling needs follows a hierarchical structure, wherein lower needs must be addressed before higher ones can influence behavior. Without satisfying basic physiological needs, individuals may not even recognize higher needs, let alone be motivated. Once physiological and safety needs are fulfilled, individuals can focus on nurturing warm, interpersonal relationships,

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[3] J Andrew Elliot, *Hand Book Competence And Motivation*, ed. J Andrew Elliot, carol s. Dweck, and david s. yeager, second edi (USA: the guilford press, 2017), https://=handbook+ of+competence+and+motivation

[4] David Kember, *Understanding the Nature of Motivation and Motivating Students through Teaching and Learning in Higher Education*, ed. David Kember (australia: springer, 2016), https://doi.org/10.1007/978-981-287-883-0.

allowing love needs to drive the actions. Similarly, students experiencing anxiety or rejection may be hesitant to take intellectual risks to overcome confusion, and they are even less likely to engage in creative endeavors. Rational individuals seek arrangements that consistently address the basic needs, rather than merely addressing them temporarily. If love needs are reasonably satisfied, people may seek to satisfy esteem needs or even self-actualization needs. In the classroom, implies that students who come to school tired or hungry are unlikely to become engrossed in lessons. This is especially the case when need frustration is chronic.

Students may be motivated to learn from a lesson or activity whether or not they find its content interesting or its processes enjoyable. Stimulating students' motivation to learn includes encouraging them to use thoughtful information-processing and skill building strategies when they are learning. This is quite different from merely offering them incentives for good performance later.[5] A student's motivation to learn can be seen from a general disposition or in a specific situation. As a general disposition, it is the tendency of students to value learning as a learning process in schools in order to acquire knowledge and skills. In specific situations[6], a state of learning motivation exists when a student engages intentionally in an activity

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[5] Brophy, *Motiv. Students to Learn*.
[6] Johanna Carl et al., "Research on Motivation and Motivational Strategies in EFL Teaching . Keywords," 2020, 1–32, https://www.diva-portal.org/smash/get/diva2:1524653/FULLTEXT01.pdf.

and tries to learn and master the skills he developed.

Motivation can be interpreted as the inspiration that a person has to make changes to improve the quality of oneself. In addition, motivation is also a need, it is because with the desired needs, a person motivation to fulfil these needs will increase.

From the statement above, it can be concluded that motivation is an impulse from within a person to achieve the desired goal and the person of someone to do something. Motivation also resolves around the reason someone to do something. That is why needs are the reason for motivation.

b. Types of Motivation

Uno classified motivation into two types[7], including intrinsic motivation and extrinsic motivation.

1) Intrinsic motivation

Intrinsic motivation is motivation that does not require external stimulation because it already exists within the individual himself, which is in accordance or in line with his needs.[8] According to Uno, intrinsic motivation is motivation that comes from within the individual. In addition, intrinsic motivation is also very influential on behavior change. In intrinsic motivation, action is considered

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[7] Hamzah B. Uno, *Teori Motivasi Dan Pengukurannya*, ed. Tarmizi, 17th ed. (Jakarta: Bumi Aksara, 2021), https://www.google.co.id/books/edition/Teori_Motivasi_dan_Pengukurannya /lAJ?hl=en&gbpv=1&dq=hamzah+b+uno+teori+motivasi+dan+pengukurannya&prontcover.

[8] S. McDonough, *Teaching and Researching Motivation*, ed. Christopher N Candlin and David R Hall, *ELT Journal*, second edi, vol. 57 (britain: Zoltan Dornyei and Ema Ushioda, 2016), https://doi.org/10.1093/elt/57.3.308-a.

very important because each individual has control in one thing because of their own will. Someone who experiences a state of intrinsic motivation tends to have a commitment to work and self-fulfillment of the job. For example, students who are intrinsically motivated to learn English will do grammar assignments because it will be fun. A students will be very motivated to study the material without any appreciation[9], it means that the material they studied is very interesting so that students are happy to study the material.

From the statement above, it can be concluded that intrinsic motivation is motivation that comes from within the individual and plays an important role in the learning elements. Intrinsic motivation is motivation that comes from within the individual without expecting a reward. This is because the award comes from the activities that are being carried out. Intrinsic motivation can also come from the challenges and curiosity faced by a person. For example, learning new things because they think it is something interesting, participating in a race because they want to enjoy their racing activities or helping someone cross the street just because it gives pleasure and a feeling of comfort in themselves.

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[9] Sri Rahmadhani Siregar, "Transactional Strategies Instruction to Students With Learning Difficulties in Reading Comprehension," *English Education* 4, no. 1 (2016): 73–86, https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/1193.

2) Extrinsic Motivation

Extrinsic motivation is motivation that arises due to stimulus from outside the individual. Uno stated that extrinsic motivation is something that is expected to be obtained from outside a person.[10] In addition, Paredes also states that extrinsic motivation is motives that become active or function due to external stimulus.[11] This motivation is usually in the form of the value of a material, for example, rewards in the form of money or other intensive obtained for an effort that has been made.[12] External factors that can cause motivation including social factors such as teachers, peers, parents, neighbors, and others. As well as non-social factors that come from the circumstances or physical conditions around students, such as weather conditions, time, place, and learning facilities.

Extrinsic motivation can help a person to build every opportunity that an individual makes in learning something in order to achieve a goal. For example, a student has the motivation to learn something because they want to get good grades, to avoid punishment, or to please teachers and parents. This means that students are affected by extrinsic motivation because they are not interested in the learning process.

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[10] Uno, *Teori Motivasi Dan Pengukurannya*.
[11] Paula Paredes Q "Teachers' Motivational Practice and Student Motivation in the EFL Classroom : A Literature Review," *Goteborgs Univesitet- Sweden*, 2016, https://gupea.ub.gu.se/bitstream/2077/53918/1/gupea_2077_53918_1.pdf.
[12] Paredes Q.

From the statement above, it can be concluded that extrinsic motivation is motivation that comes from outside person self. Extrinsic motivation is usually cause by a reward that someone will receive if he/she success in carrying out or completing something. In the teaching and learning process, students who have extrinsic motivation tend not to be interested in the lesson because they only want the rewards to be obtained.

c. **The Importance of Motivation in Language Learning**

Pudjobroto et. al stated that motivation is very important, non-only for students' academic activities but also for determining how much students will learn from the activities or from the information they obtain. Students who are motivated in learning activities will prefer to change their study habits to a new situation.[13] Motivation is an important aspect of teaching and learning process. The main idea of motivation is to capture students' attention and curiosity and channel their energy into learning[14]. Motivation affects the students in learning a language. Students will learn more active when they are motivated and have an interest in what they do. If students do not have the motivation to learn English, then they will be lazy to study because there is no stimulus that encourages them to learn English.

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[13] A Handoko Pudjobroto, et.al "A Correlation Between Learning Motivation And Vocabulary Mastery And Reading Competence Frida Nur Fitriana *, Joko Nurkamto , A Handoko Pudjobroto," 2019, 1–17.

[14] Hidayat fahrul, "The Correlation between Students' Leraning Motivation and Vocabulary Mastery at Sma n 1 Gondang ,ragen," 2023, 31–41.

Meanwhile, students who are highly motivated to learn English will learn English hard. For example, students studying in Canada will be motivate to learn English because they want to communicate well. If they do not learn English, then they will have problems when surviving in Canada because English is an international language and is widely use to communicate in the surrounding environment.[15] The high and low motivation of students' learning can be measured by their efforts to achieve higher achievement for all subjects in the school. The success of the learning process is also influenced by the high and low motivation possessed by students.

Motivation is mental encouragement as an activator to do something. Motivation is divided into two parts, intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from students itself. By having motivation students will get more enthusiasm in doing action. The students who have low motivation will be unsuccessful in learning. Because having low motivation makes student are not interested in learning.[16] Most of the students of SMP N 1 Angkola Timur say they do not interest about English lesson. The students said English lesson is bored lesson. It is known that the student intrinsic motivation is low. Further, extrinsic motivation is cause by factors from outside or around the students. It can be from others like

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[15] Alwan Faiz and Leroy Holman, "Tarbiatuna: Journal of Islamic Education Studies The Effect of Using Game on Students' Motivation in Learning Vocabulary" 2 (2022): 8, https://journal.laaroiba.ac.id/index.php/tarbiatuna/article/view/886.

[16] Jere Brophy, *Motivating Students to Learn*, ed. Jere Brophy, *Motivating Students to Learn*, third edit (new york: routledge, 2016), https://doi.org/10.4324/9781410610218.

teacher, parents, friends, environment. However, extrinsic motivation is better for student because if the students have extrinsic motivation, the student will be easier and more enthusiasm in learning. Most of students of SMP N 1 Angkola Timur also say sound of teacher is important. If teacher explained with game and high sound, it makes enthusiastic students.

Based on the important of motivation, the researcher is interested to examine the correlation to the students' vocabulary mastery. So, this research is concerned on the relationship of motivation and vocabulary mastery for the grade VIII student's SMP N 1 Angkola Timur.

From the statement above, it can be concluded that motivation is an important aspect in the learning process to achieve predetermined goals. Learning a language requires good learning motivation to make it easier for someone to master the language. Therefore, students with high learning motivation will understand a language more easily than students who are low in learning motivation. Students with high learning motivation will strive to achieve the desired goals rather than students who have low motivation.

d. The Indicators of Learning Motivation

Learning motivation is the power of inside and outside of the students to encourage them to get good achievement. The indicators of motivation according to Uno[17] as follows:

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[17] Uno, *Teori Motivasi Dan Pengukurannya*.

1) Intrinsic motivation

    a) Desire to succeed

        (1) Willingness to ask question

        (2) Response to teacher's question

        (3) Effort to overcome difficulties

        (4) Attitude towards difficulties

        (5) Learning goals

    b) The existence of encouragement and needs in learning

        (1) Willingness to learn

        (2) Discipline

        (3) Responsibility with the assigned task

        (4) Awareness of the importance of knowledge

    c) The existence of future hopes and aspirations

        (1) Willingness to correct mistakes

2) Extrinsic Motivation

    a) The existence of rewards in learning

        (1) Getting praise

        (2) The desire to realize learning goals

    b) The existence of interesting activities in learning

        (1) The way the teacher teaches

        (2) Completion of tasks individually or in groups

    c) The existence of a conducive learning environment

(1) Family economic situation

(2) The influence of peers

2. Vocabulary Mastery

a. Definition of Vocabulary

Vocabulary is one of basic knowledge in language learning. It is used in every language as basic and to support in using language well. Vocabulary is an important aspect to be learnt when someone learns a language also one aspect which owned by every student to make them understand and master the language. The learners should master it firstly for mastering the language. Vocabulary is collection or list of words in particular language. It is all of list of words that someone use to communicate each other.[18] Learning a language requires a lot of vocabulary to master language skills, namely speaking, listening, reading and writing because vocabulary is a factor that supports a person being able to speak.

Language is arranged by many words that are produced by vocabulary which include in language component. It gives information or explanation in language terms Alizadeh efines vocabulary as the knowledge of words and word meaning. He stated vocabulary as a list of words arranged in alphabetical order.[19] Vocabulary is list of words with meaning

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[18] Vina Sukrina, "Improving Students' Vocabulary Mastery by Using Realia," *TRANSFORM Journal of English Language Teaching and Learning of FBS UNIMED* 1, no. 2 (2029).p.3. https://media.neliti.com/media/publications/221730-improving-students-vocabulary-mastery-by.pdf
[19] Iman Alizadeh, "Vocabulary Teaching Techniques: A Review of Common Practices," *International Journal of Research in English Education* 1, no. 1 (2019): 22–30 p.22. https://scholar.google.co.id/scholar?q=vocabulary+teaching+techniques+iman+alizadeh&hl=en&as_sdt=0&as_vis=1&oi=scholart.

which create a language. Every word in the language has meaning which makes people communicate each other in good understanding.

Vocabulary refers to all the words in the whole language or the words or phrases use in particular variety. Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language. It is one of the language components to supports the speaker in communication[20]. It means vocabulary plays a very important role in developing and reaching the four language skills (listening, speaking, reading, and writing). Thus, vocabulary is very important aspect in language. Someone can speak, listen, write and read by using a language because of mastering many vocabularies. By using vocabulary many things can be conveyed both in written or spoken form.

Hiebert and Kamil stated "vocabulary is the knowledge of meaning of words".[21] The same definition is also delivered by Line that Vocabulary is the individual's knowledge about the collection of words[22]. Vocabulary is one of the primary aspects that should be mastered before studying other language skills.

In fact, mastering vocabulary in junior high school is not easy. There

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[20] Sojuangon Rambe, "Teaching and Learning Vocabulary," *Handbook of Research in Second Language Teaching and Learning* 3, no. 1 (2019): 581–95, https://doi.org/10.4324/9781410612700-44.

[21] Elfrieda H. Hiebert and Michale L.Kamil, *The Teaching and Learning Vocabulary Bringing Research to Practice*, ed. Elfrieda H.Hiebert, 2009th ed. (London: Marwah, 2013), https://www.routledge.com/Teaching-and-Learning-Vocabulary-Bringing-Research-to Practice /Hiebert-Kamil/p/book/9780805852868 p.3.

[22] Caroline T. Line, 'Practical English Language Teaching:Young Learners', 13.1 (2017), 82<https://books.google.com/books/about/Practical_English_Language_Teaching.html?id=d2wvA AAACAAJ >. p.81.

are many problems of students' vocabulary mastery in SMP N 1 Angkola Timur. It is based on private interview and information from a teacher, it is known that students' vocabulary mastery is low. Moreover, the problems above occur because of some factors, such as motivation, intelligence, and attitude, interest, style to learn, level, and learn achievement. Thus, it can be concluded that many problems caused English mastery. One of the problem in mastery vocabulary is lack of motivation.

Based on explanation above, the researcher concluded that vocabulary is a basic and the most important aspect in learning a language. Vocabulary is a group of word that use in human's communication to give interaction each other. It refers to all of word that people use to communicate each other.

b. Kinds of Vocabulary

Vocabulary is the important part in learning English language because it is related to other skills, without vocabulary someone cannot learn English well. There are two kinds of vocabulary as stated by Nation,et al in Whidiastuti, they are active or productive vocabulary and passive or receptive vocabulary.[23]

a. Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to

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[23] Wahyu dwi Widhiastuti, "The Effect of English Pop Songs in Building Vocabulary to Seventh Grade Students of Smp Angkasa Adisutjipto Yogyakarta in the Academic Year of 2018/2019," 2019, 1–19, https://id.scribd.com/document/441949340/English-Grammar-Bsics-pdf.

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. It can be recognized and understood in speaking and writing context.

b. Receptive vocabulary is words that the learners recognize and understand when they occur in context, but which cannot produce correctly. Receptive or passive vocabulary refers to words that students assign some meaning, even if they do not know their full definitions.

Based on the explanation above, it can be concluded that there are two kinds of vocabulary that can be categorized based on the division of the language skills. That is productive vocabulary and receptive vocabulary. Productive vocabulary is associated with the productive language skills including speaking and writing skills, whereas the receptive vocabulary is associated with the receptive skills that consist of listening and reading. In this case, the researcher focuses on receptive vocabulary.

c. Classifications of Vocabulary

In learning vocabulary there were some kinds of vocabulary. Another way, vocabulary is also classified into function of words and contents. Kinds of vocabulary are knowledge to know the level of someone, but classified of vocabulary is types of vocabulary itself. The classification of vocabulary intended of such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjection that called word

classes[24]. It is known as part of speech.

Word class is the classification of words to a language depending on its function in communication. The notion of word class may also be used to account for the structure of the vocabulary as whole. Following an approach that can be traced back to Latin and Greek, traditional grammars of English distinguish eight parts of speech. Eight Parts of speech can be divided into nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjection.[25] Each part of speech is explained as follow:

a. Noun

Noun is a word use as the name of a person, place, or thing. The word thing includes all of objects that we can see, hear, taste, touch, or smell, and something that we can think of, but cannot perceive by the sense. From explanations above, noun is word that has function or use to name of things, such as person, place, or the name of the thing. Thing means anything that we can think of.

b. Verb

Verb is word that denotes action. Verbs that denote states rather than action seem less verb like. Verb is the word to show or state an action. "A verb is a word or set of words that shows action (runs, is going, has been painting); feeling (loves, envies); or state of being (am, are, is, have been, will be, seem)." Examples:

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[24] Goodman, *Understanding English Nouns And Pronouns*, 2021st ed. (London: jack kail, 2021), http/Understanding_English_Nouns_and_Pronouns.html?idredir_esc=y.

[25] M. B. Oliva, P Meehan, and C. L. Colombres, "English Grammar Basics," first (Chapell Hill, 2018), 1–241, https://id.scribd.com/document/441949340/English-Grammar-Bsics-pdf. p.3.

1) Aisyah reads Al-Quran.

2) The students are studying.

c. Adjective

Adjective is use to highlight qualities or attributes. Adjective is a word that use with a noun to describe or point out the person, animal, place or thing which the noun names, or to tell the number or quantity. Examples.

1) Aisyah is a clever girl.

2) She is a diligent student.

d. Adverb

It is word to modify a verb, an adjective or other adverb or word use to explain how, where, when, and why an action. Examples:

1) Ali goes to mosque

2) She is teaching in the classroom.

e. Conjunction

Conjunction is word use to combine one word to another word, one sentence to another one. Examples:

1) My father and my mother go to Makkah

2) I read Al-Quran after prayed

f. Pronoun

It is the word which can take the place of a noun. Example:

1) She is a teacher.

2) They are my family.

g. Interjection

Interjection is word put into a sentence to express a sudden feeling of mind or emotion. Example:

1) "Wow, it is great idea."

2) "Oh! Look at me!"

h. Preposition

Preposition is word that use to explain the relation between two grammatical words or a word use with a noun or pronoun to show their relation with some other word in the sentence.

1) We will go in June.

2) She is angry with me.

There are some classification of vocabulary as stated above. Because the focus of this research is in noun, so nloun will be described in the following explanation.

c. Classifications of Vocabulary

In learning vocabulary there were some kinds of vocabulary. Another way, vocabulary is also classified into function of words and contents. Kinds of vocabulary are knowledge to know the level of someone, but classified of vocabulary is types of vocabulary itself. The classification of vocabulary intended of such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjection that called word

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j. Verb

Verb is word that denotes action. Verbs that denote states rather than action seem less verb like. Verb is the word to show or state an action. "A verb is a word or set of words that shows action (runs, is going, has been painting); feeling (loves, envies); or state of being (am, are, is, have been, will be, seem)." Examples:

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[26] Goodman, *Understanding English Nouns And Pronouns*, 2021st ed. (London: jack kail, 2021), http/Understanding_English_Nouns_and_Pronouns.html?idredir_esc=y.

[27] M. B. Oliva, P Meehan, and C. L. Colombres, "English Grammar Basics," first (Chapell Hill, 2018), 1–241, https://id.scribd.com/document/441949340/English-Grammar-Bsics-pdf. p.3.

3) Aisyah reads Al-Quran.

4) The students are studying.

k. Adjective

Adjective is use to highlight qualities or attributes. Adjective is a word that use with a noun to describe or point out the person, animal, place or thing which the noun names, or to tell the number or quantity. Examples.

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4) She is a diligent student.

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o. Interjection

Interjection is word put into a sentence to express a sudden feeling of mind or emotion. Example:

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4) "Oh! Look at me!"

p. Preposition

Preposition is word that use to explain the relation between two grammatical words or a word use with a noun or pronoun to show their relation with some other word in the sentence.

3) We will go in June.

4) She is angry with me.

There are some classification of vocabulary as stated above. Because the focus of this research is in noun, so nloun will be described in the following explanation.

d. Classifications of Noun

Noun is one of the important parts of speech. It is names of person, place, animal or things. Noun is divided into five kinds, they are[28]: common noun, proper noun, abstract noun, collective and material noun. In this research, the researcher focuses on noun (the word of noun or the things in the classroom and things in the kitchen). There are many classifications of noun, however this research will focus on noun are common noun, proper

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[28] Anne Seaton . Y.H.New, ed., *Basic English*, *Nature*, first, vol. 153 (USA: saddleback education publishing, 2017), https://doi.org/10.1038/153339a0.

noun, countable and uncountable noun.

a. Common Noun

A common noun[29] is the generic name for a person, place, or thing in a class or group. Unlike proper nouns, a common noun is not capitalized unless it either begins a sentence or appears in a title. Common nouns can be concrete, abstract or collective. All nouns can be classified as either common or proper. All nouns name something, but proper nouns name them specifically. Common nouns do not. Usually, it will be obvious if a specific person, place, or thing is being named.

Example:

1. People: mother, father, baby, child, toddler, teenager, grandmother, student, teacher, minister, businessperson, salesclerk, woman, man.

2. Animals: lion, tiger, bear, dog, cat, alligator, cricket, bird, wolf.

3. Things: table, truck, book, pencil, iPad, computer, coat, boots,

b. Proper Noun

A proper noun[30] is a specific name for a particular person, place, or thing. Proper nouns are always capitalized in English, no matter where they fall in a sentence. Because they endow nouns with a specific name, they are also sometimes called proper names.

The distinction between common and proper nouns is usually quite easy to make, but it can occasionally be more difficult to intuit. When we

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[29] Y.H.New.
[30] Y.H.New.

speak, it makes no difference whether a noun is proper or common because it does not impact syntax. When we write, however, we need to know which nouns are proper because we need to know where to place capital letters.

Below are the example of proper noun :

1) Name of person   2) Name of place

    a) Nabila   a) Medan

    b) Aisyah Zahra   b) Makassar

c. Countable Noun

Countable noun[31] is noun that can be counted. It refers to something that can be counted. Countable noun can be modified by a numeral and that occurs in both singular and plural forms. Countable nouns are for things we can count using numbers[32]. They have a singular and a plural form. The singular form can use the determiner "a" or "an". If you want to ask about the quantity of a countable noun, you ask "How many?" combined with the plural countable noun

Example : one dog/a dog/two dogs

    A book/two books

1. She has **three dogs**

2. I own **a house**

3. I would like **two books** please

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[31] Y.H.New.

[32] Fitri Rayani Siregar and Eka Sustri Harida, *Building A Better Vocabulary By Word Formation Process*, 1st ed. (kencana, 2021), https://repo.uinsyahada.ac.id/980/2/Building a Better Vocab_wm_sample.pdf.

4. **How many friends** do you have?

d. Uncountable Noun

Uncountable noun[33] is noun that cannot be counted. It refers to the thing that cannot be counted or divided into singular or plural. Uncountable nouns are for the things that we cannot count with numbers. They may be the names for abstract ideas or qualities or for physical objects that are too small or too amorphous to be counted (liquids, powders, gases, etc.). Uncountable nouns are used with a singular verb. They usually do not have a plural form.

Example: rice, money, water, air, sugar, knowledge, beauty, love, information, etc.

1. He did not have **much sugar** left.

2. **How much rice** do you want?

3. Can you give me **some information** about uncountable nouns?

4. Measure **1 cup of water, 300g of flour, and 1 spoon of sugar**.

e. **Assessments of vocabulary**

Vocabulary assessment seems straightforward in the sense that word lists are readily available to provide a basic for selecting a set of words to be tasted. In addition, there is range of well-known item types that are convenient to use for vocabulary testing[34]. Here are some examples:

1) Multiple Choice

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[33] Y.H.New, *Basic English*.
[34] John Read, "The Place of Vocabulary in Language Assessment," in *Assessing Vocabulary* (press syndicate of the university of camridge, 2010), 1–15, https://doi.org/10.1017/cbo9780511732942.002.

Multiple choice questions are tricky and time consuming to compose, but if the answer is clear, very quick and easy to mark. Note that a teste who does not know the answer has a 25% chance of being right by guessing.

2) Matching

Matching items are quicker and easier to compose than multiple choice but note that the last option if the learner has all the others right becomes obvious. This problem, can be corrected by the provision of more items in column b than in A. which probably means they also know its meaning, but this fact is not actually being tasted. She also the last comment on matching exercise.

3) Translation

Translation can test all aspect of an items, but there is usual difficulty of the finding exact equivalent across languages, and it may be tricky to mark.

4) Sentence Completion

This test denotative meaning only, but is personalized and interesting to do.

5) Dictation

Dictation tests aural recognition and spelling only. However, if learners can recognize and spell an item correctly, they probably also know what it means. It is extremely difficult to perceive, let alone spell, words you do not know. A relatively easy test to administer and check.

These test items are easy to write and to score, and they make efficient use of testing time. Multiple choice items in particular have been commonly used in standard tests. Multiple choice[35] vocabulary test is highly reliable and effective according to their level of vocabulary knowledge. So, the researcher uses multiple choice for vocabulary test because is more effective and reliable.

B. Review of Related Findings

There are some related findings to this research, as follows:

The first, Fitriana[36] stated that in her result of her data analysis concluded that 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 2019-2020 (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.

The second, research from Istiqomah[37]has discussed about how the correlation between students' learning motivation and vocabulary and her finalresearch found that there is a positive and significant correlation between students" learning motivation and vocabulary mastery 84 toward reading

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[35] Read.

[36] Fitriana, "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 2019-2020." https://digilib.uns.ac.id/dokumen/download/27698/NTg2MDE=/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-2019-2020

[37] Istiqomah, "The Correlation between Students' Learning Motivation and Vocabulary Mastery at Sma n 1 Gondang Sragen." https://eprints.iain-surakarta.ac.id/7336/1/thesis%20full.pdf

comprehension in analytical exposition text. It shows that the result of robtained is higher than rtable (0.327 > 0.225) with Sig.value (0.000).

The last Debora et.al[38] did the research about correlation between English learning motivation and English proficiency achievement of English study. The result showed that there was a significant correlation between Students' Intrinsic motivation and their English proficiency achievement at English Study Program in Bengkulu University. It can be proven by rcount (0.348) > rtable (0.233), 5% level of significance. The fact that, the alternative hypothesis (H1) was accepted while null hypothesis (H0) was rejected. However, the correlation was 'weak'.

Dealing with the explanation above, it can be seen that it has a similarity with this research. However, this research has differences start from the title, the total sample, the technique to get the sample, the focus of students" speaking performance, the technique on collecting and analyzing data. In this research, the writer just focused on students" motivation in learning English and and vocabulary mastery.

C. Conceptual Framework

Learning motivation is one of the important aspects that students need to have in order to create success in teaching and learning activities. It means that the students with low motivation or unmotivated students probably will face difficulties in learning process, while students with high motivation or highly motivated students can reach the learning objectives easily. Motivation can also

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[38] Debora Purwanti and Hilda Puspita, "The Correlation Between English Learning Motivation And English Proficiency Achievement Of English Study Program Students" 2, no. 2 (2018): 68–82. https://onesearch.id/Record/IOS6175.17080?widget=1&library_id=457

arise because of need. Vocabulary mastery also one of the foundations of a person to understand the text. A person will find it difficult to understand a text if they do not have enough vocabulary. Vocabulary mastery also plays important role for students because it will affect students" good understanding of a text. Students with low motivation to learn, they will find it difficult to study English especially vocabulary.

Learning motivation (Variable X)		Vocabulary Mastery (Variable Y)
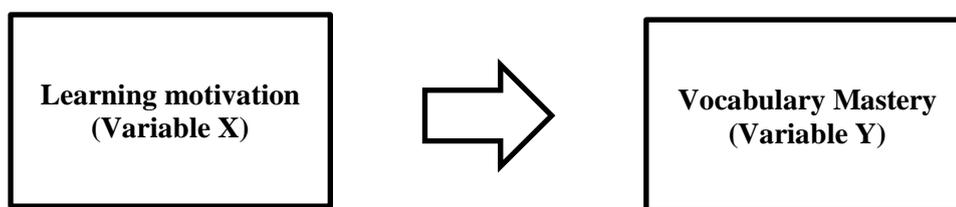
Figure I
Conceptual Framework

D. Hypothesis

Hypothesis is the provisional result of the research. The hypothesis of this research are:

Ha : there is significant correlation between students' learning motivation and English vocabulary at grade VIII in SMP N 1 Angkola Timur.

H0 : there is no significant correlation between students' learning motivation and English vocabulary at grade VIII in SMP N 1 Angkola Timur.

CHAPTER III

RESEARCH METHOLOGY

A. The Research Design

This research was quantitative research with correlational research design. The purpose of the correlational research was to find out whether there is a correlation between two or more sets of data. In short, correlational research is to study correlations among variables in which it involved the possibility of cause and effect. This research involved two variables, the first learning motivation as a variable X, and the second English vocabulary as a variable Y.

B. The Place and Time of the Research

The research conducted in SMP N 1 Angkola Timur. It is located at street Sipirok Desa Marisi Angkola Timur Tapanuli Selatan. It started from October 2023.

C. The Population and Sample

a. Population

Population was the students at the eighth-grade students SMP N 1 Angkola Timur. The population of this research will be all the eighth-grade students SMP N 1 Angkola Timur consist of two classes. It can be seen as:

Table III.1
Population

No	Class	Total Students
1	VIII - 1	27
2	VIII - 2	26
Total		53

SOURCE : Teacher at the school SMP N 1 Angkola Timur

b. Sample

The researcher used total sampling in this research. The researcher used all of the population in this research. So, in this research, there were 53 students from both of class. Furthermore, Priadana and Denok[1] books stated that if the population is less than 100, it is better to take all them as sample.

Table III.2
Sample

No	Class	Sample
1	VIII – 1	27
2	VIII – 2	26
Total		53

D. The Instrument for Collecting the Data

In this research, researcher used a set of questionnaires to collect the data of students' motivation in learning English (variable X). Then, researcher used test to collect the data to find out students' vocabulary mastery (variable Y).

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[1] Sidik Priadana and Denok Sunarsi, Metode Penelitian Kuantatif, ed. della, first (tangerang: pascal books, 2021), https://lemlit.unpas.ac.id/wp-content/uploads/2022/02/Metode-Penelitian-Kuantitatif.pdf.

a. Questionnaire

In order to collect the data of students' motivation in learning English as independent variable, researcher used a set of questionnaires based on three indicators of motivation in learning English. Questionnaire is one of the types of self-report instruments, it consists of a number of questions should be answered by respondent about their actions and beliefs. The indicators of students' motivation in learning English can be seen as:

1. Effort refers to the time spent studying the language and the drive of the learner.

2. Desire indicates how much the learner wants to become proficient in the language.

Table III.3
Indicators of Students' Motivation

No	Indicators	Sub Indicators	Number of Item	Total Item
1	The students have intrinsic motivation	Desire wants to success	4,11,2,26,23,34,35,22	27
		The existence of encouragemnet and needs in learning	1,7,16,17,19,21,27,36	
		The existence of future hopes and aspiration	2,3,8,10,14,15,18	
2	The students have extrinsic motivation	The existence of rewards in learning	12, 32,25,28	13
		The existence of interesting activities in learning	13, 33,29,30	
		The existence of a conductive learning environments	5,9,10,24,31	
Total			40	40

The questionnaire deals with respondent's opinions in responding to follow options based on the rating scale. In a rating scale, the individual is asking to rate performance or preference use Likert scales[2] which have five difference score and level, they are:

[2] Sidik Priadana and Denok Sunarsi, *Metode Penelitian Kuantatif*, ed. Della, first (tangerang: pascal books, 2021), https://lemlit.unpas.ac.id/wp-content/uploads/2022/02/Metode-Penelitian-Kuantitatif.pdf.

a. Strongly Agree (5)   d. Disagree (2)

b. Agree (4)   e. Strongly disagree (1)

c. Neutral (3)

b. Test

In this research, the researcher used 40 multiple choice test to find out how the students' knowledge of vocabulary. The reason of using multiple choice items was they are undoubtedly one of the most commonly use types of items in objective test. The questions consisted of 40 multiple choice items test.

Table III.3
The Classification of Vocabulary Category

No	Score	Category
1	81 – 100	Very high level
2	61 – 80	High level
3	41 – 60	Average level
4	21 – 40	Low level
5	0 - 20	Very low level[3]

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[3] Priadana and Denok Sunarsi.

Table III. 4
Clasifications of Category Test

No	Indicator	Sub Indicator	Number of tests	Items	Score	Total
1	Students are able to identify proper noun	Student are able to identify the Name of Indonesian food	4,19,32, 39	4	2,5	10
2	Students are able identify common noun	Students are able to identify thing in the room and places	1,5,6,7,8, 9,13,33, 38,34,35, 36,37,38	14	2,5	35
3	Students are able to identify countable noun	Students are able to identify thing in the room, fruits and animals	2,3,10,11 ,12,14,15 ,30,26,21 ,23,31,	12	2,5	30
4	Students are able to identify uncountable noun	Students are able identify thing in the kitchen	16,17,18, 20,29,28, 27,25,22, 25,24	10	2,5	25
Total				40	2,5	100

E. The Validity and Reliability Instrument

1) Validity Instrument

Validity is used to see the correctness of an instrumen and to see the measurement of it. The instrument used must be valid. In this research the validity is identify for questionnaire and test.

a. Questionnaire

Researcher used construct validity in order to find out the validity of questioner instrument. Construct validity conduct the measuring instrument capability explains the concept. This validity is closely related to operational variables. So, in this research the questionnaire validated by checking the instrument to the lecture of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

b. Test

In this research, the researcher will use item validity for multiple choice test. Item validity is the extent to which an individual item measures what it purports to measure.[4]

1) If $r_{value} > r_{table}$ at the significance of 5%, it means that the instrument is valid.

2) If $r_{value} < r_{table}$ at the significance of 5%, it means that the instrument is not valid.

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[4] Priadana and Denok Sunarsi.

Because in this validity test the respondents are 16 and the significance level used 5%, so the result of r$_{table}$ was 0.444 (see appendix) from the criteria of questionnaire validity above, there were 25 items of questionnaire valid and 15 items were not valid

Examination of validity done by comparing r_{count} with r_{table} of product moment to show how far the test can be testing to get the data. With criterion of r_{count}>r_{table}test classified was valid. The calculating of the validity could be seen in appendix.

Table III. 6 Items of questionnaire after result of validity

Items Valid	Items Not Valid
Questions Number: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 26, 28, 30, 34	Questions Number: 16, 21, 23, 25, 27, 29, 32,31, 33, 35 36, 37, 38, 39 40
Total items valid: 25 items	Total Items Not Valid: 15 Items

Table III. 6 Items of vocabulary after result of validity

Items Valid	Items Not Valid
Questions Number: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 25, 26, 28, 30,31 34, 37, 38, 40.	Questions Number: 16, 21, 23, 27, 29, 32, 33, 35 36, 39.
Total items valid: 30 items	Total Items Not Valid: 10 Items

2) Reliability

Reliability refers to consistency throughout a series of measurements. An instrument of the research has to be reliable. The

instrument said reliable when the instrument believable to use as an instrument of collecting data because of good. The calculation of questionnaire reliability used the correlation formula from SPSS version 23. The criteria to determine the reliability of test items is if the Cronbach's alpha is higher than the standard Cronbach's alpha which is 0.60, the data is reliable

Table III.7
Reliability Statistics of the Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0.917	51

From the table above, it can be seen the value of Cronbach's alpha is 0.913. The value is is higher than the standard Cronbach's alpha which is 0.60. Therefore, it can be concluded the test is reliable, and the level of reliability is very high.

Table III.8
Reliability Statistics of the questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
0.893	51

From the table above, it can be seen the value of Cronbach's alpha is 0.893. The value is is higher than the standard Cronbach's alpha which is 0.60. Therefore, it can be concluded the test is reliable, and the level of reliability is very high.

F. The Research Procedure

In collecting data of the research, researcher used questionnaire and test to students.

1) The researcher asked students for their attention and participant.

2) The researcher gave the questionnaire to students and ask to answer directly base on their receptive criteria.

3) The researcher collected all questionnaire sheet after the students' have finished answering

4) The researcher distributed the vocabulary test to the students

5) The students asked to answer the test one by one

6) The researcher gave the direction time to students do the vocabulary test

7) The last the researcher collected the answer sheet

8) The researcher gave score for each performance of the students

G. The Technique of Analysis Data

The technique of analyzing data in this research was Pearson Product-Moment Correlation, the purpose was describe the strength and direction of the relationship between two variables. The researcher used the technique because the data of variable X was interval, and also the data of variable Y. Regarding with the above idea, stated that Product Moment Correlation technique is use when the two types of the data correlation is interval. Moreover, also stated that Pearson Product-Moment Correlation is use when the nature of variables is continuous (interval). It an appropriate one to find out the correlation between students' motivation in learning English and their vocabulary mastery since

those variables were interval. All the data gotten analyzed by using SPSS V.26. The statistical proses in analyzing data in correlation quantitative researcher follow several steps below:

1. Identified and corrected the answer of the instrument given.

   Identified mean, median and modus to arrange and to categorized the score of variable X and Y.

Table III.9
The Classification of Questionnaire Category

No	Score	Category
1	81 – 100	Very high level
2	61 – 80	High level
3	41 – 60	Average level
4	21 – 40	Low level
5	0 - 20	Very low level[5]

2. Identify the normality test

   Normality test is use to know whether the data of the research is normal or not. To know the normality, the researcher calculated by using SPSS v.24.

3. To test the hypothesis

   This research used T-test to examine the hypothesis. This research used independent sample.

4. To examine the significant of variables

   To examine the significant correlation between variable X and variable Y.

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[5] Priadana and Denok Sunarsi.

5. To know the contribution coefficient data termination variable

   To know the contributions of coefficient correlation between variable x and Y, the researcher used formula of determinant correlation as follow:

   $CD = r^2 \times 100\ \%$

   CD = Contribution of coefficient determination

   r   = Coefficient correlation

   The result should be appropriated with the interpretation to the index correlation of product moment, the interpretation of the result can be seen in the following table.

Table III. 10 Interpretation Coefficient Correlation of X and Y

Coefficient Interval	Relation Degree
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Average
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

SOURCE: Malik

H. Outline of the Research

This research is divided into three chapters. Each chapter consist of some subtitle/chapters with detail as follow:

Chapter I discusses of introduction that consist of background of the problem, identification of the problem, limitation of the problem, definition operational variable, formulation of the problem, objective of the research, and significance of the research. Chapter II contains about literature review that consist of theoretical description with some sub theory about learning motivation and vocabulary mastery, related findings, conceptual framework and hypothesis.

Chapter III is about the research methodology that is used the research methodology explain about place and time of the research, the research design, population and sample, instrument of the data collection, validity of instrument, procedure of data collection, and technique of data analysis.

Chapter IV consist of the result of the research, this chapter is talking about data analysis, description of the data and threats of research. Chapter V deals with conclusions and suggestions. There are several conclusions that can be drawn from the results of this study. Therefore, researchers have some suggestions for students and teach.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter unveils the results and engages in a discussion. The outcomes revealed the rates of the final work in the experimental group after receiving the treatment. Additionally, the study explored whether there were significant correlation between English learning motivation and vocabulary mastery of the grade VIII students of SMP N 1 Angkola Timur.

A. Research Finding

1. Description of data

In this research, the variable (X) is learning motivation and variable (Y) is vocabulary mastery. The result of the data can be seen below:

a. The Description of Data on Student Learning Motivation

The researcher calculated the result that had been gotten by the students in answering the questionaire. The score of students` learning motivation could be seen in the following table:

Table IV.1
The Score of students' Learning Motivation

No	Statistic	Variable X
1	Mean	71.2
2	Median	74
3	Mode	64
4	Std. Deviation	16.4
5	Range	58
6	Interval	10
7	Minimum	38
8	Maximum	96
9	Sum	3634

Based on the table above, it can be concluded that the total score of students` learning motivation was 3634, mean was 71.2 median was 74,

range was 58, interval class was 7, and standard deviation was 16.4. The highest in class was 96 and the lowest score was 38.

Following the compilation of students' final scores, the researcher constructed a frequency distribution to identify predominant scores achieved by students. The calculation of the frequency distribution for students' scores is presented in the table below:

Table IV.2
The Distribution Frequency of Learning Motivation

No.	Interval Class	Mid Point	Frequency	Percentage
1	38 – 47	41	7	14%
2	48 – 57	48	5	10%
3	58 - 67	56	6	12%
4	68 - 77	64	12	24%
5	78 - 87	72	11	22%
6	88- 97	79	10	20%
	I=10		51	100%

Based on the table above, it can be concluded that the students` frequency in interval class between 38 – 47 was 7 students (14%), interval class between 48 – 57 was 5 students (10%), interval class between 58 – 67 was 6 students (12 %), interval class between 68 – 77 was 12 students (24%), interval class between 78 – 87 was 11 students (22 %), and interval class between 88 – 97 was 10 student (20 %).

In order to get the description of the data clearly and completely, the researcher presented it into histogram on the following bellow:
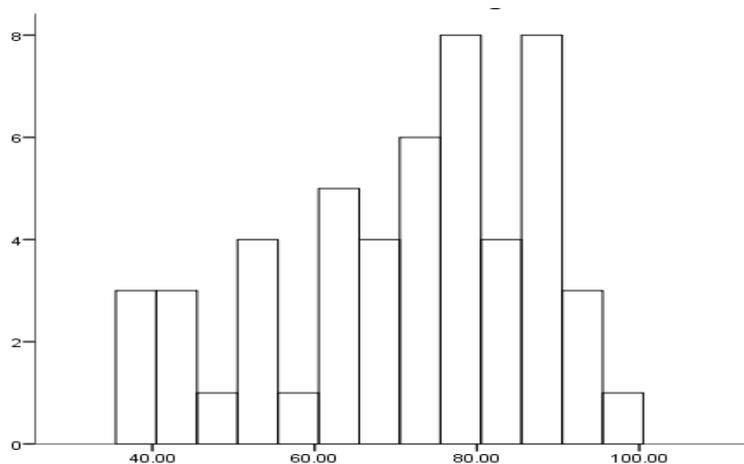
Figure VI.1
Data Description of scores in learning motivation

b. **The Description of Data on Student Vocabulary Mastery**

The researcher calculated the result that had been gotten by the students in answering the multiple choice test. The score of students` vocabulary mastery could be seen in the following table:

Table IV.3
The Score of students' vocabulary mastery

No	Statistic	Variable Y
1	Mean	68.62
2	Median	70
3	Mode	50
4	Std. Deviation	18.92
5	Range	75
6	Interval	11
7	Minimum	20
8	Maximum	95
9	Sum	3500

Based on the table above, it can be concluded that the total score of students` learning motivation was 3500, mean was 68.62 median was 70, range was 75, interval class was 11. The highest in class was 95 and the lowest score was 20.

Following the compilation of students' final scores, the researcher constructed a frequency distribution to identify predominant scores achieved by students. The calculation of the frequency distribution for students' scores is presented in the table below:

Table VI.4
The Distribution Frequency of Vocabulary Mastery

No.	Interval Class	Mid Point	Frequency	Percentage
1	20 – 30	25	1	2%
2	31 – 41	36	5	10%
3	42 – 52	47	7	14%
4	53 – 63	58	6	12%
5	64 – 74	69	7	14%
6	75 – 85	80	16	31%
7	86 – 96	91	9	18%
8	I = 11		51	100%

Based on the table above, it can be concluded that the students` frequency in interval class between 20 - 30 was 1 students (2 %), interval class between 31 - 41 was 5 students (10 %), interval class between 42 - 52 was 7 students (14 %), interval class between 53 - 63 was students (12 %), interval class between 64 - 74 was 7 students (14 %), interval class between 75 – 85 was 16 student (31 %), and interval class between 86 – 96 was 9 students (18 %).

In order to get the description of the data clearly and completely, the researcher presented it into histogram on the following bellow:
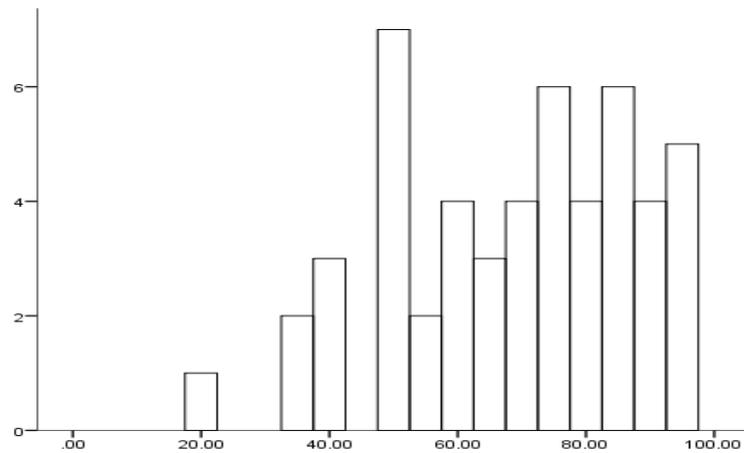
Figure VI.2
Data Description of scores in vocabulary mastery

2. Analysis of the data

1. Normality Test

The normality test aimed to determine whether the data from both the experimental and controlled classes were normally distributed and if they exhibited the same variance. The normality of the data for both groups was assessed using SPSS v.24 with a significance level of 5% (0.05). Kolmogorov-Smirnov was employed for the normality test. Based on the calculation it was found that:

Table IV.5
Normality Test of x and y

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
X	.196	51	.200*	.941	51	.140
Y	.122	51	.065	.949	51	.300
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The results indicated that the significance values for variable x was (0.200 > 0.05) and the variable y was (0.650 > 0.05) signified normal distribution, as the significance was higher than α = 0.05. In summary, both the data were found to be normally distributed, as the significance values were higher than α = 0.05.

2. Hypothesis Test

After performing the normality tests, the results indicated that the data were suitable for analysis using a t-test to examine the hypothesis. This hypothesis test aimed to assess whether there were significant correlation in both of the variable following the administration of treatment. The test sought to determine the correlation learning motivation to students` vocabulary mastery. SPSS v.24 was employed for hypothesis analysis by using Pearson Product Moment, and the results are presented in the following table:

Table IV. 1
Product Moment Test

Correlations		X	Y
X	Pearson Correlation	1	.866[**]
	Sig. (2-tailed)		.000
	N	51	51
Y	Pearson Correlation	.866[**]	1
	Sig. (2-tailed)	.000	
	N	51	51
**. Correlation is significant at the 0.01 level (2-tailed).			

Upon examining the data in the table, the researcher found a correlation coefficients r_{xy} = 0.866. The result showed that there was a correlation between learning motivation and vocabulary mastery the Grade VIII SMP N 1 Angkola Timur was in very strong category. It has been written in the table of coefficient correlation interpretation below:

Table IV. 2
The criteria of Correlation Score

Coefficient Interval	Relation Degree
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Average
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

The result in the table of XY interpretation is "very strong" category. It means when the students have high learning motivation, it will affect to their vocabulary mastery.

To look for the contribution of variable X to variable Y as follows:

$CD = r^2$ x 100%

$= (0.866)^2$ x 100%

= 0.7499 x 100%

= 74.99 %

On the calculating above, it is found that the contribution of learning motivation toward vocabulary mastery was 74.99 % and 25.01 % influenced by other variables. Testing the truth of significant correlation, it was calculated using SPSS. The result can be seen on the table below:

Table IV. 3
Hypothesis Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	
Pair 1	X - Y	2.62745	9.46564	1.32546	-.03480	5.28971	2.982	50	.053

Then, the researcher calculated that t_{count} was 2.892, dk and level significant was 5% (0.05). So, $t_{count} > t_{table}$ (2982 > 2.002). it meant that there was a significant correlation between two variables and hypothesis was "accepted".

B. The Discussion

The researcher would like to discuss and interpret the research results in this section. The researcher concludes that there was a significant relationship between students' learning motivation and vocabulary mastery. The students' learning motivation test used a questionnaire and the test was conducted for students' vocabulary mastery, which is calculated by Pearson product moment formulation was 0.866 . It is classified into very high correlation. The results of the study can be interpreted that students' motivation has a moderate effect on vocabulary mastery.

Therefore, this result of this study had answered the research question that being in the beginning of the study. The researcher discussed the result of

this research and compared with related findings. This study also supported by previous study as Fitriana Istiqomah and Debora

First, Fitriana[49] found the hypothesis accepted, reading competence will simultaneously follow the increase and decrease of learning motivation and vocabulary mastery. She used the same method and design with this research but she has different indicator Fitriana found F observation = 91.931 > F table = 3.11. so, the hypothesis is accepted.

The second, the design and method which conducted by Istiqomah were similar to this study. Istiqomah found that there is a positive and significant correlation between students" learning motivation and vocabulary mastery. It shows that the result of robtained is higher than rtable (0.327 > 0.225) with Sig.value (0.000)[50]. It seems the result not too strong with the result that researcher found in this research.

The last Debora[51] found result showed that there was a significant correlation between Students' Intrinsic motivation and their English proficiency achievement at English Study. It can be proven by rcount (0.348) > rtable (0.233), 5% level of significance. The fact that, the alternative hypothesis (H1) was accepted. However, the correlation was 'weak'. It different with the researcher found which researcher found the correlation in very strong category.

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[49] Fitriana, "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."

[50] Istiqomah, "The Correlation between Students' Learning Motivation and Vocabulary Mastery at Sma n 1 Gondang Sragen."

[51] Purwanti and Puspita, "The Correlation Between English Learning Motivation And English Proficiency Achievement Of English Study Program Students."

Based on the result that calculated by using SPPS that the writer explains before, this study proved that learning motivation can improve students` vocabulary mastery. Therefore, Brophy`s theory can be substantiated, indicating that student unsuccess in learning vocabulary without the motivation in learning[52]. Based on the result, it can be seen that learning motivation important for the student to increase the vocabulary. Student with weak motivation has weakness in mastering the vocabulary and student with high motivation has the good value in mastering vocabulary. It proves that learning motivation has a significant correlation with students' vocabulary mastery at the grade VIII of SMPN 1 Angkola Timur.

C. Threats of the Research

In conducting the research, the researcher encountered several challenges and threats that may have implication for the research outcomes. The study is influenced by external factors beyond the researcher`s control, such as some students not attending classes. Somehow, researcher do not know how student honestly answer about the questionnaire. The researcher could not guaranted the student answer in the questionnaire.

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[52] Brophy, *Motiv. Students to Learn.*

CHAPTER V

CLOSING

A. Conclusions

This research was conducted to find out whether there is a significant correlation between vocabulary mastery and learning motivation of the eight grade students at SMPN 1 Angkola Timur or not. Based on what has been discussed, presented and analyzed in the previous chapters, the researcher concluded that:

1. The student' learning motivation at the VIII grade student of SMPN 1 Angkola Timur was good because the mean score was 71.2.

2. The students' vocabulary mastery at the at the VIII grade student of SMPN 1 Angkola Timur was good because the mean score was 68.62.

3. The correlation between learning motivation and vocabulary mastery of the VIII grade student of SMPN 1 Angkola Timur was in "very good" category, it is gotten from the value of the correlation Product Moment r_{xy} = 0.866, because rcount > rtable (0.866 > 0.5622) on significant level 5%. The alternative hypothesis (Ha) was accepted whereas null hypothesis (Ho) was rejected because tcount > t table where tcount was 2.982 higher than ttable on significant 5 % or (2.982 > 2.002). it meant that there was a significant correlation between learning motivation and vocabulary mastery of the VIII grade student of SMPN 1 Angkola Timur.

B. Implication

The implication of this research on reading is to explain that vocabulary mastery will be higher if students' motivation in learning is also high and vice versa if learning motivation is low it will have an impact on students' low vocabulary mastery and this will lead to their lack of knowledge. vocabulary mastery is a skill that must be practiced on a regular basis, so students should practice the techniques regularly in vocabulary activities to boost their learning motivation.

The results of this study can be used as a reference for further research and will add to the understanding of other authors when they want to write about research on the relationship between internal learning motivation and vocabulary mastery in various fields or levels and will help improve writing and this research will provide an overview of understanding related to the problems in this research.

C. Suggestion

Based on the finding, the researcher would like to propose several suggestions, as follows:

1. Learning motivation of has a contribution on vocabulary mastery. So, it is good for the teacher to try collaborating particular techniques to raise their vocabulary mastery especially in mastering noun.

2. Vocabulary mastery is also on good level, but they mostly got low score in the aspect of identifying the meaning of vocabulary. The students did find it difficult to find the meaning of vocabulary.

3. For future researchers, it is important to be able to understand the theories of vocabulary well. Of many experts' theories, there are also some aspects that they never learn. So, the choice of aspects or indicators which are based on what they learn at school is suggested.

4. And it is also crucial to make sure that the students have already learnt and understood the vocabulary that are going to be tested so that the result of the test will be more relevant and reliable.

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APPENDIX 1

INSTRUMENT FOR VOCABULARY MASTERY

A. Introduction

1. The test is used to find out the students' abilities in vocabulary mastery. So, do yourself
2. Your answer will not influence your position in this school.
3. Your answer will be kept for its confidence.
B. Guideline
1. Read carefully
2. If you have a question, ask the researcher
3. Choose the correct answer
4. Time is given for 40 minutes only

Name:

Class:

1. Call the _____ to help patient to go to the hospital

a. Police office   c. Ambulance

b. Post office   d. Clinic

2. My mother is watching _____now

a. A TV   c. A newspaper

b. A magazine   d. A radio

3. My mother always reminds me to brush my_____ before sleeping

a. Foot   c. Shoes

b. Teeth   d. Dress

4. _____ is a kind of Indonesian food

a. Pizza   c. Fried rice

b. Sushi   d. Kebab

5. I am so sorry, all _____ in this restaurant have been booked

a. Rooms   c. Pools

b. Chairs   d. Tables

6. I need to write a letter

a. Money   c. Book

b. Paper   d. Wallet

7. Will you and your sister go to the _____ to watch a football match?

a. Hospital c. Stadion

b. Cinema d. Theater

8. I do not know the _____ to buy some books

a. House   c. Clinic

b. Studio   d. Place

9. ……………..is the place to borrow some books at school

a. Canteen c. Library

b. Classroom   d. Teacher office

10. My mother has _____ in her kitchen that are sharp
 a. Knive   c. Knives
 b. Knife   d. Knifes
11. My teacher asked the students to bring two _____ for the experiment
 a. Mice   c. Mouses
 b. Mouse   d. Mices
12. Mrs. Jenna buy three _____ for the flowers in her living room
 a. Vas   c. Vass

 b. Vases   d. Vase
13. I do not know his_ _ _ _
 a. Addresses   c. Address

 b. Addrres   d. Addres
14. I like to go to village because I can feed the _ _ _ _
 a. Sheeps   c. Ship

 b. Sheep   d. Ships
15. When I am very thirsty, I can drink two bottles of _____ in a time
 a. Waterfall c. Waters
 b. Water dipper   d. Water
16. There is an_____ on my plate
 a. Apple   c. aple
 b. Apples   d. aplle
17. My father drinks _____ every morning
 a. Rice   c. Bread
 b. Coffee   d. Apple
18. She goes to the kitchen to take a little _ _ _ _
 a. Potato   c. Egg

 b. Tomato   d. Salt
    19_____is one of food from Padang
 a. Rendang c. Rujak
 b. Batagor   d. Pempek
    20.Mrs. Raja's favorite food is a_____ of fried rice
a. Plate   c. Piece
b. Bottle   d. Glass

Appendix 2

INSTRUMENT FOR LEARNING MOTIVATION

Name:
Class:

A. Pengantar
1.   Angket ini diberikan kepada siswa hanya bertujuan untuk mendapatkan informasi dari siswa sesuai penelitian tentang (**The Correlation between Students' Motivation and Vocabulary Mastery in English Learning at Grade VIII SMp N 1 Angkola Timur**..
2.   Informasi yang diperoleh dari anda sangat berguna bagi peneliti untuk menganilisis tentang motivasi belajar siswa.

3. Participasi anda memberikan informasi sangat kami harapkan.
B. Petunjuk Pengisian
1. Baca dan pahamilah setiap pernyataan dengan baik
2.   Pertimbangkan jawaban yang paling sesuai dengan keadaan anda, dan pilihlah satu jawaban yang paling sesuai dengan keadaan anda, lalu berikan tanda "Cek" (√. pada kolom yang tersedia
Keterangan Pilihan Jawaban: S :
Sangat Setuju
A : Setuju
N : Netral
D : Tidak Setuju
SD : Sangat Tidak Setuju

/	Questions	S	A	N	D	SD
1.	If there is free time, I repeat again English lessons at home. *Jika ada waktu luang, saya mengulangi Kembali pelajaran bahasa Inggris di rumah.*					
2.	I like listening to English songs. *Saya suka mendengarkan lagu bahasa Inggris.*					
3.	I like to sing English songs. *Saya suka menyanyikan lagu-lagu bahasa Inggris.*					
4.	I always increase my English vocabulary. *Saya selalu menambah kosakata bahasa Inggris saya.*					
5.	I always pay attention to friends whofluent in english. *Saya selalu memperhatikan teman yanglancar berbicara bahasa inggris.*					
6.	I always increase my English vocabulary. *Saya selalu menambah kosakata bahasa Inggris saya.*					

7.	When I'm at home, I diligently memorize new vocabulary every week. *Ketika saya di rumah, saya rajin menghafal kosakata baru setiap minggu*					
8.	I learned English because I enjoy it. *Saya belajar bahasa Inggris karena sayaMenikmatinya.*					
9.	I really enjoy speaking the languageenglish inclass *Saya sangat menikmati berbicara bahasainggris dalam kelas.*					
10.	I study English because it's something I've always wanted to do. *Saya belajar bahasa Inggris karena merupakan sesuatu yang selalu ingin saya lakukan.*					
11.	The things I learned for me in learning English will be useful. *Hal-hal yang saya pelajari dalampembelajaran bahasa inggris akanbermanfaat bagi saya.*					
12.	I focus on paying attention if the teacher explaining the material. *Saya fokus memperhatikan jika guru sedang menjelaskan materi.*					
13.	My parents remind me to study English every day *Orangtua saya mengingatkan saya untuk belajar bahasa inggris setiap hari.*					
14.	I am very happy to read sentences in English. *Saya sangat senang membaca kalimat dalam bahasa Inggris.*					
15.	My curiosity about new English words is very high. *Rasa ingin tahu saya terhadap kata baru bahasa Inggris sangat tinggi.*					
16.	I repeat the pronunciation of the new English. *Saya ulangi pengucapan kosakata bahasa Inggris yang baru.*					
17.	Without being asked I took notes of important things while the lesson was in progress. *Tanpa disuruh saya mencatat hal-hal yang penting disaat pelajaran sedangberlangsung.*					
18.	I focus on paying attention when the teacher is explaining the material. *Saya fokus memperhatikan jika guru sedang menjelaskan materi.*					
19.	I am motivated to bring an English dictionary to every English lesson. *Saya termotivasi untuk membawa kamus bahasa inggris pada setiap pelajaran bahasa inggris.*					

20.	I want to learn English because I believe English will be useful in the future. *Saya ingin belajar bahasa Inggris karena saya yakin bahasa Inggris akan bermanfaat ke depannya.*				

Appendix 3

KEY ANSWER FOT THE TEST

1. C. ambulance	8. D. place	15. D. water
2. A. TV	9. C. library	16. A. apple
3. B. teeth	10. C. knives	17. B. coffee
4. C. fried rice	11. A. Mice	18. D. salt
5. D. tables	12. B. Vases	19. A. rendang
6. B. paper	13. C. address	20. A. plate
7. C. stadion	14. B. Sheep	21. C. Some
22. C. some	29. B. a little	36. D. teater
23. D. much	30. A. teeth	37. B. cinema
24. c many	31. B. rendang	38. C. bookstore
25. A. a few	32. A tables	39. B. classroom
26. c. many	33. B. bag	40. B. newspaper
27. D. much	34. D. knock	
28. D. much	35. A. book	

Appendix 4

INSTRUMENT FOR VOCABULARY MASTERY BEFORE VALID

1. Call the _____ to help patient to go to the hospital
a. Police office   c. Ambulance
b. Post office   d. Clinic
2. Can you please pass me _____ bread?
   a. a   c. some
   b. an   d. any
3. My mother always reminds me to brush my_____ before sleeping
a. Foot   c. Shoes

b. Teeth   d. Dress
   4_____is a kind of Indonesian food
c. Pizza   c. Fried rice

d. Sushi   d. Kebab
5. I am so sorry, all _____ in this restaurant have been booked
c. Rooms   c. Pools
d. Chairs   d. Tables
6. How _____ milk do you want in your cereal?
   a. much   b. many
   c. few   d. several
7. Will you and your sister go to the_____to watch a football match?
e. Hospital   c. Stadion
f. Cinema   d. Theater
8. I have _____ pencils in my bag.
   a. a few   b. a little
   c. many   d. much
   9. _____ is the place to borrow some books at school
 c. Canteen   c. Library
 d. Classroom   d. Teacher office
10. I want to buy _____ shirts.
   a. a few   b. a little
   c. many   d. much
11. My teacher asked the students to bring two _____ for the experiment
 a. Mice   c. Mouses
 b. Mouse   d. Mices
12. Mrs. Jenna buy three _____for the flowers in her living room
 a. Vas   c. Vass
 b. Vases   d. Vase

13. There are _____ apples in the basket.
   a. a few   b. a little
   c. many   d. much
14. We need to buy _____ bread for the party.
   a. a few   b. a little
   c. many   d. much
15. When I am very thirsty, I can drink two bottles of _____ in a time
   a. Waterfall c. Waters/
   b. Water dipper   d. Water
16. I don't have _____ money to buy that toy.
   a. a few   b. a little
   c. many   d. much
17. My father drinks _____ every morning
   a. Rice   c. Bread
   b. Coffee   d. Apple
18. She goes to the kitchen to take a little _ _ _ _
   a. Potato   c. Egg
   b. Tomato   d. Salt
19. Can I have _____ ice cream, please?
   a. a few   b. a little
   c. many   d. much
20. There are _____ chairs in the room.
   a. a few   b. a little
   c. many   d. much
21. My mother is watching _____ now
   a. A TV   c. A newspaper
         b. A magazine   d. A radio
22. I need _____ to write a letter
   a. Money   c. Book

   b. Paper   d. Wallet
   23. I do not know the _____ to buy some books
   a. House   c. Clinic
   b. Studio   d. Place
24. Could you give me _____ information about the event?
   a. a little   b. a few
   c. many   d. much
   25. My mother has _____ in her kitchen that are sharp
   a. Knive   c. Knives
   b. Knife   d. Knifes
26. I do not know his_ _ _ _
   a. Addresses   c. Address
   b. Addrres   d. Addres
27. I like to go to village because I can feed the _ _ _ _
   a. Sheeps   c. Ship
   b. Sheep   d. Ships

28. There is an _____ on my plate
 b. Apple   c. aple
 a. Apples   d. aplle

29. _____ is one of food from Padang
a. Rendang c. Rujak
b. Batagor   d. Pempek

30. .Mrs. Raja's favorite food is a ___ of fried rice
a. Plate   c. Piece
b. Bottle   d. Glass

31. My grandmother always tell me to wash my _____ before eating something.
   a. Teeth   b. Face
   c. Feet   d. Hands

32. _____ is a spicy food from Indonesia.
   a. Cake   b. Rendang
   c. Pudding   d. Chocolate

33. We cancel having dinner at the restaurant because all _____ are booked.
   a. Tables   b. Rooms
   c. Chairs   d. Foods

34. We need _____ to bring our school books.
   a. Uniform   b. Bag
   c. Pencil case   d. Wallet

35. Before entering someone's house, we must _____ on the door.
   a. Cry   b. Scream
   c. Hit   d. Knock

36. Will you go with me to the _____ to watch a movie?
   a. Stadium   b. Cinema
   c. Hospital   d. Theater

37. We buy a book in a _____ .
   a. Supermarket   b. Fruitstall
   c. Bookstore d. Music studio

38. _____ is the place for students to study.
   a. Library   b. Classroom
   c. Teacher's office   d. School canteen

40. My father is reading _____ in the office now.
   a. A newspaper   b. A television
   c. A speaker d. A radio

Appendix 5

INSTRUMENT FOR ENGLISH LEARNING MOTIVATION BEFORE VALID

No	Questions	S	A	N	D	SD
1.	If there is free time, I repeat again English lessons at home. Jika ada waktu luang, saya mengulangi Kembali pelajaran bahasa Inggris di rumah.					
2.	I like listening to English songs. Saya suka mendengarkan lagu bahasa Inggris.					
3.	I like to sing English songs. Saya suka menyanyikan lagu-lagu bahasa Inggris.					
4.	I feel confident when asked to speak of my vocabulary in my English class *Saya merasa percaya diri Ketika saya berbicara kosa kata pada saat kelas Bahasa inggris*					
5.	I always pay attention to friends whofluent in english. Saya selalu memperhatikan teman yanglancar berbicara bahasa inggris.					
6.	My English teacher is a great source of inspiration to me in learningvocabulary *Guru bahasa Inggris saya hebat Sumber inspirasi bagi saya dalam belajar kosakata*					
7.	When I'm at home, I diligently memorize new vocabulary every week. Ketika saya di rumah, saya rajin menghafal kosakata baru setiap minggu					
8.	I study vocabulary because I want to do well in my examination *Saya belajar kosakata karena saya ingin untuk melakukannya dengan baik dalam pemeriksaan saya*					
9.	My parents encourage me to practice my vocabulary as much aspossible *Orang tua saya mendorong saya untuk latih kosakata saya sebanyak mungkin*					
10.	I study English because it's something I've always wanted to do. Saya belajar bahasa Inggris karena merupakan sesuatu yang selalu ingin saya lakukan.					
11.	The things I learned for me in learning English will be useful. Hal-hal yang saya pelajari dalampembelajaran					

	bahasa inggris akanbermanfaat bagi saya.				
12.	I focus on paying attention if the teacher explaining the material. Saya fokus memperhatikan jika guru sedang menjelaskan materi.				
13.	My parents try to help me to learn vocabulary Orang tua saya mencoba membantu saya untuk Belajar kosakata				
14.	I am very happy to read sentences in English. Saya sangat senang membaca kalimat dalam bahasa Inggris.				
15.	My curiosity about new English words is very high. Rasa ingin tahu saya terhadap kata baru bahasa Inggris sangat tinggi.				
16.	I repeat the pronunciation of the new English. Saya ulangi pengucapan kosakata bahasa Inggris yang baru.				
17.	Without being asked I took notes of important things while the lesson was in progress. Tanpa disuruh saya mencatat hal-hal yang penting disaat pelajaran sedangberlangsung.				
18.	I always pay attentions for vocabulary used by my friends when speaking English Saya selalu memperhatikan kosakata digunakan oleh teman-teman saya ketika berbicara bahasa Inggris				
19.	I love to learn English vocabulary from English songs Saya suka belajar kosakata bahasa Inggris dari lagu-lagu berbahasa Inggris				
20.	I want to learn English because I believe English will be useful in the future. Saya ingin belajar bahasa Inggris karena saya yakin bahasa Inggris akan bermanfaat ke depannya.				
21.	I always increase my English vocabulary. Saya selalu menambah kosakata bahasa Inggris saya.				
22	I always increase my English vocabulary. Saya selalu menambah kosakata bahasa Inggris saya.				
23	I like my English class so much,I look forward to learning more vocabulary in the future				

	Saya sangat menyukai kelas bahasa Inggris saya, saya berharap dapat belajar lebih banyak Kosakata di masa depan					
24	I learned English because I enjoy it. Saya belajar bahasa Inggris karena sayaMenikmatinya.					
25	I really enjoy speaking the languageenglish inclass Saya sangat menikmati berbicara bahasa inggris dalam kelas.					
26	I learned vocabulary in order to improve my English skill *Saya belajar kosakata untuk meningkatkan kemampuan bahasa Inggris saya*					
27	I really enjoy learning vocabulary *Saya sangat menikmati belajar kosakata*					
28	Learning vocabulary is important because it will allow me to meet and converse with more and varied people *Belajar kosakata itu penting karena akan memungkinkan saya untuk bertemu dan berkomunikasi dengan lebih banyak dan Beragam orang*					
29	I focus on paying attention when the teacher is explaining the material. Saya fokus memperhatikan jika guru sedang menjelaskan materi.					
30	I am motivated to bring an English dictionary to every English lesson. Saya termotivasi untuk membawa kamus bahasa inggris pada setiap pelajaran bahasa inggris.					

VALIDITY OF THE TEST BY USING SPSS

No item	Rcount	Rtable	Status
1.	0.476	0.444	Valid
2.	0.242	0.444	Invalid
3.	0.508	0.444	Valid
4.	0.536	0.444	Valid
5.	0.536	0.444	Valid
6.	0.024	0.444	Invalid
7.	0.570	0.444	Valid
8.	0.283	0.444	Invalid
9.	0.437	0.444	Valid
10.	0.388	0.444	Invalid
11.	0.594	0.444	Valid
12.	0.637	0.444	Valid
13.	0.360	0.444	Invalid
14.	0.280	0.444	Invalid
15.	0.480	0.444	Valid
16.	0.358	0.444	Invalid
17.	0.617	0.444	Valid
18.	0.488	0.444	Valid
19.	0.109	0.444	Invalid
20.	-0.047	0.444	Invalid
21.	0.664	0.444	Valid
22.	0.647	0.444	Valid

23.	0.759	0.444	Valid
24.	0.384	0.444	Invalid
25.	0.507	0.444	Valid
26.	0.671	0.444	Valid
27.	0.563	0.444	Valid
28.	0.715	0.444	Valid
29.	0.630	0.444	Valid
30.	0.601	0.444	Valid
31.	0.401	0.444	Invalid
32.	0.213	0.444	Invalid
33.	0.508	0.444	Valid
34.	0.337	0.444	Invalid
35.	0.283	0.444	Invalid
36.	0.762	0.444	Valid
37.	0.352	0.444	Invalid
38.	0.617	0.444	Valid
39.	0.277	0.444	Invalid
40.	0.109	0.444	Invalid

Appendix 6

VALIDITY OF THE QUESTIONNAIRE BY USING SPSS

No item	Rcount	Rtable	Status
1.	0.808	0.444	Valid
2.	0.838	0.444	Valid
3.	0.706	0.444	Valid
4.	-0.075	0.444	Invalid
5.	0.683	0.444	Valid
6.	-0.115	0.444	Invalid
7.	0.490	0.444	Valid
8.	0.267	0.444	Invalid
9.	0.199	0.444	Invalid
10.	0.655	0.444	Valid
11.	0.524	0.444	Valid
12.	0.649	0.444	Valid
13.	0.260	0.444	Invalid
14.	0.690	0.444	Valid
15.	0.533	0.444	Valid
16.	0.594	0.444	Valid
17.	0.671	0.444	Valid
18.	0.411	0.444	Invalid
19.	0.303	0.444	Invalid
20.	0.859	0.444	Valid
21.	0.717	0.444	Valid
22.	0.704	0.444	Valid

23.	0.276	0.444	Invalid
24.	0.798	0.444	Valid
25.	-0.194	0.444	Invalid
26.	0.604	0.444	Valid
27.	0.799	0.444	Valid
28.	0.785	0.444	Valid
29.	0.893	0.444	Valid
30.	0.718	0.444	Valid

Appendix 7

SCORES OF THE TEST AND QUESTIONNAIRE

No	Name	Test	Questionnaire
1.	Abdullah Luqman	75	81
2.	Aidil Bahri	95	90
3.	Alvi Syahri	50	62
4.	Andini Syahira	65	73
5.	Andre Pratama	60	68
6.	April Afandi	50	55
7.	Ardiansyah Hasibuan	55	52
8.	Asifa Syakira	75	64
9.	Barba Ali Mustazab	70	77
10.	Daufa Dialila	35	40
11.	Diansyah	75	74
12.	Fardian Tanara	40	44
13.	Farhan	95	84
14.	Fernando	40	38
15.	Kusuma	55	43
16.	Latifah Hannum	90	96
17.	Mahadi	50	42
18.	Muhammad Riski Hasibuan	80	89
19.	Mulia Pardomuan Daulay	95	96
20.	Musbar	90	86
21.	Nadia Putri	75	90
22.	Nia Sartika	65	38
23.	Riki Pratama	85	80
24.	Riki Suhandra	85	88
25.	Sahmin Simanjuntak	75	72
26.	Sarah Adelia	85	90
27.	Supri Adi	90	94
28.	Susi Susanti	20	53
29.	Aira sahrini	85	71
30.	Aisyah fitri	95	80
31.	Aswin farmansyah	50	55
32.	Aviqah riskina ajijah	80	76
33.	Bulan suci	90	95
34.	Dube ardiansyah	70	67
35.	Demara irwani	20	38
36.	Dwi andini	50	64
37.	Fadilla sari	70	89
38.	Hendra saputra harahap	95	90
39.	Junita asmi	70	76
40.	Juansyah	60	64
41.	Liza syahrani	75	78
42.	Muhammad ripandi	40	56
43.	Hafifah	85	84
44.	Nurliani	50	64
45.	Rosa lestari	80	91

46.	Rifki Amanda	50	74
47.	Rifki ardiansyah	85	84
48.	Sandra dewi	65	70
49.	Suci romaito	80	75
50.	Sindi muliani	60	80
51.	Vica sriani	95	78

Appendix 8

RESULT OF SPSS TEST

1. **Reliability Test**

Reliability Statistics of the Test
Reliability Statistics

Cronbach's Alpha	N of Items
.917	51

Reliability Statistics of the Questionnaire
Reliability Statistics

Cronbach's Alpha	N of Items
.893	51

2. **Normality Test**

Normality Test of X and Y
Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
X	.196	51	.200[*]	.941	51	.140
Y	.122	51	.065	.949	51	.300

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

a. Lilliefors Significance Correction

3. Hypothesis test

Product Moment Test
Correlations

		X	Y
X	Pearson Correlation	1	.866**
	Sig. (2-tailed)		.000
	N	51	51
Y	Pearson Correlation	.866**	1
	Sig. (2-tailed)	.000	
	N	51	51

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

Pair Sample T-Test
Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	
Pair 1	X - Y	2.62745	9.46564	1.32546	-.03480	5.28971	2.982	50	.053

APPENDIX 10

DOCUMENTATIONS

CURRICULUM VITAE

A. Identity

1. Name   : Levi Yanti
2. Reg. No.   : 1920300077
3. Place/Birth : Sirumbi, 26th January 2002
4. Gender   : Female
5. Religion   : Islam
6. Adress   : Pall-xi, Kec. Angkola Timur, Kab. Tapanuli Selatan
7. e-mail   : leviyanti2001@gmail.com

B. Parents

1. Father's Name   : Alm. Sahdan Efendi
2. Mother's Name   : Syahrumia

C. Educational Backgrounds

1. Elementary School : SD NEGERI 100301 Pargarutan   (2013)
2. Junior High School : SMP NEGERI 1 Angkola Timur   (2016)
3. Senior High School : SMA NEGERI 1 Angkola Timur   (2019)
4. Institute   : UIN Syekh Ali Hasan Ahmad Addary   (2024)

Nomor   : B - 2135   /Un.28/E.4a/TL.00.9/06/2024   05 Juni 2024
Lampiran   : -
Hal   : **Izin Riset**
              Penyelesaian Skripsi.

Yth. Kepala SMP N 1 ANGKOLA TIMUR

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Levi Yanti
NIM   : 1920300077
Fakultas   : Tarbiyah dan Ilmu Keguruan
Program Studi   : Tadris Bahasa Inggris
Alamat   : Pargarutan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Correlation Between Learning Motivation And Students' Vocabulary Masteri Of The Grade VIII SMP N 1 Angkola Timur".**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan
Kepala Bagian Tata Usaha FTIK

Nasrul Halim Hasibuan, S.Ag., MAP
NIP. 197208292000031001

Pargarutan, 10 Juni 2024

Nomor   : 800/110/SMP.1-AT/2024
Lampiran : 1 (Satu) berkas
Perihal   : Surat Balasan Penelitian

Kepada Yth :
Bapak/Ibu Kepala Lembaga
Penelitian UNIVERSITAS
ISLAM NEGERI SYEKH ALI HASAN
AHMAD ADDARY PADANGSIDIMPUAN

di-
Tempat

Dengan Hormat
Berdasarkan surat Nomor : B-2135/Un.28/E.4a/TL.00.9/06/2024 tanggal 5 Juni 2024
Bersama ini kami sampaikan bahwa :

Nama   : **LEVI YANTI**
NPM   : 1920300077
Fakultas   : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat   : Pargarutan

     Bersama ini kami sampaikan bahwa mahasiswa tersebut di atas sudah benar melaksanakan penelitian di sekolah kami, SMP Negeri 1 Angkola Timur terhitung mulai tanggal 7 Juni 2024 dengan judul penelitian " **The Correlation Between Learning Motivation And Students'Vocabulary Mastery Of The Grade VIII SMP NEGERI 1 ANGKOLA TIMUR**
Demikian surat keterangan ini yang dapat kami perbuat untuk dapat dipergunakan sebagaimana mestinya, atas perhatian dan kerja samanya kami ucapkan terima kasih.

Mengetahui,
Kepala SMP Negeri 1 Angkola Timur

LANNA SERI RANGKUTI, SP.d
NIP. 19680825 199702 2 002