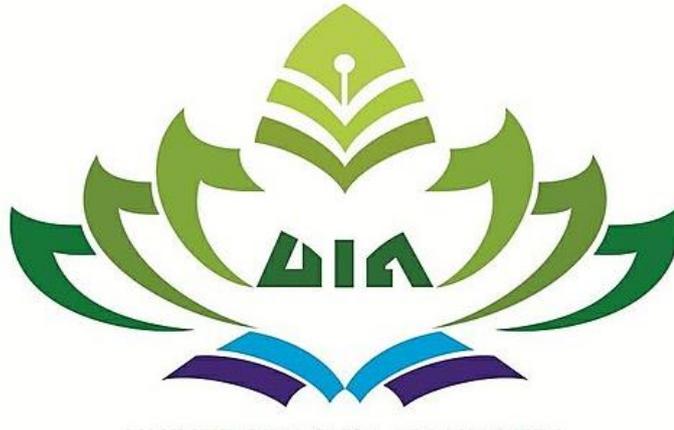


**THE CORRELATION BETWEEN STUDENTS' MOTIVATION IN
LEARNING ENGLISH AND THEIR VOCABULARY MASTERY
AT THE FIRST SEMESTER OF THE EIGHTH GRADE
OF SMP NEGERI 21 BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2019/2020**

**A Thesis
a Partial Fulfillment of the Requirements for S1-Degree**

**By:
RETNO PUJI ASTUTI
SN: 1511040126**



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY RADEN INTAN LAMPUNG
2020**

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By:

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2020

ABSTRACT

Students' motivation in learning English becomes essential parts in teaching learning process. Many researchers consider that motivation is one of the elements that determine success in developing a second or foreign language included in developing students' vocabulary mastery. Students that have a high learning motivation can learn vocabulary better and enthusiastic so they will master vocabulary. This research was aimed at finding out whether there is correlation between students' motivation in learning English and their vocabulary mastery.

Furthermore, in this quantitative research, the researcher used correlation research design. The population of this research was the eighth grade students of SMP Negeri 21 Bandar Lampung. The sample of this research was 29 students taken from VIII G class. In collecting the data, this research was distributing motivation questionnaires to assess students' motivation in learning English. Besides, in assessing students' vocabulary mastery this research conducted vocabulary test to the students. In analyzing the data, the questionnaires and vocabulary mastery test were analyzed by Pearson Product Moment (PPM) formula in SPSS 20.0 version.

The result of this research shows that there is correlation between students' motivation in learning English and their vocabulary mastery. It is proved by the r_{xy} (0.838) is bigger than r table (0.367). It is considered that the null hypothesis (H_0) in this research was rejected and the alternative hypothesis (H_a) was accepted. In conclusion, there is correlation between students' motivation in learning English and their vocabulary mastery at the first semester of the eighth grade of SMP Negeri 21 Bandar Lampung in the academic year of 2019/2020.

Keywords: *Correlation, Students' Motivation, Vocabulary Mastery*



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ADMISSION

A thesis entitled: **“THE CORRELATION BETWEEN STUDENTS’ MOTIVATION IN LEARNING ENGLISH AND THEIR VOCABULARY MASTERY AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP NEGERI 21 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020”**, by : **RETNO PUJI ASUTI, NPM: 1511040126**, Study Program: **English Education**, was tested and defended in the examination session held on: **Friday, January 3rd 2020.**

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DECLARATION

Hereby, I state this thesis entitled “The correlation Between Students’ Motivation in Learning English and Their Vocabulary Master at the First Semester of the Eighth Grade of SMP Negeri 21 Bandar Lampung in the Academic year of 2019/2020” is definitely my own work. I am completely responsible for the content of this thesis. I am fully aware that I have quoted some statements and theories from various sources and they are property acknowledged in the text.



MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

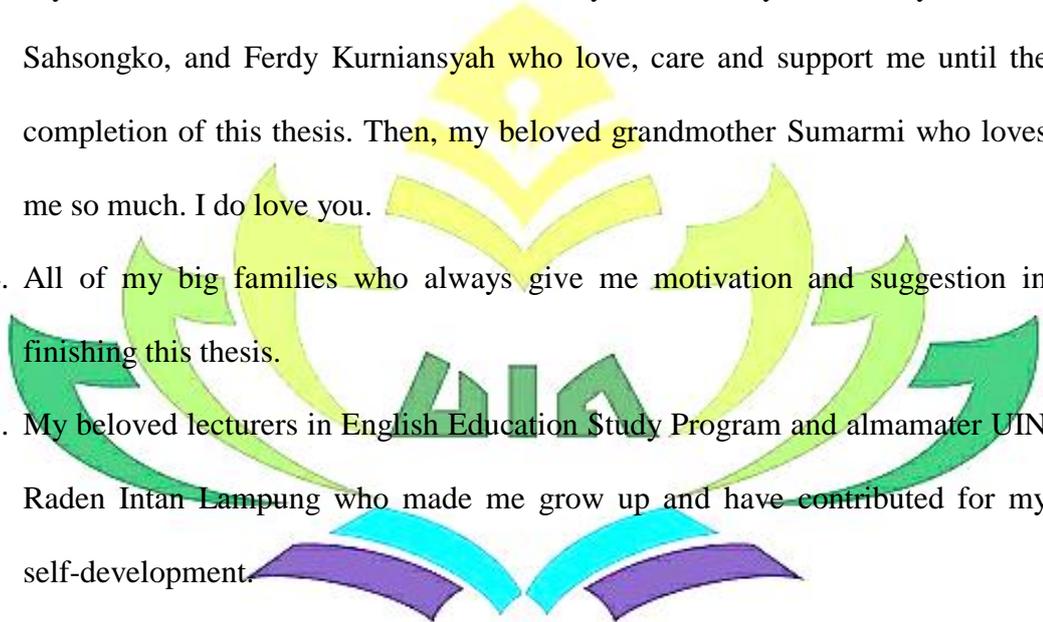
Lo! Allah change not the condition of a folk until they (first) change that which is in themselves; (Q.S Ar-Ra'd: 11)



DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents Mrs. Ambar Isnaini and Mr. Bunaji who always love me and keep on praying for my life and success.
3. My beloved sister and brother, Vina Syafira Damayanti, Wahyu Endro Sahsongko, and Ferdy Kurniansyah who love, care and support me until the completion of this thesis. Then, my beloved grandmother Sumarmi who loves me so much. I do love you.
4. All of my big families who always give me motivation and suggestion in finishing this thesis.
5. My beloved lecturers in English Education Study Program and almamater UIN Raden Intan Lampung who made me grow up and have contributed for my self-development.



CURRICULUM VITAE

The researcher name is Retno Puji Astuti. She was born on January 10th 1998 in Liwa, Lampung Barat. She is the second child of the couple Mr. Bunaji and Mrs. Ambar Isnaini.

She started her formal education at SD Negeri 01 Tanjung Sari in 2009. Next she continued her study at Mts Negeri Palas and graduated in 2012. After graduating she continued in SMK Negeri 01 Liwa and finished in 2015. Then, she continued her study at UIN Raden Intan Lampung in English Education Department of Tarbiyah and Teacher Training Faculty.

Since she studies in UIN Raden Intan Lampung, she was active in the organization. There are Himpunan Mahasiswa Islam (HMI), Persatuan Mahasiswa Lampung Barat (PERMA LAMBAR), and Asosiasi Mahasiswa Penerima Bidikmisi (AMPIBI). Then, after the researcher did the teaching learning practice in SMP Negeri 21 Bandar Lampung, She was appointed as a computer lab operator and taught there since January 10th 2019 until now.

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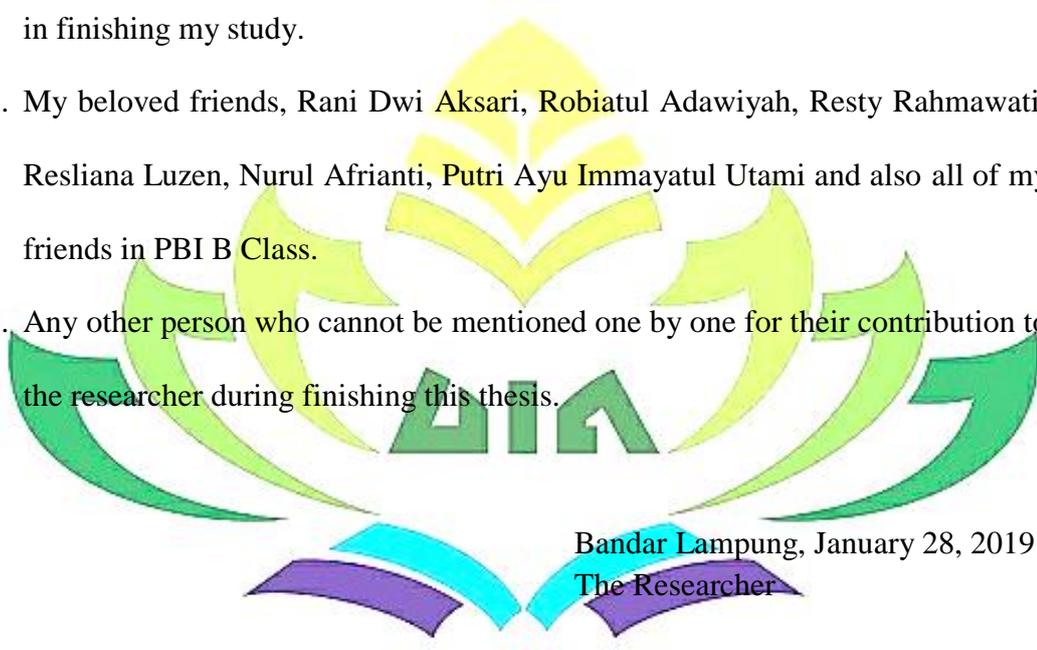
All praise be to Allah SWT the almighty God, the most merciful and the most beneficent for blessing the researcher with his mercy and guidance to finish this thesis. Peace and salutation always be given to the prophet Muhammad SAW be upon him, with his family and followers.

This thesis entitled “The Correlation Between Students Motivation in Learning English and Their Vocabulary Mastery at the First Semester of the Eighth Grade of SMP Negeri 21 Bandar Lampung in the Academic year of 2019/2020” is submitted as compulsory fulfillments of requirements for S1-degree of English Education Study Program at Tarbiyah and Teacher Training Faculty of State Islamic University Raden Intan Lampung.

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9. Any other person who cannot be mentioned one by one for their contribution to the researcher during finishing this thesis.



Bandar Lampung, January 28, 2019
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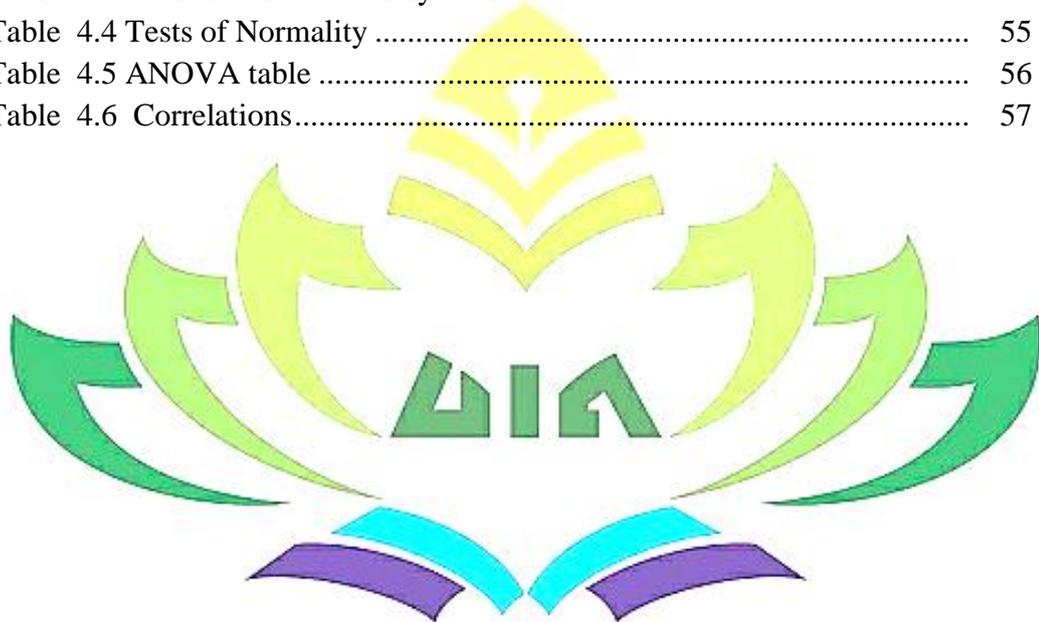
TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION	iv
DECLARATION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	1
A. Background of the Problem.....	1
B. Identification of the Problem.....	6
C. Limitation of the Problem	7
D. Formulation of the Problem	7
E. Objective of the Research.....	7
F. Significance of the Research	7
G. Scope of the Research	8
CHAPTER II REVIEW OF RELATED LITERATURE	10
A. Frame of Theories	10
1. Concept of Learning English as a Foreign Language...	10
2. Concept of Motivation.....	11
a. Definition of Motivation.....	11
b. Kinds of Motivation	13
c. Characteristics of Motivated Students	15
d. Function of Motivation in Learning.....	16
e. Assessing Motivation.....	17
3. Concept of Vocabulary	19
a. Definition of Vocabulary	19
b. Kinds of Vocabulary	21
c. Types of Vocabulary	22
d. Important of Vocabulary.....	25
4. Concept of Vocabulary Mastery.....	26
B. Frame of Thinking.....	29
C. Hypothesis	30

CHAPTER III RESEARCH METHODOLOGY	31
A. Research Design	31
B. Variables of the Research.....	32
C. Operational Definition of Variables	32
1. Students' Motivation	32
2. Students' Vocabulary Mastery	32
D. Population, Sample and Sampling Technique.....	33
1. Population.....	33
2. Sample	34
3. Sampling Technique	34
E. Data Collecting Technique	35
F. Instrument.....	35
1. Motivation Questionnaire	35
2. Vocabulary Mastery Test.....	39
G. Research Procedure	42
H. Scoring Procedure	43
I. Validity and Reliability of the Test	46
1. Validity	46
a. Content Validity.....	46
b. Construct Validity.....	47
2. Reliability	47
J. Data Analysis	49
1. Fulfillment of the Assumption.....	49
a. Normality	49
b. Linearity.....	49
2. Hypothesis Testing	50
CHAPTER IV RESULT AND DISCUSSION.....	51
A. Result of the Research.....	51
1. Result of Students' Motivation in Learning English	51
2. Result of Students' Vocabulary Mastery	52
3. Result of Data Analysis	54
a. Fulfillment of the assumption	54
1) Normality	54
2) Linearity	55
b. Hypothetical Test.....	55
B. Discussion	57
CHAPTER V CONCLUSION AND SUGGESTIONS.....	60
A. Conclusion.....	60
B. Suggestions.....	61
REFERENCES.....	62
APPENDICES	66

LIST OF TABLES

Table 1 Students' Exercises Score	4
Table 3.1 Students number.....	33
Table 3.2 Blueprint for Motivation before validity.....	37
Table 3.3 Blueprint for Motivation after validity.....	38
Table 3.4 Blue Print for Vocabulary Mastery Test before validity.....	40
Table 3.5 Blue Print for Vocabulary Mastery Test after validity	41
Table 3.6 Likert Scale Rating.....	44
Table 4.1 Students' Motivation Score.....	53
Table 4.2 Students' Vocabulary Score.....	54
Table 4.3 Statistics of Vocabulary Score	54
Table 4.4 Tests of Normality	55
Table 4.5 ANOVA table	56
Table 4.6 Correlations.....	57



LIST OF APPENDICES

Appendix 1	Students' Exercises Score	66
Appendix 2	Result of English Teacher Interview	73
Appendix 3	Students' Questionnaire for Preliminary	77
Appendix 4	Preliminary' Questionnaire Response Analysis	81
Appendix 5	Attitude/Motivation Test Battery (AMTB)	82
Appendix 6	Students' Motivation Questionnaire before validity	94
Appendix 7	Students' Vocabulary Test before validity	98
Appendix 8	Key Answers of Vocabulary before validity	103
Appendix 9	Students' Motivation Questionnaire.....	105
Appendix 10	Expert Validation Form for Vocabulary Test.....	108
Appendix 11	Students' Vocabulary Test	111
Appendix 12	Key Answers of Vocabulary Test	114
Appendix 13	Distribusi Nilai r table	115
Appendix 14	The Calculation Result from Validity of Motivation	116
Appendix 15	The Result from Validity and Reliability of Motivation.....	117
Appendix 16	The Calculation Result from Validity of Vocabulary Tests.....	119
Appendix 17	The Result from Validity and Reliability of Vocabulary Tests.	120
Appendix 18	The Result of Students' Motivation Questionnaire.....	122
Appendix 19	The Result of Vocabulary Tests.....	123
Appendix 20	Score of Students' Motivation.....	124
Appendix 21	Score of Vocabulary Test.....	125
Appendix 22	Syllabus.....	126
Appendix 23	The Documentation of the Research	128

CHAPTER I INTRODUCTION

A. Background of the Research

English is international language. English is also by far mainly used of the 4,000 to 5,000 living languages.¹ In Indonesia, English is educated as a compulsory lesson to students started from junior high school to university. In addition, English is also taught in elementary school as a local content, so that students should master English.

Evidently, although English is a compulsory subject, it is still not easy to master English well. Many students reflect English to be one of the difficult lessons. Whereas, they will master English if they have the willingness to study and they have the motivation to master English itself.

Learners' motivation has been considered as one of crucial factor influencing the goals of learning.² From the statement, the researcher assumed that students who have a high motivation can learn better and enthusiastic. According to Gardner, there are four important aspects of motivation, a goal, effortful, a desire to attain the goal and favorable attitudes.³ It means that there are some aspects that affect motivation to reach learning goals. Motivation make the students have willingness to study, being well motivated. Consequently the students can reach the good achievement in English.

¹Geoffrey Broughton, Et.al. *Teaching English as a foreign language* (New York: Taylor & Francis e-library, 2003), p. 1.

²Chunmei Long, Zhu Ming & Liping Chen, *The Study of Student Motivation on English Learning in Junior Middle School* (Beijing: Canadian center of Science and Education, 2013), p. 137.

³R.C.Gardner, *Social Psychology and Second Language Learning*, (London: Edward Arnold, 1985), p. 50.

In order to get a good achievement in English, students are expected to master four language skills there are speaking, writing, listening, and reading. Meanwhile to master for language skills, students have to master the components of language first, such as: vocabulary, grammar, and pronunciation.

In this case, vocabulary is the most important factor to master language skills. According to Thornbury, without vocabulary, nothing can be conveyed; while without grammar very little can be conveyed.⁴ From this statement, it can be said that vocabulary is very essential in teaching learning English rather than grammar.

In addition, vocabulary is the essential aspect which has to be mastered by students, because it used in writing, speaking, listening, and reading as the basic knowledge to master all of that language skills. The students will speak fluently and clearly, they will appreciate what they read or hear and they will write easily, if they have enough vocabulary.

On the other hand, to get success in learning vocabulary, students should have the willingness to master vocabulary. While many factors affect students in learning vocabulary, one of the factors affects students in learning vocabulary is motivation. Motivation seems to have an important role in developing students' vocabulary mastery. Students that have a high learning motivation can learn vocabulary better and enthusiastic so they will master vocabulary.

⁴Scott Thornbury, *How to Teach Vocabulary*, (Harlow: Longman, 2002), p.13.

Based on interviewing the English teachers of SMP Negeri 21 Bandar Lampung, there are some problems found from students there. First, the students' motivation in learning English especially in learning vocabulary is still low and minimal. The students' low motivation in English learning can be seen from the attention during the teaching learning process. Some of students do not pay nice attention to the English teacher when the teacher explains the lesson. They are busy with their own activities. Almost of students also consider that learning English is difficult and also some of the students do not do their homework on time.

Secondly, students are still lack of vocabulary makes many students find difficulties to do the task and to understand the material. The teacher should give an explanation of the material by using Indonesian language also. Because students are lack of vocabulary, students get a low score in English. They always find hard words that make them confused.

The importance of teaching and learning vocabulary has encouraged English teachers to find better ways of learning vocabulary. The teachers think that the students require something fun and easy to increase motivation of the students in learning vocabulary. Therefore, the teachers use some techniques and methods to teach vocabulary. The techniques or methods used by English teachers are games, memorizing, and also practice reading aloud. Although the teacher has been used some of technique and method to teach vocabulary, students are still difficult to master vocabulary, so that many students still got scores below the criteria of minimum mastery (KKM).

Based on the recapitulation of scores from the exercises results of SMP Negeri 21 Bandar Lampung, it is found that almost of students at eighth grade of SMP Negeri 21 Bandar Lampung got scores below the criteria of minimum mastery (KKM) of the school that is 76. Below is a table of students' English score from the exercises result of the eighth grade at SMP Negeri 21 Bandar Lampung in the academic year of 2019/2020.

Table 1
The Exercises Score of Eighth Grade Students at SMP Negeri 21 Bandar Lampung in Academic year of 2019/2020

KKM	Class									Total	Percentage
	VIII A	VIII B	VIII C	VIII D	VIII E	VIII F	VIII G	VIII H	VIII I		
< 76	30	26	23	26	27	30	23	25	27	237	90.5%
≥ 76	0	4	7	3	2	0	6	2	1	25	9.5%
Total	30	30	30	29	29	30	29	27	28	262	100%

Source: *Documentation from English teacher of SMP Negeri 21 Bandar Lampung*

Based on the table above, there are 9.5% students' got score above the criteria and 90.5% students' got score under the criteria. According to the teacher, this was because the students did not have good motivation to learn and their vocabulary is still low.

There were some previous researches related to the important of motivation in language learning. The first research was conducted by Putri entitled "Correlation study of students' motivation and students' vocabulary mastery toward reading comprehension at SMPN 31 Bandar Lampung".⁵ The study was showed that there is a positive correlation between students' motivation and students' vocabulary mastery toward their reading

⁵Yolanda Rizki Putri, *Correlation study of students' motivation and students' vocabulary mastery toward reading comprehension*, Universitas Lampung, 2016

comprehension. It can be seen that the students with higher motivation and higher vocabulary mastery get higher students' reading comprehension. Yolanda's research has similarity and difference with this research. Yolanda doing her research is to know whether there is positive or negative correlation between motivation and vocabulary mastery toward reading comprehension. While, in this research the researcher wanted to know the correlation between students' motivation and students' vocabulary mastery.

The second research was conducted by Istianti entitled "The correlation between students' motivation in learning speaking and their speaking ability (a co relational study in the second grade of SMA Darussalam Ciputat)".⁶The result showed that there is a correlation between students' motivation and students speaking ability. Based on the Nerfi's research, it is clear that motivation really affects students' achievement especially in learning speaking. The Nerfi's research almost similar with this research, the difference is Nerfi's research use students' motivation in learning speaking and speaking ability, while this research used students' motivation in learning English and vocabulary mastery as the object research.

The third research was conducted by Marifah entitled "The correlation between students' motivation and their English achievement at the second semester of the eighth grade of SMP 17-2 Merbau Mataram Lampung Selatan in 2013/2014 academic year".⁷ It was found that there was significant

⁶Nerfi Istianti, *The correlation between students' motivation in learning speaking and their speaking ability*, UIN Syarif Hidayatullah Jakarta, 2013

⁷Noviana Marifah, *The correlation between students' motivation and their English achievement*, IAIN Raden Intan Lampung, 2015

correlation between students' motivation and students' English achievement. The researcher found that motivation give positive influence on the students' achievement in English. Hence, there were differences between this research and Noviana's research. In her research she wanted to know the correlation between students' motivation and students' English achievement, while in this research the researcher wanted to know the correlation between students' motivation in learning English and their vocabulary mastery.

Based on previous research above, it can be declared that all above mentioned studied reconfirmed the importance of students' motivation in learning English. In this case the researcher wanted to know whether there is correlation between students' motivation in learning English and their vocabulary mastery.

Therefore, researcher was interested to do the research entitled "The Correlation between Students' Motivation in Learning English And Their Vocabulary Mastery at the first semester of the eighth grade of SMP Negeri 21 Bandar Lampung in the academic year of 2019/2020".

B. Identification of the Problem

Based on the background of the research, the research problems formulated as follows:

1. Most of students get score below the criteria of minimum mastery.
2. Some of the students have low motivation in learning English.
3. Students' vocabulary mastery is still low.
4. Many students find difficulties to do the task.

C. Limitation of the Problem

To keep away from the study being too broad, the researcher only focused on the correlation between students' motivation in learning English and their vocabulary mastery in the "noun, verb, and adjective". It is based on the eighth grade syllabus.

D. Formulation of the Problem

The problem of this research "Is there correlation between students' motivation in learning English and their vocabulary mastery at the first semester of the eighth grade of SMP Negeri 21 Bandar Lampung in the academic year of 2019/2020?"

E. Objective of the Research

The objective of this research is to identify whether there is correlation between students' motivation in learning English and their vocabulary mastery at the first semester of the eighth grade of SMP Negeri 21 Bandar Lampung in the academic year of 2019/2020.

F. Significance of the Research

The result of this research is expected to give contributions both theoretically and practically.

1. Theoretically

This research is expected to give understanding for the readers about the important of motivation in teaching and learning English especially in students' vocabulary mastery.

2. Practically

a. For the researcher

By doing the research, researcher hopes can get more information to know the correlation between students' motivation in learning English and their vocabulary mastery.

b. For the Students

The result of this research is expected to provide a reflection for the students so that their vocabulary mastery and their motivation in learning English improved and the students can increase their scores in English.

c. For the Teachers

English teacher can use this result as a feedback on teaching vocabulary and to motivate the students in learning English process.

d. For the Reader

The result from this research is expected will be a reference to do other relevant research.

G. Scope of the Research

The scope of the research as follows:

1. Subject of the Research

Subject of the research was the students of the eighth grade of SMP Negeri 21 Bandar Lampung.

2. Object of the Research

Objects of the research were students' motivation in learning English and their vocabulary mastery.

3. Place of the Research

Place of the research was conducted at SMP Negeri 21 Bandar Lampung.

4. Time of the Research

Time of the research was conducted at the first semester in academic year of 2019/2020.



CHAPTER II REVIEW OF RELATED LITERATURE

A. Frame of Theories

This chapter focuses on giving a theoretical framework. The purpose of this chapter is giving explanation theories that is going to be the basically for this research.

1. Concept of Learning English as a Foreign Language

These days English is viewed as a language which gives you access to the world.⁸ It is because English has become an international language in the world and it is used as a tool for communication. In Indonesia English is a compulsory subject from junior high school to university, so that students should master English well and also students should learn English both in formal or informal school. However, even though English is compulsory subject from junior high school to university, many students still get difficulties to master English because they do not usual to use English in daily communication.

As foreign language, using English for daily communication in Indonesia is still hard to find. So that many students consider that English is difficult lesson. As an effort to resolve this problem teacher should invite the students to use English not only in the classroom but also outside the class. Because language is habit, we can master language when we often use it.

⁸Michelle Maxom, *Teaching English as a Foreign Language for Dummies*, (London: John Wiley & Sons, Ltd, 2009), p. 9.

2. Concept of Motivation

In teaching and learning process, motivation is essential. Many researchers considered that motivation is one of the elements that determine success in developing a second or foreign language. Without motivation student cannot learn better, enthusiastic and achieve learning goals.

a. Definition of Motivation

The word motivation in teaching and learning process can be defined as the reason of the students for doing something. Many experts have given definitions of motivation. According to Alderman, motivation is something that can give the students resources for developing aspiration, independent learning, achieving goals, and fostering resiliency in the face of setbacks.⁹ It means that motivation is essential for students to support all of students' activities in learning process. Therefore, students that have high motivation to learn will have good competence and also they will achieve learning goals.

In other words, Brophy states that students' motivation is their willingness to engage in learning activities and their reasons for doing something.¹⁰ From the statement, it can be assumed that motivation is the kind of internal drive to action and the reasons why they do that. So motivation is necessary because students who have great motivation will take an action of learning with enthusiasm.

⁹M. Kay Alderman, *Motivation for Achievement-Possibilities for Teaching and Learning*, (2nd Ed),(New Jersey: Lawrence Erlbaum Associates, Inc., 2004), p. 3.

¹⁰Jere Brophy, *Motivating students to learn*,(3rd Ed), (New York: Taylor & Francis e-Library, 2010), p. 3.

Furthermore, Harmer claims that motivation is some kind of internal drive that pushes someone to do things in order to achieve something.¹¹ It can be said that motivation will be the driving force for achieving learning goals.

In addition, Prithhard and Ashwood states that the word motivation is used to describe how hard someone is willing to work to accomplish something.¹²It means that students who have high motivation will work hard, persevere through challenges and obstacles, and will find pleasure through the successful achievement of a learning task.

According to Bolduc, the only thing that can prevent someone from succeeding is a lack of motivation.¹³ Therefore, motivation is very important. Giving motivation to students is process to support and push them to learn with goodspirit, so they can be success in learning English.

Based on the definition above, the researcher concludes that motivation is energy for people to do everything included learning English. Motivation is a key to get the success in learning English and motivation is a very important for students and teacher in teaching-learning process, with the motivation we can easy to reach that success in any task and get easy to our goal.

¹¹Jeremy Harmer, *The Practice of English Language Teaching*, (3rd Ed), (Cambridge: Longman, 2001), p. 51.

¹²Robert D. Prithhard and Elissa L. Ashwood, *Managing Motivation*, (New York: Taylor & Francis Group, LLC, 2008), p. 6.

¹³Michael Bolduc, *Power of Motivation*, (Ottawa: Guaranteed Success Strategies, 2000), p.26.

b. Kinds of Motivation

According to Harmer, motivation has two main categories there are extrinsic motivation and intrinsic motivation which comes from outside and from inside.¹⁴ Both of extrinsic motivation and intrinsic motivation have an important part to play in the teaching learning process.

1) Extrinsic Motivation

Extrinsic motivation is motivation that derives from outside of individual or it is caused outer factors. According to Santrock, extrinsic motivation involves doing something to obtain something else.¹⁵ It can be said that students will have motivation for doing something if they want to get something else. Extrinsic motivation is often influenced by external factors such as rewards or punishments.

In other word Alderman interpret that “Extrinsic motivation occurs when students engage in activities for external reasons, such as praise, grades, special privileges, and certificates or material rewards”.¹⁶ It means that the students will be highly motivated to study, learn better, and achieve learning goals when they want to get something else, for example reward, praise, grades, etc.

From the definition above, the researcher concludes that extrinsic motivation is a type of motivation that comes from outside and also it makes the motivation as a drive in learning process.

¹⁴Jeremy Harmer, *Loc. Cit.*

¹⁵John Santrock, *Educational Psychology*, (5th Ed), (New York: McGraw Hill, 2011), p. 438.

¹⁶M. Kay Alderman, *Op. cit.* p. 247.

2) Intrinsic Motivation

Intrinsic motivation is motivation that derives from inside of person or it is caused inner factors. According to Santrock “intrinsic motivation involves the internal motivation to do something for its own sake”.¹⁷ It can be assumed that the students who have intrinsic motivation will enjoy in teaching learning process and interest to study because they have desire to do it from inside themselves.

In other words, Kember states that intrinsic motivation is normally interpreted as motivation through an interest in the learning task undertaken.¹⁸ It means that intrinsic motivation comes from inside that is through an interest in the learning task.

Dai and Sternberg also states that “Intrinsic motivation describes self-initiated task engagement with no apparent extrinsic rewards beyond the activity itself”.¹⁹ From this statement, it is clear that intrinsic motivation derives from inside of person and without external factors.

Based on the definition above, the researcher concludes that intrinsic motivation is an energy that the students get from inside of themselves. Intrinsic motivation has support of key people to get the good achievement and to desire dig up of knowledge.

¹⁷John Santrock, *Loc. Cit.*

¹⁸David Kember, *Understanding the Nature of Motivation and Motivating Students through Teaching and Learning in Higher Education*, (Singapore: Springer Science, 2016), p. 22.

¹⁹David Yun Dai and Robert J. Sternberg, *Motivation, Emotion, and Cognition*, (New Jersey: Lawrence Erlbaum Associates, Inc., 2004), p.329

c. Characteristics of Motivated Students

The most successful students are not necessarily those to whom a language comes very easily. However, they are those who display certain characteristics, most of them clearly associated with motivation.

According to Ur, the characteristics of motivated students as follows:

- 1) Positive Task Orientation
The student is willing to do tasks and challenge and has confidence in his or her success.
- 2) Ego-Involvement
The student finds the task importance to succeed in learning in order to maintain and promote his or her own self-image.
- 3) Need for Achievement
The student has needs to achieve, to overcome difficulties and succeed in what he or she sets out to do.
- 4) High Aspiration
The student is ambitious, goes for demanding challenges, high proficiency, top grades.
- 5) Goal Orientation
The student is very aware of the goal of learning or of specific learning activities, and directs his or her efforts toward achieving them.
- 6) Perseverance
The student consistently invests a high level of effort in learning and is not discouraged by setback or apparent lack of progress.
- 7) Tolerance of Ambiguity
The student is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently in confidence that understanding will come later.²⁰

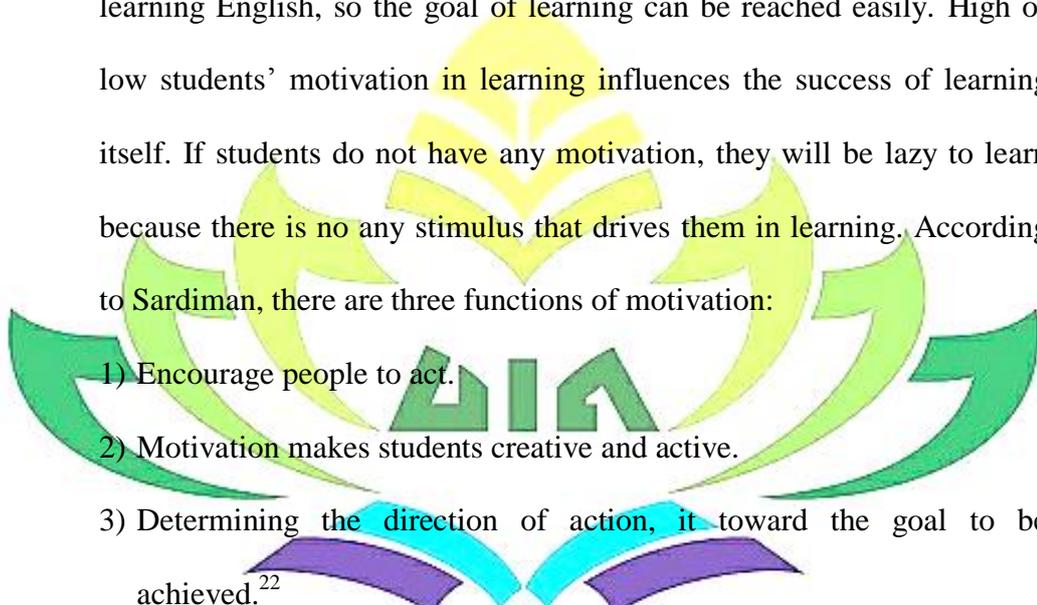
From the Ur statement, it can be known that there are seven indicators as the main characteristics of motivated students. In this case, the researcher arranged the questionnaire based on these aspects and indicators to measure students' motivation in learning English.

²⁰Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 1991), p. 275.

d. Function of Motivation in Learning

Motivation is one of influential factor in learning. Without motivation, the goal of learning is difficult to be reached. According to Brown, motivation is a factor high or low the goal of learning.²¹ It means that motivation is stimulus that influences the learning achievement.

The motivation function is a supporter or stimulus for student in learning English, so the goal of learning can be reached easily. High or low students' motivation in learning influences the success of learning itself. If students do not have any motivation, they will be lazy to learn because there is no any stimulus that drives them in learning. According to Sardiman, there are three functions of motivation:

- 
- 1) Encourage people to act.
 - 2) Motivation makes students creative and active.
 - 3) Determining the direction of action, it toward the goal to be achieved.²²

It means that the function of motivation in learning is encourage students to act, creative and active in order to achieve learning goals.

From the explanation above, the researcher concludes that there are many function of motivation. Motivation gives students stimulus and

²¹Brown, H.D, *Teaching by principles: An Interactive Approach to Language Pedagogy*, (New York: Longman, 2001), p. 75.

²²Sardiman A.M, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: PT. Raja Grafindo Persada, 2012), p. 34.

encourage students to learn hardly so the goal of learning can be reached easily. Without motivation, the goal of learning is difficult to be reached.

e. Assessing Motivation

Assessing motivation is important for researchers and practitioners to know the level of students' motivation and how to optimize it. Motivation can be assessed in various ways. There are three kinds of methods for assessing motivation:

1) Direct observations

Direct observation is an underused and valuable method for collecting evaluation and information. It refers to behavioral instances of choice of tasks, effort, and persistence. Motivated students can be seen by the observation of students' persistence at tasks, the effort they expend to perform well and how willingly they engage in tasks.

2) Rating by others

Another method to assess motivation is done by observers (teachers, parents, researchers) to rate students' motivation. Rating by others is judgment by observers of students on characteristics indicative of motivation. One of the advantage of rating by other is observers may be more objective about students rather than students do it themselves because it is done by others.

3) Self-reports

Self-reports involve people's judgment and statements about themselves. The types of self-report instruments are questionnaires, interviews, stimulated recalls, think-louds and dialogues.

a) Questionnaires are consisted of a number of questions should be answered by respondents asking about their actions and beliefs.

b) An interview is a type of questionnaire in which the questions or point to discuss are presented by an interviewer and participants answer orally.

c) Stimulated recalls, recall of thoughts accompanying one's performances at various times.

d) Think-aloud refers to students' verbalizing aloud their thoughts, actions, and emotions while working on a task.

e) Dialogues are conversation between two or more persons.²³

²³Dale H. Schunk, Paul R. Pintrich, Judith L. Meece, *Motivation in Education Theory, Research, and Applications*, (2008), p. 236.

From these statements, it can be known that there are various ways for the researcher to assessing motivation. In this case the researcher used self-reports especially questionnaires to assess motivation.

The questionnaires are adapted from the attitude/motivation test battery (AMTB) by Gardner. The attitude/motivation test battery (AMTB) is a kind of technical report to know about students' motivation and attitude toward language learning. It is considered of many statements describing students' perception in learning a language. AMTB is made to assess non-linguistic aspects in language learning.²⁴

Many researchers also adapted AMTB to assess their research about attitude and motivation because the questionnaires are quiet valid and reliable to assess students' motivation. This AMTB is the English-language version for use with students studying English as a foreign language. It is consists of many items of statements involving attitude and motivation.

However, the researcher only took the questionnaires about motivation which are suitable with this research and translate the questionnaires into Indonesian language. It is done to confirm the result of motivated students in questionnaires whether they truly have high motivation in learning English or not. Motivated students can be seen by the how students' persistence at tasks, the effort they expend to perform well and how willingly they engage in tasks. Then, after researcher got

²⁴R. C Gardner, *The Attitude/Motivation Test Battery: International AMTB Research Project*, (Canada: The University of Western Ontario, 2004).

the data from questionnaires of motivation, the questionnaires were assessed by Likert Scale and all of the answers were tabulated.

3. Concept of Vocabulary

The smallest part of sentence is a word. A word is part of many vocabularies. Vocabulary is one of elements in English. It is considered as a very important communication tool who improves a person's knowledge. Knowing a lot of word in foreign language is very important. The more words people know, the easier they will understand the foreign language.

a. Definition of Vocabulary

According to Richards and Renandya, vocabulary is a component of language proficiency and provides much of the basis for how people speak, listen, read and write.²⁵ It can be assumed that the first thing students should know in order to master English is vocabulary. Without vocabulary, people cannot speak, listen, read and write well. It is one of language components that should be mastered to get the language goals.

Furthermore, Hiebert and Kamil state that vocabulary is knowledge of the meanings of words.²⁶ It means that when we have master vocabulary we can know the meaning of the words or the sentences. In addition, Cameron states that vocabulary is to know a word and

²⁵Jack C. Richards and Willy A. Renandya, *Methodology in language teaching on Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 255.

²⁶Elfrieda H. Heibert and Michael L Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*, (London: Mahwah Jersey, 2005), p. 3.

meaning.²⁷ It can be said that vocabulary is the basic component of the language used to know the meaning of the word. Without vocabulary, a sentence cannot be arranged correctly.

Vocabulary is a much more powerful carrier of meaning compared to grammar because we can get our message over with vocabulary and without grammar, but we cannot communicate unless we use the necessary words in our patterns and structures.²⁸ From this statement, it can be said that vocabulary is more important needed for communication rather than grammar. Vocabulary is a powerful carrier to communicate with others.

Moreover, Charthy states that no matter how well the students learn grammar, no matter how successfully of L2 are mastered, without words to express a wide range of meaning, communication in an L2 just cannot happen in any meaningful way.²⁹ It means that, without vocabulary communication in a foreign language or second language is impossible to happen, so vocabulary is important to do a communication.

Based on the definition above, the researcher concludes that vocabulary is one and the most important components of language that focus on the meaning of the word and become the basis of English that must be learned first for master English. It is going to help the students in

²⁷Lynne Cameron, *Teaching Language to Young Learners*, (Britania Raya: Cambridge University, 2001), p. 75.

²⁸Nurgun AKAR, *Teaching Vocabulary Bridging the Gap between Theory and Practice*, (Ankara: Eylül, 2010), p. 1.

²⁹Michael McCharthy, *Vocabulary*. Oxford: (London: Oxford University Press, 1990), p. 128.

learning English and also will help the students improve their language proficiency. Without vocabulary, people cannot speak, listen, read and write well.

b. Kinds of Vocabulary

There are two kinds of vocabulary. They are Passive/Receptive Vocabulary and Active/Productive Vocabulary.³⁰ It means that the kinds of vocabulary are receptive and productive. Receptive is the passive vocabulary while productive is the active vocabulary. There are some words in making sentences and the collections of words to make sentence include to the vocabulary because vocabulary is a collection of words.

In other word, Hiebert and Kamil say that knowledge of words comes in two forms, receptive that we can understand or recognize and productive that is vocabulary we use when we write or speak.³¹ From this statement, it can be known that receptive vocabulary refers to students' ability to recognize a word and knowing the meaning while listening or reading, while productive vocabulary refers to students' ability to use a word in speaking or writing.

Based on the explanation above, the researcher concludes 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

³⁰Nurgun AKAR, *Loc. Cit.*

³¹Elfreida H. Heibert, Michael L Kamil, *Loc. Cit.*

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. Type of Vocabulary

Vocabulary simply means words, and English vocabulary means lots of words. Every word divided into some of type and can be categorized as a part of speech based on the function in the sentence. According to Frank part of speech is the sentence that divided according to the functional each word has in the subject–predicate relationship.³² It means that part of speech is word that divided based on the functional each word.

Meanwhile, Thornbury says that in term of the meanings, word divided into two groups. There are content words and grammatical words.³³ Content words consist of noun, verb, adjective, and adverbs. while grammatical word consists of pronoun, preposition, conjunction, and determiner. Those can be described as follows:

1) Noun

³²Marcella Frank, *Modern English a Practical Reference Guide*, (New York: New York University Press, 1972), p. 1.

³³Scott Thornbury, *How to teach vocabulary*, (Harlow: Longman, 2002), p. 4.

Sjah and Enong states that noun is a word used to name people, place, plant, object, animal, quality and abstract concepts.³⁴ It means that noun is one of the elements of speech that used to name people,etc.

2) Verb

According to Sjah and Enong verb is a word that is showed measured and condition of a thing.³⁵ It means that verb is used to show the condition of thing especially in action.

3) Adjective

According to Harmer, adjective is a word that gives more information about noun or pronoun and it can be used before or after noun.³⁶ It means that adjective is a word that gives more information about noun or pronoun. For example: beautiful, tall, big etc.

4) Adverbs

Adverbs range in meaning form words having a strong lexical content (those that describe the action of the verb, or those that indicate such meanings as time and place).³⁷ From the statement above, researcher assume that adverb is word that describes or adds to meaning of another part of speech, such as verb, adjective, etc.

5) Pronoun

³⁴Djalinus Sjah and AzimEnong, *Modern English Grammar*, (Jakarta: CV Simplex, 2012), p. 15.

³⁵*Ibid.* p. 30

³⁶Jeremy Harmer, *Op. Cit.*, p.37.

³⁷Marcella Frank, *Op. Cit.*, p.141.

According to Rozakis, a pronoun is a word used in place of a noun or other pronoun.³⁸ From this statement the researcher concludes that pronoun is words in a language that are used as substitutes for nouns or noun phrases.

6) Preposition

Prepositions link a noun or a pronoun following it to another word in a sentence.³⁹ It means that a noun or pronoun always follows a preposition.

In other word, Frank states that preposition is classified as a part of speech in traditional grammar and prepositions range in meaning from such definite semantic notions as time, place, etc.⁴⁰ It means that preposition is one of part of speech that is used to show direction, location, time, or introduce an object. From the definition above, the researcher concludes that preposition is a word used to link nouns, pronouns, or phrases to other words.

7) Conjunction

Conjunctions connect words or groups of words and show how the words are related.⁴¹ It means that conjunctions are word which link other words, phrases, or clauses. For example: for, and, nor, but, so.

8) Determiner

³⁸Laurie Rozakis, *English Grammar for the utterly confused*, (New York:The McGraw-Hill Companies, Inc., 2003), p. 9.

³⁹*Ibid.*

⁴⁰Marcella Frank, *Op. Cit.*, p.163.

⁴¹Laurie Rozakis, *Op. Cit.*, p.7.

According to Frank the two articles are the and a.⁴² It means that determiner is a modifying word that determines the kind of a noun, for example a, and the. The existence of determiner is to complete a noun.

From the explanation above, it is clear that there are some types of vocabulary. All type of vocabulary needs to be known and learnt for the successful of mastering vocabulary. Vocabulary should be mastered in language learning especially in teaching learning English. In this case, the researcher focused on vocabulary that consists of noun, verb, and adjective.

d. Important of Vocabulary

Vocabulary is an essential part in foreign language learning as the meaning of new words whether in books or in classrooms.⁴³ It means that vocabulary is important for students. Students use vocabulary to understand the material, to make a sentence or to express opinions, thinking or ideas in their social communication whether in books or in classroom.

According to Gruber, vocabulary is very important to reach the high score by saying, “Improving your vocabulary is essential if you

⁴²Marcella Frank, *Op. Cit.*, p.125.

⁴³Mofareh Alqahtani, “The importance of vocabulary in language learning and how to be taught”.*International journal of Teaching and Education*, Vol. III, No.3 (2015), p.21

want to get a high score”.⁴⁴ It means that to be success in learning goals and to get the high score in English students should master vocabulary.

In other words, Schmitt states that learning vocabulary is an essential part of mastering a second language.⁴⁵ From this statement, it can be said that students should to be mastered an adequate vocabulary to get the success in second language learning.

From the explanation by the expert above, the researcher concludes that vocabulary is very important in learning English because vocabulary is one of the main aspect that should be master first before study other language skills. Vocabulary is important for students to master English. Vocabulary also can encourage the students to get high score in English.

4. Concept of Vocabulary Mastery

According to Cameron, vocabulary is central to the learning of a foreign language at primary level.⁴⁶ It means that vocabulary is basic element of language start from primary level which makes a language meaningful, so when the students' vocabulary mastery is limited, they will find some difficulties in using English.

Chartey says that good mastery of vocabulary is important for everyone who learns the language, which is used in listening, speaking,

⁴⁴Gary R. Gruber, *Word Master-The Most Effective Way to Learn the Most Important SAT Vocabulary Words*, (New York: Sourcebooks, Inc.,2009), p. 3.

⁴⁵Norbert Schmitt, *Researching Vocabulary: a vocabulary research manual*, (New York: Palgrave Macmillan Publishers, 2010), p. 4.

⁴⁶Lynne Cameron, *Op. Cit.*, p.72.

writing, and reading besides grammar as well.⁴⁷ From the statements, it is clear that vocabulary is important to be mastered for students.

According to Shejbalova, generally knowing a word involves knowing four aspects as follows:

1. Meaning: relate the word to an appropriate object or context.
2. Usage: knowledge of the way a word, phrase, or concept is used in a language or language variety.
3. Word formation: ability to spell and pronounce the word correctly, to know any derivations (acceptable prefixes and suffixes)
4. Grammar : to use it in the appropriate grammatical form.⁴⁸

From the definition above, it can be said that there are four aspects as the basic of knowing a word that should be mastered by students.

In other word, Harmer stated that there are four aspects of vocabulary that should be taught or mastered by students in learning new vocabulary items, they are as follow:

a. Word Meaning

The first thing to realize about vocabulary items is that they frequently have more than one meaning. The word “head”, for example, sometimes means a top of human body, but it can also mean the leader of office e.g. headmaster. The other facts sometimes word has meaning in relation such as antonym and synonym.

⁴⁷Michael McCarty, *Vocabulary; Description, Acquisition and Pedagogy*, (London: Cambridge University Press, 1997), p.140.

⁴⁸Dana Shejbalova, *Methods and Approaches in Vocabulary Teaching and Thier Influence onStudents' Acquisition*, (Masaryk: Masaryk University, 2006),p.10.

b. Word Use

It is frequently stretched through the set of metaphor and idiom. We know that the word *hiss* for example, describe the noise that snakes make. But we stretch its meaning to describe the way people talk to each other (“*don’t move or you’re dead*”, she hissed). That’s metaphorical use, at the same time, we can talk about treacherous people as snake (*He’s a real snake in the grass*). *Snake in the grass* is a fixed phrase that has become an idiom.

c. Word Formation

Students have to know things about word formation and how to change words to be compatible with different grammatical context. Word formation is also connected with suffixes and prefixes (im-, or in) such as in *imperfect* and *perfect*, *inappropriate* and *appropriate*, etc. word formation then means knowing how words are written and spoken form.

d. Word Grammar

The last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. We make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.⁴⁹

From the definition above, the researcher concludes that knowing a word means knowing word meaning, word use, word formation, and word

⁴⁹Jeremy Harmer, *Op. Cit.*, p. 18.

grammar. Furthermore, all these aspects of word knowledge can be realized receptively or productively.

Students' vocabulary mastery means students ability to use, to understand the properties of words in English, and also to know the meaning of the words. By mastering vocabularies, the students can learn English easier. Vocabulary mastery is very important to be able to speak, write, read, and listen well.

According to Thornbury, Any vocabulary test therefore needs to take into account the multi-dimensional character of word knowledge, but most of vocabulary tests target only one or two aspects of word knowledge.⁵⁰ It means that in arranging vocabulary test items for students, the content of tests target only one or two aspects of word knowledge. So that vocabulary mastery in this research is just focus on word meaning and word use in the noun, verb, and adjective.

B. Frame of Thinking

Students' motivation in learning English becomes essential parts in teaching learning process. Many researchers considered that motivation is one of the elements that determine success in developing a second or foreign language. Without motivation student cannot learn better, enthusiastic and achieve learning goals. This includes when students learn about vocabulary.

Vocabulary is one of English components that should be mastered by students because it becomes one way to make easy to learn all of the English

⁵⁰Scott Thornburry, *Op. Cit.*, p. 130.

language skill such as reading, writing, listening, and speaking. Without motivation students cannot learn vocabulary better and enthusiastic. So, students cannot reach the goals of teaching vocabulary. Consequently students' cannot master vocabulary.

In other words, it could simply be said that without motivation there would students produce no action, activity or doing and consequently there would be no effort developed to acquire any knowledge. Besides motivation, learning and acquiring vocabulary and grammar there is another crucial aspect of teaching-learning English.

Motivation can facilitate English learning given the significant role that motivation plays in language learning. Because of this, the students are expected to be persistently motivated in vocabulary learning, further research needs to be undertaken to systematically examine its effect on the English learning process. Because of this, the researcher assumed that there is correlation between students' motivation in learning English and their vocabulary mastery.

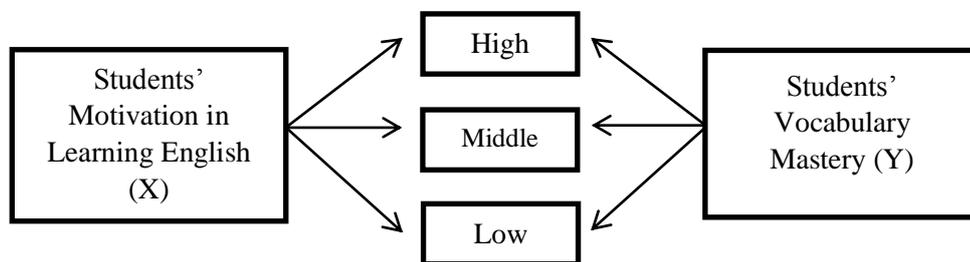


Figure 1
Relationship of Students' Motivation in Learning English and Their Vocabulary Mastery

C. Hypothesis

Based on the frame of theory and frame of thinking above, the hypothesis formulated as follow:

H_1 = There is correlation between students' motivation in learning English and their vocabulary mastery at the first semester of the eighth grade of SMP Negeri 21 Bandar Lampung in the academic year of 2019/2020?"

H_0 = There is no correlation between students' motivation in learning English and their vocabulary mastery at the first semester of the eighth grade of SMP Negeri 21 Bandar Lampung in the academic year of 2019/2020?"



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