

**THE CORRELATION OF MOTIVATION, VOCABULARY
MASTERY, AND STUDENT'S WRITING SKILL**

SKRIPSI

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LEGITIMATION

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CHAPTER I

INTRODUCTION

In chapter I, the writer presents about several parts. They are the background of the study, statements of the problem, objectives of the study, the significance of the study, and definition of key term.

A. Background of the Study

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

The intrinsic factors plays important role in learning. One of the intrinsic factors is motivation. Everybody needs to have motivation and a reason for action. Second and foreign language learners should be offered the opportunity to be motivated and fulfil their learning orientations. Nunan (2003: 22) says that motivation and learning attitude are important predictors of achievement. In relation with that statement, Slavin (2009: 302) says that students who are highly motivated to learn something are more likely than

others to consciously plan their learning, to carry out a learning plan, and to retain the information they obtain.

Students with high motivation to learn English will better prepare themselves to engage the process of teaching and learning in the classroom. Teachers, parents or observers will be easy to differentiate them with one with low motivation. Students with high motivation will prefer to read and write more, ask many questions to teachers, do the exercises, expose themselves to English language using, trying to use their English skill to communicate with others, or happily engage in the process of teaching and learning English. Meanwhile, students with low motivation usually have no strong will to engage in the process of teaching and learning English. They rarely ask questions even though they do not understand the subject. They will have to be forced by teachers or parents to read a book, write, do the exercises, or do the tasks from teachers. Students with low motivation usually assume English subject as a difficult or even the most difficult subject to be learned.

The low or high motivation to learn English finally influenced the result of the learning. The higher motivation will result in higher achievement, while the lower one will also result the lower achievement. It means that the high motivation has encouraged and supported students to put all of their effort to master English subject. It leads them to get better result in the test or examination. Intrinsically motivated students do much better in classroom activities because they are willing and eager to learn new thing. Their learning experience is more meaningful and they go deeper into the

subject to fully understand it. Another factor influences the success of writing is linguistic factors such as knowledge of vocabulary, knowledge of grammar, knowledge of punctuation, and other part of language.

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

Based on the explanation of the theories and some former studies, motivation, vocabulary mastery, and students' writing skill have a correlation. Therefore, the writer would like to know whether motivation, vocabulary mastery, and students' writing skill have a positive correlation of the Indonesian students of English, especially in SMPN 3 Bojonegoro. In addition, she conducts her research entitled, "The Correlation of Motivation, Vocabulary Mastery, and Students' Writing Skill on the eighth graders of SMPN 3 Bojonegoro, in the academic year of 2018/2019".

B. Statements of the Problem

The problems investigated are stated as follows:

1. Is there a positive correlation between students' motivation and their writing skill?

2. Is there a positive correlation between students' vocabulary mastery and their writing skill?
3. Is there a positive correlation between motivation and vocabulary mastery simultaneously and students' writing skill?

C. Objectives of the Study

The purposes of the study can be stated as follows:

1. To find out the correlation between students' motivation and their writing skill.
2. To find out the correlation between students' vocabulary mastery and their writing skill.
3. To find out the correlation between motivation and vocabulary mastery simultaneously and students' writing skill.

D. The Significance of the Study

By conducting the research about the correlation of motivation, vocabulary mastery, and students' writing skill, the writer hopes that the result of the research will be useful to give some contributions to English language teaching and learning as follows:

1. For the teachers.

The result of the research will be useful as a reflection in order to increase and develop their method in teaching students to improve students' motivation, vocabulary mastery and students' writing skill.

2. For the students

The finding of the research will improve their motivation then motivate them to master the vocabulary more than they did before and

encourage them to learn English. In addition they will be able to increase their writing skill.

3. For the other researchers

The finding of the research hopefully can be useful as the source of their reference and it is also useful to inform the readers about the correlation between motivation, vocabulary mastery, and students' writing skill of the eighth graders of SMPN 3 Bojonegoro.

E. Definition of Key Term

In this sub chapter the writer explains about the variables of the study. This study has two variables, namely predictor variables and response variable. The predictor variables consist of motivation and vocabulary mastery those also called as independent variables. While the dependent or the response variable is the students' writing skill.

1. Motivation is one of the intrinsic factor that can increase someone's desire to do something.
2. Vocabulary is a list or a set of words for a particular language or a list or a set of words that individual speakers of language might use, (Hatch and Brown, 1995: 1)
3. Vocabulary Mastery is a process to memorize and understand words along with the meaning.
4. Writing Skill is an ability to write well and correctly.

CHAPTER II

THEORETICAL REVIEW

This chapter is divided into four parts. They are theoretical review, review of related study, theoretical framework, and hypothesis.

A. Theoretical Review

In the review of literature, the writer gives some explanations about motivation, vocabulary mastery, and writing. These theories support the idea which is brought in this research.

1. The Nature of Motivation

a. The Definition of Motivation

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

Meanwhile Winkel (2009: 169) differentiates between motive and motivation. According to him, motive is an inner drive that moves someone to act or to do some activities to reach a specific goal, while

motivation is an active motive in some situation. Syah (2008: 136) defines motivation as internal drive which pushes someone to something.

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

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

The concept of motivation helps one, especially teacher, understands and explains certain facts about behaviour and learning. Teacher needs to explain why some students are always keen to do well and why others with the same level of ability are uncaring about learning.

By understanding the concept of motivation, the teacher can use it to efficiently motivate students to learn.

b. The Functions of Motivation

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

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

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

- 1) Supporting students to act.
- 2) Directing learning activity toward the goal of learning.

- 3) Selecting learning activity. Motivated students select learning activity which is in line with the goal of learning.

Motivation is an important psychological construct that has some functions in learning and performance in at least four ways as the following:

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

c. Types of Motivation

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

1) Instrumental and integrative motivation

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

2) Intrinsic and extrinsic motivation

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

Nunan (2003: 18) says that intrinsic motivation:

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

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

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

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

a) Arousing interest

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

b) Maintaining curiosity

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

c) Using a variety of interesting presentation modes

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

d) Helping students set their own goals

One fundamental principle of motivation is that people work harder for goals that they themselves set than for goals set for them by others.

Usman (2005: 29) says that extrinsic motivation is cited by outside environment. Harmer (2005: 51) defines extrinsic motivation as motivations which comes from outside or it is caused by a number of outside factors such as the need to pass an exam, the hope of financial reward, or the possibility of future travel. Extrinsic motivation can be described as factors external to the individual and unrelated to the task they are performing. School plays important role in enhancing students' motivation using extrinsic incentives. Slavin (2009: 313) says that extrinsic incentives are rewards for learning that are not inherent in the

material being learned. It might range from praised to grades to recognition to prizes or other rewards.

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

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

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

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

Meanwhile, some ideas to ensure the effectiveness of extrinsic motivation in motivating students. They are as follow:

- a) Extrinsic motivation does induce an individual to perform a certain task even if there is no interest in it. The external reward lengthens the duration of the anticipated reward even if interest is long gone.
- b) It paves the way for the individual to set goals. Students will consort to playing by the rules and even develop a huge amount of persistence towards getting that reward.
- c) Extrinsic motivators can release stress. The lack of extrinsic motivation cannot distract a person from the pressure that he gets from his job.
- d) Extrinsic motivation is not sustainable. Motivation slowly vanishes when the punishment or reward stay at equivalent levels. More motivation means bigger rewards.

d. Factors Influencing Motivation

Motivation is a notion and also a condition with can rise and down. The rise and also the down of motivation are influenced by many factors related to the growth of motivation. As the illustration, a student studies because there is a mental drive in his self. The mental drive includes the want, or the idea. It can be either high or low. Dimiyati and Mudjiono (2002: 97-100) state many factors influencing motivation. They are: (1)

students' idea, (2) the ability and capability of students, (3) students' condition, (4) environments, (5) dynamic aspects in the learning and teaching process, and (6) the role of teacher to motivate students.

According to Dimyati and Mudjiono (2002: 97) students' idea can strengthen intrinsic or extrinsic motivation to learn. Students' idea must be balance with the students' ability and capability. The idea to be skilled in writing, for the example, must be balance with the ability to write down an article or an essay according to their idea. The accomplishment in writing their idea will satisfy the student and will strengthen students' motivation in conducting his development tasks.

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

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

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

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

There are many de-motivating factors which pose as barriers to students' successful of learning second language. The study found that the main de-motivating factors were complicated English grammar rules, difficulty in understanding listened English, spelling and reading mistakes, difficult textbook, large memory load, low self-esteem, fear of laughter by students, no encouragement from parents and friends, rapid pace of the lesson, too much nervousness, fear that teacher would correct mistakes immediately in front of the whole class, no use of modern technological aids in teaching English, and teachers anger over a wrong answer.

Hussin, Maarof, and D'Cruz, (in Ebata, 2008) state that six factors influence motivation in language learning, attitudes, beliefs about self,

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

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

1) The society

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

2) Significant others

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

3) The teacher

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

4) The method

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

e. Motivation in Language Learning

Learning motivation is all of inner and psychological drive which pushes or prompts students to study and to learn, which guarantee

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

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

The acquisition in writing does not happen independently characteristics unique to the learner. Variables related to motivational aspects such as attitudes toward learning school as well as personal goals and self-concept appear to be associated with students' writing skills and engagement.

Ebata (2008) says that in order for language learners to experience success and become satisfied, it is essential for instructors to create a relaxing learning environment so that students can perform successfully. Moreover a language class needs to contain a variety of

materials and activities focusing on all necessary skills. By encouraging students to practice not only one skill but all, the class will become more challenging and effective. Experience of success and satisfaction also has a strong connection with motivation. By realizing their improvement and achievement, students always gain the feeling of success. In order to language students to become satisfied with a lesson, it is required to produce a stress-free classroom and develop integrated-tasks lesson. It is necessary that there is a trust between a teacher and the students much communication in a target language is developed.

f. Assessment of Motivation

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

Based on the explanation above, the writer draws a conclusion that motivation to learn a language is based on the inside or outside needs of the students, while teacher and learning situation help students to

maintain or elevate their intrinsic motivation to learn English language, the writer decided to include both the intrinsic and the extrinsic motivation because these two types play significant role in motivating students to learn.

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

2. Vocabulary

a. The Nature of Vocabulary

Vocabulary means words that someone knows then use those (word) to communicate with others in a particular language. People can find these words on the dictionary of particular language. It is in line with the definition stated by Echols and Shadily (1990) that vocabulary as “a list of words.” Renandya (2002: 255) proposes that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Pikulski and Templeton

(2004: 1) states that vocabulary is “the sum of words used by, understood by, or at the command of a particular person or group.” Therefore, vocabulary can be stated as a list or a series of words that is used to express the idea or in order meaning it is used for general communication. Considering its definition, vocabulary serves important aspect when the students want to share their ideas through written or spoken way.

b. Kinds of Vocabulary

There are two kinds of vocabulary according to Nation (2001: 24) in relation to the language skills of reading, listening, speaking and writing. They are receptive and productive or passive and active vocabulary. Receptive or passive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive or active vocabulary is utilized actively either in speaking or writing.

c. Vocabulary Size

Cameron (2001: 75) says that vocabulary size is usually measured to the nearest thousand, and counts “word families”. Furthermore, Waring and Nation (in Cameron 2001: 75) state that the size of the English lexicon has been estimated at 54,000 word families for the language as a whole, and 20,000 for a university graduate.

d. The Importance of Vocabulary

Vocabulary is basic to communication. To express an idea or ask some information, a person must be able to produce lexical items to convey his/ her meanings. Cameron (2001: 72) believes that building a

useful vocabulary is central to the learning of a foreign language at primary level. Vocabulary mastery is important in writing. Without enlarging their vocabulary, students cannot write successfully. Therefore, anyone who learned a language successfully must enlarge her or his vocabulary mastery.

e. Factors Influencing in Learning Vocabulary

There are seven factors which influence students to learn the vocabulary according to Thornbury (2004):

- a. Cognate and loan word
- b. Pronunciation
- c. Spelling
- d. Length and complexity
- e. Grammar f. Meaning
- g. Range, connotation, and idiomatic

f. The Technique and Approaches in Learning Vocabulary

Gairns and Redman (2003) make a consideration of the techniques and approaches to present a new vocabulary. First is traditional technique and approaches. It consists of visual and verbal technique. Second is student-centered learning. It consists of asking others, using dictionary, and contextual guesswork.

3. Vocabulary Mastery

a. The Definition of Vocabulary Mastery

According to Manser (1995: 461) in the Oxford Learners Dictionary vocabulary is the total number of words in a language, all

words known by a person or used in a particular book, subject, or a list of words with their meanings. Vocabulary means the words that make up the language. It also means all of the words known and used by a person, a list or collection of words and phrases usually alphabetically arranged and explain or define, a list or collection of terms or codes available for use, a sum or stock of word employed by a language group, individual concluded that vocabulary is the total number of words in a particular language that a person knows or uses.

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

b. The Importance of Vocabulary Mastery

In the process of learning foreign language, the ability to understand the language greatly depends on one's knowledge of vocabulary, besides the other knowledge of language itself. Vocabulary is one elements of the language that it will be hard to master language without understanding a certain number of vocabularies.

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

c. Assessment of Vocabulary Mastery

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

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

Based on Harmer (2005) statement above, the assessment of vocabulary mastery in this research should include all knowledge of words. Those are: (1) word meaning, (2) word combination or word formation, and (3) word grammar. Word meaning can be measured from three aspects, namely: (1) synonym, (2) antonym, and (3) definition. Word formation can be measured from two aspects, namely: (1) suffix and (2) prefix. Word grammar can be measured from three aspects, namely: (1) adverb, (2) adjective, and (3) conjunction.

4. General Concept of Writing

The writing skill is considered more complicated than that of other language skills. Basically the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way because when doing writing, students are required to pay attention to the content, organization, vocabulary, grammar, and language use simultaneously. Writing is a way to produce language you do naturally when you speak. Writing is speaking to others on papers or on a computer screen. Unlike speaking, writing does not happen all at once.

According Broadman (2002:11) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. It can be concluded that writing is a way to produce language that comes from our thought. It does not need only once time, but it needs a lot of time to do the editing process and rewrite the text.

Writing is a way of sharing personal meanings and writing courses emphasize the power of individual to construct his or her views on a topic (Hyland, 2003:9). Writing is a way to produce language and communicate with other on a written way. It is an action for writers to express their opinions, ideas, and feelings and organize them in a written form. The purpose of writing is to give some information to other people by writing it down. Thus, writing is one of the important skills in learning English, which has to be mastered.

a. Steps in Writing

There is not writers approach writing process in the same way. But they generally follow a series of actions that something looks like this:

a. Exploring Ideas

Writing first involves discovering ideas. Writers should consider the subject, the purpose, and the audience targeted. As in speaking, writers must have something to say, a reason for saying it, and someone to say it to.

b. Prewriting

The second step of the writing process involves writing the writers thoughts on a paper or a computer. The writers may use some methods, such as brainstorming, clustering, or free writing.

c. Organizing

After putting the ideas into words, writers can begin to organize them. They need to think again about their purpose and audience. The process of organizing involves selecting the best idea or part from the prewriting process, subtracting the parts of the prewriting that are not related to writers choice, adding other some information, and arrange them in a certain outline.

d. Writing a First Draft

In this step, writers start to develop their outline into paragraph. Writers may add new ideas by putting them in a note.

e. Revising the Draft

Revising is the most important steps of writing, especially for people who write in second or foreign language. Writers read the first draft, add ideas, remove ideas that do not fit, rearrange sections, say sentences differently and make a clean copy of the draft in this step.

f. Producing the Final Copy

This step includes editing and proofreading. Editing means that writers check carefully the grammar, word choice, verb forms, punctuation, and the spelling then correct them if there is an error made. Proofreading means carefully examining the final copy again and check the corrections the writers made. The six writing steps need to be applied not only by book writer or experts but also by students as language learners in order to get better writing product.

B. Previous Research

There are many researchers conducted to find out the correlation between learning motivation and vocabulary mastery and writing skill. Some of them are as follow:

1. The research conducted by Fazal ur Rohman, Nabi Bux Jumani, and Abdul Basit (2010) about motivating and de-motivating factors among learners. The study aimed to investigate motivating and de-motivating factors in learners and their impact on their achievement. The subject under focus was English (English as second language). The sample of the study consisted of 100 students of Higher Secondary School and the

instrument of the study consisted of a questionnaire and an achievement test in the subject of English. It was found that majority of students were motivated to learn English. The results of the study revealed a significant correlation between the motivation and academic achievement of the students. The study found that the main de-motivating factors were complicated English grammar rules, difficulty in understanding listened English, spelling and reading mistakes, difficult textbook, large memory load, low self-esteem, fear of laughter by students, no encouragement from parents and friends, rapid pace of the lesson, too much nervousness, fear that teacher would correct mistakes immediately in front of the whole class, no use of modern technological aids in teaching English, and teacher anger over a wrong answer. The study further revealed that there are significant gender differences in the motivational factors. The male students were found more motivated than female. The study recommended that teachers adopt measures to increase the motivation of students. Further the teachers should focus on practical skills in teaching English and educate the students on how to tackle the social and peer pressure. Teachers need to focus on the gender differences.

2. The research conducted by Hasan and Nanang Bagus Subekti (2017) about The Correlation between Vocabulary Mastery and Writing Skill of Secondary School Students. The study aimed to find out the score of students' vocabulary mastery and writing descriptive text ability and also the correlation between students' vocabulary mastery and writing descriptive text ability among the seventh grade students in SMP 3

Bantul Yogyakarta academic year 2016/2017. The study used descriptive and correlational analysis. The data collection technique used were two tests, multiple choices test to find out the students' score of vocabulary mastery and essay test to find out the score of students' ability in writing descriptive text and to find out the correlation between students' vocabulary mastery and writing descriptive text ability among the seventh grade students in SMP N 3 Bantul Yogyakarta in the academic year 2016/2017. The result of the study showed that students' mean in vocabulary mastery was 67.79 greater than the ideal mean 53.5. The mean of students' writing ability was 63.79 close to the ideal mean 70. Based on the result, it is shown that there is a positive and significant correlation between vocabulary mastery and writing descriptive text ability. It means that vocabulary mastery influences writing ability.

C. Theoretical Framework

In the previous sub chapter, the review of the theoretical studies, the writer explains some theories underlying three variables used in this research: motivation, vocabulary mastery, and students' writing skill. The theories will be used to test the hypothesis: There is a correlation of motivation, vocabulary mastery, and students' writing skill of the eight graders students of SMPN 3 Bojonegoro in the academic year 2018/2019.

This study will find out the correlation of motivation, vocabulary mastery, and students' writing skill. The students' motivation will be measured through questionnaire. On the other hand, students' vocabulary

mastery and writing skill will be measured by conducting written test or if there is the former test score, it can be used to change the written test. Later, the result of each test and score will be correlated each other to prove the hypothesis.

D. Hypothesis

1. There is a positive correlation between motivation and students' writing skill of the eighth grade students of SMPN 3 Bojonegoro in the academic year 2018/2019.
2. There is a positive correlation between vocabulary mastery and students' writing skill of the eighth grade students of SMPN 3 Bojonegoro in the academic year 2018/2019.
3. There is a positive correlation between motivation and vocabulary mastery simultaneously and students' writing skill of the eighth grade students of SMPN 3 Bojonegoro in the academic year 2018/2019.

CHAPTER III

RESEARCH METHODOLOGY

Methodology is one of the important factors in the research activity. By using suitable method, the research activity will get a good result. In this chapter, the writer explains the research methods that were used. The writer presents research design, population and sample, the techniques of collecting the data, research instruments, and techniques of analysing the data.

A. Research Design

This research can be categorized as correlational study which studied the correlation between two or more variables. Correlational study

which was aimed at resulting hypothesis was carried out by measuring some variables and the coefficient of correlation between variables (Sudjana and Ibrahim, 2007: 77). This study had two kinds of variables, namely predictor variables and response variable. The predictor variables consist of motivation and vocabulary mastery. The response variable was the students' writing skill. The researcher used the correlational study to find out whether each of the two variables, motivation and vocabulary mastery had a positive and significant correlation with students' writing skill. The index of correlation ranges between -1 to +1. If the coefficient has a negative sign it means that there is a negative correlation (Sudjana and Ibrahim, 2007: 78). It means that the higher of motivation the lower students' writing skill. While if coefficient has a positive sign it means that there is a positive correlation. It means that the higher of motivation the higher students' writing skill.

The variables being studied in this research were three variables consisted of two independent variables namely: motivation and vocabulary mastery and one dependent variable, namely: students' writing skill. The correlation of the three variables can be seen in the figure 3.1.

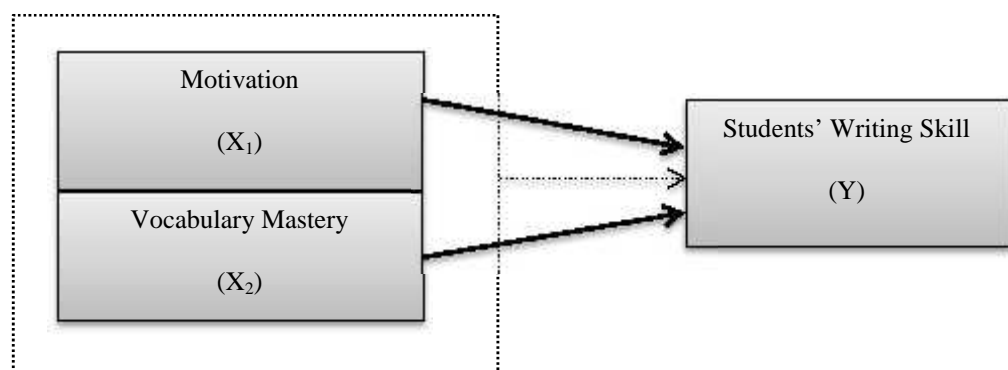


Figure 3.1. The Schema of the Correlation of Motivation, Vocabulary Mastery, and Students' Writing Skill

B. Population and Sample

The population of this research was the eighth grade students of SMPN 3 Bojonegoro in academic year 2018/2019. There were eight classes with ± 32 students in each class. They are class A, B, C, D, E, F, G, and H. The total number of all eighth grade students are ± 256 students.

Sample was a part of population chosen by the writer as the object of the study which represented the population. The writer took two classes to be studied. The sampling of the research was cluster random sampling. The steps of sampling were as follow:

1. Listing the code of the classes.
2. Writing down each code of the class on a piece of paper.
3. Rolling the paper well.
4. Putting the rolled papers in a container.
5. Shaking the container well for several times.
6. Taking two of the papers.

Then the chosen classes were the sample of the study. The number of students in those classes were 64.

C. Techniques of Collecting the Data

The techniques to collect the data by using:

1. Questionnaire

The data of students' motivation was quantitative data which was collected from primary source of the data using questionnaire. The primary source was students who become the object of the research.

2. Former Test Score

The data of students' vocabulary mastery and writing skill were quantitative data which was collected from former test score. So the researcher asked to the English teachers for related scores.

D. Research Instruments

The instruments of the study was used by the writer to get the data by using:

1. Questionnaire

The questionnaire was conducted to obtain the data indicating student's motivation in learning English. The questionnaire consisted of 30 statements with four alternatives of answer.

Table 3.1. Alternatives of answer in questionnaire

POSITIVE STATEMENTS		NEGATIVE STATEMENTS	
Types of Answer	Point	Types of Answer	Point
Very agree	4	Very agree	1
Agree	3	Agree	2
Disagree	2	Disagree	3
Very disagree	1	Very disagree	4

The total of points were the score of motivation questionnaire. The blueprint of motivation questionnaire included two kinds of motivation. They were: (1) intrinsic motivation and (2) extrinsic motivation. There were positive and negative statements in intrinsic and extrinsic motivation questionnaire which were written randomly. The questionnaire and the blue print of motivation can be seen at appendix 1.

a. The Validity of Questionnaire

The validity of the motivation questionnaire was done using *Pearson Product Moment*, by the formula as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

(Arikunto, 2006 : 72)

The instrument of motivation questionnaire were tried out to 30 students of one class which was not chosen as the sample of the study. The result of the try out then would be tested its validity

b. The Reliability of Questionnaire

The reliability of motivation questionnaire was done using K.21, by the formula as follow:

$$r_1 = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

(Arikunto, 2006 : 178)

The instrument of motivation questionnaire were tried out to 30 students of one class which was not chosen as the sample of the study. The result of the try out then would be tested its reliability.

E. Techniques of Analysing the Data

The data gained from motivation questionnaire, vocabulary mastery and writing skill would be analysed using simple and multiple correlations, also multiple regression. The first was saying that there was positive

correlation between motivation and students' writing skill and the second hypothesis which was saying that there was positive correlation between vocabulary mastery and students' writing skill were tested using simple correlation or Pearson Product Moment Formula as follow.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

(Soegiyono, 2008: 255)

The result of the computation could be interpreted to find out the degree to which the variables were related. Soegiyono (2008: 257) interprets the coefficient of correlation as follow.

Table 3.2 The Degree of Relation

Interval of Coefficient	The Degree of Relation
0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Adequate
0.60 – 0.799	Strong
0.80 – 0.1.00	Very Strong

Furthermore, to test the third hypothesis which saying that there was a positive correlation of motivation, vocabulary mastery simultaneously and students' writing skill, the researcher used the formula of multiple correlation or Pearson Product Moment. The formula is as the following:

$$r_{X1X2Y} = \sqrt{\frac{r_{X1Y}^2 + r_{X2Y}^2 - 2(r_{X1Y})(r_{X2Y})(r_{X1X2})}{1 - r_{X1X2}^2}}$$

and the multiple linear regression is as the following:

$$Y = a + b_1X_1 + b_2X_2$$

The test of r and linear of Y were used to find out the correlation between the two independent variables toward dependent variable. The result of the computation could be interpreted to find out the degree to which the variables were related.

F. Statistical Hypothesis

1. First Hypothesis

H_0 (Null Hypothesis) : $\rho_{y1} = 0$

H_a (Alternative Hypothesis) : $\rho_{y1} > 0$

ρ_{y1} : The coefficient of correlation between motivation and writing skill

2. Second Hypothesis

H_0 (Null Hypothesis) : $\rho_{y2} = 0$

H_a (Alternative Hypothesis) : $\rho_{y2} > 0$

ρ_{y2} : The coefficient of correlation between vocabulary mastery and writing skill

3. Third Hypothesis

H_0 (Null Hypothesis) : $\rho_{y3} = 0$

H_a (Alternative Hypothesis) : $\rho_{y3} > 0$

ρ_{y3} : The coefficient of correlation between motivation, vocabulary mastery, and writing skill