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LAPORAN PENELITIAN



An Analysis of Students' Motivation on Learning English Vocabulary at the First Year of English Department UMMY Solok on 2019/2020 Academic Year

Tahun ke 1 dari rencana 1 tahun

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**UNIVERSITAS MAHAPUTRA MUHAMMAD YAMIN SOLOK
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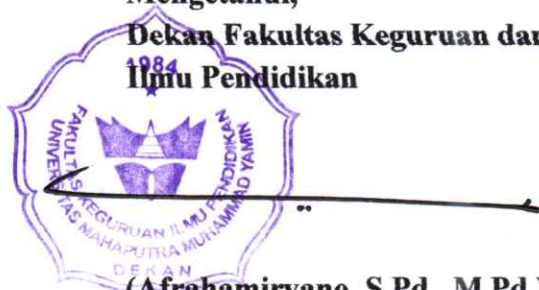
HALAMAN PENGESAHAN

Judul : An Analysis of Students' Motivation on Learning English Vocabulary at the First Year of English Department UMMY Solok on 2019/2020 Academic Year

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Ringkasan penelitian tidak lebih dari 500 kata yang berisi latarbelakang penelitian, tujuan dan tahapan metode penelitian, luaran yang ditargetkan, serta uraian TKT penelitian yang diusulkan.

RINGKASAN

This study was aimed to know about the students' motivation on learning English vocabulary at first year of English Department students of Mahaputra Muhammad Yamin University Solok 2019/2020 academic year. The background of this research was based on the problems that raised by the students in study of vocabulary subject. The subject of this research is the first year students of English Department of Mahaputra Muhammad Yamin University Solok 2019/ 2020 academic year.

This research was conducted by using descriptive research. In collecting the data, the researcher used questionnaire and vocabulary test, in this questionnaire the students could tick (√) in the available columns. In this case, the researcher used 20 items in form of statements. For vocabulary test, the researcher gave 40 items and student could be chosen a, b, c or d, as the correct answer on the answer sheet.

The findings of this research, it was found that contribution of motivation to vocabulary mastery was **25%**. The researcher suggest to the student to increase their motivation on study, especially vocabulary subject. The next researcher can continue this research in the future, because the other researcher can develop next research relate with this research.

Kata kunci maksimal 5 kata

Students' Motivation, Vocabulary Mastery

Latar belakang penelitian tidak lebih dari 500 kata yang berisi latar belakang dan permasalahan yang akan diteliti, tujuan khusus, dan urgensi penelitian. Pada bagian ini perlu dijelaskan uraian tentang spesifikasi khusus terkait dengan skema.

LATAR BELAKANG

A. Background of the Problem

Vocabulary is one of elements in language especially English. It is considered as the most important one for student in learning English as a foreign language. Moreover, it is basic elements that must be acquired by student in order to get other competencies like reading, writing, listening, and speaking. It gives contribution to the students to perform or practice their opinion in oral or written form; vocabulary is a component that important to the people in order to understand about the meaning of communication. If the students do not have enough vocabulary, it makes them difficult to expend the language skill, Because of that the student should master vocabulary well.

Vocabulary mastery is how the students can master vocabulary well and the students are not only required to understand definition of vocabulary, but also be able to use

vocabulary that they have learned in many form. Vocabulary mastery means as a comprehensive knowledge. When the students master vocabulary well, they will be easy to express their ideas. It also helps students interact with others. Lastly, it improves their ability in English because the aim of mastering vocabulary is to make people can communicate effectively by using proper words.

Moreover, vocabulary is also one of is learnt by the students at university level. In English Department of FKIP UMMY Solok, students should follow subject of vocabulary at the first year. In this subject, the students focus on learning about vocabulary starting from daily vocabulary such as things that they can find at home, at school, and in public places. Every learning vocabulary subject, students should prepare equipment that they need during learning process. Other than pen and book, each student also should own dictionary to make them easier to find the meanings of difficult word. Through this activity, they can also enrich their vocabulary. At the end of every meeting, lecture gives some homework to search and memorize some vocabularies related to the material that will be learnt next meeting. Along one semester, students are expected to master vocabulary that had been though and also they can reach the goal of learning.

In other side, based on the researcher do short interview with the student of English department UMMY Solok at 2019/2020 academic year, the researcher know if the students still have difficulties to master the vocabulary well. Those problems have caused by some factors, the first one is students still have limited vocabulary. Second, they do not know how to pronounce correctly. Third, it is difficult to understand the meaning of words. And the last one is students lack of motivation, it can be seen when their study vocabulary subject their often come late, not pay attention when the lecturer explain material and much of them playing phone when study.

Motivation is an inner power and reinforces someone to do something. Motivation is an important factor in learning process. Motivation is also the factors that lead and encourage a person's behavior toward the attainment of goals. Motivation itself is divided in two parts they are: intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from the individual itself without any pressure from the outside. Extrinsic motivation is motivation derives from the outside effect of individual, whether it is from environment, society, pressure, persuasion so that the learners tends to be active in their learning process.

During learning process of Vocabulary subject, some students have motivation to learn English. They try to motivate themselves to work hard and will prepare well whatever they need before they study to make them can get a good value in learning process. In other side, some students do not have motivation to follow the learning process because of that they can feel bored in the class.

Based on the explanation above, this research wanted to know about students' motivation on learning English vocabulary at the First Year of English Department UMMY Solok on 2019/2020 Academic Year.

B. Research Questions

In order to be able to answer the questions in the formulation of the problems above, the research questions were clarified:

1. How was students' intrinsic students' motivation on learning English vocabulary at the First Year of English Department UMMY Solok on 2019/2020 Academic Year?
2. How was students' extrinsic motivation on learning English vocabulary at the First Year of English Department UMMY Solok on 2019/2020 Academic Year?

C. Purpose of the Research

Based on the research questions above, the purposes of the research were to know about:

1. Students' intrinsic students' motivation on learning English vocabulary at the First Year of English Department UMMY Solok on 2019/2020 Academic Year.
2. Students' extrinsic motivation on learning English vocabulary at the First Year of English Department UMMY Solok on 2019/2020 Academic Year.

D. Research Outcome

Theoretically, the result of this research can be as useful input for the English teaching and learning process especially in teaching English vocabulary. Then, it becomes a source of information about the students' motivation in learning English vocabularies. It helps lecturers to motivate students to be more curious and active in learning English as foreign language especially in mastering English vocabulary.

Tinjauan pustaka tidak lebih dari 1000 kata dengan mengemukakan *state of the art* dalam bidang yang diteliti. Bagan dapat dibuat dalam bentuk JPG/PNG yang kemudian disisipkan dalam isian ini. Sumber pustaka/referensi primer yang relevan dan dengan mengutamakan hasil penelitian pada jurnal ilmiah dan/atau paten yang terkini. Disarankan penggunaan sumber pustaka 10 tahun terakhir.

TINJAUAN PUSTAKA

A. Vocabulary

1. Concept of Vocabulary

Vocabulary is the knowledge of meaning of words. Vocabulary is one of the basic important in learning a foreign language. It is set of words which is the students know the meaning when they use in speaking or read orally. There are some definitions of vocabulary given by expert.

According to Richards (2002:255), vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. By having enough vocabulary students will be able to perform better in all aspects of English work. On other word, vocabulary needs for four skills in language such as read, listen, speak, and write.

Besides that, Linse (2005:121) says that vocabulary is the collection of words that an individual knows. When the students learn new words in their foreign language, they are adding new concepts as well as vocabulary items. Then, the students will easy in understand all aspect of English if they have more collection of the words.

In addition, Richards (2007:4) says that words cannot get instantaneously. It gradually and long time you have all had the experience and understand a word when we see it in a text and hear it in conversation, but not being able to use it. So, word can save in memory and being able to use it when we use it gradually.

Based on the definitions above, it could be concluded that the definition of vocabulary is all the knowledge of meaning of words that the students have, and knowing how to use it in correct situation. By having enough vocabulary students will be able to perform better in all aspects of English work. On other word, vocabulary needs for four skills in language such as read, listen, speak, and write to be a good reader, listener, speaker and writer.

2. Types of Vocabulary

English vocabulary is divided into two different parts: active vocabulary and passive vocabulary. Active vocabulary is the words which can be used orally. Passive vocabulary is the word which can be recognized and understood when listening or reading the materials.

According to Hiebert and Kamil (2005:3), there are two main types of vocabulary. First, productive vocabulary means the set of words that an individual can use when writing or speaking. Second, receptive vocabulary is that set of words for which an individual can assign meanings when listening or reading. It can be recognizes and understand a word when the people read it in a text or hear it in a conversation.

Furthermore, Richards (2007:4) says that there are two types of vocabulary. First, productive vocabulary also called as active vocabulary is presented through a wide variety of vocabulary exercises and through speaking and grammar activities. The students are supposed to know how to pronounce words it well they must know and be able to use grammar of the language target. Second, receptive vocabulary also called as passive vocabulary is normally connected with reading and listening. Receptive vocabulary consists of the words comprehended by the people when they read and listen.

Based on the explanation above, it can be concluded that, there are two types of vocabulary, productive and receptive. Productive vocabulary also called achieve that the students produce in their daily activity and can use appropriately in speaking and writing, and receptive vocabulary also called receive which is the students receive in their daily activities that can be recognizes and understand in context of reading and listening.

3. Components of Vocabulary

Vocabulary is also very important for the acquisition process. Without vocabulary the speaker will be difficult to communication with the listeners. In the classroom, the students should realize component of vocabulary to measure the achievement.

According to Harmer (2002:16), vocabulary have some components, they are: word meaning, word use, word combinations (also known as collocation) and the grammar of words.

In addition, Pan and Xu (2011:11) say that there are some components of vocabulary: pronunciation and spelling, grammar, word formation. The students should

know how to pronounce and spelling the word it well. In conclusion, the components of vocabulary consist of form where it involves of spelling of the word, meaning and grammar.

Based on the explanation above It can be concluded that, there are some component of vocabulary, they are: word meaning, word use, word combinations, single, phrases, collocations, grammar and idioms, pronunciation and spelling, grammar, word formation.

B. Motivation

1. Concept of Motivation

Motivation is the word derived from the word 'motive' which means needs, desires, wants or drives within the individuals. It is the process of stimulating people to actions to accomplish the goals. Motivation is also one direction to behavior or what causes a person to want to repeat behavior.

According to Schunk (2001: 74), motivation is what makes you do and determine which direction you want to make. Motivation can vary in intensity (strength) and direction. Motivation is a condition that moves employees to be able to achieve the purpose of motive.

Moreover ,Maslow (2004:241) explains that motivation is as the factors that lead and encourage a person's behavior or desire to perform an activity expressed in the form of a hard or weak effort.

Based on the explanation above, it could be concluded that the motivation means needs, desires, wants or drives within the individuals. What makes you do and determine which direction you want to make. Motivation is also the factors that lead and encourage a person's behavior toward the attainment of goals.

2. Types of Motivation

Motivation is a support which comes from inside consciously or unconsciously to do something based on their own specific goal. The writer also believes that motivation is also the efforts which stimulate people to act so they can reach their goal.

According to Masgoretand Gardner (2003:54), types of motivation divided into two types, there are Intrinsic and Extrinsic. First, intrinsic motivation refers to the motivation that is driven by an interest or enjoyment in the task itself, and exists within the

individual rather than relying on any external pressure. Second, Extrinsic motivation comes from outside of the individual like Environment & Society, Pressure, and persuasion. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity.

Moreover, Sardiman (2007:73) state that motivation is divided in to two types; they are intrinsic and extrinsic motivation. First, Intrinsic motivation is a motivation as incentive, which originates with in the behavior itself rather than externally as in playing musical instrument for enjoyment. It means that intrinsic motivation comes from the individual itself without any pressure from the outside. Second, This motivation derives from the outside effect of individual, whether it is from environment, society, pressure, persuasion so that the learners tends to be active in their learning process. For example: the teacher will give a gift to the students if they answer the question correctly. Extrinsic motivation stems from positive or negative reinforcement which is external to the behavior itself rather than inherent in it, for instance, studying to get good scores not because of studying is enjoyable.

Based on the explanation above, it can be concluded that motivation have two types. First Intrinsic motivation refers to the motivation that is driven by an interest or enjoyment in the task itself (change), and exists within the individual rather than relying on any external pressure. Second, extrinsic motivation comes from outside of the individual, whether it is from environment, society, pressure, persuasion so that the learners tends to be active in their learning process.

Metode atau cara untuk mencapai tujuan yang telah ditetapkan ditulis tidak melebihi 600 kata. Bagian ini dilengkapi dengan diagram alir penelitian yang menggambarkan apa yang sudah dilaksanakan dan yang akan dikerjakan selama waktu yang diusulkan. Format diagram alir dapat berupa file JPG/PNG. Bagan penelitian harus dibuat secara utuh dengan penahapan yang jelas, mulai dari awal bagaimana proses dan luarannya, dan indikator capaian yang ditargetkan. Di bagian ini harus juga mengisi tugas masing-masing anggota pengusul sesuai tahapan penelitian yang diusulkan.

METODE

A. Design of the Research

This research was conducted under the design of descriptive quantitative research. It described about students' motivation on learning English vocabulary at the First Year of

English Department UMMY Solok on 2019/2020 Academic Year. According to Gay and Airasian (2000: 275), descriptive research is a design of the research is used to collect the data in order to get information, opinion, answering from the people related to some topics or issues.

Sugiyono (2012:8) explains that quantitative research methods is a research method based on the philosophy of positivism, is used to examine in a particular population or sample, data collection using research instruments, data analysis is quantitative or statistical, with the aim to test the hypothesis that has been fixed.

In this research, the researcher wanted to know about students' motivation on learning English vocabulary at the First Year of English Department UMMY Solok on 2019/2020 Academic Year.

B. Population and Sample

1. Population

According to Gay (2000:122), population is group the writer would like the result of a study to be generalize. The population in this research was all of students who have finished studying vocabulary subject of English Department at Mahaputra Muhammad Yamin University Solok registered in 2019/2020 Academic year. In this research, the population of this research consists of 28 students.

2. Sample

According to Siregar (2014:56), sample is a data retrieval procedure, in which only a portion of the population take and use to determine the natural and desire characteristics of a population. The sampling technique in this research is purposive sampling. In this research, a purposively the researcher chose all of students in first year as samples and they are 6 students.

C. Instrumentation

According to Sugiyono (2009), there are measuring such as attitudes, opinions, and someone perceptions about social phenomena by using likert scale. To get the data, the researcher will use questionnaire as the instrument of the research.

According to Gay (2012), questionnaire is a number of questions. It might be a lot of questions about the content that should be researched. In this research the researcher will use Likert's scale and use positive statement. For scoring the result of questionnaire the researcher will use points in the questionnaire to score each item. They are: **strongly agree**(5), **agree** (4), **doubtful** (3), **not agree** (2), and **not strongly agree** (1).

Table 1: The Indicators of Motivation

No	Indicator of Motivation	Sub Indicator of Motivation	Number of Item	Time Allocation
1	Intrinsic	Change	1,2,3,4,5	5 minutes
2	Extrinsic	Environment & Society	6,7,8,9,10	5 minutes
		Pressure	11,12,13,14,15	5 minutes
		Persuasion	16,17,18,19,20	5 minutes
Total		4	20	20 minutes

D. Technique of Data Collection

The data of the research was collected by using questionnaire given to the samples. First, the researcher given instructions and asked them to answer the questionnaire by making check list. Then, the researcher collected the questionnaire and then it was analyzed by the researcher.

E. Technique of Data Analysis

After collecting the data, the researcher analyzed and classified them. Then, the researcher calculated the percentage of the students' Motivation in vocabulary learning by using formula suggested by Sudjana and Ibrahim (1989: 129) as follows:

$$P = \frac{F}{N} \times 100\%$$

P = percentage of the answer

F = frequency

N = Total respondents

After measuring the total percentage of the students' motivation scores, the data was classified the percentage based on the classification suggested by Arikunto (2009: 230) to get

quantitative description for each type of the students' motivation after the percentage, the result of questionnaire were classified into following interval:

Table 2: Interval of Frequency and Classification Level of students' Motivation

Interval of Frequency of the Students' Motivation	Classification Level of the Students' Motivation
81% - 100%	Very good
61% - 80%	Good
41% - 60%	Average
21% - 40%	Poor

HASIL PENELITIAN

A. FINDING

1. Data Description

Based on research that has been conducted by the researcher, the data of this research were the experiences of students' vocabulary mastery. It was collected through giving questionnaire and giving test. The researcher has investigated the students' vocabulary mastery related to learning styles at English Department of UMMY Solok registered in 2019/2020 academic year. The researcher took six students in vocabulary mastery as the sample of the research. The analysis of students' learning styles percentage can be seen on the following tables:

Table 9: Calculation Students' Motivation in Meneral

Responded	Strongly agree	Agree	Doubtful	Disagree	Strongly disagree	Total
Score	220	180	75	42	5	522
Percentage	42,14%	34,51%	14,36%	8,04%	0,95%	100%

Based on the table above, it can be described that from 6 students and 522 of total students' score 220 (42,14%) of the students' scores were strongly agree. In option of agree (frequency) was 180 (34,51%). In the option of doubtful (frequency) was 75 (14,36%). In the option of disagree(frequency) was 42 (8,04%), and in the option of strongly disagree (frequency) was 5 (0,95%).

The researcher concluded that the calculation of student motivation score is 42,14% the classification level is **Average**.

B. Discussion

Based on the research finding, the researcher discusses about the result of the data. It is from the questionnaire; the research could answer the research question. The data was obtained from first year students of UMMY Solok in 2019/2020 academic year.

Related to the research findings, researcher could answer the research question. Generally, how students' motivation. It could be seen how students' motivation used in vocabulary class by giving questionnaire. After analyzed the data, the result was good. It was mean that the most of students choose strongly agree respond.

Moreover, the same result also found by Sutagit (2015) The result was shown that learner's motivation significantly correlated to learner's achievement So, it was clear that the learner's motivation really correlated to achievement.

In conclusion, the result of vocabulary test was classified into good category. Then, the result of student motivation was moderate. Finally, the researcher also found there was moderate correlation between students' motivation and their vocabulary mastery.

SIMPULAN DAN SARAN

A. Conclusion

Based on the finding of this research it can be concluded that tudents' Motivation at first year of English Department at UMMY Solok registered in 2019/2020 academic years was 42,14% which could be classified as average level. It means that, the students' motivation in vocabulary subject is average.

B. Suggestions

According to the result of this research the researcher suggested to :

1. The researcher suggest to the student to increase their motivation on study, especially vocabulary subject.
2. The next researcher can continue this research in the future, because the other researcher can develop next research relate with this research.
3. The lecturer should give more inspiration to the students to be more active and remember vocabulary mastery with motivated them, because it makes students more active and will be brave in teaching learning process.

Jadwal penelitian disusun dengan mengisi langsung tabel berikut dengan memperbolehkan penambahan baris sesuai banyaknya kegiatan.

JADWAL

No	Nama Kegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Pengusulan proposal penelitian	√	√										
2	Revisi proposal penelitian			√									
3	Observasi awal ke lokasi penelitian				√								
4	Merancang instrument penelitian					√							
5	Pelaksanaan treatment penelitian						√	√					
6	Pelaksanaan post-test (pengumpulan data)								√				
7	Analisis Data									√	√		
8	Publikasi hasil penelitian											√	
9	Pelaporan hasil penelitian												√

Daftar pustaka disusun dan ditulis berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada usulan penelitian yang dicantumkan dalam Daftar Pustaka.

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Lampiran 1. Justifikasi Anggaran Penelitian

1. Honor				
Honor	Honor/Jam (Rp)	Waktu (jam/minggu)	Minggu	Honor per Tahun/ 12 bulan (Rp.)
Validator Instrument	100.000	1	2	200.000
Pengumpul Data	75.000	4	1	300.000
Analisis Data	150.000	2	1	300.000
Sub Total (Rp.)				800.000
2. Peralatan Penunjang				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Buku referensi	Referensi/ rujukan bahan penelitian	8	125.000	1.000.000
Fotocopy	Perbanyak instrument penelitian	5	45.000	225.000
Dokumentasi selama penelitian	Penelitian	4	75.000	300.000
Jumlah				1.525.000
3. Bahan Habis Pakai				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Kertas HVS	Print laporan penelitian, instrument penelitian	2	55.000	110.000
Catridge Hitam Canon MP280	Print laporan penelitian, instrument penelitian	1	315.000	315.000
Catridge Warna Canon MP280	Print laporan penelitian, instrument penelitian	1	385.000	385.000
Tinta Printer	Print laporan penelitian, instrument penelitian	4	65.000	340.000
Buku folio	Catatan lapangan penelitian	1	20.000	20.000
Pen Correction (Tipe X)	Catatan lapangan penelitian	2	8.000	16.000
Bulpoint	Catatan lapangan penelitian	6	3.500	21.000
Map File Bening	Penyimpanan SK Pelaksanaan Kegiatan	8	6.000	48.000
Map Dokumen	Penyimpanan bahan-bahan hasil penelitian	2	25.000	50.000
Materai 10000	Kontrak Penelitian	12	10.000	120.000
Jumlah				1.425.000

4. Perjalanan				
Material	Justifikasi Perjalanan	Kuantitas	Harga Satuan (Rp)	Biaya/tahun/12 bulan (Rp)
Biaya Transportasi Observasi	Perjalanan Observasi	2	50.000	100.000
Biaya Transportasi Penelitian	Perjalanan Penelitian	6	50.000	300.000
Jumlah				400.000
5. Lain-lain				
Kegiatan	Justifikasi	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun (Rp)
Publikasi di Jurnal	Luaran	1	350.000	350.000
Sub Total (Rp)				350.000
TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (RP)				4.500.000



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Surat Tugas

No. 12.8 /ST-P/LP3M-UMMY/XII-2019

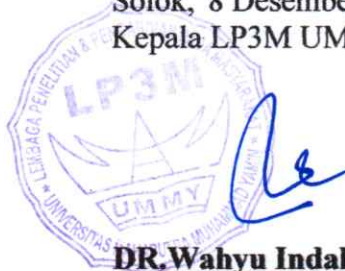
Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

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Untuk melaksanakan kegiatan Penelitian dengan judul **“An Analysis of Students’ Motivation on Learning English Vocabulary at the First Year of English Department UMMY Solok on 2019/2020 Academic Year”**.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggungjawab.

Solok, 8 Desember 2019
Kepala LP3M UMMY



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