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THE CORRELATION BETWEEN STUDENTS' INTERNAL

MOTIVATION AND VOCABULARY MASTERY AND STUDENTS'

ACHIEVEMENT IN READING COMPREHENSION

(The Case of the Tenth Grade Students of Senior High School 2 Mranggen

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A THESIS

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DECLARATION

I hereby declare that this thesis is definitely my own work to the best of my knowledge. I am responsible for its contents. Other writer's opinions or findings included in this thesis are quoted or cited in accordance to the ethical standards.

Semarang,   January 2016

Mahardika Heru S.R.

"It is a thousand times better to have common sense without education that to have education without common sense."

(Robert G. Ingersoll)

This Thesis dedicated to:

❖ My beloved parents, H. Ruslan and Hj. Murtiana Sudiharyanti

❖ My beloved sisters, Anita Septiani Rosana and Betaria Septiarini Rosana

❖ My beloved nieces, Areta Diandra Falihah and Nadiandra Belfana Fauzia

❖ All my friends in Graduate Program of Semarang State University

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ABSTRACT

The aim of the study was firstly to investigate the correlation between students' internal motivation and their achievement in reading comprehension. Secondly, it was also to investigate the correlation between students' vocabulary mastery and their achievement in reading comprehension. The third was to reveal the level of correlation between students' internal motivation, students' vocabulary mastery and their achievement in reading comprehension.

The research method used was a quantitative study with multiple linear regressions. Students of the tenth grade of Senior High School 2 Mranggen as the population took part in the motivation, vocabulary and reading comprehension test. The data were analyzed through statistical program of SPSS 17.

The result reveals that there is a significant correlation between the students' internal motivation, vocabulary mastery and their achievement in reading comprehension. The value of correlation coefficient on students' motivation was $R = 0.661$ or 66%. It means that motivation has a positive correlation to reading comprehension. While the value of coefficient on students' vocabulary mastery was $R = 0.695$ or 70%. It means that vocabulary has a significant correlation to reading comprehension. And the value of coefficient correlation between students' motivation, vocabulary and their achievement in reading was $R = 0.795$ or 79%.

The conclusion is that both motivation and vocabulary have significant correlation with students' achievement in reading comprehension. It means that the students' motivation and vocabulary mastery influence their achievement in reading comprehension. This is in line with the proponents claiming that motivation and vocabulary mastery support better understanding of the passage. It is suggested that the teacher should help motivate and continuously support the students to promote their ability to have better understanding or comprehending the text by improving the large size of vocabulary in teaching-learning process.

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CHAPTER I

INTRODUCTION

This chapter explains about the background of the study, the reason for choosing the topic, statements of the problems, the objectives and significant of the study, scope of the study.

1.1 Background of the Study

Reading is one of the language skills noted as part of an important ability in broadening readers' perspectives, giving them a chance to see the world. The ability to read empowers the readers to take control of their own knowledge and further to decide their future. Having reading skill will ease one in understanding information and knowledge. This skill will also be a useful means to gain success in academic achievement.

Reading is one of the skills which should be mastered by students of Senior High School. Reading means understanding the text. In language learning, reading plays an important role in mastering other language skills. Reading nowadays is not learnt apart from other skills. It should be integrated and put in whole context. To achieve this, the support of language elements such as vocabulary and grammar, and the existence of an appropriate reading strategy or model are required. Reading without understanding will not mean as reading. The success of reading is influenced by many factors. Those factors come from either inside or outside the individual of learner, both related to linguistic factors or non-linguistic factors.

The teaching of reading skill gets more time allotment. The purpose is to enable students to improve or to enlarge their knowledge by reading English texts or books in their study. In spite of students' poor mastery of reading comprehension, reading is an important way of improving students' receptive knowledge of the language. In terms of classroom activities, it stimulates and supports students to talk and write. However, one effective way in the classroom is to link reading to other language skills through pair work and group work.

Guthrie (2005) says that "reading is one of the fruitful skills to teach, the majority of the students may never speak much in English but most of them will have to read English in order to complete their study (p.12)." In learning English people cannot only master one skill. They have to master all of them. The reading skill, however, is viewed as a tool of communication in written language through the form of magazines, newspaper, textbooks and others. So it can be concluded that the reading skill is very important for people who mostly learn English through written texts.

Nunan (2003) says that motivation and learning attitude are important predictors of achievement. In relation with that statement, Slavin (2009) 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. (p.303)

Guthrie et al., (2004) explained that motivation and engagement contribute to reading comprehension (p. 403). It is increasingly evident that the acquisition of reading strategies and reading comprehension skills demands a large amount of

effort and motivation and that outstanding teacher invest substantial time and energy in supporting students' motivation and engagement in reading. One reason that motivation and engagement may influence the development of reading comprehension is that motivated students usually want to understand text content fully and, therefore, process information deeply. As they read frequently with these cognitive purposes, motivated students gain in reading comprehension proficiency.

Harmer (1983) states that motivation is the single most important thing that a student brings to the classroom (p.236). He divides motivation into intrinsic and extrinsic. Intrinsic motivation occurs because whatever activity is being pursued satisfies a deeply felt personal need. Learning tends to be better when the motivation is intrinsic when the student is interested in the learning task and eager to learn it for its own sake. Extrinsic motivation, on the other hand, refers to motivation to accomplish a task that is prompted by something other than an inner satisfaction that the task itself is worthy of accomplishment

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 observer will be easy to recognize student with high motivation to learn and will also be easy to differ them from one with low motivation. Students with high motivation will prefer to read more books, ask many questions to teachers, do the exercises, expose themselves to English language use, try 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 teacher or parents to read the book, do the exercises, and or do the tasks from teacher. 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 influences the result of the learning. The higher motivation will result in higher achievement, while the lower one will also result in the lower achievement. It means that high motivation has encouraged and supported students to put all of their efforts 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 things. Their learning experience is more meaningful and they go deeper into the subject to fully understand it.

Other factors that influence the success of reading are linguistic factors such as knowledge of vocabulary, knowledge of grammar, knowledge of punctuation, and other parts of language. The success of reading also needs the knowledge of the world. Guthrie et al. (2004) say that "reading comprehension is correlated with a range of cognitive and metacognitive strategies (p. 450)." Guthrie's statement implies that one should have proper knowledge of the world in order to understand the text. One will fail to understand the meaning of any text unless he already has proper background knowledge. Thus, the competence of

students to read an English text depends on their skills and knowledge. In order to gain competence in reading, one should have all of those skills and knowledge.

Klingner, Vaughn and Boardman, (2007) say that "in order to gain specific information, students at school should be taught how to read effectively and efficiently, such as making prediction about what will happen (p.31)." Another way to help the students to understand the text without knowing all the vocabulary in the text is by finding key words. It is in line with Lehr and Osborn (2001) who explain that to understand a text we need to find the key words of the text. By doing this strategy, students can cover their vocabulary weaknesses since vocabulary knowledge is one of the major factors that influence reading comprehension.

Freeman (2000) states that reading comprehension and vocabulary mastery have a strong relationship. Vocabulary knowledge is crucial in reading comprehension and determining how well students are in comprehending the texts. In regard to this matter, this study attempts to find out the ability of students' reading comprehension, students' vocabulary mastery and the correlation between students' reading comprehension and their vocabulary mastery.

In addition, Yossuke (2011) states that "reading comprehension is a complex process in which the reader uses his ability to find the information (p.1)." It means that, the reader must be able to comprehend the meaning of a reading text because the ability to read does not only mean that students can read aloud what is written but is able to understand what the reader reads. So, to comprehend

the meaning of reading text, the reader needs to understand a large number of vocabularies. Without it, certainly it can be difficult to understand a reading text.

Vocabulary, which consists of the knowledge of meaning as the main component of language, should be taught together with reading, structure and conversation. So, ideally vocabulary should be part of reading course because one needs the mastery of vocabulary to comprehend the reading passage.

The process of teaching English language as stated in the senior high school is to enable students to use this language communicatively and therefore the communication approach is adopted to teach students to have all the language skills; listening, speaking, reading and writing. These four skills must be taught integratedly. We cannot teach those skills separately, for instance, teaching speaking or writing only will unlikely influence other skills of English. They correlate to one another in the English learning process. The students are expected to master all those skills equally.

It is a fact that vocabulary is one of the components of language. There are no languages that exist without words. They are the means by which people exchange their thought. The more words we learn, the more ideas we should have. So, we can communicate the ideas more effectively.

Zorn (1980) classifies the problems in reading into two; one of them is the problem of confidence (p. 73). A reader who is faced with confidence problem is typically an insecure reader who believes that to comprehend a text he/she must first comprehend every word in the text. He may therefore, deliberately read very

slowly, proceeding word by word, a strategy which needs to be analyzed whether it optimizes the achievement in reading comprehension or not.

A reader with confidence problem usually feels insecure when s/he comes across a single word that is difficult. Most people have probably heard some complaints from reading comprehension classes that goes: "this passage contains so many difficult words that I need a long time to look them up in my dictionary or I have not finished reading the passage but time is over".

Learning to comprehend is complex and many factors affect how to comprehend better. In classroom, teacher should be able to detect and overcome the problems that could lead to their reading comprehension weakness. In some cases, the reading comprehension weakness is caused by internal factors of the learners, such as attitude, aptitude, motivation and interest. Those factors cannot be ignored in teaching reading comprehension.

Wang and Guthrie (2004) explain that "motivational factors should be given place as well as cognitive processes to develop reading comprehension skill (p. 341)." This is because motivational processes play an important role in comprehending text that is read as well as cognitive processes. Reading motivation consists of internal and external processes that direct individuals to reading.

Guthrie and Wigfield (2005) add that "readers should take interest in subject, have an internal reading desire, have a purpose for reading and have technical skills of reading so as to comprehend a text (p. 321)." It is very important to have these qualities that are related to motivational processes for a

reader in terms of both text-reading and performing cognitive processes that are essential for reading effectively. The individuals with high internal motivation are zealous for work, believe in their own abilities, effective and successful readers. Motivation is related to the relations and activities of individual with other people and society. Akyol (2010) says "that readers, who like sharing and perform their own duties responsibly in learning groups, have internal motivation feelings."

Based on some of the researchers' findings above, the writer concludes that motivation and vocabulary mastery may improve students' achievement in reading comprehension significantly. Therefore, those studies can be used as references for the writer, and this is why the writer takes the same topic in this study. The difference of this study with those researchers above is this study emphasizes on students' internal motivation in reading comprehension.

In this case, the writer focuses on the students' internal motivation and vocabulary mastery in learning reading English for senior high school students. Motivation here can be described as the students' need to learn or the driving forces that make them work hard.

1.2 Reason for Choosing the Topic

Carin and Sund (1989) have stated that motivation in reading and vocabulary may influence the students' achievement in reading comprehension. In order to prove whether or not their statement is true, the writer will conduct this study. This is the reason why the writer selects this topic for the study. Motivation plays an important role in reading activity.

Reading is an interactive process; it is a kind of dialogue between the reader and the text, or even between the reader and the author. Actually, most of English learners' activities deal with reading activities, such as: reading book, magazines, literature etc. Therefore they should have a larger vocabulary in order to comprehend and understand the content of the book. Reading comprehension is very important for Indonesian students especially those who will take English as their major in university. It is crucial for Indonesian students because reading comprehension is a bridge to understand scientific books written in English, either to obtain information or to enjoy them or just for relaxation.

1.3 Statements of the Research Problem

Based on the general background of the problem in reading as stated above, the research problems of the study are:

1. To what level does the students' motivation correlate to reading comprehension?

2. To what level does the students' vocabulary mastery correlate to reading comprehension?

3. To what extent is the correlation between students' motivation and vocabulary mastery with their reading comprehension?

1.4 Objectives of the study

The hypotheses of the study are as follows:

1. To describe to what level the student motivation is correlated with their reading comprehension.

2. To describe to what level the students' vocabulary mastery is correlated with their reading comprehension.

3. To find out whether there is correlation between the students' motivation and vocabulary mastery with their reading comprehension.

1.5 Significances of the Study

The writer expects that this study will have some significance:

(1) Theoretically, the writer hopes that through this study learners realize that motivation and vocabulary mastery is very important in learning process, especially in learning English. It can contribute to the discussion and development of teaching learning method in the context of students learning English as a foreign language.

(2) Pedagogically, the writer hopes that this study will contribute to English teacher as they should always motivate the students by implementing various kinds of teaching methods and creating enjoyable learning atmosphere.

(3) Practically, the writer hopes that the finding of this research can give contribution for other researcher who will take the same topic on the further research. It will also be applied by English teachers as they inspire to choose the most appropriate approach, method, strategies, or techniques in teaching reading.

1.6 Scope of the study

    This study is intended to know the correlation between students'
internal motivation, vocabulary mastery and its effect on their achievement in
reading comprehension. This study will be conducted at the tenth grade
students of Senior High School 2 Mranggen.

1.7 Hypothesis

The hypotheses of the study are as follows:

1. There is significant a correlation between the students' motivation and
   their achievement in reading comprehension of the tenth grade students of
   Senior High School 2 Mranggen.

2. There is a significant correlation between the students' vocabulary mastery
   and their achievement in reading comprehension of the tenth grade
   students of Senior High School 2 Mranggen.

3. There is a significant correlation between the students' motivation and
   vocabulary mastery with their achievement in reading comprehension of
   the tenth grade students of Senior High School 2 Mranggen.

1.8 Definition of the Key Terms

In this part, the key terms are explained briefly in order to introduce some terms used in this study.

1. **Reading**

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letter, words, sentences, and paragraph that encode meaning. It is an active mental process by which someone become smarter. Dechan (1982), states that "Reading is a language and communication process-the process of putting the reader in contact and communication with ideas.

2. **Reading comprehension**

Grabe (2002) defines reading comprehension as the ability to understand the information in the text and interpret it appropriately. Reading comprehension is the power to understand printed or written materials that require ability to recognize words accurately, to identify main ideas, and to know the details. The reading materials cover the text types that the students have learned since they were in the first year of high school and the words they learned are related to the texts.

3. **Vocabulary**

As one of the linguistic elements, vocabulary is defined as a lexical unit of a language that has form or an expansion that is associated with a content. In meaning this case, the choice of vocabulary should be limited to the learners' needs and experiences and their environment as well.

4. **Students' vocabulary mastery**

The students' vocabulary mastery is the learners' ability to acquire the words acquisition; it is the ability to do the right inference and to recognize object.

5. **Motivation**

Yelon and Weinstein (1997) state that motivation derives from the word "motive". It causes of a person to act in a certain way. If someone spends every free minute, and many minutes when he should be doing something else, reading books, it is safe to assume that there is a strong motivation involved. Motivation can be seen in the choice of activity plus the persistence and intensity with which the activity is pursued (p.294).

1.9 Outline of Research

Chapter I is an Introduction. It consists of the background of the study, the statements of the research problems, the objectives of the study, the significance of the study, the scope of the study, definition of key term, the hypothesis of the study.

Chapter II is a review of the related literature; it presents previous studies, theories underlying the writing of this study. It discusses reading, which contains the definition of reading, level of reading comprehension, factor affecting reading achievement, Students' learning achievement, which contains the definition of learning and definition of learning achievement, factor affecting learning achievement, measurement of learning achievement,

and vocabulary, which contains the definition of vocabulary, types of vocabulary, and the importance of vocabulary. And it also discusses motivation, which contains general meaning of motivation, which is divided into internal factors, and external factors, and relationship between students' motivation and reading achievement.

Chapter III deals with the method of investigation, which discusses the population, sample, sampling technique, variables of the study, the instrument, validity and reliability of the research instrument as well as the procedure of collecting data and the method of data analysis.

Chapter IV discusses the research findings ad interpretation or discussion.

Chapter V is the conclusions and suggestions in which the writer concludes the study and gives suggestions for further study.