

**THE CORRELATION BETWEEN STUDENT' VOCABULARY
MASTERY AND THEIR LEARNING MOTIVATION TOWARD THEIR
READING ABILITY TO COMPREHEND NARRATIVE TEXT AT BUNG
HATTA UNIVERSITY**

THESIS



KURNIA HADIYANTI

1110013121067

Advisor I : Dr. Adzanil Prima Septy, Ph,D

Advisor II : Khairul Harha, M.Sc

**ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY**

2017

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Bismillahirrohmanirrohim

Alhamdulillah robil ‘alamin, the researcher expresses her highest gratitude to Allah subhanahu wa ta’ala for blessing, love, opportunity, health, and mercy to complete this thesis entitled “*The Correlation between Students’ Vocabulary Mastery and Learning Motivation toward their Reading Ability to Comprehend Narrative Text at Bung Hatta University*”. This research is submitted to fulfill a partial requirement for obtaining S1 degree from English Department, Faculty of Teacher Training and Education, Bung Hatta University. Shalawat is also addressed to Prophet Muhammad shallallahu ‘alaihi wa sallam who had delivered the truth to human beings in general and Muslim in particular.

In writing this thesis, a lot of people have provided motivation, advice, support, and even remark that helped the researcher. In this valuable chance, the researcher aims to express her gratitude and appreciation to all of them. First, she presents her sincere appreciation to her advisors. They are Adzanil Prima Septy, Ph.D., as the first advisor and Khairul Harha, M.Sc., as the second advisor who helped her patiently in completing this thesis by giving suggestions, guidances, and corrections.

The researcher also would like to express her gratitude and appreciation to Drs. Khairul, M.Sc. and Drs. Yusrizal, M.Si., as the Dean and the Vice Dean of the Faculty of Teacher Training and Education of Bung Hatta University, Dra. Ernati, M.Pd., as the Head of English Department, Dra. Lisa Tavriyanti, M.Pd., as the Secretary of English Department and also to all of lecturers who have taught and guided the researcher during her study at this department.

Then the researcher’s deepest appreciation goes to her beloved parents, Hasrul Hasan and Isrina Idroes, as well as her big family for their love and care which cannot be paid by any material in this world.

Next, the researcher would like to express her thanks to her best friends, Alivia Novita, Anugerah Arif Nanda, Wulan Ariska, Pipin Wahyudi, Mulya Andhika, Theresia Putri, Wezi Fitriza, Suci Muthia Rahmi, Egma Sari, Budy

Wirman, Handa Zulkifli, Yulanda MRV, Oji Kurniawan, Albahru Ilmi, Rian Ramadhi and others who cannot be mentioned one by one for all colorful and memorable days in our campus. Theresia Putri who has given ideas, suggestion, support and motivation in finishing this thesis.

Finally, the researcher hopes this thesis could contribute to better process of teaching and learning English in the future. She realizes that this thesis is not perfect yet. Therefore, she welcomes any criticisms and suggestions from the readers.

Padang, Januari 2017

The Researcher

ABSTRACT

Hadiyanti , Kurnia(2017) :TheCorrelation between Students' Vocabulary mastery and their Learning Motivation toward their Reading Ability toComprehendNarrative Text at Bung Hatta University.

Advisors : 1. Adzanil Prima Septy, Ph.D.

2. Khairul Harha, M.Sc.

This research was aimed to find out a correlation between students' vocabulary mastery and their learning motivation toward theirreading ability to comprehend narrative text of the third year students at Bung Hatta University . The hypothesis of this research was that there was a significant correlation between students' Vocabulary mastery and their learning motivation toward their reading ability to comprehend narrative text at Bung Hatta University.

The number of population was 52 students. There were distributed into two classes; A and B. The researcher usedtotal sampling technique.The researcher gathered the data by using questionnaire to measure students' motivation, vocabulary mastery test to measure students' vocabulary mastery and reading test to measure students' ability to comprehend narrative text. To analyze, the data the researcher used the Person Product Moment Formula and Double Correlation Formula.

After analyzing the data, the researcher found that the values of coefficient of three variables was 0.45 and f- counted was 22.3 and the degree of freedom (df) $n-k-1$ (18), value of f- table was 3.55 (see appendix 26). It means that f- counted (22,3) was smaller that f- table (3.55). Therefore, the relationship between three variables, vocabulary, motivation and comprehend was not significant. It means that the alternative hypothesis stating “:There is a significant correlation between students' vocabulary mastery and their learning motivation toward theirreading ability to comprehend narrative text at the third year students' of Bung Hatta University”

Learning from the result, there was no significant correlationbetween students' vocabulary mastery and learning motivation toward their reading ability comprehend narrative text at Bung Hatta University.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	i
ABSTRACT	iii
TABLE OF CONTENTS.....	iv

CHAPTER I INTRODUCTION

1.1 The Background of the Problem	1
1.2 The Identification of the Problem	4
1.3 The Limitation of the Problem.....	5
1.4 The Formulation of the Problem	5
1.5 Research Questions	5
1.6 Hyphothesis	6
1.7 Purposes of the research.....	6
1.8 Defenition of the Key Terms.....	7

CHAPTER II REVIEW OF RELATED LITERATURE

2.1 Reading	
.....	10
2.1.1 The Concept of Reading.....	
.....	10
2.1.2 The Concept of Reading Comprehension	
.....	11
2.1.3 The Strategies of Reading	
.....	13
2.1.4 The Process of Comprehending	
.....	14
2.1.5 The Assessment of Reading Comprehension.....	
15	
2.2 The Nature of Motivation in Language Learning	
16	

2.2.1 The Definition of Motivation	
16	
2.2.2 Kinds of Motivation	
17	
2.2.3 The Characteristic of Motivated Students	
19	
2.2.4 Motivation in Language Learning	
20	
2.2.5 Measuring Students' Motivation	
21	
2.3 The Nature of vocabulary Mastery	
2.3.1 The Definition of Vocabulary	21
2.3.2 The Importance of Vocabulary	
.....	22
2.3.3 The Kinds of Vocabulary	23
2.4 Narrative Text	
2.4.1 The Nature of Narrative Text	
24	
2.4.2 The Generic Structure of Narrative Text	
.....	24
2.4.3 The Language Features of Narrative Text	
.....	26
2.4.4 The Goal of Narrative Text	
.....	26
2.5 The Relationship between Vocabulary and Learning Motivation toward Reading Comprehension on Narrative Text	
.....	27
 CHAPTER III RESEARCH METHOD	
3.1 Research Design	29
3.2 Population and Sample	30
3.3 Instrumentation	31

3.3.1 Vocabulary Test	32
3.3.2 Questionnaire	38
3.3.3 Reading Comprehension Test	41
3.4 Techniques of gathering data	
3.4.1 Data on Students' Vocabulary Mastery	46
3.4.2 Data on Students' Learning Motivation	46
3.4.3 Data on Students' Reading Comprehension	46
3.5 Techniques of Analyzing Data	
3.5.1 Data on Students' Motivation, Vocabulary Mastery and Reading Narrative Text	47
3.5.2 Coefficient Correlation between Motivation, Learning Motivation and Reading Narrative Text	48
3.6 Testing Hypothesis	50
CHAPTER IV FINDINGS AND DISCUSSIONS	
4.1 Findings	51
4.1.1 Students' Vocabulary Mastery	52
4.1.2 Students' Learning Motivation	53
4.1.3 Students' Reading Comprehension	55
4.1.4 Correlation between Students' Vocabulary Mastery and their learning motivation toward their Ability to Comprehend Narrative Text	56

4.2 Testing Hypothesis.....	57
4.3 Discussions.....	58
4.3.1 Students' Vocabulary Mastery	58
4.3.2 Students' Learning Motivation	60
4.3.3 Students' Reading Comprehension	62
4.3.4 Correlation between Students' Vocabulary Mastery and their Learning motivation toward their Ability to Comprehend NarrativeText.....	65
4.3.5 Correlation between Students' Vocabulary Mastery and students' learning motivation.....	68
4.3.6 Correlation between Students' Vocabulary Mastery and student' reading ability to comprehend narrative text.....	69
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	
5.1 Conclusions	68
5.2 Suggestions	69
REFERENCES.....	71
APPENDICES	74

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses about the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, hypothesis, the purpose of the research, the significance of the research, and the definition of the key terms.

1.1 The Background of the Problem

According to Khamkhien (2010: 757), English has increasingly become a medium of communication around the world along with economic globalization nowadays. As a result, English has become popular in many countries in the world since many years ago. In Indonesia, English has been a part of subject in education curriculum.

English is one of the foreign languages taught in Indonesia. It is taught from High School until university levels. The goal of the teaching English is to develop students' communicative competence and skills. The ability to communicate is divided into four language skills; namely listening, speaking, reading, and writing which are used to reach the literacy and supporting the competence.

Reading is a skill which is purposed to derive the meaning and make a sense from the text. AsGrabe in Badri (2014:225) states that reading is the ability to draw information from a text and combine it with information and expectations that the reader already has. It means that when the students read the text, they must be expected to be able to decode and comprehend the text by combining the

information that they already have related to the text and the information from the text.

Reading comprehension is a process of understanding the text to get some information from the text. As stated by Hill (2011:62), comprehension is the ability to take information, analyze it in its respective segments, and come up with an understanding input in a cohesive and accurate manner. It means that reading comprehension is a process of taking, analyzing and understanding information from the text accurately.

According to syllabus learned by the students in Bung Hatta, the reading text is divided into some genres. They are anecdote, analytical exposition, descriptive, explanation, hortatory exposition, narrative, recount, report, procedure, discussion, review, spoof, and news item.

One of the text genres that is taught at the second grade is narrative text. According to Sallabaş (2013: 59), narrative is a fictional type of text which tells about an event (or some events) that happened to a person (or a group of people) as if a writer lives with (in) main characters. There are three elements of narrative text; social function, generic structure and language feature.

Since reading comprehension is one of most functionable skill which should be mastered by the students, the teacher should encourage the students to learn it. Encouraging students can be done in several ways. One of them is motivation. As stated by Odera (2011:203), motivation is an essential aspect of teaching and learning. Without motivation, learning any language first or second would be difficult and perhaps impossible. It means that by having motivation the students can be successful in learning language especially in reading. This theory

is also supported by Vacca and Vacca in Hasanah (2013:17). They call that for instruction, not only underscores the importance the students' growth in conceptual knowledge, their use of comprehension strategies, and social interaction in the classroom but also students' motivation.

Vocabulary mastery is another aspect that probably have relationship with reading ability. According to Linse (2005: 121), vocabulary is the collection of words that an individual knows. It is impossible for the students to listen, speak, read, and write a foreign language without having motivation and enough knowledge of the vocabulary as well.

Based on explanation above, the researcher was eager to know whether there is a significant positive correlation between vocabulary mastery and learning motivation toward their reading comprehension on narrative. Therefore, she was interested in conducting a study about it, entitled *"The Correlation between The Students' Vocabulary Mastery and Their Learning Motivation Toward Their Reading Ability to Comprehend Narrative at Bung Hatta University."*

1.2 Identification of the Problem

There are some kinds of language components, and one of them is vocabulary. Vocabulary is important in language because it is a part of language components in processing the four basic language skills. If someone does not master in vocabulary, it is impossible for her to process the four basic language skills.

Motivation is an essential condition of learning. According to Hasanah (2013:12), motivation is an effort to engage student so they will gain the aims of the learning. Sardiman in Hasanah (2013:12) classifies motivation into two kinds.

They are Intrinsic motivation (comes from inside of the students), and Extrinsic motivation (comes from outside of the students).

According to Hill (2011: 62), reading comprehension is the ability to take in information, analyze it in its respective segments, and come up with an understanding of the input in a cohesive and accurate manner. The comprehension levels of reading are: literal, interpretive, applied and appreciative.

Narrative is a fictional type of text which tells about an event (or some events) that happened to a person (or a group of people) as if a writer lives with (in) main characters (Sallabas, 2013:59).

1.3 Limitation of the Problem

Based on the identification of the problem above, the researcher limited her study the correlation between students' vocabulary mastery and their learning motivation toward their reading ability to comprehension narrative at Bung Hatta University. Further, motivation deals with internal and external factors which influence students' reading comprehension, vocabulary mastery covers text to linguistic schemata, formal schemata and content schemata

1.4 Formulation of the Problem

In accordance with limitation of the problem, the problem of this research is formulated as follows: *"To what extent is there any significant correlation between students' vocabulary mastery and learning motivation toward their reading ability to comprehend narrative text at Bung Hatta University ?*

1.5 Research Questions

Based on the formulation of problems above, the researcher formulated the specific questions of this study as follows :

1. How is the vocabulary mastery of the third years students' of english department of Bung Hatta University?
2. How is the learning motivation of the third years students' of Bung Hatta University ?
3. How is the reading ability to comprehend narrative text of the third years students' Bung Hatta University ?
4. How is the correlation of vocabulary mastery and learning motivation toward reading ability of the the third years students' at Bung Hatta University

1.6 Hypotheses

The hypotheses of this study were formulated as follows:

a. Alternative hypotheses

(Ha₁) : There is a significant correlation between students' vocabulary mastery and their reading ability comprehend narrative text.

(Ha₂) : There is a significant correlation between students' learning motivation and their reading ability to comprehend narrative text.

(Ha₃) : There is a significant correlation between vocabulary mastery and learning motivation

(Ha₄) :There is a significant correlation between students' vocabulary mastery and their learning motivation toward their reading ability to comprehend narrative text at the third year students' of Bung Hatta University.

b. Null hypothesis:

(Ho₁) : There is no significant correlation between students' vocabulary mastery and their reading ability to comprehend narrative text of Bung Hatta University.

(Ho₂) : There is no significant correlation between students' learning motivation and their reading ability to comprehend narrative text of Bung Hatta University.

(Ho₃) : There is no significant correlation between students' vocabulary mastery and students' learning motivation of Bung Hatta University.

(Ho₄) :There is no significant correlation between students' vocabulary mastery and learning motivation toward reading their ability to comprehend narrative text of Bung Hatta University.

1.7 Purposes of the Research

In general, the purpose of the this research was to find out the correlation between students' vocabulary mastery and their learning motivation toward their reading ability to comprehend narrative text at Bung Hatta University. In particular, the purposes of this study are as follows :

- 1) To identify the vocabulary mastery of the third year students at Bung Hatta University.

- 2) To identify the learning motivation of the third year students at Bung Hatta University.
- 3) To identify the reading ability to find generic structure of the third year students at Bung Hatta University.
- 4) To find out whether the correlation between students' vocabulary mastery and reading ability to find generic structure in narrative text is significant or not.
- 5) To find out whether the correlation between the students' learning motivation and their reading ability to comprehend narrative text is significant or not
- 6) To find out whether the correlation between the students' vocabulary mastery and students' learning motivation is significant or not
- 7) To find out whether the correlation between the vocabulary mastery and their learning motivation toward their reading ability to find generic structure in narrative text is significant or not.

1.8 Significance of the Research

The researcher hopes this research can give advantages to English teacher, students, and further research. For English teachers, they know whether there is significant correlation between students' vocabulary mastery and their learning motivation toward their reading ability to comprehend in narrative text. She also hopes that this research can be an input for the English teachers in teaching the students about vocabulary mastery, their learning motivation, and in teaching reading to find generic structure in narrative text. For students, they get information from this research about the ability in vocabulary, learning motivation

and reading. The last for the next researcher, this study can be reference to other study that relates to vocabulary, learning motivation, and reading ability.

1.9 Definition of the Key Terms

In this research, the researcher used some key terms that relateto the main point this reseach. To avoid misunderstanding of the key terms, the researcher defines them as the following :

1. Correlation design provides an opportunity to explain the relationship among variables (Creswell,2012 : 336).
2. Vocabulary mastery is the ability of the students to know parts of vocabulary such as synonym, antonym, and meaning in context. (Wikipedia,2016).
3. Students' motivation is the internal and external condition of the students which motivates them to do something especially in reading.
4. Motivation refers to reasons that underlie behavior that is characterized by willingness and volition (Lai : 2011).
5. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.