

**THE CORRELATION BETWEEN THE SECOND GRADE STUDENTS'
MOTIVATION AND THEIR VOCABULARY MASTERY AND THEIR
ABILITY TO LISTEN ANNOUNCEMENT TEXTS
AT SMP PERTIWI 1 PADANG**

THESIS



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THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
PADANG
2017**

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*Submitted to fulfill a Partial Requirement for S-1 Degree at English
Department, Teacher Training and Education Faculty, Bung Hatta University*



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Padang, January 2017

The Researcher

ABSTRACT

Putri, Anisa Rimeila (2017) : The Correlation between Second Grade Students' Motivation and Their Vocabulary Mastery and Their Ability to Listen Announcement Texts at SMP Pertiwi 1 Padang

**Advisors : 1. Dr. Lely Refnita, M. Pd.
2. Drs. Adzanil Prima Septy, M.Pd, Ph.D.**

This research was aimed to find out the correlation between second grade students' motivation and their vocabulary mastery and their ability to listen announcement texts at SMP Pertiwi 1 Padang. The hypothesis of this research was there was a significant correlation between both students' motivation and vocabulary mastery and their ability to listen announcement texts at SMP Pertiwi 1 Padang.

The number of population was 59 students. They were distributed into two classes; VIII.1 and VIII.2. The researcher used convenience sampling technique. The class selected as sample was class VIII.1. The researcher gathered the data by using questionnaire to identify students' motivation, vocabulary test to measure students' vocabulary mastery and listening test to measure students' ability to listen announcement texts. To analyze, the data the researcher used the Person Product Moment Formula and Double Correlation Formula.

After analyzing the data, the researcher found the coefficient correlation between students' motivation and their ability to listen announcement texts was 0.145. Because the value of t_{table} was 2,060 and $t_{counted}$ was 0.733, it can be stated that there was no significant correlation. Next, the researcher found the coefficient correlation between students' vocabulary mastery and their ability to listen announcement texts was 0.952. Because the value of t_{table} was 2,060 and $t_{counted}$ was 12.551, it can be stated that there was significant correlation. Finally, the researcher found the value of coefficient correlation of three variables was 0.956. Since the value of f_{table} was 3.40 (α .05 and $df = n-k-1 = 24$) and $f_{counted}$ was 127.44, it can be concluded that there was a significant positive correlation between both students' motivation and their vocabulary mastery and ability to listen announcement texts.

The researcher suggests the teachers to increase students' motivation, provide vocabulary exercises that improve their vocabulary mastery, and give more listening exercises in order to improve the students' ability to listen announcement texts.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses introduction that consists of background of the problem, identification of problem, limitation of the problem, formulation of the problem, research questions, hypothesis and purpose of the study, significance of the study, and definition of key terms.

1.1 The Background of the Problem

Language is one of the most important things in human life. It can be used to communicate and so on. Language is always taught at school and college. People surely learn their own language in their country, probably their ethnical language, mother tongue and also their national language, even they learn about other language, especially English.

As we know, Indonesia is facing Asean Economic Community (AEC) which is the realization of the end goal of economic integration as espoused in the Vision 2020, which is based on a convergence of interests of ASEAN Member Countries to deepen and broaden economic integration through existing and new initiatives with clear timelines (ASEAN Catalogue Publication Data, 2008: 5). Researchers from all over the world show that cross-border business communication is most often conducted in English. Therefore, people should have good skill in English either in spoken or written form and they will be ready to face the globalization such AEC. English is important in the global market place therefore cannot be understated, learning English really can change our life.

In Indonesia English is the first international language that should be learned. In formal education, English is taught from Junior High School to University. As a subject of learning, the role of English is very important. Students that study English should possess the four basic language skills of English; they are listening, speaking, reading, and writing.

Listening is one of the important language skills. According to Newton (2008:37), listening is the natural precursor to speaking; the early stages of language development in a person`s first language. By listening, people may get a lot of information. It is important because when we are listening we can learn expression, pronunciation, stress, and others. Listening makes someone smarter and creative. Even though some information can be obtained without listening; someone who listens the news will get more information. A listener can listen the spoken announcement again when he/she forgets or tries to get detailed information. According to Astuti (2015: 2), there are some advantages of learning to listen; it can improve efficient communication, differentiate about voice and stress, lead someone to learn pronunciation, grammar, and the usage of vocabulary, expression and idiom.

According to Brown (2010: 161), there are four types of listening. They are intensive, responsive, selective and extensive listening. Extensive listening ensures some familiarity with content and also allows the listener to establish information provided. In listening activities in the classroom the students should know what they are hearing.

According to Rahayuningsih (2010: 13), in listening material there are some aspects that should be considered by listeners. They are comprehension about general information (content), specific information, and sequence of events and the summary of listening material. General information (Content) is the idea that contains in writing, film, audio, conversation, advertisement and memo. Specific information is a knowledge that you get about someone and something such as information about participant, information about situation and information about setting.

Based on some opinions above, the researcher can conclude that listening is the way to get information, entertainment, knowledge, and so on from spoken resources.

The second grade students of junior high school in Indonesia learn some kinds of texts. The texts are descriptive, report, narrative, procedure, analytical exposition, functional text, and spoof. In junior high school syllabus, it had been stated the importance of improving listening skills. For instance, students should be able to listen the short functional text such as announcement, advertisement, brochure, memo, invitation, and greeting card. One of them is announcement. The second grade students of SMP Pertiwi 1 Padang have studied functional text. There are many splits up of functional text, that functional text has part such as notice (written/ printed news/ information for public), announcement (a text used to persuade people to do something), brochure/pamphlet (a text used to give details of a service), and memo (a short message used to inform someone about something or ask someone to do something). This type of text can be found in

scientific books, journals, magazines, newspaper articles, academic speech or lectures, and research report.

Announcement text can improve students' knowledge in their daily life about how to inform the reader about an event. The students know about title, event, time, place and the announcer of the announcement. Announcement is a type of advertisement or information to the people that featured on radio, TV, and other media.

From the explanation above, the researcher can make a simple conclusion that announcement is a kind of a short functional text that has the purpose to give information about something or ask people to do things. It means that announcement contains of complete and clear information about certain events or occasion.

Since listening 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 listening.

According to Sardiman in Hasanah (2013:17), motivation can be divided into two kinds. They are intrinsic and extrinsic motivation. The first motivation is intrinsic. The intrinsic motivation is the motivation that comes from inside of the student. Without any stimulant from outside of the student, the students will learn

by themselves. The second motivation is extrinsic; the motivation that comes from outside of the students. The students have to be stimulated to learn the material by something such as a reward.

In English we also know about language components. There are some language components such as vocabulary, grammar, literature, translation and pronunciation. Vocabulary is one of language components that should be mastered students. According to Aebersold and Field in Daryanti (2015:3), vocabulary is important for getting meaning from a text. It means that one needs more vocabularies so that he or she can understand the meaning of the sentence.

Based on explanation above, the researcher wanted to know whether there is a significant correlation between students' motivation and their vocabulary mastery toward and their ability to listen announcement text. The researcher was interested in conducting a study about *“The Correlation between the Second Grade Students' Motivation and Their Vocabulary Mastery and Their Ability to Listen Announcement Texts at SMP Pertiwi 1 Padang”*.

1.2 The Identification of the Problem

According to Hasanah (2013:12), motivation is an effort to engage students so they will gain the aims of the learning. Motivation in language learning is desire of students or positive behavior to learn a language. The motivation comes from internal or external individual of the students. Without motivation, the students are not interested to learn language. Motivation is important to recognize that motivating learning is a central element of good teaching. Often, it is assumed that students should be motivated to learn in every class, but that is not a

reasonable expectation. For the same reason, a student cannot be expected to come into English class to learn the material. If a student does not know the material, how can they know it is important and fulfilling to learn? English teacher is uniquely qualified to show students why the material is important, intellectually interesting, and valuable for them to learn.

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).

There are many kinds of language components such as grammar, vocabulary, phonetics, and etc. They support the four language skills. They have important role in processing four skills in English that are listening, speaking, reading, and writing. 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 them to process the four basic language skills. Vocabulary is knowledge of words and word meanings.

Listening is the most frequently employed skill in daily language, and it is a high priority component of communication. Even in listening and the other skills, students should master grammar and enrich their vocabulary.

1.3 The Limitation of the Problem

Due to the broad scope of this study, the researcher limited her study on students' motivation (internal and external factors), vocabulary mastery (polysemy, synonym, and antonym) and students' ability to listen

(announcements). The researcher chose the second grade students at SMP Pertiwi 1 Padang.

1.4 The Formulation of the Problem

In accordance with limitation of the problem, the problem of this researcher was formulated as follows: *“Is there significant correlation between the second grade students’ motivation and their vocabulary mastery and their ability to listen announcement texts at SMP Pertiwi 1 Padang?”*

1.5 The Research Questions

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

1. To what extent is the correlation between students’ motivation of second grade students and their ability to listen announcement texts of SMP Pertiwi 1 Padang?
2. To what extent is the correlation between the second grade students’ vocabulary mastery and their ability to listen announcement texts of SMP Pertiwi 1 Padang?
3. To what extent is the correlation between the second grade students’ motivation and their vocabulary mastery and their ability to listen announcement texts at SMP Pertiwi 1 Padang?

1.6 Hypotheses

The hypotheses of this study were formulated as follows:

Alternative hypotheses :

- (Ha₁) : There is a significant correlation between the second grade students' motivation and their ability to listen announcement texts at SMP Pertiwi 1 Padang.
- (Ha₂) : There is a significant correlation between the second grade vocabulary mastery and their ability to listen announcement texts at SMP Pertiwi 1 Padang.
- (Ha₃) : There is a significant correlation between the second grade students' motivation and their vocabulary mastery and their ability to listen announcement texts at SMP Pertiwi 1 Padang.

Null hypotheses:

- (Ho₁) : There is no significant correlation between the second grade students' motivation and their ability to listen announcement texts at SMP Pertiwi 1 Padang.
- (Ho₂) : There is no significant correlation between the second grade students' vocabulary mastery and their ability to listen announcement text at SMP Pertiwi 1 Padang.
- (Ho₃) : There is no significant correlation between the second grade students' motivation and their vocabulary mastery and their ability to listen announcement texts at SMP Pertiwi 1 Padang.

1.7 The Purposes of the Study

In general, the purpose of this research was to find out the correlation between the second grade students' motivation and their vocabulary mastery and their ability to listen announcement texts at SMP Pertiwi 1 Padang. In particular, the purpose of this study were as follow:

- 1) To find out the extent of correlation between the second grade students' motivation and their ability to listen announcement texts at SMP Pertiwi 1 Padang.
- 2) To find out the extent of correlation the second grade students' vocabulary mastery and their ability to listen announcement texts at SMP Pertiwi 1 Padang.
- 3) To find out the extent of correlation between the second grade students' motivation and their vocabulary mastery and their ability to listen announcement texts at SMP Pertiwi 1 Padang.

1.8 The Significance of the Study

The researcher hopes the research can give advantages to English teacher and students in the research. For English teachers, they know students' motivation, their vocabulary mastery, their ability to listen to announcements and correlation among them. Such empirical information can be an input for the English teachers in teaching the students about vocabulary mastery, motivating them in learning English and improving their ability to listen to announcements. For students, they will get information from this research about the ability in motivation, vocabulary, and listening. Furthermore, since there was a significant

positive correlation between vocabulary mastery and listening ability the student's are significant to increase their vocabulary. For the researcher, she gets a good understanding in conducting a research. The last, for the next researchers, this study can be a reference to study motivation, vocabulary, and listening.

1.9 The Definition of Key Terms

In order to avoid misunderstanding, the researcher defines some key terms used in this research as the followings;

1. Correlational design provides an opportunity to predict scores and explains the relationship among variables (Creswell,2012 :338).
2. Students' motivation is the internal and external condition of the students which motivates them to do something especially in listening.
3. Vocabulary is stock of words used by person, class of people, professions, etc. (Barnhart, 2008:697).
4. Vocabulary mastery is the ability of the students to know parts of vocabulary such as synonym, antonym, and meaning in context.
(Wikipedia,2016).
5. Listening is the natural precursor to speaking; the early stages of language development in a person`s first language (Newton, 2008:37).
6. Listening ability is the students' ability in listening to announcements.
7. An announcement text is an official statement that informs people about something (Zaida, 2009;19).