

Chapter One

Introduction

This chapter presents the background of the study, statement of the problem, research questions, objectives of the study, and significance of the research. The background of the study is regarding the reason as to why the research topic was chosen. Statement of the problem explains the problems often occurred and arose as the background issue. The research questions were the focus to know the study results, the objectives of the study were the aims of this study, while the significance of the research provides the benefits of this research.

Background of the Research

English is one of the significant languages that is spoken all over the world whether as the first, second, or foreign language. English as one of the lessons or subjects taught from elementary school to university in Indonesia. In Indonesia, English subjects are aimed to develop communication competence in oral and written form (Depdikbud, 2004:6). This indicates that the students are required to progress skills of listening, speaking, reading, and writing. For some students, English lesson is considered as challenging and they are not enthusiastic to learn the lesson. Based on the researcher's experience, several students perceived that English as a Foreign Language (EFL) was challenging to learn. Ifadah (2011) stated that the difficulties arise from vocabulary and the meaning of words. Although learning English is quite challenging, students should master English skills such as speaking, listening, writing, reading, grammar, and vocabulary.

Therefore, vocabulary is one of the most significant aspects of learning English. With a limited vocabulary, someone will also own a limited comprehension in terms of speaking, listening, reading, and writing. According to Nuraeningsih (2016), if a student is interested in vocabulary, they can improve one's reading, writing, talking, and thinking. The statement referred that vocabulary is the basic component which must be mastered by someone to succeed in learning English. Moreover, it is unlikely to learn a language without mastering vocabulary.

Mastering vocabulary is one of the first steps to master English and achieve one's goal to learn English skills. By having an adequate vocabulary, students may be able to comprehend the meaning of the reading text. Therefore, by developing their vocabulary, students will be able to speak English fluently, improve their listening skills, write well, and speak confidently in front of other people. According to Zhou (2015), vocabulary can be interpreted as a criterion to see what problems students experience in their learning process. Hence, students with problems in their learning process will lack vocabulary mastery resulting in difficulty to follow the class, communicate well, and express their thought because they do not understand the meaning of the vocabulary.

One of the English skills which need to be mastered is vocabulary. Nurkhaeni (2010) inferred, "People have to master vocabulary first then master the language". Thus, students need to master vocabulary as it is crucial in English learning. Lewis (1997) stated adequate vocabulary eases students to speak, write, listen, and read various English texts. In other words, when students learn English

skills, they should master vocabulary first. Having an adequate vocabulary eases students to learn and to produce sentences (writing) in English.

Meanwhile, the factor that can affect vocabulary is students' learning motivation. Motivation is an internal factor that can influence learning, especially vocabulary learning. Santrock (2008) said that motivation is an important contributing factor in language learning because learning will be more effective and efficient if it is pushed by motivation. Besides, According to Oxford and Shearin (2003), motivation is an inner power reinforcing someone to do something, all inner power that determines success in learning activity.

Brophy (2010) stated that students motivation is their willingness to engage in learning activities and their reason for doing something. From the statement, it can be assumed that motivation is the kind of internal drive to action and the reason why they do that. So, motivation is necessary because students who gave great motivation will take an action of learning with enthusiasm. In addition, Prithhard and Ashwood (2001) mentioned that the word motivation is used to describe how hard someone is willing to work to accomplish something. It means that students who have high motivation will work hard, persevere through challenges and obstacles, and will find pleasure through the successful achievement of a learning task.

Based on preliminary interviews that gathered information from two students in the university as this study setting, there were two problems faced by students. First, students lack English vocabulary resulting in students cannot master vocabulary that is around them. Second, the students' motivation in

learning English, especially vocabulary learning, was still considered as low. Students' low motivation was visible from the lack attention when learning English because some of the students were seen busy with unrelated activities to the lesson.

There were some past studies related to the important of motivation in language learning. The first study was conducted from Naila (2017), the study was showed that there is a positive correlation between students vocabulary mastery and extrinsic motivation. Then, the second study was conducted by Yolanda (2016) the study was showed that there is have no correlation between vocabulary mastery and students motivation. So, based on the previous research above, the researcher interested in researching this title to find out more detail about the relationship between vocabulary mastery and student motivation. It was also the reason why the researcher wonders to have a study about the correlation between vocabulary mastery and students motivation.

Therefore, the researcher investigated the correlation between vocabulary mastery and students' motivation entitled "The Correlation between Vocabulary Mastery and English Learning Motivation of English Language Education Department Students in a Private University in Yogyakarta".

Statement of the Problem

Vocabulary is used often in the learning process in English classes, Prior interviews conducted in the English Language Education Department (ELED) at one of the private universities in Yogyakarta revealed that the students did not

own adequate vocabulary skill. The interviews showed that the students found it difficult in learning English, because the differences between the written word and the pronouncing. Moreover, students' have difficulty in grasping meanings, sometimes they forgot the meaning of the word when they asked to mention. As stated by Megawati (2016) students must maximize themselves in learning English because it can affect their English vocabulary.

Delimitation of the Research

This study was specifically conducted to discover batch 2018 students' vocabulary mastery and learning motivation in the ELED at a private university in Yogyakarta. Furthermore, this study aimed to find out if there is any significant correlation between students' vocabulary mastery and English learning motivation of batch 2018 ELED students.

Research Questions

Based on the problems mentioned, the research questions are as follows:

1. How is the vocabulary mastery of ELED students in a private university in Yogyakarta?
2. How is the motivation of ELED students in a private university in Yogyakarta?
3. Is there any significant correlation between vocabulary mastery and motivation in learning English of ELED students in a private university in Yogyakarta?

Objectives of the Research

Based on the research questions, the objectives of this study are:

1. To know the vocabulary mastery of ELED students in a private university in Yogyakarta
2. To know the motivation in learning English of ELED students in a private university in Yogyakarta
3. To know if there is a significant correlation between vocabulary mastery and English learning motivation of ELED students in a private university in Yogyakarta

Significance of the Research

This research is expected to be useful for English lecturers (teachers), students, institutions, and other researchers.

The English Lecturers

In certain situations, this research might be useful as a reflection in order to increase and develop their method in teaching students about vocabulary relating to its importance in their motivation, besides, English teacher can use the result of the study as a feedback on teaching activities, so the objectives of the English teaching program can be achieved.

The Students

The results of this study will benefit students to learn and evaluate themselves regarding their understanding of vocabulary mastery. Moreover, this

research expected to motivate them to practice more than they did before and encourage them to learn English by improving their vocabulary mastery through some fun ways.

Other Researchers

This research might be useful for other researchers by referring to the results of this study to be related to their research topic. The results of this study might also be used as additional research material for other researchers.

Organization of the Chapter

There are five chapters in this study and each chapter consists of several sub-chapters. The first chapter is the introduction, the second chapter is the literature review, the third chapter is the research methodology, the fourth chapter is the finding and discussion, while the fifth chapter is the conclusion and recommendations.

Chapter one focuses on the background of the study. This study focuses on students' vocabulary mastery and motivation in English learning. There are three research purposes of the study namely to know the vocabulary mastery of ELED students in a private university in Yogyakarta, the motivation in learning English of ELED students in a private university in Yogyakarta, and if there is any significant correlation between vocabulary mastery and English learning motivation of ELED students in a private university in Yogyakarta. Moreover, this study also provides several advantages and positive contributions to English lecturers, students, and future researchers.

Chapter two explains the theories related to vocabulary and motivation in English learning; English learning in Indonesia; vocabulary mastery; and students' motivation in English learning. Meanwhile, chapter three explains the methodology applied in this study also the research design adapted in this study. The chapter also presents vocabulary tests and questionnaires as the data collection method along with the participants and the setting used in this study. Last part of chapter three also explains data gathering process and analysis.

Afterwards, chapter four presents the findings and discussion. The results of this study are discussed at the end of this chapter. Moreover, the theories related to the finding of the research are also provided. In addition, the last chapter is the conclusion and recommendations. The conclusion presents the summary of this study while the recommendations are addressed to several parties.