Chapter One

Introduction

This chapter presents several things about research. First, it provides the introduction of this research, the background of the research, identification of the problem, and delimitations of the statement problem. Furthermore, the researcher puts research questions and the objectives of this research. Finally, this chapter gives the significance of this research.

The Background of the Research

The motivation in learning a foreign language, predominantly the English language, differs for each people. An individual may learn a foreign language because he is interested in that language; for example, he wants to work in a foreign language country.Therefore, having language skills in that country is necessary. Besides, someone can learn a foreign language because they want to learn about another nation's culture. Another motivation that may arise is a person's desire to master foreign languages, especially international languages such as English, to make it easy to find work. According to Dornyei (1998), motivation determines human behavior by giving them the energy and guidance needed to achieve their goal. People with different goals may have different motivations that drive them to learn English. As mentioned by Beauchaine and Zisner (2017), motivation can be determined as the internal factor that gives direction to someone's thoughts.

Motivation plays an essential role in the foreign language learning process like the English language. Motivation is an unseen thing that gives a

person control as well as urges them towards their action and decision. Fitriana, Nurkamto, and Pudjobroto (2012) said that motivation plays an essential role in determining people's acts, behaviors, and decision-making. It is also supported by Ryan and Dornyei (2013), who stated that motivation has an essential role in learning foreign languages, including the English language.

One of the aspects of the English language that students need to learn is in acquiring the English vocabulary. According to Alqahtani (2020), vocabulary is an area of knowledge that plays an essential part in learning the language. In learning the English language, vocabulary is basic language skills. Mastering vocabulary enables students to have better language skills. Student's skills in English may depend on the level and abundance of the vocabulary that they master. Procter as cited in Setiawan (2010) defines vocabulary as a collection of words known to a person that can be used for business or other work. Richards and Renandya (2002) noted the importance of vocabulary as the core component of language ability and providing many foundations for learners to speak, listen, read, and write.

If people do not have enough vocabulary, they cannot communicate and express their feeling both in the form of spoken and written form effectively. On the other hand, people who master the English vocabulary can speak, write, read, and understand English better. Ellis (2000) stated that motivated individuals will learn the English language faster and more efficiently. This statement is found true in mastering vocabulary as supported by Nation (1990) who discovered that: motivation can help L2 learners to

improve vocabulary. L2 learners believe that vocabulary is an essential part of language learning. They also experience most of their difficulties in English from their lack of vocabulary. Therefore, L2 learners focus on improving vocabulary acquisition over other aspects of language learning.

Motivation is believed to increase students' enthusiasm for learning so that it is effective in improving their vocabulary mastery. In language learning, the most important component is vocabulary mastery because without vocabulary students cannot convey anything. As explained before, it is not surprising that students who are motivated also have good vocabulary mastery. If the students' learning motivation is high, it would potentially lead the student to have a good level of vocabulary to support their English language skills. Thornbury (2002) argues that the largest and most important task that language learners face is vocabulary acquisition, and vocabulary mastery can be easily obtained if students have motivation in learning the language. Another support comes from Alqahtani (2015) with a statement that someone that is motivated to learn English would have a good English vocabulary mastery. Khairunas, Pratama, and Iswanto (2019) discovered that there is a positive relationship between motivation and vocabulary mastery. Participants who had a high score in motivation measurement also had a good outcome in the vocabulary writing test. On the other hand, vocabulary is also one of the reasons people lose motivation to learn a language because they must memorize a lot of vocabulary to be able to speak fluently. The vast amount of vocabulary that learners must memorize to speak fluently is one of the reasons

why students are unmotivated with their language learning (Nation, 2001).

The findings above show that the connection between motivation and vocabulary skills works both ways. While the motivation to learn a language can help vocabulary skills grow, the sheer difficulty of learning a vocabulary may also affect the initial motivation of learning the language. However, from the researcher's experience, some students with high motivation levels happen to still have a limited vocabulary. Therefore, further research is needed to understand better the relationship between student's vocabulary mastery and their motivation in learning English.

This research investigated the students' level of learning motivation and English vocabulary mastery. This research was conducted at English Language Education Department of a private university in Yogyakarta with the students batch 2020 as the respondents. More specifically, the researcher was interested in investigating the correlation between students' learning motivation and their English vocabulary mastery at the English Language Education Department of a private university in Yogyakarta.

Identification of the Problems

Learning motivation is an essential part of obtaining vocabulary mastery. When students have a strong learning motivation, students can learn better. Students' learning motivation in learning English can be shown through their vocabulary level. If students have a high level of motivation, they may have a good vocabulary level. On the other hand, if students have a low level of motivation, their vocabulary level is also low.

The researcher found the phenomenon that the problems in the language learning process are caused by two major factors: student factors and teacher teaching strategies. Among the factors derived from students are: (1) low student motivation in learning; and (2) the vocabulary used is simple and limited. Many of the students become unwilling to learn English as they experience difficulty in understanding the majority of the vocabulary found in the material provided by the teacher. It appears that the teachers fail to apply e a suitable teaching technique to improve students' vocabulary learning. This becomes crucial given that students can only understand the learning content if they understand what they are told and taught.

The researcher also found another phenomenon based on the researcher's experiences as a student in English Language Education Department. Each of the pre-service English teacher students have different levels of learning motivation. Moreover, most of them have a low level of learning motivation because they still doubt their choice to learn English as their major. Problems can be seen when students are asked to perform in front of a class or do an assignment where they have difficulties performing very well. The difficulties that arise in a classroom activity may be caused by the students' lack of English vocabulary. At the same time, the difficulties in mastering vocabulary may also affect their motivation in studying English altogether. However, there are also cases where students with high motivation still have limited vocabulary. Therefore, in this research, the researcher will identify the level of student learning motivation and their English vocabulary

mastery level and determine whether these two variables correlate.

Delimitation of the Problems

Based on the identification of the problems, delimitation of the problems is needed to determine the focus of the research among the problems. The researcher focuses on the correlation between ELED students' learning motivation and their English vocabulary mastery. The reason the researcher chose the ELED students because the students have been sufficiently engaged in learning English. And, the students have been exposed to many words in English. Moreover, as a college students they must be able to master advanced English vocabulary. And, considering their interest in learning English is still extremely strong, it is hoped that it would boost their level of learning motivation and English vocabulary.

To make this research more detailed, the researcher limits the problem. The first is that the researcher mainly focuses on the the level of learning motivation of the ELED students. The second is that the researcher looks into the level of English vocabulary mastery of the ELED students. The researcher wants to know if there's a correlation between students' learning motivation and their English vocabulary mastery.

The Questions of the Research

Based on the statement above, the research questions are:

1. How is the motivation level of the ELED students in learning English?

2. How is the English vocabulary mastery level of the ELED students?

3. What is the correlation between the ELED students'

learning motivation and their vocabulary mastery?

The Objectives of the Research

Based on the information in the research questions, there are three objectives of this research, namely:

1. To investigate the students' motivation level of the ELED students.

2. To investigate the English vocabulary mastery level of the ELED students.

3. To investigate the correlation between ELED students' motivation level and their English vocabulary mastery.

The Significance of the Research

This research is expected to give benefits that are addressed for the students, the English teachers, and other researchers. The explanation is presented below:

For the Students

By reading this research, students can understand their level of vocabulary. If the level of vocabulary is very good then it is hoped that students will be able to maintain their motivation to learn English. However, if their vocabulary level is low, this research can make them aware of the importance of motivation, and motivate in learning English.

For English Teachers

This research can be used by the English teacher to overcome the student's challenges in learning English. The result of this study can be considered by teachers in choosing the best approach to teach vocabulary

the students. It can also be used as a learning material for students to motivate them and to improve their English skills.

For other researchers

This study can be helpful to other researchers. As a result of this study's existence, future researchers can utilize the results as references if they want to do research on similar topics. Furthermore, the researcher hopes that this study will help future researchers in determining whether there is a correlation between students' learning motivation and their English vocabulary mastery