Chapter One

Introduction

Background of the Research

Vocabulary is very important for students in speaking, writing, listening and reading comprehension. Students who master vocabulary well may be able to understand the meaning which is contained in reading text. Students are also able to speak English fluently, improve listening skill, and writing skill if they master a lot of vocabularies.

According to Zhou (2015), vocabulary can be a criterion to see the students' problem in their learn process (p.2). Students with learning problem in learning process will have less vocabulary mastery. They will have difficulty to express their thought because they do not understand the meaning of vocabulary and they will difficulty to communicate with others. On the other hand, students who have high vocabulary mastery will be easy to express their thought because they understand the meaning of vocabulary and they can use it to communicate with others.

Students who have intrinsic motivation in learning English activity will engourage themselve to learn without external reward. Students will learn to study English seriously. Moreover, students with external motivation will learn English seriously if they are given external reward.

Students who have high motivation in learning English will undergo a lesson without complaint and they learn diligently and they can improve their vocabulary mastery in learning English. Students who have low motivation will be different from those who have high motivation.

The previous research with the title "A Correlation Study between English Learning Motivation, Vocabulary Mastery and Reading Comprehension of the First Grade Students of SMA *Negri* 3 Surakarta in the Academic year of 2012/2013" conducted by Lestari (2013) found that there is a correlation between English learning motivation, vocabulary mastery, and reading comprehension. The result of the research shows a significant level.

Students who have a high motivation tend to be excited, serious and intent in following every subject at the university or anywhere. Indeed, students who do not have high motivation to learn will be lazy and do not care about the subject. The environment surround students, such as friends in the classroom and campus are greatly affecting the students' learning motivation. Thus, this study will be conducted to know the relationship between students learning English motivation and their vocabulary mastery. This research has not been done in Universitas Muhammadiyah Yogyakarta (UMY), so the researcher wants to do this research with the title **The Relationship between Students' English Learning Motivation and their Vocabulary Mastery at English Education Department of Universitas Muhammadiyah Yogyakarta batch 2013.**

Statement of the Problem

Motivation in learning process must be owned by students, especially when they learn English. Students' motivation of English Education of Universitas Muhammadiyah Yogyaakarta batch 2011 is fair motivation (Maulana, 2015). Based on the background, statement of the problem of motivation and vocabulary mastery are interconnected because motivation affects students learning activities.

The researcher exposed some problems related with either learning motivation or vocabulary mastery. Based on depth informal interview with some students of sixth semester of English Education Department of English Education of Universitas Muhammadiyah Yogyaakarta batch 2013, the researcher found that many students are lazy to attend the class because the lecturers are very discipline and it makes them feel tense and uncomfortable with the lesson so that they are lazy to learn. The students also rarely studied unless they got task or examination from the lecturer thus affect their vocabulary mastery. So this research will find out whether motivation affects vocabulary mastery.

The researcher will conduct this study to know the current students learning motivation at English Education of Universitas Muhammadiyah Yogyakarta batch 2013, vocabulary mastery and the correlation between learning motivation and vocabulary mastery.

Research Question

There are three research questions in this research:

1. How is students' motivation in learning English ability at EED UMY?

2. How is vocabulary mastery at EED UMY?

3. What is the relationship between students' English learning motivation and their vocabulary mastery at EED UMY?

Purpose of the Research

The purpose of the research is to know the motivation in learning English ability at EED UMY, to know vocabulary mastery at EED UMY, and to know the relationship between students' English learning motivation and their vocabulary mastery at EED UMY batch 2013.

Significance of the Research

The result of this research is expected to give some benefits.

1. **Students.** This research is expected to give very useful information about the relationship between students' English learning motivation and vocabulary mastery to university students especially of EED UMY.

2. **Lecturer.** The result of this research is expected to provide a greater understanding of the relationship between students' English learning motivation and their vocabulary mastery.

3. **Researcher.** This research can be a reference for other researchers that would carry out the same research.

Outline of the Research

This paper is developed into five chapters:

Chapter I covers the introduction: the general background of motivation and vocabulary, statement of the problem, research question, the purpose of the research, significance of the research and the outline of the study. Chapter II contains a review with regard to motivation in learning English, vocabulary mastery, the relationship between English learning motivation and vocabulary mastery, and conceptual framework. Chapter III talk about the method of study that consisted of research design, population, and sample. Chapter IV presents the data collection method and data analysis. Chapter V contains the conclusions of the research.