

## **Chapter Two**

### **Literature Review**

This chapter discusses the literature related to the subject of this research. The subject consists of motivation and vocabulary mastery. Sub-subject of learning motivation consists of the definition of motivation, factors that affect motivation, types of learning motivation, definition of vocabulary, type of vocabulary, vocabulary mastery and the last is the relationship between English learning motivation and vocabulary mastery. These topics will be discussing bellow.

#### **Definition of motivation**

Motivation is a complex statement in individual's self that directs to certain behavior or stimulus to a certain goal (Purwanto, 2004, p.61). Motivation is a process which gives someone a spirit, direction, and persevering behavior. It means that motivated behavior is full energy, statistical data and long lasting (Santrock 2011, p.510).

According to Yusuf as cited by Saefullah (2012), motivation derives from word motive which means individual condition which forces students to do some activities to get an achievement (p.290). Motives are the center of our lives; they arouse and direct what we think, feel, and do (Lahey, 2012. p.351). According to Streers & Porter as cited by Riggio (2009), motivation is a force that serves three

functions such as it energizes, or causes students to act some activities, it directs behavior toward the achievement of specific goals, and it maintains the effort used in reaching those goals (p.183). Gerrig and Zimbardo (2005) said that motivation is the common term for "all the processes involved in starting, directing, and maintaining physical and psychological activities" (p.362). DuBrin (1994) stated that motivation is a reason for doing everything (p.93).

According to Lahey (2012), the term motivation refers to an internal state that activates and gives direction to our thoughts (p.351). King (2013) stated that motivation is the forces that move students to behave, think, and feel the way they do (p.325). In addition, a motivated behavior is energized, directed, and sustained (King, 2013. p.325). From that theory, it can be concluded that motivation is a force that gives students directs them in life to do some activities to achieve certain result or goal.

### **Kind of motivation**

Motivation is very important to encourage that give students energy and spirit in learning activities. Motivation is divided into two; there are intrinsic motivation and extrinsic motivation.

**Intrinsic motivation.** According to Santrock (2011), intrinsic motivation is motivation from within individual self to do something for certain goal (p.514). Intrinsic motivation is active motives that do not need stimulus from the outside of individual self because each individual has already had a force to do something (Saefullah, 2012. p.296). According to Hapsari (2005), intrinsic motivation is a

force of learning that comes from inside of individual self and does not need stimulation from the outside (p.74). According to Santrock (2003), intrinsic motivation is a desire in individual self to be competent and do something professionally (p.476). According to Lahey (2012), intrinsic motivation is an individual motive stimulated by the inherent nature of the activity their pleasure of mastering something new or its nature or its nature consequences (p.362).

Reynolds and Miller (2003) stated that students who are intrinsically motivated should be interested in the task, enjoy it, be more likely to be cognitively engaged, and also perform at high levels (p.113).

**Extrinsic motivation.** Extrinsic motivation is to do something to get something else; it is a way to achieve certain goal (Santrock, 2011. p.514). Santrock (2011) also said that extrinsic motivation is often influenced by external incentives such as reward and punishment. According to Saefullah (2012), extrinsic motivation is stimulus from outside. Hapsari (2005) said that extrinsic motivation is a force to learn that given by others such as passion and advice from teachers, parents, siblings and those who beloved (p.74). A student who gets motivation from other people such as friends, teacher and parents will have the motivation to achieve a goal. Extrinsic motivation is the willingness to gain something with the aim to obtain external rewards (Santrock, 2003. P.476). According to Lahey (2012), extrinsic motivation is a motivation that is external to the activity and not an inherent part of it. It means that external motivation is human motives active by external rewards (p.363).

### **The function of motivation**

Motivation has a very important function in the learning process especially English learning activities. According to Sadiman as cited by Saefullah, (2012.p.296) motivation has three functions;

1. Force students to act. It means that motivation as an engine of each activity to be carried.
2. Motivation has a function to determine a direction to be taking. It means that every student has a goal to be achieved.
3. The last function is selecting actions. It means that students should select their activities before they do something to achieve a goal.

### **The definition of vocabulary**

Vocabulary is very important in a language, especially English. Vocabulary is an aspect of English to be learned. Bintz (2011) says that vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses (p.44). In addition, McCarten (2007) said that vocabulary is the most important component in the success of learning a language (p.26). Hornby (2010) stated that vocabulary is all the words that an individual knows or uses (p.1722). Also, Agtin & Hilmiyati (2014) said that vocabulary is defined as the set of all the words understood by an individual or all the words which are used by an individual to create a new sentence (p.203). Moreover, Vocabulary is a core component of language ability and provides much

of the basis for how good learners can perform speaking, listening, reading, and writing (Richards & Renandya, 2002,p.255).

Besides, Manser as cited by Halimatussa'diyah (2012) says," Vocabulary is total number of word in a language or list of words with their meanings ... used for teaching a foreign language (p.2)". As a result, vocabulary is important to communicate with others. Thus, vocabulary must be mastered by students, because it will make them understand the meaning of some words or sentences more easily.

Students must master the vocabulary to understand the meaning of written and spoken messages. Moreover, students should mastery vocabularies in order to be good communication with others. In conclusion, students need to master several vocabularies to be a success in learning English.

### **Type of vocabulary**

Vocabulary is divided into two kinds; receptive vocabulary and productive vocabulary.

**Receptive vocabulary.** Haycraft as cited by Hatch and Brown (1995) said that receptive vocabulary is words that students recognizes and understands when they occur in a context, but which the students cannot produce correctly (p.370).

According to Alqahtani (2015), receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce (p.25). According to Merikivi & Pietila (2014), receptive vocabulary comprises the words a person is able to understand (p. 488). In brief, receptive

vocabulary is a passive process to memorize vocabularies which are rarely used in daily communication or conversation in English.

**Productive vocabulary.** Haycraft as cited by Hatch and Brown (1995) stated that productive vocabulary is words which "the students understand, can pronounce correctly and use constructively in speaking and writing" (p.370). According to Alqahtani (2015), productive vocabulary is the words that the learners understand and correctly use constructively in speaking and writing (p.25). Moreover, Merikivi & Pietila (2014) said that productive vocabulary is "the words in productive vocabulary are not merely recognized, but they can also be produced" (p.488). In summary, productive vocabulary is vocabulary which is understood and used by the students to communicate in their daily life.

### **Definition of vocabulary mastery**

According to Hornby (2010), mastery is great knowledge about an understanding of a particular thing (p.946). Similar definition mentions that "vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences" (Mukoroli, 2011.p.6). It means that in learning vocabulary, learners should know and understand the meaning and use the meaning in a sentence.

Vocabulary mastery is a great individual skill in using words of a language, which is acquired based on their own interests' needs and motivation (Alqahtani, 2015, p.26). Vocabulary will affect students in the use of a language. According to Bandu and Marzuki (2014), their research which emphasized on the meaning of

words stated that vocabulary mastery is skill toward a group of words which includes the knowledge of the meaning, the knowledge about the classes of words, and the knowledge about how to use it (p.79). In conclusion vocabulary mastery is knowledge about words, its meaning, how to pronounce it and how to use it in context correctly.

**The relationship between students learning English motivation and their vocabulary mastery.** Chossri and Intharaksa (2011) stated that motivation has a positive impact in English learning to achieve successful in future students education. It means that motivation has a positive correlation with English learning. In addition, the relationship between language learning motivation and foreign language achievement as mediated by perfectionism: the case of high school EFL learn (Dashtizade & Farvardin, 2016). Those researcheres founded significant correlation between learning motivation and foreign language achievement.

Based on the previous theory in chapter two motivations consist of two aspects, they are intrinsic and extrinsic motivation. The research conducted by Fitriana et al., (2012) with the title "A correlation between learning motivation and vocabulary mastery and reading competence." The study was carried out at SMP Negeri 4 Surakarta, the academic year 2011-2012. The research has three variables there are learning motivation, vocabulary mastery and reading competence. The objectives of this investigation are to reveal whether there is any relationship between students' learning motivation and their reading competence, to investigate the relation between students' vocabulary mastery and their reading

ability, and to reveal the relationship between students' learning motivation and their vocabulary mastery simultaneously and reading competence. The research is quantitative research using questionnaire and test to collect the data. The data are analyzed using statistical calculation method by using simple correlation and multiple linear regressions. The study found there is a significant positive correlation between learning motivation and reading competence, there is a positive significant correlation between vocabulary mastery and reading competence, and there is a positive significant correlation between learning motivation and vocabulary mastery simultaneously as well as reading competence. The similarity between the researchers is variable in one of the variables which are motivation variable. The differences between two researchers are the purpose and analyze. The purpose of this research are to know the motivation in English learning ability at EED UMY, to know vocabulary mastery at EED UMY, and to know the relationship between student, English learning motivation and their vocabulary mastery. This research analysis use product moment.

Other research is a research by Lestari (2013), with the title " A correlation study between English learning motivation, vocabulary mastery and reading comprehension of the first grade students of SMA Negeri 3 Surakarta in the Academic year of 2012/2013". The research conducted at SMA Negeri 3 Surakarta in the academic year 2012/2013 which consists of ten classes with the population 318 students. The research has 3 variables there are learning motivation, vocabulary mastery and reading comprehension. The purpose of the

research are to find out the correlation between (1) students English learning motivation and reading comprehension, (2) students vocabulary mastery and reading comprehension, and (3) students English learning motivation and vocabulary mastery toward reading comprehension. The research found there is a significant positive correlation between English learning motivation and reading comprehension. The finding shows that there is a positive correlation between reading comprehension and vocabulary mastery. The finding also shows that there is a positive correlation between English learning motivation and vocabulary mastery separately or simultaneously and reading comprehension. This research is quantitative research using questionnaire and test to collect the data. The research uses cluster random sampling technique. The data analyzed using simple correlation and multiple regression correlations. The similarity between the two researches is motivation. The differences between two researches are the purpose and the analysis method. The purposes of this research are to know the motivation in English learning 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. This research analysis uses pearson product moment correlation.

In addition, Putri (2016) with the title "Correlation study of students' motivation and students' vocabulary mastery toward reading comprehension at SMPN 31 Bandar Lampung". The sample of the research is 28 students of SMPN 31 Bandar Lampung. The research has three variables there are motivation, vocabulary mastery, and reading comprehension. The purpose of the research to

find out whether there is a significant correlation between students' vocabulary mastery and motivation toward their reading comprehension or not. The analysis uses product moment correlation. The result of the research shows a significant positive correlation between students' motivation and vocabulary mastery toward their reading comprehension. The similarities between the two types of research are motivation and analysis method. The difference between two types of research is the objectives. The objectives of this investigation are to know the motivation in English learning 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.

Moreover , relationship between Iranian EFL learners, motivation and the use of vocabulary learning strategies (Delzendehrouy, Zamanian & Tayyebi, 2014). Those research found significant correlation between motivation and the use of vocabulary learning strategies.

Thus, the difference of result depends on the site where the research is conducted and becomes the motive of the researcher to conduct this research at EED UMY, so that the researcher interested in this study to know the correlation between students' English learning motivation and their vocabulary mastery at EED UMY batch 2013.

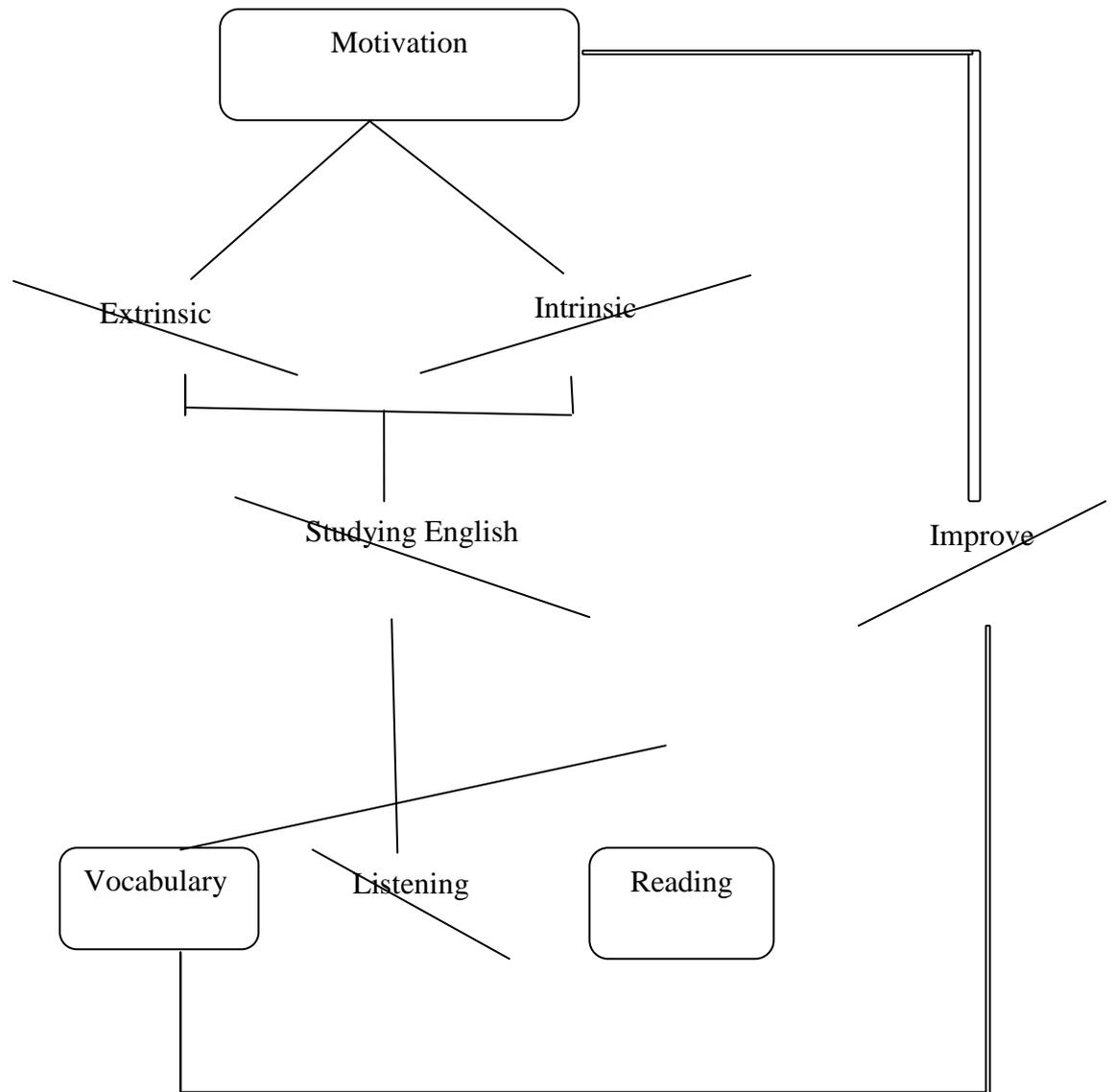
## **Conceptual Framework**

Students who have high motivation either extrinsic motivation or intrinsic motivation will learn English not only grammar, pronunciation but also vocabulary seriously. Vocabulary is an important part of language, if the students improve their vocabulary mastery, it will be easy to express their thought because they understand the meaning of vocabulary and they can use it to communicate with others.

On the other hand, students who have low motivation will not study English seriously so their vocabulary will not improve and they will face difficulty to express their thought without mastering vocabulary. Thus, motivation will increase the students' vocabulary mastery. The scheme of the correlation between students learning English motivation and their vocabulary mastery is drawn in the following figure.

Figure 2.1

## Conceptual Framework



**Hypothesis**

H<sub>0</sub>: There is no significant correlation between students' English learning motivation and their vocabulary mastery at EED UMY.

H<sub>a</sub>: There is a significant correlation between students' English learning motivation and their vocabulary mastery at EED UMY.