Chapter four

Finding and Discussion

In this section, the researcher shows the finding and discussion of the research. The findings section describes the result of the data statistical analysis. The discussion section presents the findings with further explanation.

Findings

In this part, the researcher presents the findings of those three research question. The first is finding of students' motivation in learning English ability at EED UMY. In order to answer the first research question this research used questionnaire. The second is the finding of vocabulary mastery at EED UMY. This research used vocabulary test to identify vocabulary mastery of students' at EED UMY. The last is the finding of the relationship between students' English learning motivation and their vocabulary mastery at EED UMY.

Students' motivation. The first research question is "how is students' motivation in learning English ability at EED UMY." The motivation is reflected on 18 statements that involved items. The result of sample responses is presented in the table below.

Table 4.1

Q7. The discipline lecturer did not make me enthusiastic in learning English.

		Frequency	Percent
Valid	Strongly Disagree	34	23,3
	Disagree	50	34,2
	Agree	8	5,5
	Strongly Agree	5	3,4
	Total	97	100,0

Based on the table above, related to the statement of the item that said "the discipline lecturer makes me excited in learning English." The responses are 5 students (5,2%) choose strongly disagree, 8 students (8,2%) said disagree, 50 students (51,5%) mentioned agree, 34 students (35,1%) stated strongly agree. It means that most of the students are enthusiastic to learn English with the discipline lecturer.

Table 4.2

Q10. I learn English so that I can be a professional teacher.

		Frequency	Percent
Valid	Strongly disagree	4	4,1
	Disagree	12	12,4
	Agree	51	52,6
	Strongly Agree	30	30,9
	Total	97	100,0

From table 4.2, it shows that 4 students (4,1%) stated very disagree, 12 students (12,4%) chose disagree, 51 students (52,6%) chose agree and 30 students

(30,9%) said strongly agree. It means that many students learn English to be a professional teacher.

Table 4.3

Q11. I learned English to write good English articles.

		Frequency	Percent
Valid	Strongly disagree	0	0
	Disagree	7	7,2
	Agree	61	62,9
	Strongly Agree	29	29,9
	Total	97	100,0

In the statement "I learned English in order to write good English articles" can be seen that seven students (7,2%) voted disagree, 61 students (62,9%) chose agree and 29 students (29,9%) stated strongly agree. It means that many students learn English because they want to write good articles.

Table 4.4

Q.12. I watch a movie to improve my vocabularies.

		Frequency	Percent
Valid	Strongly Disagree	0	0
	Disagree	2	2,1
	Agree	48	49,5
	Strongly Agree	47	48,5
	Total	97	100,0

From table 4.4, it shows that 2 students (1,1%) stated disagree, 48 students (49,5%) chose agree, and 47 students (48,5%) said strongly agree. It means that many students watch a movie to improve their vocabularies.

Table 4.5

Q13. I go to campus and study English in order to get a high Grade Point Average (GPA).

		Frequency	Percent
Valid	Strongly Disagree	3	3,1
	Disagree	11	11,3
	Agree	59	60,8
	Strongly Agree	24	24,7
	Total	97	100,0

The result on table 4.5 shows that there are three students (3,1%) of the samples strongly disagree with statement of "I go to campus and study English in order to get a high GPA." There are 11 students (11,3%)of sample voted disagree, 59 students (60,8%) answered agree and 24 students (24,7%) of the sample chose strongly agree. It means that many students who are going to campus and studying English diligently because they want to get high GPA.

Table 4.6

Q14. I always pay attention to the lecture given by the lecturers.

		Frequency	Percent
Valid	Strongly Disagree	0	0
	Disagree	10	10,3
	Agree	63	64,9
	Strongly Agree	24	24,7
	Total	97	100,0

In the statement "I always pay attention to the lecture given by the lecturers" can be seen that there were ten students (10,3) chose disagree, 63 students (64,9) voted agree, and 24 students (24,7%) voted strongly agree. It means that most of the students always pay attention to the lecture given by the lecturer.

Table 4.7

Q15. Parents are always giving spirit to the students to attend the lectures.

		Frequency	Percent
Valid	Strongly Disagree	2	2,1
	Disagree	4	4,1
	Agree	44	45,4
	Strongly Agree	47	48,5
	Total	97	100,0

From Table 4.7, the researcher found out the result of a statement "Parents are always giving spirit to the students to attend the lectures". There were 2 students (2,1%) said strongly disagree, 4 students (4,1%) chose disagree, 44

students stated agree, and 47 students (48,5%) confirmed strongly agree. It means that most of the students always have spirit given by their parents and family to attend the lectures.

Table 4.8

Q17. I learned English so that later I can explain the material to my students clearly.

		Frequency	Percent
Valid	Strongly Disagree	0	0
	Disagree	4	4,1
	Agree	40	41,2
	Strongly Agree	53	54,6
	Total	97	100,0

The result on Table 4.8 shows that there are four students (4,1%) of the sample disagreed with the statement of "I learned English so that later I can explain the material to my students clearly". There are 40 students (41,2%) of the sample agreed with the statement, 53 students (54,6%) of the sample answered strongly agree. It means that many students learned English so that later they can explain the English material to their students clearly.

Table 4.9

Q19. I am not serious in learning English because many friends are lazy to learn it.

		Frequency	Percent
Valid	Strongly Disagree	33	34,0
	Disagree	60	61,9
	Agree	4	4,1
	Strongly Agree	0	0
	Total	97	100,0

In the statement "I am not serious in learning English because many friends are lazy to learn it." Most of students chose agree (61,4%), 33 students (34,0%) chose strongly agree, and 4 students (4,1%) chose disagree. It means that most of students are serious in learning English and they not affected by peer friends who are lazy to learn.

Table 4.10

Q20. I memorize English vocabulary so I can understand English conversation.

		Frequency	Percent
Valid	Strongly Disagree	0	0
	Disagree	4	4,1
	Agree	59	60,8
	Strongly Agree	34	35,1
	Total	97	100,0

From Table 4.10 shows that 4 students (4,1%) stated disagree, 59 students (60,8%) chose agree, and 34 students (35,1%) said strongly agree. It means that

many students memorize new English vocabulary so they can understand English conversation.

Table 4.11

Q21. I learn new vocabularies to improve my vocabulary mastery.

		Frequency	Percent
Valid	Strongly Disagree	0	0
	Disagree	0	0
	Agree	55	56,7
	Strongly Agree	42	43,3
	Total	97	100,0

The result on Table 4.11 shows that there are 55 students (56,7%) of the sample agreed with statement of "I learn new vocabularies to improve my vocabulary mastery". There are 42 students (43,3%) chose strongly agree. It means that many students learn new vocabularies to improve their vocabulary mastery.

Table 4.12

Q23. I am lazy to read English book because it will not make me mastering English.

		Frequency	Percent
Valid	Strongly Disagree	29	29,9
	Disagree	60	61,9
	Agree	6	6,2
	Strongly Agree	2	2,1
	Total	97	100,0

In the table above, 2 students (2,1%) chose strongly disagree, 6 students (6,2%) voted disagree, 60 students (61,9%) stated agree, and 29 students (29,9%) argued strongly agree. It means that most of students read English book because they think it will make them mastering English.

Table 4.13

Q25. The advice given by parents influences my learning spirit.

		Frequency	Percent
Valid	Strongly Disagree	0	0
	Disagree	1	1,0
	Agree	52	53,6
	Strongly Agree	44	45,4
	Total	97	100,0

The result on the table 4.13 shows that there is one student (1,0%) of the sample disagreed with the statement of "The advice given by parents influences my learning spirit." There are 52 students (53,6%) of the sample agreed with that statement and 44 students (45,4%) of the sample strongly agreed. It means that most of the students' learning spirit influenced by their parents' advice.

Table 4.14

Q26. I am learning English seriously in order to get a TOEFL score over 550.

		Frequency	Percent
Valid	Strongly Disagree	2	2,1
	Disagree	3	3,1
	Agree	49	50,5
	Strongly Agree	43	44,3
	Total	97	100,0

From the table 4.14 the researcher found out the result of the statement "I am learning English seriously in order to get a TOEFL score over 550". There were 2 students (2,1) said strongly disagree, 3 students (3,1%) confirmed disagree, 49 students (50,5%) stated agree, and 43 students (44,3%) chose strongly agree. It means that most of the students are learning English seriously because they want to get a TOEFL score over 550.

Table 4.15

Q27. I do and collect the task given by lecturer so that I can graduate with cum laude predicate.

		Frequency	Percent
Valid	Strongly Disagree	1	1,0
	Disagree	10	10,3
	Agree	51	52,6
	Strongly Agree	35	36,1
	Total	97	100,0

From table 4.15, the researcher found out the result of the statement "I do and collect the task given by lecturer so that I can graduate with cum laude predicate." There were 1 student (1,0%) chose strongly disagree, 10 students (10,3%) said disagree, 51 students (52,6%) stated agree, and 35 students (36,1%) confirmed strongly agree. It means that most of the students do and collect the task given by lecturer because they want to graduate with cum laude predicate.

Table 4.16

Q28. I seldom learn about English material to improve my TOEFL score.

		Frequency	Percent
Valid	Strongly Disagree	8	8,2
	Disagree	61	62,9
	Agree	25	25,8
	Strongly Agree	3	3,1
	Total	97	100,0

In the statement "I seldom learn about English material to improve my TOEFL score" most students voted agree (62,9%), other students chose disagree (25,8%), strongly agree (8,2%), and strongly disagree (3,1%). It means that most of the students at EED learning English materials to improve their TOEFL score.

Table 4.17

Q29. I do not want to speak English fluently.

		Frequency	Percent
Valid	Strongly Disagree	50	51,5
	Disagree	40	41,2
	Agree	3	3,1
	Strongly Agree	4	4,1
	Total	97	100,0

From the table 4.17 above, there are 4 students (4,1%) stated strongly disagree, 3 students (3,1%) voted disagree, 40 students (41,2%) argued agree, and 50 students (51,5%) chose strongly agree. It means that most of students are interested to speaking English fluently.

Table 4.18

Q30. I learn English in order to understand the English reading materials.

		Frequency	Percent
Valid	Strongly Disagree	0	0
	Disagree	1	1,0
	Agree	54	55,7
	Strongly Agree	42	43,3
	Total	97	100,0

From Table 4.18, it showed that 1 student (1,0%) stated disagree, 54 students (55,7%) voted agree, and 42 students (43,3%) chose strongly agree. It means that most of students learn English in order to understand the English reading materials.

The result showed that students' motivation at EED UMY is high. It is supported by the means value 96,38. Based on the criteria of the mean value, 96,38 is belong to high category of motivation. The mean value motivation criteria are presented in the table.

Table 4.19

The mean value of motivation.

	Number of Students	Precent (%)	Category
	0	0	very low
	0	0	Low
	58	59,8%	High
	39	40,2%	very high
Total	97	100%	

The result on the table 4.19 shows that no student (0%) who has very low criteria of motivation and there are no student (0%) who has low motivation. Moreover, students with high percentage are 59,8% who has high criteria, of motivation and there are 40,2% students with very high criteria of motivation.

Vocabulary mastery at EED UMY. The second research question of this research is "How is vocabulary mastery at EED UMY". Based on the vocabulary test, the result was presented as follows.

Table 4.20

Finding of vocabulary test

	Number of Students	Percent (%)	Category
	8	8,2%	Very Low
	77	79,4%	Low
	12	12,4%	High
	0	0%	Very High
Total	97	100%	

The result on the table 4.20 shows that students with a very low score of vocabulary test are eight students (8,2%). Students with Low score of vocabulary test are 77 students (79,4%). Moreover, students with a high score of vocabulary mastery test are 12 students (12,4%) and there are no student (0,0%) who has very high vocabulary mastery. Based on the result, it can be seen that the students of EED UMY batch 2013 have low vocabulary mastery. It is supported by the mean value of vocabulary mastery is 23,42.

The relationship between students' English learning motivation and their vocabulary mastery at EED UMY. The third research question is what is the relationship between students' English learning motivation and their vocabulary mastery at EED UMY". Before analysis the correlation the reseacher analysis normality and linearity data.

Table 4.21

Normality data

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		97
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	,44216832
Most Extreme Differences	Absolute	,387
	Positive	,387
	Negative	-,348
Test Statistic		,387
Asymp. Sig. (2-tailed)		,000[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the table 4.21 above, the significant value of 0,000 is smaller

than 0,05, it can be concluded that the data is not normality.

Table 4.22

Linearity data

ANOVA Table[a]

		Sum of Squares	Df	Mean Square	F	Sig.
Vocabulary Mastery * Motivation	Between Groups (Combined)	,138	1	,138	,698	,405
	Within Groups	18,769	95	,198		
	Total	18,907	96			

a. With fewer than three groups, linearity measures for Vocabulary
Mastery * Motivation cannot be computed.

Based on the table 4.23, significant value is 0,405 greater than 0.05. It means that there is a significant linear correlation between learning motivation and vocabulary mastery.

The result of the correlation between those two variables will be explained in the following table.

The relationship between students' English learning motivation and their vocabulary mastery at EED UMY.

		Motivation	Vocabulary Mastery
Motivation	Pearson Correlation	1	,209*
	Sig. (2-tailed)		,040
	N	97	97
Vocabulary Mastery	Pearson Correlation	,209*	1
	Sig. (2-tailed)	,040	
	N	97	97
*Correlation is significant at the 0,05 level (2-trailed)			

Based on the table, the result of the Pearson correlation analysis shows that the number of correlation between students' English learning motivation and vocabulary mastery is 0,209. The correlation is significant because the probability value is 0,040. The criteria of significant correlation based on Tuhuleley (2015, p.68) is drawn in the table below.

Table 4.22

The criteria of significant correlation

Significant	The value is <0,05
Not Significant	The value is >0,05

Therefore, it could be said that the correlation between students' English learning motivation and vocabulary mastery is low criteria of correlation (Sugiono,2013,p.231).

Discussion

The researcher conducted the research to investigate the fact of English learning motivation and vocabulary mastery. After explained the calculation and the data analysis of the data result, this part presents the discussion which refers to previous calculation and analysis.

The researcher collects the data of English learning motivation from questionnaire score. The data that were analyzed would be used to identify the frequency of the students' English learning motivation. To clarify the students' English learning motivation, the researcher used the value of mean to know the category of English learning motivation. Based on the finding of students' English learning motivation above, it could be seen that the mean value is 96,38. Most of the students (59,8%) indicated that they are in high motivation. The rest of 40,2% students are in the very high motivation. It means that students' English learning motivation at EED UMY is high. Reynolds and Miller (2003) stated that students who are intrinsically motivated should be interested in the task and perform at

high level (p.113). Thus the result showed that most students of sixth semester at English Education Department of Universitas Muhammadiyah Yogyakarta batch 2013 that have high learning motivation so they are interested in learning English activity.

Mukoroli (2010) stated that vocabulary is a set of words that is the basic building blocks used in understanding of sentence. In order to identify the students' vocabulary mastery at EED UMY batch 2013, the researcher used vocabulary test. Students should know and understand the meaning in a sentence with vocabulary test. The researcher also uses mean value, to know the category of students' vocabulary mastery. Based on the finding the mean value of students' vocabulary mastery is 23,42. It means that the students of EED UMY batch 2013 have low vocabulary mastery. It is supported by the result of vocabulary mastery of EED UMY batch 2013 that 77 students (79,4%) are in the low category of vocabulary mastery.

According to Chossri and Intharaksa (2011) motivation has a positive impact in English learning. It means that learning motivation at English Education Department of Universitas Muhammadiyah Yogyakarata have a positive impact for students in English learning. The result shows that the relationship between students' English learning motivation and their vocabulary mastery have a positive correlation but in a low category as shown by the correlation number 0,209 and significant number 0,040. It can be inferred that there is a correlation between two variables but in a low category of correlation.

Based on the correlation criteria value by Sugiyono (2013), the result presents that

the correlation number is in a low criteria with the number correlation is 0,209

(p.231). From those value means that hypothesis of H_0 (the null hypothesis) is

rejected and Ha (the alternative hypothesis) is accepted.