THE EFFECTS OF STUDENTS' LEARNING MOTIVATION ON VOCABULARY MASTERY AT SMP NEGERI 1 BONTONOMPO
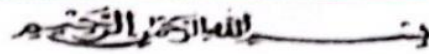
A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in partial fulfilment of the requirement for the Degree of Education in English Education Department

ISTIKHAMA
105351101417

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH MAKASSAR

2024

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN

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Day / Date	Chapter	Note	Sign
3./7/24	iii	No Abroah / Use Part tense	
1/8/24	iv	Revise your Findings and discussion.	
3/8/24	V	Conclusion (Revise).	
5/8/24	III	Tenik data analysis / Abstract	
7/8/24	V	Conclusion / kinds of Research design.	
8/8/24	I-V	ACC	H.

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Day / Date	Chapter	Note	Sign
11/07/2024	I–V	Findings and Discussion	
15/07/2024	I–V	Findings Title List of tables Written form.	
24/07/2024	IV	Abstract Discussion: put an expert Conclusion.	

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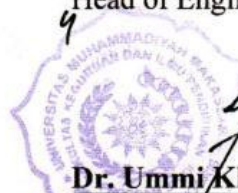
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Day / Date	Chapter	Note	Sign
1 Agustus 2024	I–V	Abstract Bibliography Appendixes	
2 Agustus 2024	I–V	Finding and Discussion Abstract Conclusion and Suggestion	
8 Agustus 2024	I–V	ACC	

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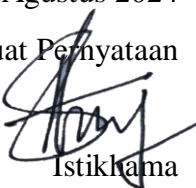NIM   : 105351101417

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Judul skripsi   : The Effects of Students' Learning Motivation on

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MOTTO AND DEDICATION

MOTTO

"The best way to predict your future is to create it"

DEDICATION

This thesis is dedicated to my beloved parents who always pray, support and give me a big love. Also, my self.

ABSTRACT

ISTIKHAMA, 2024. *The Effects of Students' Learning Motivation on Vocabulary Mastery at SMP Negeri 1 Bontonompo*. English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar (Supervised by Ratu Yulianti Natsir and Ariana).

Vocabulary is one of the most basic and important pillars in mastering English. One of the most important components of learning vocabulary is a motivation because it has an impact on learning outcomes. This research aims to determine learning motivation effects to the students' vocabulary mastery in terms of verb. The researcher apllied descriptive quantitative research method using questionnaire and multiple-choice test to collect the data, then analyzed by testing hypotheses with a basic linear regression test using the SPSS 29.0 program. The sample for this research consisted of 30 students in class VIII D at SMP Negeri 1 Bontonompo.

The result of this research showed that students' learning motivation has a negative effect on vocabulary mastery in terms of verb, because of intrinsic and extrinsic factors. In this case there are, students' lack of self-confidence in the classroom during the learning process such as giving opinion or answering question from the teacher, and also less of supporting facility including an English laboratory. Therefore, based on the research conclusions the researcher found that students' learning motivation has a significant effect on their vocabulary mastery.

Keywords : Learning Motivation, Vocabulary Mastery, Verb

ABSTRAK

ISTIKHAMA, 2024. *Pengaruh Motivasi Belajar Siswa terhadap Penguasaan Kosakata di SMP Negeri 1 Bontonompo*. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar (Dibimbing oleh Ratu Yulianti Natsir dan Ariana).

Kosakata adalah salah satu pilar yang paling mendasar dan penting dalam menguasai bahasa Inggris. Salah satu komponen terpenting dari pembelajaran kosakata adalah motivasi karena berdampak pada hasil belajar. Penelitian ini bertujuan untuk mengetahui pengaruh motivasi belajar terhadap penguasaan kosakata siswa dari segi kata kerja. Peneliti menggunakan metode penelitian kuantitatif deskriptif menggunakan kuesioner dan tes pilihan ganda untuk mengumpulkan data, kemudian dianalisis dengan menguji hipotesis melalui uji regresi linier sederhana menggunakan program SPSS 29.0. Sampel penelitian ini terdiri dari 30 siswa kelas VIII D di SMP Negeri 1 Bontonompo.

Hasil penelitian ini menunjukkan bahwa motivasi belajar siswa memiliki pengaruh negatif terhadap penguasaan kosakata dalam hal kata kerja disebabkan karena faktor intrinsik dan ekstrinsik. Dalam hal ini diantaranya, kurangnya kepercayaan diri siswa di kelas selama proses pembelajaran seperti memberikan pendapat atau menjawab pertanyaan dari guru, dan juga kurangnya fasilitas pendukung termasuk laboratorium bahasa Inggris. Oleh karena itu, berdasarkan kesimpulan penelitian, peneliti menemukan bahwa motivasi belajar siswa memiliki pengaruh yang signifikan terhadap penguasaan kosakata mereka.

Kata Kunci : Motivasi Belajar, Penguasaan Kosakata, Kata Kerja

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Alhamdulillah Hirobbil Alamin, praise be upon to Allah SWT for His guidance, mercy and grace, allowing the researcher to complete this thesis under the title "*The Effects of Students' Learning Motivation on Vocabulary Mastery*" with a good health. Salam and Shalawat are directed to the chosen holy messenger, Prophet Muhammad Sallallahu Alaihi Wasallam, who brought humanity from the realm of ignorance to the realm of knowledge.
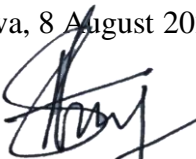
The researcher additionally conveys her sincerest gratitude to her parents for their everlasting love, support, motivation, and sacrifice. It became clear to the writer that many people had given insightful suggestions, direction, assistance, and advice in order to complete this thesis. Thus, the researcher aims to acknowledge them honor as follows:

1. **Dr. Ir. H. Abd. Rakhim Nanda, ST., MT., I.P.U** the Rector of Universitas Muhammadiyah Makassar.

2. **Erwin Akib, M.Pd., P.hD,**, the Dean of FKIP UNISMUH Makassar.

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Billahi Fi Sabilil Haq Fastabiqul Khaerat.

Gowa, 8 August 2024

Istikhama

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CHAPTER I

INTRODUCTION

This chapter focusses on the background, research problem, objective of the study, significance of the study, and scope of the study.

A. Background

According to Pratiwi as cited in (Hernanda et al., 2022) language is a sign in human life included by people of different backgrounds for the purpose of communication and self-identification. Therefore, this points out the significance of language in daily life and the necessity for each country to have its own official language as a means of inter-citizen communication. At the period of its development, a language that had been pronounced as an international language was required to allow connection or interaction within people from different countries.

In this century, English is one of the most frequently spoken languages in the world. There is no denying that English serves as a bridge for communicating with others, no matter where they might be. In line with (Getie, 2020) English is now the most spread of the entire world's language since it is spoken by non-natives and natives. The demand for and necessity of knowing English are growing as a result of its broad use in a variety of sectors. Then, English instruction is mandated by several curriculum in many countries.

On the other hand, Indonesia utilizes English as a foreign language, therefore acquiring it there at school or through other specialized means is necessary. English

is one of the subjects that all students especially at junior high school (SMP) are required to take. This is a component of the government's initiative to raise the standard of its people resources, one of which is learning foreign language to weather the globalization era. Moreover, in learning English, there are several abilities must be known, namely writing, reading, listening, and speaking ability. Also, (Rikmasari & Budianti, 2019) state that vocabulary is the most important requirement for mastering the four English abilities.

In accordance with the previous studied, (Endarto & Subekti, 2020) they found that vocabulary is one of the most basic and important pillars in mastering English. Nothing can be done in learning English without vocabulary. As stated by Farahani as cited in (Dakhi & Fitria, 2019) defined that the vocabulary is often recognized as the main tool of communication. However, as a way to communicate in language, mastery of vocabulary is needed.

Therefore, there must be motivation to learn it. Mantiri as cited in (Fandiño et al., 2019) emphasize that motivation is the main factor affecting foreign language learning since it mediates the attitudes toward the target language and the outputs in the process of learning. This statement finding that one of the most important components of learning is a motivation, because it has an impact on learning outcomes.

According to Syah as cited in (Ahyar et al., 2019) learning motivation is something that both students experience internally (internal motivation) and externally (external motivation) in a learning environment. Students are internally motivated when they have a desire to accomplish their learning objectives. In the

meantime, the surroundings or other stimulating elements may have an impact on students' external motivation for achieving their goals for learning. It can be concluded that learning motivation becomes needed in learning activities as mastering English vocabulary, since motivation builds students' interest in learning.

Besides, in accordance with the researcher observation at SMP Negeri 1 Bontonompo it is identified that there tend to be factors in students' daily life who remain to speak their mother tongue so that can affect their desire to learn. Unfortunately, from eight-grade students the researcher found that some of them might feel that they don't need to practice their English vocabulary outside of class since they study it thoroughly in there. Thus because of their lack of vocabulary mastery, students will probably find it difficult to understand the topic of learning.

In addition, the teacher's role is very important for making a more active learning environment with the aim to motivate students to study English cheerfully and effortlessly. Moreover, motivation is a compilation of activities performed to create the things necessary for someone to have a desire for something. If they do not like it, they are going to try in order to get away of any kind avoid discomfort that are causing them to feel that way.

Based on the statement by (Endarto & Subekti, 2020) that vocabulary is the most important part of learning English. In accordance with Dalimunthe as cited in (Haryadi, 2022) that vocabulary has a crucial part in both understanding and utilizing English. This provides motivation for researcher to make it a research title, because vocabulary mastery will be greatly influenced by students' learning motivation at SMP Negeri 1 Bontonompo.

B. Research Problem

The problem of the issue in this research is based on the background, the researcher formulates the research question as follows:

Does the students' learning motivation effects their vocabulary mastery at SMP Negeri 1 Bontonompo?

C. Objective of the Research

Based on the problem statement above, the objective of this research is to determine learning motivation effects to the students' vocabulary mastery at SMP Negeri 1 Bontonompo.

D. Significance of the Research

The significance of this research consist of theoretical point of view and practical point of view:

1. Based on theoretical point of view, this research is expected to have benefits for the readers and also for the writer or researcher herself.

2. Based on practical point of view, the result of this research will be a valuable input on how learning motivation can affect students' vocabulary mastery and the benefits that researchers gained from.

E. Scope of the Research

This research conducted in eight-grade students of SMP Negeri 1 Bontonompo in Gowa Regency. This research focuses on the effect of students' learning motivation on vocabulary mastery in terms of verb.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some previous related studies, some pertinent ideas, the conceptual framework, and hypothesis.

A. Previous Related Study

There some previous studies that use to be conducted by other researcher in line with the effect of learning motivation toward vocabulary mastery. Rohati (2018) in her research entitled "*Effect of Learning Motivation and Vocabulary Mastery in Writing English Narrative Text Students in Private MTs in South Jakarta*", the aim of this study is to find out how much influence motivation has on the ability to write students. As a result, she found that significant effects from learning motivation and vocabulary mastery together on students' English narrative writing skill. This study has similarities, there are used quantitative approach. But, there is a difference that she used 3 variabels such as learning motivation, vocabulary mastery and the English language narrative writing skill.

According to (Rahman, 2021) in her research title "*The Importance of Learning Motivation in Improving Learning Outcomes*", this study aims to determine the relationship between learning motivation and students' learning outcomes. The result is that mostly highly motivated students will make an effort and actively engage in reading to improve their learning outcomes and solve the problems they may be facing. On the other hand, students who lack motivation seem out as uninterested and easily bored so they will struggle in the classroom. This

study has similarity that used learning motivation variable and the difference is the researcher applied library research method

Research from (Robbi et al., 2020) with the title "*Analysis of the Effect of Learning Motivation on Learning Achievement*", this study aims to determine how the effect of learning motivation on students' learning achievement. They found that the learning motivation of class XII students at the Mandau District Public High school has a significant effect on their learning achievement. This study has similarities, namely using quantitative approach and learning motivation as a variable, also the data analyzed by simple linear regression method for technique of data analysis. Meanwhile, the difference is that the researcher focuses on learning achievement by students' learning motivation.

The researcher found that learning motivation is an important part of learning process, especially toward vocabulary mastery. In accordance with (Rahman, 2021) states that learning motivation has significant effects of students' learning outcomes. From the several previous studies above, there are both similarities and differences in this research. The similarity is that each of them discusses learning motivation, but there are differences in their methods, instruments, and data analysis technique.

B. Some Pertinent Ideas

1. The Concept of Learning Motivation

    a. Definition of Learning and Motivation

Learning is a process or effort carried out by each individual to obtain changes in behavior from all of the materials that have been studied, including knowledge, skills, attitudes, and positive values (Djamaluddin & Wardana, 2019). They also defined that learning could be also interpreted as various psychological processes which an individual engages in to change his behavior both before and after learning. Improvements to behavior or attitudes carried on by new experiences, knowledge and understanding acquired through studying and practicing activities.

In addition, learning can affect the nature of an individual, improving the quality of their behavior through the improvement of their knowledge, skills, perceptions, and many other kinds from other abilities. This is reinforced by the argument of Thursan Hakim as cited in (Djamaluddin & Wardana, 2019) that learning as the process of impacts the personality of an individual, which appearance during the development as part of new skills, knowledge, thoughts, habits and other cognitive and behavioral functions.

Furthermore, as stated by (Emda, 2018) increases in knowledge, skills, thoughts, passions, character, and adjustment are every impact of learning on the individuals who take advantage of it. In consequence, learning can be perceived as a process of how an individual improves capabilities in many

kinds of subjects, including self-worth. This emphasizes how learning can strengthen an individual in a range of aspects.

Motivation is part of person's feeling that will pursue him/her to achieve their certain goals in their life (Husna & Murtini, 2019). On the line, in (Tambunan, 2019) argued that an individual internal, either consciously or unconsciously encourage to take action or accomplish something in order for them to achieve certain objective is known as motivation.

According to (Rahmat & Akbar, 2019) motivation as factors or reasons that move or drive students to learn English as a foreign language. Besides that, James as cited in (Laka et al., 2020) states that motivation is a situation that activates behavior to attain the goals it sets forth, in contrast to learning which is the process of changing behavior through instruction or experience. Furthermore, students' level of motivation will have a big impact on how well they study (Rahman, 2021). Thus, motivation has an important part for encouraging individuals to accomplish an established goal. The coherent point was elaborated by Stoner as cited in (Setyorini, 2018) that human behavior is affected by, related to, and supported by motivation.

b. The Definition of Learning Motivation

The definition of learning motivation has been expressed by expert. Winkel as cited in (Laka et al., 2020) defined learning motivation as all internal efforts that learning activities, ensure that it continue and give direction so that the desired goals are achieved. (Rahman, 2021) an impulse to take action in order to accomplish a goal is a process known as learning motivation. In

addition, theory of learning motivation from Hamzah B Uno as cited in (Rakhmawati, 2018) concluded that learning motivation is internal and external encouragement for students who are learning to make changes in behavior.

Moreover, Uno as cited in (Nasrah & Muafia, 2020) concluded that the indicators of learning motivation there are: (1) there is a desire succeeds; (2) there is a encouragement and a need for learning; (3) there is a hope and an ideal of the future; (4) the existence of rewards in learning; (5) there is existence of learning activities; (6) the existence of a situation that is conducive to learning, allowing students to learn effectively.

As stated by Pratiwi as cited in (Hidayati et al., 2022) that each student has an entirely different kind of learning motivation, and since it can impact their learning outcomes, also students who have a low motivation to learn need to improve it in order to observe improvements in the results of their learning. Gardener as cited in (Setyorini, 2018) explained that efforts and desires to achieve the learning objective that includes optimism on learning activities serve as learning motivation. Therefore, a motivational organization will arise if the desire to achieve the objective and a good attitude are related to significant effort or stimulation. Accordingly, on students' learning outcomes, learning motivation has significant impact. The end results of learning can be enhanced if learning motivation increases and vice versa.

c. The Function of Learning Motivation

An activity's effectiveness has a significant impact by motivation, which provides a key role in the activity itself. According to Sardiman as cited in (Cahyono et al., 2022) there are 3 functions of motivation:

1) Encouraging humans to act, such as, as a driving force or motor releasing energy. Motivation, in this case, is the driving force behind every activity to be carried out.

2) Determine the direction of action, focusing on the desired outcome. As a result, motivation can give direction and demand activities that must be taken in line with the set of goals.

3) Selecting actions, that is, choosing which acts must be obtained in harmony to be able to attain objective, and put aside activities that are not useful toward those objectives.

Furthermore, Sukmadinat as cited in (Cahyono et al., 2022) stated that motivation has 2 types of function, there are:

1) Directional function. Motivation plays a part in influencing behavior by effecting individual approach as well as far from the desired outcomes. Besides that, motivation becomes more important when the objective is something the individual requires. In the meantime, motivation can be used in situation where the aim is not that which the individual desires.

2) Activating and energizing function. An action or behavior that lacks motivation or has a quite fragile motivation will be carried out deceptive, aimless, and probably not lead to results.

In contrast, if the motivation is significant, it will be done well and increasing the chance of success. From the definition above leads to conclude that motivation serves as an influence for an individual to carry out a process or accomplish a goal. Also, goals can be attained if an individual brings out the necessary effort, especially if they are motivated by their own existence.

According to Wina Sanjaya as cited in (Emda, 2018) she found that motivation has 2 kinds of function, there are:

1) Encourage students to be active. Motivation is the term for the internal urge that underlies every act of human behavior. The drive of an individual level significantly impacts their enthusiasm they remain about it. Students have an overwhelming need to study, which motivates them to finish the assignments they receiving on time with the best.

2) As a director. The behavior shown by each individual is basically directed to meet their needs or achieve predetermined goals.

This means that motivation functions as a stimulus for both effort and achievement. Once there is a strong motivate for learning, there will be positive outcomes. Therefore, (Emda, 2018) emphasize the function of motivation as a driving force in achievement. An individual in business should encourage his goals and decide whether in directing his efforts in the direction of the goals that need to be attained. Learning motivation aims to encourage learning activities, offer students direction so they are in line with the objectives to be achieved, and decide initiative by eliminating activities that are not effective for that goal.

d. The Kinds of Learning Motivation

In general, Dimyati as cited in (Tambunan, 2019) defined that there are two types of motivation: (1) primary motivation is desire that comes from fundamental impulses, these come from biology or the human body; (2) secondary motivation known as discover motive. Whether it be individual or social, motivation is crucial for human beings. In addition, there are many kinds of motivation, because it can be seen from a range of points of view.

However, the researcher in this study are only discuss about motivation from both perspectives such as intrinsic motivation and extrinsic motivation. As stated by Tambunan as cited in (Cahyono et al., 2022) the intrinsic motivation and extrinsic motivation is:

1) Intrinsic motivations, is the motivation that creates naturally in an individual. This motivation usually comes from the goals and desires for something, allowing him the desire to achieve it.

2) Extrinsic motivation, is the things that is expected to come from a source besides the individual. This motivation typically the form of a material, such as money or other incentive gained as a reward for made effort.

According to similar argument was also conducted by Wardani as cited in (Hidayati et al., 2022) identify each types of motivation, there are; (1) intrinsic motivation is a result of an internal source of inspiration; (2) extrinsic motivation depending on environmental influences. In line with Djamarah as cited in (Tambunan, 2019) also defined that 2 kinds of motivation:

1) Intrinsic motivation, is that an individual already has the desire to do something daily, and therefore their internal objectives do not need external stimulation to become active or functional.

2) Extrinsic motivation, is determined by active motives that are caused by external factors.

As indicated by definition from several researchers, it can be concluded that intrinsic motivation comes from within an individual and arises due to his desire to achieve goals. Meanwhile, extrinsic motivation comes from external sources of an individual, and can be affected by the environment or factors that provides a stimulus that makes him reach the objectives that were previously selected.

e. The Factors of Learning Motivation

Syamsu Yusuf as cited in (Cahyono et al., 2022) learning motivation can arise due to several factors, namely:

1) Internal factors

   a) Physical factors, involve factors that affect both the physique and the way an individual appears. Physical factors include nutrition, health, and physical functions, particularly the five senses.

   b) Psychological factors, are naturally related to things that positively or negatively impact the ability of students to learn. This factor concerns the spiritual condition of students.

2) External factors

    a) Social factors, are those influenced by individuals within the students' environment. Includes teachers, friends, family, neighbors, and others.

    b) Non-social factors, are those that are caused by the physical conditions of students. Includes the time of days (morning, afternoon, or evening), place (peaceful, noisy, or the standard of the school where students study), weather (hot or cold), and learning facilities.

Kaylene in (Hidayati et al., 2022) argued that method and process are important factors that can impact students' motivation. In addition, in a research conducted by (Badruttamam et al., 2018) found that parents also have an important role or factors in enhancing students' learning motivation, there are: (1) supporting factors, including the existence of cooperation between families in one house and the presence of the parents sturdiness; (2) inhibitory factors, such as the situation of the student's living environment. Based on the definition from previous research, indicates that learning motivation can be affected by several factors consist of internal factors and external factors, the method and process, and the role of parents.

2. The Concept of Vocabulary

a. The Definition of Vocabulary

Vocabulary refers to the wealth of words in a particular language. In this instance, many definitions of vocabulary have been stated by experts. Their definition may differ from one another, but they basically have the same intent. Keraf as cited in (Iqbalullah, 2018) stated that vocabulary refers to all the words

that a language owns. Vocabulary is a linguistic component that includes all the details on the definition and application of words as well as a broad vocabulary that a speaker or writer has.

Xiqin as cited in (Amalia, 2018) further describes the vocabulary is the entire stock of words that is either known by an individual or belongs to a particular kind of study. In more general terms, vocabulary consist of the meaning of words and the way vocabulary in language is organized, how words are used and maintained, how they are learned, and phrases relate to each other words. The vocabulary of a language is an important aspect that must be learnt. Thus, in speaking or writing, the students utilize vocabulary to express their point of view.

The same opinion was revealed by Moghadam et al., as cited in (Kainta & Rombot, 2020) argued that vocabulary is dominant in language acquisition, whether the language is a foreign or a second language, which is important to the learners' overall language acquisition. Learning vocabulary will not be separated from language because it is very important aspect of language skills, so, vocabulary is a component that contains all the information related to the use of words in language.

b. The Importance of Vocabulary

Underscoring the importance of vocabulary acquisition, Tarigan as cited in (Rikmasari & Budianti, 2019) defined that the quality of an individual language skills depends on the quantity and quality of their vocabulary. Someone is more likely to be a skilled speaker if they have a larger vocabulary.

Moreover, (Habibah, 2019) states that students' abilities in terms of word knowledge, understanding of identical words, and understanding of idiomatic words can be used as indicators to analyze vocabulary mastery. The more vocabulary an individual has, the greater the possibility that they are skilled at.

(Alqahtani, 2015) emphasizes that "the importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary". Without a large vocabulary, students would not be able to communicate their own ideas or understand those of others. This accordingly by Schouten-van Parreren as cited in (Rashid et al., 2022) states that individuals possessing limited word awareness are unable to generalize from previously taught words to new words or combine information from different sources.

Furthermore, vocabulary mastery is very important in learning language by students to support communicate purposes, especially English. According to Valette as cited in (Setyorini, 2018) the key to communicating a language naturally is having a vocabulary mastery. It can be used for both written and verbal communication and it will be affected if the word treasury is not enough. As a foreign language, the development of English vocabulary is necessary for students to achieve in order to be successful in the target language they are learning. In this case, it is expected that the presence of students' possess motivation encourage them to learn vocabulary initially with terms they become familiar with, such as nouns, verbs, adjectives, and more.

Additionally, this can be one of the factors in improving their vocabulary mastery.

3. The Concept of Verb

a. The Definition of Verb

According to Gobetti et al. as cited in Ramadhani (2022) believes a verb is a term that describes an action, a situation, a condition of things or an even. In line with (Mustafa, 2021) states that a verb is a word that contains information about an occurrence, an event, or the term of something in a sentence. If sentence does not have a verb, it cannot be referred to as a sentence. Based from the definition above, it can be concluded that within a sentence a verb is a word that indicates an action that a person or individuals carry out.

b. Kinds of Verb

Based on the definition of verb, Frank as cited in (Uswar, 2019) classified verb into two classes, there are:

1) Complements of Verb

a) Linking verb

Linking verb is the main term in the predicate that refers to the object. E.g. there are:

- She <u>is</u> beautiful.

- Amir <u>looked</u> sad.

- The coto <u>tasted</u> good.

b) Transitive verb

A transitive verb is one that must have object which can come in the form of direct or indirect.

> Subject + Verb + Direct/Indirect Object

E.g. there are:

− She <u>owe</u> me five hundred thousand rupiah.

− She <u>gave</u> her mom a gift.

− My father <u>leave</u> hospital at 2.00 in the afternoon.

c) Intransitive verb

An intransitive verb is known as a verb that does not possess object.

> Subject + Verb

E.g. there are:

− Lino is <u>tired</u>.

− The kitten <u>died</u> five days ago.

− I <u>walk</u> through the bridge.

d) Reflexive verb

A reflexive verb is one that demands one of the compounds with – *self* as the object of the verb.

E.g. there are:

− Sarah introducing <u>herself </u>to the students.

- I have to prepare <u>myself</u> for final test.

- John enjoyed <u>himself</u> when he was on the library.

2) Form of Verb

a) Auxiliary

The auxiliary verb becomes a supporting verb for the lexical verb.

Examples of this verbs include: *be, have/has/had, do/did.*

E.g. there are:

- I <u>do</u> not like avocado.

- <u>Did</u> you see Rani yesterday?

- My sister may <u>have</u> eat this cake.

b) Lexical verb

A lexical verb, such as went, open, talk, etc., serves as the main verb. It is possible to combine an auxiliary verb with a lexical verb to form a phrase that acts as the full verb.

E.g. there are:

- The baby <u>cries</u>.

- I <u>laughed</u>.

- The door is <u>closing</u>.

c) Finite verb

A finite verb is referred to a lexical verb that serves as the whole verb in the predicate it might possess auxiliaries or not.

E.g. there are:

- Tina <u>plays</u> the keyboard.

   – My grandma <u>bought</u> some cookies.

   – He <u>sings</u> every day.

d) Non-finite verb

Non-finite verbs are ineffective forms that serve as different parts of speech from verbs consisting of infinitive (to + simple form of verbs) and additional participial –ing and –ed forms.

E.g. there are:

   – I enjoy <u>reading</u>.

   – This radio should be <u>repaired</u>.

C. Conceptual Framework

The objective of the research is explained by a conceptual framework. It can be illustrated in a scheme that shows the connection and relationships between the research variables. Based on the previous related findings above, the conceptual framework can be described as follows:
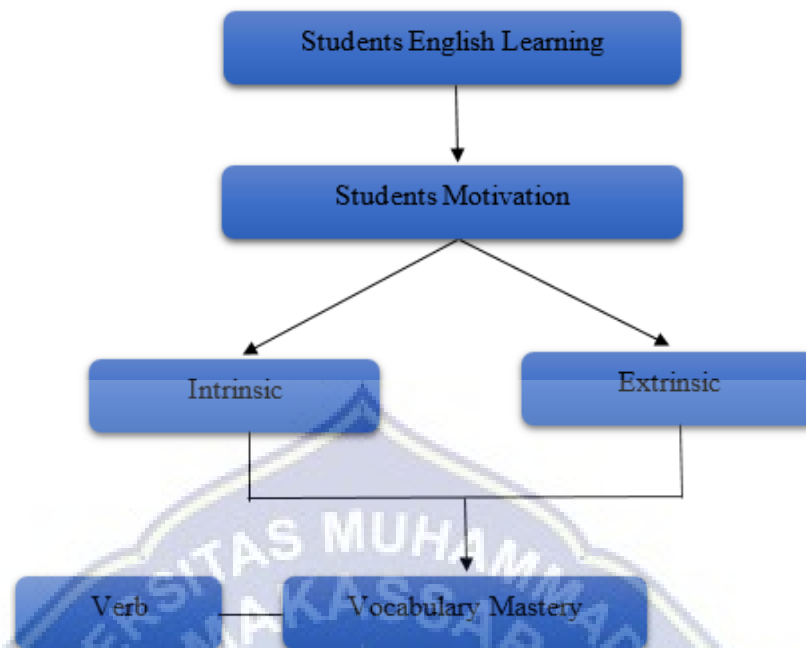
The conceptual framework above explained that this research used a quantitative research design focuses on how the effects of students' learning motivation on vocabulary mastery at SMP Negeri 1 Bontonompo. The learning motivation can be influenced by two factors consist of intrinsic and extrinsic. (Rianti, 2023) found that external factors consist of family environment, school environment, and internal factors such as motivation and self-confidence are indicators of students' vocabulary mastery. The researcher found out how students with high or low levels of learning motivation have an effect on their vocabulary mastery about verb especially transitive and intransitive verb.

D. Research Hypotheses

The hypothesis is a short-term interpretation of the research findings. The hypotheses in this research are:

1. Alternative Hypothesis (Hα): Students' learning motivation has an effect on their vocabulary mastery in terms of verb.

2. Null Hypothesis (Ho): Students' learning motivation has no effect on their vocabulary mastery in terms of verb.
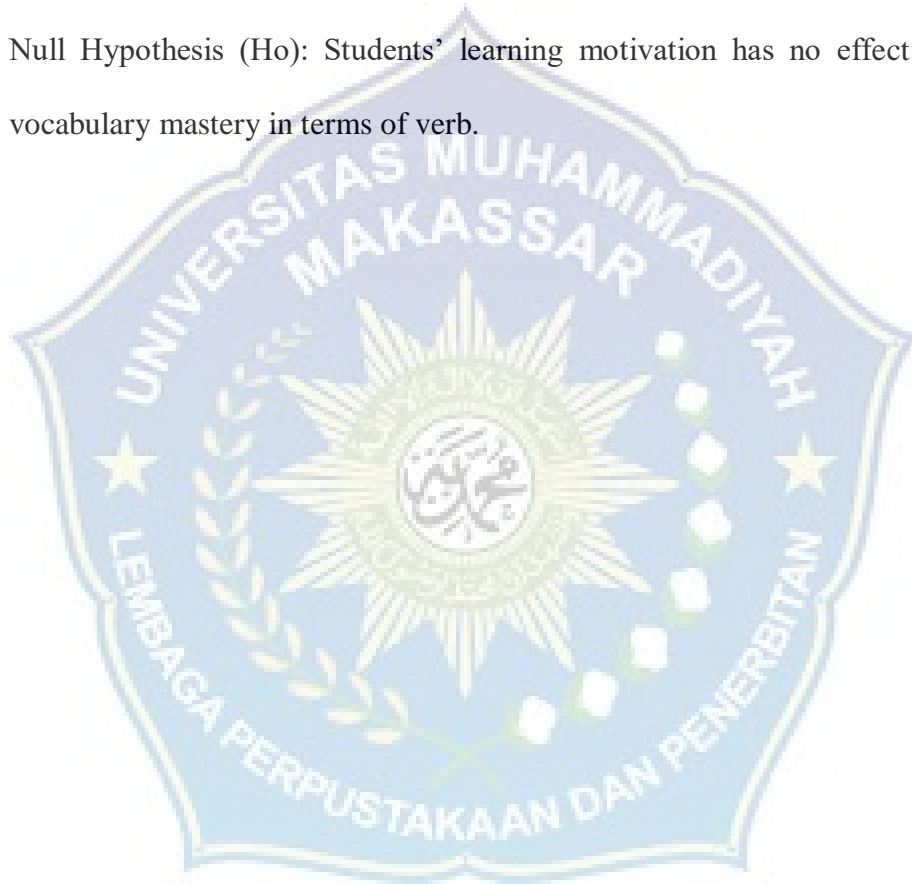
CHAPTER III

RESEARCH METHOD

In this chapter, focuses on the research design, population and sample, research instrument, procedure of data collection and technique of data analysis.

A. Research Design

This study used a quantitative research design in the form of descriptive research about the effects of students' learning motivation on vocabulary mastery at SMP Negeri 1 Bontonompo. According to Bryman as cited in (Ali et al., 2020) that the quantitative research process starts with theory, hypotheses, research design, selecting subjects, collecting data, processing data, analyzing data, and writing conclusions. As maintained by Samsu as cited in (Syahrizal & Jailani, 2023) that descriptive is a research method that attempts to describe the object or subject under study in terms of its characteristics. The researcher conducted a basic linear regression analysis technique when X is the only independent variable to examine the effects of students' learning motivation on vocabulary mastery.

B. Population and Sample

1. Population

The population of this study was all eight-grade students at SMP Negeri 1 Bontonompo in the academic year 2023/2024. There are 6 classes at the eight-grade consisting of 175 students.

2. Sample

The sample of this study are the students of class VIII D which consist of 30 students. This sample selected by using purposive sampling includes the indicators such as having studied vocabulary in English and students who consistently attend for English classes.

C. **Research Instrument**

1. **Questionnaire**

This research used questionnaires as instrument. Furthermore, the grid of research questionnaires on students' learning motivation will be discussed based on the following table:

Table 3.1

Grid of Research Questionnaires on Students' Learning Motivation

No.	Indicator	No. Item		Total of Items
		Favourable	*Unvafourable*	
1	Willingness to learning things.	1,2	3	3
2	Show interest and attention to the tasks assigned.	-	4	1
3	Face the task at hand with continued effort.	5,6,7	-	3
4	Persistent when dealing with challenges.	10	8,9,11	4
5	Family environment that influenced students' learning.	12,13,14,15	-	4
6	School environment that influenced students' learning.	16,17,18,19	20	5
Total				20

Source: (Sukendra & Atmaja, 2020) and (Rianti, 2023)

Table 3.1 above shows that the questionnaire consisted of 20 statements, with 14 positive statements as known as *favourable* and 6 negative statements as known as *unfavourable*. After that, the researcher provided the respondents

instructions on how to complete the questionnaire and grade their responses, as

indicated in Table 3.2 below.

Table 3.2

Scoring Rubric of Questionnaire

Answer Choices	*Favourable* Score	*Unfavourable* Score
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

Source: (Sukendra & Atmaja, 2020)

Table 3.2 shows the utilization of a Likert scale as the assessment tool,

with a score range of 1 to 5. In the meantime, the score is 5 if the respondent

choosed strongly agree (SA) with favourable statement, and so forth.

Meanwhile, the respondent receives a score of 1 if they strongly agree (SA) with

the unfavorable statement, and so on.

Value determination according to (Purwanto as cited in Sukendra & Atmaja,

2020):

$$NP = \frac{R}{SM} \times 100\%$$

Where:

    NP : Percentage

    R   : Frequency of each answer of questionnaire

    SM : Ideal score

The data from the learning motivation questionnaire adopted from (Rianti, 2023), can be calculate and convert into a benchmark percentage scale. The criteria are as follows:

Table 3.3

Students' Learning Motivation Success Criteria

Percentage	Criteria
86 – 100 %	Very Good
76 – 85 %	Good
60 – 75 %	Fair
55 – 59 %	Less
$\leq$ 54 %	Very Less

Source: Purwanto as cited in (Sukendra & Atmaja, 2020)

Based on Table 3.3 above, it can be concluded that students with a score percentage of 76% to 100% fall into the high motivation criteria, or, in other words, they have high learning motivation. In contrast, students with scores in the range of $\leq$ 54% to 75% are included in the low motivation criteria, meaning they have low motivation to learn.

2. Test

In addition, the instrument for collecting data on students' vocabulary mastery is a written test with multiple-choice questions consist of 20 items with 4 answer choices about English vocabulary verb and the indicators there are; word knowledge, understanding identical words, understanding idiomatic words (Habibah, 2019).

Table 3.4

Scoring Rubric of Multiple Choice

Number of Questions	Points of Question
1 – 20	1
Maximum Score	**20**

Source: (Megawati, 2022)

Value Determination: $N = \dfrac{Score\ Acquisition}{Maximum\ score} \times 100$

The students' mean score can be qualified into the following levels:

Table 3.5

Students' Qualification Score

Range	Qualification
Good to Excellent	80 – 100
Fairly to Good	60 – 79
Less to Fairly	50 – 59
Less	0 – 49

Source: Haris as cited in (Syarifudin et al., 2014)

Through the research instruments of questionnaire and multiple-choice test the researcher found out about the effects of students' learning motivation on vocabulary mastery. Apart from that, to determine whether there is a significant influence between them.

D. Procedure of Data Collection

In this study, the researcher conducted the questionnaire instrument paper that based on learning motivation indicators to the respondents, and then the respondents answered the question honestly regarding the main purpose of this research, which is to gather as much data as possible to answer the research

problem. The data of questionnaire instrument analyzed by the researcher, in this case by used quantitative research design with SPSS 29.0 program.

After giving the questionnaires, the researcher continued during several meetings, conduct observation related to students' learning motivation on vocabulary. Additionally, at the end of the meeting, the researcher gave students a written test paper consisting of 20 questions of multiple-choices about vocabulary according to predetermined indicators. From the results of the data obtained, the researcher processed it to answer the research hypothesis.

E. Technique of Data Analysis

1. Assumption Test

The assumption test involves the normality test, linearity test and heteroscedasticity. The normality test was carried out to find out whether or not the distribution of scores was normal for the variables of learning motivation and vocabulary mastery. Meanwhile, the linearity test aims to determine the correlation between learning motivation variables and vocabulary mastery, also whether heteroscedasticity occurs in the data or not. In testing normality and linearity is conducting with the use of Statistical Packages for Social Sciences (SPSS).

2. Hypotheses Test

This research using the basic linear regression analysis technique to test all the proposed hypotheses (hypothesis 1 and 2) based on the following formula:

Y = α + bX

Where:
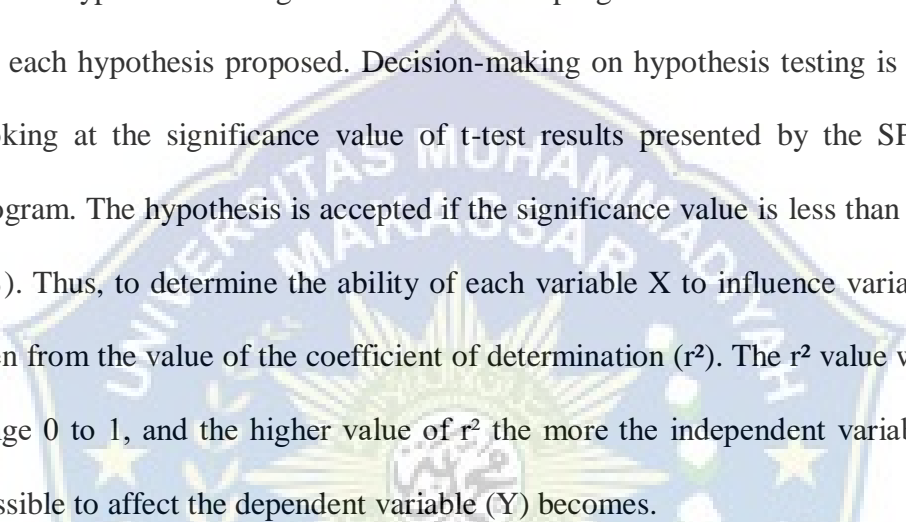
Y = Dependent variable

X = Independent variable

α = Constant

b = Regression coefficient

Hypothesis testing uses the SPSS 29.0 program. The test is carried out once for each hypothesis proposed. Decision-making on hypothesis testing is made by looking at the significance value of t-test results presented by the SPSS 29.0 program. The hypothesis is accepted if the significance value is less than 0.05 (df: 5%). Thus, to determine the ability of each variable X to influence variable Y as seen from the value of the coefficient of determination (r^2). The r^2 value will be in range 0 to 1, and the higher value of r^2 the more the independent variable's (X) possible to affect the dependent variable (Y) becomes.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter focuses on research findings and discussion. The findings from this research contain a description of the effects of students' learning motivation on vocabulary mastery at SMP Negeri 1 Bontonompo. Then, the explanation and interpretation of the findings are then clarified by further discussion.

A. Findings

In this part, the researcher acquired the data in form of questionnaire and test as instruments for the research findings. The subjects were students from VIII D which included 30 students. Additionaly, the questionnaire is implemented to identify the factors that influence students' high or low motivation in learning. Then, the test is used to find that the effects of students' learning motivation on vocabulary mastery. Moreover, the data acquired is shown below.

1. The Students' Responses in Learning Motivation

The researcher applied questionnaire to collect data about students' learning motivation and consist of 20 statements. This is also possible to be described referring to the percentage of students who had high or low motivation, especially in learning vocabulary in terms of verb. The data of students' learning motivation could be seen below:

Q.1. English is my favorite subject and I always take the time to learn vocabulary every day.

Table 4.1 English is Students' Favorite Subject No.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	6.7	6.7	6.7
	R	5	16.7	16.7	23.3
	S	19	63.3	63.3	86.7
	SS	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

From the table 4.1, it can be concluded that 19 students agree with a percentage of 63.3%, also there are 5 students who answered neutral with a percentage of 16.7%, then 4 students strongly agree with a percentage 13.3%, whereas 2 students strongly disagree with 6.7%, for the statement "English is my favorite subject and I always take the time to learn vocabulary every day". The table indicates that none of the students disagree.

Q.2. I learn English vocabulary to improve my language skills.

Table 4.2 The Students Learn Vocabulary to Improve Language Skills No.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	R	7	23.3	23.3	23.3
	S	10	33.3	33.3	56.7
	SS	13	43.3	43.3	100.0
	Total	30	100.0	100.0	

In the table 4.2, confirms that 13 students strongly agree with a percentage 43.3%, there are 10 students who answered agree with a percentage 33.3% and 7 students' neutral with a percentage of 23.3%, for the statement "I learn English vocabulary to improve my language skills". Furthermore, it can be seen that no students responded as strongly disagree and disagree.

Q.3. **I can't understand every English vocabulary learning material.**

Table 4.3 The Students Find it Hard to Understand Vocabulary No.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	10.0	10.0	10.0
	TS	3	10.0	10.0	20.0
	R	13	43.3	43.3	63.3
	S	9	30.0	30.0	93.3
	SS	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

From the table 4.3, the most of responses on this item were neutral with 13 students responding with a percentage of 43.3%, the next is 9 students agree with a percentage 30.0%, also 3 students who answered strongly disagree with a percentage 10.0%, then 3 students disagree with a percentage 10.0%, the last are 2 students strongly agree with a percentage 6.7% for the statement "I can't understand every English vocabulary learning material".

Q.4. **English vocabulary training tasks given to teachers are difficult to do.**

Table 4.4 The Vocabulary Tasks are Difficult To Do
No.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	10.0	10.0	10.0
	TS	5	16.7	16.7	26.7
	R	15	50.0	50.0	76.7
	S	5	16.7	16.7	93.3
	SS	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

From the table 4.4 shows that, the most of responses on this item were neutral with 15 students responding with a percentage of 50.0%. However, 5 students agree with a percentage 16.7%, also 5 students disagree with a percentage 16.7%, next 3 students strongly disagree with a percentage 10.0%, and there are 2 students strongly agree with a percentage 6.7% for the statement "English vocabulary training tasks given to teachers are difficult to do".

Q.5. **I study English vocabulary diligently because I didn't want to get bad values and I want to get a better score than my classmate.**

Table 4.5 The Students Study Vocabulary to Get a Better Score
No.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	R	5	16.7	16.7	16.7
	S	14	46.7	46.7	63.3
	SS	11	36.7	36.7	100.0
	Total	30	100.0	100.0	

From the table 4.5 reveals that, 46.7% of the 14 students agreed with study English vocabulary because they don't want to get bad grades. 36.7% of 11 students strongly agreed, while 16.7% of 5 students select neutral for the statement "I study English vocabulary diligently because I didn't want to get bad values and I want to get a better score than my classmate". Also, it can be seen that no students responded as strongly disagree and disagree.

Q.6. **I am sure I can master the vocabulary and apply it in everyday life.**

Table 4.6 The Students Sure They can Master The Vocabulary No.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	3.3	3.3	3.3
	TS	3	10.0	10.0	13.3
	R	12	40.0	40.0	53.3
	S	10	33.3	33.3	86.7
	SS	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

From the table 4.6 confirm that, 13.3% of 4 students strongly agree and 33.3% of 10 students agree they can master the vocabulary. The most item responses on this item were neutral 40.0% of 12 students, while 10.0% of 3 students disagree and 3.3% of 1 student strongly disagree for the statement "I am sure I can master the vocabulary and apply it in everyday life".

Q.7.   I think I have good English vocabulary skills.

Table 4.7 The Students' Have Good English Vocabulary Skills
No.7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	3.3	3.3	3.3
	TS	4	13.3	13.3	16.7
	R	10	33.3	33.3	50.0
	S	15	50.0	50.0	100.0
	Total	30	100.0	100.0	

Table 4.7 reveals that, 50.0% of 15 students agreed that they think they have a good English vocabulary skill. 33.3% of 10 students' neutral, also 13.3% of 4 students disagree and 3.3% of student selected strongly disagree for the statement "I think I have good English vocabulary skills". From the table it can be seen that, no students responded as strongly agree.

Q.8.   I always thought that other students had the ability to remember vocabulary better than me.

Table 4.8 The Students Thought That Other Students are Better
No.8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	10.0	10.0	10.0
	TS	15	50.0	50.0	60.0
	R	6	20.0	20.0	80.0
	S	3	10.0	10.0	90.0
	SS	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Table 4.8 shows that, 50.0% of 15 students answered disagree and 10.0% of 3 students strongly disagree. 20.0% of 6 students' neutral, while 10.0% of 3 students

with agree, also 10.0% of 3 students strongly agree for the statement "I always thought that other students had the ability to remember vocabulary better than me".

Q.9.   I think my ability to understand vocabulary is below average.

Table 4.9 The Students' Ability is Below Average
No.9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	10.0	10.0	10.0
	TS	10	33.3	33.3	43.3
	R	11	36.7	36.7	80.0
	S	4	13.3	13.3	93.3
	SS	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Table 4.9 concluded that, 33.3% of 10 students answered disagree and 10.0% of 3 students strongly disagree. 36.7% of 11 students' neutral, while 13.3% of 4 students with agree and 6.7% of 2 students strongly agree for the statement "I think my ability to understand vocabulary is below average".

Q.10.   I felt confident when the teacher told me to speak English in front of the class.

Table 4.10 The Students were Confident Enough to Speak English
No.10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	6.7	6.7	6.7
	R	18	60.0	60.0	66.7
	S	7	23.3	23.3	90.0
	SS	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

In this table 4.10 shows that, 23.3% of 7 students answered agree and 10.0% of 3 students strongly agree. 60.0% of 18 students' neutral, while 6.7% of 2 students selected disagree and there are no students who answered strongly disagree for the statement "I felt confident when the teacher told me to speak English in front of the class".

Q.11. My family lives in poverty so they can't afford textbooks, including English vocabulary learning books.

Table 4.11 The Students Can't Afford Textbook Because of Their Family No.11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	11	36.7	36.7	36.7
	R	6	20.0	20.0	56.7
	S	7	23.3	23.3	80.0
	SS	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Table 4.11 explained that, 23.3% of 7 students answered agree and 20.0% of 6 students strongly agree. Also, 20.0% of 6 students' neutral, while 36.7% of 11 students selected disagree and there are no students who answered strongly disagree for the statement "My family lives in poverty so they can't afford textbooks, including English vocabulary learning books".

Q.12. Parents make a schedule to learn English vocabulary at home.

Table 4.12 The Students' Parents Make a Learning Schedule for Them No.12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	3.3	3.3	3.3
	TS	8	26.7	26.7	30.0
	R	3	10.0	10.0	40.0
	S	15	50.0	50.0	90.0
	SS	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

From the table 4.12 shows that, 50.0% of 15 students answered agree and 10.0% of 3 students strongly agree. Also, 10.0% of 3 students' neutral, while 26.7% of 8 students with disagree and 3.3% of 1 student strongly disagree for the statement "Parents make a schedule to learn English vocabulary at home".

Q.13. My parents gave me facilities to learn such as laptops and phones.

Table 4.13 The Students' Parents Gave Facilities to Learn No.13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	3.3	3.3	3.3
	TS	2	6.7	6.7	10.0
	R	2	6.7	6.7	16.7
	S	16	53.3	53.3	70.0
	SS	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

Table 4.13 confirm that, 53.3% of 16 students answered agree and 30.0% of 9 students strongly agree. 6.7% of 2 students' neutral, also 6.7% of 2 students with disagree and 3.3% of 1 student strongly disagree for the statement "My parents gave me facilities to learn such as laptops and phones".

Q.14. Parents give motivation to learn, such as giving gifts or co pliments when getting a good score.

Table 4.14 The Students' Parents Give Motivation to Learn No.14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	3.3	3.3	3.3
	TS	2	6.7	6.7	10.0
	R	4	13.3	13.3	23.3
	S	13	43.3	43.3	66.7
	SS	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

Table 4.14 reveals that, 43.3% of 13 students selected agree and 33.3% of 10 students strongly agree. 13.3% of 4 students' neutral, while 6.7% of 2 students with disagree and 3.3% of 1 student strongly disagree for the statement "Parents give motivation to learn, such as giving gifts or compliments when getting a good score".

Q.15. My parents enrolled me to attend English courses.

Table 4.15 The Students' Parents Enrolled Them in English Courses No.15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	6.7	6.7	6.7
	TS	7	23.3	23.3	30.0
	R	13	43.3	43.3	73.3
	S	6	20.0	20.0	93.3
	SS	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

From the table 4.15 reveals that, 20.0% of 6 students selected agree and 6.7% of 2 students strongly agree. 43.3% of 13 students' neutral, while 23.3% of 7 students with disagree and 6.7% of 2 students strongly disagree for the statement "My parents enrolled me to attend English courses".

Q.16. Teachers used learning media to learn vocabulary such as image media and video.

Table 4.16 Teachers Used Learning Media to Learn Vocabulary No.16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	3.3	3.3	3.3
	TS	2	6.7	6.7	10.0
	R	8	26.7	26.7	36.7
	S	13	43.3	43.3	80.0
	SS	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

The table 4.16 confirm that, 20.0% of 6 students strongly agree and 43.3% of 13 students agree teacher used learning media to learn vocabulary. Furthermore, 26.7% of 8 students selected neutral, while 6.7% of 2 students disagree and 3.3% of 1 student strongly disagree for the statement "Teachers used learning media to learn vocabulary such as image media and video".

Q.17. **The teachers used easy to understand language to explain material about vocabulary.**

Table 4.17 The Teacher's Explanations are Easy to Understand No.17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	3.3	3.3	3.3
	TS	1	3.3	3.3	6.7
	R	4	13.3	13.3	20.0
	S	14	46.7	46.7	66.7
	SS	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

Table 4.17 shows that, 46.7% of 14 students answered agree and 33.3% of 10 students strongly agree. Moreover, 13.3% of 4 students' neutral, while 3.3% of 1 student with disagree, also 3.3% of 1 student strongly disagree for the statement "The teachers used easy to understand language to explain material about vocabulary".

Q.18. **Teachers approach and give motivation to students, when students feel bored while learning English.**

Table.4.18 The Teachers' Approach and Give Motivation to Students No.18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	3.3	3.3	3.3
	R	11	36.7	36.7	40.0
	S	13	43.3	43.3	83.3
	SS	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

From the table 4.18 shows that, 16.7% of 5 students strongly agree and 43.3% of 13 students agree teacher' approach and give motivation to students. Furthermore, 36.7% of 11 students answered neutral, while 3.3% of 1 student disagree and there are no students who answered strongly disagree for the statement "Teachers approach and give motivation to students, when students feel bored while learning English".

Q.19. **The school has books in English in the library and learning media such as LCDs and blackboards which are still functioning properly.**

Table 4.19 The School has Books in English and Learning Media No.19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	3.3	3.3	3.3
	R	4	13.3	13.3	16.7
	S	17	56.7	56.7	73.3
	SS	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

From the table 4.19 shows that, 26.7% of 8 students strongly agree and 56.7% of 17 students agree the school has books in English and learning media. Then, 13.3% of 4 students answered neutral, while 3.3% of 1 student disagree and there are no students who answered strongly disagree for the statement "The school has books in English in the library and learning media such as LCDs and blackboards which are still functioning properly".

Q.20. There isn't an English lab at the school.

Table 4.20 The School Doesn't Have an English Laboratory No.20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	10.0	10.0	10.0
	TS	6	20.0	20.0	30.0
	R	7	23.3	23.3	53.3
	S	7	23.3	23.3	76.7
	SS	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

Table 4.20 confirm that, 23.3% of 7 students strongly agree and 23.3% of 7 students agree. Then, also 23.3% of 3 students selected neutral, while 20.0% of 6 student disagree and 10.0% of 3 students strongly disagree for the statement "There isn't an English lab at the school".

2. The Students' Test Result

The researcher conducted multiple-choice test to collect data about students' vocabulary mastery and consist of 20 questions to 30 students of class VIII D. As a result of the data of students' vocabulary mastery, the researcher found that there are 5 students with a good range score, 6 students got a fair, also 19 students got a less and none of them got an excellent range score.

Table 4.21

The Frequency of students' vocabulary mastery

No	Range	Frequency
1	Excellent	0
2	Good	5
3	Fair	6
4	Less	19
Total		**30**

Table 4.21 explained that, there are 5 students got a good range score, then 6 students got a fairly, also 19 students got a less range score and there are no students got an excellent score. It can be concluded that, mostly students in class VIII D had a less range score of vocabulary mastery based on the result of multiple-choice test.

3. The Data Analysis Result

a. Assumption Test

The researcher in order to analyze the data of the effects of students' learning motivation on vocabulary mastery, the first is by conducted an assumption test consist of normality test, linearity test and heteroscedasticity. Furthermore, the results of the data analyzed can be seen as follow.

1) Normality Test

The normality test determines whether the residual values have a normal distribution or not. If the *Asym. Sig. (2-tailed)* value is greater than 0.05 then the data is normally distributed, besides if the *Asym. Sig. (2-tailed)* value is less than 0.05 then the data is abnormally distributed.

Table 4.22
The Output of Normality Test

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			30
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		11.41400268
Most Extreme Differences	Absolute		.089
	Positive		.089
	Negative		-.070
Test Statistic			.089
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		.775
	99% Confidence Interval	Lower Bound	.764
		Upper Bound	.786

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

In table 4.22 shows that, the findings of the analysis test using SPSS 29.0 obtained the normality test results by Kolmogorov-Smirnov utilized *Asymp. Sig. (2-tailed)* value 0.200 is greater than 0.05, then the data is normally distributed.

2) Linearity Test

The linearity test determines if two variables have a significant a linear correlation or not. If the *Deviation from Linearity Sig.* value is greater than 0.05 there is a significant linear correlation, a *Deviation from Linearity Sig* is less than 0.05 represents a non-significant linear correlation.

Table 4.23
The Output of Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Vocabulary Mastery * Learning Motivation	Between Groups	(Combined)	7475.417	15	498.361	3.173	.018
		Linearity	5896.062	1	5896.062	37.542	<.001
		Deviation from Linearity	1579.354	14	112.811	.718	.728
	Within Groups		2198.750	14	157.054		
	Total		9674.167	29			

From the table 4.23 reveals that, the linearity test produced a *Deviation from Linearity Sig.* value 0.728 is greater than 0.05 then there is a significant linear correlation between the variables.

3) Heteroscedasticity Test

The heteroscedasticity test determines whether there is an inequality in variance between the residuals of one observation and another in the regression model. This research used glejser test, which involves the absolute value of the residual on the independent variable. If the *Sig.* value is greater than 0.05, there is no heteroscedasticity in the data. Meanwhile, if the *Sig.* value is less than 0.05 indicates heterescedasticity in the data.

Table 4.24
The Output of Glejser Test

Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	6.294	8.970		.702	.489
	Learning Motivation	.042	.127	.062	.329	.744

a. Dependent Variable: Res_Abs

Table 4.24 shows the output of the heteroscedasticity test with the
Sig. value is 0.744. It can be concluded that the regression model does not
have heteroscedasticity, this is because the value of the variable is not
significant, or the *Sig.* value 0.744 is greater than 0.05.

b. **Hypothesis Test**

Table 4.25
The Output of Basic Linear Regression Analysis

Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	150.147	15.772		9.520	<.001
	Learning Motivation	-1.475	.223	-.781	-6.610	<.001

a. Dependent Variable: Vocabulary Mastery

The basis for decision-making in regression analysis is to read at the
significant value (*Sig.*) of the SPSS output results. If the *Sig.* value is less
than 0.05 (probability), it means that there is a significant effect of the

independent variable (learning motivation) on the dependent variable (vocabulary mastery). Also, if the *Sig.* value is greater than 0.05 (probability), then there is no significant effect of the independent variable (learning motivation) on the dependent variable (vocabulary mastery). From the table 4.25 it can be seen that *Sig.* value 0.001 is less than 0.05, which is there are significant effects of learning motivation on voabulary mastery in terms of verb. It is concluded that *Hα* is accepted.

c. **Coefficient of Determination Test**

Table 4.26
The Output of Coefficient Determination Test

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change
1	.781[a]	.609	.596	11.616	.609

a. Predictors: (Constant), Learning Motivation
b. Dependent Variable: Vocabulary Mastery

This test aims to determine the percentage of the influence of the independent variable (learning motivation) on dependent variable (vocabulary mastery) at SMP Negeri Bontonompo, in this case the students of class VIII D. In table 4.26, the value of *R Square* (R^2) = 0.609 or 60.9%. This means that the learning motivation variable influence the vocabulary mastery variable with a percentage of 60.9%, and the rest is influenced by other variables not includeed in this research.

The researcher found that there was an influence between students' learning motivation and vocabulary mastery and this is proven by the result of instruments. The data of questionnaire is used to determine if students are highly motivated to learn vocabulary or vice versa, while the data from test is used to find out the level of students' ability to understand English vocabulary, especially verbs. From the result of questionnaire showed there were 13 students with high learning motivation but lacking on their vocabulary mastery based on the test result. Also, there are 17 students with low motivation tended to have good vocabulary mastery. Thus, this research contrary to (Robbi et al., 2020) with the title "*Analysis of the Effect of Learning Motivation on Learning Achievement*", they found that the higher of students' learning motivation, the learning achievement will also increase.

B. Discussion

This part focuses on the interpretation of data analysis findings about the effects of students' learning motivation on vocabulary mastery at SMP Negeri 1 Bontonompo. In this research, especially in class VIII D students.

1. The Result of Students' Responses in Learning Motivation

According to the research findings, the researcher applied a questionnaire to gather data related to students' learning motivation consisting of 20 statements. There are 11 statements about intrinsic motivation with 6 favourable statements and 5 unvavourable statements. Then, there are 9 statements about extrinsic motivation with 8 favourable statements and 1 unfavourable statements. This can also be

defined in terms of percentage of students with high or low motivation in learning vocabulary. As stated by Tambunan as cited in (Cahyono et al., 2022) that intrinsic motivation is a motivation that creates naturally in an individual, while extrinsic motivation is the things that is expected to come from a source besides the individual.

From the favourable statement about "*English is my favorite subject and I always take the time to learn vocabulary every day*", the researcher found that there are 63.3% of 19 students who answered agree and 6.7% of 2 students with strongly disagree. Moreover, in statement "*I learn English vocabulary to improve my language skills*" there are 43.3% of 13 students with strongly agree and in statement "*I study English vocabulary diligently because I didn't want to get bad values and I want to get a better score than my classmate*" there are 46.7% of 14 students with agree. Also, the most answered in unfavourable statement "*I always thought that other students had the ability to remember vocabulary better than me*" there are 50% of 15 students with disagree. There are several factors that can effects students' learning motivation, according to Syamsu Yusuf as cited in (Cahyono et al., 2022) learning motivation can arise due to several factors, namely intrinsic factors such as physical and psychological factors, also extrinsic factors include the social and non-social factors.

The students' responses on the questionnaire related to their learning motivation on vocabulary mastery. In addition, for the favourable statements the majority of students responded revealed that they agreed with the statements. Meanwhile, for the unvafourable statements the average number of students showed

that they neutral and disagree with the statements. As for the total neutral percentage, it is not calculated because it has two possibilities namely occasionally agreeing and disagreeing, but the value of the neutral responses can still be used to add up the maximum overall percentage value. Based on the results of the questionnaire it is known that, mostly students have a high learning motivation on vocabulary mastery. This is accordance with theory of learning motivation from Hamzah B Uno as cited in (Rakhmawati, 2018) that learning motivation is internal and external encouragement for students who are learning to make changes in behavior.

2. The Result of Students' Vocabulary Mastery

The researcher conducted multiple-choice to collect data about students' vocabulary mastery and consist of 20 questions to 30 students of class VIII D. According to the research findings, there are 19 or more than a half students got a less range score with the highest frequency of 19, It can be concluded that, most of the students in class VIII D had a less range score of vocabulary mastery based on the result of multiple-choice test. As claimed by Schouten-van Parreren as cited in (Rashid et al., 2022) states that individuals possessing limited word awareness are unable to generalize from previously taught words to new words or combine information from different sources.

3. The Result of Data Analysis

From the research findings, the assumption test consists of normally test, linearity test and heteroscedasticity test. According to Widhiarso as cited in (Wardani & Amal, 2023) the normality test is carried out by comparing the

cumulative distribution of the empirical data distribution with the expected normal distribution, as can be seen in table 4.23 Kologorov-Semirnov with *Asymp. Sig. (2-tailed)* value 0.200 is greater than 0.05 then it is indicated that the residual values are normally distributed and the data is normally distributed.

Based on (Wardani & Amal, 2023) the linearity test aims to determine whether there is a linear correlation between the dependent variable and independent variable being tested. If the model does not meet the linearity requirements, then the linear regression model can not be used. The researcher found that, the linearity test produced a *Deviation from Linearity Sig.* value 0.728 is greater than 0.05, then there is a significant linear correlation between the variables.

The researcher found that the heteroscedasticity test with the *Sig.* value 0.744 is greater than 0.05. As stated by (Yusuf et al., 2024) the heteroscedasticity test measures residual variance that is not the same for each variable in the regression model. A good regression model is if there are no signs of heterescedasticity with a *Sig.* value is greater than 0.05. It means that the regression model of this research does not have heteroscedasticity.

The result of the hyphothesis test used basic linear regression analysis, it can be concluded that coefficient value of learning motivation variable is -1.475 which is if the vocabulary mastery variable improves by one point, the learning motivation will decrease by 1.475 (due to its negative value). Then it is known that, *Sig.* value 0.001 is less than 0.05, which means there are significant effects of learning motivation on voabulary mastery in terms of verb. As stated by Sari as cited in

(Wardani & Amal, 2023) the basic linear regression analysis is used to determine the direction of the correlation between the independent and dependent variables. It is concluded that the learning motivation variable has a negative significant effects on vocabulary mastery.

In addition, the output from the analysis decided that students' learning motivation has a negative significant effects on their vocabulary mastery, which means that *Hα* is accepted and *Ho* is rejected. The negative effects are caused by several factors, namely intrinsic factors such as physical and psychological factors, also extrinsic factors include the social and non-social factors as claimed by Syamsu Yusuf as cited in (Cahyono et al., 2022). In this case there are, students' lack of self-confidence in the classroom during the learning process such as giving opinion or answering question from the teacher, and also less of supporting facility including an English laboratory based on facts discovered at the research location. In line with (Wahab et al., 2021) they found that learning motivation in partial has a negative effect on students' learning achievement.

From the output of coefficient determination test it can be seen that the correlation value (R) = 0.781. Meanwhile R Square (R^2) = 0.609. This means that the learning motivation variable influence the vocabulary mastery variable with a percentage of 60.9%, and another 39,1% are influenced by other variables not included in this research. As maintained by Pratiwi as cited in (Hidayati et al., 2022) that each student has an entirely different kind of learning motivation, and since it can impact their learning outcomes.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is classified into two parts. The first part provides conclusion based on on data analysis and findings from the preceding chapter. The second part includes some suggestion determined by the research findings and conclusion.

A. Conclusion

The researcher emphasizes the following conclusion based on data analysis of findings in the previous chapter, there are:

From the results of data analysis, the researcher found that students who have a high motivation will decrease their vocabulary mastery. The researcher found that coefficient value of learning motivation variable is -1.475 which is if the students' vocabulary mastery improves by one point, the students' learning motivation will decrease by 1.475. The output from the data analysis, the researcher found that *Sig.* value 0.001 is less than 0.05, which means there are significant effects of learning motivation on voabulary mastery. It can be concluded that *Hα* is accepted. Based on facts discovered at the research location, the negative effects are caused by students' lack of self-confidence in learning process and also less of supporting facility including an English laboratory.

B. Suggestion

As a result of the conclusion, the researcher would like to generate some sugestion. They are shown below:

1. It is essential that educational institutions consistently pay attention to the infrastructure and facilities that encourage learning. Aside from that, it is hoped that the school will optimize educational activities at school to positively direct students' potential and enthusiasm in learning, for instance, by developing new extracurricular activities related to English lessons. This is because, according to information obtained at the research location, the school still does not have this kind of activity.

2. Teachers are suggested to always pay attention to students' learning outcomes to ensure that educators understand the importance of providing learning motivation to students because it has an effect on their vocabulary mastery.

3. Parents of students can pay more attention provide direction and motivation, also evaluate their childrens' progress because education is an integrated responsibilty of parents, the government, and society.

4. To acquire English vocabulary, students require a variety of activities, as well as regular practice of new vocabulary, accompanied by the motivation to help them master it.

5. The results of this research are suggested for use as a reference. Moreover, the next researcher can utilize an improved method to collect data for their research and not only focus on learning motivation, but also consider other aspects for analysis.

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APPENDIX A. INSTRUMENTS

1. QUESTIONNAIRE

<u>**QUESTIONNAIRE FOR STUDENTS**</u>
<u>**ON LEARNING MOTIVATION**</u>

Name :

Class :

Instructions.

1. Before answering the statement below, you are asked to fill in your identity first.

2. Put a checklist mark (√) on one of the answers that you choose according to your actual condition.

3. Information: **SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree.**

No	Statements	Choice Statement				
		SA	**A**	**N**	**D**	**SD**
1	English is my favorite subject and I always take the time to learn vocabulary every day. (*Bahasa Inggris adalah mata pelajaran favorit saya dan saya selalu meluangkan waktu untuk belajar kosa kata setiap hari*)					
2	I learn English vocabulary to improve my language skills.					

	(*Saya belajar kosakata bahasa Inggris untuk meningkatkan kemampuan berbahasa*).					
3	I can't understand every English vocabulary learning material. (*Saya tidak dapat memahami setiap materi pembelajaran kosakata bahasa Inggris*).					
4	English vocabulary training tasks given to teachers are difficult to do. (*Tugas pelatihan kosa kata bahasa Inggris yang diberikan kepada guru sulit dikerjakan*).					
5	I study English vocabulary diligently because I didn't want to get bad values and I want to get a better score than my classmate. (*Saya rajin belajar kosakata bahasa Inggris karena tidak ingin mendapatkan nilai jelek dan saya ingin mendapatkan nilai yang lebih baik daripada teman saya di kelas*).					
6	I am sure I can master the vocabulary and apply it in everyday life. (*Saya yakin bisa mengusai kosakata dan mengaplikasikannya dalam kehidupan sehari-hari*).					
7	I think I have good English vocabulary skills.					

	(*Saya pikir saya memiliki keterampilan penguasaan kosakata bahasa Inggris yang baik*).					
8	I always thought that other students had the ability to remember vocabulary better than me. (*Saya selalu berpikir bahwa siswa lain memiliki kemampuan mengingat kosakata yang lebih baik daripada saya*).					
9	I think my ability to understand vocabulary is below average. (*Saya berpikir kemampuan saya memahami kosakata di bawah rata-rata*).					
10	I felt confident when the teacher told me to speak English in front of the class. (*Saya merasa percaya diri ketika guru menyuruh saya untuk berbicara Bahasa Inggris di depan kelas*).					
11	My family lives in poverty so they can't afford textbooks, including English vocabulary learning books. (*Keluarga saya hidup serba kekurangan sehingga tidak mampu membeli buku pelajaran termasuk buku pembelajaran kosakata bahasa Inggris*).					
12	Parents make a schedule to learn English vocabulary at home.					

	(*Orang tua membuatkan jadwal untuk belajar kosakata bahasa Inggris di rumah*).					
13	My parents gave me facilities to learn such as laptops and phones. (*Orang tua saya memberikan saya fasilitas untuk belajar seperti laptop dan handphone*).					
14	Parents give motivation to learn, such as giving gifts or co pliments when getting a good score. (*Orang tua memberikan motivasi agar giat belajar, misalnya memberikan hadiah atau pujian ketika mendapatkan nilai bagus*).					
15	My parents enrolled me to attend English courses. (*Orang tua mendaftarkan saya untuk mengikuti khursus Bahasa Inggris*).					
16	Teachers used learning media to learn vocabulary such as image media and video. (*Guru menggunakan media pembelajaran untuk belajar kosakata seperti media gambar dan video*).					
17	The teachers used easy to understand language to explain material about vocabulary. (*Guru menggunakan bahasa yang mudah dipahami untuk					

	menjelaskanmateri tentang kosakata).					
18	Teachers approach and give motivation to students, when students feel bored while learning English. (*Guru melakukan pendekatan dan memberikan motivasi kepada siswa, ketika siswa merasa jenuh saat pembelajaran Bahasa Inggris*).					
19	The school has books in English in the library and learning media such as LCDs and blackboards which are still functioning properly. (*Sekolah memiliki buku-buku berbahasa Inggris di perpustakaan dan media pembelajaran seperti LCD dan papan tulis yang masih berfungsi dengan baik*).					
20	There isn't an English lab at the school. (*Sekolah tidak memiliki lab bahasa Inggris*).					

Adopted from (Rianti, 2023)

2. TEST

Choose the correct answer for the following multiple-choice questions with crossing (X) a, b, c, d!

1. Risha is … a book.

   a. Listening   c. Swimming

   b. Reading   d. Fishing

2. Ali … badminton.

   a. Plays   c. Buys

   b. Brings   d. Open

3. My sister is … bread.

   a. Pouring   c. Beating

   b. Baking   d. Grating

4. "*The girl fall from her bike*".
   What is the meaning of "Fall" in Bahasa Indonesia?
   .

   a. Terbang   c. Jatuh

   b. Lari   d. Jalan

5. Bayu … weird yesterday.

   a. Acted   c. Eated

   b. Lied   d. Put

6. I will … to Makassar on Saturday.

   a. Sit   c. Sleep

   b. Fall   d. Go

7. We … coto makassar in the new restaurant.

    a. Drink   c. Break

    b. Paint   d. Eat

8. "*The baby laughed*".

What is the meaning of "Laughed" in Bahasa Indonesia?

    a. Menangis   c. Tertawa

    b. Tidur   d. Teriak

9. My mother … to the dentist yesterday because her teeth were in pain.

    a. Bought   c. Fell

    b. Went   d. Clean

10. Chiko did not study hard, so he did not …. the exam.

    a. Go   c. Pass

    b. Break   d. Study

11. "*Please, close the door*".

What is the meaning of "Close" in Bahasa Indonesia?

    a. Buka   c. Tutup

    b. Membuat   d. Masuk

12. "*Dia mengangkat bukunya*"

How do you say "Mengangkat" in English?

    a. Raises   c. Showing

    b. Throwing   d. Pointing

13. Rina always … well, so she is a diligent girl.

   a. Angry   c. Plays

   b. Cheerful   d. Studies

14. I – M – G – I – N – E – A

The correct arrangement is ….

   a. Imagine   c. Imneagi

   b. Imginea   d. Imnigea

15. D – I – P – P – E – A – R – S - A

The correct arrangement is ….

   a. Dippearsa   c. Disappear

   b. Disapprea   d. Deppiersa

16. H – A – N – E – P – P

The correct arrangement is ….

   a. Henapp   c. Hepnap

   b. Happen   d. Happne

17. R – A – R – P – I – E – R

The correct arrangement is ….

   a. Riaper   c. Ripear

   b. Raiper   d. Repair

18. Yesterday – the – letters – the – postman – delivered.

The correct arrangement is ….

   a. The postman letters the yesterday delivered.

   b. Postman the delivered yesterday the letters.

    c.   The postman delivered the letters yesterday.

    d.   Yesterday the letters postman the delivered.

19. She – me – owes – hundred – five – rupiah – thousand.

The correct arrangement is ….

    a.   She owes me hundred five thousand rupiah.

    b.   She me owes five thousand hundred rupiah.

    c.   She owes me five hundred thousand rupiah.

    d.   Hundred five thousand rupiah she owes me.

20. I – walk – bridge – through – the.

The correct arrangement is ….

    a.   I walk the bridge through.

    b.   Walk the bridge through I.

    c.   Through I the bridge walk.

    d.   I walk through the bridge.

APPENDIX B. ANSWER KEY.

Multiple Choice

1.	B	11.	C
2.	A	12.	A
3.	B	13.	D
4.	C	14.	A
5.	A	15.	C
6.	D	16.	B
7.	D	17.	D
8.	C	18.	C
9.	B	19.	C
10.	C	20.	D

APPENDIX C. THE RESULT OF ANALYSIS

1. QUESTIONNAIRE

No.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	6.7	6.7	6.7
	R	5	16.7	16.7	23.3
	S	19	63.3	63.3	86.7
	SS	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

No.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	R	7	23.3	23.3	23.3
	S	10	33.3	33.3	56.7
	SS	13	43.3	43.3	100.0
	Total	30	100.0	100.0	

No.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	10.0	10.0	10.0
	TS	3	10.0	10.0	20.0
	R	13	43.3	43.3	63.3
	S	9	30.0	30.0	93.3
	SS	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

No.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	10.0	10.0	10.0
	TS	5	16.7	16.7	26.7
	R	15	50.0	50.0	76.7
	S	5	16.7	16.7	93.3
	SS	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

No.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	R	5	16.7	16.7	16.7
	S	14	46.7	46.7	63.3
	SS	11	36.7	36.7	100.0
	Total	30	100.0	100.0	

No.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	3.3	3.3	3.3
	TS	3	10.0	10.0	13.3
	R	12	40.0	40.0	53.3
	S	10	33.3	33.3	86.7
	SS	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

No.7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	3.3	3.3	3.3
	TS	4	13.3	13.3	16.7
	R	10	33.3	33.3	50.0
	S	15	50.0	50.0	100.0
	Total	30	100.0	100.0	

No.8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	10.0	10.0	10.0
	TS	15	50.0	50.0	60.0
	R	6	20.0	20.0	80.0
	S	3	10.0	10.0	90.0
	SS	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

No.9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	10.0	10.0	10.0
	TS	10	33.3	33.3	43.3
	R	11	36.7	36.7	80.0
	S	4	13.3	13.3	93.3
	SS	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

No.10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	6.7	6.7	6.7
	R	18	60.0	60.0	66.7
	S	7	23.3	23.3	90.0
	SS	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

No.11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	11	36.7	36.7	36.7
	R	6	20.0	20.0	56.7
	S	7	23.3	23.3	80.0
	SS	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

No.12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	3.3	3.3	3.3
	TS	8	26.7	26.7	30.0
	R	3	10.0	10.0	40.0
	S	15	50.0	50.0	90.0
	SS	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

No.13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	3.3	3.3	3.3
	TS	2	6.7	6.7	10.0
	R	2	6.7	6.7	16.7
	S	16	53.3	53.3	70.0
	SS	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

No.14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	3.3	3.3	3.3
	TS	2	6.7	6.7	10.0
	R	4	13.3	13.3	23.3
	S	13	43.3	43.3	66.7
	SS	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

No.15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	6.7	6.7	6.7
	TS	7	23.3	23.3	30.0
	R	13	43.3	43.3	73.3
	S	6	20.0	20.0	93.3
	SS	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

No.16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	3.3	3.3	3.3
	TS	2	6.7	6.7	10.0
	R	8	26.7	26.7	36.7
	S	13	43.3	43.3	80.0
	SS	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

No.17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	3.3	3.3	3.3
	TS	1	3.3	3.3	6.7
	R	4	13.3	13.3	20.0
	S	14	46.7	46.7	66.7
	SS	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

No.18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	3.3	3.3	3.3
	R	11	36.7	36.7	40.0
	S	13	43.3	43.3	83.3
	SS	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

No.19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	3.3	3.3	3.3
	R	4	13.3	13.3	16.7
	S	17	56.7	56.7	73.3
	SS	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

No.20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	10.0	10.0	10.0
	TS	6	20.0	20.0	30.0
	R	7	23.3	23.3	53.3
	S	7	23.3	23.3	76.7
	SS	7	23.3	23.3	100.0
	Total	30	100.0	100.0	
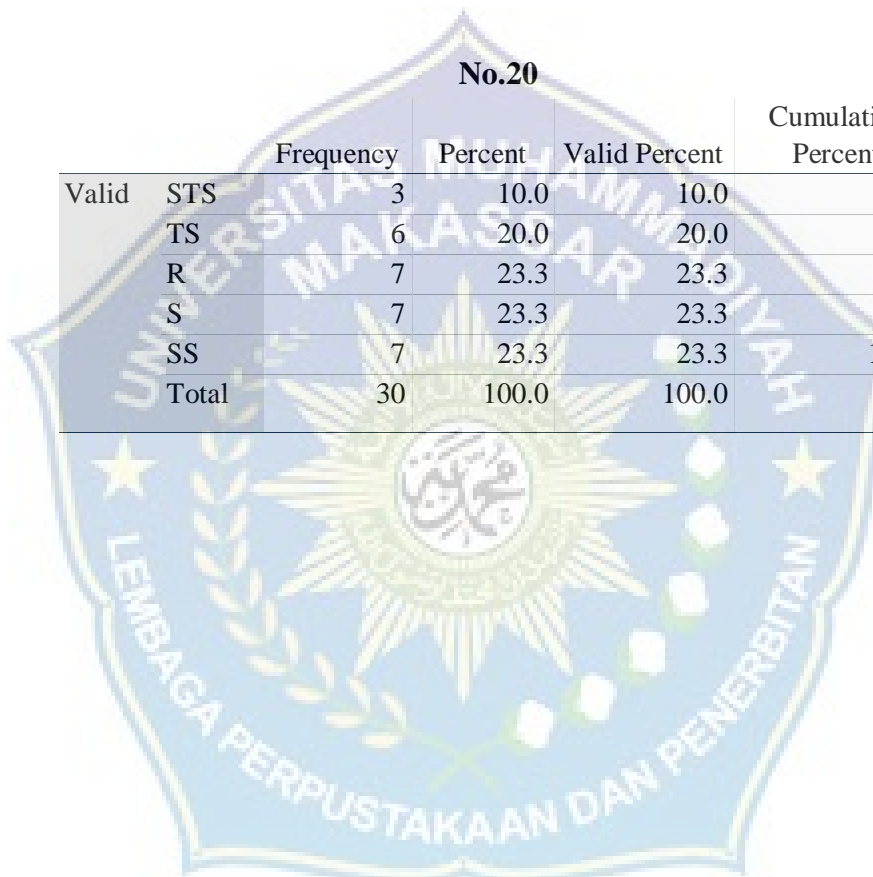
a. Scoring and Classifying the Score of Students' Learning Motivation

Respondents	Total Score	Max. Score	Percentage	Criteria
1	52	100	52%	Verry Less
2	50	100	50%	Very Less
3	56	100	56%	Less
4	56	100	56%	Less
5	77	100	77%	Good
6	77	100	77%	Good
7	75	100	75%	Fair
8	83	100	83%	Good
9	58	100	58%	Less
10	71	100	71%	Fair
11	56	100	56%	Less
12	76	100	76%	Good
13	72	100	72%	Fair
14	76	100	76%	Good
15	71	100	71%	Fair
16	73	100	73%	Fair
17	76	100	76%	Good
18	56	100	56%	Less
19	82	100	82%	Good
20	77	100	77%	Good
21	78	100	78%	Good
22	61	100	61%	Fair
23	77	100	77%	Good
24	82	100	82%	Good
25	76	100	76%	Good
26	71	100	71%	Fair
27	66	100	66%	Fair
28	70	100	70%	Fair
29	75	100	75%	Fair
30	76	100	76%	Good

2. MULTIPLE-CHOICE TEST

a. Scoring and Classifying the Score of Students' Vocabulary Mastery

Respondents	Total Score	Max. Score	Qualification	Range
1	17	20	85	Good
2	16	20	80	Good
3	15	20	75	Good
4	15	20	75	Good
5	11	20	55	Fairly
6	10	20	50	Less
7	9	20	45	Less
8	7	20	35	Less
9	15	20	75	Good
10	5	20	25	Less
11	13	20	65	Fairly
12	6	20	30	Less
13	8	20	40	Less
14	7	20	35	Less
15	11	20	55	Fairly
16	9	20	45	Less
17	5	20	25	Less
18	11	20	55	Fairly
19	8	20	40	Less
20	8	20	40	Less
21	4	20	20	Less
22	11	20	55	Fairly
23	6	20	30	Less
24	5	20	25	Less
25	13	20	65	Fairly
26	8	20	40	Less
27	6	20	30	Less
28	7	20	35	Less
29	8	20	40	Less
30	7	20	35	Less

b. The percentage of students' vocabulary mastery

No	Frequency	Range	Total Students	Percentage
1	5	Good	30	16.68%
2	6	Fairly	30	20%
3	19	Less	30	63.32%
Total				**100%**

3. ASSUMPTION TEST

c. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	11.41400268
Most Extreme Differences	Absolute	.089
	Positive	.089
	Negative	-.070
Test Statistic		.089
Asymp. Sig. (2-tailed)[c]		.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.	.775
	99% Confidence Interval Lower Bound	.764
	Upper Bound	.786

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

d. Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Vocabulary Mastery * Learning Motivation	Between Groups	(Combined)	7475.417	15	498.361	3.173	.018
		Linearity	5896.062	1	5896.062	37.542	<.001
		Deviation from Linearity	1579.354	14	112.811	.718	.728
	Within Groups		2198.750	14	157.054		
	Total		9674.167	29			

e. Glejser Test

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	6.294	8.970		.702	.489
	Learning Motivation	.042	.127	.062	.329	.744

a. Dependent Variable: Res_Abs

4. HYPOTHESIS TEST

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	150.147	15.772		9.520	<.001
	Learning Motivation	-1.475	.223	-.781	-6.610	<.001

a. Dependent Variable: Vocabulary Mastery

5. COEFFICIENT DETERMINATION

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change
1	.781[a]	.609	.596	11.616	.609

a. Predictors: (Constant), Learning Motivation

b. Dependent Variable: Vocabulary Mastery

APPENDIX D. DOCUMENTATION

A. Data collection process, students fill in questionnaire and test

ANGKET UNTUK SISWA
TENTANG MOTIVASI BELAJAR

Nama : ST. Zahwa Azzahra

Kelas : VIII . D

Petunjuk.

1. Sebelum menjawab pernyataan di bawah ini, anda diminta mengisi identitas diri terlebih dahulu.

2. Beri tanda checklist (√) pada salah satu jawaban yang anda pilih sesuai dengan kondisi anda sebenarnya.

3. Informasi: SS = Sangat Setuju, S = Setuju, R = Ragu, TS = Tidak Setuju, STD = Sangat Tidak Setuju.

No	Pernyataan	Pernyataan Pilihan				
		SS	S	R	TS	STS
1	Bahasa Inggris adalah mata pelajaran favorit saya dan saya selalu meluangkan waktu untuk belajar kosakata setiap hari.					
2	Saya belajar kosakata bahasa Inggris untuk meningkatkan kemampuan berbahasa.	√				
3	Saya tidak dapat memahami setiap materi pembelajaran kosakata bahasa Inggris.			√		
4	Tugas pelatihan kosakata bahasa Inggris yang diberikan oleh guru sulit dikerjakan.				√	
5	Saya rajin belajar kosakata bahasa Inggris karena tidak ingin mendapatkan nilai jelek dan saya ingin mendapatkan nilai yang lebih baik daripada teman saya di kelas.	√				
6	Saya yakin bisa menguasai kosakata dan mengaplikasikannya dalam kehidupan sehari-hari.					
7	Saya pikir saya memiliki keterampilan penguasaan kosakata bahasa Inggris yang baik.			√		
8	Saya selalu berpikir bahwa siswa lain memiliki kemampuan mengingat kosakata yang lebih baik daripada saya.		√			
9	Saya berpikir kemampuan saya memahami kosakata di bawah rata-rata.		√			
10	Saya merasa percaya diri ketika guru menyuruh saya untuk berbicara bahasa Inggris di depan kelas.	√				
11	Keluarga saya hidup serba kekurangan sehingga tidak mampu membeli buku pelajaran termasuk buku pembelajaran kosakata bahasa Inggris.					√

No	Pernyataan					
12	Orang tua membuatkan jadwal untuk belajar kosakata bahasa Inggris di rumah.				✓	
13	Orang tua saya memberikan saya fasilitas untuk belajar seperti laptop dan handphone.			✓		
14	Orang tua memberikan motivasi agar giat belajar, misalnya memberikan hadiah atau pujian ketika mendapatkan nilai bagus.	✓				
15	Orang tua mendaftarkan saya untuk mengikuti khursus bahasa Inggris.				✓	
16	Guru menggunakan media pembelajaran untuk belajar kosakata seperti media gambar dan video.			✓		
17	Guru menggunakan bahasa yang mudah dipahami untuk menjelaskan materi tentang kosakata.	✓				
18	Guru melakukan pendekatan dan memberikan motivasi kepada siswa, ketika siswa merasa jenuh saat pembelajaran bahasa Inggris.				✓	
19	Sekolah memiliki buku-buku berbahasa Inggris di perpustakaan dan media pembelajaran seperti LCD dan papan tulis yang masih berfungsi dengan baik.			✓		
20	Sekolah tidak memiliki lab bahasa Inggris.				✓	

35

Name : ST. Zahwa

Class : VIII D

TEST

Choose the correct answer for the following multiple-choice questions with crossing (X) a, b, c, d!

1. Risha is ... a book.

   a. Listening   c. Swimming
   b. Reading (X)   d. Fishing

2. Ali ... badminton.

   a. Plays (X)   c. Buys
   b. Brings   d. Open   ✓

3. My sister is ... bread.

   a. Pouring   c. Beating
   b. Baking   d. Grating (X)   ✗

4. "The girl fall from her bike".
   What is the meaning of "Fall" in Bahasa Indonesia?

   a. Terbang (X)   c. Jatuh
   b. Lari   d. Jalan   ✗

5. Bayu ... weird yesterday.

   a. Acted (X)   c. Eated
   b. Lied   d. Put   ✓

6. I will … to Makassar on Saturday.

   a. Sit   c. Sleep
   b. Fall   ✗ Go

7. We … coto makassar in the new restaurant.

   a. Drink   c. Break
   b. Paint   ✗ Eat

8. "The baby *laughed*".
   What is the meaning of "**Laughed**" in Bahasa Indonesia?

   a. Menangis   ✗ Tertawa
   b. Tidur   d. Terjak

9. My mother … to the dentist yesterday because her teeth were in pain.

   a. Bought   ✗ Fell
   b. Went   d. Clean

10. Chiko did not study hard, so he did not … the exam.

    ✗ Go   c. Pass
    b. Break   d. Study

11. "Please, *close the door*".
    What is the meaning of "**Close**" in Bahasa Indonesia?

    a. Buka   ✗ Tutup
    b. Membuat   d. Masuk

12. "*Dia mengangkat tangan*".
    How do you say "**Mengangkat**" in English?

    a. Raising   ✗ Showing
    b. Throwing   d. Pointing

13. Rina always … well, so she is a diligent girl.

    ✗ Angry   c. Plays
    b. Cheerful   d. Studies

14. I – M – G – I – N – E – A
    The correct arrangement is ….

    a. Imagine   c. Imneagi
    ✗ Imginea   d. Imnigea

15. D – I – P – P – E – A – R – S – A
    The correct arrangement is ….

    ✗ Dippearsa   c. Disappear
    b. Disapprea   d. Deppiersa

16. H – A – N – E – P – P
    The correct arrangement is ….

    ✗ Henapp   c. Hepnap
    b. Happen   d. Happne

17. R – A – R – P – I – E – R
    The correct arrangement is ….

    a. Riaper   ✗ Ripear
    b. Raiper   d. Repair

18. Yesterday – the – letters – the – postman – delivered.

The correct arrangement is ….

a. The postman letters the yesterday delivered.
b. Postman the delivered yesterday the letters.
c. The postman delivered the letters yesterday.
d. Yesterday the letters postman the delivered.

19. She – me – owes – hundred – five – rupiah – thousand.

The correct arrangement is ….

a. She owes me hundred five thousand rupiah.
b. She me owes five thousand hundred rupiah.
c. She owes me five hundred thousand rupiah.
d. Hundred five thousand rupiah she owes me.

20. I – walk – bridge – through – the.

The correct arrangement is ….

a. I walk the bridge through.
b. Walk the bridge through I.
c. Through I the bridge walk.
d. I walk through the bridge.

ANGKET UNTUK SISWA
TENTANG MOTIVASI BELAJAR

Nama : SYAHRUL TANA BONE

Kelas : VIII (8B)

Petunjuk.

1. Sebelum menjawab pernyataan di bawah ini, anda diminta mengisi identitas diri terlebih dahulu.
2. Beri tanda checklist (√) pada salah satu jawaban yang anda pilih sesuai dengan kondisi anda sebenarnya.
3. Informasi: SS = Sangat Setuju, S = Setuju, R = Ragu, TS = Tidak Setuju, STD = Sangat Tidak Setuju.

No	Pernyataan	Pernyataan Pilihan				
		SS	S	R	TS	STS
1	Bahasa Inggris adalah mata pelajaran favorit saya dan saya selalu meluangkan waktu untuk belajar kosakata setiap hari.		√			
2	Saya belajar kosakata bahasa Inggris untuk meningkatkan kemampuan berbahasa.		√			
3	Saya tidak dapat memahami setiap materi pembelajaran kosakata bahasa Inggris.				√	

No	Pernyataan					
4	Tugas pelatihan kosakata bahasa Inggris yang diberikan oleh guru sulit dikerjakan.			✓		
5	Saya rajin belajar kosakata bahasa Inggris karena tidak ingin mendapatkan nilai jelek dan saya ingin mendapatkan nilai yang lebih baik daripada teman saya di kelas.		✓			
6	Saya yakin bisa menguasai kosakata dan mengaplikasikannya dalam kehidupan sehari-hari.		✓			
7	Saya pikir saya memiliki keterampilan penguasaan kosakata bahasa Inggris yang baik.		✓			
8	Saya selalu berpikir bahwa siswa lain memiliki kemampuan mengingat kosakata yang lebih baik daripada saya.			✓		
9	Saya berpikir kemampuan saya memahami kosakata di bawah rata-rata.		✓			
10	Saya merasa percaya diri ketika guru menyuruh saya untuk berbicara bahasa Inggris di depan kelas.			✓		
11	Keluarga saya hidup serba kekurangan sehingga tidak mampu membeli buku pelajaran termasuk buku pembelajaran kosakata bahasa Inggris			✓		
12	Orang tua membuatkan jadwal untuk belajar kosakata bahasa Inggris di rumah.				✓	
13	Orang tua saya memberikan saya fasilitas untuk belajar seperti laptop dan handphone.		✓			
14	Orang tua memberikan motivasi agar giat belajar, misalnya memberikan hadiah atau pujian ketika mendapatkan nilai bagus.			✓		
15	Orang tua mendaftarkan saya untuk mengikuti khursus bahasa Inggris.		✓			
16	Guru menggunakan media pembelajaran untuk belajar kosakata seperti media gambar dan video.		✓			
17	Guru menggunakan bahasa yang mudah dipahami untuk menjelaskan materi tentang kosakata.		✓			
18	Guru melakukan pendekatan dan memberikan motivasi kepada siswa, ketika siswa merasa jenuh saat pembelajaran bahasa Inggris.		✓			
19	Sekolah memiliki buku-buku berbahasa Inggris di perpustakaan dan media pembelajaran seperti LCD dan papan tulis yang masih berfungsi dengan baik.		✓			
20	Sekolah tidak memiliki lab Bahasa Inggris.			✓		

6 benar

30

Name : Syahrul Tunabong

Class : VIII (C8O)

TEST

Choose the correct answer for the following multiple-choice questions with crossing (X) a, b, c, d!

1. Risha is … a book.

   a. Listening   c. Swimming

   b. Reading   d. Fishing

2. Ali … badminton.

   a. Plays   c. Buys

   b. Brings   d. Open

3. My sister is … bread.

   a. Pouring   c. Beating

   b. Baking   d. Grating

4. "The girl *fall from her bike*".
   What is the meaning of **"Fall"** in Bahasa Indonesia?

   a. Terbang   c. Jatuh

   b. Lari   d. Jalan

5. Bayu … weird yesterday.

   a. Acted   c. Eated

   b. Lied   d. Put

6. I will … to Makassar on Saturday.

   a. Sit   c. Sleep

   b. Fall   d. Go

7. We … coto makassar in the new restaurant.

   a. Drink   c. Break

   b. Paint   d. Eat

8. "The baby *laughed*".
   What is the meaning of "**Laughed**" in Bahasa Indonesia?

   a. Menangis   c. Tertawa

   b. Tidur   d. Teriak

9. My mother … to the dentist yesterday because her teeth were in pain.

   a. Bought   c. Fell

   b. Went   d. Clean

10. Chiko did not study hard, so he did not …. the exam.

    a. Go   c. Pass

    b. Break   d. Study

11. "Please, *close the door*".
    What is the meaning of **"Close"** in Bahasa Indonesia?

    a. Buka   c. Tutup

    b. Membuat   d. Masuk

12. "*Dia mengangkat bukunya*"

How do you say "**Mengangkat**" in English?

a. Raises   c. Showing

b. Throwing   d. Pointing

13. Rina always … well, so she is a diligent girl.

a. Angry   c. Plays

b. Cheerful   d. Studies

14. I – M – G – I – N – E – A

The correct arrangement is ….

a. Imagine   c. Imneagi

b. Imginea   d. Imnigea

15. D – I – P – P – E – A – R – S – A

The correct arrangement is ….

a. Dippearsa   c. Disappear

b. Disapprea   d. Deppiersa

16. H – A – N – E – P – P

The correct arrangement is ….

a. Henapp   c. Hepnap

b. Happen   d. Happne

17. R – A – R – P – I – E – R

The correct arrangement is ….

a. Riaper   c. Ripear

b. Raiper   d. Repair

18. Yesterday – the – letters – the – postman – delivered.

The correct arrangement is ….

a. The postman letters the yesterday delivered.

b. Postman the delivered yesterday the letters.

c. The postman delivered the letters yesterday.

d. Yesterday the letters postman the delivered.

19. She – me – owes – hundred – five – rupiah – thousand.

The correct arrangement is ….

a. She owes me hundred five thousand rupiah.

b. She me owes five thousand hundred rupiah.

c. She owes me five hundred thousand rupiah.

d. Hundred five thousand rupiah she owes me.

20. I – walk – bridge – through – the.

The correct arrangement is ….

a. I walk the bridge through.

b. Walk the bridge through I.

c. Through I the bridge walk.

d. I walk through the bridge.

ANGKET UNTUK SISWA
TENTANG MOTIVASI BELAJAR

Nama : Al-zem Syaistha Nafisa

Kelas : VIII.D

Petunjuk.

1. Sebelum menjawab pernyataan di bawah ini, anda diminta mengisi identitas diri terlebih dahulu.

2. Beri tanda checklist (√) pada salah satu jawaban yang anda pilih sesuai dengan kondisi anda sebenarnya.

3. Informasi: SS = Sangat Setuju, S = Setuju, R = Ragu, TS = Tidak Setuju, STD = Sangat Tidak Setuju.

No	Pernyataan	Pernyataan Pilihan				
		SS	S	R	TS	STS
1	Bahasa Inggris adalah mata pelajaran favorit saya dan saya selalu meluangkan waktu untuk belajar kosakata setiap hari.		√			
2	Saya belajar kosakata bahasa Inggris untuk meningkatkan kemampuan berbahasa.	√				
3	Saya tidak dapat memahami setiap materi pembelajaran kosakata bahasa Inggris.				√	
4	Tugas pelatihan kosakata bahasa Inggris yang diberikan oleh guru sulit dikerjakan.					√
5	Saya rajin belajar kosakata bahasa Inggris karena tidak ingin mendapatkan nilai jelek dan saya ingin mendapatkan nilai yang lebih baik daripada teman saya di kelas.	√				
6	Saya yakin bisa menguasai kosakata dan mengaplikasikannya dalam kehidupan sehari-hari.		√			
7	Saya pikir saya memiliki keterampilan penguasaan kosakata bahasa Inggris yang baik.		√			
8	Saya selalu berpikir bahwa siswa lain memiliki kemampuan mengingat kosakata yang lebih baik daripada saya.				√	
9	Saya berpikir kemampuan saya memahami kosakata di bawah rata-rata.				√	
10	Saya merasa percaya diri ketika guru menyuruh saya untuk berbicara bahasa Inggris di depan kelas.	√				
11	Keluarga saya hidup serba kekurangan sehingga tidak mampu membeli buku pelajaran termasuk buku pembelajaran kosakata bahasa Inggris.				√	

12	Orang tua membuatkan jadwal untuk belajar kosakata bahasa Inggris di rumah.		✓			
13	Orang tua saya memberikan saya fasilitas untuk belajar seperti laptop dan handphone.		✓			
14	Orang tua memberikan motivasi agar giat belajar, misalnya memberikan hadiah atau pujian ketika mendapatkan nilai bagus.	✓				
15	Orang tua mendaftarkan saya untuk mengikuti khursus bahasa Inggris.		✓			
16	Guru menggunakan media pembelajaran untuk belajar kosakata seperti media gambar dan video.		✓			
17	Guru menggunakan bahasa yang mudah dipahami untuk menjelaskan materi tentang kosakata.	✓				
18	Guru melakukan pendekatan dan memberikan motivasi kepada siswa, ketika siswa merasa jenuh saat pembelajaran bahasa Inggris.		✓			
19	Sekolah memiliki buku-buku berbahasa Inggris di perpustakaan dan media pembelajaran seperti LCD dan papan tulis yang masih berfungsi dengan baik.		✓			
20	Sekolah tidak memiliki lab Bahasa Inggris.				✓	

45

Name : Al-Zena aghistha nafifa

Class : 8.D (UMP)

TEST

Choose the correct answer for the following multiple-choice questions with crossing (X) a, b, c, d!

1. Risha is ... a book.
   - a. Listening
   - c. Swimming
   - **Reading** (X)
   - d. Fishing

2. Ali ... badminton.
   - **Plays** (X)
   - c. Buys
   - b. Brings
   - d. Open

   ✓

3. My sister is ... bread.
   - a. Pouring
   - c. Beating
   - **Baking** (X)
   - d. Grating

   ✓

4. *"The girl fall from her bike"*.
   What is the meaning of **"Fall"** in Bahasa Indonesia?
   - **Terbang** (X)
   - c. Jatuh
   - b. Lari
   - d. Jalan

   ✗

6. I will … to Makassar on Saturday.

    a. Sit   c. Sleep

    b. Fall   d. Go

7. We … coto makassar in the new restaurant.

    a. Drink   c. Break

    b. Paint   d. Eat

8. "*The baby laughed*".

    What is the meaning of "**Laughed**" in Bahasa Indonesia?

    a. Menangis   c. Tertawa

    b. Tidur   d. Teriak

9. My mother … to the dentist yesterday because her teeth were in pain.

    a. Bought   c. Fell

    b. Went   d. Clean

10. Chiko did not study hard, so he did not … the exam.

    a. Go   c. Pass

    b. Break   d. Study

11. "*Please, close the door*".

    What is the meaning of "**Close**" in Bahasa Indonesia?

    a. Buka   c. Tutup

    b. Membuat   d. Masuk

12. "*Dia mengangkat tangannya*".

    How do you say "**Mengangkat**" in English?

    a. Raises   c. Showing

    b. Throwing   d. Painting

13. Rina always … well, so she is a diligent girl.

    a. Angry   c. Plays

    b. Cheerful   d. Studies

14. I – M – G – I – N – E – A

    The correct arrangement is ….

    a. Imagine   c. Imneagi

    b. Imginea   d. Imnigea

15. D – I – P – P – E – A – R – S – A

    The correct arrangement is ….

    a. Dippearsa   c. Disappear

    b. Disapprea   d. Deppiersa

16. H – A – N – E – P – P

    The correct arrangement is ….

    a. Henapp   c. Hepnap

    b. Happen   d. Happne

17. R – A – R – P – I – E – R

    The correct arrangement is ….

    a. Riaper   c. Ripear

    b. Raiper   d. Repair

18. Yesterday – the – letters – the – postman – delivered.
The correct arrangement is ....

   a. The postman letters the yesterday delivered.
   b. Postman the delivered yesterday the letters.
   c. The postman delivered the letters yesterday.
   d. Yesterday the letters postman the delivered.

19. She – me – owes – hundred – five – rupiah – thousand.
The correct arrangement is ...

   a. She owes me hundred five thousand rupiah.
   b. She me owes five thousand hundred rupiah.
   c. She owes me five hundred thousand rupiah.
   d. Hundred five thousand rupiah she owes me.

20. I – walk – bridge – through – the.
The correct arrangement is ....

   a. I walk the bridge through.
   b. Walk the bridge through I.
   c. Through I the bridge walk.
   d. I walk through the bridge.

B. Persuratan

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Istikhama

Nim   : 105351101417

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	8 %	10 %
2	Bab 2	15 %	25 %
3	Bab 3	9 %	10 %
4	Bab 4	10 %	10 %
5	Bab 5	3 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan
Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperlunya.

Makassar, 14 Agustus 2024
Mengetahui,

Kepala UPT- Perpustakaan dan Pernerbitan,

Nursinah, S.Hum.,M.I.P
NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 16325/FKIP/A.4-II/V/1445/2024
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -

Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Istikhama
Stambuk : 105351101417
Program Studi : Pendidikan Bahasa Inggris
Tempat/Tanggal Lahir : Ujung Pandang / 21-07-1999
Alamat : Bontocaradde, Kelurahan Tamallayang, Kecamatan Bontonompo, Kabupaten Gowa

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: The Effects of Learning Motivation on Students' Vocabulary Mastery at SMP Negeri 1 Bontonompo

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan*.

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
15 Mei 2024 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 4299/05/C.4-VIII/V/1445/2024   17 May 2024 M
Lamp   : 1 (satu) Rangkap Proposal   09 Dzulqa'dah 1445
Hal   : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di –

       Makassar

السَّلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16325/FKIP/A.4-II/V/1445/2024 tanggal 15 Mei 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : **ISTIKHAMA**
No. Stambuk : **10535 1101417**
Fakultas   : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan   : **Pendidikan Bahasa Inggris**
Pekerjaan   : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Effects of Learning Motivation on Student's Vocabulary Master at SMP Negeri 1 Bontonompo"

Yang akan dilaksanakan dari tanggal 21 Mei 2024 s/d 21 Juli 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السَّلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd.
NBM 1127761

05-24

PEMERINTAH PROVINSI SULAWESI SELATAN

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id

Makassar 90231

Nomor	:	**12270/S.01/PTSP/2024**	**Kepada Yth.**
Lampiran	:	-	Bupati Gowa
Perihal	:	**Izin penelitian**	

di-

Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 4299/05/C.4-VIII/V/1445/2024 tanggal 17 Mei 2024 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	:	**ISTIKHAMA**
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Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	:	Mahasiswa (S1)
Alamat	:	Jl. Slt Alauddin, No. 259 Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" THE EFFECTS OF STUDENTS' LEARNING MOTIVATION ON VOCABULARY MASTERY AT SMP NEGERI 1 BONTONOMPO "

Yang akan dilaksanakan dari : Tgl. *21 Mei s/d 21 Juli 2024*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 17 Mei 2024

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN

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Pangkat : PEMBINA TINGKAT I
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Tembusan Yth
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2. *Pertinggal.*

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa   : **Istikhama**
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Judul Penelitian   : *The Effects of Learning Motivation on Students' Vocabulary Mastery at SMP Negeri 1 Bontonompo*
Tanggal Ujian Proposal : **20 Maret 2024**
Tempat/Lokasi Penelitian : **SMP Negeri 1 Bontonompo**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Rabu, 22 Mei 2024	Permohonan izin penelitian	Sitti Haerana, S.Pd., M.Pd	
2	Selasa, 28 Mei 2024	Pelaksanaan penelitian	Mardiati, S.Pd	
3	Rabu, 29 Mei 2024	Pelaksanaan penelitian	Mardiati, S.Pd	
4	Kamis, 30 Mei 2024	Pelaksanaan penelitian	Mardiati, S.Pd	
5	Jum'at, 31 Mei 2024	Pelaksanaan penelitian	Mardiati, S.Pd	
6	Selasa, 4 Juni 2024	Pelaksanaan penelitian	Mardiati, S.Pd	

بسم الله الرحمن الرحيم

| 7 | Rabu, 5 Juni 2024 | Pelaksanaan penelitian | Mardiati, S.Pd | |
| 8 | Kamis, 6 Juni 2024 | Penandatangan keterangan selesai penelitian | Ridwan, S.Pd., M.M | |

Gowa , 6 Juni 2024

Mengetahui,

Pimpinan/Kepala sekolah/Instansi

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SMP NEGERI 1 BONTONOMPO

Alamat : Jl. Pendidikan No.16 Tamallayang, Kec.Bontonompo, Kab.Gowa,KP. 92153

SURAT KETERANGAN
Nomor : 041/DISDIK-GW/SMP.08/KR/VI/2024

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 1 Bontonompo

N a m a	: RIDWAN,S.Pd.,M.M.
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Jurusan	: S1 Pendidikan Bahasa Inggris
Stambuk	: 105351101417

Telah menyelesaikan Penelitian pada SMP Negeri 1 Bontonompo Kabupaten Gowa dari tanggal dalam rangka penyusunan Tesis yang berjudul :

" THE EFFECTS OF STUDENT'S LEARNING MOTIVATION ON VOCABULARY MASTERY AT SMP NEGERI 1 BONTONOMPO "

Demikian surat keterangan ini dibuat dengan sesungguhnya untuk dapat dipergunakan sebagaimana mestinya.

Bontonompo, 07 Juni 2024
Kepala SMP Negeri 1 Bontonompo

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MAJELIS DIKTILITBANG PP MUHAMMADIYAH
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بِسْـــــمِ اللّـٰـه الرحـمن الرحيـــمِ

LETTER OF ACCEPTANCE
0917/BG-FKIP/LOA/B/VIII/1446/2024

Dear ISTIKHAMA

It is our pleasure to inform you that, after reviewing your paper:

THE EFFECTS OF STUDENTS' LEARNING MOTIVATION ON VOCABULARY MASTERY AT SMPN 1 BONTONOMPO

The manuscript ID: 1570

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at *jlta@bg.unismuhmakassar.ac.id*

Makassar, 23 August 2024 M
19 Shafar 1446 H

Head of English Education Department
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PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI

BAN-PT   LAMDIK

CURRICULUM VITAE

The researcher, Istikhama was born on 21th of July, 1999 in Ujung Pandang, South Sulawesi. She is the only child, her father is Mr. Baharuddin and her mother is Mrs. Rosnia. She started study at SD Inpres 02 Paniki Bawah in 2005, move to SD Inpres Suwaan in 2006, then SD Negeri 63 Manado in 2007 to 2011. In 2011 continued her Junior High School at SMP Negeri 1 Bontonompo then graduated in 2014. She continued her education at SMA Negeri 3 Gowa and graduated in 2017, in the same year she was registered as a student of English Education Department, Faculty of Teacher Training and Education at Universitas Muhammadiyah Makassar. At the end of her study, she could finish her thesis with the title The Effects of Students' Learning Motivation on Vocabulary Mastery at SMP Negeri 1 Bontonompo.