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The Influence of the Students' Motivation in Reading Text on their Vocabulary Mastery

(A case on the Tenth Grade of SMA N 1 Prembun in the Academic Year 2020/2021)

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Abstract. The aim of this research is to determine whether there is a positive and significant influence of students' motivation in reading text on their vocabulary mastery in the tenth grade of SMA Negeri 1 Prembun in the academic year 2020/2021. This study employs descriptive quantitative research design. This study's population consists of students in the tenth grade of SMA Negeri 1 Prembun. The sample are 45 students. Random sampling used in this research. The researcher used questionnaire and test in gathering the data. The questionnaire consists of 20 items and the test consist of 50 items. The data were collected by google form. The result of this research presents that the students' motivation in reading text gave positive and significance influence on their vocabulary mastery. It is seen from the result of correlation product moment, showed that the sig. value $0.003 > \alpha (0.05)$ and obtained $0.4311 > r_{table} 0.294$. It means H_a was accepted and H_o was rejected. It is categorized in the medium level, on the interval value of $(0.40 - 0.599)$. Meanwhile, the R-square is 0.186. It implied the contribution of students' motivation in reading text to vocabulary mastery is 18.6%, the rest (81.4%) from other variables or other factor. Seeing this finding, the researcher conclude that there is a positive and significant influence between students' motivation in reading text and their vocabulary mastery of the tenth grade of SMA Negeri 1 Prembun in the academic year 2020/2021.

Key words: *Influence, Students' Motivation, Reading Text, Vocabulary Mastery.*

1. Introduction

Indonesia is an archipelago country with the 4th largest population in the world. According to the [1] (*Indonesian Statistical Center*), in September 2020 there are 270.20 million people recorded. It increased by 32.56 million people when compared to the result of survey in the September 2010. It means that Indonesia has big variety of vernacular, whereas Indonesian as the official language to bound the unity. Having a large number of languages does not mean that we do not need to learn a foreign language. The goal of learning a foreign language is to able communicate with individuals from all over the world. English is an important language to learn since it is a global language.

One of the most important aspects of learning English is vocabulary mastery. As a non- native speaker, almost all of words in a foreign language are unknown words. So, we cannot interpret the meaning of the words unless we have mastered the vocabulary. Learning vocabulary seems difficult because need to keep new words in our memory. There are numerous simple ways to improve our vocabulary mastery. One of them is by reading.

Reading is an activity that has a significant number of positive output for the reader. Event we know that reading is the important one that needed in every level of age, but sometimes rading seems not interested because in reading we need extra focus to reach what the content in inside. In this case we need a motivation to gain our interest in reading.

[2] Motivation is defined as an abstract, hypothetical idea used to explain why people think and act the way they do. The succes of learning depends on the level of students' motivation. Without any motivations, the students cannot do their study activity successfully because motivation make the students more exited and more interest when they do study. Dealing with this case, when do reading activity the students certainly cannot dismiss their motivation to get high-quality achievement. From those behavior helps to push the students' vocabulary develop well by reading. The more we read, the more words that we gain exposure to, and we will make that words into our vocabulary.

If students want to comprehend the text fully, the students should master the language by mastering vocabulary. There is no language stand without vocabulary. Vocabulary is an essential component of language competency since it determines how effectively learners speak, listen, read, and write [3]. When we have wider vocabulary mastery in our target language, not just fluent in speaking but also it can support all of our language skill; reading, writing, listening, and speaking. So, better in vocabulary mastery it can mean better in language skill.

2. Literature Review

In conducting this study, the writers took theories related study, they were motivation, students' motivation, reading, reading text, vocabulary and vocabulary mastery. In this theoretical review the researcher was look at the existing concept of variables in this research based on expert. The variables in this research were students' motivation in reading text (independent variable) and vocabulary mastery (dependent variable). The relationship between both variables was by reading the students will get a lot of word stock. With word stock students have improvement in vocabulary. To get the maximal achievement, motivation also needed to support the greatest result. The details of the literature as following:

Motivation

According to Guthrie, Wigfield, Metsala, and Cox in [4] individual traits such as objectives, competence-related attitudes, and needs that influence success and behaviors are classified as motivation. Williams and Burden in [5] defined that motivation is a state of cognitive and emotional arousal that result in a conscious choice to act and a time of sustained intellectual and/or physical effort to attain a previously determined goal. From those definition, it can be concluded that motivation is a desire to encourage someone to do something. In doing an activity, motivation take a part to give an enthusiastic for people. For the result, doing activity with motivation will get the better result because they influenced to set their goal and do it with more effort. [4] stated that there are two types of motivation:

(1) Intrinsic

According to [6], the intrinsic motivation is described as engaging in an activity for the sake of the enjoyment obtained from doing so. Intrinsic motivation pushes the learners to learn without rewards because the need is innate and depends on their own desire. Students voluntarily try to learn what is very important to them. They have an internal desire to learn.

(2) Extrinsic

Arnold in [4], defined that extrinsic motivation is as a drive to receive a reward and avoid punishment. This kind of motivation emphasizes external needs assignment, grade, or performing something that pleases teachers to urge the students to participate in learning activities.

Students' motivation

In learning process, students' motivation is an important thing to drive their own learning. Students' motivation helps to maintain students' attention and students' behavior in their study. Wentzel and Wigfield in [7] suggested that improving the quality of the educational system could improve student motivation. By motivation, the students will set their goals in learning and not easy to give up. In this case, the students know well what their priority in study time. According to Allen, Witt, & Wheelless in [8], students who are more motivated in class tend to achieve higher levels of learning. In the end, the students will have a progress in their academic field and more independent while they do a learning process.

Reading

[4] Defined reading is as a thinking process that needs a reaction from the reader, whether that response is in the form of generalizations, new conclusions, or planning next moves based on what was read. [9] Noted that generally reading is about deciphering and comprehending written texts. Reading is also a comprehension activity which is a combination of cognitive skills and psychomotor skills. It can be concluded that reading is a visual activity to seeing texts and then we use our emotions and thoughts to constructing and comprehending the content of the texts. The readers are required to know the content what

they read to get new experiences and new information while reading. There are four types of reading as a follow:

(1) **Intensive reading**

Intensive reading is done when people wish to fully comprehend the materials, such as while reading course books in an academic term. Intensive reading allows the students reading short text. Typically, the student will be asked to read a brief text while completing a series of exercises, activities, or exams focusing on reading comprehension, vocabulary, grammar, and discourse Nation in [10].

(2) **Extensive reading**

Extensive reading used for leisure and enjoyment of the reading experience, similar to how we read a novel. Extensive reading 'involves learners reading as much as possible for pleasure or knowledge rather than acquiring specific language characteristics,' with extensive reading generally being 'self-selected.' Al-Homoud & Schmitt in [10].

(3) **Extensive reading for Aloud reading**

Aloud reading is reading activity that use voice and everyone which near the reader can listen the reader while reading. Aloud reading also called oral reading. Koksai in [11], a definition of "oral reading" as "the reading of a text aloud at a volume that may be heard and listened to comfortably."

(4) **Silent reading**

Silent reading is reading activity without turning the voice while reading. According to [11] claimed that in silent reading, there is no vocalization, which is the most commonly encountered style of reading in people's lives, and that it is accomplished only with eye and mind synchronization, brain and eye coordination is active.

Text

Today's "texts" are more than just the written word or traditional print media [12]. Texts supply big contribution in academic term. By texts students gets many knowledge. [13] Texts are one of the most important sources of information, guidance, and instructions for learning in traditional learning. Even in online learning class or face-to-face learning class, both of them still need text for their academic needs. According to [13], there are two kind of text.

(1) **Digital texts**

Digital texts are electronically generated and multimodal (combining texts with audio, video, image, and hypertext), they become more interactive than a printed text and offer the readers to explore in a nonlinear way. [13] find that more than three-fourths (76.9 percent) "agreed" or "strongly agreed" with the statement that reading digital material is more engaging than reading printed text. Digital texts, such as e-books, needs less effort to utilize while maintaining the text's functionality. Why digital texts easier to use, it is because digital text allows the users easily to access anywhere and anytime and the kindness of digital texts are cheaper. Digital texts also paperless so it can be eco-friendly. This case makes students more satisfied in using digital texts. [13]

(2) **Printed texts**

Printed texts refer to the conventional reading materials provided in the forms of textbooks, newspapers, books, magazines, handouts, and so on. Even digital texts more interesting and easier to use, some people still loyal with printed texts because avoid eyes irritation caused the radiation of screen light. It makes the printed texts still exist in nowadays.

Reading text

[11] States that reading is an activity that involves finding and analyzing symbols in a text it is a critical for widening one's horizons by learning new vocabulary, gaining new understandings, and fostering creativity. Reading text is reading written words of language. The important part of the reading is to know the main point of the written texts. However, to comprehend the written text are difficult and need more effort compared with listening and watching videos, we cannot leave this activity in our life. There are so many problems in our

life that can solve in easy way by reading. In simple example, when we go on vacation and we need recommendation for tourist attractions, we can surf it quickly on internet and read it, then we can get the information that we need as soon as possible. It also happens in academic terms. Students cannot ignore the important of reading text, without reading they will not mastering of the material what they learn full enough.

Vocabulary

[14] Vocabulary is always included in materials for teaching English as a foreign language. [15] A vocabulary is a collection or group of words in a language that are known, learned, and utilized by speakers of that language. [16] stated "very little can be articulated without grammar, and nothing can be conveyed without vocabulary." To sum up, vocabulary is a word in language. The most contribution in language is vocabulary. Vocabulary takes big number in developing communication using a language. With vocabulary, we can present our thought by language.

[16] said that

Vocabulary mastery

There are two ways to assess vocabulary mastery: quantitative and qualitative[14]. Quantitative vocabulary can be learned by students when demonstrated the quantitative vocabulary. As a result, the students should be expanded their vocabulary in order to better preserve their language and engage successfully. In other hand, qualitative vocabulary mastery consists of knowledge, word meaning, and word structure. This qualitative vocabulary will assist students in selecting relevant terms, therefore enhancing the efficacy of language use. Vocabulary mastery influence the performance in language skill. Language uses to express humans feeling and thought by vocabulary. As a communication tool, everyone must full fill their language aspect, it is about vocabulary mastery. For this case, we should have strategy to mastering it. there is no excuse to does not pay attention with vocabulary in learning language.

3. Method

This thesis was conducted in type of correlation research with quantitative approach. This thesis used descriptive correlation, because this thesis intended to collect the information about wheter there is a relationship between two variables. In other hand, this thesis used quantitative approach because in analyzing the data using numerical data that were processed by statistical method. This study has two variables, they were independent variable denoted by X and dependent variable denoted by Y. The independent variable of this thesis was the students' motivation in reading text, while the dependent variable was the students' vocabulary mastery. This research held on 26th April – 2nd May 2021. The researcher took the tenth grade students of SMA N 1 Prembun in the academic year 2020/2021 as her subject of this thesis. The researcher used random sampling in taking the sample and there were 45 participants who filled the data. The writer took the participant from four classes, they were IPS 2, IPS 3, IPS 4 and IPS 5 which consist of 143 Students. The research divided in two sections. The first section was questionnaire to know the student's motivation in reading texts and the second section was vocabulary test to know how's the student's vocabulary mastery. The questionnaire consists of 20 statements and the vocabulary test consist of 50 questions. Each of statement in the questionnaire has five alternative responses to measure how student's attitude on their reading motivation. The process of gathering data, the researcher used google form. The data was collected in six steps; constructing the research instrument, consulting the research instrument, creating google form, asking permission, giving test, and collecting score. To analyze the data, the researcher used manual computation and to evaluate and ensure that the data was correct or not the writer compared it to SPSS output. The scoring system used Likert Scale. According to [17] Likert Scale is scale that can use to measure individual attitude, opinion, and perception about an object or phenomenon. Below is the scoring system of the student's responses on the students' motivation.

Table 1. The Scoring System of the Student's Responses on the Students' Motivation

Responses	Score
Strongly agree	5
Agree	4
Neutral	3

Disagree	2
Strongly disagree	1

[17]

4. Findings and Discussion

This section presents the study's finding. The questionnaire items were scored on 5 points used Likert scale. There are: 5 (Strongly agree), 4 (Agree), 3 (Neutral), 2 (Disagree), and 1 (Strongly disagree). Furthermore, the test has four options: a, b, c and d. The table below shows the research findings for each indicator.

Table 2. The score of Students' Motivation in Reading Text and Vocabulary Mastery

No	Name	Score of Students' Motivation in Reading Text	Score of Students' Vocabulary Mastery
1	Student 1	79	28
2	Student 2	34	16
3	Student 3	70	24
4	Student 4	83	28
5	Student 5	84	40
6	Student 6	59	22
7	Student 7	85	30
8	Student 8	59	50
9	Student 9	53	42
10	Student 10	69	26
11	Student 11	92	48
12	Student 12	84	28
13	Student 13	71	40
14	Student 14	91	36
15	Student 15	62	36
16	Student 16	51	4
17	Student 17	67	44
18	Student 18	62	40
19	Student 19	78	48
20	Student 20	65	32
21	Student 21	75	50
22	Student 22	75	30
23	Student 23	87	44
24	Student 24	80	34
25	Student 25	74	28
26	Student 26	73	34
27	Student 27	75	46
28	Student 28	79	42
29	Student 29	79	40
30	Student 30	72	58
31	Student 31	75	44
32	Student 32	81	40
33	Student 33	89	40
34	Student 34	78	50
35	Student 35	76	54
36	Student 36	73	48
37	Student 37	76	34
38	Student 38	76	32
39	Student 39	55	24
40	Student 40	61	54
41	Student 41	89	46
42	Student 42	71	20
43	Student 43	97	70
44	Student 44	82	36
45	Student 45	98	44

From the data on the table above, the researcher analyzed the data and the result shows as the following:

Table 3. The Analysis of Students' Score Category

Value	Grade	Level of Achievement	Frequency	Percentage
80 – 100	A	Excellent	19	42.22%
66 – 79	B	Good	16	35.56%
56 – 65	C	Sufficient	6	13.33%
0 - 55	D	Fairly Sufficient	3	6.67%
<39	E	Low	1	2.22%
Total			45	100%

[18]

Table 3. above is made by using Arikunto's scale. Based on the table 3, the result of students' motivation in reading text can be interpreted that from 45 students 42.22% was excellent level, 35.56% was good level, 13.33% was sufficient level, 6.67% was fairly sufficient level and 2.22% was low level. In other hand, the result of vocabulary mastery test can be interpreted that from 45 students, there is no student in excellent level, 2.22% was good level, 2.22% was sufficient level, 48.89% was fairly sufficient level and 46.67% was low level.

Table 4.3. The Result of Descriptive Analysis of Students' Motivation in Reading Text and Vocabulary Mastery

Descriptive Analysis	Questionnaire of students' motivation in reading text	Students' vocabulary mastery test
Mean	74.31	37.87
Median	75.00	40.00
Mode	75.00	40.00
SD	12.65	12.07
SD ² (Variance)	159.99	145.71
Max	98.00	70.00
Min	34.00	4.00
Range	64.00	66.00

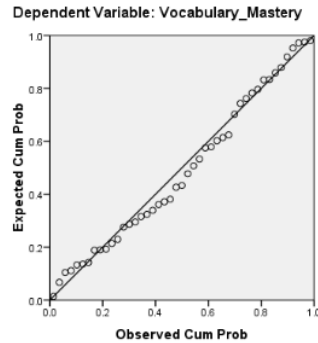
Based on the descriptive analysis above, students' motivation in reading text was in good level with mean 74.31. in other hand, the students' vocabulary mastery was only in the low level with mean 37.87. Based on table of achievement as proposed by [18] .

Based on the inferential analysis, the normality test of the students' motivation in reading text and vocabulary mastery are higher than 0.05. there where the result (Asymp-sig (2-tailed)) of students' motivation in reading text is 0.672 and the result of vocabulary mastery is 0.721. It means that the data is normal. Therefore, the significance value of linearity test is 0.319, it is higher than 0.05. It means there is a significant linear relationship between students' motivation in reading text and vocabulary mastery.

In other hand, the sig. value of correlations is 0.003. Then, the $r_{obtained}$ from correlation Person Product Moment is 0.4311 which is higher than the r_{table} 0.294 in the sig. level of 0.05, **Ha was accepted and Ho was rejected**. Meanwhile, the R-square is 0.186. It implied the contribution of students' motivation in reading text to vocabulary mastery is 18.6%, the rest (81.4%) from other variables or other factor. In addition, the sig. value of regression analysis is 0.003, it is lower than 0.05. On other hand, the t-value is 3.133 and the t table is 2.017. So, there is significant influence between the two variables.

Furthermore, the outcome of regression line indicates the relationship between X and Y from linear line. The linear line shows to the right and indicating that the correlation is positive. The points on the chart always follow and approach the diagonal line. It denotes that the residual value follows a normal distribution.

Normal P-P Plot of Regression Standardized Residual



5. Conclusions

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This study has shown that the students of the tenth grade of SMA N 1 Prembun in term motivation in reading text was in good level with mean 74.31. in other hand, the students' vocabulary mastery was only in the low level with mean 37.87. The students' motivation in reading text gave positive and significant influence to students' vocabulary mastery. It can be seen from the result of the correlation of it. the $r_{obtained}$ from correlation Person Product Moment is 0.4311 which is higher than the r_{table} 0.294 in the sig. level of 0.05. H_a was accepted and H_o was rejected. On other hand, the t-value is 3.133 and the t table is 2.017. So, there is significant influence between the two variables. And the last from the chart output of regression value, the points always follow and approach the diagonal line. It means that the residual value is normally distributed. So the researcher can conclude that there is a positive and significant influence of the students' motivation in reading text on their vocabulary mastery of the tenth grade of SMA Negeri 1 Prembun in the academic year 2020/2021.

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