
**STUDENT'S MOTIVATION IN LEARNING VOCABULARY
ON GRADE SEVEN AT SMP NEGERI 1 NASSAU
IN ACADEMIC YEAR 2020/2021**

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Abstract

The study dealt with Students' Motivation In Learning Vocabulary On Grade Seven At SMP Negeri 1 Nassau In Academic Year 2020 / 2021. The objective of the study is to find out motivational factors significantly motivate students to learn vocabulary in English, the scope of the study is to motivate students extrinsic in learning vocabulary. The population was 120 students. In this case, the writer took 30 students of SMP N 1 Nassau as the sample. To get the data The questionnaire was given 40 items to the student consist of Watching TV, Reading book, Parents Involvement, and Teacher involvement. The maximum score of questionare was 97 and the minimum was 65. The data analysis shows that the Students' Motivation in Learning Vocabulary was 1,00. Research results it was concluded that the Students' Motivation to learn English vocabulary were significantly able to motivate students in vocabulary.

Keywords: Motivation, Learning Vocabulary

1. Introduction

Language has a central role in development intellectual, social and emotional and students are a major factor of success in studying all areas of study language is expected to help students get to know themselves, their culture and other people's cultures. Language lessons also help students able to express ideas, feelings and participate in society.

English is a language that has been recognized world wide become an international language that has existed now become an important necessity for almost the entire population world. English is also a life skill that must be mastered. English is a lesson already began to be studied at all levels of education.

Mastery of the English language is important for Indonesian society, especially students, in order to have the ability

communicate and interact. In line with this according to Zaim (2016: 63) that mastery of language vocabulary England is the most basic need to be able to create sentence or utterance of language.

Mastery of English is a demand for the times and is important for applied in a school, for that the school requires the existence of teaching English as early as possible starting from basic vocabulary and vocabulary that are still easily found by students there are also around because children aged 12-15 years are still easy to digest new vocabulary, also so that the child gets used to it vocabulary in English.

In reality, English is still not accepted entirely by society. English is also considered as a lesson that is feared by students because of the material considered difficult, making students not interested in language lessons English progresses, as during field practice at SMP

NEGERI 1 NASSAU school year 2020/2021, during language lessons English takes place students behave indifferently, engrossed in themselves, not showing interest, not paying attention when the teacher is explain the subject matter and the absence of learning activities In addition.

For beginners, mastering English vocabulary can certainly help make it easier for you to write letters or sentences. The trick, of course, is to know what basic vocabulary is commonly used. Vocabulary has many benefits. Knowing the benefits will certainly increase your motivation to memorize vocabulary and form whole sentences from the vocabulary that has been mastered.

Vocabulary is a collection of words in a language that is familiar to the person. Vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Obtaining a broad vocabulary is one of the biggest challenges in learning English.

Based on teaching practice or PPL, the writer found that some students had difficulty learning vocabulary, so in this study the writer provided motivation in learning vocabulary.

Motivation is a theoretical construct used to explain behavior. It represents the reasons for people's actions, reasons, and needs. Motivation can also be interpreted as a person's direction for his behavior or what causes someone to want to repeat a behavior and vice versa, Motivation is what drives the person to act in a certain way or at least develops a tendency to behave in a certain way. For example, when someone eats to make ends meet. Starving, or when a student does his job at school, they want good grades.

Based on teaching practice or PPL, the writer conducted research according to the problems in the field by taking the title “Student’s Motivation In Learning Vocabulary

On Grade Seven At SMP Negeri 1 Nassau In Academic Year 2020/2021”.

And as we now know that our Earth is being swept away by a virus, namely the Corona Virus disease (Covid-19). Because the Covid-19 pandemic is sweeping the world, paralyzing human activities. And destroying all economies, especially our activities in the world of education. So that is why this research was conducted so that how to motivate students to learn and especially in the motivation to learn vocabulary in English.

1. The Problem of the Study

This research problem can be formulated as follows. Does motivational factors will significantly motivate students to learn vocabulary in English at the grade seven students of SMP Negeri 1 Nassau?

2. The Objective of the Study

The objective of this study is to find out motivational factors significantly motivate students to learn vocabulary in English at the grade seven students of SMP Negeri 1 Nassau.

3. The Scope of the Study

This study focus on motivate students extrinsic in learning vocabulary that will be carried out seventh grade students of SMP Negeri 1 Nassau.

4. The Significance of the Study

This research can be useful to:

1. English teachers. It is hoped that this research used for them to increase their knowledge of students' motivation in learning vocabulary.
2. Students. It is hoped that this enriched their knowledge.
3. Researchers. It is hoped this research used to provide more information about students' motivation when doing further research.

4. Readers. It is hoped that this research motivated the readers to add insight into students' learning motivation in learning vocabulary

2. Review of Related Literature

1. Motivation

Motivation is one important thing in life, because with motivation arised enthusiasm as well the urge to achieve certain goals. There is motivation in life then we as humans are not easy to despairing.

According to Danarjati, et al (2014: 81) The term motivation comes from Latin, which means move remove. The word "motive" is defined as an effort encourage someone to do something. Motive can is said to be the driving force from within and with in subject to do certain activities. Motivation is important for one's learning activities, because motivation is very influential on learning out comes someone.

According to Donald in Sriyanti (2013: 133) Motivation is a change in energy in the person someone who is characterized by the emergence of affective (feeling) and reactions to achieving goals. Energy changes in oneself someone is in the form of a real activity in the form of activity physical, because someone has a specific purpose from activity, then someone has a strong motivation to achieve it with all the efforts he can do to achieve it.

According to Terry in Danarjati et al (2014: 74) Motivation is the desire that exists in an individual who is stimulate to perform certain actions, where as According to Whittaker in Soemanto (2012: 205) motivation that is the conditions activate or encourage living things to behave to achieve the or circumstances goals brought about by motivation.

Based on the opinion of the experts above, you can concluded that motivation is an impulse arise within a person or from without coercion from any party. The encouragement

cause attraction, desire or liking against an object such as objects or activities or activity, which evokes a feeling of curiosity and cause attention. Motivation also gives rise to a person get excited and always want to take part and be in volved in carrying out an activity or use activity to achieve a specific goal.

Motivation was separated into two main types that are intrinsic motivation and extrinsic motivation. We discussed about them as follows :

1. Intrinsic Motivation

The intrinsic distinction has been influential in studies of motivation, and these concepts have been used in various attempts to explain differences in motivation among different learners.

According Emily in her research, intrinsic motivation is appeared from students personal such as their comfort, happiness and interest.

2. Extrinsic Motivation

Biggs stated that extrinsic motivation is a standing invitation to students to adopt a surface approach. The student's focus on their performance and the value of the importance that they attach to the outcome.

According Paul Eggennd Kauchak Don "Extrinsic motivation is characterized as the motivation to engage in activity as a means to an end." An extrinsically motivated students performs in order to receive a reward, such as graduating or passing a test or avoiding a penalty like a failing grade. The dominated extrinsic motivation including current incentives, strengthening attract, desperate for peer recognition and admiration.

According Gardner and Lambert's research, there are two main types of extrinsic motivation they are integrative motivation and instrumental motivation.

Other factors that can influence upon student's extrinsic motivation in teaching and learning process as follow:

a. Teacher

Teacher is a person who has an important role in teaching and learning activity to socialize and shaping motivation among students. Dornyei in forms that teacher's skill in motivating students should be seen as the central in teaching and learning process. Teacher is the they instrument to handle and organize students in classroom.

b. Parents

Jeremy harmer stated that "if the parents are very much against the culture of the language this will probably affect his or her motivation in a negative way. If they are very much in favor of the language this might have the opposite effect".

c. Environment

According to Tabrani environment is everything which exist around us, which has correlation and gives influence to ourselves.

2. Vocabulary

According to Yong-Ming Huang(2015: 691-708) Vocabulary is the foundation for students who learn a foreign language. Never less, students may be bored by the painstaking process of rote learning

According to Sutrisno (2015: 10) states that a Vocabulary is elements in a language.

According to Zaim (2016: 163) vocabulary is presentation of the meaning you want taught by a speaker of the language to convey to the interlocutor.

According to Said and Budimanjaya (2016: 98) vocabulary is a set of words that are know by a person or other entity or is part of a certain language. Vocabulary is defined as a set all the words understood by the person or all the words that are likely to be used by the person to compose a new sentence.

Be related with vocabulary according to Djiwandono (2008: 126)Based on opinions related to vocabulary above, it can be concluded that the English vocabulary is an element that is in a language each word has a meaning or translation. So what is meant by the motivation of students to learn vocabulary English in this study is an encouragement which arises in students to make changes in behavior practice through practice, experience and a learning activity English to achieve a goal.

3 Types of Vocabulary

There are some types of vocabulary, such as:

1) Reading vocabulary

A literate person's reading vocabulary is all the words he or she can recognize when reading, This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening

2) Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech.

3) Speaking vocabulary

A person's speaking vocabulary is all the words he or she uses in speech.

4) Writing vocabulary

Words are used in various forms of writing from formal essays to twitter feeds. Many written words do not commonly appear in speech.

5) Focal vocabulary

Focal vocabulary is a specialized set of terms and distinctions that is particularly important to a certain group: those with a particular focus of experience or activity.

3. Methodology

Research Design

According to Sugiyono (2018 : 213) qualitative research methods are research methods based on philosophy, which are used to research on scientific conditions (experiments) where researchers as instruments, data collection techniques and qualitative analysis emphasize more on meaning.

According to Mahmud (2011: 89) qualitative research is an approach in conducting research that is oriented to natural phenomena or symptoms. Qualitative is data that is presented in the form of verbal words, not in the form of numbers.

According to Moleong (2014 : 4) qualitative research is a procedure in research that produces descriptive data in the form of written or spoken words from observable people's behavior. In a descriptive way in the form of words and language to a special extent using several natural methods.

According to Creswell (2010: 8) qualitative research is an inquiry process of understanding based on district methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, report the tailed views of information and conducts the study in a natural setting.

In general, qualitative research is research carried out in full on research subjects where there is an event where the researcher becomes a key instrument in the research, then the results of the approach are described in written words, the empirical data that has been obtained and in this case also emphasizes the meaning. rather than generalizations.

Research Subjects

According to Moleong (2010, p.132) the subject of the research is the informant, which means that people in the research setting are

used to provide information about the situation and condition of the research setting. The subject of this research is the population and the sample, according to Arikunto (2000, p, 115), the population is the entire research subject. The author took the population in this study as many as 120 grade VII students of SMP N 1 NASSAU in the 2020/2021 school year.

Research Object

According to Moleong (2010, p. 132) stating “the object of research is the thing that becomes the point of attention of a study”, the the object in this qualitative research is the seventh grade students of SMP Negeri 1 Nassau. According to Arikunto (2006: 134), if the subject or population is less than 100 Then the researcher takes all the population, but if the population is more than 100 then the researcher can make a minimum of 10% - 15% or 20.% - 25% or more, then in terms of this researcher taked a sample of 30 students.

4. Data Analysis

In analyzing data, the writer took the coefficient between the students' external motivation and students' English achievement. But before finding the correlation between them, the writer took the average both of them (the questionnaires' score and students' English achievement, and it can be gained by the following formula:

The average of the students' questionnaire score:

$$X = \frac{2481}{30} = 82,7$$

So, in taking the average of the students' questionnaire score, it can be gained by the following formula:

$$X = (X - X)$$

For example if the student got 97, the average would be:

$$X = (95-82,7)$$

$$X = 12,3$$

The average of the students' achievement score:

$$Y = \frac{2545}{30} = 84.83$$

So, in taking the average of the students' questionnaire score, it can be gained by the following formula

$$Y = (Y - Y)$$

For example if the students got 86, the score would be:

$$Y = (96 - 84.83)$$

$$Y = 11,17$$

To know more about that can be seen on appendix IX.

Based on the calculation above it was found that:

N = number of sample is 30

$$\sum X = 2481$$

$$\sum Y = 2545$$

$$\sum X^2 = 1853,94$$

$$\sum Y^2 = 2059,69$$

$$\sum XY = 1901,17$$

RXY = Coefficient Correlation

In this thesis, the writer used product moment statistic analysis. The coefficient can be gained by the product moment statistical formula:

$$R_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

So the correlation between the questionnaires' score and students' English achievement was:

$$R_{xy} = \frac{(30 \times 1901,105) - (2481 \times 2545)}{\sqrt{(30 \times 1853,94) - (2481)^2 (30 \times 2059,59) - (2545)^2}}$$

$$R_{xy} = \frac{-6257111,85}{\sqrt{39131297530966}}$$

$$R_{xy} = \frac{-6257111,85}{6255501,38}$$

$$R_{xy} = 1,00$$

Based on the explanation above, it can be seen that the correlation is high. Theoretically, correlation coefficient always exists between -1, 00 until +1, 00. The negative coefficient shows there is no correlation between the students' external motivation and the students' achievement in vocabulary as positive coefficient shows there is a correlation between both of them.

Table 10. The Value of Product Moment

N	Studen ts'	X	Y	X	Y	X ²	Y ²	XY
1	Abigail S.Pard osi	95	96	12, 3	11, 17	151, 69	12 4,7 7	137, 391
2	Antoni us A. Pane	94	96	11, 3	11, 17	127, 69	12 4,7 7	132, 21
3	Alexan der Siagian	94	95	11, 3	10, 17	127, 69	10 3,4 3	114, 921
4	Eka Sauli Pane	95	96	12, 5	11, 17	151, 29	12 4,7 7	137, 391

5	Fahrel E.S Pasaribu	92	94	9,3	9,1	86,4	84,	85,2
6	Grace W.A Marpaung	96	97	13,3	12,17	176,89	14	161,861
7	Hosea Pangaribuan	90	92	7,3	7,1	53,2	51,	52,3
8	Jelita Y. Simbolon	89	92	6,3	7,1	39,6	51,	45,1
9	Jontara Pasaribu	88	91	5,3	6,1	28,1	38,	32,7
10	Juliati Siagian	87	90	4,3	5,1	18,4	26,	22,2
11	Kasih D.P Siagian	86	90	3,3	5,1	10,8	26,	17,0
12	Kesyya Wangi Andini	85	88	2,3	3,1	5,29	10,	7,29
13	Loisa T.Silae n	84	87	1,3	2,1	1,69	4,8	2,82
14	Mey Ana G. Siagian	84	88	1,3	3,1	1,69	10,	4,12
15	Mutiara Pasaribu	82	87	-	2,1	0,49	4,8	1,51
16	Putri R. Pardosi	81	85	-	0,1	2,89	1	0,28
17	Paulina Siahaan	80	84	-	-	7,29	0,6	2,24
18	Ray Arnando	80	83	-	-	7,29	3,3	4,94

	Tambunan					3		
19	Romeo P.Siagian	78	82	-	-	4,7	2,8	22,1
20	Rotua M.Siagian	82	84	-	-	0,7	0,8	0,49
21	Riel R. Pardosi	76	79	-	-	6,7	5,8	44,8
22	Rosinta L. Siagian	78	80	-	-	4,7	4,8	22,1
23	Roselli Siagian	74	75	-	-	8,7	9,8	75,6
24	Rovelita Simatupang	74	76	-	-	8,7	8,8	75,6
25	Satriadi Pane	72	73	-	-	10,7	11,83	114,49
26	Siti Rukiya h	71	72	-	-	11,7	12,83	136,89
27	Sofia S. Hutahaean	70	71	-	-	12,7	13,83	161,29
28	Tiara Pasaribu	74	78	-	-	8,7	6,8	75,6
29	Tiolem P.Pane	73	74	-	-	9,7	10,83	94,1
30	Vhirgo P.	77	70	-	-			32,4

0	Nababan			5,7	14,83	9	9,93	31
TOTAL		24	25			1853	20	1901
L		81	45			,94	59,59	,105

5. Conclusion and Suggestion

Conclusion

Having analyzed the data which are presented in the previous chapter, the writer draws conclusion as the following:

Motivation is one of the most important in the students' success or failure in learning English. Students who are highly motivated are interested in what they are doing, and they will learn more and make the strongest response on what they have learned Talking about SMP students, external motivation are applied to them, because they needs to achieve a good score, especially in vocabulary. Students of SMP Negeri 1 Nassau, are still needed external motivation from their teachers enable the students vocabulary.

Suggestion

Based on the conclusion, the suggestion draws in the following:

Method of teaching English has to be modified in order to make them interested in learning English. The teachers and parents have to control the student's ability in learning English. This monitoring is necessary for them because it can be as a starting point to them, and how far the students' understand vocabulary. In the process of learning English especially in vocabulary, the teachers have to create the class more enjoyable.

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