

A Correlational Study Between Students' Learning Motivation, Vocabulary Mastery And Pronunciation

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Abstract

The aim of this research is to find out whether there is significant correlation between the students' learning motivation, vocabulary mastery and pronunciation skill at SMPN 5 Langsa. The method of this research is quantitative with correlational design. The research object of this research is 55 students. The data were collected by applying test and questionnaire. Indeed, based on the result of the research, it showed that there is a positive correlation between students' learning motivation and pronunciation skill at SMPN 5 Langsa, there is a positive correlation between students' vocabulary mastery and pronunciation skill, and there is a positive correlation between students' learning motivation, vocabulary mastery and pronunciation skill. It can be concluded that students' learning motivation gives contribution to both their vocabulary mastery and their pronunciation skill. Additionally, when students have high motivation in learning, it can be beneficial to them in order to improve their vocabulary mastery and their pronunciation skill.

Keywords: Learning Motivation; Vocabulary Mastery; Pronunciation

INTRODUCTION

According to Julia and Deborah, language is main a means of communication, and communication includes some types of social context (Amberg & Vause, 2009). In English Foreign Language, students are taught by four skills and generally called as the four language skills. They are listening, reading, speaking and writing (Sasabone, et al., 2021). Indeed, these skills are understood as the ways in which language is used nowadays. The passive or receptive skills are reading and listening (Achmad, et al., 2022). Then, speaking and writing are commonly known as the

active or productive skills (Harmer, 2015). It is said as passive or receptive skills because the participant needs to understand the speech and writing of other people only. Meanwhile, this is compared with active or productive skills that mean the person actively have to produce their own speech and writing (Ushioda, & Dörnyei, 2017).

Speaking is one of the important skills in learning English (Alqahtani, 2015). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints (Isnadila, et al., 2022). Harmer mentioned that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process the information and language 'on the spot' (Harmer, 2015). Indeed, speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts (Chaney & Burk as cited in Santoso, & Mandarani, 2021).

In an oral communication, people just need to communicate the ideas well so the interlocutor can get their meaning (Sujarwo, et al., 2022). However, it is not an easy thing to do for some people. In speaking, one should reconsider many aspects like pronunciation, grammar, and ideas to express before he speaks (Rezeki, et al., 2022). It is because speaking is an interactive activity which involves the area of knowledge, pronunciation, grammar, vocabulary and fluency (Dewi, et al., 2022).

Schmitt stated that vocabulary knowledge gives a large deal to whole language success such as for reading, listening, speaking and writing, grammatical accuracy, sociolinguistic appropriateness, and language fluency (Schmitt: 2020). It can be impossible when people want to master language without vocabulary. Therefore, vocabulary knowledge is a major component in the language learning/acquisition process and can no longer be disregarded in language acquisition research , especially in teaching language(Hwang, & Chen, 2013).

Furthermore, pronunciation is one of the important things in learning English in order to make a good communication (Richards, & Schmidt, 2013). To make a good communication needs to pronounce the words correctly. Pronunciation is the way in which language spoken, the way in which a word is pronounced, and the way a person speaks the words of language (Hornby, 2023). Meanwhile, Gilakjani assumed that pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again by being corrected when it is pronounced wrongly (Gilakjani, 2016)

In SMPN 5 Langsa, vocabulary mastery and good pronunciation skill are being the important aspects in order to make the students to be able to learn English. Indeed, the students are required to learn this subject either to accomplish their study or to encourage them to speak English in this modern era. English has been the most important skill that the students should have and acquired well nowadays. In addition, in order to master the vocabulary and have good pronunciation skill, the students should have learning motivation to achieve them.

As an English subject in SMPN 5 Langsa, the researcher assumed that the students still find it difficult in mastering the vocabulary and having good

pronunciation. Nevertheless, the students do not have many vocabularies in their mind which cause them not too fluent in speaking English. Furthermore, the students do not have good pronunciation. Indeed, they lack the learning motivation of English.

Based on the explanation above, the researcher is interested to find out whether there is a significant correlation between the students' learning motivation, vocabulary mastery and pronunciation skill.

METHOD

In this research, the researcher uses quantitative approach. Quantitative approach is an approach in research where the data which is produced is in form numeral and the analysis use statistic (Lubis, 2018). The research method used in this research is correlational design, because it correlates two or more variables of the data, which were the correlation between the students' learning motivation, vocabulary mastery and pronunciation skill.

Indeed, correlation research method is a quantitative approach. A correlation as a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently (Creswell, 2013). In this research, the researcher tries to find out the correlation between two kinds of variables, namely independent variables (X) which includes students' learning motivation (X1) and vocabulary mastery (X2) and the dependent variable (Y) is pronunciation skill.

RESULTS AND DISCUSSION

1. The Result of Questionnaires about Students' Learning English Motivation

Based on the result, it shows that 23 students have high level of motivation in learning English. Meanwhile, 32 students have moderate level of motivation in learning. Hence, it is concluded that the students' motivation level in learning English is moderate. Indeed, it is revealed that the students have good motivation in learning English.

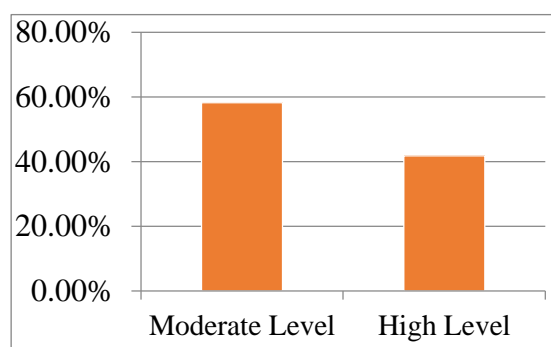
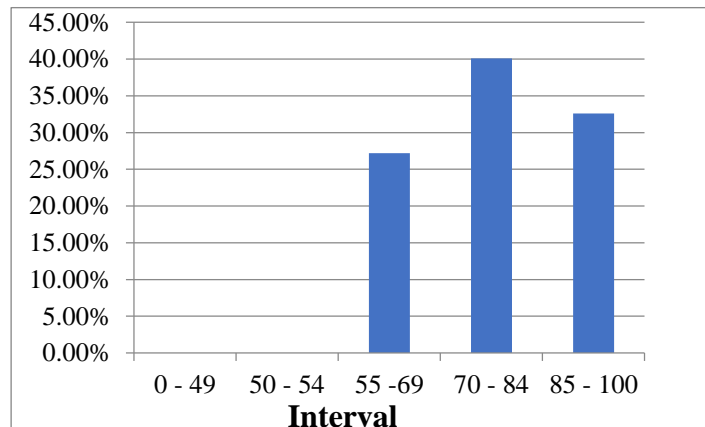


Chart 1. The Percentage of Students' Motivation Level

Based on the data above, it reveals that there are 23 students who have high motivation level in learning English (41,8%) and 32 students who have moderate motivation level in learning English (58,2%). Indeed, based on the result, it proves

that most of students have moderate motivation level in learning English at SMPN 5 Langsa

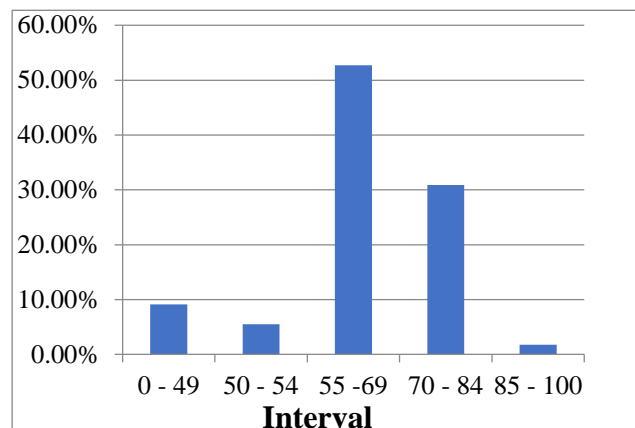
1. The Result of Students' Vocabulary Mastery



Based on the descriptive data above, the result of Essay test score divided into five categories. There were 21 students or 38,2 % (the interval scores 80-100) who got excellent scores, 19 students or 34,5 % (the interval score 70-79) who got good scores, 14 students or 25,5 % (the interval score 60-69) who got fair scores, and 1 student or 1,8 % (the interval score 50-59) who got low score.

Chart 3.

The Percentage Scores of Students' Pronunciation Test



Based on the descriptive data above, the result of Essay test score divided into five categories. There were 3 students or 5,4 % (the interval scores 80-100) who got excellent scores, 15 students or 27,2 % (the interval score 70-79) who got good scores, 20 students or 36,4 % (the interval score 60-69) who got fair scores, 12 student or 21,8 % (the interval score 50-59) who got low scores, and 5 student or 9,2 % (the interval score 0-49) who got poor scores.

Hence, it can be concluded that the level of the students' pronunciation test at SMPN 5 Langsa were fair. The classification of interval can be seen from the frequency result by using IBM SPSS 22.0 version program.

The Result of Normality Test

In this research, the researcher used IBM SPSS 22.0 version program for Windows in order to find out whether the data is normal or not. Indeed, here is the result of normality test of the data.

Variable	p-Value	Significance Level (5%)	Conclusion
Vocabulary Mastery	0,723	0,05	Normal
Pronunciation Skill	0,962	0,05	Normal
Students' Learning Motivation	0,602	0,05	Normal

Based on the table above, it shows that the value of p-table at the significance level 5% is 0,05 and the p-value of each variable is higher than p-table. It can be concluded that all the data of the research are in normal distribution since the p-value is greater than 0,05.

The Result of Linearity Test

In this research, the researcher also used IBM SPSS 22.0 version program for Windows in order to figure out the linearity of the data. Indeed, here is the result of linearity test of the data.

The Result of Linearity Test

Variable	The Result of Computation	Criteria	Conclusion
Students' Learning Motivation and Pronunciation Skill	0,375	<3,18	The data are linear
Vocabulary Mastery and Pronunciation Skill	1,299	<3,18	The data are linear

Based on the table above, it can be seen that the regression of students' learning motivation and pronunciation skill at 5% significance level is found that F table is 2,49. Indeed, because F observation is lower than F table ($F_o = 0,375 < F_t = 3,18$), the regression is linear. Meanwhile, the regression of vocabulary mastery and pronunciation skill at 5% significance level. The value of df1 and df2 is 2 : 52, it is found that F table is 3,18.

Discussion

The discussion then can be categorized into three points: 1) The correlation between students' learning motivation and pronunciation skill at SMPN 5 Langsa; 2) The correlation between students' vocabulary mastery and pronunciation skill at SMPN 5 Langsa; and 3) The correlation between students' learning motivation, vocabulary mastery, and pronunciation skill at SMPN 5 Langsa.

Description of the correlation between students' learning motivation and pronunciation skill.

Theoretically, motivation is a part of person's feeling that will pursue him/her to achieve the certain goals in their life. Meanwhile, pronunciation is a part of language that includes aspect of speech sound such as intonation, phrasing, stress that influenced by first language, age, region and style.

Indeed, the result of this research indicated that there is a positive correlation between students' learning motivation and pronunciation skill. In addition, the value of coefficient correlation showed that there is a sufficient correlation between these variables. It means that students' learning motivation gives the contribution to their pronunciation skill. Indeed, in order to gain their improvement in pronunciation, the students motivate themselves to encourage them to be able to pronounce the word well and bravely. Moreover, it is similar with the previous research. The research revealed that there is a significant correlation between learning style and speaking ability, there is a significant correlation between learning motivation and speaking ability, and there is a significant correlation between learning style and learning motivation toward speaking ability (Syafrizal, et al., 2020).

Furthermore, if students have good motivation in learning pronunciation, the students will understand quickly the way to pronounce the certain words in English. The students will gain their confidence to pronounce the English words better than before. Thus, it is concluded that the students' learning motivation has sufficient correlation with their pronunciation skill.

Description of the correlation between students' vocabulary mastery and pronunciation skill.

Theoretically, vocabulary is a list of the word known and used by the particular person. Indeed, vocabulary mastery is the complete knowledge of the form, meaning, and the use of a set of words which are used to express ideas.

Moreover, the result of this research indicated that there is a positive correlation between students' vocabulary mastery and pronunciation skill. In addition, the value of coefficient correlation showed that there is a sufficient correlation between these variables. Indeed, it is similar with the previous research which was conducted by Franscy. The research revealed that there is a positive correlation between students' vocabulary mastery and students' English-speaking ability, a positive correlation between students' pronunciation ability and English-speaking ability, and also a positive correlation together students' vocabulary mastery and pronunciation ability towards English speaking ability (Franscy, 2016).

Indeed, it is believed that vocabulary mastery gives contribution to their pronunciation skill. In order to express the idea in a meaningful way, students need

to master the vocabulary. Indeed, vocabulary plays an important role to convey the meaning. On the contrary, in order to master the vocabulary, the students need to pronounce the vocabulary well. If the students master the vocabulary, their pronunciation skill is also influenced. Hence, the students have good pronunciation skill if they master the vocabulary. Thus, it could be concluded that vocabulary mastery has sufficient correlation with their pronunciation skill.

Description of the correlation between students' learning motivation, vocabulary mastery and pronunciation skill.

Based on the finding of the research, it is indicated that there is a positive correlation between students' learning motivation, vocabulary mastery and pronunciation skill at SMPN 5 Langsa. Moreover, the value of coefficient correlation showed that there is a high correlation between these variables. Furthermore, it is similar with the previous research which was conducted by Frida Nur Fitriana. The research revealed that there is significant positive correlation between learning motivation and reading competence, there is significant positive correlation between vocabulary mastery and reading competence, and there is significant positive correlation between learning motivation, vocabulary mastery and reading competence of the second-grade students of SMP Negeri 4 Surakarta (Frida Nur Fitriana, 2012).

Indeed, it is believed that students' learning motivation gives contribution to both their vocabulary mastery and their pronunciation skill. Additionally, when students have high motivation in learning, it can be beneficial to them in order to improve their vocabulary mastery and their pronunciation skill. It will enable students to be actively involved in mastering vocabulary and improving their pronunciation of the English vocabulary. In addition, the students also will be brave and confidence to engage themselves in learning process in order to improve their vocabulary mastery and pronunciation skill. Thus, it can be concluded that students' learning motivation, vocabulary mastery, and pronunciation skill has high correlation toward each other.

CONCLUSION AND RECOMMENDATION

Based on finding and discussing in the it can be concluded that (a) There is a positive correlation between students' learning motivation and pronunciation skill at SMPN 5 Langsa ($r_{x1y} = 0,783$). Indeed, it indicated that students' learning motivation gives the contribution to the improvement of their pronunciation skill. (b) There is a positive correlation between students' vocabulary mastery and pronunciation skill at SMPN 5 Langsa ($r_{x2y} = 0,716$). Indeed, it is showed that the students tend to have good pronunciation skill if they master the vocabulary. (c) There is a positive correlation between students' learning motivation, vocabulary mastery and pronunciation skill at SMPN 5 Langsa ($r_{x1x2y} = 0,871$). Indeed, the result of the research indicated that students' learning motivation gives contribution to both their vocabulary mastery and their pronunciation skill.

As suggestion for the students have to motivate themselves in learning process in order to help them to be easily comprehend the English vocabulary and English

pronunciation. Students should enrich their vocabulary mastery and improve their pronunciation skill in order to be able to apply them in English learning process. The researcher suggests the other researchers to do the research in the similar area especially in students' learning motivation, vocabulary mastery and pronunciation skill.

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