

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

##### 1. English Learning Motivation

In learning English, motivation is very important. Especially during the COVID-19 pandemic that makes a learning process have limited time. The students should have a high motivation in learning English to master English well in a limited time. Many researchers believe that motivation is one of the factors that determines progress in learning a second or foreign language.

###### a. Definition of Motivation

When we want to do something, we have to have some support system from our own self that makes us do something better it's called motivation. According to Hamzah B. Uno as cited in Ali Sadikin, "learning motivation is internal and external encouragement to students who are learning to conduct behavior, generally with several indicators or supporting elements. These indicators include a desire to learn and a desire to succeed, encouragement and a need for learning, future hopes and aspirations, learning rewards, and a conducive learning environment".<sup>1</sup> It is fair to assume, based on that statement, that motivation is an encouragement from the student who wants to study harder to achieve the goal with some indicators that support it.

On the other hand, Dörnyei as cited in Nurlaili, motivation initiates someone to learn the language, and convince him/her to continue learning even in the long and tedious learning process.<sup>2</sup> It can be

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<sup>1</sup> Ali Sadikin, "Penerapan Jurnal Belajar Untuk Meningkatkan Motivasi Belajar Mahasiswa Pada Mata Kuliah Dasar-Dasar Dan Proses Pembelajaran Biologi," *Bioeducation Journal* 2, no. 1 (2018): 71.

<sup>2</sup> T H E Indonesian and Journal Of, "THE CORRELATION BETWEEN MOTIVATION AND VOCABULARY MASTERY TO OMBAK SUNSET HOTEL EMPLOYEES ' SPEAKING" 2, no. 2 (2017): 40.

known that motivation can make a greater encouragement into one's self to be more interested in learning. Especially in learning English which basically takes a long time to learn.

In addition, Ellis stated as cited in Nurlaily who wrote motivated individuals will learn another language more quickly and to a greater degree as many studies have shown motivation is a key factor of the success of language learning.<sup>3</sup> It can be known that motivation also has a significant role in learning the English language. The persons who have a high motivation will encourage themselves to learn better and can faster mastering English.

Furthermore, Motivation is defined by psychologists as an internal process that initiates, directs, and sustains behavior over time in Slavin.<sup>4</sup> It means that motivation can maintain one's learning desire to achieve their goals.

From various expert opinions above, researchers concluded that motivation is a strong urge or desire from within a person to achieve the desired goals including learning English. Motivation can be affected by many factors such as internal and external factors. Motivation can also improve English learning which is basically English is a lesson that takes a long time to learn. With the motivation, we will be more encouraged to study and be more interested in learning English. So we can reach our goals in learning English easily.

#### b. Kinds of Motivation

According to Harmer, there are two types of motivation namely extrinsic motivation and

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<sup>3</sup> Nur Laily, "THE CORRELATION BETWEEN MOTIVATION AND VOCABULARY MASTERY TO OMBAK SUNSET HOTEL EMPLOYEES' SPEAKING SKILL IN GILI TRAWANGAN," *The Indonesian Journal of Language and Language Teaching* 2, no. 2 (2017): 39.

<sup>4</sup> Robert E Slavin, "Educational Psychology: Theory and Practice," twelfth (New York: pearson Education, Inc., 2017), 248.

intrinsic motivation which comes from outside and from inside.<sup>5</sup> Those are stated as follows:

1) Extrinsic Motivation

The word extrinsic is derived from the word outside. Extrinsic motivation is the motivation from outside one's self or the environment for example the desire to get gifts, praise, or avoid the law. This type of motivation does not always imply a lack of self-determination in the actions taken. According to Harmer Extrinsic motivation can be caused by a number of external factors, such as the need to pass the exam, the promise of financial reward, or the prospect of future travel.<sup>6</sup>

In other words, Moh. Uzer Usman says that extrinsic motivation is cited by outside environment.<sup>7</sup> It can be said that the outside environment can affect the motivation of a person.

From some of the opinions above, it can be known that extrinsic motivation is a motivation that arises and functions because of the influence from outside one's self.

2) Intrinsic Motivation

Intrinsic motivation is behavior motivated by internal desires or from within oneself. In other words, this motivational behavior is a gift to ourselves. For example, a student reads books, because he wants to know the story of a character, not because of school assignments.

According to Slavin, A person with an internal locus of control believes that success or failure is the result of his or her own efforts

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<sup>5</sup> Jeremy Harmer, "The Practice of English Language Teaching," (3rd Ed) (Cambridge: Longman, 2001), 51.

<sup>6</sup> Jeremy Harmer, "The Practice of English Language Teaching," (4rd Ed) (Pearson Longman, 2007), 98.

<sup>7</sup> Muhammad Uzer Usman, "Menjadi Guru Professional" (Remaja Rosdakarya, 2005), 29.

or abilities.<sup>8</sup> It can be assumed that students who have a high internal locus of control have better grades and test scores in the learning process because the motivation comes from within themselves, making the learning process more enjoyable and interesting for the students.

In addition, Slavin says that Intrinsic motivation is stimulated by tasks that are novel and difficult, relate to personal interests, and allow for personal choice and control.<sup>9</sup> From that statements, it means that internal locus of control can affect students' intrinsic motivation. The locus of control can be very useful in explaining a student's academic performance.

From the opinions above, it can be concluded that intrinsic motivation is a motivation that comes from within a student without the need for external stimuli. Students who have intrinsic motivation also have high self-awareness, because they understand themselves, understand their potentials, and the talent they have.

c. Factors affecting students' motivation

As social beings, it is normal that we want something more than what we have now. We also need the motivation to achieve our goals. The most crucial factor in influencing motivation is "necessity". Every action that is the embodiment of motivation is based on necessity. Someone will not be motivated to achieve a goal or perform an action if he does not need something from his actions and thoughts.

Relating it to the teaching and learning activities, According to Ahmadi "The motivation is

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<sup>8</sup> Robert E Slavin, "Educational Psychology : Theory and Practice," twelfth (New York: pearson Education, Inc., 2017), 252.

<sup>9</sup> Robert E Slavin, "Educational Psychology: Theory and Practice" (New Jersey: pearson Education, Inc., 2003), 265.

closely related to the goals that a student wants to achieve through the learning activities he is participating in".<sup>10</sup> From that statement, it means that in the scope of education, students also need the motivation to obtain good achievement in the learning process.

Learning motivation occurs from the act of teaching preparation. According to Dimiyati and Mudjiono state that many factors influencing motivation. They are (1) students' idea, (2) the ability and capability of students, (3) students' condition, (4) environments, (5) dynamics aspects in the learning and teaching process, (6) the role of a teacher in teaching students.<sup>11</sup>

The attitude of a number of people can affect and influence the motivation that drives students to learn English. Students' motivation also can rise and down. According to Harmer there is some sources of motivation that can influence students' motivation in learning English<sup>12</sup> :

1) The society

There are attitudes toward language learning in general, and the English language in particular, that exist outside of the classroom.. If it is regarded as critical or of high status, It will influence a student's attitude toward the language being learned, and the nature and strength of that attitude will influence the student's level of motivation in class, as well as whether or not that motivation lasts.

2) Significant Others

People who are close to students also affecting students' attitudes toward language learning. Parents' and older siblings' attitudes

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<sup>10</sup> A Ahmadi, "Pendidikan Dari Masa Ke Masa" (Bandung: CV Armiko, 1987), 109.

<sup>11</sup> Dimiyati and Mudjiono, "Belajar Dan Pembelajaran" (Jakarta: Rineka Cipta, 2018), 97.

<sup>12</sup> Jeremy Harmer, "The Practice of English Language Teaching," (3rd Ed) (Cambridge: Longman, 2001), 52.

will be critical. It is also important to consider the attitudes of a student's classmates. If they criticize the practice, the motivation of the student will suffer as a result. However, if they are enthusiastic learners, they may bring the student along with them.

3) The teacher:

Clearly, the teacher plays a significant role in the retention of a student's motivation. In this case, a strong desire to learn and speak English appears to be required for a positive classroom environment. Harmer also says that increasing and directing student motivation is one of a teacher's responsibilities.<sup>13</sup> There are three ways where a teacher's actions may have a direct impact on a student's motivation: 1) Goals and goal setting, 2) learning environment, 3) Interesting classes.

4) The method:

It is important that both teachers and students have confidence in the methods used in teaching and learning process. Progress is much more likely when both the teacher and the students are familiar with the technique being used.

In addition, according to Ebata cited in Elena says that Three specific elements are thought to be very important in developing motivation for language learning namely: self-confidence, experiencing success and satisfaction, and good teacher-learner relationships as well as relationships between learners.<sup>14</sup>

From the explanation above about the factors influencing the students' motivation, it can be concluded that several factors involved in affecting

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<sup>13</sup> Jeremy Harmer, "The Practice of English Language Teaching" (Cambridge: Longman, 2001), 53.

<sup>14</sup> Elena M. Galishnikova, "Language Learning Motivation: A Look at the Additional Program," *Procedia - Social and Behavioral Sciences* 152, no. 917 (2014): 1138, <https://doi.org/10.1016/j.sbspro.2014.09.289>.

students' motivation consist of the external factors, internal and also the goals of the student themselves.

d. Function of Motivation in Learning

Motivation takes a crucial part in acquiring the language. According to (Koesworo, 1989; Siagian, 1989; Schein, 1991; Biggs & Telfer, 1987) in Dimiyati states that In the motivation contained the existence of a desire that activates, moves, channels, and directs attitudes and individuals learn.<sup>15</sup> It means that motivation is crucial in the teaching and learning process because motivation fosters the spirit of learning, whereas a lack of motivation stifles the spirit of learning. A student who studies without motivation or who lacks motivation may not achieve their full potential. Motivation is closely related to the aims and the goal of learning. In relation with that, the function of motivation includes the following<sup>16</sup>:

- 1) Encourage the emergence of behavior or act.
- 2) Motivation serves as a director.
- 3) Motivation acts as an activator. This is analogous to a car's engine.
- 4) The idea of motivation is closely related to the concept of learning.

It means that the role of motivation in learning is to inspire students to act, to push students to an act of achieving a desire, and that the size of motivation can decide the speed at which a student will complete a task, and that the theory of motivation is also closely with the concept of learning.

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<sup>15</sup> Dimiyati and Mudjiono, "Belajar Dan Pembelajaran" (Jakarta: Rineka Cipta, 2018), 80.

<sup>16</sup> Drs. H. Martinis Yamin M.Pd, "Profesionalisme Guru Dan Implementasi KTSP" (Jakarta: Gaung Persada Press, 2008), 161–162.

e. Assessing Motivation

Assessing students' motivation is vital to do by the researcher to know the extent of the motivation that students have so that researchers can optimize the motivation of the student. According to Schunk There are three ways to assessing students' motivation<sup>17</sup> :

1) Direct observations

Direct observation is a method of collecting evaluative information. It refers to behavioural instances of choice of tasks, effort, and persistence. With this method can be seen the students' motivation by how sincere/willing they are in doing their duty, their efforts in doing things well, and their persistence in do the task.

2) Rating by others

The second method to assess motivation is rating by others. This method is done by observers (Parents, Teachers, or researchers) to judgement on characteristic indicative of motivation. By using this method the researcher will be more objective in assessing students, because it is done by others, not students themselves.

3) Self report

Self-report is a form of personality test where respondents provide information about themselves by answering several questions, writing on a personal note, or reporting various thoughts or behaviors. This method involves people's judgment of themselves. The types of these methods are :

a) Questionnaires are a series of written questions a researcher supplies to

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<sup>17</sup> Dale H. Schunk, Judith Meece, Paul R. Printich, "Motivation in Education Theory: Research and Applications" Fourth (England: pearson Education, 2014), 13.



subjects, for the purposes of gathering information from subjects.

- b) The interview is a discussion between two or more people and takes place between the participants and the interviewer in which the questions are given by the interviewer.
- c) Stimulated recalls According to J. Calderhead The term ‘stimulated recall’ has been used to denote a variety of techniques.<sup>18</sup> It usually involves the use of audio or videotapes of skilled actions to aid a participant's recollection of his thinking processes when performing that behavior.
- d) Think-aloud refers to verbalizing aloud one's thoughts, actions, and emotions by the students' while performing the task.
- e) Dialogues are a reciprocal conversation between two or more people in a conversation or a piece of writing.

From the statements above, it can be concluded that there are three ways to assess students' motivation, namely: Direct observations, rating by others, and self-report. In this study, the researcher will use the self-reports' method and used a questionnaire for assessing students' motivation.

## 2. Vocabulary Mastery

### a. Definition of Vocabulary Mastery

In the English language, learning vocabulary is a key component of the development of any student's ability to learn. The more words you know, the easier it will be for you to understand what they mean and how the words fit into your own vocabulary. Vocabulary can be defined as the number of words that are used in a sentence or

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<sup>18</sup> J. Calderhead, "STIMULATED RECALL: A METHOD FOR RESEARCH ON TEACHING," *Journal Education Psychology* 512 (1981): 212.

paragraph. These words include Verbs, adjectives, adverbs, and nouns.

Many experts have given definitions of vocabulary. According to Hornby, vocabulary is a list or a set of words with their meaning.<sup>19</sup> In other hands, Richards in Septika & Aulia states that vocabulary is a fundamental component of language proficiency and serves as the foundation for how well learners speak, listen, read, and write.<sup>20</sup> In addition, Tnanh Huyen & Thi Thu Nga 200, in Rouhani & Purgharib, vocabulary is defined as a language element that connects the four language skills of listening, speaking, reading, and writing in learning a foreign language.<sup>21</sup> Furthermore, Handayani cited in Eva says that vocabulary is knowledge of word and meaning.<sup>22</sup>

From the definition above, it can be known that vocabulary is a basic component and useful material in a form of words that are always used in learning a certain language. In the context of learning a foreign language, vocabulary is a core component of language which is connecting with 4 skills including, reading, speaking, writing, and listening. When the students have a lot of vocabularies they can understand and master English well.

Mastery refers to knowledge that allows someone to master a subject. Mastery is defined as "complete knowledge or great skill" in the Oxford Advanced Learner's Dictionary. Vocabulary

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<sup>19</sup> A.S. Hornby, "Oxford Advanced Learners' Dictionary of Current English," Fifth (New York: Oxford University Press, 1995), 1331.

<sup>20</sup> Aulia Hanif Qomar and Septika Ariyanti, "VOCABULARY MASTERY AND WRITING ABILITY IN RECOUNT," *Premise Journal* 5, no. 2 (2016): 24.

<sup>21</sup> Behzad Pourgharib and Maryam Rohani, "The Effect of Games on Learning Vocabulary," *International Research Journal of Applied and Basic Sciences* 4, no. 11 (2013): 3540.

<sup>22</sup> Eva. Faliyanti, "The Correlation Between Students' Vocabulary Mastery and Their Interest in English Toward Reading Comprehension in Descriptive Text" *Premise Journal* 4, no. 2 (2015): 69.

mastery can be defined as the ability to use knowledge of words when students are learning a foreign language and be able to identify, comprehend and generate a vocabulary and its meaning.

b. The Importance of Vocabulary Mastery

Vocabulary is an important aspect of learning a foreign language. The ability to understand a language is heavily reliant on one's vocabulary knowledge. It is impossible to deny that learning a language with a limited vocabulary will be difficult.

According to Mofareh, vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.<sup>23</sup> In addition, Tan Yunju says that vocabulary is indispensable for improving the proficiency of a foreign language, whose acquisition and application are central to a wide range of issues in applied linguistics, such as performance evaluation, proficiency testing, curriculum development, and applied lexicography.<sup>24</sup> Furthermore Swan and Walter in Thornbury state that vocabulary acquisition is the largest and most important task facing the language.<sup>25</sup>

From the explanation above, the researcher concludes that mastering vocabulary is crucial for a student in learning especially learning the English language. Because vocabulary is an important aspect that should be mastered before learning other language skills. Mastering vocabulary will help

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<sup>23</sup> MOFAREH ALQAHTANI, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 22, <https://doi.org/10.20472/te.2015.3.3.002>.

<sup>24</sup> Tan Yanju, "Study on the Correlation Between Vocabulary Learning Motivation and Vocabulary Acquisition Among Students of Joint-Education," *IETI* 109 (2018): 61, <https://doi.org/10.6896/IETITSSH.201812>.

<sup>25</sup> Scott Thornbury, "How to Teach Vocabulary" (Harlow: Longman, 2002), 14.

students understand information from the text, express our idea, and participate in interact with others.

c. Kinds of Vocabulary

There are various kinds of vocabulary. Haycraft says that there is two kind of vocabulary they are active and passive vocabulary.<sup>26</sup> Words that a student knows, pronounces properly, and uses constructively in speaking and writing are referred to as active vocabulary. Meanwhile, when a student sees a word in context, he or she knows it and understands it, but they can't produce it correctly are referred to as passive vocabulary. According to that statement, active vocabulary refers to words whose meanings we know when we speak or read aloud, whereas passive vocabulary refers to words whose meanings we know when we write or read silently.

In other words, Harmer (2001:16) state that basically students have four different vocabularies, these are<sup>27</sup>:

1) Speaking vocabulary

The words we say are referred to as our speaking vocabulary. Because of the level of comfort in usage, the number of words used in this case is significantly lower than when listening to vocabulary.

2) Listening vocabulary

This type of vocabulary refers to the words that we hear and understand. When a fetus is sixteen weeks old, he or she can perceive sound. Furthermore, when babies are awake, they continue to listen to different words, and as a result, We grow up hearing various words and learning a wide variety of words throughout our lives.

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<sup>26</sup> John Hycraft, "An Introduction to English Language Teaching" (England: Longman, 1979), 44.

<sup>27</sup> Jeremy Harmer, "The Practice of English Language Teaching," (3rd Ed) (Cambridge: Longman, 2001), 16.

3) Reading vocabulary

This vocabulary is included The words that we remember while reading a text a. We read and comprehend many words, but we rarely use them in conversation. This is the second most extensive type of vocabulary for a reader.

4) Writing vocabulary.

This form of vocabulary refers to the words we recall while writing in order to describe ourselves. The words we can spell have a significant impact on our writing vocabulary.

From the explanation above it can be known that Students have four different vocabularies, which are as follows: speaking vocabulary, listening vocabulary, reading vocabulary, and writing vocabulary. Writing and speaking are productive skills that involve language production, whereas Listening and reading are receptive skills that involve receiving message. Furthermore, all these aspects of word knowledge can be realized receptively (passive) or productively (active).

d. Types of Vocabulary

Vocabulary can be defined as all the words that a particular person knows and uses. Depending on its function in a sentence, any word can be classified as a part of speech. According to Thornbury stated that in terms of meaning, word divided into two groups. There are content words and grammatical words.<sup>28</sup> In relation to that statement, Fromkin, Rodman, and Hyams classify words in a language into two categories, i.e. content and function words. Actions, objects, attributes, and ideas are examples of content words. It consists of a noun, verb, adjective, and adverb. Meanwhile, a function word is a word that has no clear concepts or meaning

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<sup>28</sup> Scott Thornbury, "How to Teach Vocabulary" (Harlow: Longman, 2002), 3.

associated with it and is only used in terms of grammatical function. It consists of a preposition (such as in, on), article (such as a/an, the), and pronoun (such as he, she, it).<sup>29</sup>

From the statement above, it is clear that there are two types of words in terms of meaning. There are grammatical words and content words. Grammatical words or function words are generally prepositions, conjunctions, articles, and pronouns. Meanwhile, content words are usually a noun, verbs, adjective, and adverbs.

#### e. Teaching Vocabulary

The first step to teach vocabulary is choosing what to teach, based on the frequency of occurrence of the word and the benefits of the word related to the needs of students is very important. When the teacher has chosen what to teach, the next important step are what students need to know about the word. In teaching vocabulary, there are several aspects that has been taught by the teacher to student. According to Ur, there are several aspects need to be taught in teaching vocabulary, those are<sup>30</sup>:

##### 1) Form: Pronunciation and spelling

The learner must be aware of how a word sounds and appears. These are fairly obvious characteristics, and the learner will notice one or both of them the first time they encounter the item. When teaching, the teacher must ensure that both of These elements are correctly presented and learned..

##### 2) Grammar

If a new item's grammar is not clearly covered by general grammatical rules, it will need to be taught. In certain grammatical contexts, an

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<sup>29</sup> Victoria et.al Frankin, "An Introduction to Language," (7th Ed) (Boston: Wadsworth engage learning, 2003), 73–74.

<sup>30</sup> Penny Ur, "A Course in Language Teaching Trainee Book," (New York: Cambridge University Press, 1999), 60, <https://doi.org/10.1017/cbo9780511732928>.

item's form can change unexpectedly. It is also necessary to provide the learners with information about past or present form, the plural noun or singular, preposition, etc.

3) Collocation

A collocation is two or more that often go together. Another factor that determines whether a particular combination sounds right or wrong in a given context is the collocations that are typical of that item. Several different types of collocation are as follows:

- |                       |      |            |
|-----------------------|------|------------|
| a) Adverb + adjective | e.g. |            |
| completely fulfilled  |      |            |
| b) Adjective + noun   | e.g. |            |
| unbearable pain       |      |            |
| c) Noun + verb        | e.g. | lions roar |
| d) Verb + noun        | e.g. | commit     |
| suicide               |      |            |
| e) Verb + adverb      | e.g. | read       |
| slowly                |      |            |

4) Aspects of meaning (1)

In language teaching, there are three components in the aspect of meaning. The first component is denotation it refers to sort definition that is given in a dictionary, the second less obvious component is a connotation that shows the emotion it evokes, which may or may not be implied in a dictionary meaning, the last is appropriateness it refers to the particular item which appropriates or not to use in a specific context.

5) The aspect of meaning (2)

Teaching can also benefit from understanding how one item's meaning compares to the meanings of others. The learners should recognize the words in a different relationship like synonym, antonym, and hyponym.

## 6) Word Formation

Students must understand how words are formed and how to change words to fit different grammatical contexts. Suffixes and prefixes (im-, or in) play a role in word formation, as seen in imperfect and perfect, inappropriate and appropriate, etc. Knowing how words are written and spoken is referred to as word formation.

From the explanation above, the researcher concludes that aspect needs to be taught in teaching vocabulary consists five aspects, there is form (pronunciation and spelling), grammar, collocation, aspect of meaning, and word formation.

### f. Assessing Vocabulary Mastery

There are several ways to assess the vocabulary of the learners. Based on Ur the ways as follows<sup>31</sup>:

#### 1) Multiple Choice Test

Thornbury defined multiple-choice tests are a popular way of testing in that they are easy to score (a computer can do it), and they are easy to design.<sup>32</sup> It can be known that multiple-choice is one form of objective test that consists of unfinished questions or statements, and to complete it must be selected one (or more) of the several possible answers. And the type of this test is easy to design and easy to score, so it will simplify the teacher to work.

#### 2) Matching

There are two groups of words, and students must match the one that corresponds to the other.

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<sup>31</sup> Penny Ur, "A Course in Language Teaching Trainee Book" (New York: Cambridge University Press, 1999), 71, <https://doi.org/10.1017/cbo9780511732928>.

<sup>32</sup> Scott Thornbury, "How to Teach Vocabulary" (Harlow: Longman, 2002), 132.



- 3) Odd One Out  
The students' understanding is being tested. They have no way of knowing if all of the items have been identified. However, this is more enjoyable to do and is usually simple to mark.
- 4) Writing sentence  
The item's spelling and pronunciation aren't checked, but the majority of the other aspects are. This is a bit tedious to do and difficult to grade critically, but it thoroughly tests the tester's knowledge.
- 5) Dictation  
Dictation only assesses aural recognition and spelling. Dictation is a simple method of testing for teachers because it requires little preparation.
- 6) Translation  
Some of the sentences are given to the students in their native language, and they must translate them into English.
- 7) Gap Filling  
Many of the mentioned multiple-choice tasks can be turned into gap-filling or fill-in-the-blank exercises. The student should write or choose a word or phrase to fill in the blank space.
- 8) Gap-filling with a 'pool'  
The knowledge of a wide range of word types, including grammar and collocation, is tested in this type of test. This version is simpler to complete and mark.

From the explanation above it can be known that there are eight ways to test students' vocabulary mastery. In this research, the researcher will use multiple-choice and matching ways of assessing students' vocabulary mastery.

According to Thornbury, any vocabulary test, therefore, needs to take into account the

multi-dimensional character of word knowledge, but most vocabulary tests target only one or two aspects of word knowledge.<sup>33</sup> It means that when students are given vocabulary tests, the material is limited to one or two aspects of word knowledge. As a result, only word meaning and word usage in the noun, verb, and adjective are used to assess vocabulary mastery in this research.

### 3. Learning Process During Covid19 Pandemic

These days teaching and learning process in Indonesia are disrupted by the COVID-19 virus pandemic. According to Huang et al. (2020), a novel corona virus, known as COVID-19, was discovered in the last month of the year 2019, in a seafood market in Wuhan. Meanwhile since the beginning of March 2020, COVID-19 has been confirmed in Indonesia. The Covid19 pandemic has impacted education at all levels in various ways. Merriam-Webster Online Dictionary defines a pandemic as “a disease epidemic that spreads through a large geographic region and affects a disproportionately large proportion of the population.”

In Indonesia, social distancing and Work from Home (WFH) are also implemented to prevent the spread of COVID-19. Social distancing is a planned increase in the physical distance between people in order to prevent disease spread. With the regulation of social distancing and WFH, learning activities that should be carried out face-to-face are now carried out online. Learning activities are carried out online learning to minimize the occurrence of transmission in the education circle. According to Carmen Carrillo & Maria Assunção Flores stated that for informed and productive online teaching and learning it is important to learn more about

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<sup>33</sup> Scott Thornbury, “How to Teach Vocabulary” (Harlow: Longman, 2002), 130.

its potential and use.<sup>34</sup> It means that important for teacher to understand and know how is the used and potential used in online learning.

In the school that the researcher will use for research, initially using the online learning method in learning, but due to limited facilities and also the area is still a safe zone, after the UTS this school no longer applies online learning. In this school, face-to-face learning is applied 3 days in a week and 2 hours every day by complying with the Health protocol implemented by the government. Teaching and learning activities that take place in a short time give impact to students learning achievement. According to Ketut Sudarsono says that in order to prevent the spread of the COVID-19 virus is increasingly widespread the Minister of Education and Culture issued Circular Letter No. 3 of 2020 on March 15, 2020. The policy takes effect on March 16, 2020. In response to the circular, many government agencies, especially schools, decided to conduct learning from home.<sup>35</sup> It means that online learning throughout Indonesia begins on March 16, 2020 until ed yet specified time. Learning from home policies at educational institutions clearly cause major disruptions, such as student learning, impairment in assessment, cancellation of assessments, etc.

In other hands Muhammad Marsyal stated that through SKB no. 03 of 2020 on guidelines for the implementation of learning in the 2020/2021 school year and the academic year 2020/2021 during the COVID-19 pandemic, four ministers have agreed to allow learning activities to be conducted face-to-face. In the future, face-to-face learning activities will begin gradually. There are 3 main urgencies of implementing face-to-face learning, namely the threat of dropouts, constrained

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<sup>34</sup> Carmen Carrillo and Maria Assunção Flores, "COVID-19 and Teacher Education: A Literature Review of Online Teaching and Learning Practices," *European Journal of Teacher Education* 43, no. 4 (2020): 467, <https://doi.org/10.1080/02619768.2020.1821184>.

<sup>35</sup> I Ketut Sudarsana and Et.al, "COVID-19: Perspektif Pendidikan" (Medan: Yayasan Kita Menulis, 2020), 3.

growth, and psychosocial pressures.<sup>36</sup> It can be concluded that the Government through 4 ministries plans to carry out the learning process face-to-face during the pandemic that will begin in January 2021. The implementation of the face-to-face learning process that will be conducted in January 2021 is carried out in accordance with established health protocols. And the implementation of face-to-face learning is carried out gradually.

From the statements above the researcher concluded that in the implementation of online learning from home provide. Especially in schools in remote villages with limited infrastructure to carry out online learning. With some constraints on the implementation of online learning, the government decided to enact face-to-face learning which is likely to be implemented in January 2021 by fulfilling health protocols and provisions set by the government.

## **B. Theoretical Framework**

Vocabulary is one of the crucial aspects of learning English language. According to Coady and Huckin cited in Sulaiman state that vocabulary is central to language and of critical importance to the typical language learner.<sup>37</sup> It means that vocabulary has a crucial part in learning English. In order to achieve a successful process of learning English, there are four skills that must be mastered they are reading, speaking, writing, and listening. The acquisition of large number vocabulary can help the student to read, write, speak, and listen. It means that students can learn English more easily if they have a large vocabulary. Without vocabulary mastery, students will not be able to understand.

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<sup>36</sup> Muhammad Marshal Nugroho et al., "ANALISIS KESIAPAN PELAKSANAAN KEGIATAN PEMBELAJARAN" 3, no. 3 (2021): 531, <https://doi.org/10.35817/jpu.v3i4.15522>.

<sup>37</sup> Sulaiman, "A CORRELATIONAL STUDY BETWEEN STUDENT'S ENGLISH INTEREST, VOCABULARY MASTERY, AND STUDENT'S ACHIEVEMENT Sulaiman" 8, no. 1 (2019): 188.

There is a factor that affecting students' vocabulary mastery. This factor is the students' learning motivation. All of the students have different motivations for learning English. There are students with high, middle, and low motivation. According to Dimiyati and Mudjiono, there are three components of motivation, namely need, encouragement, and goal. Necessity occurs when a person feels there is an imbalance between what is owned and expected. While encouragement is a mental strength to do activities in order to meet expectations. In addition, goals are what an individual wants to achieve.<sup>38</sup> It means that when the students have motivation in learning, especially learning the English language it will make the easier in mastered the subject, especially in vocabulary mastery.

In the current COVID-19 pandemic situation, it affects student teaching and learning activities. It can also have an impact on students' motivation in learning. Lack of time in learning can decrease students' interest in learning due to a lack of understanding of students and lack of interesting methods. That, of course, will have an impact on students' vocabulary mastery.

Finally, learning motivation will influence students' vocabulary mastery. It means that students' motivation in learning English has an significant role in students' vocabulary mastery. The researcher considers that if students want to master English well and understand it more easily, they should have a large vocabulary and be highly motivated to learn English. Especially in this COVID-19 Pandemic situation.

### **C. Previous Study**

A previous study is one of the basic references when carrying out a study. Because a previous study has a function to expand and deepen the theory that will be used in the study. Before conducting research, there were several researchers who had conducted similar research as follows:

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<sup>38</sup> Dimiyati and Mudjiono, "Belajar Dan Pembelajaran" (Jakarta: Rineja Cipta, 2018), 80–81.

1. A thesis conducted by Herlina F in 2017 entitled “A Correlation Study Between Vocabulary Mastery and Learning Motivation Toward Reading Comprehension of the Tenth Grade Students of Sma Muhammadiyah 1 Sragen in Academic Year Of 2016/2017”.

This study aimed to investigate the correlation between vocabulary and learning motivation in their reading achievement. The population is all of the first grade students of SMA Muhammadiyah 1 Sragen, and the selected sample of first grade students is 81 students. This study used a quantitative method, it was a correlation study. The data collected through the test and distributing the questionnaire to the students. The results of the study revealed a significant correlation between vocabulary mastery and learning motivation toward reading comprehension.<sup>39</sup> It means that vocabulary mastery and learning motivation has an impact on increasing students’ reading comprehension.

From the previous study above, the researcher has the similarity research that is looking correlation between learning motivation and vocabulary mastery but the difference is the researcher just used two variable that is learning motivation and vocabulary mastery meanwhile the previous study have three variable which is also correlated with reading comprehension. The other difference from the previous study is the researcher conducted research in the COVID-19 Situation which is the learning process is slightly different from the previous year and the scope of the subject is the first grades students of MTS in Jepara.

2. A thesis conducted by Naila Salsabila in 2018 entitled title “The Correlation Between Students’ Extrinsic Motivation and Vocabulary Mastery Toward

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<sup>39</sup> Herlina Fatmawati, “A Correlation Study Between Vocabulary Mastery and Learning Motivation Toward Reading Comprehension of the Tenth Grade Students of Sma Muhammadiyah 1 Sragen in Academic Year Of 2016/2017” (State Islamic Institut of Surakarta (IAIN SURAKARTA), 2017).

### Students' Speaking Ability at The Tenth Grade Students of Boarding School Sma Walisongo Karangmalang in Academic Year 2017/2018"

The purpose of this research is to determine the correlation between students' extrinsic motivation, and vocabulary mastery toward students' speaking ability. The population consisted of all the tenth grades students of SMA Walisongo Karangmalang the sample consisted of 30 students chosen using a simple random sampling technique. The instruments in collecting data were questionnaires and tests. The result of the study shows that the contribution of students' extrinsic motivation and vocabulary mastery toward students' speaking ability at the boarding school of SMA Walisongo Karangmalang is 44,35% then 55,65% comes from the other factors, it is not explained in this research. The students' extrinsic motivation and vocabulary mastery should be considered in increasing students' speaking ability.<sup>40</sup>

From the previous study above, it has similarity with the researcher that is also looking for correlation motivation and vocabulary mastery. But the differences with the researcher is the previous study have three variable and using specific motivation like extrinsic motivation. And the scope of the study also different, in the previous study the scope of the study in senior high school meanwhile the researcher used the scope of the study in junior high school.

3. A thesis conducted by Retno Puji Astuti in 2020 entitled "The Correlation Between Students' Motivation in Learning English And Their Vocabulary Mastery at the First Semester of the Eighth Grade of SMP Negeri 21 Bandar Lampung in the Academic Year of 2019/2020"

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<sup>40</sup> Naila Salsabila, "The Correlation Between Students' Extrinsic Motivation, and Vocabulary Mastery Toward Students' Speaking Ability at the Tenth Grade Students of Boarding School Sma Walisongo Karangmalang in the Academic Year 2017/2018" (State Islamic Institute of Surakarta (IAIN SURAKARTA), 2017).

This study was aimed at finding out whether there is a correlation between students' motivation in learning English and their vocabulary mastery. This study used a quantitative method. The population of this study was the eighth grades students of SMP Negeri 21 Bandar Lampung. The sample of this study was 29 students. In collecting data used questionnaire to assess students' motivation and used test to assess students' vocabulary mastery. The result of this research shows that there is a correlation between students' motivation in learning English and their vocabulary mastery. It is proved by the  $r_{xy}$  (0.838) is bigger than  $r$  table (0.367). It is considered that the null hypothesis ( $H_0$ ) in this research was rejected and the alternative hypothesis ( $H_a$ ) was accepted. It means that students' motivation in learning English has an impact on their vocabulary mastery.<sup>41</sup>

From the previous study above, the researcher to do the similarity study about learning English motivation and vocabulary mastery also the scope of the study in junior high school. Meanwhile, the difference is the researcher conducted research in the pandemic COVID-19 situation, which is slightly different in the teaching and learning process, and the scope of the subject is seventh grader students.

4. A journal conducted by Eska Nor in 2018 entitled "The Correlation Between Learning Motivation, Vocabulary Mastery and Listening Comprehension"

She conducted the research entitled. The study is aimed at discussing and reporting the result of a study about the correlation between learning motivation, vocabulary mastery, and listening comprehension. The sample of the study was 30 students of XII MIA. The data collected by using tests and questionnaires. The result of the study shows that there is a positive

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<sup>41</sup> Retno Puji Astuti, "The Correlation Between Students' Motivation in Learning English and Their Vocabulary Mastery at the First Semester of the Eighth Grade of Smp Negeri 21 Bandar Lampung in the Academic Year of 2019/2020" (State Islamic University Raden Intan Lampung, 2020).



correlation between learning motivation, vocabulary mastery, and listening comprehension. In conclusion, it can be known that learning motivation and vocabulary mastery give contribution toward listening comprehension.<sup>42</sup>

From the previous study above, the researcher has the similarity research that is looking correlation between learning motivation and vocabulary mastery but the differences are the researcher just used two variable, that is learning motivation and vocabulary mastery meanwhile the previous study have three variable which is also correlated with listening comprehension. The other difference from the previous study is the researcher conducted research in the COVID-19 Situation which is the learning process is slightly different from the previous year and the scope of the subject is the first grade students of MTS in Jepara.

#### **D. Hypothesis**

Based on the theoretical framework above, the hypothesis of the study formulated as follow:

$H_a$  = There is correlation between English learning motivation and vocabulary mastery of 7th graders at Mts in Jepara during COVID-19 pandemic situation.

$H_0$  = There is no correlation between English learning motivation and vocabulary mastery of 7th graders at Mts in Jepara during COVID-19 pandemic situation.

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<sup>42</sup> Eska Norma Fatikhah et.al, "The Correlation Between Learning Motivation, Vocabulary Mastery and Listening Comprehension" 6, no. 2 (2018).