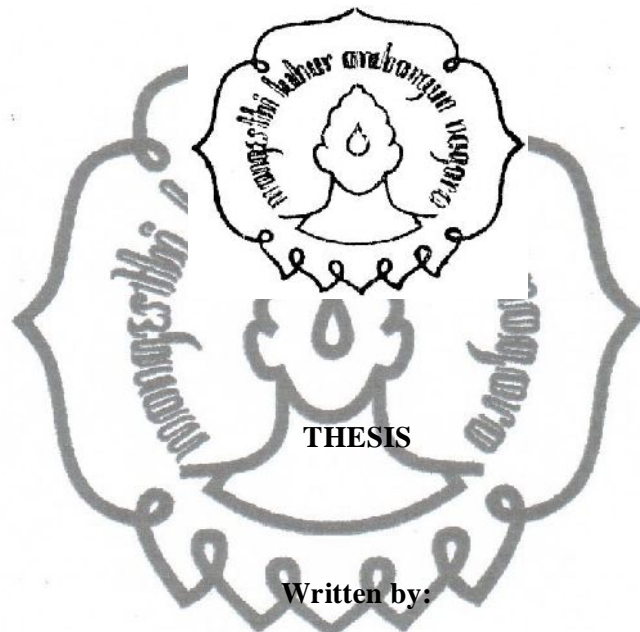


**A CORRELATIONAL STUDY BETWEEN ENGLISH LEARNING
MOTIVATION, VOCABULARY MASTERY AND READING
COMPREHENSION OF THE FIRST GRADE STUDENTS OF SMA
NEGERI 3 SURAKARTA IN THE ACADEMIC YEAR OF 2012/2013**



THESIS

Written by:

FARKHATUN INDAH LESTARI

K2209031

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
July 2013**

PRONOUNCEMENT

This is to certify that I myself write this thesis, entitled “**A Correlational Study between English Learning Motivation, Vocabulary Mastery and Reading Comprehension of the First Grade Students of SMA Negeri 3 Surakarta in the Academic Year of 2012/2013**”. It is not a plagiarism or made by others. Everything related to other’s work in this thesis is written in quotation and the sources have been mentioned on the bibliography.

If this pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, July 2013



Farkhatun Indah Lestari

**A CORRELATIONAL STUDY BETWEEN ENGLISH LEARNING
MOTIVATION, VOCABULARY MASTERY AND READING
COMPREHENSION OF THE FIRST GRADE STUDENTS OF SMA
NEGERI 3 SURAKARTA IN THE ACADEMIC YEAR OF 2012/2013**



Written by:
FARKHATUN INDAH LESTARI
K2209031

Thesis

**Submitted to Teacher Training and Education Faculty
Sebelas Maret University
as One of the Requirement for Achieving the Undergraduate Degree
in English Education**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA**

July 2013

commit to user

THE APPROVAL OF CONSULTANTS

This thesis has been approved by the consultants to be examined by the Board of Thesis Examiners of the English Department of Teacher Training and Education Faculty of Sebelas Maret University Surakarta.

Surakarta, July 2013

Consultant I,



Prof. Dr. Joko Nurkamto, M.Pd.

NIP.19610124 198702 1 001

Consultant II,



Dewi Sri Wahyuni, S.Pd, M.Pd.

NIP. 19780818 200312 2 002

commit to user

THE APPROVAL OF THE THESIS EXAMINERS

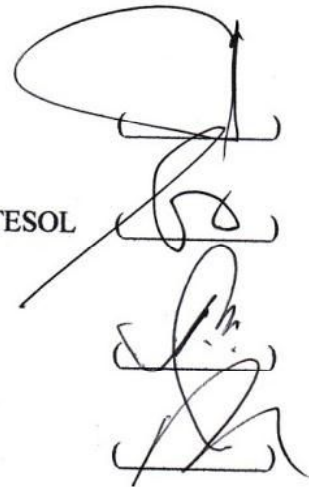
This thesis has been examined by the Board of Thesis Examiners of the English Department of Teacher Training and Education Faculty Sebelas Maret University Surakarta and has been approved to fulfill one of the requirements for achieving the undergraduate degree of English Education.

Day:

Date:

The Board of Examiners:

1. Chairman : Teguh Sarosa, S.S, M.Hum.
NIP. 19730205 200604 1 001
2. Secretary : Drs. Gunarso Susilohadi, M.Ed, TESOL
NIP. 19540315 198503 1 002
3. Examiner I : Prof. Dr. Joko Nurkamto, M.Pd.
NIP. 19610124 198702 1 001
4. Examiner II : Dewi Sri Wahyuni, S.Pd, M.Pd.
NIP. 19780818 200312 2 002



Legalized by:

Teacher Training and Education Faculty

Sebelas Maret University



Prof. Dr. H.M. Furqon Hidayatullah, M.Pd.

NIP. 19600727198702 1 001

MOTTO

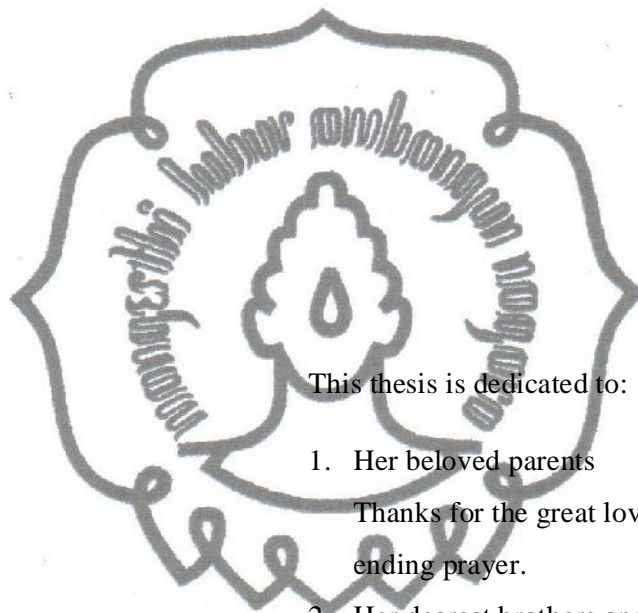
Man jadda wa jada

Where there is a will there is a way



commit to user

DEDICATION



This thesis is dedicated to:

1. Her beloved parents
Thanks for the great love and never ending prayer.
2. Her dearest brothers and sisters
Thanks for the supports.
3. Her lovely niece zalsabilla and nephews Rasyid and Emir.
4. Her lovely friends from: “kos az zahra”, “kos pink”, “kos as syamsa”, “geng sendok andita, dewik, devi, fitri, indah, lintang, neni and ratih”
5. All of her great friends in English Education Department 2009.

commit to user

ABSTRACT

Farkhatun Indah Lestari. K2209031. **A Correlational Study between English Learning Motivation, Vocabulary Mastery and Reading Comprehension of the First Grade Students of SMA Negeri 3 Surakarta in the Academic Year of 2012/2013.** Thesis, Teacher Training and Education Faculty Sebelas Maret University Surakarta. July 2013.

This thesis is aimed to find out the correlation between (1) students' English learning motivation and reading comprehension; (2) students' vocabulary mastery and reading comprehension; (3) students' English learning motivation and vocabulary mastery toward reading comprehension.

The method that is used in this study is correlational study. The study was conducted in May 2013 at SMA Negeri 3 Surakarta. The population of this study is all the first grade students of SMA Negeri 3 Surakarta in the academic year of 2012/2013 which consists of ten classes. The total of the population is 318 students. By using cluster random sampling technique, the writer takes class X.10 as the sample which consists of 32 students. The instruments to collect the data are in the form of questionnaire and test. The questionnaire is used to collect the data of students' English learning motivation while the test is used to collect the data of vocabulary mastery and reading comprehension. The techniques which are used in analyzing the data are Simple Correlation and Multiple Regression Correlation.

The result of the study shows that in the level of significance $\alpha = 0.05$ it is found that (1) there is a positive correlation between English learning motivation and reading comprehension ($r_{x1y} = 0.671$, $t_o = 4.959 > t_t = 1.694$); (2) there is positive correlation between vocabulary mastery and reading comprehension ($r_{x2y} = 0.642$, $t_o = 5.979 > t_t = 1.694$), and (3) there is a positive correlation between English learning motivation and vocabulary mastery simultaneously and reading comprehension ($R_{y12} = 0.728$ and $F_o = 16.352 > F_t = 3.328$). From the results of the study it is also known that English learning motivation and vocabulary mastery are important factors that give contribution to reading comprehension. The students' English learning motivation gives 45 % contribution to the students' reading comprehension, and the students' vocabulary mastery has 41.2 % contribution to the students' reading comprehension. While simultaneously the students' English learning motivation and vocabulary mastery give 52.98 % contribution to the students' reading comprehension. It means the increasing of students' English learning motivation and vocabulary mastery, either separately or simultaneously will be followed by the increasing of the students' reading comprehension.

From the result of the study, it is known that English learning motivation and vocabulary mastery are important factors that can improve students' reading comprehension. Those two factors cannot be ignored and should be improve in increasing students' reading comprehension.

commit to user

ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamin, the writer thanks to Allah for his blessing so she can complete this thesis as a partial fulfillment of the requirements for achieving the undergraduate degree in English Education. The writer realizes that this thesis cannot be finished without helps from a lot of people. Therefore, she would like to express her deepest gratitude and appreciation to:

1. The Dean of Teacher Training and Education Faculty of Sebelas Maret University for permitting the writer to write this thesis.
2. The head of English Department of Teacher Training and Education Faculty of Sebelas Maret University for her permission to carry out this thesis.
3. Prof. Dr. Joko Nurkamto, M.Pd, and Dewi Sri Wahyuni, S.Pd, M.Pd, as the first and the second consultant who have given their guidance, motivation, and suggestion for the writer.
4. Drs. Makmur Sugeng, M.Pd, the headmaster of SMA Negeri 3 Surakarta who has given permission to conduct the research.
5. Larja, S.Pd, Abdul Munif, S.Pd and Dyah Wulandari S.Pd, the English teacher of SMA Negeri 3 Surakarta who have given permission and a lot of helps and guidance for the writer to carry out the research in their class.
6. The first grade students of SMA Negeri 3 Surakarta in the academic year of 2012/2013 who have helped the writer to conduct the research by joining the try out test and the test.
7. Her parents and her family who have given their never ending prayer, love and support.

The writer realizes that this thesis is far from perfection but she hopes that this thesis will be useful for the readers and for those who learn English.

Surakarta, July 2013

F.I.L

commit to user

TABLE OF CONTENT

	Pages
TITLE.....	i
PRONOUNCEMENT.....	ii
SUBMISSION TITLE.....	iii
THE APPROVAL OF CONSULTANTS.....	iv
THE APPROVAL OF THE SIS EXAMINERS.....	v
MOTTO.....	vi
DEDICATION.....	vii
ABSTRACT.....	viii
ACKNOWLEDGEMENT.....	ix
TABLE OF CONTENT.....	x
LIST OF TABLE.....	xiii
LIST OF FIGURE.....	xiv
LIST OF APPENDIX.....	xv
CHAPTER I INTRODUCTION	
A. The Background of The Study.....	1
B. The Identification of The Problem.....	6
C. The Limitation of The Problem.....	7
D. The Statement of The Problem.....	7
E. The Aims of the Study.....	7
F. The Benefit of The Study.....	8
CHAPTER II THEORETICAL REVIEW	
A. Review of The Related Theory.....	9
1. English Learning Motivation.....	9
a. Definition of Learning.....	9
b. Definition of Motivation.....	10

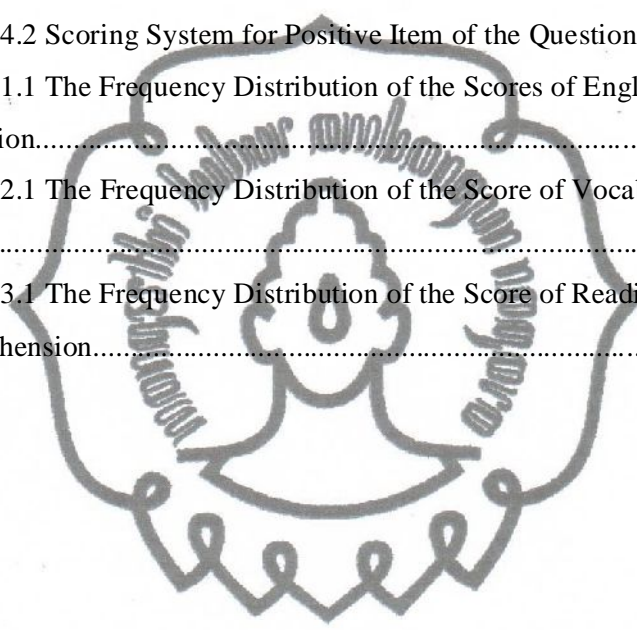
c.	Kinds of Motivation	14
d.	Factor that Affect Students' Motivation	16
e.	The Effect of Motivation in Learning	18
f.	The Characteristics of Motivated Students	19
2.	Vocabulary Mastery	20
a.	Definition of Vocabulary and Vocabulary Mastery	20
b.	The Aspect of Words	21
1)	The Form of Words.....	21
2)	The Meaning of Words	24
3)	The Use of Words	28
c.	The Importance of Vocabulary	30
3.	Reading Comprehension	
a.	The Nature of Reading.....	31
b.	Reading Comprehension.....	33
c.	The Important Element to Grow in Reading...37	
d.	Reading Purpose	38
e.	The Ways of Reading.....	39
f.	Model of Reading.....	40
B.	Review of Relevant Studies.....	41
C.	Rationale.....	45
D.	Hypotheses.....	48
CHAPTER III		
RESEARCH METHODOLOGY		
A.	The Place and Time of the study.....	49
B.	The Method of the Study.....	49
C.	The Population, Sample, and Sampling	50
1.	Population	50
2.	Sample.....	51
3.	Sampling	51

commit to user

	D. The Technique of Collecting Data.....	51
	1. The Instrument of Collecting the Data.....	52
	a. Test.....	52
	b. Questionnaire	53
	2. Validity of the Instrument.....	55
	3. Reliability of the Instrument.....	57
	E. The technique of Analyzing Data.....	58
CHAPTER IV	THE RESULT OF THE STUDY	
	A. Description of the Data.....	65
	1. The Data of English Learning Motivation	65
	2. The Data of Vocabulary Mastery.....	66
	3. The Data of Reading Comprehension.....	67
	B. The Hypothesis Testing.....	68
	1. Prerequisite Test.....	68
	a. Normality Test.....	68
	b. Linearity of Regression Test.....	69
	c. Significance of Regression Test.....	69
	2. Hypotheses Testing.....	70
	a. First Hypothesis.....	70
	b. Second Hypothesis	71
	c. Third Hypothesis	72
	C. The Discussion of Research Finding.....	73
CHAPTER V	CONCLUSION, IMPLICATION AND SUGGESTION	
	A. Conclusion.....	78
	B. Implication	79
	C. Suggestion.....	79
	BIBLIOGRAPHY.....	81
	APPENDICES.....	88

LIST OF TABLE

1. Table 2.1.1 Example of English Derivational Affixation.....	22
2. Table 2.1.2 The Example of Compound Words.....	23
3. Table 2.1.3 Classifications of Part of Speech.....	28
4. Table 3.4.1 Scoring System for Positive Item of the Questionnaire.....	54
5. Table 3.4.2 Scoring System for Positive Item of the Questionnaire.....	55
6. Table 4.1.1 The Frequency Distribution of the Scores of English Learning Motivation.....	65
7. Table 4.2.1 The Frequency Distribution of the Score of Vocabulary Mastery Test.....	66
8. Table 4.3.1 The Frequency Distribution of the Score of Reading Comprehension.....	67



LIST OF FIGURE

1. Figure 3.3.1 The Relationship between X_1 , X_2 , and Y50
2. Figure 4.1.1 The Histogram of English Learning Motivation Data.....66
3. Figure 4.2.1 The Histogram of Vocabulary Mastery Data.....67
4. Figure 4.3.1 The Histogram of Reading Comprehension Data.....68



LIST OF APPENDIX

1. Appendix 1 The Blue Print of English Learning Motivation Questionnaire (Try Out).....	88
2. Appendix 2 English Learning Motivation Questionnaire (Try Out).....	89
3. Appendix 3 The Blue Print of Vocabulary Mastery Test (Try Out).....	93
4. Appendix 4 Vocabulary Mastery Test (Try Out).....	94
5. Appendix 5 The Blue Print of Reading Comprehension Test (Try Out).....	100
6. Appendix 6 Reading Comprehension Test (Try Out).....	101
7. Appendix 7 Answer Key of the Try Out Instrument.....	116
8. Appendix 8 Worksheet of Validity and Reliability of English Learning Motivation Questionnaire (X ₁) Try Out.....	119
9. Appendix 9 The Computation of Validity of English Learning Motivation Questionnaire (X ₁) for Item Number 1.....	124
10. Appendix 10 The Computation of Reliability of English Learning Motivation Questionnaire (X ₁).....	125
11. Appendix 11 Worksheet of Validity and Reliability of Vocabulary Mastery Test (X ₂).....	129
12. Appendix 12 The Computation of Validity of Vocabulary Mastery Test (X ₂) for Item Number 1.....	141
13. Appendix 13 The Computation of Reliability of Vocabulary Mastery Test(X ₂)	143
14. Appendix 14 Worksheet of Validity and Reliability of Reading Comprehension Test (Y).....	144
15. Appendix 15 The Computation of Validity of Reading Comprehension Test (Y) for Item Number 1.....	165
16. Appendix 16 The Computation of Reliability of Reading Comprehension Test (Y).....	167

17. Appendix 17 The Blueprint of English Learning Motivation Instrument.....	168
18. Appendix 18 English Learning Motivation Questionnaire Instrument.....	169
19. Appendix 19 The Blueprint of Vocabulary Mastery Test Instrument.....	172
20. Appendix 20 Vocabulary Mastery Test Instrument.....	173
21. Appendix 21 The Blueprint of Reading Comprehension Test Instrument....	178
22. Appendix 22 Reading Comprehension Test Instrument.....	179
23. Appendix 23 Answer Key of the Instrument.....	192
24. Appendix 24 The List of The Sample Joining the Test.....	193
25. Appendix 25 Students' Answer Sheet.....	194
26. Appendix 26 The Main Data of the Research.....	197
27. Appendix 27 The Computations of Mean, Mode, Median and Standard Deviation of the Variables.....	198
28. Appendix 28 Worksheet of Normality of English Learning Motivation Data (X_1).....	206
29. Appendix 29 The Computation of Normality of English Learning Motivation Data (X_1).....	207
30. Appendix 30 Worksheet of Normality of Vocabulary Mastery Data (X_2)....	209
31. Appendix 31 The Computation of Normality of Vocabulary Mastery Data (X_2).....	210
32. Appendix 32 Worksheet of Normality of Reading Comprehension Data (Y).....	212
33. Appendix 33 The Computation of Normality of Reading Comprehension Data (X_2).....	213
34. Appendix 34 Worksheet of Linearity and Significance of Regression between English Learning Motivation (X_1) and Reading Comprehension (Y).....	215
35. Appendix 35 The Computation of Linearity and Significance of Regression between English Learning Motivation (X_1) and Reading Comprehension (Y).....	218
36. Appendix 36 Worksheet of Linearity and Significance of Regression between Vocabulary Mastery (X_2) and Reading Comprehension (Y).....	221

37. Appendix 37 The Computation of Linearity and Significance of Regression between Vocabulary Mastery (X_2) and Reading Comprehension (Y).....	224
38. Appendix 38 Worksheet of Multiple Linear Regression between English Learning Motivation (X_1), Vocabulary Mastery (X_2) and Reading Comprehension (Y).....	227
39. Appendix 39 The Computation of Multiple Linear Regression between English Learning Motivation (X_1), Vocabulary Mastery (X_2) and Reading Comprehension (Y).....	229
40. Appendix 40 The Computation of Single Correlation between English Learning Motivation (X_1) and Reading Comprehension (Y).....	233
41. Appendix 41 The Computation Single Correlation between Vocabulary Mastery (X_2) and Reading Comprehension (Y).....	235
42. Appendix 42 The Computation of Multiple Correlation between English Learning Motivation (X_1), Vocabulary Mastery (X_2) and Reading Comprehension (Y).....	237
43. Appendix 43 F-Table.....	239
44. Appendix 44 r-Table.....	240
45. Appendix 45 t-Table.....	241
46. Appendix 46 L-Table.....	242
47. Appendix 47 Z-Table.....	243