

CHAPTER I

INTRODUCTION

A. Background of the Study

When people learn a language, whether as foreign or second language they will learn all the elements of the language. One of the elements is vocabulary. Vocabulary plays an important role in a language. It is difficult if a language does not have vocabulary. As Stephen Temlin in Nebbe (1999) stated that it is hard to imagine a language without vocabulary. All languages in the world have their vocabulary, so does English. Vocabulary is very important in English as Foreign Language (EFL) learning, because as a foreign language, English is a new language for those who are learning it.

Indonesia is a country where English is taught as a foreign language. English is difficult for Indonesia learners because English is infrequently used in their daily activities. They only use English in certain situation for example when they get English subject in the campus. For the reason, it is difficult for EFL learners to master English vocabulary well. If the learners cannot master English well then mastering the four skills namely reading, writing, listening and speaking is difficult.

The EFL learners should acquire a sufficient number of words and should know how to use them appropriately in order to master the four English skills well and it is because vocabulary works as a tool to support communication activity (Hadiwijoyo in Avita, 2011). Without vocabulary no meaningful communication

can take place and communication competence relies heavily on vocabulary (McCarthy in Nemati, 2010).

Vocabulary mastered by the students is very influential to all English skills. But in the fact, there are many students of EFL still lack vocabulary. Many English university students have limited vocabulary. It can be seen when they are doing a presentation or when they are making a passage. They often use the same words. Many students cannot speak in English and they cannot express their opinion because they have limited words. The learners think that the most difficulties in learning foreign language are lack of vocabulary knowledge. Albodakh and Cinkara (2017) stated that even though vocabulary is important to English learning, it is also one of the difficult elements to learn.

The difficulty of learning vocabulary arises when learning process in a classroom does not focus on learning vocabulary, there is no specific attention given to vocabulary in EFL classroom. The learning process is only targeted on how students understand about the material and focusing on the grammar. It is impossible if they lack vocabulary even they understand the grammar.

There are other factors that influence in learning English as a foreign language including vocabulary that possessed by students. The factors are internal and external. The internal factor includes interest, need and also motivation. The external factor includes the students' environments such as family and university (the lecturer, equipment, method, and teaching media). Based on explanation above, motivation can be one of the internal factors that influence the number of vocabulary owned by the students.

Motivation can encourage students whether intrinsically or extrinsically in order to build the students ambition and self confidence in learning a foreign language including the vocabulary of the language itself. Both of the factors, internal and external can influence the students positively and negatively. The positive effect can help the students to increase their vocabulary because their interest, need, motivation and also the environment support the learners to have vast vocabulary. In otherwise, negative effect would make the students may lose their interest, and if the environment does not support the students, their vocabulary will be limited (Wahyuni, 2011). However, sometimes some students have high motivation in learning English, but they still have limited vocabulary.

Regarding the fact above, the writer was interested to do a research about correlation between motivation and vocabulary size of Universitas Muhammadiyah Purwokerto students. In this research the writer will try to find out the correlation between motivation and vocabulary size.

B. Reason for Choosing the Topic

The title of this research is “The Correlation between Motivation and Vocabulary Size of English Department Students in Universitas Muhammadiyah Purwokerto. The reasons of the writer choose this topic are:

1. Vocabulary is very important element in English learning process especially English as a Foreign Language.
2. Vocabulary size is an indicator of the total number of vocabulary owned by students.

3. Motivation is the basis of any action that can encourage people to do something.

C. Problems of Research

The problem of this research stated by the question:

Is there any correlation between motivation and vocabulary size?

D. The Aim of Research

The aim of the research is to find out whether motivation has any correlation with vocabulary size or not.

E. Clarification of the Terms

To understand the topic more easily, the terms of the study clarified as follows:

1. Vocabulary

Regarding to Oxford Dictionary, vocabulary is all the words that the person knows or uses, or list of words with their meanings. Vocabulary refers to all the words of language or collection of words. Vocabulary plays as important tools in language, it is a necessary factor in all language skills, it is impossible to read, write, listen, and speak without knowing words.

2. Motivation

According to Harmer in Wahyuni (2011) motivation is some kind of internal desire that comes from their self that pushes people to do something in order to get something. Gredler, Broussard and Garrison in Lai (2011) stated that motivation is the tool that moves people to do or not to do something. According to Uno in Wahyuni (2011) motivation is process of psychologies that can explain people behavior. It means that motivation can influence in people act and behavior, and pushes people to do or not to do something in certain goals.

F. Contribution of the Research

The study hopefully will be useful for giving significant values to the readers and others researchers, especially for teaching and learning English

1. For the readers

The study is expected to be able to give the readers an insight about the effect of motivation on vocabulary size, which may enable in improving their English skill.

2. For other researchers

This study may be useful as a reference to conduct a research with the same interest to be more accurate and better research.