CORRELATION BETWEEN EFL STUDENTS' ENGAGEMENT AND MOTIVATION TOWARD VOCABULARY SIZE AT IAIN PALANGKA RAYA

THESIS

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DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2019 M / 1441 H

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THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfilment of the requirements
for the degree of *Sarjana* in English Language Education

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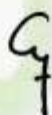|	
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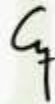|	
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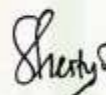
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Assalamu'alaikum Wr. Wb

By reading and analyzing of this thesis , we think the thesis in the name of:

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                  ENGAGEMENT AND MOTIVATION TOWARD
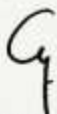   **VOCABULARY SIZE AT IAIN PALANGKA RAYA**

Can be examined in partial fulfillment of the requirements of the Degree of *Sarjana Pendidikan* in The Study Program of English Education of The Language Education of The Faculty of Education and Teacher Training of State Islamic Institute of Palangka Raya.
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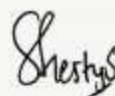*Wassalamu'alaikum Wr. Wb*

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Setelah membaca dan menganalisa skripsi ini, kami menyatakan bahwa :

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Dapat diujikan sebagai syarat untuk memenuhi kewajiban dari mencapai gelar Sarjana Pendidikan pada program studi tadris (Pendidikan) Bahasa Inggris Jurusan Pendidikan Fakultas Tarbiyah dan Ilmu Keguruan di Institut Agama Islam Negeri Palangka Raya.

Terima kasih atas perhatiannya.

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MOTTO AND DEDICATION

"Pray, pray and pray, then try our best, believe that God always hears us"

This thesis is dedicated to:

My beloved family are My Father Miskun Marsono, My Mother Sahpiah, S.Pd, My old Sister Debby Aulia Prahandini, S.T, My young Sister Indriani Pratiwi. Thank you so much for your prayer, and always give me support and spirit to complete this study on time. My beloved friends. M. Saiful Anwar, Yuliatul Qusna, and all of my friends, thanks for your support, help, and suggestion during doing this thesis.

DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any tertiary education institution for any other academic degree.

2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without acknowledgement, the work of any other person.

3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, 28 September 2019

Yours Faithfully

Megalestanti
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ABSTRACT

Megalestanti. 2019. *Correlation Between EFL Students' Engagement and Motivation Toward Vocabulary Size at IAIN Palangka Ray*a. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Sabarun, M.Pd, (II) Hesty Widiastuty, M.Pd.

Keywords: Students' engagement, motivation, vocabulary size.

This study aimed of conducting this research were; (1) To find out whether there was any correlation between students' engagement toward vocabulary size on 3rd and 5th semester students of English education study program at IAIN Palangka Raya. (2) To find out whether there was any correlation between students' motivation toward vocabulary size. (3) To find out whether there was any correlation between students' engagement and students' motivation towards vocabulary size.

The research design was correlation study in quantitative research method. The data were collected using three instruments; Questionnaire of Students' Engagement, Questionnaire of Students' Motivation and VST (Vocabulary Size Test). There were 53 students took randomly from 3rd and 5th semester that was participated in this research. The sample of this study was taken by using random sampling technique.

The result finding showed (1) students' engagement did not give contribution to vocabulary size. In this case there was negative correlation -0.099. It belonged to negative correlation, so that the result was H_a rejected and H_o was accepted. (2) Students' motivation did not give contribution to vocabulary size. In this case there was negative correlation -0.221. It belonged to negative correlation, so that the result was H_a rejected and H_o was accepted. (3) Students' engagement and motivation give contribution to vocabulary size with the score of correlation coefficient obtained was 0.232 which is in the interval 0.20-0.399. Thus, the relationship is categorized into low correlation, so that the result was H_a accepted and H_o was rejected. In this case students' engagement and motivation has very low relationship.

ABSTRAK

Megalestanti. 2019. *Hubungan Antara Keterlibatan dan Motivasi Mahasiswa Bahasa Inggris Terhadap Ukuran Kosa Kata di IAIN Palangka Raya*. Skripsi tidak di terbitkan. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Sabarun, M.Pd, (II) Hesty Widiastuty, M.Pd.

Kata Kunci: Keterlibatan siswa, motivasi dan kosakata

Penelitian ini bertujuan untuk; (1) Untuk mengetahui apakah ada hubungan antara keterlibatan siswa terhadap ukuran kosa kata pada siswa semester 3 dan 5 program studi pendidikan bahasa Inggris di IAIN Palangka Raya. (2) Untuk mengetahui apakah ada hubungan antara motivasi siswa terhadap ukuran kosakata. (3) Untuk mengetahui apakah ada hubungan antara keterlibatan siswa dan motivasi siswa terhadap ukuran kosa kata.

Desain penelitian adalah studi korelasional dengan metode penelitian kuantitatif. Data dikumpulkan dengan menggunakan tiga instrumen; Kuisioner Keterlibatan Siswa, Kuisioner Motivasi dan VST Siswa (Tes Ukuran Kosakata). Ada 53 siswa diambil secara acak dari semester 3 dan 5 yang berpartisipasi dalam penelitian ini. Sampel penelitian ini diambil dengan menggunakan teknik random sampling.

Hasil penelitian menunjukkan (1) keterlibatan siswa tidak memberikan kontribusi untuk ukuran kosa kata. Dalam hal ini ada korelasi negative -0.099. Itu termasuk korelasi negative, sehingga hasilnya H_a ditolak dan H_o diterima. (2) Motivasi siswa tidak memberikan kontribusi pada ukuran kosa kata. Dalam hal ini ada korelasi negatif -0.221. Itu termasuk korelasi negatif, sehingga hasilnya H_a ditolak dan H_o diterima. (3) Keterlibatan dan motivasi siswa memberikan kontribusi terhadap ukuran kosa kata dengan skor koefisien korelasi yang diperoleh adalah -0.232 yang berada pada interval 0.20-0.399. Dengan demikian, hubungan tersebut dikategorikan ke dalam korelasi rendah, sehingga hasilnya H_a diterima dan H_o ditolak. Dalam hal ini keterlibatan dan motivasi siswa memiliki hubungan yang sangat rendah.

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The researcher would like to express her sincere gratitude to Allah SWT. For the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW, having shown us the role of life to make our life true.

Her appreciation is addressed to:

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5. Sabarun, M.Pd., the first advisor, and Hesty Widiastuty, M.Pd., the second advisor, for their valuable guidance, suggestion and encouragement.

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12. Last, all of her friends who have helped the accomplishment of the thesis.

The researcher hopes that may Allah always keeps us on the straight path, reward, and blesses us for what we do and this writing can be useful for all of us.

Palangka Raya, Sept 2019

The Researcher

Mega Lestanti
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LIST OF ABBREVIATIONS

Df   : Degree of freedom
SD   : Standard Deviation
H_a : Alternative Hypothesis
H_o : Null Hypothesis
IAIN   : Institute Agama Islam Negeri
SPSS   : Statistical Package for The Social Sciences

CHAPTER I
INTRODUCTION

This chapter discussed the background of the study, problem of the study, objective of the study, hypotheses of the study, assumption of the study, delimitation of the study, significance of the study and definition of key terms.

A. Background of the study

One of the phenomena, many students tend to be inactive in class. Students' engagement was an important study field of education psychology. Engagement not only requires active but also related to feelings and common sense.

The theory of students' involvement (engagement) developed by Astin refers to the degree of cognitive and physical energy students dedicate to their academic (Astin, 1998). Then according Aunurrahman (2012: 119), learning activeness was characterized by an optimal engagement of both intellectual, emotional, and physical. This means that if the student has more activity then the student will participate in every activity of learning activity. Thus, a student can be said to be engaged if students devote considerable energy to study, spend a lot of time on campus, actively participate in student organizations, and often interact with faculty members and other students. Conversely, a student cannot be said to be engaged when a student ignores study, spends little time on campus, does not do extracurricular activities, and

has rarely contact with faculty members or other students. These hypothetical examples were only intended to be illustrative; there were many other possible forms of engagement, which discussed in detail below. Student engagement in the classroom becomes an important aspect in learning, because one of the effective learning goals is when the student and teacher interaction occurs.

Indirectly students' engagement was also connected with student learning motivation. Motivation can be internal and external (Aunurrahman, 2012; 115). Thus, the activity of students in class is one of the forms of internal motivation of students in following class lessons. Sartika, Agustina, Basri, (in Aunurrahman: 2012) learning motivation and activeness in learning process activities have a significant relationship to learning outcomes and contribute to language learning outcomes.

Engagement and motivation contribute to students' vocabulary size. Foreign language vocabulary knowledge has become a topic of major importance in field of Second Language Acquisition (SLA) as a substantial body of research attest in the last decade. Estimates of vocabulary size based on an individual's knowledge of words sampled from a dictionary or on frequency counts of words found in running text have continued to be the main sources of information about vocabulary size. The lack of students' vocabulary size becomes a problem in itself, especially if the student is a student English Foreign Language.

Student interest and engagement in class are important conditions for active learning. Therefore, they must be very motivated. In other words, students who have high motivation try to engaged in class. Thus, knowing students' motivation level is important for active engagement and motivation in class, (Nayir, 2017; p. 59). According to Ryan & Deci (in Nayir, 2017) student engagement level is related to student motivation because motivation is an important prerequisite of student engagement in the learning process. Student with intrinsic motivation have a high level of academic success and a low-level concern, are engaged more than those with extrinsic motivation. Students with high motivation to learn English will better prepare themselves to engage the process of teaching and learning in the classroom (Rosana, 2016, p. 3).

It is a fact that vocabulary is one of the components of language. There are no languages that exist without words. Vocabulary or words are means by which people exchange ideas. The more words we learn, the more ideas we should have, and we can communicate the ideas more effectively (Rosana, 2016, p. 6). Then according to Rostampour & Niroomand (2013, p. 437) said by increasing vocabulary knowledge, students become motivated to use information consisted in emotion to make effective decision. In other words, those who are motivated can produce positive emotions in their own and others to ask their question and expand their vocabulary knowledge. Hui (in Rostampor & Niroomand, 2013) stated that "without vocabulary size or

breadth, students do not have real reading ability and communicative competence". It is clear that a large and rich vocabulary is the hallmark of an educated person to the extent that vocabulary knowledge is strongly related to school achievement in general.

The researcher has made preliminary observations to see what problems they face in learning, using interviews. Lusi said that "the limitation of vocabulary is a problem that her face. That makes her a less active student because that is difficult to convey thoughts in learning but her have a high motivation to do her best in learning", Then continue by Rirys "vocabulary becomes a problem in learning but her motivate herself to be able to master many vocabulary words, and actively participate in classroom learning". "Limited vocabulary and difficult grammar make it difficult for me to learn, but her still motivate herself to continue to be active in class using my limited vocabulary and continue to learn to master a lot of vocabulary" Humairoh said.

Based on some of the researchers' findings above, the researcher concluded that students' engagement, students' motivation has correlation in vocabulary size significantly. Therefore, those studies can be used as reference for the researcher, and this is why the researcher takes same topic in this present research. Then, based on the preliminary observation researcher found that there were many students who had low engagement in class due to their low vocabulary size. Next, students who have low vocabulary size do not

motivate themselves to improve their vocabulary size. The problems that arise are the lack of the level of students' engagement and motivation in the classroom and its relation to the vocabulary size of the students.

Based on explanation above, the researcher was interested in proposing a thesis proposal entitled. **Correlation between EFL Students' Engagement and Motivation Toward Vocabulary Size at IAIN Palangka Raya.**

B. **Problem of the Study**

The problems of the study are as follow:

1. Is there any correlation between students' engagement and vocabulary size on third and fifth semester students of English education study program at IAIN Palangka Raya?

2. Is there any correlation between students' motivation and vocabulary size on third and fifth semester students of English education study program at IAIN Palangka Raya?

3. Is there any correlation between students' engagement and students' motivation towards vocabulary size on third and fifth semester students of English education study program at IAIN Palangka Raya?

C. Objectives of the Study

Based on the problems mentioned above, the objectives of the study are:

1. To find out whether there was any correlation between students' engagement toward vocabulary size on third and fifth semester students of English education study program at IAIN Palangka Raya.

2. To find out whether there was any correlation between students' motivation toward vocabulary size on third and fifth semester students of English education study program at IAIN Palangka Raya.

4. To find out whether there was any correlation between students' engagement and students' motivation towards vocabulary size on third and fifth semester students of English education study program at IAIN Palangka Raya.

D. Hypothesis of the Study

In the study there were two hypotheses. The hypotheses are divided into two categories; they were alternative hypotheses and Null hypotheses that would be interpreted as follows:

1. Alternative hypotheses (Ha_1). There was correlation between students' engagement toward students' vocabulary size on third and fifth semester students of English education study program at IAIN Palangka Raya.

2. Null hypotheses (Ho_1). There was no correlation between students' engagement toward students' vocabulary size on third and fifth semester students of English education study program at IAIN Palangka Raya.

3. Alternative hypotheses (Ha_2). There was correlation between students' motivation toward students' vocabulary size on third and fifth semester students of English education study program at IAIN Palangka Raya.

4. Null hypotheses (Ho_2). There was no correlation between students' motivation toward students' vocabulary size on third and fifth semester students of English education study program at IAIN Palangka Raya.

5. Alternative hypotheses (Ha_3). There was correlation between students' engagement and students' motivation towards vocabulary size on third and fifth semester students of English education study program at IAIN Palangka Raya.

6. Null hypotheses (Ho_3). There was no correlation between students' engagement and students' motivation towards vocabulary size on third and fifth semester students of English education study program at IAIN Palangka Raya.

E. Assumption

The assumption of the study was if the students have high engagement and motivation, they will have better vocabulary size.

F. Scope and Limitation

This study belonged to correlational study. The researcher limited the study on using questionnaire to measure the students' engagement and students' motivation, and using test to measure students' vocabulary size. The subject of this study was third and fifth semester students of English education study program at IAIN Palangka Raya in Academic Year 2019/2020

G. Significant of the Study

The study has two significances. The first is theoretically, this study gave support the theory of English, especially for students related to students' engagement and students' motivation toward students' vocabulary size.

The second is practically, the lecturer can provide various methods in teaching vocabulary learning that can make motivate students make them and active in class, then the researcher hopes that the result of this study can be motivate students to more active in the class and motivate themselves to master a lot of vocabulary to make it easier for them to learn and achieve satisfying result. The last for another researcher it can be references to the next researcher.

H. Definition of Key Terms

To avoid misunderstanding and ambiguity, it is necessary to give classification on terms used in this study as follows:

1. Ary et all (2010, p.648) argues that the correlation design is quantitative research that use objective measurement to collect numerical data used to answer question or test predetermined hypotheses. Correlation can be defined as the statistical test used to determine the tendency or pattern for two or more variables or sets of data to vary consistently (Creswell, 2012).

2. Gunuc and Kuzu (2014; p.216) said that students' engagement refers to the quality and quantity of students' psychological, cognitive, emotional and behavioral reactions to the learning process. While according to (Astin, 1998) engagement refers to the degree of cognitive and physical energy students dedicate to their academic.

3. Cognitive engagement is defined as attention, mastery, and preference for challenging tasks. Investment in learning, the value given to learning, learning objectives, self-regulation and planning are also included in cognitive engagement.

4. Emotions engagement defined such as fear, anxiety, boredom, or enthusiasm about a school-related task have been considered in investigations of emotional engagement in academic tasks.

5. Behavioral engagement is consistently defined as time on task, study behaviors, school and class attendance, and participation in class discussions.

6. While according Ryan & Deci (2000; p. 54) students' motivation as a stimulant for achieving a specific target, to be moved to be something. Gredler, Broussard and Garrison (in Emily: 2011) broadly define motivation as the attribute that moves us to do or not to do something.

7. Vocabulary size refers to how much vocabulary the student knows Albodakh & Emrah (2017; p. 283). While according to Setiawan & Ranti (2017; p. 286) Vocabulary I word that person knows which used to communicate among others, to covey what he thinks and hears.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses about the previous study, students' engagement, students' motivation and students' vocabulary size. The previous studies discuss seventh related literatures. Next, students' engagement discusses about the definition of students' engagement and kind that consist in engagement in the classroom, then discuss about the definition of students' motivation and the type of students' motivation like intrinsic and extrinsic motivation and discuss about what is vocabulary, definition of vocabulary size and how much EFL learners should have vocabulary.

A. Related Previous Studies

There are some studies as correlation between students' engagement and students' motivation toward vocabulary size of EFL student. The first study by Gunuc (2014, p.216), entitled: The Relationship Between Student Engagement and Their Academic Achievement. The result of that study reveals, cognitive, emotional and behavioral engagements had strong relationship with academic achievement, it is important to increase student's cognitive and behavioral engagements. The researcher found that $R^2 = .099$, the results revealed that there was a significant relationship between student academic achievement and student engagement as well as the relationship between their academic achievement and especially the dimensions of

behavioral involvement, cognitive involvement, and a sense of belonging. The differences between the present research and related research above is that the present research is to measure the correlation between students' engagement and students' motivation towards vocabulary size of EFL students at IAIN Palangka Raya while the research above only to find relationship between student engagement and their academic achievement. The participants of present research are 53 students of fifth semester of English education program while participants of research above are about 304 students attending the Education Faculty, and place of the present research in IAIN Palangka Raya while place of research above in Anadolu University, Turkey. The similarity of the present research and the research above is that both researches have same variables used namely students' engagement and instrument used. Both researches used correlation analysis to analyze the data of students' engagement with another variables. The related research is relevant to the present research. It gives knowledge about students' engagement.

The second previous studies by Albodakh & Emrah (2017, p.279-292), entitled: The Relationship Between Learner Motivation and Vocabulary Size: The Case of Iraqi EFL Classrooms. The finding revealed in that study was expected that motivation would have a positive relationship with vocabulary size because the researcher found that There was no statistically significant correlation between MFLL and VST, $r = .080$, $n= 100$, $p= .431$. However, there was not sufficient evidence of such relationship. In other words, there was no relationship between motivation for foreign language learning and vocabulary size. The differences between the present

research and related research above is that present research is to measure the correlation between students' engagement and students' motivation towards vocabulary size of EFL students at IAIN Palangka Raya while the research above to find relationship between learner motivation and vocabulary size. The participants of present research are 53 students of fifth semester of English education program while participants of research above are about 100 Iraqi EFL learners of Arts-English department, and place of the present research in IAIN Palangka Raya while place of research above in Duhok University. The similarity of the present research and the research above is that both researches have same variables used namely students' motivation and vocabulary size and also about instrument used. Both researches used correlation analysis to analyze the data of students' motivation and vocabulary size. The research above is relevant to the present research in investigating about the students' motivation and vocabulary size.

The third previous studies by Robert (2014, p.343), entitled: Student Engagement In Learning Vocabulary With Call. Unsurprisingly findings were that overall student involvement through the use of online systems for learning vocabulary showed a clear improvement. However, further research is needed to ensure that student involvement actually leads to better learning methods compared to traditional paper-based learning methods. The differences between the present research and related research above is that present research is to measure the correlation between students' engagement and students' motivation towards vocabulary size of EFL students at IAIN Palangka Raya while the research above is

student engagement in learning vocabulary with call. The participants of present research are 53 students of fifth semester of English education program while participants of research above are about 131 students of English writing courses, and place of the present research in IAIN Palangka Raya while place of research above in Japanese University, and also the design of present research is correlation design while the research above experimental design. The similarity of the present research and the research above is that both researches have same variables used namely students' engagement. The related research is relevant to the present research. It gives knowledge about students' engagement.

The fourth previous study by Milton & Daller (2013, p.11), entitled: Vocabulary Size Revisited: The Link Between Vocabulary Size and Academic Achievement. The result showed there are significant correlation between vocabulary size and academic achievement. All correlations are significant at the 0.05 level and suggest a simple connection between vocabulary size and academic performance. The differences between the present research and related research above is that present research is to measure the correlation between students' engagement and students' motivation towards vocabulary size of EFL students at IAIN Palangka Raya while the research above to find The Link Between Vocabulary Size and Academic Achievement. The participants of present research are 53 students of fifth semester of English education program while participants of research above are about 178 undergraduate that took part in the study, and place of the present research in IAIN Palangka Raya while place of research above in three British universities (City

University, Swansea University and the University of the West of England, Bristol). The similarity of the present research and the research above is that both researches have same variables used namely vocabulary size. The related research is relevant to the present research. It gives knowledge about vocabulary size.

The fifth previous studies by Nayir (2017, p.59-78) entitled: The Relationship between Students Motivation and Class Engagement Levels. That research has revealed that motivation level is related to class engagement, that vocational school students are affected more by motivational factors and that motivation levels decreases as grade level increase. Also, learning that leads to mastery is a significant predictor of all dimensions of classroom engagement. The differences between the present research and related research above is that present research is to measure the correlation between students' engagement and students' motivation towards vocabulary size of EFL students at IAIN Palangka Raya while the research above to find the relationship between students' motivation and class engagement levels. The participants of present research are 53 students of fifth semester of English education program while participants of research above are about 322 student high school and place of the present research in IAIN Palangka Raya while place of research above in 500 high school in Ankara province. The similarity of the present research and the research above is that both researches have same variables used namely student's engagement and student's motivation. Both researches used correlation analysis to analyze the data of students' motivation and vocabulary size. The research above is

relevant to the present research in investigating about the students' motivation and students' engagement.

The sixth previous study by Dharmayana & Masrun, et all (2012, p.76-84) entitled: Keterlibatan Siswa (Student Engagement) Sebagai Mediator Kompetensi Emosi dan Prestasi Akademik. The result showed that emotional competence and engagement in schools played a positive role in superior academic achievement of students. The researcher found that there was a regression coefficient of 0,24, $p<0,001$. The result can be interpreted that academic achievement achieved until the end of high school is influenced by cognitive potential or superior academic achievement when starting high school. The differences between the present research and related research above is that present research is to measure the correlation between students' engagement and students' motivation towards vocabulary size of EFL students at IAIN Palangka Raya while the research above to find students engagement as mediators of emotional competence and academic achievement. The participants of present research are 53 students of fifth semester of English education program while participants of research above are about 471 excellent students at SMA Yogyakarta, and place of the present research in IAIN Palangka Raya while place of research above in SMA "N" Yogyakarta. The similarity of the present research and the research above is that both researches have same variables used namely students' engagement. The related research is relevant to the present research. It gives knowledge about students' engagement.

The seventh previous study by Setiawan (2017, p.1-72) entitled: Correlation among vocabulary size, English structure score and reading comprehension score of EFL students at IAIN Palangka Raya. The result showed the value of F_{ob} serve was greater than F_{table} 66 (4,407 > 3,150). It meant that there was correlation among the vocabulary size, structure and reading comprehension. That is meant that vocabulary size and structure fluent reading comprehension. The differences between the present research and related research above is that present research is to measure the correlation between students' engagement and students' motivation towards vocabulary size of EFL students at IAIN Palangka Raya while the research above to find correlation among vocabulary size, English structure score and reading comprehension score of EFL students at IAIN Palangka Raya. The participants of present research are 53 students of fifth semester of English education program while participants of research above are about 71 students of English education program. The similarity of the present research and the research above is that both researches have same variables used namely vocabulary size and took the same research place. Both researches used correlation analysis to analyze the data of students' motivation and vocabulary size. The related research is relevant to the present research. It gives knowledge about students' vocabulary size.

A. **Students' Engagement**

    1. **Definition of Students' Engagement**

A literature review illustrates that the terms student engagement and school engagement are used interchangeably. The term school involvement can be easily fooled by school attachment. Student involvement can be considered as an individual quality, which can change according to how the term is interpreted, Appleton, Christenson, Kim, & Reschly (in Dogan: 2014). School engagement includes the school curriculum, management, and teachers developed a scale that included the school administration, teachers, school curriculum, school environment, and inner engagement. This research refers more to the term student engagement to use. Student motivation, ties with school, and self-awareness related to learning include other concepts of student engagement. Educators and researchers have long been interested in students' attitudes towards school, because their school experience can determine success later in life and perhaps their attendance at school. Researchers have conceptualized student experiences, attitudes and used various concepts to explain this. When explaining students' attitudes, Marks (in Dogan; 2014) applied the concept of engagement and defined this as a psychological process, emphasizing the student's interest, investment, and effort in the path of learning. McCarthy and Kuh (in Dogan; 2014) focused on the term engagement by defining it as the investment by a student in learning, comprehending, and mastering knowledge and skills. Rotermund defined engagement as active participation in the school and considered it

a key concept to understand U.S. high school failures, leading to negative individual social side effects and drop-outs. Absenteeism as the most important indicator of disengagement and unhappiness in school and as an important precursor of dropping out of school. Student engagement also benefits disadvantaged students. As noted by Connell, Spencer, and Aber (in Gunuc; 2014), an increase in student engagement diminishes the success gap between disadvantaged and successful students.

The strong relationship between academic success and student engagement has become a clue to understanding the complex relationship between students' thoughts, behaviors, and emotions. Engagement in the emotional component model (belonging to the school and the values of school learning) and multidimensional consist of behavior (being part of class and school). Fredricks used a similar model but added cognitive engagement, which refers to taking part in school life and developing complex reasoning skills. Appleton also developed multidimensional classifications of engagement, with academic, behavioral, cognitive, and psychological components. Although the dimensions of involvement are dynamically related to one another, it is still an isolated process. This dimension makes it easier for researchers to investigate the subdimensions of engagement and helps an understanding of the overall structure of engagement. Each dimension has its own dimensions, and student performance in each dimension has an influence on students and schools. Low school attendance has been linked to a lack of behavioral engagement, academic failure has been associated with low cognitive engagement

and school infelicity has been suggested to be the result t of low emotional engagement.

The researcher defines student engagement as the student's reference to their level of attention, their desire to know and their passion in attending class in class. Student engagement refers to the degree of cognitive and physical energy students dedicate to their academic and extracurricular experience (Astin, 2018; p.159). Students' engagement occurs when in learning to make physiological investments. Students will try hard to learn what the school has to offer. They take pride not only in understanding the material and incorporating or internalizing it in their lives but also in learning formal indicators of success (grades). Then according Aunurrahman (2012: 119), learning activeness is characterized by an optimal engagement of both intellectual, emotional, and physical. This means that if the student has more activity then the student will participate in every activity of learning activity. Student engagement is defined by Gunuc and Kuzu (2014; p.216) as "the quantity and quality of students' emotional, psychological, cognitive and behavioral reactions to learning and academic processes in the classroom / outside of class and social activities to achieve successful learning outcomes. "

Dogan (2014; p.393), stated that a review of the student engagement literature clearly illustrates that among the many scales measuring different dimensions of engagement and scales measuring engagement in two factors, the three-dimensional structure is the most popular (i.e., scales consisting of cognitive, emotional, and behavioral, measurement tools).

Class engagement involves students' emotional, cognitive, and behavioral responses to activities in the classroom and outside the classroom. So, from the definition it can be conclude student engagement is the quality and quantity of students' psychological, cognitive, emotional and behavioral reactions to the learning process in the classroom.

2. Kind of Students' Engagement

Based on Gunuc (2014; p.217), here are some kind of students' engagement:

a. Cognitive engagement is defined as attention, mastery, and preference for challenging tasks. Investment in learning, the value given to learning, learning objectives, self-regulation and planning are also included in cognitive engagement. Cognitive engagement has an important relationship with learning motivation. Cognitive engagement refers to students who invest in their own learning, who accordingly determine their needs and who enjoy the mental difficulties Fredicks (in Gunuc: 2014).

b. Emotions such as fear, anxiety, boredom, or enthusiasm about a school-related task have been considered in investigations of emotional engagement in academic tasks. Along with behavioral and cognitive engagement, emotional engagement also tends to decrease upon the transition to adolescence. Student responses to teachers, peers, course content, and to the class that all include attitudes, interests, and values including part of emotional engagement involving Bryson & Hand (in Gunuc: 2014). In

addition, such emotions as sense of belonging to school/university, loving the university and feeling oneself to be a member of a group are also examined within the scope of emotional engagement Fredicks (in Gunuc: 2014).

c. Behavioral engagement includes students' participation in academic, their efforts, their attendance in classes and their participation in class (Gunuc & Kuzu, 2014; p.218). Behavioral engagement is consistently defined as time on task, study behaviors, school and class attendance, and participation in class discussions. The basic of behavioral engagement could be said to be related to class activities.
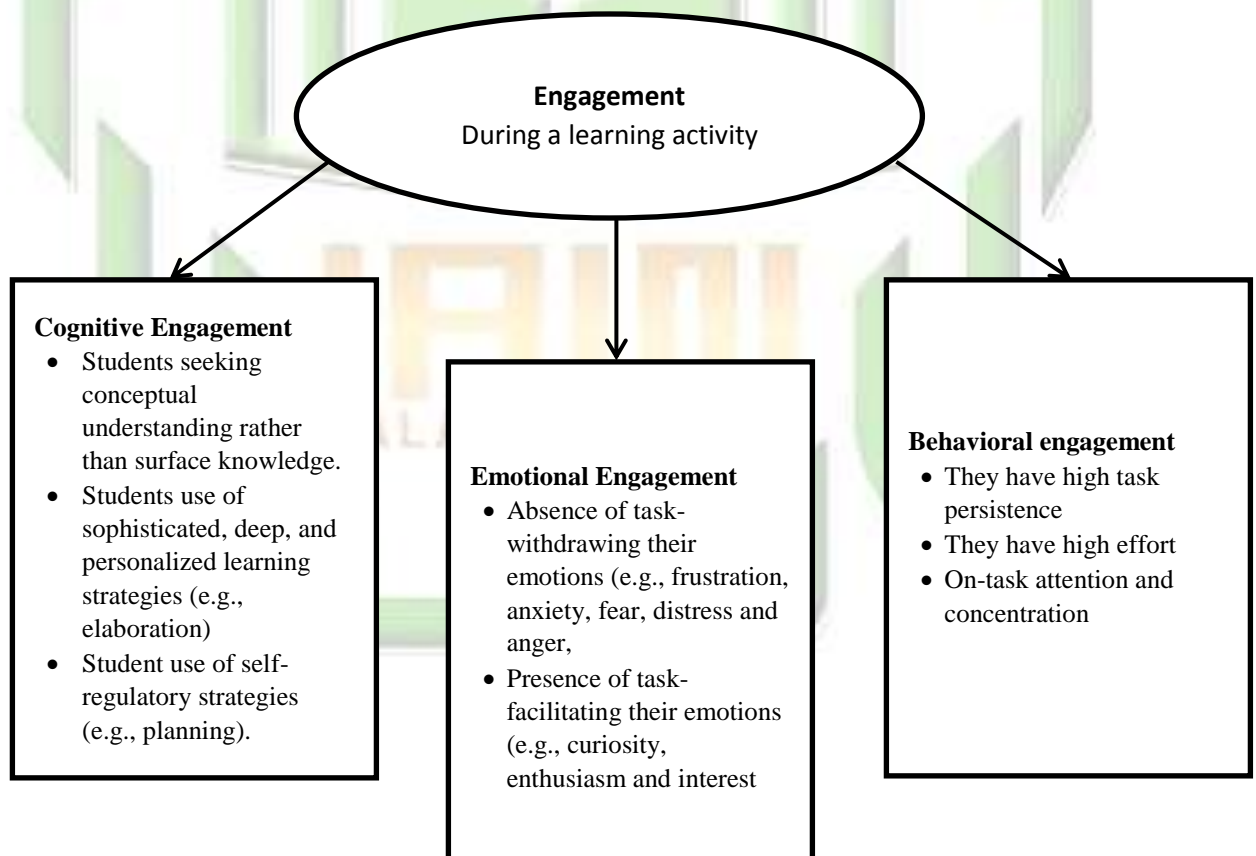
Figure 2.1 Three aspect of students' engagement during a
learning activity from Reeve (2012, p.149)

B. Students' Motivation

1. Definitions of Students' Motivation

Motivation is a simple word but hard to define. Motivation becomes an important aspect of an activity for success, because motivation becomes a driving force or motivation to be the best, one of which is in learning a foreign language. If he/she highly motivated he will do anything to mater english but on the contrary if he/she is not motivated he/she will not care about his/her achievement in learning foreign language.

Many researcher gives various definition about motivation. The researcher defines learning motivation is an encouragement, a desire from within to do something optimally to achieve the best result. Based on the oxford dictionary motivation refers to desire or willingness to do something; enthusiasm. While according Ryan & Deci (2000; p. 54) students' motivation as a stimulant for achieving a specific target, to be moved to be something. Motivation becomes a fundamental factor in the success of foreign language learners and has occupied a significant position in educational studies for several decades. Dörnyei and Otto (in Albodakh & Cinkara: 1998) describe motivation as a state of excitement which identifies learners' wishes and desires. Hammer (in Fachraini: 2017) stated that motivation is an internal drive that makes someone motivated to do something and achive something.

Added by Brown (2007; p.72) Motivation is the direction that you choose about (a) the goals you want to achieve and (b) the efforts you make to achieve your

goals. Motivation is someone who feels the urge to achieve something or do something Fachraini (2017; p.49).

According to them, motivation can both negatively and positively affect the learning process; thus, it is an essential factor of foreign language learning. They developed Self-determination theory, it is claimed that this theory differs from motivational theories in its concentration on the behaviors and reasons that encourage an individual to act in order to achieve a goal. The conclusion of learning motivation is the processes that give rise to energy and direction for learning engagement that consists of three kinds is intrinsic, extrinsic and amotivation.

2. Kind of Motivation

a. Intrinsic motivation

In Intrinsic motivation, individuals demonstrate a specific behavior due to enjoyment or interest in it, or to their instinct to succeed. When a person is intrinsically motivated, it means that he/she will perform an action just for amusement or challenge rather than external rewards. In other words, if a learner is intrinsically motivated, he/she perform the action voluntarily and without any external factor.

According to Ryan & Deci (in Mukhtar; 2017), In proportion to this theory, the most fundamental difference is between intrinsic motivation and extrinsic motivation. The desire and interest to do and take part in certain activities because someone feels that they are interesting and fun including intrinsic motivation.

According to Sincero (in Mukhtar; 2017) there are many factors that promote intrinsic motivation. These factors include challenge, curiosity, control, fantasy, competition, cooperation and recognition:

a. Challenge is a factor that means a person is more likely to be motivated if the task involves activities that include continuously intermediate or escalating levels of difficulty towards personally meaningful goals.

b. Curiosity is a force in a person environment that either gets his attention for new knowledge/skills or presents incongruity between his present knowledge/skills and the possible knowledge/skills that the activity may offer.

c. Control is a factor that means it is human nature for a person to want to have some degree of control over his situation. Intrinsic motivation may emerge from person autonomy in his actions.

d. Fantasy is a factor that is in the form of mental images that stimulate a person to behave to achieve the fantasy. For example, a student sees himself as a successful professor after graduation.

e. Competition is a factor that involves comparison of a person performance with others performance.

f. Cooperation is a factor that involves achieving a sense of satisfaction when a person helps other people towards the fulfillment of their goals.

g. Recognition is a factor that also includes the sense of satisfaction when others appreciate their achievements.

b. Extrinsic motivation

In extrinsic motivation, individuals exhibit a certain behavior because it is influenced by external factors, such as expectations of appreciation or to satisfy their own egos. In contrast to intrinsic motivation, this type of motivation concerns an individual's obtaining of rewards and his/her relative lack of autonomy owing to external influence. When a person is extrinsically motivated, he/she will demonstrate high level of ingenuity; involve him/her in several experiments and experience risks.

According Vansteenkiste, Lens, & Deci (in Mukhtar; 2017) Extrinsic motivation, on the other hand, is a tendency to take part in activities for reasons that are not related to the activity, can be in the form of anticipation of rewards or penalties, such as being successful on an exam or getting good grades. To reach that point, intrinsic motivation is motivation to carry out an activity because of its own desires. In fact, individuals who are intrinsically motivated to do, practice the activity and work because they feel that the activity is fun. Extrinsic motivation, is motivation to do work or activities as a means or way to achieve targets. As a consideration, those who are extremely motivated do and do business because they think that their contribution will lead to enviable results such as gifts, teacher's admiration, or avoidance (prevention) of punishment (Sepora, et.al, 2012; p.232-233).

A clear picture of the intrinsic-extrinsic dichotomy:

Table 2.1 Intrinsic and Extrinsic Motivation

Intrinsic	Extrinsic
Preference for challenge	Preference for easy work
Curiosity/Interest	Pleasing a teacher/getting grades
Independent mastery	Dependence on teacher in figuring out problem
Independent judgment	Reliance on teacher's judgment about what to do
Internal criteria for success	External criteria for success

From the explanation above, it seems clear that the greater the value that individuals attach to the achievement of an activity, the higher their motivation to be involved in it and then make continuous efforts to reach their goals. These differences also tell us that internal and external factors have an important role in motivating students.

Table 2.2 Description of intrinsic and extrinsic motivation

Motivation	Description
Intrinsic Motivation	Enjoyment of language learning itself
Extrinsic Motivation	Driven by external factors such as parental pressure, societal expectation, academic requirements, or other sources of reward or punishment

C. **Vocabulary**

1. **The Definition of Vocabulary**

Many researchers believe that vocabulary is the most important component in learning a foreign language and the curriculum of foreign languages should reflect this. Many students see second language acquisition as essentially a matter of learning vocabulary and therefore they spend a great contact of time on memorizing lists of second language words and rely on their bilingual dictionary as a fundamental communicative resource. As a result, language teachers and applied linguists now generally acknowledge the importance of vocabulary learning and are exploring techniques of promoting it more effectively.

Vocabulary was the words that a person knows or user. Vocabulary consisted of the words that were used in language communication either spoken or written. In addition, in communion, vocabulary was very important element. The meaning of expression mostly in determined by the vocabulary which is used from the vocabulary, the meaning of the expression is gained, besides from other elements such as intonation and stressing.

Vocabulary had important role in learning language. By mastering many kinds" vocabularies it is expected to be able to help the student's achievement in their learning.

2. The Types of Vocabulary

In vocabulary, there were two types of word based on Setiawan (2017; p.10); Function words and content words.

a. Function Words

Function words were words that have ambiguous meanings or have little lexical meaning, but function to express grammatical relationships with other words in a sentence, or certain attitudes or moods of the speaker. They signal the structural relationships that words have to one another and were the glue that holds sentences together. Thus, they served as important elements to the English Structures of sentence. Function words might be preposition, conjunction, determiner and pronoun. All of which belong to group of closed-class words.

1. Prepositions

Prepositions were words or group of words that is used to show the way in which other words were connected and use to expression the time. Example, for, in, at on.

2. Conjunctions

Conjunctions were words used to link words, phrases or clauses. Some common conjunctions were and, but and or

3. Determiners

Determiners definite article, indefinite article, possessives, demonstrate, and quantifiers. Example, the, a, an, my, this, some, etc.

4. Pronoun

Pronoun was a word that used in place of a noun or noun phrases. Example, her, she, they, etc.

b. Content Words

Content words were words that have meaning. They can be compared to grammatical words, which were structural nouns, verbs, adjective, and adverbs.

Content words sometime called open class because we can and regularly do add new word to these classes.

1. Nouns

A noun was divided into two types there were common noun and proper noun. Words for people, places and things were called common nouns, e.g., classroom, book, students etc. The names of particular people, places and things were proper nouns. They always begin with a capital letter e.g., Muhammad Ali, Mike Tyson, Yao Ming.

2. Verbs

Verbs was indicated actions, things that happen, e.g. to bring, drink, sing.

3. Adjectives

An adjective was describing qualities of nouns (people and things) - how they appear or behave, e.g. old, tall, foolish, and beautiful.

4. Adverbs

Adverbs: to describe how a verb (activity) is applied, e.g. gently, fully, badly.

3. **The Definition of Vocabulary Size**

The researcher define vocabulary size refers to the number of words that a person knows. In the case of second language learners the goal is normally more modest: it is to estimate how many of the more common words they know based on a test of their knowledge of a sample of items from a word-frequency list (Read, 2000, p. 31-32). Vocabulary size also used to know students master in vocabulary and provide some indication of the size learning. The importance of having a large vocabulary large enough to provide coverage of 95% of the words is in the text.

This vocabulary measure test is designed to measure the receptive written vocabulary size of first or second language learners in English. This test measures the extent of knowledge about the connection of meaning-form, written word form and knowledge of smaller degree concepts. Learning vocabulary becomes an important part of learning foreign languages.

4. **Vocabulary of Foreign Language Learners**

There are many countries using more than one language to be a second language, one of which is Indonesia which makes English as a second language. It has been frequently observed that bilingual children's vocabulary sizes are smaller than monolinguals, and other similar findings.

Milton & Daller; (2013; p.13) said that many university students of the kind of vocabulary which is required for the easy comprehension of university level texts. Complex texts such as academic articles can be quite densely packed with infrequent

vocabulary and vocabulary. Students' achievement may, as much as vocabulary size as by academic ability it would seem.

Recent research has provided some evidence to respect the question what constitutes a sufficient number of words for different tasks. For participating in an everyday conversation it is assumed a learner needs 2,000-3,000 of the most frequent English words Adolphs and Schmitt (in Milton & Daller : 2013), whilst she/he needs 5,000 words to begin to read authentic texts and around 10,000 for starting an academic degree course.

Schmitt classify the size of vocabulary for second and foreign language learners as follows:

Table 2.3 English vocabulary size of foreign learners

Country	Vocabulary Size	References
Japan (EFL University)	2.300	Shillaw, 1995
China (English Majors)	4.000	Barrow et al.,1999 Laufeer, 2001
Indonesia (EFL University)	1.220	Nurwei and Read, 1999
Oman (EFL University)	2.000	Horst, Cobb, and Meara, 1998
Israel (High School Graduates)	3.500	Laufer, 1998
France (High School)	1.000	Arnaud et al.,1985
Greece (Age 15, High School)	1.680	Milton and Meara, 1998
Germany (Age 15, High School)	1.200	Milton and Meara, 1998

The vocabulary size of foreign learners Thornbury (in Setiawan : 2017) can be seen in the table below :

Table 2.4 Vocabulary Size of Foreign Learners

Easystars	200 words
Level One Beginner	300 words
Level Two Elementary	600 words
Level Three Pre-Intermediate	1200 words
Level Four Intermediate	1700 words
Level Five Upper-Intermediate	2300 words
Level Six Advance	3000 words

D. Theory of Correlational Design

Correlation is a statistical test to determine patterns or trends for two (or more) variables or two data sets that vary consistently. This correlational design gives you the opportunity to predict scores and explain the relationships between variables. In correlational research, researchers will use a statistical correlation test to measure the level of relationship (or relationship) between two or more variables or sets of scores. In the correlational design there is no independent and dependent variables but called continuous variable.

The purpose of correlational research is to determine the extent to which a relationship exists between two or more variables and to develop and predict the future value of one or more other variables from the value that exists at this time

The correlation is indicated by correlation coefficient represented with numbers from 0 to 1 showing the degree of relationship, and the direction of the correlation indicated with (-) showing negative correlation and (+) showing positive correlation. There were possible results of a correlation study :

1. Positive correlation: Both variables increase or decrease at the same time. A correlation coefficient close to +1.00 indicates a strong positive correlation.

2. Negative correlation: Indicated that as amount of one variable increases, the other decreases (and vice versa). A correlation coefficient close to -1.00 indicates a strong negative correlation.

3. Zero correlation : A value of zero indicates that there is no relationship between two or more variables.

   Here's a typical range of values that will work for our needs :

0.00-0.199	- Very low
0.20-0.399	- Low/Weak
0.40-0.599	- Moderate
0.60-0.799	- High
0.80-1.000	- Very High

E. Theoretical Framework

    The theoretical framework is that students' engagement will correlate with students' motivation and vocabulary size as illustrated in figure 2.4
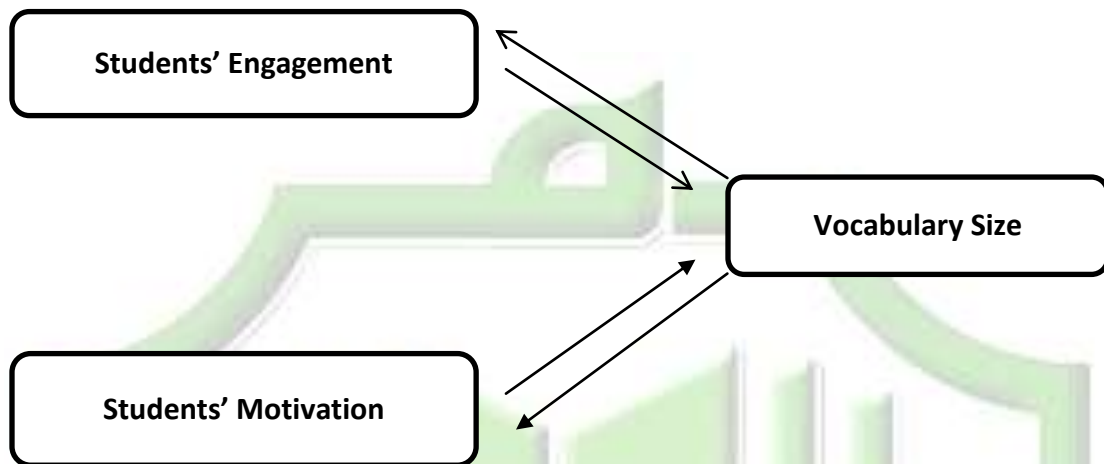
Figure 2.4 Theoretical Framework

CHAPTER III
RESEARCH METHOD

A. Research Design

This study was used quantitative approach. It was because the study analyzed the correlation between students' engagement and students' motivation toward vocabulary size of EFL students. Thus, it was quantitative studies can be defined by testing them from the number of contacts with the study population, the reference period of the study and the nature of the investigation. A theory in quantitative research is an interrelated set of constructs (or variables) formed into propositions, or hypotheses, that specify the relationship among variables (typically in terms of magnitude or direction). A theory that may arise in research studies such as arguments, discussions, figures, or reasons, and it helps to predict (or explain) phenomena that occur in the world (Creswell, 2014, p, 236).

This study was used Correlational Research. It was because presented studies measured the correlation between students' engagement and students' motivation toward vocabulary size of EFL at third and fifth-semester students of English Education Program at IAIN Palangka Raya.

There was no manipulation of the variables in this type of research. Ary et all (2010, p, 349) argues that the correlational research assesses the relationships among two or more variables in a single group. The correlation will be indicate by correlation coefficient represented with numbers from 0 to 1 showing the degree of

relationship, and the direction of the correlation indicated with (-) showing negative correlation and (+) showing the positive correlation. There are two possible results of a correlation study :

1. Positive correlation: Both variables increase or decrease at the same time. A correlation coefficient close to +1.00 indicates a strong positive correlation.

2. Negative correlation: Indicated that amount of one variable increases, the other decreases (and vice versa). A correlation coefficient close to -1.00 indicate a strong negative correlation.

Scatterplot illustrates the direction of the relationship between the variables. A scatterplot with dots going from lower left to upper right indicate a positive correlation and one with dots going from upper left to lower right indicates a negative correlation.

Figure 3.1
The Scatterplots

(A) Positive Correlation   (B) Negative Correlation

(C) No correlation   (D) No correlation
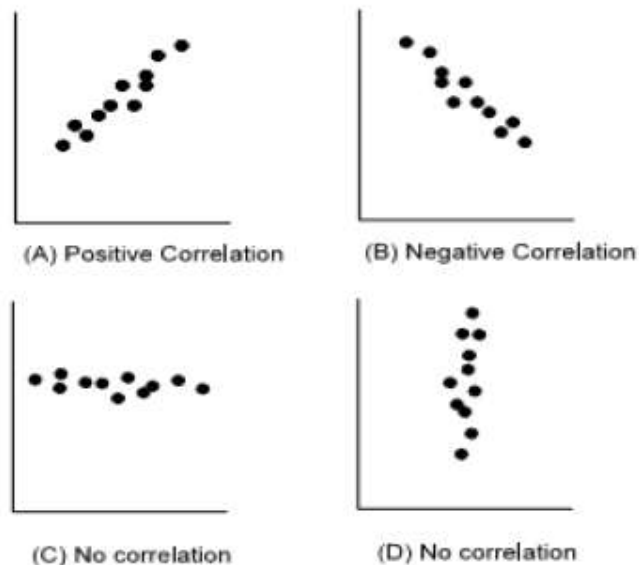
B. Variable of the study

Variables are things that have different characteristics from one another. In this study there are three continuous variables. They are students' engagement, students' motivation and vocabulary size.

C. Population and Sample

Population is defined as all members of any well-defined class of people, events or objects (Ary, 2010, p.148). The population of this study was student of English study program at IAIN Palangka Raya in academic year 2019/2020 in third and fifth semester. The number of population is 178 students.

Sample is a subset of individuals or case from within a population (Nunan, 1992, p. 232) or a portion of population (Ary, 2010, p. 148). The researcher took 53 learners from third and fifth semester of English Study Program at IAIN Palangka Raya as a sample by using random sampling technique because random sampling technique is the best way to get samples that represent an affordable population (Latief, 2010. P.142)

Table 3.1 Population of Study

Semester	Perncentage	Number
3	15%	26 students
5	15%	27 students
Total	30%	53 students

*Source by class distribution third and fifth semester academic year 2019

D. Research Instrument

Instruments are very needed in research. Arikunto (2010; p. 192) states that instrument is tool when doing research used by the research in collecting the data in order to make his/her work is easier and the result is better.

1. Instrument

a. Questionnaire

Brown (in Dornyei 2003) states that questionnaire are any written instruments that present respondents with a series of question or statement to which they are to react either by writing out their answer or selecting from among existing answers. The researcher using a questionnaire that has been developed by Gunuc and Kuzu (2014) to get the data related to student engagement in English subject and used questionnaire to get the data of student motivation. Questionnaire of students' engagement adapt from Dogan (2014; p. 403) then gives little modify to make the statement fit to students at fifth semester.

Table 3.2 Item specification of questionnaire of students' engagement

Item specification of questionnaire	Positive	Negative
Emotional Engagement	1,2,3,4,5,6,7,8,9,10,11	
Cognitive Engagement	12,13,14,15,17,18,19,20,21,22	16
Behavioral Engagement	23,24,25,26,27,28,29,30,31	

Questionnaire of students motivation will adopt from Gitawaty (2010; p.54-56) and Moskovsky & Alrabai (2009; p.7-10). The researcher will modify (combine)both of them questionnaire to make fit with the researcher theory.

Table 3.3 Item specification of questionnaire of students' motivation

Dimension	Item Number	
	Positive	Negative
Intrinsic Motivation	1,2,3,4,7,8,9,10,11, 12,13,14,15,16,17	5,6
Extrinsic Motivation	18,19,20,21,22, 23,27,28	24,25,26

Table. 3.4

The Likert Scale Rating

Optional	Score	
	Positive	Negative
Strongly agree	1	5
Agree	2	4
Not sure	3	3
Disagree	4	2
Strongly disagree	5	1

b. Test

The researcher used vocabulary test to measure the number of vocabulary size owned students. The researcher adopted the test from Vocabulary Level Test was devised by Paul Nation at Victoria University of Wellington in New Zealand. The test used multiple choice format and the tested words are in the form of a short non-defining context. It measures the receptive vocabulary size of non-native learner and it is more about proficiency measure.

3.5 Kind of Test vocabulary size

Content Word	Number
Noun	2,3,4,8,10,12,14,15,16,17,18,19,20,23,25,31,34,35,36, 37,38,41,45,46,47,49,50,52,53,54,55,56,61,62,63,65, 66,67,68,69,70,72,73,74,75,76,77,78,81,82,83,84,85, 87,88,89,90,92,92,93,94,94,95,96,97,98,99,100
Verb	1,6,7,11,13,21,22,24,26,27,28,29,39,40,42,43,48,57,60,64,80,86
Adjective	5,9,30,32,44,51,58,59,71,78
Adverb	-

2. Instrument Validity

Ary et all (2010: 225) stated that an instrument was considering being a good one if it meets some requirements. One of them is validity. Validity defined as the extent to which instrument measured what it claimed to measure. The validity of a test is the extent to which it measures what is supposed to measure and nothing else. Every test, whether it is a short, informal classroom test or a public examination,

should be valid the constructor can make it. The test must aim to provide the actual levels of certain skills intended to be measured, to the extent that measuring skills and other external knowledge at the same time, it will not be a valid test. Content, criterion, and construct validity became the three main foci for the test validation.

Content Validity referred to a test consisting adequate content to measure the desired ability to trait. Content validity refers to the degree to which the sample of items, tasks, or questions on a test representative of some defined universe or domain of content. In the present study, vocabulary size test consists of 100 test items. The students were asked to find the definition or the closest meaning to the question. It is presented by multiple choice. Meanwhile for the students' engagement questionnaire consist 31 items and students; motivation questionnaire consists of 27 items. The students were asked to give check mark based on the actually do given the statements.

Ary et all also stated face validity is a term sometimes used in connection with a tests content. Face validity refers to the extent to which the sample believes the instrument measures what should be measured. The questionnaire of students' engagement used to measure the students' engagement and questionnaire of students' motivation used to measure students' motivation. The vocabulary size test instrument used to measure the vocabulary size.

According to Heaton (1974: 10) a good test should possess validity: that is it should measure what it is intended to measure and nothing else. If a test does this, it said to be valid. All of the test items must relate to what students learned. In this

study the instrument for collecting the data must be valid. It means the items in the instrument were equal and proportional in their distribution as the indicators of test.

The researcher would not measure the construct validity because the instruments that have been widely used to measure L2 student's vocabulary size. In line with Perdana (2018, p. 48) in his study that used same instruments, this study adopted the above test as these were the test that have been widely used to measure L2 student's vocabulary size.

3. Instrument Reability

Reability defines whether an instrument can measure something to be measured constantly from time to time. Thus, the key words for qualifying requirement are consistency or unchanged. The researcher examined the reability of the item by using formula of instrument reability:

$$r_{11} = \left(\frac{k}{k-1}\right) \times \left(1 - \frac{M(k-M)}{k.Vt}\right)$$

Where:

r_{11} = reability instrument

k   = total numbers of items

M   = the mean score

Vt   = the standard derivation

4. **Normality**

Normality test is obtained to test sampling data which sources from population normal distribution. Normal distribution is the best model to approach distribution frequency phenomena of the nature and social. In this normality test, the writer used Shapiro-Wilk statistic technique because the respondents are les from 100. Minimum standard of normality test is 0,05.

5. **Homogeneity**

Homogeneity test is obtained to test two or more sample data group which sources from the same population variant. In this homogeneity standard minimum 0,05.

E. **Data Collection Procedures**

The first step to collect the data, the researcher will determine population and place of the study, the second is the researcher will conduct pre-observation in way directly go to the classroom/personal and ask the students about the problems they face related to the topic. The third step is the researcher will construct the questionnaire of students' engagement, students' motivation and the test of students' vocabulary size. The fourth, after the researcher get permission to do research, researcher will deliver both of questionnaire and vocabulary size test to the students. The fifth, the researcher will collect the data of the questionnaire and test. The last the researcher will analyze the data use SPSS 16.0

F. Data Analysis Procedures

After collected the quantitative data on the three variables for each of the students in the sample, there are several steps do as follow.

a) Calculate the mean of students' engagement score by used the formula:

$$M = \frac{\Sigma Y}{N}$$

Where:

M = Mean

ΣY = the sum of scores learning strategies

N = number of the students

b) Calculate the mean of students' motivation score by used formula:

$$M = \frac{\Sigma Y}{N}$$

Where:

M = Mean

ΣY = the sum of scores learning strategies

N = number of the students

c) Calculated the students' score of vocabulary size by used the formula:

$$S = \frac{n}{N} x100$$

Where:

S = students' score

n = number of true answers

N = number of test items

d) Calculated the mean of the vocabulary size test score used formula:

$$M = \frac{\Sigma X1}{N}$$

Where:

M   = Mean

ΣX1   = the sum of scores vocabulary size

N   = the number of students

e) To found out the correlation coefficients of the students' engagement and vocabulary size and correlation coefficient of students' motivation and vocabulary size, the researcher used the formula below:

Product moment formula:

$$r_{xy} = \frac{N\sum XY - \sum X \sum Y}{\sqrt{N\sum X^2 - (\sum X)^2} \; x \; N\sum Y^2 - (\sum Y)^2}$$

Where:

Rxy   = index number correlation "r" product moment.

Σ   = amount of all X score.

Σ   = amount of all Y score.

Σ   = amount of Multiplication Result between Score X and Y.

N   = number of Students.

f) To found the multiple correlation coefficient, the researcher is used the formula as follow:

$$R_{x1.x2.\,Y} = \sqrt{\frac{r^2 x1.y + r^2 x2.y - 2\,(r\;x1.y\,)(r\;x2.y\,)(r\;x1.x2\,)}{1 - r^2\;x1.x2}}$$

Where:

RX1X2Y   = The multiple correlation coefficients

rx1y   = The correlation coefficient between variable x1 and y

rx2y = The correlation coefficient between variable x2 and y

rx1x2 = The correlation coefficient between variable x1 and x2

g) To know the significant of multiple correlation X1, X2 and Y, the researcher used the formula:

$$f\,value = \frac{\frac{R2}{k}}{\frac{(1-R2)}{n-k-1}}$$

Where:

R = Score of multiple correlation

k = Total of Independent variable

n = total of sample

f = Comparison between F value and F table

h) To know the score of F value the researcher used F table with the formula:

F table = df1= k-1

df2= n-k

Where:

k = total of variable

n = total of sample

i) Interpretation

After the researcher finding the $F_{observe}$, the next step is compared with the F table, if the F observe is greater than F table, it meant there is correlation among the variables.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presented the data which had been collected from the research in the field of study which consists of description of the data, result of data analysis, and discussion.

A. Data Presentation

The research conducted on Sept, 9 – Sept, 15. 2019. The number of learners who became research subject were 53 learners of English Education Study Program in the third and fifth semester of 2019/2020 academic year at IAIN Palangka Raya.

1. The result of Questionnaire Students' Engagement

Item 1, "*I feel bored when learning English*". There were 24 students who choose Strongly Disagree (45%). There were 14 students who choose Disagree (26%). There were 9 students who choose Not Sure (17%). There were 5 students who choose Agree (9,4%). There were 1 student who choose Strongly Agree (1,9%). It can be concluded that students not bored when learning English.

Item 2, "*I worried when the lecturer gave me some homework*". There were 12 students who choose Strongly Disagree (23%). There were 18

students who choose Disagree (34%). There were 13 students who choose Not Sure (25%). There were 7 students who choose Agree (13%). There were 3 students who choose Strongly Agree (5,7%). It can be concluded that students are not worried when the lecturer give some homework.

Item 3, "*I can't finish my homework*". There were 17 students who choose Strongly Disagree (32%). There were 21 students who choose Disagree (40%). There were 12 students who choose Not Sure (23%). There were 3 students who choose Agree (5,7%). There were not students who choose Strongly Agree. It can be concluded almost of the students can finish their homework.

Item 4, "*I feel enjoy when learning English*". There were not students who choose Strongly Disagree. There were 1 student who choose Disagree (1,9%). There were 4 students who choose Not Sure (7,5%). There were 26 students who choose Agree (49%). There were 22 students who choose Strongly Agree (42%). It can be concluded that students enjoy when learning English.

Item 5, "*I feel angry when there are too many assignments from the lecturer*". There were 1 student who choose Strongly Disagree (1,9%). There were 10 students who choose Disagree (19%). There were 21 students who choose Not Sure (40%). There were 16 students who choose Agree (30%). There were 5 students who choose Strongly Agree (9,4%). It can be

concluded that students feel waver between angry or not when the lecturer give many assignments.

Item 6, "*I am very enthusiastic about English class*". There were not students who choose Strongly Disagree. There were 1 student who choose Disagree (1,9%). There were 8 students who choose Not Sure (15%). There were 25 students who choose Agree (47%). There were 19 students who choose Strongly Agree (36%). It can be concluded that students very enthusiastic about English class.

Item 7, "*I feel I'm a part of this English class*". There were not students who choose Strongly Disagree. There were not students who choose Disagree. There were 5 students who choose Not Sure (9,4%). There were 26 students who choose Agree (49%). There were 22 students who choose Strongly Agree (42%). It can be concluded their feel their part of the English class.

Item 8, "*I'm very enthusiastic when the lecturer gave some homework*". There were not students who choose Strongly Disagree. There were 4 students who choose Disagree (7,5%). There were 38 students who choose Not Sure (72%). There were 7 students who choose Agree (13%). There were 4 students who choose Strongly Agree (7,5%). It can be concluded that not sure about their enthusiastic.

Item 9, "*I suggest to other students to come to my faculty/class*". There were 2 students who choose Strongly Disagree (3,8%). There were 3 students

who choose Disagree (5,7%). There were 21 students who choose Not Sure (40%). There were 22 students who choose Agree (42%). There were 5 students who choose Strongly Agree (9,4%). It can be concluded that students will suggest to other students.

Item 10, "*I believe, I received a good education in my English class*". There were not students who choose Strongly Disagree. There were not students who choose Disagree. There were 7 students who choose Not Sure (13%). There were 27 students who choose Agree (51%). There were 19 students who choose Strongly Agree (36%). It can be concluded that students believed their received a good education.

Item 11, "*I spend a lot of time on my studies and homework*". There were not students who choose Strongly Disagree. There were 4 students who choose Disagree (7,5%). There were 19 students who choose Not Sure (36%). There were 26 students who choose Agree (49%). There were 4 students who choose Strongly Agree (7,5%). It can be concluded that students spend a lot of their time to their studies and homework.

Item 12, "*I focus to all my attention on learning in class*". There were not students who choose Strongly Disagree. There were 2 students who choose Disagree (3,8%). There were 13 students who choose Not Sure (25%). There were 33 students who choose Agree (62%). There were 5 students who choose Strongly Agree (9,4%). It can be concluded that them gave all of their attention to their class.

Item 13, "*I do my homework on time*". There were not students who choose Strongly Disagree. There were 1 student who choose Disagree (1,9%). There were 26 students who choose Not Sure (49%). There were 20 students who choose Agree (28%). There were 6students who choose Strongly Agree (11%). It can be concluded that they're not on time to do their homework.

Item 14, "*I work as hard as I can in my studies*". There were not students who choose Strongly Disagree. There were 1 student who choose Disagree (1,9%). There were 3 students who choose Not Sure (5,7%). There were 24 students who choose Agree (45%). There were 25 students who choose Strongly Agree (47%). It can be concluded their work as hard as their can in their studies.

Item 15, "*I do my best in the class*". There were not students who choose Strongly Disagree. There were not students who choose Disagree. There were 8 students who choose Not Sure (15%). There were 33 students who choose Agree (62%). There were 12 students who choose Strongly Agree (23%). It can be concluded their do their best in the class.

Item 16, "*I didn't stop trying even though the lesson was difficult*". There were not students who choose Strongly Disagree. There were 2 students who choose Disagree (3,8%). There were 5 students who choose Not Sure (9,4%). There were 27 students who choose Agree (51%). There were 19 students who choose Strongly Agree (36%). It can be concluded their didn't stop trying to learn.

Item 17, "*I believe I did my best to study in English class to improve four English skills*". There were not students who choose Strongly Disagree. There were not students who choose Disagree. There were 5 students who choose Not Sure (9,4%). There were 28 students who choose Agree (53%). There were 20 students who choose Strongly Agree (38%). It can be concluded their do their best.

Item 18, "*I try my best when doing my lesson*". There were not students who choose Strongly Disagree. There were not students who choose Disagree. There were not students who choose Not Sure. There were 31 students who choose Agree (58%). There were 22 students who choose Strongly Agree (42%). It can be concluded that their do their best in the lesson

Item 19, "*I usually make plans before doing homework*". There were not students who choose Strongly Disagree. There were 5 students who choose Disagree (9,4%). There were 18 students who choose Not Sure (34%). There were 24 students who choose Agree (45%). There were 6 students who choose Strongly Agree (11%). It can be concluded their make plans before doing their homework.

Item 20, "*I keep studying even when there are no exams to come*". There were 2 students who choose Strongly Disagree (3,8%). There were 3 students who choose Disagree (5,7%). There were 27 students who choose Not Sure (51%). There were 15 students who choose Agree (28%). There

were 6 students who choose Strongly Agree (11%). It can be concluded their keep studying.

Item 21, "*I share the knowledge I learned at class with others*". There were not students who choose Strongly Disagree. There were not students who choose Disagree. There were 10 students who choose Not Sure (19%). There were 32 students who choose Agree (60%). There were 11 students who choose Strongly Agree (21%). It can be concluded their share their knowledge to others.

Item 22, "*I corrected my homework mistakes*". There were not students who choose Strongly Disagree. There were not students who choose Disagree. There were 16 students who choose Not Sure (30%). There were 24 students who choose Agree (45%). There were 13 students who choose Strongly Agree (25%). It can be concluded their corrected their homework.

Item 23, "*I always arrive on time to class*". There were 1 student who choose Strongly Disagree (1,9%). There were 2 students who choose Disagree (3,8%). There were 16 students who choose Not Sure (30%). There were 22 students who choose Agree (42%). There were 12 students who choose Strongly Agree (23%). It can be concluded they arrive to classroom on time.

Item 24, "*I'm usually late for English class*". There were 14 students who choose Strongly Disagree (26%). There were 16 students who choose Disagree (30%). There were 15 students who choose Not Sure (28%). There

were 6 students who choose Agree (11%). There were 2 students who choose Strongly Agree (3,8%). It can be concluded their come to their class on time.

Item 25, "*I was usually sent to the disciplinary board because of my behavior*". There were 32 students who choose Strongly Disagree (60%). There were 10 students who choose Disagree (19%). There were 9 students who choose Not Sure (17%). There were 2 students who choose Agree (3,8%). There were not students who choose Strongly Agree. It can be concluded they discipline.

Item 26, "*I skip class from English every time I get a chance*". There were 42 students who choose Strongly Disagree (79%). There were 5 students who choose Disagree (9,4%). There were 5 students who choose Not Sure (9,4%). There were 1 student who choose Agree (1,9%). There were not students who choose Strongly Agree. It can be concluded they don't like skip the class.

Item 27, "*I never skipped English class*". There were 42 students who choose Strongly Disagree (79%). There were 5 students who choose Disagree (9,4%). There were 5 students who choose Not Sure (9,4%). There were 1 student who choose Agree (1,9%). There were not students who choose Strongly Agree. It can be concluded they never skipped English class.

Item 28, "*I am always involved in discussion in English class*". There were 2 students who choose Strongly Disagree (3,8%). There were not students who choose Disagree. There were 14 students who choose Not Sure

(26%). There were 29 students who choose Agree (55%). There were 1 student who choose Strongly Agree (1,9%). It can be concluded they involved in class discussion.

Item 29, "*I have considered leaving English class*". There were 36 students who choose Strongly Disagree (68%). There were 8 students who choose Disagree (15%). There were 3 students who choose Not Sure (5,7%). There were 5 students who choose Agree (9,4%). There were 1 student who choose Strongly Agree (1,9%). It can be concluded they don't have plans to leave the English class.

Item 30, "*I pretended to work in the class*". There were 25 students who choose Strongly Disagree (47%). There were 15 students who choose Disagree (28%). There were 10 students who choose Not Sure (19%). There were 1 student who choose Agree (1,9%). There were 2 students who choose Strongly Agree (3,8%). It can be concluded they always serious in the class.

Item 31, "*I repeated English lesson at home*". There were 2 students who choose Strongly Disagree (3,8%). There were 1 student who choose Disagree (1,9%). There were 27 students who choose Not Sure (51%). There were 14 students who choose Agree (26%). There were 9 students who choose Strongly Agree (17%). It can be concluded they will repeat English lesson at home.

Based on the data above, it could be concluded in the table below.

Table 4.1

The Result of Students' Engagement Score

CODE	Students' Engagement (X_1)	$X_1{}^2$
S1	109	11881
S2	113	12769
S3	104	10816
S4	101	10201
S5	101	10201
S6	119	14161
S7	93	8649
S8	105	11025
S9	86	7396
S10	106	11236
S11	106	11236
S12	98	9604
S13	105	11025
S14	97	9409
S15	99	9801
S16	104	10816
S17	113	12769
S18	112	12544
S19	107	11449
S20	103	10609
S21	98	9604
S22	103	10609
S23	119	14161
S24	106	11236
S25	112	12544
S26	100	10000
S27	102	10404
S28	103	10609
S28	109	11881
S30	99	9801
S31	99	9801
S32	106	11236

S33	100	10000
S34	110	12100
S35	107	11449
S36	104	10816
S37	93	8649
S38	108	11664
S39	102	10404
S40	112	12544
S41	123	15129
S42	92	8464
S43	112	12544
S44	98	9604
S45	108	11664
S46	117	13689
S47	97	9409
S48	107	11449
S49	98	9604
S50	110	12100
S51	102	10404
S52	92	8464
S53	105	11025
SUM	5534	
MEAN	204.96	
MAX	123	
MIN	86	
Standard Deviation	7.3006	

Based on the calculation variable X was found $\sum X$ = 5534 and $\sum X^2$ = 30625156. Based on the data above, it is known that the highest score was 123 and the lowest score was 86. And the standard deviation is 7,3006.

Figure 4.1

The Group Distribution of Questionnaire Students' Engagement
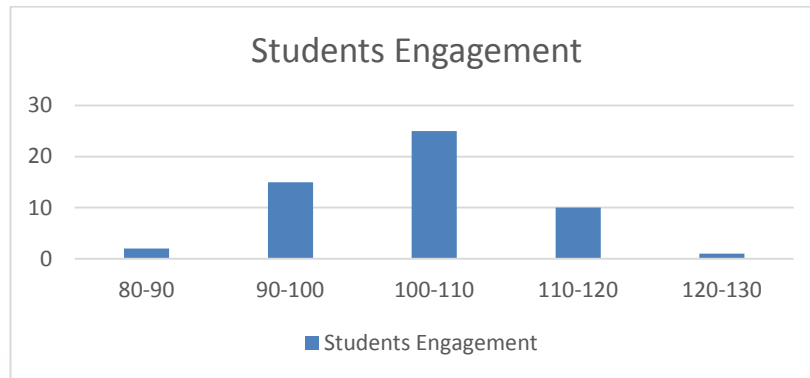
2. The result of Questionnaire Students' Motivation

Item 1, "*I really enjoy learning English*". There were not students who choose Strongly Disagree. There were 1 student who choose Disagree. There were 5 students who choose Not Sure (9,4%). There were 29 students who choose Agree (55%). There were 18 students who choose Strongly Agree (34%). It can be concluded they enjoy learning English.

Item 2, "*When English class ends, I often hope it continuous*". There were 1 student who choose Strongly Disagree (1,9%). There were 5 students who choose Disagree (9,4%). There were 22 students who choose Not Sure (42%). There were 17 students who choose Agree (32%). There were 8 students who choose Strongly Agree (15%). It can be concluded they hope class still continuous.

Item 3, "*I enjoy using English outside the classroom whenever I have the opportunity*". There were not students who choose Strongly Disagree. There were 1

student who choose Disagree (1,9%). There were 22 students who choose Not Sure (42%). There were 17 students who choose Agree (32%). There were 8 students who choose Strongly Agree (15%). It can be concluded their usually using English outside the classroom.

Item 4, "*I have a great desire to learn English to fulfill my curiosity*". There were not students who choose Strongly Disagree. There were not students who choose Disagree. There were 4 students who choose Not Sure (7,5%). There were 24 students who choose Agree (45%). There were 25 students who choose Strongly Agree (47%). It can be concluded that they have a great curiosity.

Item 5, "*I don't like learning English because I have a little vocabulary*". There were 24 students who choose Strongly Disagree (45%). There were 20 students who choose Disagree (38%). There were 7 students who choose Not Sure (13%). There were 1 student who choose Agree (1,9%). There were 1 student who choose Strongly Agree (1,9%). It can be concluded they like learning English.

Item 6, "*English class is a challenge that I enjoy*". There were 1 student who choose Strongly Disagree (1,9%). There were 1 student who choose Disagree (1,9%). There were 9 students who choose Not Sure (17%). There were 23 students who choose Agree (43%). There were 19 students who choose Strongly Agree (36%). It can be concluded that they like challenge when they learn English.

Item 7, "*I study English well when I compete with other students*". There were 3 students who choose Strongly Disagree (5,7%). There were not students who choose Disagree. There were 19 students who choose Not Sure (36%). There were 24

students who choose Agree (45%). There were 7 students who choose Strongly Agree (13%). It can be concluded they will do best when they compete with other students.

Item 8, "*In English class, I prefer activities and assignments (hands-on practice) that really challenge me to learn better*". There were not students who choose Strongly Disagree. There were 2 students who choose Disagree (3,8%). There were 14 students who choose Not Sure (26%). There were 17 students who choose Agree (32%). There were 20 students who choose Strongly Agree (38%). It can be concluded they like hands-on practice more than traditional learning method.

Item 9, "*I feel quite competent during English class*". There were 2 students who choose Strongly Disagree (3,8%). There were 1 student who choose Disagree (1,9%). There were 21 students who choose Not Sure (40%). There were 22 students who choose Agree (42%). There were 7 students who choose Strongly Agree (13%). It can be concluded they competent during English class.

Item 10, "*I want to learn English because it's important to show my abilities to others*". There were 3 students who choose Strongly Disagree (5,7%). There were 1 student who choose Disagree (1,9%). There were 11 students who choose Not Sure (21%). There were 23 students who choose Agree (43%). There were 15 students who choose Strongly Agree (28%). It can be concluded they want to show their abilities to others.

Item 11, "*I want to do better than other students in English class*". There were 3 students who choose Strongly Disagree (5,7%). There were not students who choose Disagree. There were 10 students who choose Not Sure (19%). There were 22

students who choose Agree (42%). There were 18 students who choose Strongly Agree (34%). It can be concluded they want to do better than others.

Item 12, "*I feel compelled to learn English when the lecturer sometimes gives me the choice to decide what to learn in class*". There were 2 students who choose Strongly Disagree (3,8%). There were not students who choose Disagree. There were 13 students who choose Not Sure (25%). There were 23 students who choose Agree (43%). There were 15 students who choose Strongly Agree (28%). It can be concluded they feel compelled when the lecturer gives a choice.

Item 13, "*I know that learning English is not an easy task, but I am sure that if I work hard, I will get better*". There were 1 student who choose Strongly Disagree (1,9%). There were not students who choose Disagree. There were 1 student who choose Not Sure (1,9%). There were 18 students who choose Agree (34%). There were 33 students who choose Strongly Agree (62%). It can be concluded they want to be better.

Item 14, "*Learning English is a boring thing*". There were 27 students who choose Strongly Disagree (51%). There were 14 students who choose Disagree (26%). There were 7 students who choose Not Sure (13%). There were 2 students who choose Agree (3,8%). There were 3 students who choose Strongly Agree (5,7%). It can be concluded they like feel happy when learning English.

Item 15, "*I prefer English classes where there are many activities that allow me to actively participate*". There were 2 students who choose Strongly Disagree (3,8%). There were 4 students who choose Disagree (7,5%). There were 10 students

who choose Not Sure (19%). There were 21 students who choose Agree (40%). There were 16 students who choose Strongly Agree (30%). It can be concluded they like activity in learning English.

Item 16, "*I prefer to sit and listen, don't like being forced to speak in English class*". There were 7 students who choose Strongly Disagree (13%). There were 10 students who choose Disagree (19%). There were 14 students who choose Not Sure (26%). There were 14 students who choose Agree (26%). There were 8 students who choose Strongly Agree (15%). It can be concluded almost of them just want to sit and listen in English class.

Item 17, "*I study English so that I can communicate with others when travel abroad*". There were not students who choose Strongly Disagree. There were 1 student who choose Disagree (1,9%). There were 3 students who choose Not Sure (5,7%). There were 18 students who choose Agree (34%). There were 31 students who choose Strongly Agree (58%). It can be concluded they want to speak English better.

Item 18, "*I study English because knowledge of English will enable me to get a high job*". There were not students who choose Strongly Disagree. There were not students who choose Disagree. There were 5 students who choose Not Sure (9,4%). There were 25 students who choose Agree (47%). There were 23 students who choose Strongly Agree (43%). It can be concluded they want to get high job with their English knowledge.

Item 19, "*I study English to make it easier for me to understand work in field as well as outside my field*". There were not students who choose Strongly Disagree. There were not students who choose Disagree. There were 1 student who choose Not Sure (1,9%). There were 25 students who choose Agree (47%). There were 27 students who choose Strongly Agree (51%). It can be concluded they learn English to make it they easier to their work later.

Item 20, "*I study English because English is important in the world of work*". There were not students who choose Strongly Disagree. There were not students who choose Disagree. There were 2 students who choose Not Sure (3,8%). There were 23 students who choose Agree (43%). There were 28 students who choose Strongly Agree (53%). It can be concluded they feel learn English is important.

Item 21, "*I study English because in my country people will have a good competence in English there will be more value*". There were not students who choose Strongly Disagree. There were not students who choose Disagree. There were 7 students who choose Not Sure (13%). There were 23 students who choose Agree (43%). There were 23 students who choose Strongly Agree (43%). It can be concluded they learn English because in their countries people will have a good competence.

Item 22, "*My lecturer often appreciates when teaching English*". There were not students who choose Strongly Disagree. There were not students who choose Disagree. There were 17 students who choose Not Sure (32%). There were 25

students who choose Agree (47%). There were 11 students who choose Strongly Agree (21%). It can be concluded they like appreciates from the lecturer.

Item 23, "*I hope with my inclusion in English class, my lecturer can help all my problems*". There were not students who choose Strongly Disagree. There were not students who choose Disagree. There were 15 students who choose Not Sure (28%). There were 20 students who choose Agree (38%). There were 18 students who choose Strongly Agree (34%). It can be concluded they hope their lecturer can solve their problems.

Item 24, "*I only expect knowledge from my lecturer, so I don't need to find out anymore*". There were 13 students who choose Strongly Disagree (25%). There were 17 students who choose Disagree (32%). There were 14 students who choose Not Sure (26%). There were 7 students who choose Agree (13%). There were 2 students who choose Strongly Agree (3,8%). It can be concluded they don't want to just be stuck in the lecturer's explanation.

Item 25, " *I also expect appreciation (grades and praise) when the lecturer asks me to practice what my lecturer teaches*". There were 6 students who choose Strongly Disagree (11%). There were 7 students who choose Disagree (13%). There were 15 students who choose Not Sure (28%). There were 21 students who choose Agree (40%). There were 4 students who choose Strongly Agree (7,5%). It can be concluded they hopes appreciate from the lecturer.

Item 26, "*I listened to my lecturer teach because I fear of being punished*". There were 7 students who choose Strongly Disagree (13%). There were 20 students

who choose Disagree (38%). There were 18 students who choose Not Sure (34%). There were 7 students who choose Agree (13%). There were 1 student who choose Strongly Agree (1,9%). It can be concluded they are not afraid of being punished.

Item 27, "*I believe with what my lecturer said that I will become a successful person later*". There were 1 student who choose Strongly Disagree (1,9%). There were 1 student who choose Disagree (1,9%). There were 3 students who choose Not Sure (5,7%). There were 17 students who choose Agree (32%). There were 31 students who choose Strongly Agree (58%). It can be concluded they believed their lecturer too much.

Based on the data above, it could be concluded in the table below:

Table 4.2

The Result of Students' Motivation Score

CODE	Students' Motivation (X_2)	$X_2{}^2$
S1	106	11236
S2	105	11025
S3	99	9801
S4	101	10201
S5	103	10609
S6	103	10609
S7	91	8281
S8	102	10404
S9	102	10404
S10	104	10816
S11	94	8836

S12	100	10000
S13	107	11449
S14	102	10404
S15	78	6084
S16	103	10609
S17	94	8836
S18	106	11236
S19	93	8649
S20	98	9604
S21	113	12769
S22	83	6889
S23	107	11449
S24	116	13456
S25	99	9801
S26	94	8836
S27	103	10609
S28	117	13689
S28	95	9025
S30	102	10404
S31	85	7225
S32	99	9801
S33	77	5929
S34	98	9604
S35	107	11449
S36	78	6084
S37	113	12769
S38	103	10609
S39	114	12996
S40	91	8281
S41	103	10609
S42	101	10201
S43	109	11881
S44	112	12544
S45	108	11664
S46	108	11664
S47	96	9216
S48	113	12769
S49	98	9604
S50	112	12544
S51	99	9801
S52	106	11236

S53	97	9409
SUM	5347	
MEAN	100,89	
MAX	117	
MIN	77	
Standard Deviation	9,180908	

Based on the calculation variable X_2 was found $\sum X_2 = 5347$ and $\sum X_2{}^2 = 543909$. Based on the data above, it is known that the highest score was 117 and the lowest score was 77. And the standard deviation is 9,180908.

Figure 4.2

The Group Distribution of Questionnaire Students' Motivation
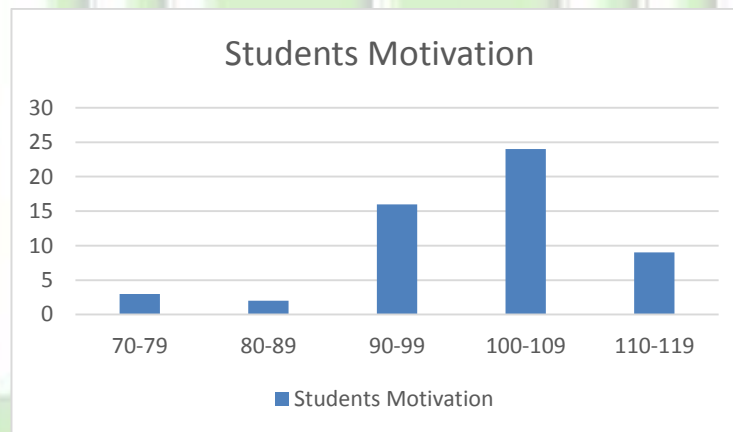
3. The Result of Vocabulary Size Score

After the vocabulary size test were collected, it gave the scores to the students' answer. The following table shows about the vocabulary size test score.

Table 4.3

The Result of Vocabulary Size Score

CODE	Vocabulary Size (Y)	Y
S1	26	676
S2	40	1600
S3	57	3249
S4	48	2304
S5	85	7225
S6	68	4624
S7	80	6400
S8	61	3721
S9	27	729
S10	73	5329
S11	42	1764
S12	56	3136
S13	69	4761
S14	31	961
S15	53	2809
S16	70	4900
S17	45	2025
S18	40	1600
S19	73	5329
S20	72	5184
S21	60	3600
S22	30	900
S23	29	841
S24	32	1024
S25	54	2916
S26	70	4900
S27	50	2500
S28	49	2401
S28	83	6889
S30	59	3481
S31	56	3136
S32	83	6889
S33	68	4624

S34	87	7569
S35	56	3136
S36	79	6241
S37	44	1936
S38	88	7744
S39	45	2025
S40	77	5929
S41	38	1444
S42	83	6889
S43	84	7056
S44	56	3136
S45	50	2500
S46	46	2116
S47	78	6084
S48	63	3969
S49	81	6561
S50	68	4624
S51	56	3136
S52	68	4624
S53	54	2916
SUM	3140	
MEAN	114,5	
MAX	88	
MIN	26	
Standard Deviation	17,39	

Based on the calculation variable Y was found $\sum Y = 3140$ and $\sum Y^2 = 202062$.

Based on the data above, it is known that the highest score was 88 and the lowest

score was 26. The standard deviation was 17,39.

Table 4.4

Distribution of Students' Vocabulary Size Test Score

No	Category	Frequency
1.	Score 80-100	9
2.	Score 70-<80	8
3.	Score 60-<70	8
4.	Score 50-<60	12
5.	Score <50	16
	Total	53

Based on the data above, can be seen the variation of scores. Based on the calculation there were nine students who acquired score 80-100, eight students who acquired score 70-<80, eight students who acquired 60-<70, twelve students who acquired 50-<60 and sixth teen students who acquired score <50.

After scoring process, we can make a several groups of the data in some level on predicate of score then made percentage by using formula:

$$S = \frac{n}{N} x100$$

Where:

S   = students' score

n   = number of true answers

N   = number of test items
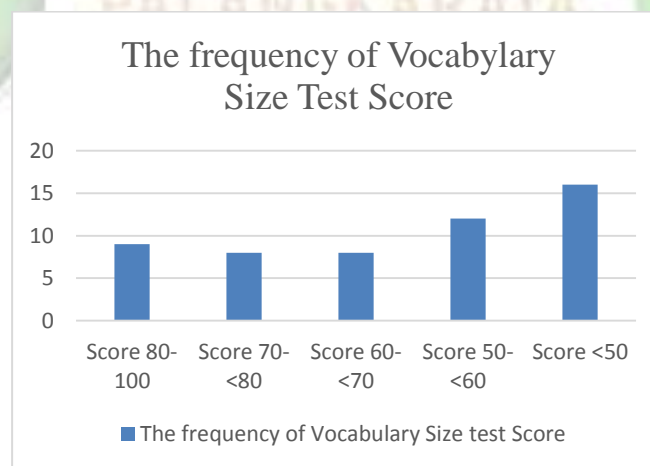
Table 4.5

Distribution Frequency and Presentation Score of the Students' Vocabulary Size Test

No	Category	Predicate	Letter Value	Frequency	Percent
1.	Score 80-100	Very good	A	9	16,981%
2.	Score 70-<80	Good	B	8	15,094%
3.	Score 60-<70	Fair	C	8	15,094%
4.	Score 50-<60	Poor	D	12	22,641%
5.	Score <50	Bad	E	16	30,188%
	Total			53	100%

Based on the data above, it can be explained that there were 16,981% students who acquired scores 80-100, 15,094% students who acquired score 70->80, 15,094% students who acquired score 60-<70, 22,641% students who acquired 50-<60 and there were 30,188 students who acquired score <50. The following is chart about the frequency of vocabulary size test score.

Figure 4.3

The Group Distribution of Students' Vocabulary Size

B. Research Findings

1. Testing Normality, Homogeneity and Linearity

a. Testing Normality

In this study, the researcher used One-Sample Kolmogrov-Smirnov Test to test normality.

1. Test Normality of Questionnaire Students' Engagement

Table 4.6
Test Normality of Students' Engagement

One-Sample Kolmogorov-Smirnov Test

		Students Engagement
N		53
Normal Parameters[a]	Mean	104.42
	Std. Deviation	7.371
Most Extreme Differences	Absolute	.063
	Positive	.061
	Negative	-.063
Kolmogorov-Smirnov Z		.458
Asymp. Sig. (2-tailed)		.985

a. Test distribution is Normal.
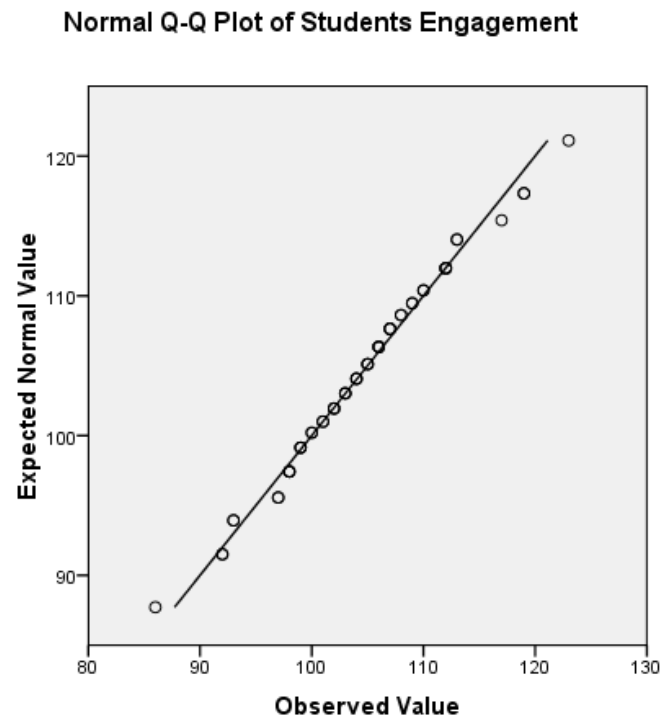
The Normal Q-Q Plot of Students Engagement

Normal Q-Q Plot of Students Engagement

Based on the calculation using SPSS program, the asymptotic significance normality of questionnaire students' engagement was 0,985. Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level significance 5% (α = 0,05). Because asymptotic significance of students' engagement =0,985≥ α=0,05 it could be concluded that the data was normal distribution. From the Q-Q plot shows that almost the data points of vocabulary size spread around the straight line. It means the data had normal distribution.

2. The Normality of Students' Motivation

Table 4.7
Test Normality of Students' Motivation

One-Sample Kolmogorov-Smirnov Test

		Students Motivation
N		53
Normal Parameters[a]	Mean	100.89
	Std. Deviation	9.269
Most Extreme Differences	Absolute	.114
	Positive	.052
	Negative	-.114
Kolmogorov-Smirnov Z		.827
Asymp. Sig. (2-tailed)		.501

a. Test distribution is Normal.

The Normal Q-Q Plot of Students Motivation

Normal Q-Q Plot of Students Motivation
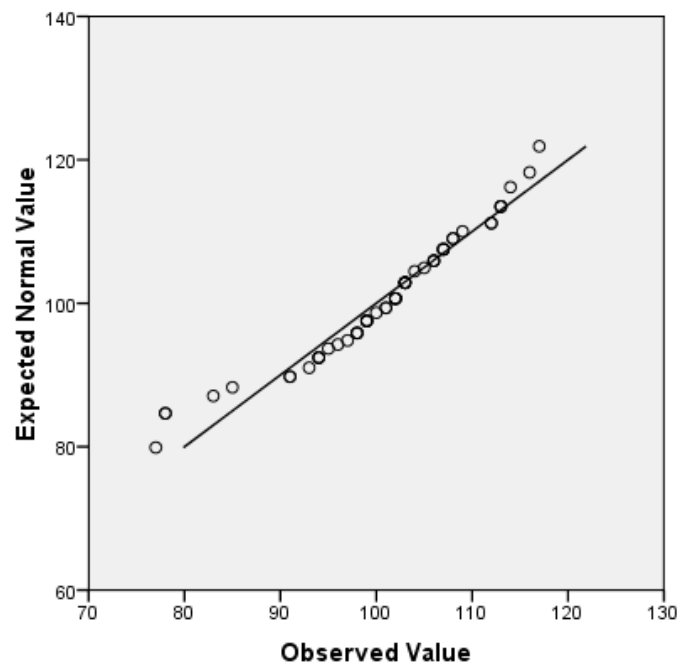
Based on the calculation using SPSS program, the asymptotic significance normality of questionnaire students' engagement was 0,501. Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level significance 5% (α = 0,05). Because asymptotic significance of students' engagement =0,501≥ α=0,05 it could be concluded that the data was normal distribution. From the Q-Q plot shows that almost the data points of vocabulary size spread around the straight line. It means the data had normal distribution.

3. Normality Test of Vocabulary Size

Table 4.8
Test Normality of Vocabulary Size

One-Sample Kolmogorov-Smirnov Test

		Vocabulary Size
N		53
Normal Parameters[a]	Mean	59.25
	Std. Deviation	17.559
Most Extreme Differences	Absolute	.106
	Positive	.064
	Negative	-.106
Kolmogorov-Smirnov Z		.772
Asymp. Sig. (2-tailed)		.590

a. Test distribution is Normal.

The Normal Q-Q Plot of Vocabulary Size
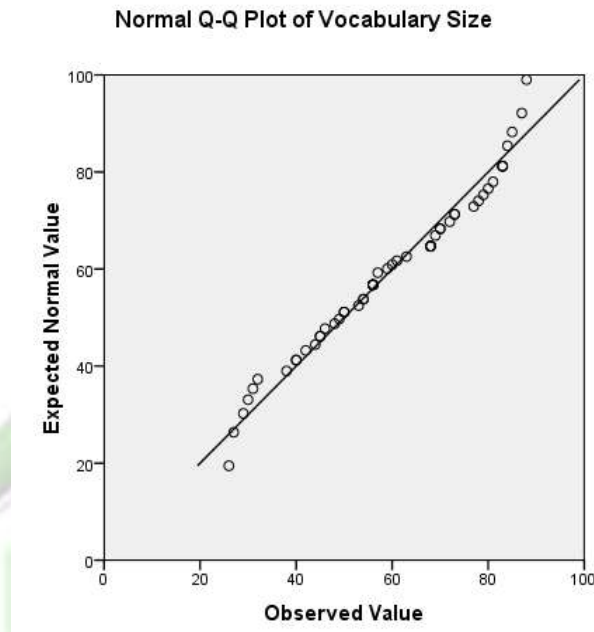
Based on the calculation using SPSS program, the asymptotic significance normality of vocabulary size was 0,590. Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level significance 5% ($\alpha = 0,05$). Because asymptotic significance of vocabulary size $=0,590 \geq \alpha=0,05$ it could be concluded that the data was normal distribution. From the Q-Q plot shows that almost the data points of vocabulary size spread around the straight line. It means the data had normal distribution.

b. **Homogenity**

Table 4.9
Table Result of Homogenity Test

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Engagement	Between Groups	2074.651	37	56.072	1.121	.422
	Within Groups	750.217	15	50.014		
	Total	2824.868	52			
Motivation	Between Groups	2998.454	37	81.039	.828	.691
	Within Groups	1468.867	15	97.924		
	Total	4467.321	52			

From the table above can be known the significance about $X_1 = 0.422$ and $X_2 = 0,691$. Because the value of significance higher than 0.05. So, can be concluded that the data the variance are homogeneity.

c. **Linearity**

Table 4.10
The result of Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Vocabulary * Engagement	Between Groups	(Combined)	5257.145	21	250.340	.720	.781
		Linearity	155.793	1	155.793	.448	.508
		Deviation from Linearity	5101.352	20	255.068	.734	.763
	Within Groups		10774.667	31	347.570		
	Total		16031.811	52			

The data is linear if the sig value deviation greater than value $\alpha = 0,05$. The table showed that sig. value deviation is 0,763 where it was greater than $\alpha = 0,05$ (0,763 > 0,05). It can conclude that data between vocabulary and engagement was linear.

Table 4.11
The Result of Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Vocabulary * Motivation	Between Groups	(Combined)	9014.645	26	346.717	1.285	.264
		Linearity	784.053	1	784.053	2.905	.100
		Deviation from Linearity	8230.591	25	329.224	1.220	.309
	Within Groups		7017.167	26	269.891		
	Total		16031.811	52			

The data is linear if the sig value deviation greater than value α = 0,05. The table showed that sig. value deviation is 0,309 where it was greater than α = 0,05 (0,309 > 0,05). It can conclude that data between vocabulary and motivation was linear.

2. **Testing Hypothesis**

a. **Correlation Between Students' Engagement and Motivation**

To measure the correlation between students' engagement and motivation, the pearson product moment correlation was applied, as illustrated in table 4.12

Table 4.12
The Correlation Between X_1 and X_2 Variables

Correlations

		Students Engagement	Students Motivation
Students Engagement	Pearson Correlation	1	.130
	Sig. (2-tailed)		.352
	N	53	53
Students Motivation	Pearson Correlation	.130	1
	Sig. (2-tailed)	.352	
	N	53	53

From the table above can be seen that index of product moment correlation was 0,130 for 0,05 significance level. The result of the calculation that was counted by product moment above showed that the index of correlation was 0,130.

Even so, it was known that result of r observed = 0,130. It can be explained that the value of r observed (0,130) showed positive weak correlation between students' engagement and students' motivation in significant level 5%.

b. **Correlation Between Students Engagement and Vocabulary Size**

To measure the correlation between students' engagement and vocabulary size, the pearson product moment correlation was applied, as illustrated in table 4.13

Table 4.13

The Result of Correlation Between X_1 and Y Variables

Correlations

		Vocabulary	Engagement
Vocabulary	Pearson Correlation	1	-.099
	Sig. (2-tailed)		.483
	N	53	53
Engagement	Pearson Correlation	-.099	1
	Sig. (2-tailed)	.483	
	N	53	53

Based on SPSS.16.0 static program calculation, the result of $r_{observed}$ (correlation coefficient) between students' engagement and students' vocabulary size was -0,099. It belonged to negative correlation.

c.   Correlation Between Students' Motivation and Vocabulary Size

To measure the correlation between students' motivation and vocabulary size, the pearson product moment correlation was applied, as illustrated in table 4.14

Table 4.14
The Result of Correlation Between X_2 and Y Variables

Correlations

		Vocabulary	Motivation
Vocabulary	Pearson Correlation	1	-.221
	Sig. (2-tailed)		.112
	N	53	53
Motivation	Pearson Correlation	-.221	1
	Sig. (2-tailed)	.112	
	N	53	53

Based on SPSS.16.0 static program calculation, the result of $r_{observed}$ (correlation coefficient) between students' motivation and students' vocabulary size was -0,221. It belonged to negative correlation.

d. **The Correlation Between Students' Engagement and Motivation toward Vocabulary Size.**

$$Rx1.x2.y = \sqrt{\frac{r^2\ x1.y + r^2 x2.y - 2(rx1.y)(rx2.y)(r\ x1.x2)}{1 - r^2\ x1.x2}}$$

$$Rx1.x2.y = \sqrt{\frac{0,0098 + 0,0488 - 2(-0,099)(-0,221)(0,130)}{1 - 0,0169}}$$

$$= \sqrt{\frac{0,0586 + 0,00568854}{0,9831}}$$

$$= \sqrt{\frac{0,05291146}{0,9831}}$$

$$= \sqrt{0,0538210355}$$

$$= 0,2319936109$$

$$= 0,232$$

Next the researcher measured the MDC (Multiple Correlation Determinant) after getting multiple correlation coefficient.

MDC = RX_1X_2Y x 100%

MDC = $0,232^2$ x 100%

MDC = 5,38

Table 4.15
Result of Multiple Correlation

Correlations

		Vocabulary	Unstandardized Predicted Value
Vocabulary	Pearson Correlation	1	.232
	Sig. (2-tailed)		.095
	N	53	53
Unstandardized Predicted Value	Pearson Correlation	.232	1
	Sig. (2-tailed)	.095	
	N	53	53

The table above showed the SPSS calculation and the result was same with the manual calculation were coefficient correlation was 0,232.

Table 4.16
Interpretation

Coefficient Correlation	Interpretation
0.00-0.199	Very Low
0.20-0.399	Low/Weak
0.40-0.599	Moderate
0.60-0.799	High
0.80-1.000	Very High

Based on the table above 0,232 indicated to the low correlation. It meant that Null Hypothesis (H$_o$) stating that there was no correlation between students' engagement and motivation toward vocabulary size on third and fifth semester students of English education study program at IAIN Palangka Raya was rejected and the Alternative Hypothesis (H$_a$) stating that there was correlation between students'

engagement and motivation toward vocabulary size on third and fifth semester students of English education study program at IAIN Palangka Raya was accepted. To sum up there was positive correlation among students' engagement, students' motivation and students' vocabulary size (0,232) it related to weak correlation.

3. Interpretation of the Result

Based on the result above it was concluded that

1. Based on the result of used SPSS 16.0 program it indicated that students' engagement gave contribution to students' motivation. In this case there was weak correlation (0,130). It belonged to positive correlation meant, if X_1 variable was increased so the X_2 variable was also increased and vice versa if X_2 variable was increased so the X_1 variable was also increased.

2. Based on the result of used SPSS 16.0 program it indicated that students' engagement didn't gave contribution to vocabulary size. In this case there was negative correlation (-0,099). Negative correlation meant, if X_1 variable was increased so the Y variable was decrease and vice versa if Y variable was increased so the X_1 variable was decrease. Here if the students' engagement is high so the students' vocabulary size is low.

3. Based on the result of used SPSS 16.0 program it indicated that students' motivation didn't gave contribution to vocabulary size. In this case there was negative correlation (-0,221). Negative correlation meant, if X_2 variable was increased so the Y variable was decrease and vice versa if X_2

variable was increased so the Y variable was decrease. Here, if the students' motivation is high, so the vocabulary size is low.

4. Based on the analysis, students' engagement and students' motivation gave contribution 5,38% to vocabulary size.
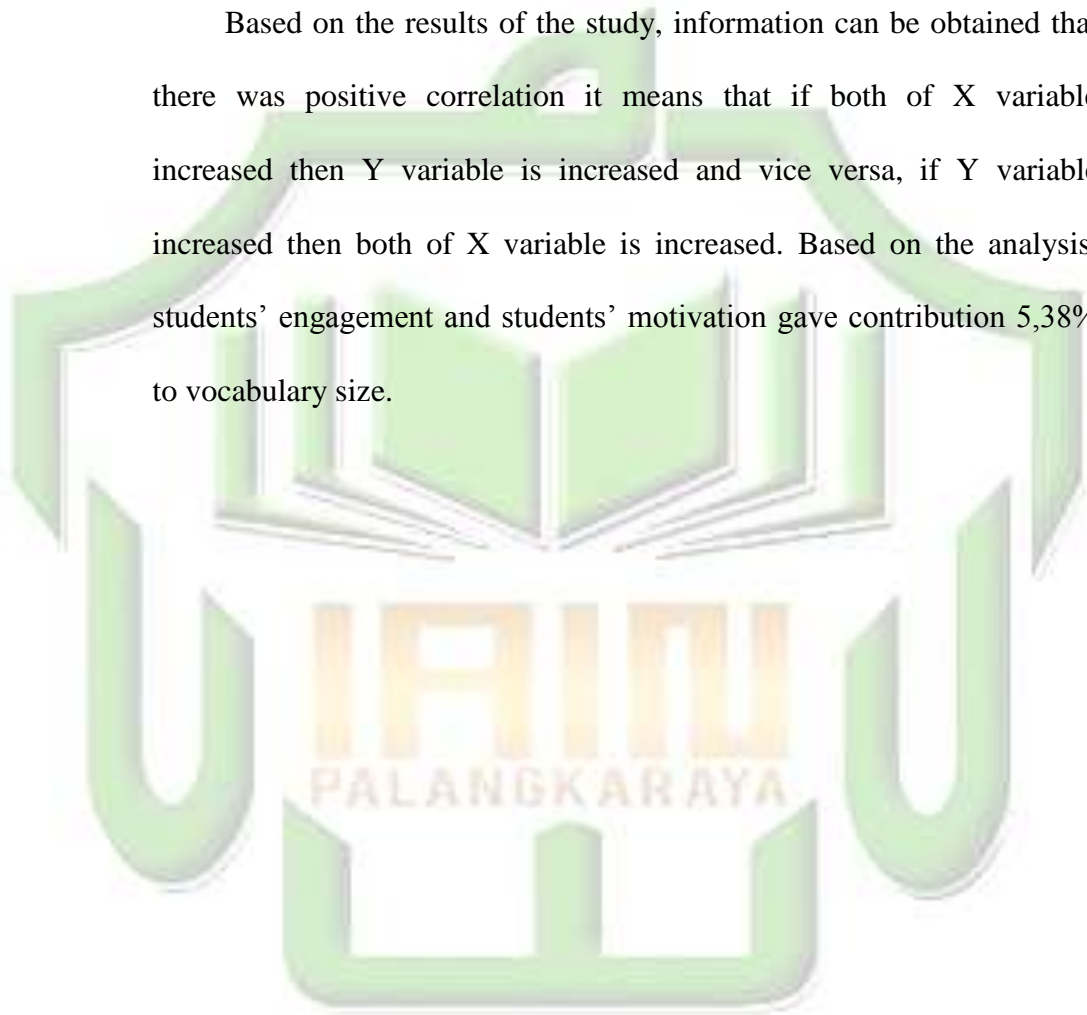
C. Discussion

The findings of the study indicated that alternative hypothesis stating that "there was correlation between students' engagement and motivation toward vocabulary size on third and fifth semester students of English education study program at IAIN Palangka Raya" was accepted and the null hypothesis stating that "there was correlation between students' engagement and motivation toward vocabulary size on third and fifth semester students of English education study program at IAIN Palangka Raya" was rejected. The r_{value} was 0,232, it was interpreted as low correlation.

Furthermore, as researcher explained before, students that have high engagement and motivation may have an impact on student's vocabulary size because according to Schmitt (in Yusuf, M. A., Sim, Tam. S & Su'ad, 2014), there are among the factors that can facilitate vocabulary learning "the more a learner engages with new word, the more likely he/she is to learn it". These findings were in accordance with Robert (Chapter II, p.12) students that have high engagement even with

the help of other methods for learning vocabulary showed a clear improvement. In contrast with Albodakh & Emrah (Chapter II, p.11) where they have been found that there are no correlation between motivation for foreign language learning and vocabulary size.

Based on the results of the study, information can be obtained that there was positive correlation it means that if both of X variable increased then Y variable is increased and vice versa, if Y variable increased then both of X variable is increased. Based on the analysis, students' engagement and students' motivation gave contribution 5,38% to vocabulary size.

CHAPTER V
CONCLUSION AND SUGGESTION

This part discussion about conclusion and suggestion.

A. Conclusion

The conclusion of the study as well as follows:

1. Students' engagement did not give contribution to vocabulary size. In this case there was negative correlation (-0,099). Negative correlation meant, if X_1 variable was increased so the Y variable was decrease and vice versa. Here if the students' engagement is high so the students' vocabulary size is low and conversely, so that the result was H_a rejected and H_o was accepted

2. Students' motivation did not give contribution to vocabulary size. In this case there was negative correlation (-0,221). Negative correlation meant, if X_2 variable was increased so the Y variable was decrease and vice versa. Here, if the students' motivation is high, so the vocabulary size is low and conversely, so that the result was H_a rejected and H_o was accepted.

3. Students' engagement and motivation give contribution to vocabulary size with the score of correlation coefficient obtained was 0,232. Thus, the relationship is categorized into low correlation, so that the result was H_a accepted and H_o was rejected. Students' engagement and students' motivation only gave contribution 5,38% to vocabulary size.

B. Suggestion

At the end of this thesis, the researcher would like to give some suggestion, for the lecturers and learners, also recommendation for future researchers:

1. **Lecturer or teachers**

   For the English lecturer, they are can provide various methods in teaching vocabulary learning that can make motivate students make them and engage in the class. Make the class more conductive and fun that can make students more enjoy to learning English. Then emphasizing students to have a lot of vocabulary by learning use full English in the classroom

2. **Students**

   For the students, the researcher suggest that the result of this study can be motivate students to more engage in the class and motivate themselves to master a lot of vocabulary to make it easier for them to learn and achieve satisfying result.

3. **Other Researchers**

   Other researchers can use this study as reference for conduct similar topic. Then get interest about the similarity topic. Weaknesses of this study are that the sample is too small, and spreads the instrument online and is not given a time limit and emphasis when giving instruments and in conditions that are not right. Because there are so many weaknesses in this

thesis researcher suggest for the future research is expected to develop and

improve this research to be better and not repeat the same mistake.

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