

**THE CORRELATION BETWEEN STUDENTS' LEARNING
MOTIVATION AND VOCABULARY MASTERY ON THEIR
TRANSLATION ABILITY**

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ABSTRACT

The research describes the correlation between students' learning motivation and vocabulary mastery on translation ability in the eighth grade of MTsN 3 Hulu Sungai Utara. This research is motivated by the lack of motivation and mastery of students' vocabulary on the ability to translate English texts. This research aims to find out any correlation between students' learning motivation and vocabulary mastery on their translation ability of eight grade students of MTsN 3 Hulu Sungai Utara.

The method used Quantitative with a regression correlational path design. The population was Eighth grade students of MTsN 3 Hulu Sungai Utara, the sampling was 77 students who were taken by random sampling technique. Instruments in data collection was observation, questionnaire and tests. The data analysis technique used was statistical analysis of multiple regression using SPSS 25.

The research obtained satisfactory results, as evidenced by the results of the analysis show the variable learning motivation (X1) and vocabulary mastery (X2), simultaneously significant effect on translation ability (Y). It is known from the results of the *f* test that shows that the value of sig (0,05), in the *f* test is lower than 0,05 ($0,05 > 0.014$). It means that variables independent which consists of learning motivation (X1) and vocabulary mastery (X2) has a simultaneous effect on translation ability (Y). The hypothesis of the research which reads that learning motivation and vocabulary mastery affect translation ability is accepted. It means H_0 is rejected while H_a is accepted.

The result of the research shows that any significant correlation between learning motivation and vocabulary mastery on student translation ability. Researcher suggest that English teachers can create a fun learning process to increase students' learning motivation besides that teachers should also provide vocabulary that is often used daily to make it easier for students to remember and make it easier for students to translate English texts, and further researchers can continue this research by using other variables to determine students' translation ability.

***Keyword:* Learning motivation, vocabulary mastery, translation ability,
multiple regression analysis**

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A. Introduction

Language is an important thing to do the communication and primary source of communication, ever existence of language of course the people will difficult to communicate with others. Mastering English becomes the need for all people who wants to access an updated information and science development in all fields. Learn a language means learn four skills are listening, speaking, reading, and writing. Students have to master these skills if they want their ideas, feeling, and opinion can be understood by interlocutor.

The motivation of English learning ultimately students' affect outcomes of learning. Motivation is their willingness to engage, independent learning, achieving goals and work hard in learning activities that the reasons for doing something (Prithhard & Ashwood (2008), Brophy (2010), Alderman (2004)). It can be said that motivation can encourage and support students with all their efforts to master English subjects and guide them to get better results in exams or exams. Intrinsically motivated students do much better in classroom activities because they are willing and eager to learn new things.

According to Harmer (2001:51) that Motivation has two main categories there are intrinsic motivation and extrinsic motivation. Extrinsic motivation is often influenced by external factors ex. rewards or punishments. Based on Santrock (2011) and Alderman (2004) that extrinsic motivation occurs when students engage in activities for external reasons, such as praise, grades, special privileges, and certificates or material rewards. Intrinsic motivation (Dai & Stenberg (2004), Kember (2016), Santrock (2011) involves internal motivation to do something for its own self-initiated task engagement in learning tasks performed. Intrinsic motivation as the energy that students get from within himself and his will.

Assessing motivation is important to know the level of students' motivation and how to optimize it. There are three kinds of methods for assessing motivation, are Direct observations, Rating by brothers and Self-

reports (Schunk et.al, 2008). In various ways of kinds motivation, writer assessed the motivation used self-reports especially questionnaires. The learning experiences of motivation are more meaningful and they go deeper into the subject to fully understand it using vocabulary mastery.

Students used vocabulary to understand material, make sentences or express opinions, thoughts or ideas in their social communication either in books or in class. According to Richards & Renandya (2002), Hiebert & Kamil (2005), Cameron (2001) that the definition of vocabulary is a component of language proficiency and provides to know the meanings of words. Vocabulary is one of the most important parts of a language focuses on the meaning of words and becomes the basis of English that students must first learn to master English. This will help students in learning English and will also help students improve their four skills such as speaking, listening, reading and write well.

Akar (2010:1) classify there are two kinds of vocabulary, are Passive/Receptive vocabulary and Active/Productive vocabulary. Productive vocabulary is associated with the productive language skills including speaking and writing skills, whereas the receptive vocabulary is associated with the receptive skills that consist of listening and reading. Thornburry (2002:4) classify two types of vocabulary, are content words and grammatical words. Content words consist of noun, verb, adjective, and adverbs, while grammatical word consists of pronoun, preposition, conjunction, and determiner. Vocabulary very important in learning English, which is one of the main aspects that must be mastered before learning anything else language skill.

Teaching and learning English students' activities should be to mastery vocabulary, it can't be separated from translation activity. In the fact, vocabulary mastery is something that influential of translation process, ex. an English text is difficult for students who don't understand and know the meaning of English vocabulary. One of the possible ways to integrate translation in foreign language classes can use translation activities. Because

of the main aims of foreign language teaching is to develop the students' ability to communicate in the target language. Vocabulary is important for students to master English vocabulary can also encourage students to get high marks in English.

According to Gill (2011:447) that the activity of translation is very good value in sensitizing students to contrasts and comparisons between the grammar of their own language and the source language. The translation could be defined as an activity of replacing or changing the form in another language literally and culturally. It means that translation does not only change the form of the language but also the content or the meaning of it. The kinds of translation are word to word translation, free translation, literal translation, faithful translation, semantic translation, adaptation translation, idiomatic translation, and communicative translation (Gill, 2011:447).

A translation must create messages or assertions in the target language that are as close as feasible to those in the source language. The choice of words must be consistent with the target language context into which the source language is usually translated to achieve the purpose of translation must be proficient in both the source and target languages, as well as the search for precise equivalent source for the target language.

However, translating is not easy activities that anyone can do without knowing it translating process. Most of the students still across difficult words and continue the translation, which the words that students translate cannot be understood. Then, students cannot understand and find ideas from their translation as well as possible, so students must know three important aspects of vocabulary are how to form words, how to meaning, and also how to use words.

The writer found the problems are some students did not have the motivation to learn and thought that English is difficult to learn, students lack vocabulary, students have difficulty understanding the meaning of words, lack of understanding with the material, students cannot translate every word, sentence, or paragraph in a text, the many meanings of the same vocabulary

in English make students confused in translating the English text and finding the appropriate meaning of the word, students do not know the structure of good sentence in translating so that the meaning that students translate cannot be understood by the reader.

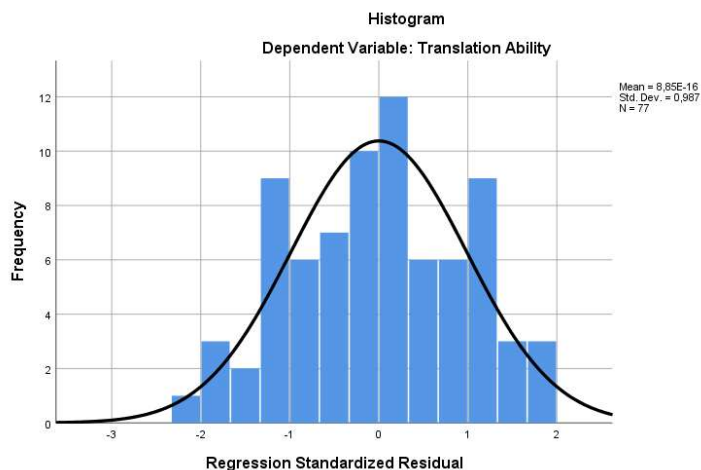
B. Method

The method of the research is Quantitative used regression correlational design. The correlates of research are 3 (three) variables, student motivation (X_1), vocabulary mastery (X_2), and one dependent variable namely translation ability (Y). The populations are the eighth grades students of MTsN 3 Hulu Sungai Utara, 95 students. The writer used probability sampling technique to find out the sample randomly using the formula of Solvin's technique to take the number of sample are 77 students and significance is 5%. The technique collecting data used observation, instrument tests, questioner, documentation.

C. Results and Discussions

1. Results

Research that uses a more reliable method to test the data has a normal distribution or not, namely by looking at the Normal Probability Plot. A good regression model is normal distribution data or close to normal, to detect normality can be done by looking at the spread of data (points) on the diagonal.

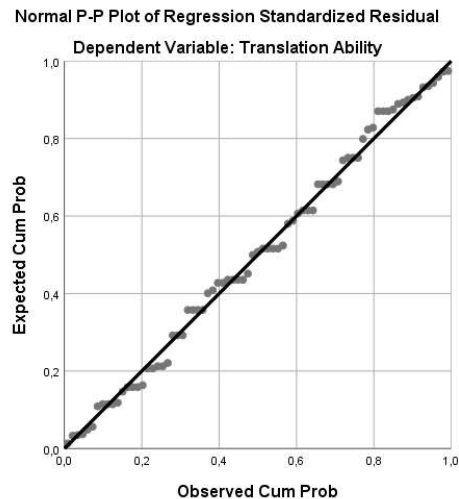


The histogram above showed that can be visually concluded that

Variabel	VIF
Learning Motivation (X1)	1,031
Vocabulary Mastery (X2)	1,031

the
histogram

distribution above has the normal distribution.



Based on the normal chart PP Plot of Regression Standardized Residual above it can be known that the data has split around a straight line across so it can be said that this assumption is fulfilled.

Multicollinearity test aims to test whether a regression model has a correlation between independent variables. The cut off value commonly used to indicate the presence of multicollinearity is the tolerance value < 0.10 or the same as the VIF value > 10 .

Multicollinearity Test Result

Based on the table above, the result of the analysis show that the VIF value of the two independent variables were 1.031 and 1,031 < 10 . These was no multicollinearity in the regression model.

Autocorrelation Test Result

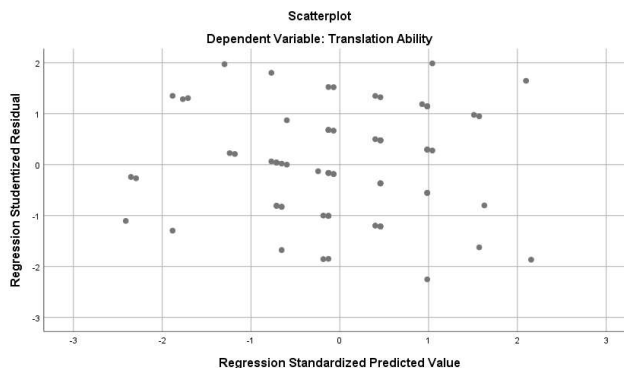
Based on the table above, the value of DW can be seen at 1.633, the value of this was compared with the table value of 5% significance, with the number the sample is 77 (n) and the number of independent variables is 2 (k = 2), then the value of dU is obtained of 1.6835, and the DW value of 1.633 is smaller than the upper limit (dU) which is 1.6835

Model Summary ^b										
		R	Adjusted	Std. Error of the	Change Statistics					Durbin-
Model	R	Square	R Square	Estimate	Change	F	df 1	df 2	Sig. F	Watson
1	,331 a	,109	,085	5,96667	,109	4,541	2	74	,014	1,633

a. Predictors: (Constant), Vocabulary Mastery, Learning Motivation

and less than (4- dU) or $4 - 1.6835 = 2,3165$ So it can be concluded that there is a negative autocorrelation.

Heteroscedasticity Test



Based on the scatterplot graph in the figure above, it can be seen that the points spread randomly, and are spread both above and below zero on the Y axis. It can be concluded that there is no heteroscedasticity in the regression model.

The results of the multiple linear regression equation to see the relationship between learning motivation and vocabulary mastery on

translation ability.

Multiple Linear Regression Analysis

a. Dependent Variable: Y

Based on the table, it is obtained that the regression line equation represents the effect of the variables learning motivation (X_1) and vocabulary mastery (X_2) together on translation ability (Y), namely $Y = 45.349 + 0.217 X_1 + 0.241 X_2$.

The significance test of the regression line is by pay attention to the results of the calculations on table. According to the existing provisions, the regression significance criteria are "if $\text{Sig} < 0.05$ then H_0 is rejected" or "if $f_{\text{count}} > f_{\text{table}}$ then H_0 is rejected", which means that the regression coefficient is significant, in other words there is a significant influence on the independent variable learning motivation (X_1) and vocabulary mastery (X_2) together on translation ability (Y).

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	St. Error	Beta		
1 (Constant)	45,349	12,140		3,736	,000
X_1	,217	,132	,183	1,644	,104
X_2	,241	,110	,245	2,201	,031

Coefficient of Determination (R^2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,685 ^a	,470	,455	6,13559

a. Predictors: Constant, learning motivation, vocabulary mastery b.

Dependent Variable: Translation Ability

Based on table the value of the correlation coefficient (R) shows how closely the relationship between the independent variables (variable learning motivation (X₁) and vocabulary mastery (X₂) with dependent variable (translation ability), the value of the correlation coefficient is 0.685. The value shows that the relationship between the variables of learning motivation (X₁) and vocabulary mastery (X₂) with the variable translation ability being close or strong at 68.5%. The value of the coefficient of determination or R² was used to measure how far the model's ability to explain the variation of the dependent variable or variable bound (Y) is the translation ability variable. Results of SPSS calculation obtained the value of R² = 0.470 which means that 47.0% translation ability can be explained by the variables of learning motivation and vocabulary mastery. While the remaining 53% was influenced by other variables outside the model under study.

Hypothesis Test in this research uses regression analysis multiple linear. It aims to determine the effect of the variable independent of the dependents variable. The analysis technique was carried out by using the SPSS 25 program.

Partial Test

Variable	t _{count}	Sig.
Learning Motivation (X1)	1,644	0.104
Vocabulary Mastery (X2)	2,201	0,031

Based on the table above, the magnitude of the significance value independent variable learning motivation on t test is 0.104 or > 0.05. This shows that H₀ is accepted and H_a is rejected so that the independent variable is Learning motivation does not have a significant effect partially on translation ability so that H₀ is accepted. The significance

value of the independent variable vocabulary mastery(X_2) on the t test was 0.031 or < 0.05 this indicates that H_0 accepted already H_a rejected so that the independent variable vocabulary mastery (X_2) is partially significant against translation ability so that H_a is accepted.

F TEST RESULT (SIMULTANEOUSLY)

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	323,311	2	161,656	4,541	,014 ^b
Residual	2634,481	74	35,601		
Total	2957,792	76			

a. Dependent Variable: Translation Ability

b. Predictors: (Constant), Vocabulary Mastery, Learning Motivation

Based on the table 13 above, in the analysis of variance (Anova) table, the results of the f test are shown which can be used to determine aspects of learning motivation and vocabulary mastery variables on translation ability. From the calculation, the f_{count} value is 4.541. With a significance level of 5% and $df_1 = 2$ and $df_2 = 74$, it is obtained that $f_{\text{table}} = 3.12$. Because the f_{count} value (4.541) $>$ f_{table} value (3.12), it can be concluded that the two independent variables are learning motivation and vocabulary mastery have a significant influence on the dependent variable, namely translation ability. So that the regression model obtained is feasible to use to predict. So, it can be concluded that H_0 is rejected and H_a was accepted.

2. Discussions

Learning motivation and vocabulary mastery greatly affect student translation ability, this was confirmed by Rahman (2021) research that the larger the vocabulary mastered by students, the better they display their language. This means that by mastering vocabulary, they can shape their English and consider English as one of their favorite subjects at

school. It can be concluded that learning motivation and vocabulary mastery are mutually related to improve student translation ability.

Based on the results of student responses and analysis using the SPSS applications that the correlation between student' learning motivation and vocabulary mastery on their translation ability is as follows.

First, based on the regression analysis obtained the regression line equation $Y = 45.349 + 0.217 X_1 + 0.241 X_2$. The constant value = 45.349, while the regression coefficient values of 0.217 and 0.241 indicate that there was a positive influence of learning motivation and vocabulary mastery together on translation ability. The regression coefficient figures also show that every time there is an increase in the value of learning motivation, there will be an increase in translation ability of 0.217, and every time there is an increase in the value of vocabulary mastery, there will be an increase in translation ability of 0.241.

Second, based on the description of the data after the correlation analysis, the correlation coefficient was 0.685 and the coefficient of determination was 47.0%. After testing with the SPSS program, it was proven that the correlation coefficient was significant. This means that there is an effect of learning motivation and vocabulary mastery together on translation ability.

Third, based on the results of hypothesis testing using a partial test (t test) the results obtained that learning motivation (X_1) has no significant effect to translation ability (Y). It can be known from the significance value on the t- test of the variable Learning motivation (X_1) of 0.104 or greater than the level of significance (α) 0.05. Based on this, learning motivation has no effect on translation ability, meaning H_0 was accepted while H_a was rejected.

Fourth, based on the results of hypothesis testing using a partial test (t test) the results obtained that vocabulary mastery (X_2) has a significant

effect on translation ability (Y). It can be seen from the value of the significance of the vocabulary variable t test (X_2) was 0.031 or less than the level of significance (α) 0,05. Based on this, the second hypothesis can be declared accepted, meaning that H_a was accepted while H_o was rejected.

Fifth, the results of the analysis show the variable learning motivation (X_1) and vocabulary mastery (X_2), simultaneously significant effect on translation ability (Y). It is known from the results of the F test that shows that the value of sig. in the f_{test} of 0.014 which means $<$ from 0.05, so that all variables independent which consists of learning motivation (X_1) and vocabulary mastery (X_2) has a simultaneous effect on translation ability (Y). The last hypothesis of the study which reads that learning motivation and vocabulary mastery affect translation ability acceptable. it means H_o was rejected while H_a was accepted.

D. Conclusion

The conclusion of the correlation between learning motivation and vocabulary mastery on their translation ability of the Eight grade at MTsN 3 Hulu Sungai Utara, are

There is no any significant correlation between students learning motivation on translation ability. This is evidenced by the value of sig = 0,104 $>$ 0,05 and $t_{count} = 1,644$ $>$ t_{table} . There is any significant correlation between vocabulary mastery on translation ability. This is evidenced by the value of sig = 0,031 $<$ 0,05 and $t_{count} = 2,201$.

There is any significant correlation between students learning motivation and vocabulary mastery on translation ability of eight grade students of MTsN 3 Hulu Sungai Utara. This is evidenced by the value of sig = 0,014 $<$ 0,05 and $f_{count} = 4,541$. so, that the regression model obtained is feasible to use to predict. So it can be concluded that H_o is rejected and H_a is accepted.

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