

**THE RELATIONSHIP BETWEEN VOCABULARY LEARNING
MOTIVATION AND VOCABULARY KNOWLEDGE AMONG
UNIVERSITY EFL STUDENTS**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of Requirement to Obtain the Bachelor of Education Degree in
English Language Education**



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STATEMENT OF WORK'S ORIGINALITY

I declare that this thesis has been completed independently and does not incorporate any part of another person's work without proper acknowledgment. All referenced materials are duly cited in accordance with academic ethical standards.

Yogyakarta, 22 April 2025

The Writer,



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MOTTO

“The best way to get out is always through.”
(Robert Frost)

DEDICATION

This thesis is dedicated to my parents, whose unwavering support and encouragement have been my greatest strength throughout this journey. To my beloved sister, thank you for your kindness and quiet strength that reminded me to keep going even when things felt overwhelming. And lastly, I dedicate this work to myself for holding on, for pushing through every fear and doubt, and for never giving up despite everything.

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Yogyakarta, 10 April 2025



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ABSTRACT

This study aims to find out the relationship between vocabulary learning motivation and vocabulary knowledge of undergraduate EFL students majoring in the English Education Department. The design of this study is a quantitative correlational study. The data were collected through an online survey with two instruments, a Vocabulary Learning Motivation Questionnaire adapted from Tanaka (2016) and the Vocabulary Size Test (VST) by Nation and Beglar (2007) to measure students' vocabulary knowledge. 207 students participated in this study. The data were analyzed using Pearson Product-Moment Correlation in SPSS. The results of this study show that amotivation has a significant negative relationship with vocabulary knowledge ($r = -0.560, p < .01$), while other motivation dimensions (intrinsic motivation, identified regulation, introjected regulation, and external regulation) show positive but not significant correlations. These results indicate that students with lower amotivation tend to have better vocabulary knowledge, while other types of motivation do not show strong predictive power. Therefore, it is revealed that amotivation plays a crucial role in vocabulary acquisition. Teachers or lecturers also have a role in reducing students' amotivation by implementing engaging and effective vocabulary learning strategies to enhance students' vocabulary knowledge.

Keywords: EFL students, language education, vocabulary learning motivation, vocabulary knowledge.

CHAPTER I

INTRODUCTION

1.1. Background to the Study

Vocabulary knowledge and vocabulary learning motivation are two essential aspects in second language learning, especially for EFL learners. Vocabulary knowledge is a key aspect of second language acquisition, as it supports learners in understanding input and producing language effectively. Students with limited vocabulary often face difficulties in reading, listening, speaking, and writing. According to Satori (2024), learners who have a broader vocabulary tend to use effective learning strategies, and these strategies are strongly influenced by their motivation to learn. Moreover, motivation plays a central role in vocabulary learning. Alqahtani (2020) found a significant positive relationship between students' motivation to learn and their vocabulary knowledge. Learners who are more motivated tend to engage more actively in vocabulary learning tasks, which results in higher levels of vocabulary mastery. These findings suggest that vocabulary learning motivation and vocabulary knowledge are closely linked. Therefore, investigating the relationship between these two factors is important to understand how motivation contributes to vocabulary development, especially among EFL learners.

Given the importance of ensuring valid and reliable measurement tools in second language acquisition, many studies have been conducted to develop and apply various types of vocabulary tests that are widely used for both assessment and research purposes globally. Bayazidi (2017), for example, conducted this study to use the vocabulary levels test for different purposes in Iranian. Then, regarding the motivation to learn vocabulary, in the same year, Tanaka (2016) developed an instrument to measure English as a Foreign Language (EFL) learners' vocabulary learning motivation based on the Self-Determination Theory (SDT).

Various studies (e.g., Albodakh, 2017; Tanaka, 2017) have extensively explored vocabulary learning motivation and vocabulary mastery. In the Indonesian context, some research has examined the correlation between students' learning motivation and vocabulary mastery, such as Yanti (2024), who focused on junior high school students at Public Junior High School 1 Angkola Timur, and Istiqomah (2023), who investigated senior high school students at Public Senior High School 1 Gondang Sragen. However, these studies are limited to secondary education levels and do not address university-level learners. Therefore, research on the relationship between vocabulary learning motivation and vocabulary knowledge among university students in Indonesia remains scarce. This study aims to fill this gap by focusing on English Language Education students and examining whether there are

differences in vocabulary learning motivation and vocabulary knowledge based on gender and academic year.

1.2. Identification of the Problem

Based on preliminary interviews with three students from batch 2018, 2019, 2020, students from the English education department mostly found several challenges/problems related to vocabulary learning, including study partners, vocabulary mastery, the right method of memorizing vocabulary, and limited vocabulary knowledge.

1.3. Limitation of The Problem

Considering the identified problems, and due to the practical constraints, this present study will only discuss the vocabulary learning motivation and vocabulary knowledge among English Language Education Department students.

1.4. Formulation of The Problem

The present study attempts to answer the following question: Is there any significant relationship between vocabulary learning motivation and vocabulary knowledge among English Language Education Department students?

1.5. Objectives of The Study

The present study aims to identify relationship between vocabulary learning motivation and vocabulary knowledge among English Language Education Department students.

1.6. Significances of The Study

Furthermore, the findings of this study may assist undergraduate students particularly those in teacher education programs in understanding the relationship between vocabulary mastery and motivation. This can also support future researchers and English teachers in identifying students' motivation in learning vocabulary based on individual needs.

CHAPTER II

LITERATURE REVIEW

2.1 Vocabulary Learning Motivation

2.1.1 Definitions

Motivation to learn English vocabulary is a great important step in starting to learn English because motivation will make learners grasp what they want to learn more quickly. According to Tanaka (2017), the core concept of vocabulary learning motivation is focused on the values and significance that students instill in learning, for example, learners are motivated to study vocabulary because they view it as essential for reaching their personal or academic goals. In addition, Tanaka (2017) also adapts the explanation of the distribution of several types of motivation from Deci and Ryan (2004) whose statement reads, there are three types of motivation, which are characterized as follows: internal motivation, extrinsic motivation, and amotivation. Intrinsic motivation is a condition of self-motivation that occurs when an individual engages in specific actions linked with positive feeling. In addition, Deci and Ryan (2004) also explain that Extrinsic motivation is defined as the state of being motivated by something external to oneself. Extrinsic motivation is further subdivided into four kinds, three of which are (external, introjection, and identified regulation). External regulation is a condition in which learners

are regulated by external factors. The introjected regulation is concerned with self-esteem maintenance. The last type is identified regulation. The central proposition of this motivation is the values and significance that students focus on learning. In accordance with the findings of various researchers, it can be concluded that the motivation to learn vocabulary possessed by each individual might be varied since the reasons for learning have various purposes.

2.1.2 Measuring vocabulary learning motivation

To measure vocabulary learning motivation, Tanaka (2016) developed a questionnaire consisting of 45 items that assessed nine different constructs, including intrinsic motivation, identified regulation, introjected regulation, external regulation, amotivation, perceived autonomy, perceived competence, as well as positive and negative peer influence. Intrinsic motivation is defined as a state of being driven by one's own desires, such as engaging in a certain behavior that produces feelings of happiness. Amotivation is defined as a lack of desire to do something. When learners are in a condition of external regulation, they are regulated by external factors of their control. In order to achieve good marks, or achieve high test scores, students may be encouraged to study English vocabulary. Introjected regulation is concerned with the preservation of one's sense of self-worth. For instance, Students are encouraged to study English vocabulary in order to avoid receiving negative

assessments from their peers. The primary concept of identified regulation is around the values and importance that learners develop as they progress through their learning experiences. For example, they engage in vocabulary learning as they consider it an important step toward reaching their future life goals. In addition, Albodakh (2017) uses questionnaires regarding Motivation for Foreign Language Learning (MFLL) to establish which motivational elements have a significant impact on the foreign language learning process of Iraqi EFL students.

2.2. Vocabulary knowledge

2.2.1 Definitions

Due to the fact that vocabulary is a fundamental building element of language, it makes sense to be able to assess learners' proficiency in it. According to Bayazidi (2016), understanding a language's vocabulary has a significant impact on how that language is utilized. Considering the significant role of vocabulary in language use, a key concern in vocabulary research is determining how much vocabulary is necessary to support effective communication. The quick answer is that there is a great deal, but it all depends on one's learning objectives. To obtain native-like proficiency, it is probably necessary to have a vocabulary size comparable to that of native speakers. Bowles et al, (2005) stated that vocabulary knowledge can be defined as one of the few cognitive skills that has remained largely intact throughout

adulthood. When compared to other cognitive talents, which peak around the age of 20 and then diminish with age, vocabulary knowledge appears to peak around the age of 50, or even later, and decline relatively slowly, if at all, as people become older.

2.2.2 Measuring vocabulary knowledge

To measure one's vocabulary knowledge, several ways are proposed, such as: testing the equivalence of the two versions and the reliability of the two versions of the Vocabulary Level Test with the questionnaire. Version 1 and version 2 were used as data elicitation instruments, which in each version consisted of 5 parts: 2000, 3000, 5000, 10,000, and academic vocabulary. Participants then took both versions separately. Half of the participants completed version 1 first, while the rest began with version 2 to minimize potential practice effects that might influence the comparability between the two versions (Bayazidi, 2016).

In addition, Fan (2003) has also developed a vocabulary test to measure students' vocabulary knowledge. The purpose of this study is to determine the extent of tertiary students' vocabulary and their skill level in order to determine whether they require assistance with academic vocabulary. This study also identifies strategies that are conducive to learning vocabulary in general, as well as strategies that are particularly useful for learning high and low frequency

words in particular, and it examines the differences between the frequency with which vocabulary strategies are used, the perceived usefulness of those strategies, and the actual usefulness of those strategies. The second and third problems are the main focus of this research. The vocabulary test and the Vocabulary Learning Strategy Questionnaire were both used in this study. Participants in the study were 1,067 university students who were recently offered a place at one of the seven higher education institutions in Hong Kong. Among the possible responses to the question "what are the secrets of vocabulary learning?" might be assisting students in understanding the importance of using strategies when learning L2 vocabulary, introducing them to strategies frequently used by advanced vocabulary learners, and encouraging them to develop their own effective strategies for learning.

2.3. Review of Relevant Studies

Since the need for a reliable and valid vocabulary measure is an important issue in the field for EFL students, numerous researches developing different versions of vocabulary tests have been used extensively in both assessment and research around the world. Since this is correlation research, which will examine the relationship between vocabulary learning motivation and vocabulary knowledge, therefore the relevant studies taken are those related to vocab knowledge and vocab learning motivation.

Bayazidi (2016), for example, conducted this study to use the Vocabulary Levels Test with two versions (Version 1 and version 2) for different purposes in Iranian. Participants in this study consisted of intermediate students aged 16 to 27 years, totaling seventy-five where they studied English as a foreign language at the Iran Language Institute in Boukan. After conducting a long process of research, Bayazidi (2016) finally found the main finding in the form of data analysis results. Research shows a correlation between version 1 and version 2 and their respective parts, meaning that both versions are considered highly reliable.

Regarding the motivation to learn vocabulary, in the same year, Tanaka (2017) developed an instrument to measure English as a Foreign Language (EFL) learners' vocabulary learning motivation based on the Self-Determination Theory (SDT). Participants in this study consisted of 155 science and engineering students in Japan whose average age was 15 or 16 years. With regard to the three research questions, the results show that 1) A significant predictor of vocabulary size is self-regulation, as well as an identified intrinsic, 2) Students with higher perceived competence found vocabulary learning to be enjoyable, but students with lower perceived competence found it difficult to remain motivated, 3) The learning context is not significantly affected by peer engagement; however, negative peer influence was a significant predictor of the

three categories of motivation and had a significant negative effect on motivation.

In addition, Albodakh (2017) found that the point of this study is to investigate the relationship between motivation for foreign language learning and vocabulary knowledge in English as a foreign language (EFL) classroom at Duhok University. There were 45 males and 45 females that took part in the study. The instruments that were used in this study totaled two, namely Motivation for Foreign Language Learning (MFLL) and Vocabulary Size Test (VST). The main objective of this study is to determine which motivational factors have the greatest impact on the foreign language learning process of Iraqi EFL students, as well as to determine the extent to which they must develop a deep and broad English vocabulary to acquire an adequate language and to outline the importance of both components in language acquisition in Iraqi EFL students. The MFLL is a motivational questionnaire that is used to identify whether students are extrinsically or intrinsically driven in their pursuit of mastery of a foreign language. The second instrument was a VST, which was used to measure the total of vocabulary size that students possessed. In the study, researchers discovered that both groups had a combined vocabulary of more than 6,000 word-families. Following the collection of relevant data, a correlation analysis was conducted to establish whether or not there was a relationship between learner motivation and vocabulary size. The results of the

research revealed that there was no association between the two variables. Last but not least, the findings revealed that there was a statistically significant difference between them.

2.4. Theoretical Framework

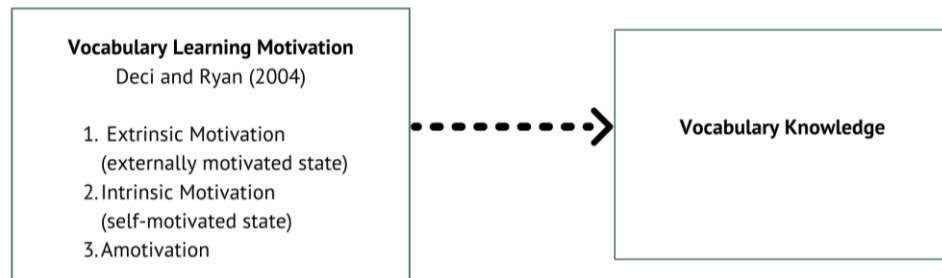


Figure 1. Theoretical Framework for The Relationship Between Vocabulary Learning Motivation and Vocabulary Knowledge

2.5. Hypotheses

This study proposes two hypotheses:

1. H_0 = There is no significant relationship between vocabulary learning motivation and vocabulary knowledge.
2. H_a = There is a significant relationship between vocabulary learning motivation and vocabulary knowledge.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This correlation study aims to investigate the relationship between Vocabulary Learning Motivation and Vocabulary Knowledge among English Language Education Students. Correlational study allows researchers to predict outcomes and explain relationships between variables. This approach uses statistical tests to measure the degree of association between two or more variables without controlling or manipulating them. Instead, researchers correlate multiple scores for each participant, such as linking a student's motivation score with their achievement score (Cresswell, 2014).

3.2. Population and Sample

The population of this study is described in Table 3.1. They include the students of second academic year (128 students), third academic year (72 students), fourth academic year (125 students), and fifth academic year (72 students) in English language education students at one of the private Universities in Indonesia. To infer information about a population based on results from a subset of the population, this study uses convenience sampling

technique. In nonprobability or nonrandom sampling, convenience sampling is a type of non-probability or nonrandom sampling in which members of the target population who meet certain practical criteria, such as easy accessibility, geographic proximity, availability at a specific time, or willingness to participate, are included for the purpose of the study (Etikan al., 2016).

Table 3.1. Number of Population

No.	Batch	Number of Students
1.	2018	128
2.	2019	72
3.	2020	125
4.	2021	72
TOTAL POPULATION		397

In this study, the minimum number of samples drawn from the population was calculated using Slovin's formula. The number of student data samples that was collected in this study is calculated as follows.

n = Number of samples

N = Population

e = Error rate (5% = 0,05)

$n = N: [1+Ne^2]$

$n = 397: [1+ (397) (0,05^2)]$

n = 397: 1,9925

n = 199,2

Therefore, based on the calculation above, the required sample number is at least 199 students. In this case, 207 students have willingly completed the questionnaire and participated in this study.

3.3. Data Collection Technique

The data in this study were collected by using two instruments in the form of questionnaires and vocabulary tests. The questionnaire was adapted from Tanaka (2016), it is an SDT vocabulary learning motivation which consists of 25 items. There were five constructs, which are intrinsic motivation, identified regulation, introjected regulation, external regulation, and amotivation.

Table 3.2. Blueprint of Vocabulary Learning Motivation Questionnaire

No.	Construct	Item(s) number	Number of items	Source
1	Intrinsic Motivation (IM)	1, 2, 3, 4, 5	5	
2	Identified Regulation (ID)	6, 7, 8, 9, 10	5	

3	Introjected Regulation (IJ)	11, 12, 13, 14, 15	5	Tanaka (2017)
4	External Regulation (EX)	16,17,18,19,20	5	
5	Amotivation (AM)	21, 22, 23, 24, 25	5	

Each item in the questionnaire uses a four-point Likert scale anchored with 1 = *Strongly disagree*, 2 = *disagree*, 3 = *agree*, 4 = *strongly agree*.

Table 3.3 Blueprint of Scoring Likert Scale

Likert Scale	Score
Strongly disagree	1
Disagree	2
Agree	3
Strongly Agree	4

In addition to the Vocabulary Learning Motivation Questionnaire, this study also uses Vocabulary Size test (VST) to measure the extent to which English Language Education Students have developed vocabulary. The vocabulary test has been adapted from <https://www.lex tutor.ca/tests/vst/>. Vocabulary Size test (VST) developed by Nation & Beglar (2007) consisting of 14 level tests. Each level represents knowledge of 1,000 word-families, beginning with the most frequent word families of the 1st level to the low frequency ones of the 14th level. A shortened version of the VST was utilized in this study because there is not enough time for the participant to answer the original version of the test. The shortened version includes 28 multiple-choice items with 2 items at each level.

The validity and reliability of the instruments are measured. Tanaka (2016) validated his own questionnaire, which had been employed in the research. The personal reliability estimates, which are comparable to Cronbach's alpha, were sufficiently high, ranging between 0.75 and 0.88 for each of the variables studied, indicating that they were reliable. Then, in this study, the researcher has also measured the reliability of the instrument. From the result of reliability analysis, it was found that the instrument was highly reliable.

Based on the SPSS output results below, there are 5 dimensions that have 25 items and have a value of Cronbach's alpha of 0.834 which indicates a

high level of internal consistency. Therefore, the content of the questionnaire has shown excellent consistency.

1. Overall reliability score

The table below presents the reliability score results using Cronbach's alpha to measure the consistency of participants' responses to items in the questionnaire. The results show a Cronbach's Alpha value of 0.834, indicating a fairly good level of consistency. This suggests that the items in the questionnaire are strongly related to each other.

Table 3.4 Overall reliability score

Cronbach's Alpha	N of Items
.834	25

2. Reliability score for each dimension

Table 3.5 presents the reliability scores for each dimension of the vocabulary learning motivation questionnaire using Cronbach's Alpha. Intrinsic Motivation (IM) has a Cronbach's Alpha of 0.830, showing a high level of reliability, indicating that the items related to intrinsic motivation are consistent in measuring internal drive for learning vocabulary. Identified Regulation (ID) With a Cronbach's Alpha of 0.735, this dimension also shows good reliability, suggesting that items assessing the value and importance

students place on vocabulary learning are coherent. Introjected Regulation (IJ) has the highest score of 0.875, reflecting very strong internal consistency. It covers items related to students' self-regulated motivation influenced by feelings of obligation or self-worth. External Regulation (EX) Scoring 0.794, this dimension demonstrates good reliability, showing that items focused on external motivations, such as grades, are reliable. Amotivation (AM) has the highest reliability score at 0.880, indicating excellent consistency among items that measure lack of motivation or disengagement from vocabulary learning.

Table 3.5 Reliability statistics for each dimension

Dimension	Cronbach's Alpha
Intrinsic Motivation (IM)	.830
Identified Regulation (ID)	.735
Introjected Regulation (IJ)	.875
External Regulation (EX)	.794
Amotivation (AM)	.880

3.4. Data Analysis Technique

To determine the relationship between Vocabulary Learning Motivation and Vocabulary Knowledge, this research operated the Statistical Package for the

Social Sciences (SPSS) software to analyze the data. The technical analysis data used is the Pearson Product moment correlation to investigate the relationship among variables, and descriptive statistics analysis to measure the frequency of and mean score of each dimension.

CHAPTER IV
FINDINGS AND DISCUSSIONS

4.1. Findings

4.1.1. Demographic Profiles

This study investigates the relationship between vocabulary learning motivation and vocabulary knowledge among university EFL students, focusing on how different types of motivation influence students' vocabulary acquisition. The table below shows a representation of the number of participants based on the research conducted at English Language Education Students in a private university in Yogyakarta, Indonesia.

Table 4.1. Participants' Demographic Information

	Item	Frequency	Percentage (%)
Gender	Male	65	31.4%
	Female	142	68.6%
Batch	2018	70	33.8%
	2019	32	15.5%
	2020	50	24.2%
	2021	55	26.6%

Of the total participants, which amounted to 207, the number of participants recorded in this study was dominated by women. The percentage shows that women dominate by 68.6% more than male participants, which only amounted to 31.4%. In addition, the final data shows that participants were more dominated by the 2018 batch which amounted to 70 people (33.8%), then the 2021 which amounted to 55 (26.6%), followed by the 2020 batch which is not much different from the 2021 batch, which is 50 participants, and the fewest participants were students from the batch of 2019 which only amounted to 32 participants (15.5%).

4.1.2. Descriptive statistics results

In this study, the researcher calculated the mean scores and standard deviation of both vocabulary learning test and vocabulary learning motivation questionnaire. Table 4.2 below shows the descriptive statistics of vocabulary learning tests.

The vocabulary knowledge test consisted of 28 multiple choice questions, each worth 1 point for a correct answer and 0 for an incorrect one, resulting in a maximum possible score of 28. These questions were adapted from a standardized vocabulary levels test and aimed to assess students' knowledge of commonly used English vocabulary in academic contexts.

Among the 207 participants, the average score obtained was 18.59, indicating that most participants were able to answer approximately 18 to 19 questions correctly. The lowest score achieved was 2, reflecting very limited vocabulary knowledge, while the highest score was 28, indicating that some participants answered all questions correctly.

To further explain the scoring system, each item in the Vocabulary Size Test (VST) is worth 1 point for a correct answer and 0 points for an incorrect one, resulting in a maximum possible score of 28. The test measures receptive vocabulary knowledge, specifically students' ability to recognize the meaning of words in written contexts. Each pair of items represents 1,000-word families, ranging from the 1,000 to the 14,000-frequency level. For instance, a participant who scores 18 can be assumed to have passive knowledge of approximately the first 9,000-word families. The shortened version of the VST was used due to time constraints, yet it still includes all frequency levels and is considered representative for estimating vocabulary size. Moreover, this version has been widely used in previous studies and is recognized for its validity.

Table 4.2. Descriptive statistics of Vocabulary Learning Test

Instrument	N	Min	Max	Mean	SD
Vocabulary Learning Test	207	2	28	18.59	5.787

Furthermore, Table 4.3 provides a descriptive analysis for each dimension of vocabulary learning motivation among participants. The mean score of the 5 dimensions shows that External Regulation (EX) occupies the highest score of 3.68 which is almost close to a score of 4 on the Likert Scale. In addition, the Amotivation (AM) dimension occupied the lowest score of 1.97 on the mean value as shown in the table. From the highest (EX) and lowest (AM) scores, it can be concluded that students are not always demotivated (relatively low motivation) and tend to have high external motivation to learn vocabulary.

Table 4.3 Descriptive Statistics for each dimension of Vocabulary Learning Motivation

Dimension	Mean	SD
Intrinsic Motivation (IM)	3.47	.311
Identified Regulation (ID)	3.58	.373
Introjected Regulation (IJ)	3.03	.420
External Regulation (EX)	3.68	.273
Amotivation (AM)	1.97	.567

4.1.3. Correlations among Variables

The researcher employed Pearson Product-Moment Correlation using SPSS version 23 to examine the relationship between each dimension of vocabulary learning motivation and students' vocabulary knowledge. The results showed that Amotivation (AM) had a significant negative correlation with vocabulary scores ($r = -0.560$, $p < .01$), indicating that students with higher levels of amotivation tend to have lower vocabulary proficiency. This provides sufficient statistical evidence to support the alternative hypothesis (H_a) for this dimension. In contrast, the remaining four dimensions of motivation Intrinsic Motivation (IM) ($r = .040$, $p = .567$), Identified Regulation (ID) ($r = .095$, $p = .172$), Introjected Regulation (IJ) ($r = .093$, $p = .181$), and External Regulation (EX) ($r = .113$, $p = .104$) exhibited positive but non-significant correlations with vocabulary knowledge. Although the direction of the correlation was positive in all four, the p-values exceeded 0.05, which means there is not enough evidence to reject the null hypothesis (H_0). As a result, H_0 is retained for IM, ID, IJ, and EX.

In summary, only one hypothesis related to Amotivation was supported, while the null hypotheses for the other four dimensions were retained due to non-significant results.

The hypotheses tested in this research are described as follows:

H₀: There is no significant relationship between vocabulary learning motivation and vocabulary knowledge.

H_a: There is a significant relationship between vocabulary learning motivation and vocabulary knowledge.

Table 4.4 Correlations among Variables

Dimension	IM	ID	IJ	EX	AM
Vocabulary Score (VS)					
Pearson Correlation (r)	.040	.095	.093	.113	-.560**
Sig (2-tailed)	.567	.172	.181	.104	.000
N	207	207	207	207	207

PS: ** Correlation is significant at the 0.01 level (2-tailed). IM = Intrinsic Motivation, ID = Identified Regulation, IJ = Introjected Regulation, EX = External Regulation AM = Amotivation VS = Vocabulary Score

4.2. DISCUSSION

4.2.1 Descriptive Statistics Results

From the collected data, this study provides an overview of students' vocabulary learning motivation and vocabulary knowledge. The results from 207 participants indicate varying levels of motivation and vocabulary proficiency, reflecting diverse learning behaviors among EFL students. The

analysis of the Vocabulary Learning Test revealed that students obtained an average score of 18.59, with a standard deviation of 5.787. This suggests that most participants answered around 18 to 19 questions correctly. The lowest score recorded was 2, while the highest score was 28, demonstrating a wide range of vocabulary knowledge levels among participants.

Regarding vocabulary learning motivation, External Regulation (EX) had the highest mean score of 3.68 (SD = 0.273), suggesting that students are highly influenced by external factors such as grades or assessments. In contrast, Amotivation (AM) recorded the lowest mean score of 1.97 (SD = 0.567), indicating that most students did not experience a complete lack of motivation in learning vocabulary. Intrinsic Motivation (IM) and Identified Regulation (ID) were also relatively high, reflecting a strong internal drive among participants to enhance their vocabulary knowledge.

These findings align with Miki (2022), who also reported that students with higher intrinsic motivation tend to perform better in vocabulary acquisition. Similarly, Tanaka (2017) found that learners who engage with vocabulary learning due to personal interest tend to develop stronger vocabulary knowledge. Additionally, Lee et al. (2022) emphasized the role of self-regulated learning strategies in improving vocabulary acquisition, reinforcing that motivation plays a crucial role in vocabulary learning outcomes. However, Albodakh & Cinkara (2017) did not find a significant

correlation between motivation and vocabulary size, highlighting potential differences in educational settings and learning cultures that may influence the relationship between motivation and vocabulary development.

4.2.2. Correlations among Variables

The correlation analysis examines the relationships between motivation, vocabulary learning strategies, and vocabulary knowledge. The results reveal that amotivation had a significant negative correlation with vocabulary knowledge ($r = -0.560$, $p < 0.01$). This suggests that students who lack motivation tend to perform poorly in vocabulary acquisition. These findings align with Miki (2022) and Lee et al. (2022), who reported that higher intrinsic motivation correlates positively with vocabulary acquisition. Similarly, Tanaka (2017) found that students who are intrinsically motivated are more likely to have a larger vocabulary size due to their proactive learning behaviors. However, this study's results contrast with Albodakh & Cinkara (2017), who reported no significant correlation between motivation and vocabulary size. This discrepancy may be due to differences in learning environments and assessment-driven cultures between the Iraqi and Indonesian contexts.

Additionally, this study highlights the importance of determination and self-management strategies in vocabulary learning. The findings support Miki (2022), who demonstrated that students who regulate their vocabulary learning

more effectively tend to achieve better results. Moreover, Lee et al. (2022) emphasized that metacognitive strategies, such as self-planning and monitoring, positively influence vocabulary size and depth. In contrast, this study found that rote memorization and passive cognitive strategies were less effective, aligning with Tanaka (2017), who argued that traditional rote learning often leads to demotivation and weaker vocabulary retention. Although the findings largely align with previous research, differences persist regarding the role of extrinsic motivation. This study found a negative correlation between extrinsic motivation and vocabulary knowledge, whereas Lee et al. (2022) suggested that extrinsic motivation may indirectly contribute to vocabulary learning through the use of vocabulary learning strategies. This highlights the influence of cultural and institutional factors in shaping motivation and vocabulary learning behaviors. Furthermore, peer influence appears to be a significant factor in vocabulary learning. Tanaka (2017) found that negative peer influence can lower students' motivation, which may explain why some students in this study exhibited lower vocabulary knowledge despite external encouragement. This supports the argument that a supportive learning environment is crucial for vocabulary development.

Overall, the findings confirm that intrinsic motivation and self-regulated learning strategies significantly contribute to vocabulary knowledge, while amotivation and passive learning strategies hinder vocabulary acquisition. The

contrasting findings regarding extrinsic motivation suggest the need for further research on how external pressures, such as exams and grading systems, influence students' vocabulary learning behaviors. Moving forward, educators should focus on enhancing intrinsic motivation and promoting active, self-directed learning strategies to improve EFL vocabulary acquisition.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

This study aimed to investigate the relationship between undergraduate EFL students' vocabulary learning motivation and vocabulary knowledge. A total of 207 students from the English Language Education Department participated as respondents. Based on the findings and statistical analysis using Pearson Product-Moment Correlation, the study revealed that amotivation had a significant negative relationship with vocabulary proficiency ($r = -0.560$, $p < .01$), indicating that students with higher levels of amotivation tend to have lower vocabulary knowledge.

Meanwhile, other types of motivation—such as intrinsic motivation, identified regulation, introjected regulation, and external regulation—showed positive but non-significant relationships with vocabulary knowledge. These findings suggest that reducing amotivation is crucial for improving vocabulary acquisition among EFL learners.

Therefore, understanding students' motivational profiles can help educators better support vocabulary learning and language development in EFL contexts

5.2. Suggestion

For future studies, the researcher would like to offer some suggestions to improve the work of students and researchers.

1. English Teacher or Lecturer

Teachers and lecturers are encouraged to understand students' vocabulary learning motivation and vocabulary knowledge deeply. By identifying motivational factors that influence vocabulary learning. Teachers and lecturers can design effective strategies to enhance student engagement and vocabulary acquisition. It is also recommended to integrate diverse learning methods, such as interactive activities or technology-based tools, to maintain students' motivation and improve their vocabulary retention.

2. English Language Education Department Students

To improve their vocabulary knowledge, students can take the initiative to identify their own motivation for learning vocabulary. By understanding whether they are driven intrinsically or extrinsically, students can develop personalized learning strategies that align with their goals. Furthermore, consistent practice through activities such as reading short stories or novels, watching movies with English subtitles, analyzing song lyrics, or joining English clubs can significantly enhance their vocabulary and overall language skills.

3. Future Researchers

Future research could explore the role of self-regulated learning strategies such as determination and self-management in more depth, as these were found to support vocabulary acquisition effectively. Additionally, investigating how external factors like learning environments and instructional methods influence motivation may provide a more comprehensive understanding of how to enhance students' vocabulary development.

5.3. Limitation of the Study

This study has several limitations that should be acknowledged. First, the study only involved 207 undergraduate EFL students from a specific academic setting, which may limit the generalizability of the findings to broader populations. Future research could expand the sample size to include students from diverse educational institutions to obtain more comprehensive results.

Lastly, this study relied on self-reported questionnaires to measure students' vocabulary learning motivation and strategies. While this method provides valuable insights, self-reported data may be influenced by social desirability bias or inaccurate self-assessment. Further research may benefit from incorporating qualitative methods, such as interviews or observations, to gain a deeper understanding of students' actual vocabulary learning behaviors.

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APPENDIX

Vocabulary Learning Motivation Questionnaire

Assalamualaikum Warahmatullahi Wabarakatuh

My name is Dian Budi Handayani from the 2018 English language education study program at the Indonesian Islamic University. I need your participation to fill out the questionnaire and vocabulary test below. All the information that I get from the results of your participation will be used to complete my study research data.

The participants I need to be willing to fill out the questionnaire and also the vocabulary test are students majoring in English education at the Indonesian Islamic University (Batch 2018, 2019, and 2020). If there are problems or misunderstandings on the questionnaire and vocabulary test, you can contact me via:

Email : 18322149@students.uii.ac.id

WhatsApp : 087879436248

Thank you for your willingness and assistance in filling out this questionnaire and vocabulary test.

Section/Part A

Name :
Batch : 2018/2019/2020
Gender : Female/Male

Section/Part B

Vocabulary Learning Motivation Questionnaire

Choose the one that you think is appropriate.

Instructions:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

No	Statement	SD (Strongly Disagree)	Disagree	Agree	Strongly Agree
1.	I study English vocabulary because learning English vocabulary is enjoyable.				
2	I feel learning English vocabulary is interesting				
3	I feel pleasure when I discover new things				

	trough learning English Vocabulary				
4	I feel pleasure about increasing my English vocabulary				
5	I like learning English Vocabulary				
6	I think English Vocabulary is useful				
7	English vocabulary is important to make my dreams come true				
8	English vocabulary will be necessary in the future				
9	It is important to acquire English vocabulary				
10	I'd feel ashamed if I have smaller amount of English vocabulary than my classmates				
11	I'd feel ashamed if my classmates think that I am an incapable student				
12	I don't want my classmates to think that I am poop at English				
13	I don't want my classmates to think that I don't have an adequate amount of English vocabulary				
14	I don't want my				

	classmates to think that I am slow in acquiring English vocabulary compared to others				
15	I want to get high scores on tests				
16	I want to get good grades				
17	I don't want to get bad grades				
18	I want to get English course credits				
19	I don't want to fail the English course				
20	I won't get anything out of learning English vocabulary				
21	I don't know what I am getting out of learning English vocabulary				
22	Learning English Vocabulary is useless				
23	I cannot see why I have to study English vocabulary				
24	Learning English vocabulary is meaningless				
25	English vocabulary is necessary to attain my life goals				

Vocabulary Test

What you do:

In each question, you must choose the right meaning to go with the word in CAPITAL letters. Click in the small circle besides the best meaning.

In the example below, the best meaning for CAT is answer c, "animal that chases a mouse," so the circle beside this answer is the one you should click. In this small demonstration, the button has been clicked for you.

1. CAT: The **cat** sat on the mat.
- a. animal that chases dogs
 - b. animal that carries people
 - c. animal that chases a mouse
 - d. animal that eats fruit

1. SEE: They saw it

- a. cut
- b. waited for
- c. looked at
- d. started

2. TIME: They have a lot of time

- a. money
- b. food

c. hours

d. friends

3. MAINTAIN: Can they maintain it ?

a. keep it as it is

b. make it larger

c. get a better one than it

d. get it

4. STONE: They sat on a stone

a. hard thing

b. kind of chair

c. soft thing on the floor

d. part of a tree

5. SOLDIER: He is a soldier

a. person in a business

b. student

c. person who uses metal

d. person in the army

6. STRAP: He broke the strap

a. promise

b. top cover

c. shallow dish for food

d. strip of material for holding things together

7. COMPOUND: They made a new compound

a. agreement

b. things made of two or more parts

c. group of people forming a business

d. guess based on past experience

8. LATTER: I agree with the latter

a. man from the church

b. reason given

c. last one

d. answer

9. DEFICIT: The Company had a large deficit

- a. spent more money than it earned
- b. went down in value
- c. had a plan for spending that used a lot of money
- d. had a lot of money in the bank

10. MINIATURE: It is a miniature

- a. a very small thing of its kind
- b. an instrument to look at small objects
- c. a very small living creature
- d. a small line to join letters in handwriting

11. THESIS: She has completed her thesis

- a. long written report of study carried out for a university degree
- b. talk given by a judge at the end of a trial
- c. First year of employment after becoming a teacher

d. extended course of hospital treatment

12. PREMIER: The premier spoke for an hour

a. person who works in a law court

b. university teacher

c. adventurer

d. head of the government

13. OLIVE: We bought olives

a. oily fruit

b. scented pink or white flowers

c. men's clothes for swimming

d. tools for digging

14. GIMMICK: That's a good gimmick

a. thing for standing on to work high above the ground

b. small thing with pockets to hold money

c. attention-getting action or thing

d. clever plan or trick

15. PALETTE: He lost his palette

- a. basket for carrying fish
- b. wish to eat food
- c. young female companion
- d. artist's board for mixing paints

16. MUMBLE: He started to mumble

- a. think deeply
- b. shake uncontrollably
- c. stay further behind the others
- d. speak in a unclear way

17. MONOLOGUE: Now he has a monologue

- a. single piece of glass to hold over his eye to help him see better
- b. long turn at talking without being interrupted
- c. position with all the power
- d. picture made by joining letters together in interesting ways

18. OCTOPUS: They saw an octopus

- a. a large bird that hunts at night
- b. a ship that can go underwater
- c. a machine that flies by means of turning blades
- d. a sea creature with eight legs

19. UPBEAT: I'm feeling really upbeat about it

- a. upset
- b. good
- c. hurt
- d. confused

20. MYSTIQUE: He has lost his mystique

- a. his healthy body
- b. the secret way he makes other people think he has special power or skill
- c. the woman who has been his lover while he is married to someone else
- d. the hair on his top lip

21. YOGA: She has started yoga

- a. handwork done by knotting thread
- b. a form of exercise for body and mind
- c. a game where a cork stuck with feathers is hit between two players
- d. a type of dance from eastern countries

22. MUSSEL: They bought mussels

- a. small glass balls for playing a game
- b. shellfish
- c. large purple fruits
- d. pieces of soft paper to keep clothes clean when eating

23. REPTILE: She looked at the reptile

- a. old hand-written book
- b. animal with cold blood and a hard outside
- c. person who sells things by knocking on doors
- d. picture made by sticking many small pieces of different colours together

24. TRILL: He practised the trill

- a. ornament in a piece of music
- b. type of stringed instrument
- c. way of throwing a ball
- d. dance step of turning round very fast on the toes

25. DIDACTIC: The story is very didactic

- a. tries hard to teach something
- b. is very difficult to believe
- c. deals with exciting actions
- d. is written in a ways which makes the reader unsure of the meaning

26. COMMUNIQUE: I saw their communique

- a. critical report about an organization
- b. garden owned by many members of a community
- c. printed material used for advertising
- d. official announcement

27. BAWDY: It was very bawdy

a. unpredictable

b. enjoyable

c. rushed

d. rude

28. CANONICAL: These are canonical examples

a. examples which break the usual rules

b. examples taken from a religious book

c. examples that are regular and widely accepted

d. examples discovered very recently