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**THE CORRELATION BETWEEN MOTIVATION AND VOCABULARY  
MASTERY TO *OMBAK SUNSET HOTEL* EMPLOYEES' SPEAKING  
SKILL IN GILI TRAWANGAN**

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**Abstract**

Since adult learners who are working in certain sector have different motivation, vocabulary needs and speaking ability from young learners, it is crucial to examine the relationship between those aspects in English learning context. This study aims at finding out the correlation between motivation and vocabulary mastery to speaking skill of hotel employees. This research applied quantitative approach which was also supported by qualitative approach. Thirty employees at Ombak Sunset Hotel chosen by using purposive sampling become the samples of this study. There were four instruments used to collect the data from the participants; questionnaire, vocabulary test, speaking test and interview. In order to analyze the data, multiple regression was used. The results show that motivation and vocabulary mastery has a significant correlation with speaking skill; therefore, null hypothesis is rejected. It is concluded that there are other factors that can contribute to speaking skill of hotel staffs.

**Keywords:** *Motivation, Vocabulary Mastery, Speaking Skill*

**Abstrak**

Karena pembelajar dewasa yang bekerja di sektor tertentu memiliki motivasi, kebutuhan kosa kata dan kemampuan berbicara yang berbeda, sehingga sangat penting untuk mengetahui hubungan antara aspek tertentu dalam pembelajaran bahasa Inggris. Penelitian ini bertujuan untuk mengetahui hubungan antara motivasi dan penguasaan kosakata terhadap kemampuan berbicara karyawan hotel. Penelitian ini menerapkan pendekatan kuantitatif dengan tiga puluh karyawan di Hotel Ombak Sunset yang dipilih dengan menggunakan purposive sampling menjadi sampel penelitian ini. Empat instrumen digunakan untuk mengumpulkan data dari para koresponden, yaitu kuesioner, tes kosakata dan tes berbicara (speaking). Data yang diperoleh dianalisa secara kuantitatif menggunakan regresi berganda. Hasil penelitian menunjukkan bahwa penguasaan motivasi dan kosakata memiliki hubungan yang signifikan dengan kemampuan berbicara. Oleh karena itu, hipotesis nol ditolak. Sehingga dapat disimpulkan bahwa ada faktor lain yang dapat berkontribusi terhadap keterampilan berbicara staf hotel.

**Kata kunci:** *Motivasi, Pemahaman Kosakata, Kemampuan Berbicara*

## **I. Introduction**

Learning English has become one of priorities for adults in Indonesia over the last few years because they are often obliged to take English course. Lied (1991) stated that there are six factors serve as sources of motivation for adult learning including social relationships, external expectations, social welfare, personal advancement, escape/stimulation, and cognitive interest. Personal advancement motivation as the main focus in this study is seen as a reason to achieve higher status in a job, secure professional advancement, and stay abreast of competitors (Lied, 1991). Some adults find it necessary to learn English for their career development, so they can keep their positions or jobs. Those situations show where speaking English is inevitable.

According to Dörnyei (1998), motivation initiates someone to learn the language, and convince him/her to continue learning even in long and tedious learning process. It is also added that appropriate curricula and good teaching can not assure that second/foreign learners achieve long term goals without motivation. This is also mentioned by Ellis (2000) who wrote motivated individuals will learn another language faster and to a greater degree as many studies has showed motivation is a key factor

of the success of language learning. From the explanations above, motivation becomes an essential factor for adults to become successful in learning English because it is not surprising people who have high motivation and those who do not show different results in their learning results and language performance.

The mastery of English vocabulary is necessary to speak English for second/foreign language speakers such as employees in the work field, like in big hotels. All of employees are required to speak English. It is because they have to provide what the guests need and want, so they should understand many vocabularies related to tourism and hotel. It is supported by Lazaraton (2001) who suggests that oral communication is based on four dimensions or competences: grammatical competence (phonology, vocabulary, word and sentence formation); sociolinguistic competence (rules for interaction, social meanings); discourse competence (cohesion and how sentences are liked together); and strategic competence (compensatory strategies to use in difficult strategies). Hence, vocabulary mastery is one of the essential factors in learning second/foreign languages, because it can influence learners' speaking performance, and it is impossible to build

communication since learners will find it difficult to understand what other people say to them.

Considering the importance of motivation and vocabulary mastery in speaking English, the writer decides to examine the correlation between hotel employees' motivation and vocabulary mastery to their speaking ability. From pre-observation carried out in Gili Trawangan, it is found that the hotel employees have different motivation in learning English. Some of them thought that they need English for improving their English skills, while others needed to be encouraged by their colleague and work environment. In addition, developing vocabulary and speaking skill are still considered important since they have to meet and communicate with foreigners from all over the world.

## **II. Review of Literature**

### **Motivation**

Blerkom (2009) described motivation as a thing that can energize, direct, and sustain behavior of people toward their specific goal. She added that motivation can influence people's mind to do work or not, their choice in study strategies, when and how long they do their work, how well they concentrate on it, how much effort they use to do their work and

task, and what they can learn from doing the task.

There are two general types of motivation; intrinsic motivation and extrinsic motivation. Intrinsic motivation (Blerkom, 2009) is motivation that comes from individual's personal interest because he loves learning doing something to achieve his goal, even though he does not have to. Extrinsic motivation, on the other hand, is believed as motivation which is caused by external factors, such as rewards, grades, or other types of achievement (Blerkom, 2009).

Vocabulary is defined as a set of lexemes, including single words, compound words and idioms. In order to be success in learning second/foreign language, vocabulary should be known and learnt. Because of this reason, teachers and language instructors should put vocabulary as main aspect of language that need to be more explored and understood by learners. Campillo (1995) said no matter how well successfully grammar and the sounds are mastered produced in L2, without words to express a wide range messages, communication in L2 is impossible to happen in meaningful way.

Nation (as cited in Schmitt, 2000) provided eight types of knowledge that a

learner must master in order to know a word. They are: 1) the meaning(s) of the word; 2) the written form of the word; 3) the spoken form of the word; 4) the grammatical behavior of the word; 5) the collocations of the word; 6) the register of the word; 7) the associations of the word; and 8) the frequency of the word. Those kinds of word knowledge are used as words in the wide variety of language situations when he or she comes across.

As a successful communication is the aim of language learners, vocabulary mastery have to be required by the learners to master all English. Knowledge of vocabulary has been proven as the most important element in learning English. It has been said by Nation and Newton (2009) that vocabulary is one of elements that learners achieve the learning goals of a language course to communicate effectively, other than fluent control of the sounds, spelling, grammar and discourse features of the language. Those aspects are necessary, so language teachers should have well-planned language course has an appropriate balance of these aspects. Furthermore, Ellis (2000) stated that many research showed native-speaking judges more pay attention to rate lexical errors instead of grammatical errors.

## Speaking

Luoma (2004) defined it as meaningful interaction between people, and it is a social and situation-based activity within people. Aguilera (2012), furthermore, said that speaking is a productive skill involving speech to express messages to other people. Interaction in speaking is two-way communication including language and body language to keep listeners paying attention to what we are saying. Thus, from definition above, it can be said that speaking is essential skill that learners should practice in order to be able to communicate and share information.

In order to communicate and deliver message well in second/foreign language, speaking needs to contain specific elements that native speakers. Speaking performance includes underlying processes that express both form and meaning (Goh and Burns, 2012). Meanwhile, Pietrzykowska (2014) in her research stated that there are four main components of oral skill to determine learners' speaking performance; pronunciation, grammatical accuracy, vocabulary use, and fluency. In conclusion, learners who aim to talk in English should develop their communicative competence in order to have interaction with others more frequently by improve fluency and

naturalness in speaking English as many experts have proven that speaking skill consists of several aspects of language.

### **III. Research Method**

#### Research Design

This research applied quantitative approach because the aim of this study is to investigate the correlation between motivation and vocabulary knowledge to Ombak Sunset Hotel employees' speaking skill, quantitative approach is appropriate to analyze and understand the problem in this study.

#### Research Population

Population chosen for this study is Ombak Sunset Hotel employees in Gili Trawangan. There are more than two hundred staffs who are working in the hotel right now. In this study, the samples are employees who graduate from schools/academies related to tourism, and they have worked in tourism sector at least for two years. This selection is useful to meet homogeneity of within-subject in quantitative research and to outline vocabulary test items as research instruments based on syllabus materials applied in tourism schools.

#### Instruments

There were three instruments used to collect the data from the samples. They are questionnaire, vocabulary test, speaking test

and interview. The questionnaire is adapted from Dörnyei and Taguchi (2010) in *Questionnaires in Second Language Research: Construction, Administration, and Processing* which consists of a number of questions modified based on the context of the samples. The questionnaire will be assessed by using Likert scale rating. Moreover, vocabulary test is conducted to know whether hotel employees' the samples know and understand the words. The vocabulary questions consist of words which are related to tourism sector. Finally, performance test will be conducted to the employees' speaking ability involving their pronunciation, grammar, vocabulary, and fluency.

#### Data Collection Procedures

For the purposes of this research, questionnaire about motivation in learning was firstly used. Questionnaire about motivation aimed at examining participants' feelings and opinions regarding learning English. After that, vocabulary test was conducted to obtain data about vocabulary mastery of Ombak Sunset Hotel employees. During the test, the participants could not use any electronic devices. Both questionnaire and paper test included instructions to make the participants understand, so their mistake can be avoided.

Assessing speaking was the next step to collect the data. Employees' speaking skill would be assessed by conversational exchange. They were asked about their daily and work life to develop the sentences on the lines of the pattern, so their pronunciation, vocabulary, accuracy and fluency were able to be examined. Their speaking performance was recorded as a way to second rater to listen and evaluate the employees' speaking performance. Moreover, the writer listened to the recording several times to conclude speaking assessment process.

#### Procedure of Analyzing Data

After collecting the data, the results from questionnaire became the first to be analyzed. The questionnaire had twenty questions covering intrinsic and extrinsic motivation. The highest score would be 5 for *Strongly Agree* and the lowest one was 1 as for *Strongly Disagree*. The score for each participant was shown by sum of scores for all items of the questionnaire. Next, the results from vocabulary were analyzed. Each item of the question had value of 1. The total score of vocabulary test were scored. Similar to vocabulary test, speaking assessment used specific calculation to analyze the total score of each participant. Participants were assessed on their individual performance by the writer and other raters who had capability in English. The

speaking performances were marked 1-5 for each criterion, including grammar, vocabulary, pronunciation and fluency.

After collecting and analyzing the score of each research instrument, multiple regression was used to determine the correlation between motivation and vocabulary mastery on Ombak Sunset Hotel employees speaking skill. Before analyzing the data, the formulation of hypotheses is very important. Null hypothesis and alternative hypotheses are formulated as follows:

$$H_0 : \beta_1 = \beta_2 = 0$$

$$H_a : \beta_1, \beta_2 \neq 0$$

$H_0$  = There is no significant correlation between motivation and vocabulary mastery to Ombak Sunset Hotel employees' speaking skill.

$H_a$  = There is significant correlation between motivation and vocabulary mastery to Ombak Sunset Hotel employees' speaking skill.

To calculate the coefficient, the formula can be seen as follows:

$$Y = a + \beta_1 X_1 + \beta_2 X_2$$

Y = a predicted value of Y (speaking skill)

a = the Y intercept

$\beta_1$  = the change in Y for 1 increment change in  $X_1$  (motivation)

$\beta_2$  = the change in Y for 1 increment change in X2 (vocabulary mastery)

X = a independent variable score (X1 = motivation, X2 = vocabulary mastery)

mean values for motivation, vocabulary test and speaking test are 78.83, 66.90 and 72.17, with standard deviations 5.96, 11.29 and 8.06 simultaneously.

#### IV. Findings and Discussion

##### Findings

As the main purpose of the study is to find out whether there is a significant correlation between motivation and vocabulary mastery to speaking ability of employees at Ombak Sunset Hotel in Gili Trawangan, the correlation between three variables above is analyzed by applying multi regression analysis using SPSS. The results of SPSS analysis can be seen as follows:

**Table I Variable Entered/Removed**

Mode	Variable Entered	Variable Removed	Method
1	Vocabulary test, motivation		enter

- a. All requested variables entered
- b. Dependent variable: speaking skill

Entered/Removed table shows which the variables are entered and removed form this study model. From the results, it can be seen that all three variables are added, and none is removed indicating all variables are included in the analysis. The second table above is descriptive statistics table which provides the usual descriptive statistics for all three variables. The N was 30 because there is no missing datum from participants. Moreover,

**Table II Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
motivation	30	70	90	78.83	5.966
vocabulary test	30	40	81	66.90	11.293
speaking skill	30	45	85	72.17	8.060
Valid N (listwise)	30				

The next table is ANOVA table which assesses the overall significance of the model. The F value is 5.615, and sig. value is 0.009. It meant that there is significant correlation between motivation and vocabulary mastery to speaking skill of hotel employees. The results show that F value > F table because 5.615 > 3.35. Furthermore, its Sig. is < 0.05 since the output in the table. Hence, the null hypothesis must be rejected.

**Table III ANOVA<sup>b</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	553.480	2	276.740	5.615	.009 <sup>a</sup>
Residual	1330.687	27	49.285		
Total	1884.167	29			

a. Predictors: (Constant), vocabulary test, motivation

b. Dependent Variable: speaking skill

**Table IV Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.542 <sup>a</sup>	.294	.241	7.020	2.396

a. Predictors: (Constant), vocabulary test, motivation

b. Dependent Variable: speaking skill

**Table V Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	26.665	19.136		1.394	.175		
motivation	.268	.219	.198	1.227	.231	.999	1.001
vocabulary test	.364	.115	.510	3.153	.004	.999	1.001

a. Dependent Variable: speaking skill

From the two variables entered in the analysis, there is only vocabulary test as the significant variable since its sig. value is less

than 0.05, 0.04. Meanwhile, motivation as independent variable does not have significant influence toward speaking skill because its significance 0.231 which is  $p > 0.05$ .

The coefficients table provided the information about the coefficients of the independent variables in the regression equation including all the predictor variables which can be seen as follows:

$$Y(\text{Speaking Score}) = b_0 + b_1X_1 + b_2X_2$$

$$Y = 26.665 + 0.268 \text{ motivation} + 0.364 \text{ vocabulary}$$

with  $R^2 = 29.4\%$  and the adjusted  $R^2 = 24.1\%$  ( $p < 0.05$ ).

## Discussion

To answer the first research question, the participants in this study answered questionnaire and vocabulary test, and participated in speaking test. The results of questionnaire showed the highest motivation score is 90 and the lowest one is 70. Its mean score achieved by all thirty participants is 78.83, indicating the staffs have moderately strong motivation to learn English. The analysis of questionnaire also includes internal and external aspect of motivation. From two aspects of motivation, internal motivation has higher value than external motivation, with average score 40.96, while



external motivation is only 37.64. This output is also supported by the data which is later taken from the interview.

On the other hand, vocabulary test results consisting topic related to tourism sector and hospitality industry reported that its average score is 66.90. The highest and the lowest score in the test simultaneously are 81 and 40. The highest score of vocabulary test is obtained by two participants. The last score analysis is speaking test. The test showed that is 85 the best score, while the lowest score is 45. From that finding, it can be found that the average score 72.17. However, it was found that the lowest score both from vocabulary test and speaking test was achieved by participant XXIII.

From the regression analysis, it is proven that null hypothesis is rejected. The independents variables have a significant correlation because  $p = 0.009$  which was  $p < 0.05$ . The contribution of motivation and vocabulary test toward speaking skill is described by R-square in table 4.9 which is 0.294. It indicates that only 29.4% of speaking skill as dependent data can be explained by motivation and vocabulary mastery. The percentage explains that the independent variables had weak influence to the dependent variable, as by written Shallahamer (2007) that

correlation coefficient which is in the range 0.2 to 0.4 has weak or low contribution.

The weak correlation between motivation and vocabulary to speaking skill of Ombak Sunset Hotel staff is possibly because the independent variables included are limited to motivation and vocabulary mastery of the staffs. In addition, the participants are those who have tourism-related education and two-year work experience. It can be implied there are many other factors that can give more contribution to the hotel staffs' speaking skill, instead of the two factors included in this study, such as gender, previous work experience and age.

## V. Conclusion

This study aims at investigating the correlation between motivation and vocabulary to speaking skill. The population is Ombak Sunset Hotel considered as adult learners. The analysis focuses on their motivation in learning English, their vocabulary mastery in words related to tourism sector and hospitality industry, and their speaking skill. From the findings, it is found that there is significant correlation between motivation and vocabulary mastery to speaking skill of Ombak Sunset Hotel's employees, so the null hypothesis is rejected.

While this study focuses on the correlation between motivation and vocabulary mastery to speaking skill of hotel employees, the results may be restricted to the three factors in English learning. There are many other issues to be investigated by future researchers. Future research should include more aspects or variables to gather diverse data.

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