NASKAH AKADEMIK

PENELITIAN DASAR INTERDISIPLINER

The Correlation between Motivation, Learning Style and Vocabulary Knowledge among the University Students in District 3 Cirebon

TIM PENELITI

Udin Kamiluddin, ID 2015096301088000 (KETUA)

Yayat Suryatna, ID 201010610201000 (ANGGOTA)

LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA

MASYARAKAT

INSTITUT AGAMA ISLAM NEGERI (IAIN)

SYEKH NURJATI CIREBON

TAHUN 2022

PERNYATAAN KEASLIAN PENELITIAN

Yang bertanda tangan di bawah ini:

Nama   : Udin Kamiluddin

                                Yayat Suryatna

Judul Penelitian   : *The Correlation between Motivation, Learning Style and Vocabulary Knowledge among the University Students in District 3 Cirebon*

Dengan ini menyatakan bahwa hasil penelitian ini merupakan karya sendiri, benar keasliannya, bukan skripsi, thesis ataupun disertasi dan sepanjang pengetahuan saya dalam tulisan ini tidak terdapat karya atau pendapat yang pernah ditulis atau diterbitkan oleh orang lain kecuali yang secara tertulis diacu dalam naskah ini dan disebutkan dalam daftar pustaka.

Apabila ternyata di kemudian hari penelitian ini merupakan hasil plagiat atau penjiplakan atas karya orang lain, maka saya bersedia bertanggung jawab sekaligus menerima sanksi sesuai dengan aturan atau hukum yang berlaku termasuk mengembalikan seluruh dana yang telah diterimanya kepada LP2M IAIN Syekh Nurjati Cirebon.

Demikian pernyataan ini saya buat dalam keadaan sadar tanpa paksaan.

Cirebon, 1 Desember 2022

Peneliti

Udin Kamiluddin

ii

HALAMAN PENGESAHAN
NASKAH AKADEMIK HASIL PENELITIAN DOSEN

Judul Penelitian	: *The Correlation between Motivation, Learning Style, and Vocabulary Knowledge among the University Students in District 3 Cirebon*
Klaster Penelitian	: Dasar Interdisipliner
Ketua Peneliti	:
Nama Lengkap	: Udin Kamiluddin
Jenis Kelamin	: L
NIDN	: 2015096301
Disiplin Ilmu	: Pendidikan Bahasa Inggris
Pangkat/Golongan	: Lektor Kepala/IVa
Jabatan	: Dosen
Fakultas/Jurusan	: FITK/TBINDO
Alamat Rumah	: Jl. Utama Taman Nuansa Majasem No. A 29 Rt. 04/08 Majasem Karya Mulya, Kesambi Cirebon
E-mail	: kamilvirgo@gmail.com
Jumlah Anggota Peneliti	:
Nama Anggota	: Yayat Suryatna
Lokasi Penelitian	: Wilayah 3 Cirebon
Jangka Waktu Penelitian	: 6 bulan
Sumber Dana Penelitian	: DIPA IAIN Syekh Nurjati Cirebon Tahun 2022
Jumlah Biaya Penelitian	: Rp. 27.300.000,-

Cirebon, 1 Desember 2022
Ketua LP2M

Dr. H. Ahmad Yani, M.Ag
NIP. 19750119 200501 1 002

The Correlation between Motivation, Learning Style and Vocabulary Knowledge among the University Students in District 3 Cirebon

Udin Kamiluddin

udinkamiludin@syekhnurjati.ac.id

Yayat Suryatna

yayatsuryatna@syekhnurjati.ac.id

Vocabulary knowledge is pivotal for language and knowledge development. It indicates an individual language development. Hence, it needs to be treated seriously in any language program. However, students are very often recognizing the importance of vocabulary knowledge to their language learning. As a result, their vocabulary knowledge is low.

This paper discusses the issues of motivational orientation, learner types and their relationship with vocabulary knowledge among the university students of semester three in the academic year 2022 / 2023 in District 3, Cirebon. It is quantitative research. The data were obtained through the questionnaires namely the Attitude / Motivation Test Battery (AMTB) developed by R.C Gardner, "How do you learn best?" adapted from K. Willing's model, and Vocabulary Level Test developed by Paul I. Nation. The vocabulary test was run online through **https://www.lextutor.ca/tests/.** The statistical software such as SPSS was employed to analyze the data.

The results show most of the participants (53.33 %) has integrative motivation and (46.66 %) of them possess instrumental motivation. Another finding reveals most of the participants (51.66 %) are Communicative Learner type. With regard to Vocabulary Knowledge, this study reveals the Average Marks of Productive and Receptive Vocabulary obtained by the participants is 64.09 which means satisfactory or at medium level.

Furthermore, the findings report that an integrative motivated learners scored slightly better (20 %) in Vocabulary Level Test than learners who have instrumental motivation, and all participants (Communicative, Teacher Oriented, and Concrete Learners) are placed in Low Level at the Lower Range of Vocabulary Level Test as they secured average marks 64. Moreover, the result of correlation test confirms there is no a correlation between Motivation, Learning Style and Vocabulary Knowledge. Therefore, the hypothesis (H0) is accepted since the significance value is more than 0.05.

Key words: Motivation, Learning Style; Vocabulary Knowledge

Acknowledgements

It is, first of all, my obligatory as a Muslim to praise Allah the Almighty upon completion of this challenging, motivating, even inspiring research works. Without His will and blessings, this work would be impossible to come into existence.

In this opportunity, I would like to express my deep and sincere thanks to all those who have supported me in the process of conducting this research including:

My big family members: wife, son and daughter, who have, as ever, maintained my sanity through their love and good counsel.

Rector, Institut Agama Islam Negeri Syeikh Nurjati, Cirebon.

Dean, Faculty of Education and Teacher Education, Institut Agama Islam Negeri Syeikh Nurjati, Cirebon.

Chairman, Department of Indonesian Language Teaching, Institut Agama Islam Negeri Syeikh Nurjati, Cirebon.

Chairman, Department of Research and Publication, Institut Agama Islam Negeri Syeikh Nurjati, Cirebon.

Chairmen, Department of English Education, Institut Agama Islam Negeri Syeikh Nurjati, Cirebon, Universitas Islam al-Ihya Kuningan, and Institut Pendidikan dan Bahasa INVADA Cirebon.

My research colleagues, in particular, in the Department of Indonesian Language Teaching, and my colleagues, in general, at Institut Agama Islam Negeri Syeikh Nurjati, Cirebon.

I, also, would like to pass on sincere thanks to all students who participated in this research.

And, finally, to all who have helped me in writing this research, my sincere thanks; whatever shortcomings remain should be laid at my door.

Cirebon, 1 December 2022

Udin Kamiluddin

Contents

CHAPTER I: INTRODUCTION

A. Research Background

The English Proficiency Index (2021) shows Low proficiency of English in Indonesia. It stood 80 of 112 countries, scored 466, gained position 14 of 24 countries in Asia. https://www.ef.com/wwen/epi/regions/asia/indonesia/ Retrieved on 5.2.2021. Moreover, studies indicated the importance of vocabulary in English language teaching and learning which can be treated systematically and hence the result of instruction is predictable. .

https://academic.oup.com/eltj/article-abstract/62/1/100/418169#no-access-message Retrieved on 12.8.2019.

According to Wilkins without *grammar* very little can be conveyed, without *vocabulary nothing* can be conveyed. This means one can manage to communicate even without grammar. One can convey the message with some useful words and expressions. But one cannot convey any message at all without words (Alqahtani, 2015:22). Lewis (1993: 89) states that lexis is the core or heart of language. Therefore, it is important to acquire more productive vocabulary knowledge when the students develop greater fluency and expression in English.

Alqahtani (2015:22) claims that learners' vocabulary development is an important aspect of their language development. The more the learners develop their vocabulary the more their language competence develops. Limited vocabulary knowledge affects communication skill. Moreover, Alqahtani confirms that lexical knowledge is pivotal for communicative competence and for the acquisition of a second language to succeed, vocabulary knowledge enables language use, and vice versa.

Researchers for example Laufer and Nation, Maximo, Read, Gu, and Marion demonstrate that vocabulary knowledge is significant for successful second language use and plays very important role to comprehend oral and written texts. Huckin reveals that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome (Alqahtani, 2015:22). Relevant with this is what Kumaravadivelu (2008) says that vocabulary knowledge causes better comprehension and language development. However, students are very often recognize the importance of vocabulary knowledge to their language learning. Consequently, they carry dictionaries around and not grammar books (Schmitt, 2010). Similarly, travelers do not carry grammar books, but dictionaries (Lewis, 1993: 25).

Educators and researchers have long been recognizing learner's motivation and learning style are two of crucial factors for any instructional program to succeed. The two variables affect the quality of individual's learning (Markwell: 2003; Richards: 2001; Cora Hahn: 1996; Rachmania Bachtiar Kassing: 2011; Dornyei, 1994; Dornyei & Csizer, 1998; Gardner, Tremblay & Masgoret, 1997; Ghenghesh, 2010; Kormos & Csizer, 2008; Liando, et al., 2005; Oxford, 1994; Dornyei, 2001a; Liando et al., 2005; Oxford, 1994; Kimura, Nakata & Okumura, 2001; Keller, as cited in Schmidt, Boraie & Kassagby, 1996; Dornyei, Dornyei, 1998: 117; O'Sullivan, 2017; R.C. Gardner and P.D. MacIntyre, 199) in Kamiluddin: 2019).

Yang (2012) reveals that there is significant correlation between English proficiency and positive attitude towards learning English, for both instrumental and integrative motivation. Intrinsic and extrinsic motivation determine the success of learners at all stages of their education including learning English as a Foreign Language (Oletic and Ilic, 2014).

Kamiluddin (2019: 1-13) confirms most of the participants are instrumentally motivated learner and are communicative as well as teacher-oriented types, and majority of them are of medium level

of English Language Proficiency. Furthermore, the findings reveal that an integrative motivated learners scored better than instrumentally motivated learners in English Language Proficiency Test and the result of correlation test indicates Motivation and Learning Style correlate with English Language Proficiency. However, in some cases, an instrumental motivation is likely to be the determinant factor to succeed in second language learning. (Ellis, R. 2000:75).

On the basis of the previous discussion, it is significant to investigate the type and level of motivation, students' learning style, and its correlation with vocabulary knowledge.

B. Problem Identification

The foregoing descriptions lead to some problems which can be identified as follows:

1. Poor vocabulary knowledge of the university students in general, and poor productive vocabulary knowledge of the university students in particular.

2. Motivation and learning styles are among the determinant factors for learning and teaching to succeed.

C. Limitation of the Problem

This study focuses on the two major problems which have been identified earlier, they are:

1. Poor vocabulary knowledge of the university students in general, and poor productive vocabulary knowledge of the university students in particular.

2. Motivation and learning styles are among the determinant factors for learning and teaching to succeed.

D. Formulation of the Problem

The following research questions are formulated on the basis of the above discussion to guide the study:

1. Which motivation do the students exhibit in the classroom?

2. Which learning style do the students exhibit in the classroom?

3. How is the student's vocabulary knowledge?

4. To which extent do motivation correlate with vocabulary knowledge?

5. To which extent do learning style correlate with vocabulary knowledge?

6. To which extent do motivation and learning style correlate with vocabulary knowledge simultaneously?

E. Purpose of the the Research

This research is conducted to meet the following purposes:

1. To identify students' motivation.

   In order to get a picture of students' motivation the AMBT questionnaire of 39 items is used to get the data on the students' interest in foreign languages (10 items); integrative orientation / motivation (4 items), instrumental orientation / motivation (4 items); motivational intensity (10 items); desire to learn English (10 items; and orientation index (1 item).

2. To identify students' learning style.

   The questionnaire "How do you learn best" developed by Willing (1988: 106) is used to obtain the data of the students' learning style preferences including analytical learner, communicative learner, concrete learner, and teacher-oriented learner.

3. To assess the student's vocabulary knowledge.

   The Vocabulary Level Test developed by Paul I. Nation is used for assessing the student's vocabulary knowledge.

4. To measure the correlation between motivation and vocabulary knowledge.

5. To measure the correlation between learning style and vocabulary knowledge.

6. To assess the correlation between motivation, learning style and vocabulary knowledge simultaneously.

Pearson correlation analysis is run to examine the correlation between the variables of motivation, learning style and vocabulary knowledge.

F. Significance of the Research

This research is regarded significant in the sense that it may be expected to contribute for the following aspects:

a. Theoretical usage

Theoretically, upon completion of this research the number of literatures on the study of motivation, learning style and vocabulary knowledge may increase. It is, of course, expected may contribute to the development of theories on related fields.

b. Practical usage

Despite of its limitation, this study is expected to provide some sorts of guideline for teaching in general and for teaching vocabulary in particular.

CHAPTER II: LITERATURE REVIEW

A. Theoretical Ground

This research is guided by three main theories, they are motivational theory, learning style, and vocabulary knowledge.

Theories on Motivation

Motivation is an internal drive or the psychological force that enables action has long been the object of scientific inquiry (Carver & Scheier, 1998; Festinger, 1957; Fishbein & Ajzen, 1974; Hull, 1932; Kruglanski, 1996; Lewin, 1935; Miller, Galanter, & Pribram, 1960; Mischel, Shoda, & Rodriguez, 1989; Zeigarnik, 1927). (Touré-Tillery, M. and Fishbach, A., 2014).

Based on three schools of thought in second language acquisition (Structuralism/Behaviourism, Structuralism and Cognitive Psychology, and Constructivism), various definitions of motivation can be constructed through three different perspectives, namely behaviouristic perspective, cognitive term, and constructivist view of motivation (Brown, 2000: 160-161). Since motivation is considered to be one of the most influential factors in learning and academic achievement, a number of researchers and educators from different fields of education define, analyse and conceptualize this term (Brophy, 2010; Dornyei, 2001b). Brown defines it as "an inner drive, impulse, emotion or desire that stimulates one toward a particular action" (1987, p.117). Maehr and Meyer as cited in Brophy state that motivation is an abstract and theoretical construct. It refers to "initiation, direction, intensity, persistence and quality of behavior, especially goal-directed behavior" (2010, p.3). Ziahosseini and Salehi (2008) conclude that motivation consists of the choices that people make as to what experiences or goals they will approach or avoid and the degree of effort they exert in that respect.

In the context of second/foreign language learning, Gardner (2001) claims that motivation stimulates an individual to strive for goal achievement; it makes the individual persistent and attentive. In

other words, a highly motivated learner enjoys striving for a goal and makes use of strategies in reaching that goal. Motivation to learn a foreign language is often triggered when the language is seen as valuable to the learner in view of the amount of effort that will be required to be put into learning it. Dornyei and Otto (1998) define motivation as "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and acted out" (p.64). Williams and Burden (1997) explain that motivation is a cognitive and emotional arousal which results in a conscious decision to act, and gives rise to sustain intellectual and physical effort in order to achieve the set goals. (Rachmania Bachtiar Kassing, 2011).

Bc. Lenka Svobodová, 2015: 10-18, suggests sources and types of motivation.

Sources of motivation

Sources refer to location where behavior is motivated. There are various approaches to distinguish sources of motivation and their components. Deckers differentiates two elementary sources of motivation; internal that can be either biological (e.g hunger) or psychological (e.g. interest), and also external sources such as incentives and goals. Deckers explains that incentives and goals pull an individual toward a specific result and internal motivations push an individual into action (2010, p. 1).

Combined internal and external sources intensify motivated behaviour. For example hunger (push) increases the motivation for food and at the same time the attractiveness and size of the food reward (pull) also influence the motivation.

Internal sources of motivation

Sources of internal motivation include all possible inner signals to act including biological and psychological condition, emotional reactions and other intrinsic factors. It includes:

7

Needs

Needs can be characterized as something we need for an effective and fruitful life, something that is necessary for survival and development of an individual.

Attitudes

Attitude refers to the level of effort the individual expends to achieve a goal.

Values

Feather (1992, p. 110) states that values are one kind of motives that encourage the individuals to do the activity they think should be done.

Interests

Interest is another crucial element of the motivational structure of an individual. It is a mental state that makes attention to focus on an object of the interest that can be a thing, event, or an activity. Řehulka (1995, p. 9) defines interest as "a very strong kind of motives that intensively activate individual´s behaviour".

External sources of motivation

According to Deckers (2010, p. 2), "external or environmental sources are events and situations within the environment and are referred to as incentives and goals." Incentives are social impulses, outcomes or actions that can stimulate a certain reaction. Goal can be characterized as something that a person desires to achieve; the end state hence goal determines human behavior. According to Deckers (2010 p. 2), "the goal of the motive is the incentive."

Motivation is a psychological construct that cannot be observed or recorded directly. However, it can be measured through self-reports. Some observable motivation includes cognitive (e.g. recall, perception), affective (e.g. subjective experience), behavioral (e.g. performance), and physiological (e.g.

brain activation) responses. Furthermore, it is important to understand what type of motivation one is attempting to capture when measuring motivation (Touré-Tillery, M. and Fishbach, A., 2014).

Types of motivation

When trying to explore the reasons why students decide to act in particular ways, it appears obvious that these reasons for the actions can be categorized into different types. There are several motivational subsystems differentiated. The intrinsic and extrinsic motivation, integrative and instrumental motivation, positive and negative motivation as well as social motivation are types of motivation that are universally acknowledged in L2 learning motivational theories.

Intrinsic Motivation exists within the individual and is related to the individual's identity and sense of well-being. Learners are said to have intrinsic motivation when he/she places learning as an ultimate goal. Intrinsic motivation is defined as the degree of desire by which an individual works or strives to act, such as to learn a language, and to experience satisfaction in this activity. It is an inner drive within an individual that stimulates him to act.

Extrinsic motivation originates from outside the individual. Learners are said to have extrinsic motivation when he/she puts learning as secondary goal. They learn for the sake of rewards such as grades or praise that are not the spirit of learning itself. Learning or performing well becomes necessary to earning those rewards.

Researchers and theorists confirmed that intrinsic motivation correlates more closely with language learning success than extrinsic motivation. However, a combination of extrinsic and intrinsic motivation creates a learner's total motivation. External rewards can either increase or decrease intrinsic motivation, depending on how they affect self-efficacy. (Chiew Fen Ng and Poh Kiat Ng. (2015: 98).

Susan Harter (1981, in Williams & Burden, 1997, p. 124) as cited in Bc. Lenka Svobodová, (2015: 10-18), distinguishes five separate dimensions forming motivation in the classroom environment, each of which is determined by intrinsic and extrinsic pole:

Intrinsic Motivation   **Extrinsic Motivation**

Preference for challenge   vs   Preference for easy work

Curiosity, interest   vs   Pleasing teacher, getting grades

Independent mastery   vs   Dependence on teacher in figuring out problems

Independent judgment   vs   Reliance on the teacher's judgment about what to do

Internal criteria for success   vs   External criteria for success

Integrative and instrumental motivation

Gardner and Lambert (1972) elaborated a theory that it is necessary to differentiate between integrative and instrumental motivation as each of them has a different source and represent different reasons for studying a language.

An instrumental motivation comprises from a complex of factors connected to motivation arising from external goals, for example getting a job, reading a letter from a pen friend, or being promoted. A student is instrumentally motivated to learn the second language since he/she wants to use the target language as a tool or an instrument to pursue "financial or practical" objectives. And, a student is said to have integrative motivation to learn the second language, as he/she wants to be inherently associated with the culture of members of the target language community (Gardner, 1985, cited in Mike Barker).

Integrative motivation refers to a certain wish or desire of a language learner to identify the culture of speakers of that language. Students try to acquire the language because they want to able to comprehend

and communicate in the foreign language and thus to attain the ability to interact with people of different nationalities as well as to gain the knowledge of their culture. (Bc. Lenka Svobodová, 2015: 10-18).

This research employs the theory of motivation developed by Robert C. Gardner in 1985 who classified motivation into integrative and instrumental motivation. The use of this theory is under consideration that it is reliable and more applicable for the study of language acquisition.

Theories on Learning Style

Coffield et al. (2004: 70) stated that Betts developed Betts Inventory in 1909 to measure imagery type of leaning style. Furthermore, it was probably Witkin and his colleagues in the 1940s who started all this off (Witkin 1950; Witkin et al. 1954 as cited in Smith and Dalton 2005: 7). They developed a theory of perception called field dependence/independence. Field dependent people were not easily able to see a figure that was embedded in a background display, while field independent people found easily to see it because they were not confused by what surrounded it.

In the earlier days the term "cognitive style" was used rather than learning style (Swanson, 1995 as cited in Tuan, 2012: 2). Cognitive style has been defined in different ways, as:

- a certain approach to problem-solving, based on intellectual schemes of thought;
- individual characteristics of cognitive processing which are peculiar to a particular individual;
- a person's typical approach to learning activities and problem-solving;
- strategies, or regular mental behaviours, habitually applied by an individual to problem- solving.

Another related term is learning preferences that refer to an individual's preferred intellectual approach to learning, which has an important bearing on how learning proceeds for each individual, especially when considered in conjunction with what teachers expect from learners in the classroom. It has

been used to refer to the environmental, emotional, sociological and physical conditions that an individual learner would choose, if they were in a position to make a choice (Dunn *et al*. 1989). (Pritchard, 2009: 42).

Witkin and his colleagues later extended the idea to learning styles, saying that some people are able to analyze and learn things in isolation from other surrounding issues, while others needed to learn on a more holistic basis which included the surrounding matters as well. Specifically, according to Kirby (1979 as cited in Tuan, 2012: 2) the term "learning style" came into use when researchers began looking for ways to combine course presentation and materials to match the needs of each learner.

Then the term learning style has been defined in different ways by many researchers depending on their perspective.

Rita Dunn defined learning style as the following:

A person's learning style is the way that he or she concentrates on, processes, internalizes, and remembers new and difficult academic information or skills. Styles often vary with age, achievement level, culture, global versus analytic processing preference, and gender (Shaughnessy, 1998) cited in Yeh (2004: 6).

Furthermore, Dunn and Dunn suggest elements that affect learners when they are learning. Those factors include:

1). Immediate environment (sound, light, temperature, and design);

2). Own emotionality (motivation, persistence, responsibility, and need for structure or flexibility);

3). Sociological needs (self, pairs, peers, team, adult, or varied);

4). Physical needs (perceptual, strengths, intake, time and mobility). (Dunn and Dunn, 1978: 4).

According to Kinsella cited in Reid (2002: 170-194), learning style refers to "an individual's natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skills which persist regardless of teaching methods or content area".

Learning style can be described as the unique way that people learn. It is relatively consistent pattern of how a person perceives, grasps, and processes knowledge. It is a "biologically and developmentally imposed set of personal characteristics that make the same teaching method effective for some and ineffective for others" (Dunn, Beaudry, & Klaves, 1989, p. 50 cited in Lang & Evans: 2006, p. 62). Gregorc (1979: 234 as cited in Lang & Evans: 2006, p. 62) defines learning styles as "distinctive behaviours that serve as indicators of how a person learns from and adapts to his environment. It also reflects how his mind operates.

Richards et.al. (1992: 61) define learning style as the particular way which is more frequently used by a student to learn. It is relatively a stable behaviour. However, Berry (1981: 42) suggests that an individual's characteristic may change according to circumstances and in response to specific training (Douglas Andrew Town, *Cognitive style and learning strategies,* *http://www.monografias.com/trabajos16/learning-styles/lerning-styles.shtml*. 19 January 2006.

Learning style is defined as the way by which a person acquires, retains, and retrieves information (Felder: 1995, p. 21). Reichman & Grasha (1974) learning style is attitudes, habits, and strategies learners will use when they work and how they engage with their peers when they learn. (Putinseva: 2006, p.5).

Learning styles are the general orientations to the learning process exhibited by learners. (Nunan: 1999, p. 55).

Learning style means:

- a particular way in which an individual learns;

- a mode of learning – an individual's preferred or best manner(s) in which to think, process information and demonstrate learning;

- an individual preferred means of acquiring knowledge and skills; habits, strategies, or regular mental behaviors concerning learning, particularly deliberate educational learning, that an individual displays. (Pritchard, 2009: 42).

In short, a learning style is a preferred way of learning and studying; for example, using pictures instead of text; working in groups as opposed to working alone; or learning in a structured rather than an unstructured manner. It is preferred ways of learning used more frequently by a person when he/she learns.

Each individual will adopt an approach to learning which is most comfortable for and leave those are not. Being aware of own preferred ways of learning help learners to:

- use an appropriate learning style to suit the particular learning that is being undertaken,

- and take opportunities to improve their potential for learning when faced with a learning activity that might steer them towards one of their weaker-or at least one of their less favoured-style (Pritchard, 2009: 43).

Generally speaking, they agreed to a certain degree upon the approaches to the study of learning style: psychological, cognitive and social/interactive (Lang et al., 1999 as cited in Uzun, 2012: 123). Similarly, Conner (2004 as cited in Putinseva, 2006: 1) stated that the study on learning style models falls into general categories for example information processing, personality pattern, and social interaction. Furthermore, Mitchell (1994 as cited in Coffield et.al. 2004: 56) claimed that there were over 100 learning style models.

Researchers of learning style have been classifying learning style differently. For example:

1). Cognitive style model

Witkin, Gooddenough, and Otman (1979) cited in Douglas Andrew Town, *Cognitive style and learning strategies,* characterize an individual as who relies on the external environment as a given, in contrast to who works on it. Moreover, Willing (1988: 41-42) state those who tend to accept or rely upon the external environment are relatively more Field Dependent (FD), while those who tend to work on it are relatively more Field Independent (FI).

Willing goes on to contrast the two poles of Field Dependent (Concrete) and Field Independent (Analytical) from different dimensions.

Information processing

No.	Field Dependent (Concrete) Attributes	Field Independent (Analytical) Attributes
1	Experiences item as fused with context; what is interesting is the impression of the whole	Finds item easy to detach an experienced (perceived) item from its given background
2	Item is experienced and comprehended as part of an overall associational unity with concrete and personal interconnections; (item's storage in, and retrieval from, memory is via these often affectively-charged associations)	The item is extractable because it is having a rudimentary meaning on its own; thus it can be moved out of its presented surroundings and into a comprehensive category system …. For understanding (and "filling" in memory
3	Tendency to show traits f extraversion (person's mental processing is activated by relatively higher-intensity stimulus; therefore likes rich, varied input	Tendency to show traits of introversion (the person's mental processing can be strongly activated by low-intensity stimulus; hence dislikes excessive input)

4	Tendency to be "impulsive" in thinking tasks; "plays hunches"	Tendency to be "reflective" and cautious in thinking task
5	Any creativity or unconventionality would derive from individual's imaginativeness or "lateral thinking"	Any creativity or unconventionality would derive from individual's development of criteria on a rational basis

Learning strengths

No.	Field Dependent (Concrete) Attributes	Field Independent (Analytical) Attributes
1	Performs best on tasks calling for intuitive "feel" for language (e.g. expression; richness of lexical connotation; discourse; rhythm and intonation	Performs best on analytical language tasks (e.g. understanding and using correct syntactical structures; semantically ordered comprehension of words; phonetic articulation)
2	Prefers material which has a human, social content; or which has fantasy or humor; personal; musical, artistic	Favors material tending toward the abstract and impersonal; factual or analytical; useful; ideas
3	Has affinity for methods in which various features are managed simultaneously; realistically; in significant context	Has affinity for methods which are: focused; systematic; sequential; cumulative
4	Less likely to direct own learning; may function well in quasi-autonomy (e.g. guided	Likely to set own learning goals and direct own learning; (but may well chose or prefer to use----

	discovery); but may well express preferences for a formal, teacher dominated learning arrangement, as a compensation for own perceived deficiency in ability to structure	for own purpose----an authoritative text or passive lecture situation
5	Right hemisphere strengths	Left hemisphere strengths

Human relations

No.	Field Dependent (Concrete) Attributes	Field Independent (Analytical) Attributes
1	Tendency to experience and relate not as a completely differentiated "self but rather as to a degree----fused with group and with environment	Greater tendency to experience self as a separate entity; with, also a great deal of internal differentiation and complexity
2	Greater tendency to defer to social group for identity and role definition	Personal identity and social role to a large extent self-defined
3	More other-oriented (e.g. looking at and scrutinizing other faces; usually very aware of other feelings in an interaction; sensitive to cues	More tendency to be occupied with own thoughts and responses; relatively unaware of the subtle emotional content in interpersonal interactions
4	Greater desire to be with people	Relatively less need to be with others

5	Learning performance much improved if group or authority figure give praise	Self-esteem not ultimately dependent upon the opinion of others

2). The Honey-Mumford Model

Honey-Mumford Model described four learning styles as:

- Activists

- Reflectors

- Theorists

- Pragmatists

Activists prefer to learn by doing rather than, for example, by reading or listening. They thrive on trying anything that has not been experiencing and interesting. They like to immerse themselves in a wide range of experiences and activities and like to work in groups so that ideas can be shared and ideas tested. They like to get on with things, so they are not interested in planning. Activists are bored by repetition, and are most often open-minded and enthusiastic.

Reflectors stand back and observe. They like to collect as much information as possible before making any decisions; they are always keen to 'look before they leap'. They prefer to look at the big picture, including previous experiences and the perspectives of others. The strength of reflectors is their painstaking data collection and its subsequent analysis, which will take place before any conclusion is reached. Reflectors are slow to make up their minds, but when they do, their decisions are based on sound consideration of both their own knowledge and opinions, and on what they have taken in when watching and listening to the thoughts and ideas of others.

Theorists like to adapt and integrate all of their observations into frameworks, so that they are able to see how one observation is related to other observations. Theorists work towards adding new learning

into existing frameworks by questioning and assessing the possible ways that new information might fit into their existing frameworks of understanding. They have tidy and well-organized minds. They sometimes cannot relax until they get to the bottom of the situation in question and are able to explain their observations in basic terms. Theorists are uncomfortable with anything subjective or ambiguous. Theorists are usually sound in their approach to problem-solving, taking a logical, one-step-at-a-time approach.

Pragmatists are keen to seek out and make use of new ideas. Pragmatists look for the practical implications of any new ideas or theories before making a judgment on their value. They will take the view that if something works, all is well and good, but if it does not work, there is little point in spending time on the analysis of its failure. A strength of pragmatists is that they are confident in their use of new ideas and will incorporate them into their thinking. Pragmatists are most at home in problem-solving situations.

3). Neuro-Linguistic Programming (NLP) Research

Neuro-Linguistic Programming (NLP) describes learning styles as follows:

Visual learners

Visual learners prefer to learn by seeing. They have good visual recall and prefer information to be presented visually, in the form of diagrams, graphs, maps, posters and displays, for example. They often use hand movements when describing or recalling events or objects and have a tendency to look upwards when thinking or recalling information.

Auditory learners

Auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories and audio tapes, for example. They like sequence, repetition and summary, and when recalling memories tend to tilt their head and use level eye movements.

Kinaesthetic learners

Kinaesthetic learners prefer to learn by doing. They are good at recalling events and associate feelings or physical experiences with memory. They enjoy physical activity, field trips, manipulating objects and other practical, first-hand experience. They often find it difficult to keep still and need regular breaks in classroom activities.

4). The Myers-Briggs Type Indicator (MBTI)

The MBTI describes four personality types which can be interpreted as some sort of the other learning style descriptions.

The Myers-Briggs Model classifies individuals according to their preferences on scales derived from the theories of psychological types developed by Carl Jung. According to the model, learners may be: *extroverts, introverts, sensors, intuitive learner, thinkers, feelers, judgers, perceivers.*

The following attributes and strengths relate to each of the different types mentioned above.

Extrovert learners

Attribute

Extrovert learners like to:

- Talk to understand new information and ides;

- Work in groups;

- Try something first and think about it later;

- See the results from a project;

- See examples of how other people are doing the work;
  Strengths

Extroverts learn best when they can work with a friend and learn by trying something themselves instead of watching or listening to others. When they have difficulty with understanding,

they benefit by talking about their ideas with others.

Introvert learners

Attributes

Introvert learners like to:

- Study alone;

- Listen to others talk and think about information privately;

- Think about something first and try it later;

- Listen, observe, write, and read;

- Take time to complete assignments.

  Strengths

Introverts learn best when they can find quiet places to work and have enough time to reflect on, redraft and improve their work. Introverts often like to make connections between school work and their personal interests.

Sensing learners

Attributes

Sensing learners:

- like clear goals;

- are careful and pay attention to details;

- like taking one step at a time;

- have a good memory for facts;

- pay more attention to practical tasks and ideas.

Strengths

Sensing learners learn best when they can ask their teacher to explain exactly what is expected and when they can focus on skills and tasks that are important in their lives. They like to use computers, watch films or find other ways to see, hear and touch what they are learning.

Intuitive learners

Attributes

Intuitive learners:

- like reading and listening;

- like problems that require the use of imagination;

- like variety;

- are more interested in big ideas than in little details;

- like starting on new projects rather than finishing existing ones.

Strengths

Intuitive learners learn best when they can find ways to be imaginative and creative in school. They prefer to follow their instincts and understand the big picture before they begin school tasks.

Thinking learners

Attributes

Thinking learners:

- want to be treated fairly;

- like teachers who are organized;

- want to feel a sense of achievement and skill;

- use clear thinking to work out problems;

- like clear and logical direction.

Strengths

Thinking learners learn best when they have limited time to do their work and are able to put information in a logical order that makes sense to them. They succeed when they can focus on what they already know in order to make connections to new information.

Feeling learners:

Attributes

Feeling learners:

- like to have a friendly relationship with teachers;

- learn by helping others;

- need to get along with other people;

- like to work with groups;

- like tasks with which they have a personal connection.

Strengths

Feeling learners learn best when they can work with a friend, find opportunities to choose topics they care about and help others.

Judging learners:

Attributes

Judging learners:

- like to have a plan and stick to it;

- work in a steady, orderly way;

- like to finish projects;

- take school seriously;

- like to know exactly what is expected of them.

Strengths

Judging learners learn best when they have short-term goals, when they are able to make a plan of action and find out from the teacher exactly what is expected.

Perceiving learners

Attributes

Perceiving learners:

- are open to new experiences in learning;

- like to make choices;

- are flexible;

- work best when work is fun;

- like to discover new information.

Strengths

Perceiving learners learn best when they find new ways to do routine tasks in order to generate interest and to discover new information and ideas.

5). Kolb's Learning Style Model

Kolb's Learning Style Model classifies individuals over two dimensions as having a preference for:

1. The *concrete experience* mode or the *abstract conceptualization* mode (the dimension concerning how the learner takes in information).

2. The *active experimentation* mode or the *reflective observation* mode (the dimension concerning how the learner internalizes information).

Kolb describes four learning types based on the two dimensions, as follows:

- *Type 1: Diverger (concrete, reflective).* Type 1 learners often use the question 'Why?' and they respond well to explanations of how new material relates to their experience and interests. Diverging learners prefer to learn by observation, brainstorming and gathering information. They are imaginative and sensitive.

- *Type 2: Assimilator (abstract, reflective).* Type 2 learners often use the question 'What?' and respond well to information presented in an organized, logical fashion. They benefit if they are given time for reflection. Assimilating learners prefer to learn by putting information in concise logical order and using reflective observation.

- *Type 3: Converger (abstract, active).* Type 3 learners often use the question 'How?' and respond to having opportunities to work actively on well-defined tasks. They learn by trial and error in an environment that allows them to fail safely. Converging learners like to learn by solving problems and doing technical tasks, and are good at finding practical uses for ideas.

- *Type 4: Accommodator (concrete, active).* Type 4 learners often use the question 'What if?' and respond well when they are able to apply new material in problem-solving situations. Accommodating learners are people-oriented, hands-on learners and rely on feelings rather than logic.

6). The Filder-Silverman Learning Style Model

The Filder-Silverman Learning Style Model classifies learners as:

25

- Sensing learners prefer the concrete, are practical, and are oriented toward facts and procedures; or intuitive learners prefer the conceptual, are innovative, and oriented towards theories and meanings;

- Visual learners prefer visual representations of material – pictures, diagrams, flow charts; or verbal learners prefer written and spoken explanations;

- Inductive learners prefer to consider topics by moving from the specific to the general; or deductive learners who prefer to consider topics by moving from the general to the specific;

- Active learners prefer to learn by trying things out and working with others; or reflective learners who learn by thinking things through and working alone;

- Sequential learners prefer to work in a linear, orderly fashion and prefer to learn in small incremental steps; or global learners who prefer to take a holistic view and learn by taking large steps forward ((Pritchard, 2009:44-51).

7). Perceptual Learning Style Preferences (PLSP)

In 1984 Joy Reid (1998: 18) developed and normed the PLSP survey. The questionnaire was designed to identify the students' preferred learning style among six categories: visual, auditory, kinaesthetic, tactile, group, and individual learning.

Visual learners

Characteristics of Visual learners:

- learn well from seeing words in books, on the chalkboard, and in workbooks;

- remember and understand information and instruction better if they read them;

- don't need as much oral explanation as an auditory learner;

- can often alone with a book;

- prefer to take notes of lectures and oral directions if they want to remember the information.

Auditory learners

Characteristics of auditory learners:

- learn from hearing words spoken and from oral explanation;

- remember information by reading aloud or by moving their lips as they read, especially when they are learning new material;

- benefit from hearing audiotapes, lectures, class discussion;

- benefit from making tapes to listen to, by teaching other students, and by conversing with their teacher.

    Kinaesthetic learners

Characteristics of kinaesthetic learners:

- learn best by experience, by being involved physically in classroom experiences;

- remember information well when they actively participate in activities, field trips, role-playing in the classroom;

- prefer a combination of stimuli---- for example, an audio tape combined with an activity to help them understand new material.

    Tactile learners

Characteristics of tactile learners:

- learn best when they have the opportunity to do "hands-on" experiences with materials;

- like to work on experiments in a laboratory, handle and build models, and touch and work with material;

- write notes or instruction to help remember information;

- prefer physical involvement in class-related activities to help them understand new information.

    Group learners

Characteristics of group learners:

- learn more easily when they study with at least one other student;

- complete work well when they work with others;

- like group interaction and class work with other students;

- remember information better when they work with two or three classmates;

- benefit from group work stimulation, that is the stimulation which rises from the group helps them learn and understand new information.

    Individual learners

Characteristics of individual learners:

- learn best when they work alone;

- think better when they study alone;

- remember information they learn by themselves;

- understand material best when they learn it alone;

- make better progress in learning when they work by themselves.

8). Learner types

In 1988 K. Willing developed a questionnaire of 30 items to identify adult immigrant students' learning style in Australia. The questionnaire classifies the students into four types, namely analytical learners, communicative learners, concrete learners and teacher-oriented learners. Nunan (1999: 57) explicitly defined the four learner types with reference to their preference over learning tasks:

Type 1: Analytical learners

    These learners like

- studying grammar;

- studying English books;

- reading newspapers;

- studying alone;

- finding their own mistakes;

- and working on problems set by the teacher.

Type 2: Communicative learners

These students like:

- to learn by watching;

- listening to native speakers

- talking to friends in English;

- watching television in English

- using English out of class in shops, trains, etc.,

- learning new words by hearing them,

- and learning by conversations.

Type 3: Concrete learners

These learners tend to like:

- games, pictures, films, video;

- using cassettes;

- talking in pairs;

- practicing English outside class.

Type 4: Teacher-oriented learners

These learners prefer:

- the teacher to explain everything;

- to have their own textbook;

- to write everything in a notebook; to study grammar;

- learn by reading,

- and learn new words by seeing them.

The above discussion leads to summarize the following definitions of learning style.

Learning styles are "characteristic cognitive, affective, and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment". (Felder, R.M. Brent. R., 2005: 58). Learning style is attitudes, habits, and strategies learners will use when they work and how they engage with their peers when they learn. (Putinseva: 2006, p.5). Learning styles are the general orientations to the learning process exhibited by learners. (Nunan: 1999, p. 55).

Learning style means:

- a specific mode in which an individual learns;

- an individual's preference way of learning, such as to think, and process information;

- an individual preferred means of acquiring knowledge and skills; habits, strategies, or regular mental behaviors concerning learning, especially deliberate educational learning, in which an individual performs. (Pritchard, 2009, p. 42).

To sinthesize, learning style is universally regarded as relatively permanent ways of learning, ways to acquire, ways to retain, and retrieve information of used by people.

Another important summary of the previous discussion is that researchers of learning style

have been classifying learning style differently, for example: Cognitive style model, the Honey-Mumford Model, Neuro-Linguistic Programming (NLP) type, the Myers-Briggs Type Indicator (MBTI), David A. Kolbs Model, the Filder-Silverman Learning Style Model, Perceptual Learning Style Preferences (PLSP), and K. Willing's Model.

This study uses K. Willing's Model which was developed by David Nunan. Nunan (1999: 57) to classify leaners into four types, namely analytical learners, communicative learners, concrete learners and teacher-oriented learners. Analytical learners like to study grammar, study English books, read newspapers, study alone, find their own mistakes, and work on problems set by the teacher. Communicative learners like to learn by watching; listen to native speakers talk to friends in English, watch television in English use English out of class in shops, trains, etc. learn new words by hearing them, and learn by conversations. Concrete learners tend to like games, pictures, films, video, use cassettes, talk in pairs, and practice English outside class. Teacher-oriented learners prefer the teacher to explain everything, to have their own textbook, to write everything in a notebook; to study grammar, learn by reading, and learn new words by seeing them.

The use of K. Willing's Model as this model is reliable and valid for the study of language learning and teaching.

Theory of Vocabulary Knowledge

Vocabulary learning is one of the very important goals in language learning. The language teaching includes general and specific goals as follows:

<u>General goals</u>   <u>Specific goals</u>

Language items   pronunciation

                                                  vocabulary

31

	grammatical construction
Ideas (content)	subject matter knowledge
	cultural knowledge
Skills	accuracy
	fluency
	strategies
	process skills or sub-skills
Text (discourse)	conversational discourse rules
	text schemata or topic type scales

(Nation, 2001: 1)

To acquire vocabulary competence is a part of specific goals in language teaching.

Vocabulary knowledge means knowledge about its grammar, word forms, collocation, register, associations, and meaning including connotative and multiple meanings. (J. Zwier, 2009: vi)

Knowing a word refers to knowing its form, meaning and use. By knowing its form means an ability to recognize the word when it is heard (receptive knowledge) and an ability to pronounce it correctly (productive knowledge). It also refers to an ability to recognize the word in the written form (receptive knowledge) and an ability to spell it correctly (productive knowledge). By knowing its meaning is an ability to comprehend connotative and multiple meanings of the word. And by knowing its use is that the learners able to apply the word according to grammatical functions. (Nation, 2001: 27).

To synthesize, vocabulary knowledge means knowledge about its meaning, form, grammar, pronunciation, spelling and use.

Vocabulary includes receptive and productive words. Receptive vocabulary or passive vocabulary are the words essentially required to comprehend messages in listening and reading activities. Whereas productive vocabulary or active vocabulary refers to the words essentially required to produce messages in speaking and writing activities. (Nation, 2001: 24-25).

To examine the students' vocabulary knowledge the researcher adopts the theory of vocabulary developed by Nation who classified it into receptive and productive words. For identifying the student's vocabulary knowledge, the Vocabulary Level Test (VLT) model is adopted.

The Vocabulary Level Test (VLT) is a model of a standardized vocabulary test to measure the written receptive vocabulary knowledge, that is mainly the word knowledge required for reading and listening, and to measure the spoken productive vocabulary knowledge, that is mainly the word knowledge required for speaking and writing.

The Vocabulary Level Test (VLT) is available online in the following link **https://www.lextutor.ca/tests/**

The Vocabulary Level Test (VLT) has been considered the closest model of a standardized vocabulary test (Meara, 1994, 1996). It was originally developed by Paul Nation in the 1980s then subsequently revised by Schmitt, Schmitt, and Clapham in 2001. It is a tool to measure the written receptive vocabulary knowledge, that is mainly the word knowledge required for reading. The VLT includes test items from the University Word List (UWL) (Xue & Nation, 1984) in the 1990 version and, more recently, the Academic Word List (AWL) (Coxhead, 2000) in the 2001 version.

Although there are few studies published that investigated the validity of the instrument, the VLT seems a very useful tool for teachers for the purpose of vocabulary test. The most comprehensive validation of the revised VLT was undertaken by Schmitt et al. (2001). Their

comprehensive study involving 801 EFL learners from different countries, found that reliability was high in their test versions with an increased 30 items per level compared to previous test versions, and that the items appeared to distinguish well between better and weaker learners (Schmitt et al., 2001). The other validation studies conducted by Read (1988) revealed that an implicational scale can be assumed for the frequency levels. (Liontas: 2018).

B. Previous Study

Some relevant previous studies which have been accessed include:

1. *Motivation for Vocabulary Learning of College Students*, by **Qizhen Deng (2010),** *University of Nebraska - Lincoln*. Deng in his research found no difference between male and female in motivation for vocabulary learning and he found a significant relationship between vocabulary learning and motivation. Knowing the level of motivation of the students is a good tool to improve quality learning.

   http://digitalcommons.unl.edu/teachlearnstudent/5 Retrieved on 15 August 2019.

2. *Motivation, strategy, and English as a foreign language vocabulary learning: A structural equation modelling study* by Yining Zhang et al (2017) revealed that there were significant and positive direct and indirect effects of Intrinsict Motivation on vocabulary knowledge; whereas Extrinsict Motivation did not affect vocabulary knowledge of the learners. *British Journal of Educational Psychology*, 2017 Mar;87(1):57-74. doi: 10.1111/bjep.12135. Epub 2016 Nov 14.

3. "Correlation study of students motivation and students vocabulary mastery toward reading comprehension" by Yolanda Rizki Putri (2016) confirmed that there is a positive correlation between students motivation and vocabulary mastery toward their reading comprehension. The higher the students motivation and vocabulary mastery are, the higher

the students reading comprehension achievement is. https://www.semanticscholar.org/paper

4. *The Relationship between Spatial and Musical Intelligences and EFL Learners' Learning Styles and Vocabulary Knowledge,* by Hassti Gholam-Shahbazi (2019). The result showed that there is a significant relationship between spatial and musical intelligences and learning styles of Iranian EFL learners and their vocabulary knowledge. Also, multiple intelligence plays a significant role in learning vocabulary, as the nature of intelligence represents this issue and shows that learning is a psychological issue and human's different aspects of learning depends of different aspect of intelligence. *Journal of Language Teaching and Research, Vol. 10, No. 4, pp. 747-765, July 2019*

5. *The Relationship between Learning Styles and Vocabulary Learning and Retention,* by Hekmat Allah Padidar, et al (2015). The findings of the study concluded that there is strong relationship between learning styles and vocabulary learning and retention especially in visual learners. *Spectrum: A Journal of Multidisciplinary Research Vol. 4 Issue 1, January 2015, pp. 249-263.*

Similarities and differences between this research and the previous ones.

This research is similar to the previous ones in the sense that they discussed the correlation between motivation and vocabulary mastery or the correlation between learning style and vocabulary mastery. However, this research is different from that of ones since it investigates the correlation between motivation, learning style and vocabulary knowledge simultaneously.

C. Frame of Thought

The frame of thought is designed to guide this research as follows:
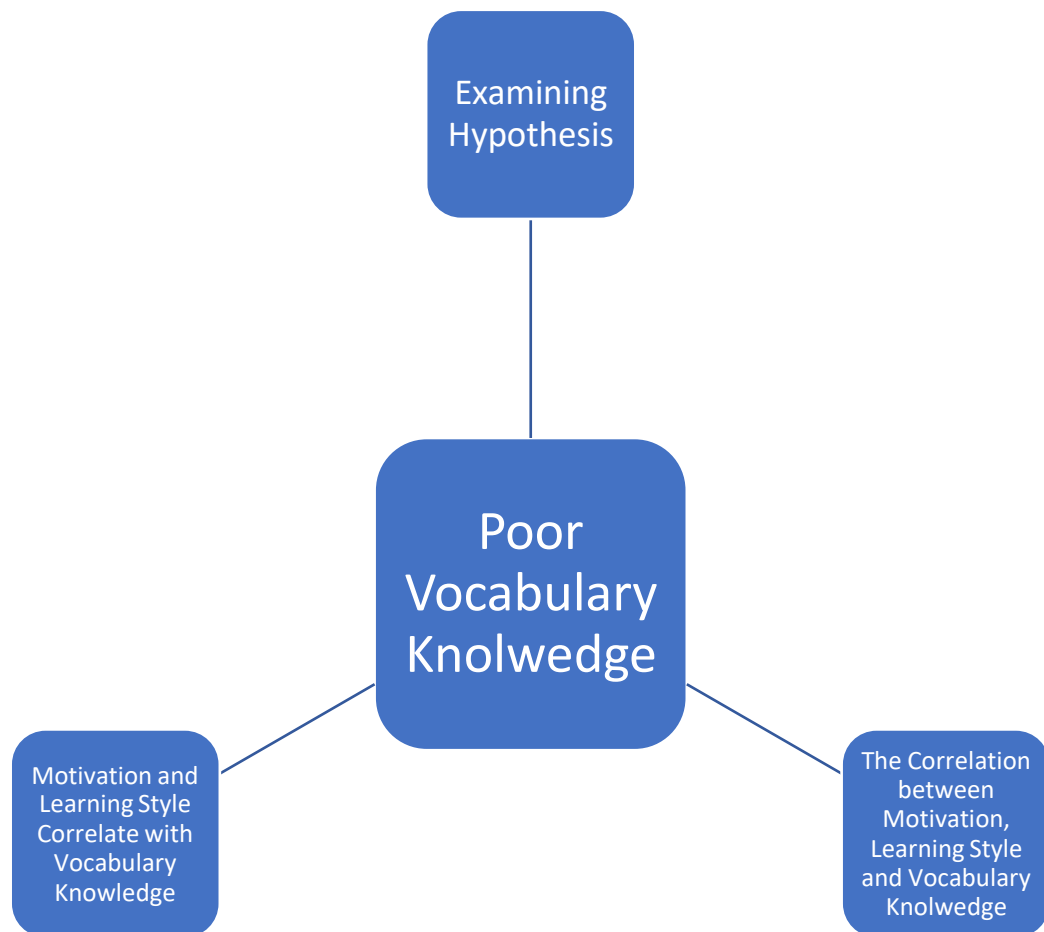
D. Hypothesis

This study is designed to examine the following research hypothesis:

H0: There is no a correlation between motivation, learning style and vocabulary knowledge.

A. Research Design

This is a quantitative research. Specifically, it is survey research using correlational approach: bivariate correlation that describes the correlation between three variables, they are motivation, learning style, and vocabulary knowledge (Cohen, 2007: 205, Emzir, 2015: 48). Survey research provides quantitative or numeric description of trends, attitudes, or opinions of population by studying a sample of that population. It includes cross-sectional and longitudinal studies using questionnaire or structured interviews for data collection, with the intent of generalizing from a sample to a population (Creswell, 2009: p. 12).

B. Time and Site

This research was undertaken in the District Cirebon including Kota Cirebon, Kabupaten Cirebon, and Kabupaten Kuningan. It was conducted from August to December 2022.

Research Timeline

No	Activities	Month & Week																			
		August				September				October				November				December			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
I	1). Administrative Preparation	X	X																		
	2). Applying for Official Research Permission			X																	
	3). Designing & Validating Research Instrument				X	X															
II	1). Data Collection						X	X	X												
	2). Data Analysis									X	X	X	X								

No	Activity																				
	3). Progress Report											X	X								
III	1). Preparing for Rough Draft													X	X					
	2). Research Seminar															X				
	3). Preparing for Final Report																X	X		
IV	Submitting Final report																			X

C. Population and Sample

The accessed population of this research includes 481 University students in Cirebon region including Cirebon Kota, Kabupaten Cirebon, Kabupaten Kuningan, Kabupaten Majalengka and Kabupaten Indramayu during the Academic Year 2022/2023. The participants involving the students of semester 3 and 5 of English Education Department comprising 160 students of IAIN Cirebon, 30 students of UNISA Kuningan, 36 students of INVADA Cirebon, 120 students of UGJ Cirebon, 30 students of UMC Cirebon, 15 students of UNMA Majalengka, and 90 students of UNWIR Indramayu. Whereas the sample involves 60 students of semester three, male and female students. Sampling technique uses stratified random sampling.

D. Variables and Definition of Terms

Variables

There are two variables to be examined in this research, they are independent variables which include motivation and learning style, and vocabulary knowledge as dependant variable.

Definition of Terms

The following definitions were either operationally defined or based on published definitions for this study:

Motivation can be defined as the internal drive or the psychological force which enables people to act, or do something in accordance with his/her intention.

Types of motivation include integrative motivation and instrumental motivation.

Integrative Motivation

Integrative motivation refers to a certain wish or desire of a language learner to identify the culture of speakers of that language.

Instrumental Motivation

Instrumental motivation refers to a certain wish or desire of a language learner to learn and use the target language as a tool or an instrument to pursue "financial or practical" objectives.

Learning Style

Learning style is universally regarded as relatively permanent ways of learning, ways to acquire, ways to retain, and retrieve information of used by people.

Vocabulary Knowledge

Vocabulary Knowledge means knowledge about its meaning, form, grammar, pronunciation, spelling and use.

The Vocabulary Level Test (VLT) is a model of a standardized vocabulary test to measure the written receptive vocabulary knowledge, that is mainly the word knowledge required for reading

and listening, and to measure the spoken productive vocabulary knowledge, that is mainly the word knowledge required for speaking and writing.

E. Technique and Instrument of Data Collection

Research instruments used in this study are "Attitude / Motivation Test Battery" (AMTB) questionnaire developed by Robert C. Gardner (1985, pp. 176-182). The AMBT questionnaire of 39 items is used to get the data on the students' interest in foreign languages (10 items); integrative orientation / motivation (4 items), instrumental orientation / motivation (4 items); motivational intensity (10 items); desire to learn English (10 items; and orientation index (1 item). In addition to this, another 10 items adapted from several theoretical bases are generated to explore motivating and demotivating factors in the EFL classroom.

The questionnaire "How do you learn best" developed by Willing (1988: 106) is used to obtain the data of the students' learning style preferences (analytical learner, communicative learner, concrete learner, and teacher-oriented learner). All the questionnaires are translated into Indonesian language for clear understanding among the respondents. Whereas the Vocabulary Level Test designed by I.S.P. Nation (2001) is run to measure vocabulary knowledge among the respondents.

F. Validity and Releability of Research Instrument

The research instruments used in this resaerch are considered valid and reliable since they were developed by the experts on the field for example "Attitude / Motivation Test Battery" (AMTB) questionnaire developed by Robert C. Gardner (1985, pp. 176-182), the questionnaire "How do you learn best" developed by K. Willing (1988: 106), and the Vocabulary Level Test designed by

I.S.P. Nation (2001). The researcher in this regard, mainly did translation and slightly modification.

G. Technique of Data Analysis

The data obtained through the AMBT questionnaire using the Likert Scale format are then, analyzed by SPSS version 20.

The data on the students' learning style preferences are analyzed by adding up the scores of the subjects obtained under each category of questions. Thus, each subject had four scores. The highest score among the four scores obtained indicated what type of learner a subject belonged to. In cases where the subjects obtained two or more tied scores, they were not categorized into any learner type. They are called the "mixed type" or "combined type".

Pearson correlation analysis is run to examine the relationships between the variables of motivation and learning style with vocabulary knowledge.

This chapter focuses on four major issues they are finding descriptions, results of Hypothesis Examination, Discussion, and Research Limitation.

A. FINDING DESCRIPTIONS

The following table presents the results of this research in general which include Interest in Learning Foreign Language, Attitude towards Learning English, Integrative Motivation, Instrumental Motivation, Motivational Intensity, Desire to Learn English, Orientation Index to Learn English, Learner Types, and the level of Vocabulary Knowledge of the Students.

NP	A	B	C	D	E	F	G	H				I						AV	Note
												PRODUCTIVE (SPEAKING, WRITING			RECEPTIVE (LISTENING, READING)				LMH
								1	2	3	4	L: 0-60	M: 61-79	H: 80-100	L: 0-60	M: 61-79	H 80-100		
1	3	3	3	2	2	2	1		✓				72				95	83.5	H
2	3	3	3	2	2	2	1				✓	22				77		49.5	L
3	3	3	3	2	2	3	1		✓				61			72		66.5	L
4	2	2	3	2	3	3	1		✓			50					92	71	M
5	3	2	3	3	2	2	2			✓			61			79		70	M
6	3	3	3	3	2	2	1		✓				66			67		66.5	M
7	3	2	2	1	2	3	3		✓			50					82	66	M

No																		
8	3	2	2	3	3	2	2		✔			66				90	78	M
9	3	3	3	3	2	2	1		✔		38					87	62.5	M
10	3	3	2	3	2	3	3		✔			77	59				68	M
11	3	3	3	2	3	3	2			✔		66				92	79	M
12	3	3	3	2	2	2	3		✔			61				90	75.5	M
	Average											**57.5**			**81.83**			
	Average Productive dan Receptive																**69.66**	**M**
13	3	1	3	2	3	2	1			✔	16				72		44	L
14	3	3	2	2	3	2	2			✔	33					85	59	L
15	3	3	3	2	3	2	2			✔	33				74		50.5	L
16	3	2	2	1	3	1	2			✔	16				74		45	L
17	3	2	2	2	1	2	1			✔	44					85	64.5	M
18	3	3	2	2	3	2	1		✔		38				79		58.5	L
19	3	1	1	1	2	2	2			✔	33				79		56	L
20	3	2	2	2	2	2	2		✔		22					87	54.5	L
21	3	1	3	2	2	2	2		✔		44					82	63	M
22	3	2	3	3	2	2	2		✔		22				79		50.5	L
23	3	2	3	2	3	3	1		✔		33					82	57.5	L
24	2	2	3	3	3	3	2			✔	50				72		61	M
	Average										**32 (Productive)** **79.16 (Receptive)**							
	Average Productive dan Receptive																**55.58**	**L**
25	3	1	2	1	3	2	1		✔		55					90	72.5	M
26	3	2	2	2	3	3	1		✔		27				69		48	L
27	3	2	3	3	3	2	2			✔	44					87	65.5	M

28	3	1	3	2	2	3	1			✓	22					82	52	L
29	3	3	3	2	3	3	1			✓		66					87	76.5	M
30	3	2	3	2	2	2	3	✓			50						82	66	M
31	3	1	2	2	2	2	1			✓			94				97	95.5	H
32	3	2	3	3	2	2	1			✓		73			72			72.5	M
33	3	2	3	2	2	2	2	✓					83				97	90	H
34	3	3	3	2	3	3	1	✓			38				72			55	L
35	3	3	3	2	2	3	3	✓					94				97	95.5	H
36	3	2	2	2	3	2	2	✓				72					92	82	H
37	3	2	2	2	2	2	2	✓				61					85	73	M
38	3	2	3	2	3	3	3		✓		55						92	73.5	M
39	3	2	2	2	2	2	2			✓	50						85	67.5	M
40	3	3	3	2	3	3	3			✓		61					85	73	M
41	3	3	3	2	3	3	1			✓	55				79			67	M
42	3	3	3	2	2	2	2			✓	44				69			56.5	L
43	3	3	2	2	3	3	2			✓	38				72			55	L
44	3	3	2	3	2	2	1	✓			28				67			47.5	L
45	3	2	3	2	2	3	1	✓				61			74			67.5	M
46	3	2	2	2	2	2	2	✓				66					87	76.5	M
47	3	1	2	2	2	2	1	✓			44						90	67	M
48	3	1	3	3	3	2	1	✓			33				79			56	M
49	3	3	3	2	3	3	2			✓		61			77			69	M
50	2	2	3	2	3	2	3			✓			83		67			75	M
51	3	2	3	2	3	3	2			✓		66			67			66.5	M

NP	A	B	C	D	E	F	G	H1	H2	H3	H4	Prod 1	Prod 2	Prod 3	Rec 1	Rec 2	Rec 3	Average	Level
52	3	2	**3**	**2**	3	3	2				✓	55			56			55.5	L
53	3	3	**3**	**3**	2	3	3		✓			55				74		64.5	M
54	3	3	**3**	**3**	2	3	1				✓	33				69		51	L
55	3	3	**3**	**2**	2	2	1			✓			66		51			58.5	L
56	3	2	**2**	**2**	3	2	1	✓					66				92	79	M
57	3	2	**3**	**3**	3	3	2	✓				44					87	65.5	M
58	3	2	**2**	**2**	3	3	2				✓	27				72		49.5	L
59	3	2	**3**	**2**	3	3	2				✓	50				67		58.5	L
60	3	2	**3**	**2**	3	3	1	✓				50					90	70	M
				Average								**54.72 (Productive)** **79.36 (Receptive)**							
			Average Productive dan Receptive															**67.04**	**M**

NOTES

NP: Number of Participant

- A. Interest in Foreign Language
- B. Attitude towards Learning English
- C. Integrative Motivation
- D. Instrumental Motivation
- E. Motivational Intensity
- F. Desire to Learn English
- G. Orientation Index to Learn English
- H. Learning Style
  1. Analytic
  2. Communicative
  3. Concrete
  4. Teacher-Oriented
- **I.** Vocabulary Knowledge
  1. Productive
  2. Receptive

AV: Average

L: Low

M: Medium

H: High

Green: Students of IAIN Syekh Nurjati Cirebon

Blue: Students of Universitas Islam al-Ihya Cigugur Kuningan

Red: Students of Institut Pendidikan dan Bahasa INVADA Cirebon

The results of Questionnaires and Vocabulary Level Test

This section includes two main issues, they are the results of questionnaires and Vocabulary Level Test.

The results of questionnaires include three major issues. *First,* the results of the questionnaire on Attitude / Motivation Test Battery (AMTB) which cover Interest in Foreign Language, Attitude towards Learning English, Integrative Motivation, Instrumental Motivation, Motivational Intensity, Desire to Learn English, and Orientation Index to Learn English. *Second,* the results of questionnaire on Learning Style. *Third,* the results of questionnaire on the Students' Perception on Factors which Influence Motivation to Learning English.

The Vocabulary Level Test (VLT) includes Productive Vocabulary Knowledge, and Receptive Vocabulary Knowledge.

The Correlational Analysis deal with the analysis of Correlation between Motivation and Vocabulary Knowledge, the Correlation between Learning Style and Vocabulary Knowledge, the Correlation between Motivation, Learning Style and Vocabulary Knowledge simultaneously. Finally, the Correlation between other Variables (Interest in Foreign Language, Attitude towards

Learning English, Motivational Intensity, Desire to Learn English, and Orientation Index to Learn English) and Vocabulary Knowledge

a. THE RESULTS OF THE QUESTIONNAIRES

First, the results of the questionnaire on Attitude / Motivation Test Battery (AMTB)

A. Interest in Learning Foreign Language

On the basis of an adapted version of R. C. Gardner (1985) questionnaire on Attitude / Motivation Test Battery (AMTB), the research participants exhibit Interest in Learning Foreign Language differently as seen in the following table.

Interest	Frequency	Percentage (%)
Low	0	0
Medium	3	5
High	57	95
Total	60	100

Based on the table above, it is obviously seen, that of the total 60 participants in this research

1). 3 or 5 % participants indicate "medium" interest in learning foreign language;

2). 57 or 95 % participants show "high" interest in learning foreign language;

Thus, it can be inferred in general that majority of the participants in this research have very good or high interest in learning foreign language.

B. Attitude towards Learning English

Attitude	Frequency	Percentage (%)
Low	8	13.33
Medium	29	48.33
High	23	38,33
Total	60	100

Based on the table above, it is obviously seen, that of the total 60 participants in this research

1). 8 or 13.33 % participants indicate "low" attitude towards Learning English;

2). 29 or 48.33 % participants show "medium" attitude towards Learning English;

3). 23 or 38.33 % participants confirm "high" attitude towards Learning English.

Thus, it can be inferred in general that the participants in this research have sufficient or medium attitude towards Learning English.

C. Integrative Motivation

The Type and Level of Motivation among the students of 3rd semester at IAIN Syekh Nurjati Cirebon 2022-2023:

Type	Level	Frequency	Percentage
	High	9/12	75 %

Integrative Motivation	Medium	3/12	25 %
	Low	0	0

The data in the table above indicate 9 of 12 students of 3rd semester at IAIN Syekh Nurjati Cirebon of the academic year 2022-2023, or 75 % of the participants possess high integrative motivation, 9 of 12 or 25 % of them are categorized as those who have medium level of integrative motivation. Thus, it can be inferred that majority of the participants own good integrative motivation.

The Type and Level of Motivation among the students of 3rd semester at Universitas Islam al-Ihya (UNISA) Kuningan 2022-2023:

Type	Level	Frequency	Percentage
	High	6/12	50 %
Integrative Motivation	Medium	5/12	41.66 %
	Low	1/12	8.33 %

The data in the table above show 6 of 12 students of 3rd semester at Universitas Islam al-Ihya (UNISA) Kuningan of the academic year 2022-2023, or 50 % of the participants possess high integrative motivation, 5 of 12 or 41.66 % of them are categorized as those who have medium level of integrative motivation, and 1of 12 or 8.33 % of them belong to low   Thus, it can be inferred that most of the participants own good integrative motivation.

The Type and Level of Motivation among the students of 3rd semester at Institut Pendidikan dan Bahasa INVADA Cirebon 2022-2023:

Type	Level	Frequency	Percentage
Integrative Motivation	High	24/36	66.66 %
	Medium	12/36	33.33 %
	Low	0/36	0 %

The data in the table above reveal 24 of 36 students of 3rd semester at Institut Pendidikan dan Bahasa INVADA Cirebon of the academic year 2022-2023, or 66.66 % of the participants possess high integrative motivation, 12 of 36 or 33.33 % of them are categorized as those who have medium level of integrative motivation. Thus, it can be inferred that most of the participants own good integrative motivation.

D. Instrumental Motivation

The Type and Level of Motivation among the students of 3rd semester at IAIN Syekh Nurjati Cirebon 2022-2023:

Type	Level	Frequency	Percentage
Instrumental Motivation	High	5/12	41.66 %
	Medium	6/12	50 %

	Low	1/12	8.33 %

The data in the table above indicate 5 of 12 students of 3rd semester at IAIN Syekh Nurjati Cirebon of the academic year 2022-2023, or 41.66 % of the participants possess high instrumental motivation, 6 of 12 or 50 % of them are categorized as those who have medium level of instrumental motivation, and 1 of 12 or 8.33 % of them belong to low instrumental motivation. Thus, it can be inferred that most of the participants own good instrumental motivation.

The Type and Level of Motivation among the students of 3rd semester at Universitas Islam al-Ihya (UNISA) Kuningan 2022-2023:

Type	Level	Frequency	Percentage
Instrumental Motivation	High	2/12	16.66 %
	Medium	8/12	75 %
	Low	2/12	16.66 %

The data in the table above show 2 of 12 students of 3rd semester at Universitas Islam al-Ihya (UNISA) Kuningan of the academic year 2022-2023, or 16.66 % of the participants possess high instrumental motivation, 8 of 12 or 75 % of them are categorized as those who have medium level of instrumental motivation, and 2 of 12 or 16.66 % of them belong to low instrumental motivation. Thus, it can be inferred that majority of the participants own good instrumental motivation.

The Type and Level of Motivation among the students of 3rd semester at Institut Pendidikan dan Bahasa INVADA Cirebon 2022-2023:

Type	Level	Frequency	Percentage
Instrumental Motivation	High	6/36	16.66 %
	Medium	29/36	80.55 %
	Low	1/36	2.77 %

The data in the table above reveal 6 of 36 students of 3rd semester at Institut Pendidikan dan Bahasa INVADA Cirebon of the academic year 2022-2023, or 16.66 % of the participants possess high instrumental motivation, 29 of 36 or 80.55 % of them are categorized as those who have medium level of instrumental motivation, and 1 of 36 or 2.77 % of them belong to low instrumental motivation. Thus, it can be inferred that majority of the participants own good instrumental motivation.

The Type and Level of Motivation of all Research Participants

Type	Level	Frequency	Percentage
Integrative Motivation	High	39/60	65 %
	Medium	20/60	33 %
	Low	1/60	1.66 %

Type	Level	Frequency	Percentage
Instrumental Motivation	High	13/60	21.66 %
	Medium	43/60	71.66 %
	Low	4/60	6.66 %

The data in the table above reveal 39 of 60 participants, or 65 % of the participants possess high integrative motivation, 20 of 60 or 33 % of them are categorized as those who have medium level of integrative motivation, and 1 of 60 or 1.66 % of them belong to low integrative motivation. Thus, it can be inferred that most of the participants own good integrative motivation.

Moreover, the data in the table above indicate 13 of 60 or 21.66 % of the participants possess high instrumental motivation, 43 of 60 or 71.66 % of them are categorized as those who have medium level of instrumental motivation, and 4 of 60 or 6.66 % of them belong to low instrumental motivation. Thus, it can be inferred that most of the participants own good instrumental motivation.

The Type of Motivation of all Research Participants

Motivation	Frequency	Percentage
Integrative	32/60	53.33 %
Instrumental	28/60	46.66 %

Based on the table above, 32 of 60 or 53.33 % participants have integrative motivation, and 28 of 60 or 46.66 % have instrumental motivation. This finding is slightly different from that of the previous one in the year 2018 in which most of the participants own instrumental motivation.

E. Motivational Intensity

Motivational Intensity	Frequency	Percentage (%)
Low	1	1.66
Medium	29	48.33
High	30	50
Total	60	100

Based on the table above, it is obviously seen, that of the total 60 participants in this research

1). 1 or 1.66 % participants indicate "low" motivational intensity in learning English;

2). 29 or 48.33 % participants show "medium" motivational intensity in learning English;

3). 30 or 50% participants confirm "high" motivational intensity in learning English.

Thus, it can be inferred in general that the participants in this research have medium or sufficient motivational intensity in learning English.

F. Desire to Learn English

Desire to learn English	Frequency	Percentage (%)
Low	1	1.66
Medium	33	55

High	26	43.33
Total	60	100

Based on the table above, it is obviously seen, that of the total 60 participants in this research

1). 1 or 1.66 % participants indicate "low" Desire to learn English;

2). 33 or 55 % participants show "medium" Desire to learn English;

3). 26 or 43.33 % participants confirm "high" Desire to learn English.

Thus, it can be inferred in general that the participants in this research have medium or sufficient Desire to learn English.

G. Orientation Index to Learn English

Orientation Index to Learn English	Frequency	Percentage (%)
Low	26	43.33
Medium	25	41,66
High	9	15
Total	60	100

Based on the table above, it is obviously seen, that of the total 60 participants in this research

1). 26 or 43.33 % participants indicate "low" orientation or reason to learn English;

2). 25 or 41.66 % participants show "medium" orientation or reason to learn English;

3). 9 or 15 % participants confirm "high" orientation or reason to learn English.

Thus, it can be inferred in general that the participants in this research have sufficient or medium orientation or reason to learn English.

Second, the results of the questionnaire on Learning Style

H. Learning Styles

This section deals with the types of learning style. The questionnaire was administered to investigate the Learner Types among the participants in this research. It was adapted from K. Willing's (1988) model which was then modified by Nunan (1999). It consists of 24 items which are translated into the Indonesian language for the purpose of better understanding by the participants. The following table represents the participants learning style.

The Types of Learning Style among the students of 3rd semester at IAIN Syekh Nurjati Cirebon 2022-2023:

Learning style	Frequency	Percentage (%)
Analytic	0	0 %
Communicative	9	75 %
Concrete	1	8.3 %
Teacher-Oriented	2	16.67 %
Total	12	100

From the table above, it can be seen clearly that none of the participants of IAIN Cirebon belong to an Analytic Learner type; 9 or 75 % of them are Communicative Learner type; 1 or 8.3 % of them are Concrete Learner type; and 2 or 16.67 % belong to the Teacher-Oriented Learner. In other words, majority of the participants are Communicative type.

The Types of Learning Style among the students of 3rd semester at Universitas Islam al-Ihya (UNISA) Cigugur Kuningan 2022-2023:

Learning style	Frequency	Percentage (%)
Analytic	0	0 %
Communicative	5	41.66 %
Concrete	0	0 %
Teacher-Oriented	7	58.34 %
Total	12	100

From the table above, it can be seen clearly that none of the participants of UNISA Kuningan belong to an Analytic Learner type; 5 or 41.66 % of them are Communicative Learner type; none of them is Concrete Learner type; and 7 or 58.34 % belong to the Teacher-Oriented Learner. In other words, most of the participants are the Teacher-Oriented Learner.

The Types of Learning Style among the students of 3rd semester at Institut Pendidikan dan Bahasa INVADA Cirebon 2022-2023:

Learning style	Frequency	Percentage (%)
Analytic	0	0 %
Communicative	17	47.22 %
Concrete	2	5.55 %
Teacher-Oriented	17	47. 23 %
Total	36	100

From the table above, it can be seen clearly that none of the participants of INVADA Cirebon belong to an Analytic Learner type; 17 or 47.22 % of them are Communicative Learner type; 2 or 5.55 % of them are Concrete Learner type; and 17 or 47. 23 % belong to the Teacher-Oriented Learner. In other words, most of the participants are Communicative Learner type and the Teacher-Oriented Learner.

The Types of Learning Style of all research participants

Learning style	Frequency	Percentage (%)
Analytic	0	0 %
Communicative	31	51.66 %
Concrete	3	5 %
Teacher-Oriented	26	43.34 %

Total	60	100

The table above indicates that none of the research participants belong to an Analytic Learner type which means all participants do not like the subject Grammar; 31 or 51.66 % of them are Communicative Learner type; 3 or 5 % of them are Concrete Learner type; and 26 or 43.34 % belong to the Teacher-Oriented Learner. In other words, most of the participants are Communicative Learner type. This result is similar to the previous study in 2018.

b. THE RESULTS OF VOCABULARY LEVEL TEST

I. Vocabulary Knowledge

Vocabulary Knowledge of the students of 3rd semester at IAIN Syekh Nurjati Cirebon 2022-2023:

Vocabulary Knowledge		
Productive	Frequency	Percentage
Poor (0-60)	4	33 %
Satisfactory (61-79)	8	67 %
Good (80-90)	0	0
Very Good (91-100)	0	0
N	12	100 %
Receptive	Frequency	Percentage
Poor (0-60)	1	8.33 %
Satisfactory (61-79)	4	33.3 %

Good (80-90)	4	33.3 %
Very Good (91-100)	3	25 %
N	12	100 %

The data in the table above indicate 4 of 12 students of 3rd semester at IAIN Syekh Nurjati Cirebon of the academic year 2022-2023, or 33 % of the participants possess poor productive vocabulary knowledge, 8 of 12 or 67 % of them are categorized as those who have satisfactory productive vocabulary knowledge. None of them scored good or very good marks. Thus, it can be inferred that *most of the participants own satisfactory productive vocabulary knowledge.*

Moreover, the data in the table above indicate 1 of 12 students of 3rd semester at IAIN Syekh Nurjati Cirebon of the academic year 2022-2023, or 8.33 % of the participants possess poor receptive vocabulary knowledge, 4 of 12 or 33.3 % of them are categorized as those who have satisfactory receptive vocabulary knowledge, 4 of 12 or 33.3 % of them scored good marks in receptive vocabulary knowledge test, and 3 of 12 or 25 % scored very good marks. Thus, it can be inferred that *most of the participants own satisfactory receptive vocabulary knowledge.*

Vocabulary Knowledge of the students of 3rd semester at Universitas Islam al-Ihya (UNISA) Cigugur Kuningan 2022-2023:

Vocabulary Knowledge		
Productive	Frequency	Percentage
Poor (0-60)	12	100 %
Satisfactory (61-79)	0	0
Good (80-90)	0	0

Very Good (91-100)	0	0
N	12	
Receptive	Frequency	Percentage
Poor (0-60)	0	0
Satisfactory (61-79)	7	58.4 %
Good (80-90)	5	41.6 %
Very Good (91-100)	0	0
N	12	100 %

The data in the table above indicate 12 of 12 students of 3rd semester at Universitas Islam al-Ihya (UNISA) Cigugur Kuningan of the academic year 2022-2023, or 100 % of the participants possess poor productive vocabulary knowledge. Thus, it can be inferred that *all of the participants own poor productive vocabulary knowledge.*

Moreover, the data in the table above indicate 7 of 12 students of 3rd semester at Universitas Islam al-Ihya (UNISA) Cigugur Kuningan of the academic year 2022-2023, or 58.4 % of the participants possess satisfactory receptive vocabulary knowledge, 5 of 12 or 41.6 % of them are categorized as those who have good receptive vocabulary knowledge. Thus, it can be inferred that *most of the participants own satisfactory receptive vocabulary knowledge.*

Vocabulary Knowledge of the students of 3rd semester at Institut Pendidikan dan Bahasa INVADA Cirebon 2022-2023:

Vocabulary Knowledge		
Productive	Frequency	Percentage
Poor (0-60)	21	58.33 %
Satisfactory (61-79)	11	30.55 %
Good (80-90)	2	5.55 %
Very Good (91-100)	2	5.55 %
N	36	100 %
Receptive	Frequency	Percentage
Poor (0-60)	2	5.55 %
Satisfactory (61-79)	16	44.44 %
Good (80-90)	12	33.33 %
Very Good (91-100)	6	16.66 %
N	36	100 %

The data in the table above indicate 21 of 36 students of 3rd semester at Institut Pendidikan dan Bahasa INVADA Cirebon of the academic year 2022-2023, or 58.33 % of the participants possess poor productive vocabulary knowledge, 11 of 36 or 30.55 % of them are categorized as those who have satisfactory productive vocabulary knowledge, 2 of 36 or 5.55 % of them scored good marks in productive vocabulary knowledge test, and 2 of 36 or 5.55 % scored very good marks. Thus, it can be inferred that *most of the participants own poor productive vocabulary knowledge.*

Moreover, the data in the table above indicate 2 of 36 students of 3rd semester at Institut Pendidikan dan Bahasa INVADA Cirebon of the academic year 2022-2023, or 5.55 % of the participants possess poor receptive vocabulary knowledge, 16 of 36 or 44.44 % of them are categorized as those who have satisfactory receptive vocabulary knowledge, 12 of 36 or 33.33 % of them scored good marks in receptive vocabulary knowledge test, and 6 of 36 or 16.66 % scored very good marks. Thus, it can be inferred that *most of the participants own satisfactory receptive vocabulary knowledge.*

Vocabulary Knowledge of all research participants

Vocabulary Knowledge		
Productive	Frequency	Percentage
Poor (0-60)	37	61.66 %
Satisfactory (61-79)	19	31.66 %
Good (80-90)	2	3.33 %
Very Good (91-100)	2	3.33 %
N	60	100 %
Receptive	Frequency	Percentage
Poor (0-60)	3	5 %
Satisfactory (61-79)	27	45 %
Good (80-90)	21	35 %
Very Good (91-100)	9	15 %
N	60	100 %

The data in the table above indicate 37 of 60 or 61.66 % of the participants possess poor productive vocabulary knowledge, 19 of 60 or 31.66 % of them are categorized as those who have satisfactory productive vocabulary knowledge, 2 of 60 or 3.33 % of them scored good marks in productive vocabulary knowledge test, and 2 of 60 or 3.33 % scored very good marks. Thus, it can be inferred that *most of the participants own poor productive vocabulary knowledge.*

Moreover, the data in the table above indicate 3 of 60 or 5 % of the participants possess poor receptive vocabulary knowledge, 27 of 60 or 45 % of them are categorized as those who have satisfactory receptive vocabulary knowledge, 21 of 60 or 35 % of them scored good marks in receptive vocabulary knowledge test, and 9 of 60 or 15 % scored very good marks. Thus, it can be inferred that *most of the participants own satisfactory receptive vocabulary knowledge.*

The Average Marks of Participants.

Institutional-Based Criteria

Table 5

Institution	Productive	Quality	Receptive	Quality
IAIN Cirebon	57.5.	Poor (D)	81.83.	Good (B)
	Productive and Receptive			
	69.66			Satisfactory (C)
Institution	Productive	Quality	Receptive	Quality
UNISA KUNINGAN	32	Poor (D)	79.16.	Satisfactory (C)
	Productive and Receptive			
	55.58			Poor (D)
Institution	Productive	Quality	Receptive	Quality

INVADA Cirebon	**54.72.**	Poor (D)	**79.36.**	Good (B)
	Productive and Receptive			
	67.04			Satisfactory (C)

The Average Marks of all Participants

N	Productive	Quality	Receptive	Quality
60	48.07 %	Poor (D)	80.11	Good (B)
N	Productive and Receptive			
60	64.09			Satisfactory (C)

Overall, the Average Marks of Productive Vocabulary obtained by the participants is 48.07.

Overall, the Average Marks of Receptive Vocabulary obtained by the participants is 80.11.

Overall, the Average Marks of Productive and Receptive Vocabulary obtained by the participants is 64.09 which means satisfactory. These marks indicate similarities with the previous study in 2018 in which majority of the participants gained medium level in English Proficiency Test.

It can be concluded that the participants obtained better marks in Receptive Vocabulary test than Productive Vocabulary test. This finding may lead to assumption that the participants have good knowledge of vocabulary required for listening and reading. However, they need seriously to improve their vocabulary knowledge needed for speaking and writing. Another conclusion which can be made on the basis of the above table is that the participants are not good at speaking and writing, while they are satisfactory at listening and reading.

Vocabulary knowledge of all research participants

NP	Results of Vocabulary Level test								Av.	Notes
	PRODUCTIVE (SPEAKING, WRITING)				RECEPTIVE (LISTENING, READING)					
	(0-60)	(61-79)	(80-90)	(91-100)	(0-60)	(61-79)	(80-90)	(91-100)		
1		72						95		
2	22					77				
3		61				72				
4	50							92		
5		61				79				
6		66				67				
7	50						82			
8		66					90			
9	38						87			
10		77			59					
11		66						92		
12		61								
AV	57.5				81.83					
AVPR									69.66	S
13	16					72	85			
14	33									
15	33					74				

16	16					74	85		
17	44								
18	38					79			
19	33					79	87		
20	22						82		
21	44								
22	22					79	82		
23	33						85		
24	50					72			
AV			32			79.16			
AVPR								55.58	P
25	55						90		
26	27					69			
27	44						87		
28	22						82		
29		66					87		
30	50						82		
31				94				97		
32		73				72			
33			83					97		
34	38					72			
35				94				97		
36		72						92		

#										
37		61					85			
38	55							92		
39	50						85			
40		61					85			
41	55					79				
42	44					69				
43	38					72				
44	28					67				
45		61				74				
46		66					87			
47	44						90			
48	33					79				
49		61				77				
50			83			67				
51		66				67				
52	55				56					
53	55					74				
54	33					69				
55		66			51					
56		66						92		
57	44						87			
58	27					72				
59	50					67				
60	50						90			

AV	54.72	79.36		
AVPR			67.04	S

Notes

AV: Average

AVPR: Average Productive and Receptive

P: Poor

S: Satisfactory

(0-60): Poor (D)

(61-79): Satisfactory (C)

(80-90): Good (B)

(91-100): Very Good (A)

Notes

Green: Students of IAIN Syekh Nurjati Cirebon

The Average Marks of Productive Vocabulary obtained by the students of IAIN is 57.5.

The Average Marks of Receptive Vocabulary obtained by the students of IAIN is 81.83.

The Average Marks of Productive and Receptive Vocabulary obtained by the students of IAIN is 69.66 which means satisfactory.

Blue: Students of Universitas Islam al-Ihya Cigugur Kuningan

The Average Marks of Productive Vocabulary obtained by the students of Universitas Islam al-Ihya Cigugur Kuningan is 32.

The Average Marks of Receptive Vocabulary obtained by the students of Universitas Islam al-Ihya Cigugur Kuningan is 79.16.

The Average Marks of Productive and Receptive Vocabulary obtained by the students of Universitas Islam al-Ihya Cigugur Kuningan is 55.58 which means poor.

Red: Students of Institut Pendidikan dan Bahasa INVADA Cirebon

The Average Marks of Productive Vocabulary obtained by the students of INVADA Cirebon is 54.72.

The Average Marks of Receptive Vocabulary obtained by the students of INVADA Cirebon is 79.36.

The Average Marks of Productive and Receptive Vocabulary obtained by the students of INVADA Cirebon is 67.04 which means satisfactory.

B. THE RESULTS OF HYPOTHESIS EXAMINATION

THE CORRELATIONAL ANALYSIS

The Correlation between Independent Variable and Dependent Variable

Basis for taking decision

If the significance value is <0,05, it means there is a correlation.

If the significance value is >0,05, it means there is no a correlation.

Rubric of Correlational Level based on Pearson Correlation Model

Pearson Correlation Score 0,00 s/d 0,20 means there is a correlation.

Pearson Correlation Score 0,21 s/d 0,40 means the level of correlation is weak.

Pearson Correlation Score 0,41 s/d 0,60 means the level of correlation is medium.

Pearson Correlation Score 0,60 s/d 0,80 means the level of correlation is strong.

Pearson Correlation Score Pearson Correlation Score 0,80 s/d 1,00 means the level of correlation is perfect.

The Correlation between Motivation and Vocabulary Knowledge

The Pearson Correlation model is used in this research to examine the Correlation between Independent Variable and Dependent Variable. This part deals with the Correlational Analysis between Motivation and Vocabulary Knowledge as Dependent Variable. The Vocabulary Knowledge comprises Productive Vocabulary Knowledge and Receptive Vocabulary Knowledge.

The Correlation between Motivation and **Productive** Vocabulary Knowledge

The following table shows the results of correlational analysis between Motivation and Productive Vocabulary Knowledge

Correlations

		CD	IP
CD	Pearson Correlation	1	,170
	Sig. (2-tailed)		,194
	N	60	60
IP	Pearson Correlation	,170	1
	Sig. (2-tailed)	,194	
	N	60	60

Based on the correlational analysis shown on the table above, the following significance value indicates:

The significance value between Motivation (CD) and Productive Vocabulary Knowledge (IP) is 0,194 which means there is no a correlation.

The Correlation between Motivation and **Receptive** Vocabulary Knowledge

The following table shows the results of correlational analysis between Motivation and Receptive Vocabulary Knowledge

Correlations

		CD	IR
CD	Pearson Correlation	1	-,208
	Sig. (2-tailed)		,111
	N	60	60
IR	Pearson Correlation	-,208	1
	Sig. (2-tailed)	,111	
	N	60	60

Based on the correlational analysis shown on the table above, the following significance value indicates:

The significance value between Motivation (CD) and Receptive Vocabulary Knowledge (IR) is 0,111 which means there is no a correlation.

The Correlation between Motivation and **Average Vocabulary Knowledge**

The following table shows the results of correlational analysis between Motivation (CD) and Average Vocabulary Knowledge (IAV)

Correlations

		CD	IAV
CD	Pearson Correlation	1	,041
	Sig. (2-tailed)		,757
	N	60	60
IAV	Pearson Correlation	,041	1
	Sig. (2-tailed)	,757	
	N	60	60

Based on the correlational analysis shown on the table above, the following significance value indicates:

The significance value between Motivation (CD) and Average Vocabulary Knowledge (IAV) is 0,757 which means there is no a correlation.

On the basis of the foregoing discussion, it can be concluded that motivation does not correlate with vocabulary knowledge since the significance value (0,757) is more than 0,05.

The Correlation between Learning Style and Vocabulary Knowledge

The Pearson Correlation model is used in this research to examine the Correlation between Independent Variable and Dependent Variable. This part deals with the

Correlational Analysis between Learning Style and Vocabulary Knowledge as Dependent Variable. The Vocabulary Knowledge comprises Productive Vocabulary Knowledge and Receptive Vocabulary Knowledge.

The following table shows the results of correlational analysis between Learning Style (H) and Productive Vocabulary Knowledge (IP), and between Learning Style (H) and Receptive Vocabulary Knowledge (IR).

Correlations

		H	IP	IR
H	Pearson Correlation	1	-.128	-.278[*]
	Sig. (2-tailed)		.331	.031
	N	60	60	60
IP	Pearson Correlation	-.128	1	.226
	Sig. (2-tailed)	.331		.083
	N	60	60	60
IR	Pearson Correlation	-.278[*]	.226	1
	Sig. (2-tailed)	.031	.083	
	N	60	60	60

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the correlational analysis shown on the table above, the following significance value indicates:

1. The significance value between Learning Style (H) and Productive Vocabulary Knowledge (IP) is 0,331 which means there is no a correlation.

2. The significance value between Learning Style (H) and Receptive Vocabulary Knowledge (IR) is 0,31 which means there is a correlation in the level of correlation -0,278. It means the correlation is negative weak.

The following table shows the results of correlational analysis between Learning Style (H) and Average Vocabulary Knowledge (AVK)

Correlations

		AVK	H
AVK	Pearson Correlation	1	-,043
	Sig. (2-tailed)		,077
	N	60	60
H	Pearson Correlation	-,043	1
	Sig. (2-tailed)	,745	
	N	60	60

Based on the correlational analysis shown on the table above, the following significance value indicates:

The significance value between Learning Style (H) and Average Vocabulary Knowledge (AVK) is 0,077 which means there is no a correlation.

Hence, it may be concluded that Learning Style does not correlate with Vocabulary Knowledge. This finding supports the similar finding of the researcher in the year 2016.

The Correlation between Motivation, Learning Style and Vocabulary Knowledge simultaneously.

The Correlation between Motivation, Learning Style, and Productive Vocabulary Knowledge, and Receptive Vocabulary Knowledge, and Average Vocabulary Knowledge

The following table shows the results of correlational analysis between Motivation, Learning Style, and Productive Vocabulary Knowledge, and Receptive Vocabulary Knowledge, and Average Vocabulary Knowledge.

Correlations

		CD	H	IP	IR	IAVK
CD	Pearson Correlation	1	-,020	,170	-,208	,041
	Sig. (2-tailed)		,879	,194	,111	,757
	N	60	60	60	60	60
H	Pearson Correlation	-,020	1	-,128	-,278[*]	-,230
	Sig. (2-tailed)	,879		,331	,031	,077
	N	60	60	60	60	60
IP	Pearson Correlation	,170	-,128	1	,226	,901[**]
	Sig. (2-tailed)	,194	,331		,083	,000
	N	60	60	60	60	60
IR	Pearson Correlation	-,208	-,278[*]	,226	1	,625[**]
	Sig. (2-tailed)	,111	,031	,083		,000
	N	60	60	60	60	60
IAVK	Pearson Correlation	,041	-,230	,901[**]	,625[**]	1
	Sig. (2-tailed)	,757	,077	,000	,000	
	N	60	60	60	60	60

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the correlational analysis shown on the table above, the following significance value indicates:

The significance value between Motivation (CD) and Learning Style (H) is 0,879 which means there is no a correlation.

The significance value between Motivation (CD) and Productive Vocabulary Knowledge (IP) is 0,194 which means there is no a correlation.

The significance value between Motivation (CD) and Receptive Vocabulary Knowledge (IR) is 0,111 which means there is no a correlation.

The significance value between Motivation (CD) and Average Vocabulary Knowledge (IAVK) is 0,757 which means there is no a correlation.

The significance value between Learning Style (H) and Productive Vocabulary Knowledge (IP) is 0,331 which means there is no a correlation.

The significance value between Learning Style (H) and Receptive Vocabulary Knowledge (IR) is 0,31 which means there is a correlation in the level of correlation -0,278. It means the correlation is negative weak.

The significance value between Learning Style (H) and Average Vocabulary Knowledge (IAVK) is 0,077 which means there is no a correlation.

To conclude, the findings reveal that:

1. There is no a correlation between Motivation and Learning Style.

2. There is no a correlation between Motivation and Vocabulary Knowledge.

3. There is no a correlation between Learning Style and Vocabulary Knowledge.

4. There is no a correlation between Motivation, Learning Style and Vocabulary Knowledge.

5. The hypothesis (H0) is accepted since the significance value is more than 0.05.

C. DISCUSSION

Motivation, Learning Style and Average Vocabulary Knowledge

The following table represents the types of motivation, learning style, and vocabulary knowledge of all participants.

NP	C	D	H				I						AV	Note
							PRODUCTIVE (SPEAKING, WRITING			RECEPTIVE (LISTENING, READING)				LMH
			1	2	3	4	L: 0-60	M: 61-79	H: 80-100	L: 0-60	M: 61-79	H 80-100		
1	80			✔				72				95	83.5	H
2	80					✔	22				77		49.5	L
3	80			✔				61			72		66.5	L
4	80			✔			50					92	71	M
5		80			✔			61			79		70	M
6		80		✔				66			67		66.5	M
7	70			✔			50					82	66	M
8		80		✔				66				90	78	M
9		80		✔			38					87	62.5	M
10		80		✔				77		59			68	M
11	80					✔		66				92	79	M
12	80			✔				61				90	75.5	M
			Average							57.5		81.83		
			Average Productive dan Receptive										69.66	M
13	80					✔	16				72		44	L
14		70				✔	33				85		59	L
15	80					✔	33				74		50.5	L
16	70					✔	16				74		45	L
17		70				✔	44				85		64.5	M

18		70	✓			38				79		58.5	L
19		60			✓	33				79		56	L
20		70	✓			22					87	54.5	L
21	80		✓			44					82	63	M
22		80	✓			22				79		50.5	L
23	80		✓			33					82	57.5	L
24		80			✓	50				72		61	M

	Average					32 (Productive)							
						79.16 (Receptive)							
	Average Productive dan Receptive											55.58	L

25	70		✓			55					90	72.5	M
26		70	✓			27				69		48	L
27		80			✓	44					87	65.5	M
28	80				✓	22					82	52	L
29	80				✓		66				87	76.5	M
30	80		✓			50					82	66	M
31		70			✓			94			97	95.5	H
32		80			✓		73			72		72.5	M
33	80		✓					83			97	90	H
34	80		✓			38				72		55	L
35	80		✓					94			97	95.5	H
36		70	✓				72				92	82	H
37		70	✓				61				85	73	M
38	80			✓		55					92	73.5	M
39		70			✓	50					85	67.5	M

No												
40	80				✔		61			85	73	M
41	80				✔	55				79	67	M
42	80				✔	44				69	56.5	L
43		70			✔	38				72	55	L
44		80	✔			28				67	47.5	L
45	80		✔				61			74	67.5	M
46		70	✔				66			87	76.5	M
47		70	✔			44				90	67	M
48		80	✔			33				79	56	M
49	80				✔		61			77	69	M
50	80				✔			83		67	75	M
51	80				✔		66			67	66.5	M
52	80				✔	55			56		55.5	L
53		80	✔			55				74	64.5	M
54		80			✔	33				69	51	L
55	80			✔			66		51		58.5	L
56		70	✔				66			92	79	M
57	80		✔			44				87	65.5	M
58		70			✔	27				72	49.5	L
59	80				✔	50				67	58.5	L
60	80		✔			50				90	70	M
	Average						54.72 (Productive) 79.36 (Receptive)					
	Average Productive dan Receptive										67.04	M

80

Motivation and Average Vocabulary Knowledge

The following table represents the types of motivation and average vocabulary knowledge achievement of all participants.

NP	Percentage	Type of Motivation	Average Vocabulary Knowledge
32	53.33 %	Integrative Motivation	75
28	46.33 %	Instrumental Motivation	60

The data in the table above show clearly that:

1. 32 of 60 participants or 53.33 % of them who possess Integrative Motivation secured average marks 75 in the Vocabulary Level Test. It means, the participants who belong to Integrative Motivation type obtained Medium Score at the Medium Range in the Vocabulary Level Test.

2. 28 of 60 participants or 46.33 % of them who own Instrumental Motivation secured average marks 60 in the Vocabulary Level Test. It means, the participants who belong to Instrumental Motivation type obtained Low Score at the Upper Range in the Vocabulary Level Test.

   This result tells that Integrative Motivation learner scored slightly better marks (20 %) than Instrumental Motivation learner. Moreover, this finding supports the previous study in the year 2018.

Learning Style and Average Vocabulary Knowledge

The following table represents the types of learning style and average vocabulary knowledge achievement of all participants.

NP	Percentage	Type	Average Vocab. Knowledge		Overall Average Vocab. Knowledge
			Productive	Receptive	
31	51.66 %	Communicative	52	83	67.5
26	43.34 %	Teacher Oriented	44	75	59.5
3	5 %	Concrete	60	71	65.5

Learning Style and Average Productive Vocabulary Knowledge

The data in the table above show clearly that:

1. 31 of 60 participants or 51.66 % of them who are Communicative type obtained average marks 52 in Productive Vocabulary Level Test. It means, the participants who belong to Communicative type are placed in Low Level of Vocabulary Level Test.

2. 26 of 60 participants or 43.34 % of them who are Teacher Oriented type obtained average marks 44 in Productive Vocabulary Level Test. It means, the participants who belong to Teacher Oriented type are placed in Low Level of Vocabulary Level Test.

3. 3 of 60 participants or 5 % of them who are Concrete type obtained average marks 60 in Productive Vocabulary Level Test. It means, the participants who belong to Teacher Oriented type are placed in Low Level at the Upper Range of Vocabulary Level Test.

4. It can be concluded that all participants either Communicative, Teacher Oriented, or Concrete type secured low marks in Productive Vocabulary Level Test. This means the participants have poor productive vocabulary knowledge. Moreover, it might be assumed that their speaking and writing skills are poor since they lack of words knowledge that are commonly used in speaking and writing.

Learning Style and Average Receptive Vocabulary Knowledge

1. 31 of 60 participants or 51.66 % of them who are Communicative type obtained average marks 83 in Receptive Vocabulary Level Test. It means, the participants who belong to Communicative type are placed in High Level of Vocabulary Level Test.

2. 26 of 60 participants or 43.34 % of them who are Teacher Oriented type obtained average marks 75 in Receptive Vocabulary Level Test. It means, the participants who belong to Teacher Oriented type are placed in Medium Level of Vocabulary Level Test.

3. 3 of 60 participants or 5 % of them who are Concrete type obtained average marks 71 in Receptive Vocabulary Level Test. It means, the participants who belong to Teacher Oriented type are placed in Medium Level at the Medium Range of Vocabulary Level Test.

4. It can be concluded that Communicative learners secured better marks in Receptive Vocabulary Level Test than Teacher Oriented and Concrete type.
   However, Communicative type are supposed to be good at Productive Vocabulary Level Test as they like to learn English through conversation or speaking practice.

Learning Style and Average Vocabulary Knowledge

The data in the table above show clearly that:

1. Communicative Learners secured Overall Average Vocabulary Knowledge 67.5, Teacher Oriented Learners secured Overall Average Vocabulary Knowledge 59.5, and Concrete Learners secured Overall Average Vocabulary Knowledge 65.5.

2. Overall, all participants either Communicative Learners or Teacher Oriented Learners or Concrete Learners are placed in Low Level at the Lower Range of Vocabulary Level Test. This means they do not have good vocabulary knowledge required for speaking and writing as well as for listening and reading.

Third, the results of questionnaire on the Students' Perception on Factors which Influence Motivation to Learning English.

Another form of questionnaire was administered to examine the students' belief on factors that affect their motivation to learn English. The questionnaire consists of 15 items using the Likert Scale point of 1 to 3 ranges from sufficient influence to very influential. The results of the questionnaire are presented below.

Factor No.	Frequency of Each Option			Total Frequency	Conclusion
	3	2	1		
1	44 (73.33%)	14 (23.33%)	2 (3.33%)	60	Very Influential
2	42 (70.00%)	18 (30.00%)	0 (0%)	60	Very Influential
3	37 (61.66%)	20 (33.33%)	3 (5%)	60	Very Influential
4	44 (73.33%)	15 (25.00%)	1 (1.66%)	60	Very Influential
5	23 (38.33%)	33 (55%)	4 (6.66%)	60	Influential
6	30 (50%)	20 (33.33%)	10 (16.66%)	60	Very Influential
7	33 (55%)	21 (35.00%)	6 (10.00%)	60	Very Influential
8	13 (21.66%)	33 (55%)	18 (30.00%)	60	Very Influence
9	20 (33.33%)	26 (43.33%)	14 (23.33%)	60	Influential
10	15 (25.00%)	26 (43.33%)	19 (31.66%)	60	Influential
11	15 (25.00%)	35 (58.33%)	10 (16.66%)	60	Influential
12	29 (48.33%)	26 (43.33%)	5 (8.33%)	60	Very Influential
13	18 (30.00%)	27 (45.00%)	15 (25.00%)	60	Influential
14	48 (80.00%)	9 (15.00%)	3 (5.00%)	60	Very Influential
15	43 (71.66%)	15 (25.00%)	2 (3.33%)	60	Very Influential

The table above confirms that the participants of this inquiry believe in the following points:

1. 5 factors are *Influential* towards their motivation to learn English that is the items no.

    5: A Lecturer provides questions, classroom tasks for solution findings.

9: The students get verbal appreciation or a kind of reward in case of good performance in the class.

10: The students deserve to get punishment if they did not complete their course assignments.

11: The students are obliged to have the recommended readings or get access to the internet for finding related literatures.

13: The subject matters are not so difficult.

2. 10 factors are *Very Influential* towards their motivation to learn English that is the items no.

1: A Lecturer is friendly and patient during teaching activities.

2: A Lecturer is energetic and enthusiastic during teaching activities.

3: A Lecturer applies various methods in each teaching session / activity.

4: A Lecturer uses technology of media of teaching such as film, projector, or tape recorder.

6: A Lecturer provides wider opportunity for the students to practice speaking English outside the classroom.

7: A Lecturer explains the subject matter in detail and gives class notes.

8: To read the subject matter a week before the class is compulsory for each student.

12: The students are willing to succeed and fear to fail.

14: Good social atmosphere (peers and parents support learning).

15: Classroom environment is conducive to learning (clean, tidy, has enough ventilation, and lights).

Table

Category	F	P (%)
Sufficient Influence	0	0%
Influential	5	33.33%
Very Influential	10	66.67%
Total	15	100%

According to the table above, it was found that 5 factors are *Influential* towards their motivation to learn English. Those factors are as follows:

A Lecturer provides questions, classroom tasks for solution findings.

The students get verbal appreciation or a kind of reward in case of good performance in the class.

The students deserve to get punishment if they did not complete their course assignments.

The students are obliged to have the recommended readings or get access to the internet for finding related literatures.

The subject matters are not so difficult.

Ten or 40 % factors are very influential towards the student's motivation to learn English. They are:

A Lecturer is friendly and patient during teaching activities.

A Lecturer is energetic and enthusiastic during teaching activities.

A Lecturer applies various methods in each teaching session / activity.

A Lecturer uses technology of media of teaching such as film, projector, or tape recorder.

A Lecturer provides wider opportunity for the students to practice speaking English outside the classroom.

A Lecturer explains the subject matter in detail and gives class notes.

To read the subject matter a week before the class is compulsory for each student.

The students are willing to succeed and fear to fail.

Good social atmosphere (peers and parents support learning).

Classroom environment is conducive to learning (clean, tidy, has enough ventilation, and lights).

D. RESEARCH LIMITATIONS

This research is not perfect yet, as it has such limitations as the number of sample needs more partisicipants. Large scale research is believed to be having more reliable data. Another limitation of this research is that it mainly depend on the questionnaire for data collection. Moreover, it did not investigate the factors which affect student learning style.

CHAPTER V: CONCLUSION AND RECOMMENDATION

A. Conclusion

On the basis of the foregoing data presentation and analysis using the SPSS a number of points may be drawn as conclusion:

1. 95 % participants show "high" interest in learning foreign language; 48.33 % of them show "medium" attitude towards Learning English; 53.33 % of them possess integrative motivation; 46.66 % of them are categorized as those who have instrumental motivation; 50% of them confirm "high" motivational intensity in learning English; 55 % of them show "medium" Desire to learn English; 43.33 % of them indicate "low" orientation or reason to learn English.

2. None of the research participants belong to an Analytic Learner type; 51.66 % of them are Communicative Learner type; 5 % of them are Concrete Learner type; and 43.34 % belong to Teacher-Oriented Learner.

3. With regard to Vocabulary Knowledge, this study reveals Communicative and Concrete learners have satisfactory vocabulary knowledge, whereas Teacher Oriented learners are poor. The Average Marks of Productive and Receptive Vocabulary obtained by the participants is 64.09 which means satisfactory or at medium level. Overall, the participants indicated poor Productive Vocabulary Knowledge but their Receptive Vocabulary Knowledge is good enough.

4. Furthermore, the findings report that an integrative motivated learners scored slightly better ((20 %) in Vocabulary Level Test than learners who have instrumental motivation, and all

participants (Communicative, Teacher Oriented, and Concrete Learners) are placed in Low Level at the Lower Range of Vocabulary Level Test as they secured average marks 64.

5. Moreover, the result of correlation test confirms there is no a correlation between Motivation, Learning Style and Vocabulary Knowledge. Therefore, thypothesis (H0) is accepted since the significance value is more than 0.05.

B. Implication

From what it has been discussed and and analysed earlier, the implication was that understanding learner's motivation and learning style is pivotal since these two variables correlate with vocabulary knowledge. Another implication which arises as a result of this study is that improving the students' productive vocabulary needs serious attention.

C. Recommendation

Upon completion of this study, the followings are some issues to be taken into consideration:

1. Educators are recommended to explore the students' type of motivation as well as their learning style prior to conduct any instruction.

2. The AMTB and How do you learn best? questionnaires are the models which are recommended for understanding motivation and learning style exhibited by the students especially in the EFL class.

3. Teachers and lecturers are encouraged to pay serious attention on improving the students' productive vocabulary knowledge as to improve their speaking and writing skills.

4. Finally, since motivation is a given trait which is possible to be encouraged but even changeable, the current research paradigm needs to be shifted from "motivation" to "motivating". Thus, it is strongly recommended to conduct further research on motivational strategies.

REFERENCES

Books

Brown, H. D. (2000). *Principles of language learning and teaching*. New York, Pearson Education.

Cohen. L. et al. (2007). *Research Methods in Education.* New York: Routledge.

Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* Los Angeles: SAGE Publications, Inc.

Dembo, M. H. (2004). *Motivation and Learning Strategies for College Students.* New Jersey: Lawrence Erlbaum Associates.

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methods.* Oxford: Oxford University Press.

Emzir, (2015). *Metodologi Penelitian Pendidikan.* Jakarta: Rajawali Pers.

Gardner R.C. & MacIntyre P.D. (1991). *An Instrumental Motivation in Language Study: Who says it is not effective?* Cambridge: Cambridge University Press.

Hierbert, E. H. & Kamil, M. L. (Eds.) (2005). *Teaching and Learning Vocabulary,* New Jersey: Lawrence Elbaum Associates Inc.

Kumaravadivelu, B. (2008). *Cultural Globalization and Language Education.* New Haven, CT: Yale University Press.

Lang, H. R. & Evans, D. N. (2006). *Models, Strategies, and Methods for Effective Teaching.* Boston: Pearson Education, Inc.

Lewis, M. (1993). *The lexical approach: The state of ELT and the way forward.* Hove, England: Language Teaching Publications.

Nation, I.S.P. (2001), *Learning vocabulary in another language* Cambridge: Cambridge University Press.

Nunan, D. (1999). *Second Language Teaching & Learning.* Massachusetts: Heinle and Heinle.

Pritchard, A. (2009). *Ways of Learning: Learning Theories and Learning Styles in the Classroom.* Oxon OX.: Routledge.

Reid, J. (Ed.) (1998). *Understanding Learning Styles in the Second Language Classroom.* USA: Prentice Hall Regents.

Schmitt, N. (2010). *Vocabulary in language teaching*. Cambridge: Cambridge University Press.

Willing, K. (1988). *Learning Styles in Adult Migrant Education.* Adelaide. National Curriculum Resource Centre.

Journals

Albodakh, M. Kh. & Cinkara, E. (2017) The Relationship between Learner Motivation and Vocabulary Size: The Case of Iraqi EFL Classrooms. *Arab World English Journal (AWEJ) Volume.8 Number.2 June.* pp. 279-292.

Alonso, A. C. & Fontecha A. F. (2014) Motivation and L2 receptive vocabulary knowledge of Spanish EFL learners at the Official School of Languages. *Miscelánea: a Journal of English and American Studies,* 49: pp. 13-28.

Alqahtani, M. (2015). The Importance of vocabulary in language learning and how to be taught.. *International Journal of Teaching and Education, Vol. III (3), pp. 21-34.*

Crosthwaite, P.R. (2018). Teaching and Learning Styles in South-East Asian Cultures *The TESOL Encyclopedia of English Language Teaching.* John I. Liontas (Ed.). John Wiley & Sons, Inc.

Dörnyei, Z. (1998). Motivation on second and foreign language learning. *Language Teaching*, 31:3, pp. 117-135.

Fen Ng. C. & Kiat Ng. (2015). A Review of Intrinsic and Extrinsic Motivations of ESL Learners, *International Journal of Languages, Literature and Linguistics, Vol. 1, No. 2, June.*

Fontecha, A. F. & Gallego M. T. (2012). The Role of Motivation and Age in Vocabulary Knowledge *Vigo International Journal of Applied Linguistics · No. 9 January,* pp. 39-62.

Fontecha, A. F. (2014). Motivation and Gender-related Variation in EFL Receptive Vocabulary Acquisition in Primary Education, *ES. Revista de Filología Inglesa* 35.

Hahn, C. in Thomas Kral (Ed.) (1996). Dealing with Variables in the Language Classroom, *Teacher Development Making the Right Moves, pp. 76-77,* Washington D.C. United States Information Agency.

Ho, B. (1999). Learning style preferences of students learning English. *Perspectives. Vol. 11: 53 (Autumn). City University of Hong Kong. Hong Kong Journals online.*

Kafipour, R. et al. (2011). Learning Styles and Levels of Vocabulary Learning Among Iranian EFL Learners. *European Journal of Social Sciences*, Vol.25 No.3, pp. 305-315.

Kamiluddin, U. (2019). Motivation and Learning Style: Do they correlate with Language Proficiency? *ELT-Echo, Volume 4, Number 1, June.* pp. 1-13.

Kassaian, Z. and Ayatollahi, M. A (2010). Teaching Styles and Optimal Guidance in English Language Major. *Quarterly Journal of Research and Planning Development in Higher Education (2010). No. 55, 2010, pp. 131-152.* Isfahan.

Kazemi, S. et al. (2016). The Relationship between Learning Styles and Vocabulary Recall among Sensorineural Hearing Loss EFL Learners. *Journal of Applied Linguistics and Language Research Volume 3, Issue 4.* pp. 325-346.

Kimura, Y. et al. (nd). Language Learning Motivation of EFL Learners in Japan—A Cross-Sectional Analysis of Various Learning Milieus, *JALT Journal*, https://jalt-publications.org/files/pdf-article/jj-23.1-art3.pdf

Liontas, John I. (ed). (2018). The TESOL Encyclopedia of English Language Teaching. . DOI: 10.1002/9781118784235.eelt0499

Nawaz, H. et al. (2015). Factors Affecting Students' Motivation Level to Learn English as a Second Language in the Pakistani University Context, *Journal of Research and Reflections in Education, December. Vol 9, No.2,* http://www.ue.edu.pk/jrre

Nouri, N. & Zerhouni, B. (2016). The relationship between vocabulary knowledge and reading comprehension among Moroccan EFL learners. *IOSR Journal of Humanities and Social Science (IOSR-JHSS) Volume 21, Issue 10, Ver. 5 October.* pp. 19-26.

Oletic, A. and Ilic, N. (2014). Intrinsic and Extrinsic Motivation for Learning English as a Foreign Language, *ELTA Journal • December• Volume 2, No. 2*.

Padidar, H.A et al. (2015). The Relationship between Learning Styles and Vocabulary Learning and Retention, *Spectrum: A Journal of Multidisciplinary Research Vol. 4 Issue 1, January.* pp. 249-263.

Putinseva, T. (2006). The Importance of Learning Styles in ESL/EFL. *The Internet TESL Journal, Vol. XII, No. 3, March.* http://itesl.org/

Richards, J.C. (2001), Program Factors in Effective Foreign and Second Language Teaching, *Journal of South East Asian Education, 2 (2), 373-412*.

Shahbazi, H. G. The Relationship between Spatial and Musical Intelligences and EFL Learners' Learning Styles and Vocabulary Knowledge. (2019). Journal of Language Teaching and Research, Vol. 10, No. 4, pp. 747-765, July.

Touré-Tillery, M. & Fishbach, A., (2014). How to Measure Motivation: A Guide for the Experimental Social Psychologist, *Social and Personality Psychology Compass 8/7: 328–341*.

Yang, X (2012). Attitude and Motivation in L2 Learning among UM Master Students, *International Journal of Management and Sustainability 1(1):13-22*

Zhang, Y. et al. (2017). Motivation, strategy, and English as a foreign language vocabulary learning: A
structural equation modelling study, *British Journal of Educational Psychology*, March. 87 (1).

Dissertation/Thesis

Kassing, R. B. (2011). *Perceptions of Motivational Teaching Strategies in an EFL Classroom: The case of
a class in a private university in Indonesia*, unpublished thesis at Victoria University of Wellington.

Svobodová, Bc. Lenka (2015). *Factors Affecting the Motivation of Secondary School Students to learn the
English Language,* unpublished Diploma Theses at Masyarik University.

Papers

Barker, M. *Understanding Motivation: A Review of Relevant Literature.* Carleton papers in Applied
Language Studies. Downloaded on 20 Oct. 2017 through google.scholar.go.id.

Coubsaz, Y. and Yassaman Choubsaz (2014). Motivational Orientation and EFL Learning: A Study of

Iranian Undergratuate Students, *Procedia Social and Behavioral Sciences, 98. 392-397*

Deng, Qizhen, Motivation for Vocabulary Learning of College Students, *University of Nebraska - Lincoln*
2010. http://digitalcommons.unl.edu/teachlearnstudent/5 15 August 2019.

K.S.N. Prasangani (2019), *Global English: A Study of Factors Affect for English Language Learning
Motivation in Sri Lankan Undergraduates,* https://www.researchgate.net/publication/273501173

Appendix 1

Attitude / Motivation Test Battery (R.C Gardner: 1985).

A. Interest in foreign languages

1. If I were visiting a foreign country I would like to be able to speak the language of the people.

2. Even though Indonesia is relatively far from countries speaking other languages, it is important for Indonesians to learn foreign languages.

3. I wish I could speak another language perfectly.

4. I want to read the literature of a foreign language in the original language rather than a translation.

5. I often wish I could read newspapers and magazines in another language.

6. I would really like to learn a lot of foreign languages.

7. If I planned to stay in another country. I would make a great effort to learn the language even though I could get along in English.

8. I would study a foreign language in school even if it were not required.

9. I enjoy meeting and listening to people who speak other languages.

10. Studying a foreign language is an enjoyable experience.

B. Attitudes toward learning English

Positively worded items

1. Learning English is really great.

2. I really enjoy learning English.

3. English is an important part of the school program.

4. I plan to learn as much English as possible.

5. I love learning English.

   Negatively worded items

6. I hate English.

7. I would rather spend my time on subjects other than English.

8. Learning English is a waste of time.

9. I thing that learning English is dull.

10. When I leave school, I shall give up the study of English entirely because I am not interested in it.

C. Integrative orientation

1. Studying English can be important to me because it will allow me to be more at ease with fellows who speak English.

2. Studying English can be important for me because it will allow me to meet and converse with more and varied people.

3. Studying English can be important for me because it will enable me to better understand and appreciate English art and literature.

4. Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups.

D. Instrumental orientation

1. Studying English can be important for me only because I'll need it for my future career.

2. Studying English can be important for me because it will make me a more knowledgeable person.

3. Studying English can be important to me because I think it will someday be useful in getting a good job.

4. Studying English can be important for me because other people will respect me more if I have a knowledge of a foreign language.

   E. Motivational intensity

Items for the scales using the multiple choice format

Scoring Key

    1.   I actively think about what I have learned in my English class:

3   a) very frequently.

1   b) hardly ever.

2   c) once in a while

    2.   If English were not taught in school, I would:

2   a) pick up English in everyday situation (i.e., read English books and newspapers, try to speak it whenever possible, etc.).

1   b) not bother learning English at all.

3   c) try to obtain lesson in English somewhere else.

3. When I have a problem understanding something we are learning in English class, I:

3   a) immediately ask the teacher for help.

2   b) only seek help just before the exam.

1   c) just forget about it.

4. When I come to English homework, I:

2   a) put some effort into it, but not as much as I could.

3   b) work very carefully, making sure I understand everything.

1   c) just skim over it.

5. Considering how I study English, I can honestly say that I:

2   a) do just enough work to get along.

1   b) will pass on the basis of sheer luck or intelligence because I do very little work.

3   c) really try to learn English.

6. If my teacher wanted someone to do an extra English assignment, I would:

1   a) definitely not volunteer.

3   b) definitely volunteer.

2   c) only do it if the teacher asked me directly.

7. After I get my English assignment back, I:

3   a) always rewrite them, correcting my mistakes.

1   b) just throw them in my desk and forget them.

2   c) look them over, but don't bother correcting mistakes.

8. When I am in English class, I:

3   a) volunteer answers as much as possible.

2   b) answer only the easier question.

1   c) never say anything.

9. If there were a local English T.V. station, I would:

1   a) never watch it.

2   b) turn it on occasionally.

3   c) try to watch if often.

10. When I hear an English song on the radio, I:

2   a) listen to the music, pay attention only to the easy words.

3   b) listen carefully and try to understand all the words.

1   c) change the station.

F. Desire to learn French

1. During English class, I would like:

    a) to have a combination of English and Indonesian spoken.

    b) to have as much English as possible spoken.

    c) to have only English spoken.

2. If I had the opportunity to speak English outside of school, I would:

    a) never speak it.

    b) speak English most of the time, using Indonesian language only if really necessary.

    c) speak it occasionally, using English whenever possible.

3. Compared to my other courses, I like English:

    a) the most.

    b) the same as all the others.

    c) least of all.

4. If there were a French club in my school, I would:

    a) attend meetings once in awhile.

    b) be most interested in joining.

    c) definitely not join.

5. If it were up to me whether or not to take French, I:

   a) would definitely take it.

   b) would drop it.

   c) don't know whether I would take it or not.

6. I find studying English:

   a) not interesting at all.

   b) no more interesting than most subjects.

   c) very interesting.

7. If the opportunity arose and I knew enough English, I would watch English TV program:

   a) sometimes.

   b) as often possible.

   c) never.

8. If I had the opportunity to see a French play, I would:

   a) go only if I had nothing else to do.

   b) definitely go.

   c) not go.

9. If there where English-speaking families in my neighborhood, I would:

   a) never speak English with them.

   b) speak English with them sometimes.

   c) speak English with them as much as possible.

10. If I had opportunity and knew enough English, I would read English magazines and newspapers:

   a) as often as I could.

   b) never.

   c) not very often.

G. Orientation index

1. I am studying English because:
   a) I think it will someday be useful in getting a good job.
   b) I think it will help me to better understand English people and way of life.
   c) it will allow me to meet and converse with more and varied people.
   d) a knowledge of two languages will make me a better-educated person.

Appendix 2

Letter to Participants and Attitude / Motivation Test Battery Questionnaire

Dimohon kesediaan anda mengisi "questionnaire" berikut ini untuk mengidentifikasi sikap dan motivasi belajar bahasa Inggris. Instrument ini akan dipergunakan sebagai data penelitian tentang:

"The Correlation between Motivation, Learning Style, and Vocabulary Knowledge among the

University Students in District 3Cirebon"

Attitude / Motivation Test Battery (AMTB)

Tes Sikap dan Motivasi Belajar bahasa Inggris

Petunjuk menjawab pernyataan.

1. Anda dimohon memberi respon terhadap pernyataan berikut ini dengan cara melingkari salah satu jawaban yang tertera di bawahnya.

2. Jawablah setiap pernyataan seakurat mungkin, yaitu mencerminkan kondisi paling mirip dengan anda.

3. Anda tidak perlu memikirkan jawaban terlalu lama, karena tidak ada jawaban yang benar atau salah. Namun, tidak boleh semberono atau asal memberi respon, karena keberhasilan penelitian ini ditentukan oleh tingkat akurasi respon anda terhadap setiap pernyataan.

4. Setelah memilih salah satu opsi jawaban A, B, C, D, atau E, isilah lingkaran yang tesedia di bagian kanan.

    Caranya:

    a) Jika anda memilih opsi A atau B, tulislah huruf R pada lingkaran yang tersedia.

    b) Jika anda memilih opsi C, tulislah huruf S pada lingkaran yang tersedia.

    c) Jika anda memilih opsi D atau E, tulislah huruf T pada lingkaran yang tersedia.

5. Tulislah nama dan jurusan tempat anda kuliah pada kolom yang tersedia.

Nama: _____ Jurusan:_____

J. Minat Belajar Bahasa Asing

1. Jika saya akan ke luar negeri, saya akan belajar bahasa Negara yang akan dikunjungi agar bisa berbicara dengan orang-orang di Negara itu.

    a. Sangat tidak setuju.

    b. Tidak setuju.

    c. Netral.

    d. Setuju.

    e. Sangat setuju.

2. Meskipun Indonesia agak jauh dari Negara lain yang menggunakan bahasa asing, namun belajar bahasa asing bagi orang Indonesia penting.

    a. Sangat tidak setuju.

    b. Tidak setuju.

    c. Netral.

    d. Setuju.

    e. Sangat setuju.

3. Saya sangat ingin bisa berbicara dalam bahasa asing dengan sempurna.

    a. Sangat tidak setuju.

    b. Tidak setuju.

    c. Netral.

    d. Setuju.

    e. Sangat setuju.

4. Saya lebih suka membaca teks berbahasa asing daripada teks terjemahan.

    a. Sangat tidak setuju.

b. Tidak setuju.

c. Netral.

d. Setuju.

e. Sangat setuju.

5. Saya sangat ingin bisa membaca surat kabar dan majalah berbahasa asing.

a. Sangat tidak setuju.

b. Tidak setuju.

c. Netral.

d. Setuju.

e. Sangat setuju.

6. Saya benar-benar suka belajar beberapa bahasa asing.

a. Sangat tidak setuju.

b. Tidak setuju.

c. Netral.

d. Setuju.

e. Sangat setuju.

7. Jika saya berencana tinggal di Negara lain, saya akan bersungguh-sungguh belajar bahasa Negara tersebut meskipun harus mempelajarinya dalam bahasa Inggris.

a. Sangat tidak setuju.

b. Tidak setuju.

c. Netral.

d. Setuju.

e. Sangat setuju.

8. Saya akan belajar asing di sekolah meskipun tidak disarankan.

    a. Sangat tidak setuju.

    b. Tidak setuju.

    c. Netral.

    d. Setuju.

    e. Sangat setuju.

9. Saya senang jika bertemu dan mendengarkan orang lain berbicara bahasa asing.

    a. Sangat tidak setuju.

    b. Tidak setuju.

    c. Netral.

    d. Setuju.

    e. Sangat setuju.

10. Belajar bahasa asing adalah pengalaman yang menyenangkan.

    a. Sangat tidak setuju.

    b. Tidak setuju.

    c. Netral.

    d. Setuju.

    e. Sangat setuju.

Keterangan:

R= …………

S= …………

T= ………….

Dominan: ………….

K. Sikap Terhadap Belajar Bahasa Inggris

1. Belajar bahasa Inggris sungguh sangat bermanfaat.

    a. Sangat tidak setuju.

    b. Tidak setuju.

    c. Netral.

    d. Setuju.

    e. Sangat setuju.

2. Saya sangat menikmati belajar bahasa Inggris.

    a. Sangat tidak setuju.

    b. Tidak setuju.

    c. Netral.

    d. Setuju.

    e. Sangat setuju.

3. Bahasa Inggris merupakan bagian penting dari program sekolah dan lembaga pendidikan tinggi.

    a. Sangat tidak setuju.

    b. Tidak setuju.

    c. Netral.

    d. Setuju.

    e. Sangat setuju.

4. Saya merencanakan belajar bahasa Inggris sebanyak mungkin.

    a. Sangat tidak setuju.

    b. Tidak setuju.

c. Netral.

d. Setuju.

e. Sangat setuju.

5. Saya cinta belajar bahasa Inggris.

   a. Sangat tidak setuju.

   b. Tidak setuju.

   c. Netral.

   d. Setuju.

   e. Sangat setuju.

6. Saya benci bahasa Inggris.

   a. Sangat tidak setuju.

   b. Tidak setuju.

   c. Netral.

   d. Setuju.

   e. Sangat setuju.

7. Saya lebih suka menggunakan waktu untuk belajar selain bahasa Inggris.

   a. Sangat tidak setuju.

   b. Tidak setuju.

   c. Netral.

   d. Setuju.

   e. Sangat setuju.

8. Belajar bahasa Inggris menyia-nyiakan waktu.

a. Sangat tidak setuju.

b. Tidak setuju.

c. Netral.

d. Setuju.

e. Sangat setuju.

9. Menurut saya, belajar bahasa Inggris membosankan dan tidak menarik.

a. Sangat tidak setuju.

b. Tidak setuju.

c. Netral.

d. Setuju.

e. Sangat setuju.

10. Saya akan berhenti secara total belajar bahasa Inggris setelah tamat kuliah karena tidak

menarik.

a. Sangat tidak setuju.

b. Tidak setuju.

c. Netral.

d. Setuju.

e. Sangat setuju.

Keterangan:

R= …………

S= ………….

T= ………….

Dominan: ………….

L. Motivasi Integrative

1. Belajar bahasa Inggris penting bagi saya karena akan memudahkan saat berkomunikasi dengan teman yang menggunakan bahasa Inggris.

   a. Sangat tidak setuju.

   b. Tidak setuju.

   c. Netral.

   d. Setuju.

   e. Sangat setuju.

2. Belajar bahasa Inggris penting bagi saya karena akan memudahkan saat bertemu dan berbicara dengan orang dari berbagai kalangan.

   a. Sangat tidak setuju.

   b. Tidak setuju.

   c. Netral.

   d. Setuju.

   e. Sangat setuju.

3. Belajar bahasa Inggris penting bagi saya karena akan membuat saya paham dan menghargai seni dan sastra Inggris.

   a. Sangat tidak setuju.

   b. Tidak setuju.

   c. Netral.

   d. Setuju.

   e. Sangat setuju.

4. Belajar bahasa Inggris penting bagi saya agar bisa berpartisipasi lebih bebas dalam berbagai aktifitas budaya bangsa lain.

   a. Sangat tidak setuju.

   b. Tidak setuju.

   c. Netral.

   d. Setuju.

   e. Sangat setuju.

Keterangan:

R= …………

S= …………

T= ………….

Dominan: ………….

M. Motivasi Instrumental

1. Belajar bahasa Inggris penting bagi saya hanya karena dibutuhkan untuk masa depan karir saya.

   a. Sangat tidak setuju.

   b. Tidak setuju.

   c. Netral.

   d. Setuju.

   e. Sangat setuju.

2. Belajar bahasa Inggris penting bagi saya karena akan menjadikan saya lebih berwawasan.

   a. Sangat tidak setuju.

   b. Tidak setuju.

c. Netral.

d. Setuju.

e. Sangat setuju.

3. Belajar bahasa Inggris penting bagi saya karena pada suatu saat akan bermanfaat untuk memperoleh pekerjaan yang baik.

a. Sangat tidak setuju.

b. Tidak setuju.

c. Netral.

d. Setuju.

e. Sangat setuju.

4. Belajar bahasa Inggris penting bagi saya karena orang lain akan lebih menghormati orang yang mengetahui bahasa asing.

a. Sangat tidak setuju.

b. Tidak setuju.

c. Netral.

d. Setuju.

e. Sangat setuju.

Keterangan:

R= …………

S= ………….

T= ………….

Dominan: ………….

N. Intensitas Motivasi

1). Lingkarilah salah satu opsi jawaban A, B, atau C dan skor angka yang tersedia. Angka yang dilingkari harus sesuai dengan huruf yang anda lingkari.

2). Setelah melingkari salah satu opsi jawaban A, B, atau C dan skor yang tersedia, isilah kotak yang tersedia di bawahnya.

Caranya:

a. Jika anda melingkari angka 1, tulislah huruf R dalam kotak yang tersedia.

b. Jika anda melingkari angka 2, tulislah huruf S dalam kotak yang tersedia.

c. Jika anda melingkari angka 3, tulislah huruf T dalam kotak yang tersedia.

1. Saya aktif mempelajari kembali materi yang telah diajarkan di kelas bahasa Inggris.

   a) Sangat sering   3

   b) Hampir tidak pernah   1

   c) Sesekali   2

2. Jika berbicara dalam bahasa Inggris tidak diwajibkan di jurusan tempat saya kuliah, saya akan:

   a) Berlatih sendiri setiap hari dalam berbagai situasi.   2

   b) Tidak berupaya sama sekali untuk belajar bahasa Inggris.   1

   c) Mencoba belajar berbicara bahasa Inggris di tempat lain.   3

114

3. Jika mengalami kesulitan dalam memahami materi bahasa Inggris yang dipelajari di kelas, saya:

   a) Akan langsung bertanya kepada Dosen   3

   b) Bertanya kepada Dosen atau teman hanya beberapa hari sebelum ujian   2

   c) Mengabaikan hal tersebut   1

4. Jika ada tugas mata kuliah bahasa Inggris di rumah, saya:

   a) Berusaha sekedarnya untuk mengerjakan tugas tersebut, dan tidak semaksimal mungkin yang saya bisa lakukan   2

   b) Mengerjakan tugas sebaik mungkin   3

   c) Asal mengerjakan   1

5. Saya belajar bahasa Inggris:

   a) Hanya sekedar untuk menyelesaikan tugas   2

b) Sangat sedikit karena saya meyakini kelulusan adalah factor keberuntungan dan kecerdasan semata   1

c) Bersungguh-sungguh mencoba belajar bahasa Inggris   3

6. Jika Dosen meminta seorang mahasiswa untuk mengerjakan tugas tambahan, saya:

a) Pasti tidak akan mau mengerjakan   1

b) Pasti akan mau mengerjakan   3

c) Akan mengerjakan hanya jika diminta langung oleh Dosen   2

7. Setelah saya menerima kembali tugas yang telah diperiksa oleh Dosen, saya:

a) Selalu menulis kembali materi tersebut sesuai dengan perbaikan dari Dosen   3

b) Menaruh di atas meja dan melupakan tugas tersebut   1

c) Melihat sekilas, dan tidak melakukan perbaikan   2

8. Dalam mata kuliah bahasa Inggris, saya:

a) Selalu berpartisipasi menjawab atau menyampaikan pendapat sebanyak mungkin

3

    b) Hanya menjawab pertanyaan yang lebih mudah   2

    c) Tidak pernah bertutur apapun   1

9. Jika ada stasiun TV lokal atau nasional berbahasa Inggris, saya:

    a) Tidak akan pernah melihat   1

    b) Kadang-kadang akan melihat   2

    c) Mencoba akan sering melihat   3

10. Jika saya mendengar lagu berbahasa Inggris di radio, TV atau HP, saya:

    a) Mendengarkan musiknya, dan hanya memperhatikan kata-kata yang mudah

        2

    b) Menyimak dengan baik dan mencoba memahami semua kata   3

    c) Mengganti saluran radion, TV atau mematikan HP   1

Keterangan:

    R= …………

    S= …………

    T= …………

Dominan: …………

117

O. Kemauan Kuat Untuk Belajar Bahasa Inggris

1. Selama belajar bahasa Inggris di kelas, saya suka:

   a) Dosen menggunakan bahasa Inggris dan Indonesia ketika menjelaskan materi

   2

   b) Dosen menggunakan bahasa Indonesia sebanyak mungkin ketika menjelaskan materi 1

   c) Dosen hanya menggunakan bahasa Inggris ketika menjelaskan materi 3

2. Jika saya punya kesempatan berbicara dalam bahasa Inggris di luar kampus, saya:

   a) Tidak akan pernah melakukannya 1

   b) Akan menggunakan bahasa Inggris sebanyak mungkin, menggunakan bahasa Indonesia hanya apabila sangat penting 3

   c) Kadang-kadang akan menggunakan bahasa Inggris, menggunakan bahasa Indonesia apabila memungkinkan 2

3. Dibandingkan dengan mata kuliah lain, kesukaan saya terhadap bahasa Inggris adalah:

   a) Paling suka 3

b) Sama sukanya   2

c) Paling tidak suka   1

<div style="border: 1px solid green; width: 100px; height: 60px;"></div>

4. Jika ada organisasi atau kelompok bahasa Inggris di kampus, saya:

a) Akan menghadiri kegiatannya sesekali   2

b) Akan sangat tertarik untuk bergabung   3

c) Pasti tidak bergabung   1

<div style="border: 1px solid green; width: 100px; height: 60px;"></div>

5. Jika saya punya kesempatan mengambil mata kuliah bahasa Inggris, saya:

a) Pasti akan mengambilnya   3

b) Tidak akan mengambilnya   1

c) Tidak tahu, apakah mengambil tidak   2

<div style="border: 1px solid green; width: 100px; height: 60px;"></div>

6. Menurut pengalaman saya, belajar bahasa Inggris

a) Tidak menarik sama sekali   1

b) Tidak lebih menarik dari mata kuliah lain pada umumnya   2

c) Sangat menarik   3

7. Jika ada kesempatan dan saya memiliki pengetahuan bahasa Inggris yang cukup, saya akan menonton acara TV berbahasa Inggris

   a) Kadang-kadang   2

   b) Sesering mungkin   3

   c) Tidak akan pernah   1

8. Jika saya punya kesempatan untuk menonton satu pertunjukan berbahasa Inggris, saya:

   a) Akan pergi menyaksikan, hanya jika saya tidak punya pekerjaan lain.   2

   b) Pasti akan pergi menyaksikan   3

   c) Tidak akan pergi menyaksikan   1

9. Jika ada tetangga yang bisa berbahasa Inggris, saya:

   a) Tidak akan pernah berbahasa Inggris dengan mereka   1

   b) Kadang-kadang akan berbicara dengan bahasa Inggris kepada mereka   2

   c) Akan berbicara dalam bahasa Inggris sebanyak mungkin   3

10. Jika ada kesempatan dan saya memiliki pengetahuan bahasa Inggris yang cukup, saya akan membaca majalah dan surat kabar berbahasa Inggris:

a) Sesering mungkin yang bisa saya lakukan   3

b) Tidak akan pernah   1

c) Tidak sangat sering   2

Keterangan:

R= …………

S= …………

T= ………….

Dominan: …………..

P. Indeks Orientasi Belajar Bahasa Inggris

1). Jika anda melingkari huruf A dan angka 1, tulislah huruf R pada kotak yang tersedia.

2). Jika anda melingkari huruf B dan angka 2, tulislah huruf T pada kotak yang tersedia.

1. Saya belajar bahasa Inggris karena:

   a) Bisa bermanfaat pada suatu saat untuk memperoleh pekerjaan yang baik   1

   b) Akan membantu pemahaman lebih baik budaya orang Inggris   2

$$\boxed{}$$

1). Jika anda melingkari huruf C dan angka 1, tulislah huruf R pada kotak yang tersedia.

2). Jika anda melingkari huruf D dan angka 2, tulislah huruf T pada kotak yang tersedia.

   c) Dapat membantu saya berinteraksi dengan orang dari berbagai bangsa   1

   d) Mengetahui dua bahasa dapat meningkatkan pengetahuan   2

$$\boxed{}$$

Keterangan:

   R= …………

   T= ………….

Dominan: ………….

Faktor yang Berpengaruh Terhadap Motivasi Belajar Bahasa Inggris

Bubuhkanlah tanda check list (√) pada kolom yang tersedia sesuai dengan bobot skor setiap pernyataan. Skor **3** berarti **sangat berpengaruh**, **2** berarti **berpengaruh**, 1 berarti **cukup berpengaruh.**

No	Pernyataan	3	2	1
1	Dosen bersahaja dan sabar dalam mengajar.			
2	Dosen bersemangat saat menjelaskan materi.			
3	Dosen menerapkan beberapa metode mengajar pada setiap perkuliahan.			
4	Dosen menggunakan teknologi media pembelajaran, seperti tape recorder, film, infocus.			
5	Dosen memberi soal, pertanyaan atau masalah untuk diselesaikan.			
6	Dosen memberi kesempatan luas untuk mempraktekkan bahasa Inggris di luar kelas.			
7	Dosen menerangkan secara detail dan memberi catatan kuliah.			

8	Mahasiswa diwajibkan untuk membaca materi perkuliahan satu minggu sebelum kuliah dilaksanakan.			
9	Mahasiswa diberi penghargaan verbal, dan atau hadiah bagi yang menunjukkan performa belajar baik.			
10	Mahasiswa diberi sanksi jika tidak mengerjakan tugas kuliah.			
11	Mahasiswa diwajibkan memiliki sumber belajar (hard copy) atau mengakses literature terkait dari internet.			
12	Mahasiswa memiliki rasa ingin sukses dan takut gagal.			
13	Materi kuliah tidak terlalu sulit.			
14	Kondisi social baik (ada dukungan teman di kelas dan orang tua).			
15	Kondisi kelas kondusif (bersih, rapih, memiliki fentilasi udara dan penerangan cukup).			

Appendix 3

Learning Style Questionnaire

The following questionnaire was adapted from Willing K's (1988) *How You Learn Best? Learning Styles in Adult Migrant Education,* Adelaide, Australia: National Curriculum Resource Centre Cited in Rekrut (2001) with a slight modification in terms of format and key score.

How do you like to learn?

Circle the number on the right column that best shows your opinion on each statement below. Each statement reveals a different opinion.

1 = I do not like it.   2 = I like it a little.   3 = I like it.   4 = I like it very much.

Type I	Statement	Score			
1	I like to study grammar.	1	2	3	4
2	I like to learn by studying English boos at home.	1	2	3	4
3	I like to study English alone.	1	2	3	4
4	I like a teacher who allows me find my mistakes.	1	2	3	4
5	I like a teacher who employs problem-based approach.	1	2	3	4
6	I like to learn by reading newspapers at home.	1	2	3	4
	Total				

Type II	Statement	Score			
1	I like to learn by watching and listening to foreigners	1	2	3	4
2	I like to learn by having conversations with my peers.	1	2	3	4
3	At home, if I have a choice I like to learn by watching TV and/or videotapes in English.	1	2	3	4
4	Out of the class, I like to learn by using English.	1	2	3	4
5	I like to learn unfamiliar English words by hearing them.	1	2	3	4
6	I like to learn by having conversations.	1	2	3	4
	Total				

Type III	Statement	Score			
1	I like to learn using games in class.	1	2	3	4
2	In class, I like to learn by looking at pictures, films, and videotapes.	1	2	3	4
3	I like to learn English by talking in pairs with friends.	1	2	3	4
4	At home, I like to learn by using cassettes.	1	2	3	4
5	In class, I like to listen to and use cassettes.	1	2	3	4

6	I like to practice English with classmates out of the class.	1	2	3	4
	Total				

Type IV	Statement	Score			
1	I like a teacher who explains everything in detail to students.	1	2	3	4
2	I like to write every subject in my notebook.	1	2	3	4
3	I like to have my own textbook when I study.	1	2	3	4
4	I like to learn by reading in class.	1	2	3	4
5	I like to study grammar.	1	2	3	4
6	I like to learn new English words by seeing them.	1	2	3	4
	Total				

Appendix 4

Letter to Participants and Learning Style Questionnaire

Dimohon kesediaan anda mengisi "questionnaire" berikut ini untuk mengidentifikasi gaya belajar

bahasa Inggris. Instrument ini akan dipergunakan sebagai data penelitian tentang:

"The Correlation between Motivation, Learning Style, and Vocabulary Knowledge among the

University Students in District 3Cirebon".

Petunjuk menjawab pernyataan.

1. Tulislah nama dan jurusan tempat anda kuliah pada tempat yang tersedia.

2. Lingkarilah skor pada bagian kanan pernyataan di bawah ini. Bobot skor yang anda lingkari

   menunjukkan tingkat kesukaan anda saat belajar.

3. Tulislah jumlah skor pernyataan yang anda lingkari.

Nama: _____ Jurusan: _____

Bagaimana anda suka belajar?

1 = Tidak suka.   2 = Kurang suka.   3 = Suka.   4 = Sangat suka

Tipologi I	Pernyataan	Skor			
1	Saya suka belajar grammar.	1	2	3	4
2	Di rumah, saya suka belajar menggunakan buku bahasa Inggris.	1	2	3	4

3	Saya suka belajar bahasa Inggris sendiri.	1	2	3	4
4	Saya menyukai guru yang memberi kesempatan menemukan kesalahan secara mandiri.	1	2	3	4
5	Saya menyukai guru yang memberi masalah yang harus diselesaikan.	1	2	3	4
6	Di rumah, saya suka belajar dengan membaca koran.	1	2	3	4
	Jumlah				
Tipologi II	Pernyataan	Skor			
1	Saya suka belajar dengan melihat dan mendengarkan penutur utama.	1	2	3	4
2	Saya suka belajar melalui percakapan dalam bahasa Inggris dengan teman-teman.	1	2	3	4
3	Di rumah, jika saya boleh memilih, saya suka belajar dengan melihat TV dan/atau video dalam bahasa Inggris.	1	2	3	4
4	Saya suka belajar dengan menggunakan bahasa Inggris di luar kelas.	1	2	3	4

5	Saya suka belajar kosa kata baru bahasa Inggris dengan mendengarkannya.	1	2	3	4
6	Saya suka belajar melalui percakapan.	1	2	3	4
	Jumlah				

Tipologi III	Pernyataan	Skor			
1	Di kelas, saya suka belajar melalui permainan.	1	2	3	4
2	Di kelas, saya suka belajar dengan melihat gambar, film, dan tayangan video.	1	2	3	4
3	Saya suka belajar bahasa Inggris dengan percakapan secara berpasangan.	1	2	3	4
4	Di rumah, saya suka belajar dengan mendengarkan kaset.	1	2	3	4
5	Di kelas, saya suka belajar dengan mendengarkan dan menggunakan kaset.	1	2	3	4
6	Saya suka menggunakan bahasa Inggris bersama teman sekelas di luar kelas.	1	2	3	4
	Jumlah				

Tipologi IV	Pernyataan	Skor			
1	Saya suka jika guru menjelaskan segalanya kepada siswa.	1	2	3	4
2	Saya suka menulis setiap pelajaran dalam buku catatan.	1	2	3	4
3	Saya suka memiliki buku pelajaran sendiri.	1	2	3	4
4	Di kelas, saya suka belajar dengan membaca.	1	2	3	4
5	Saya suka belajar grammar.	1	2	3	4
6	Saya suka belajar kosa kata baru dengan melihat tulisannya.	1	2	3	4
	Jumlah				

Keterangan

1. Tulislah jumlah skor setiap Tipologi pada kolom yang tersedia di sebelah kanan.

2. Tulislah Tipologi yang memiliki skor tertinggi pada kolom Tipologi yang Dominan.

TIPOLOGI	SKOR
I	
II	
III	
IV	
TIPOLOGI YANG DOMINAN:	

Appendix 5

Link Vocabulary Level Test (VLT)

https://www.lextutor.ca/tests/

Appendix 6

Results of Vocabulary Level Test (VLT)

Participants Students of Semester 3 IAIN Syekh Nurjati Cirebon, UNISA Kuningan, INVADA Cirebon. **Productive Vocabulary.** **Receptive Vocabulary**

DAFTAR NILAI VOCABULARY LEVEL TEST (VLT)

Respondents

Institut Agama Islam Negeri (IAIN) Syekh Nurjati

CliWNt8

CATEGORY PRODUCTIVE KNOWLEDGE

No.	Name	Score			
		Test	Re-Test 1	Re-Test 2	Final Score
1	Nafisya Zahra	72%	88%	94%	
2	Mida Ussolihah	22%	55%	66%	
3	Siti Salwa Balqis	61%	66%	72%	
4	Alif Setiawan	50%	61%	66%	
5	Bilal Alfauzan Kurniawan	61%	72%	83%	
6	Muhamad Yuris Kemal	66%	77%	88%	
7	Shifa Aniyah	(0%)	50%	50 55%	
8	Muhammad Alghifari Shinda gautama	66%	72%	83%	
9	Sri Atikah	38%	72%	83%	
10	Aula Sekar Prastiwi	77%	93%	88%	
11	Irsa Meilani	66%	(66%)	100%	
12	Amelia Uswatan Hasanah	61%	88%	100%	
13					
14					
15					
16					
17					

◯ Tidak mengirim screen shot.

CATEGORY RECEPTIVE KNOWLEDGE

No.	Name	Score		
		Correct	Incorrect	Unknown
1	Nafisya Zahra	37/39 = 95%	1/39 = 3%	1/39 = 3%
2	Nida Ussolihah	30/39 = 77%	3/39 = 8%	6/39 = 15%
3	Siti Salwa Balwis	28/39 = 72%	6/39 = 15%	5/39 = 13%
4	Alif Setiawan	36/39 = 92%	3/39 = 8%	0/39 = 0%
5	Abdal Alfarizki K	31/39 = 79%	7/39 = 15%	0/39 = 0%
6	Muhamad Yunus Kemal	26/39 = 67%	8/39 = 21%	5/39 = 13%
7	Shifa Aulyah	32/39 = 82%	5/39 = 13%	1/39 = 3%
8	Muhammad Nabhic. S. 9	35/39 = 90%	3/39 = 8%	0/39 = 0%
9	Sri Atikah	39/39 = 87%	3/39 = 8%	1/39 = 3%
10	Aula Sekar Prastiwi	23/39 = 59%	7/39 = 18%	7/39 = 18%
11	Irsa Milani	36/39 = 92%	3/39 = 8%	0/39 = 0%
12	Amalia Uswatun Hasanah	35/39 = 90%	3/39 = 0%	1/39 = 3%
13				
14				
15				
16				
17				
18				
19				
20				
21				

Appendix 7

Participants Attendance for Questionnaire Students of Semester 3 IAIN Syekh Nurjati Cirebon,

UNISA Kuningan, INVADA Cirebon.

Daftar Hadir Pengisian Questionnaire

Sikap, Motivasi, Gaya Belajar, dan Faktor yang berpengaruh terhadap belajar bahasa Inggris

Institut Agama Islam Negeri (IAIN) Syekh Nurjati

Cirebon

No.	Nama	1 TOI 6/9	2 LS 4/10	3AMBT 11/10	4 VLT 18/10
1	Nafisya Zahra				
2	Hida Ussolihah				
3	Siti Salwa Balqis				
4	Ati Setiawan				
5	Bilal Alfansah Kurniawan				
6	Muhamad Yunis Kemal s				
7	SHIFA AULYAH				
8	M. Al Ghnes g				
9	Sri Atikah				
10	Aula Cerar Prastica				
11	Irsa Meilani				
12	Amalia Uswatun Hasanah				
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
32					
33					
34					
35					

Daftar Hadir Pengisian Questionnaire

Sikap, Motivasi, Gaya Belajar, dan Faktor yang berpengaruh terhadap belajar bahasa Inggris

Universitas ~~Universitas~~ Islam Al- Ihya (UNISA) Kuningan

Cirebon

No.	Nama	1 TOI 6/9	2 LS 4/10	3 AMBT 11/10	4 VLT 18/10
1	AULYA AULIN PUTRI				
2	GHALIH SETIAWAN NUGROHO				
3	DESTI				
4	DIAH NUR FAUZIAH				
5	ELIN HERLINA				
6	Shihan Mayseuda Rahman				
7	Susilawati				
8	Empat Fatimah				
9	Hestiana Nur Az-zahra				
10	Lena Mulyana				
11	HENDRA NUR ROCHMAN				
12	Habibah Khoirunnisa				
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
32					
33					
34					
35					

Daftar Hadir Pengisian Questionnaire

Sikap, Motivasi, Gaya Belajar, dan Faktor yang berpengaruh terhadap belajar bahasa Inggris

Institut Pendidikan dan Bahasa INVADA

Cirebon

| No.	Nama	1 TOI 6/9	2 LS 4/10	3 AMBT 11/10	4 VLT 18/10
1	Amir Hamzah				
2	Barri Nikko				
3	Fazri Maulana				
4	Ninik Hernika				
5	Mu'tasim Bila				
6	Salsa Ayu Denistiani				
7	Siti Linn Murlian				
8	Salsabila Nuraviant				
9	Rono Julyan				
10	Riksan Nawawi F.P.				
11	Rahma Ayuditya Putri				
12	ALISA MAULIDA SARI				
13	AMELIA CHRISTIANTI H				
14	Nesa Yuanita				
15	Veronika Simbolon				
16	Ain Wulyana Putri				
17	Sarah Salsabila				
18	Bela Isyatun Harandh				
19	Farhan Rosdiyansyah				
20	Nasri Tika Damayanti				
21	Devi Tania Maudy				
22	Ai Nurul Aini				
23	Devi Nurhayati				
24	Iseu Sofinatunisa				
25	Chelsea Chahya Ningrat				
26	Ristiana				
27	Viviana				
28	Ain Nurhaeni				
29	Vica Via Vanesa				
30	Christia yuningrum				
31	ANISA DWI MARTIKA				
32	Angre dwi canya ningsih				
33	Afilah Suruyyah Fuad				
34	Aninda Fahrina Putri				
35	REVI MARISKA				
36.	Dian Nafisa Syaharani				

Appendix 8

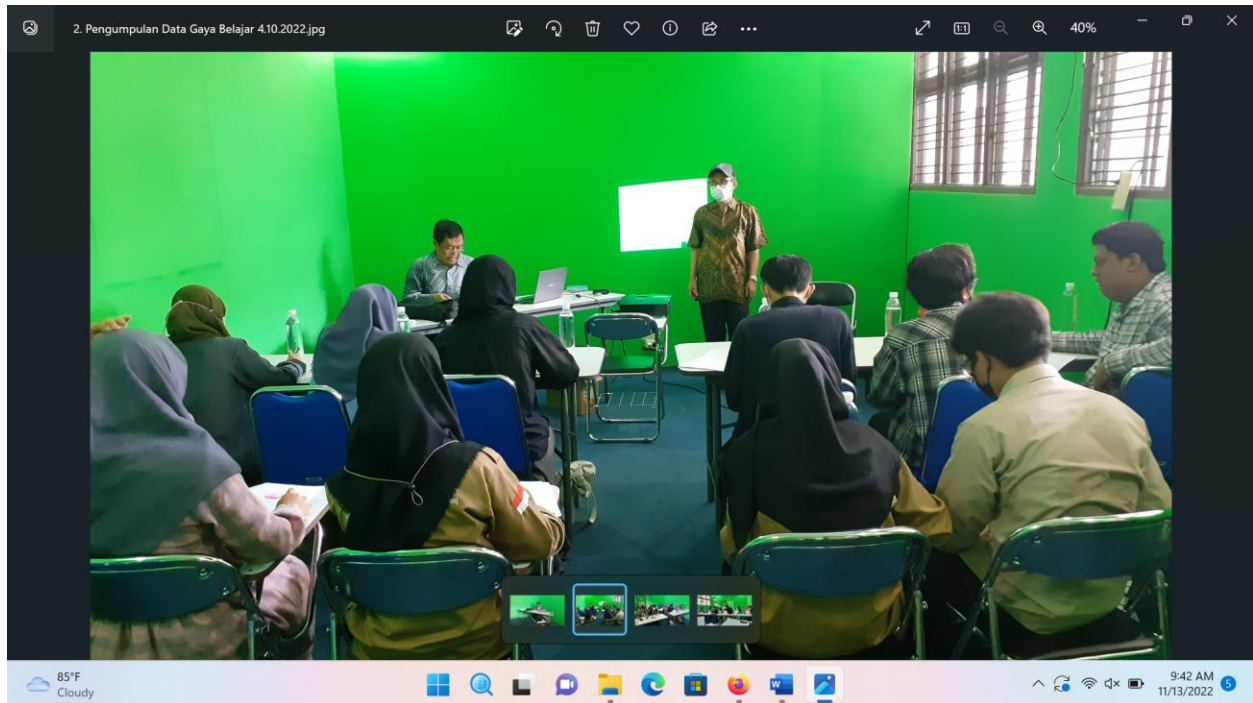Photos

PHOTO KEGIATAN

PENGUMPULAN DATA PENELITIAN

The Correlation between Motivation, Learning Style and Vocabulary Knowledge among the University Students in District 3 Cirebon

PARTISIPAN MAHASISWA SEMESTER 3
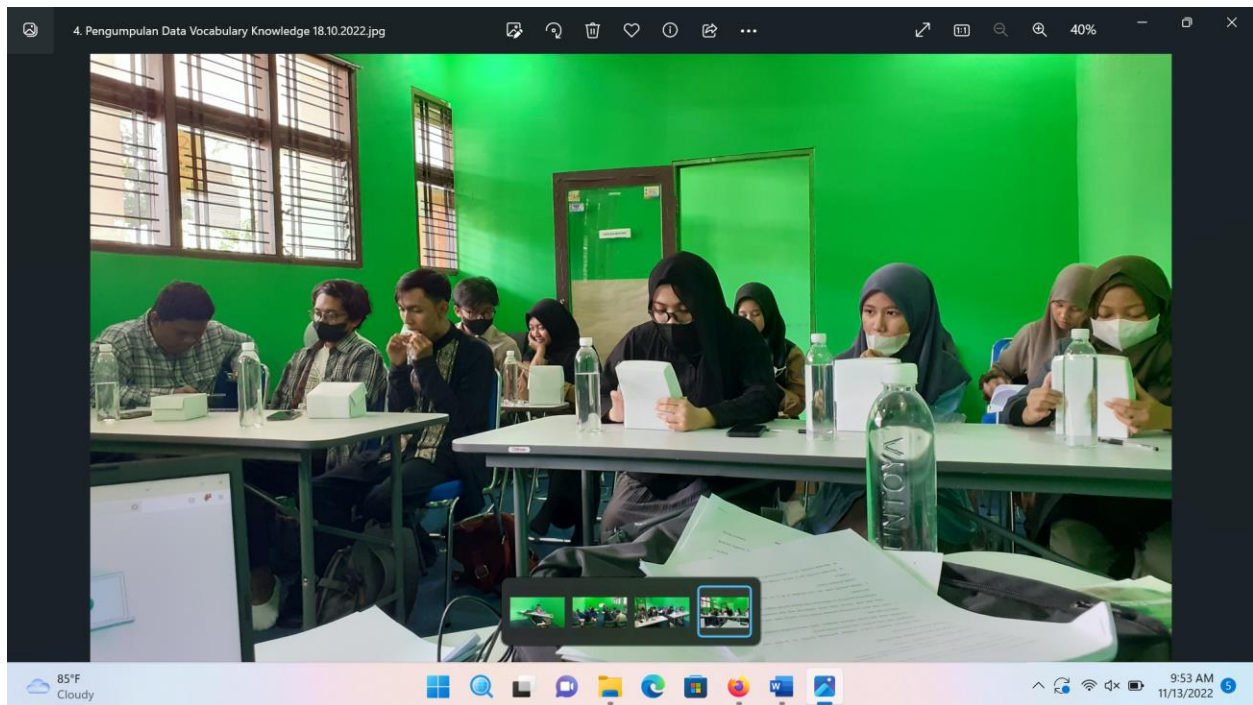
IAIN SYEKH NURJATI CIREBON
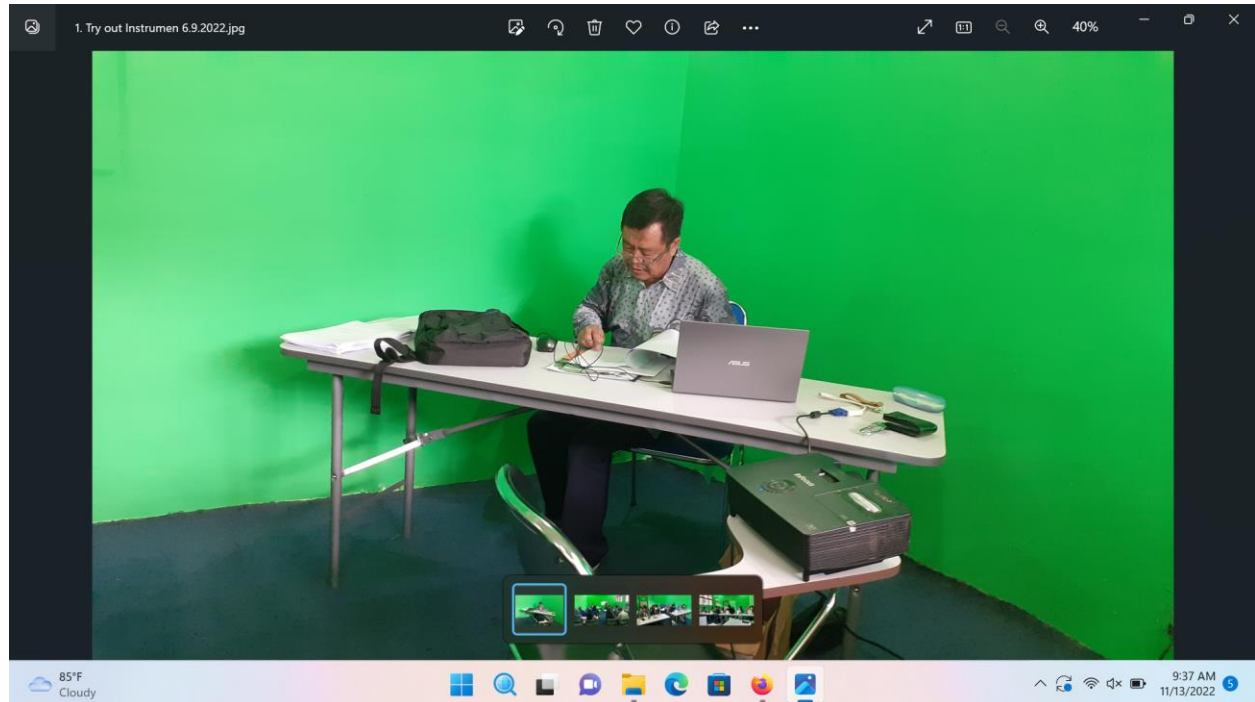
Try out Instrumen 6.9.2022

Pengumpulan Data Gaya Belajar 4.10.2022

Pengumpulan Data Sikap dan Motivasi (AMTB) 11.10.2022

Pengumpulan Data Vocabulary Level Test 18.10.2022

Universitas Islam al-Ihya Kuningan

Try out Instrumen 7.9.2022

Pengumpulan Data Gaya Belajar 5.10.2022

Pengumpulan Data Sikap dan Motivasi (AMTB) 12.10.2022

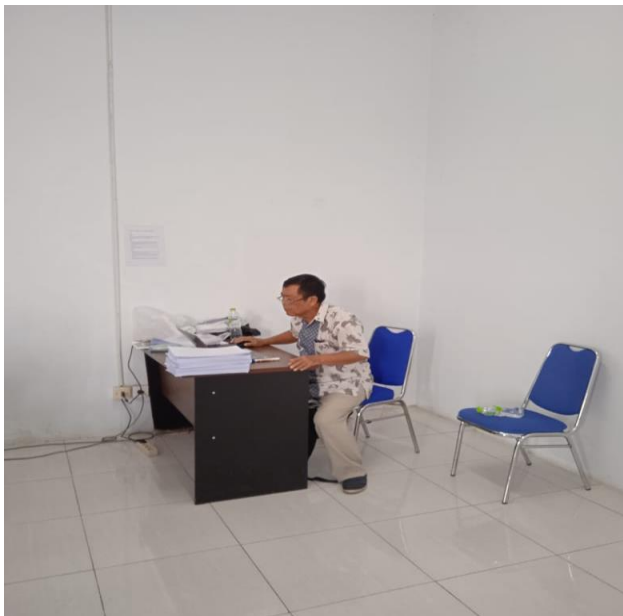Pengumpulan Data Vocabulary Level Test 19.10.2022

Institut Pendidikan dan Bahasa INVADA Cirebon

Try out Instrumen 8.9.2022

Pengumpulan Data Gaya Belajar 6.10.2022

Pengumpulan Data Sikap dan Motivasi (AMTB) 12.10.2022

Pengumpulan Data Vocabulary Level Test 18.10.2022

Seminar Hasil Penelitian

Sesi	Peneliti:	Waktu
#7	1. Alif Ringga Persada 2. Anisatun Muthi'ah 3. Budi Manfaat 4. Darwan 5. Dewi Fatmasari 6. Erfan Gazali 7. Hajam 8. Hendri Handoko	Kamis, 08 Desember 2022 Pukul 09:00 – 12:00 WIB

Sesi	Peneliti:	Waktu
#8	1. Ilham bustomi 2. Jaja Suteja 3. Kartimi 4. Muhamad Ali Misri 5. Ratna Puspitasari 6. Saefudin Zuhri 7. Udin Kamiluddin 8. Widodo Winarso	Kamis, 08 Desember 2022 Pukul 13:00 – 16:00 WIB

Appendix 9

SK. Penelitian Dasar Interdisipliner 2022

KEPUTUSAN REKTOR
INSTITUT AGAMA ISLAM NEGERI (IAIN) SYEKH NURJATI CIREBON
Nomor : 1042 /In.08/R/TL.01/05/2022

TENTANG
PENERIMA BANTUAN PENELITIAN DASAR INTERDISIPLINER
IAIN SYEKH NURJATI CIREBON
TAHUN 2022

DENGAN RAHMAT TUHAN YANG MAHA ESA
REKTOR IAIN SYEKH NURJATI CIREBON,

Menimbang : a. Bahwa guna mendukung pelaksanaan Tri Dharma Perguruan Tinggi pada IAIN Syekh Nurjati Cirebon, maka perlu dilaksanakan Kegiatan Penelitian Dasar Interdisipliner;
b. Bahwa nama-nama sebagaimana tercantum dalam keputusan ini dipandang mampu untuk melaksanakan tugas sebagai peneliti;
c. Bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan b, perlu ditetapkan Keputusan Rektor tentang Penerima Bantuan Penelitian Dasar Interdisipliner IAIN Syekh Nurjati Cirebon Tahun 2022.

Mengingat : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengatahuan dan Teknologi (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 84);
2. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78, Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
3. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 2012 Nomor 158, Tambahan Lembaran Negara Republik Indonesia Nomor 5336);
4. Peraturan Pemerintah Nomor 37 Tahun 2009 tentang Dosen;
5. Peraturan Pemerintah Nomor 04 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Menteri Keuangan Nomor: 190/PMK.05/2012 tentang Tata Cara Pembayaran dalam Rangka Pelaksanaan Anggaran Pendapatan dan Belanja Negara;
7. Peraturan Menteri Agama Nomor 11 Tahun 2013 tentang Organisasi dan Tata Kerja IAIN Syekh Nurjati Cirebon;
8. Peraturan Menteri Agama Nomor 36 Tahun 2014 tentang Statuta Institut Agama Islam Negeri (IAIN) Syekh Nurjati Cirebon;
9. Peraturan Menteri Agama Nomor 55 Tahun 2014 tentang Penelitian dan Pengabdian kepada Masyarakat pada Perguruan Tinggi Keagamaan;
10. Keputusan Direktur Jenderal Pendidikan Islam Nomor 6994 Tahun 2018 tentang Agenda Riset Keagamaan Nasional (ARKAN) 2018 – 2028;
11. Keputusan Direktur Jenderal Pendidikan Islam Nomor 702 Tahun 2019 tentang Petunjuk Teknis Pengelolaan Dana BOPTN Penelitian pada Perguruan Tinggi Keagamaan Islam;
12. Keputusan Direktur Jenderal Pendidikan Islam Nomor 4744 Tahun 2021 tentang Program Bantuan Penelitian, Publikasi Ilmiah, Dan Pengabdian Kepada Masyarakat Tahun Anggaran 2022.
13. Keputusan Direktur Jenderal Pendidikan Islam Nomor 4743 Tahun 2021 tentang Petunjuk Teknis Program Bantuan Penelitian Berbasis Standar Biaya Keluaran pada Perguruan Tinggi Keagamaan Islam Tahun Anggaran 2022;
14. Peraturan Menteri Keuangan Republik Indonesia Nomor 60/PMK.02/2021 tentang Standar Biaya Masukan Tahun Anggaran 2022;
15. Peraturan Menteri Keuangan Republik Indonesia Nomor 123/PMK.02/2021 tentang Standar Biaya Keluaran Tahun Anggaran 2022; dan
16. Surat Menteri Keuangan Nomor SP-DIPA 025.04.2.423532/2022 tanggal 17 November 2021, tentang Pengesahan Daftar Isian Pelaksanaan Anggaran (DIPA) IAIN Syekh Nurjati Cirebon Tahun Anggaran 2022.

MEMUTUSKAN

Menetapkan	:	Keputusan Rektor tentang Penerima Bantuan Penelitian Dasar Interdisipliner IAIN Syekh Nurjati Cirebon Tahun 2022.
KESATU	:	Menetapkan nama-nama sebagaimana tercantum pada lampiran I kolom 2 (dua) sebagai Penerima Bantuan Penelitian Dasar Interdisipliner IAIN Syekh Nurjati Cirebon Tahun 2022, dengan besaran bantuan sebagaimana tercantum pada kolom 4 (empat) yang merupakan bagian yang tidak terpisahkan dari keputusan ini;
KEDUA	:	Dalam melaksanakan kegiatan penelitian, para penerima bantuan penelitian berkewajiban untuk melaporkan kegiatan penelitiannya kepada Ketua Lembaga Penelitian dan Pengabdian kepada Masyarakat IAIN Syekh Nurjati Cirebon;
KETIGA	:	Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki sebagaimana mestinya jika pada kemudian hari terdapat kekeliruan dalam penetapan keputusan ini.

Kutipan Surat Keputusan ini diberikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan di : Cirebon
Pada tanggal : 31 Mei 2022
Rektor,

SUMANTA

TEMBUSAN:
1. Kepala Badan Pemeriksa Keuangan RI di Jakarta;
2. Sekretaris Jenderal Kementerian Agama RI.
   u.p. Kepala Biro Keuangan dan BMN di Jakarta;
3. Inspektur Jenderal Kementerian Agama RI di Jakarta;
4. Direktur Jenderal Pendidikan Islam Kementerian Agama RI di Jakarta;
5. Kepala Badan Pengawasan Keuangan dan Pembangunan di Bandung;
6. Kepala Kantor Pelayanan dan Perbendaharaan Negara di Cirebon;
7. Pejabat yang berwenang.

DAFTAR PENERIMA BANTUAN PENELITIAN DASAR INTERDISIPLINER
IAIN SYEKH NURJATI CIREBON
TAHUN 2022

NO	NAMA PENELITI	JUDUL PENELITIAN	BIAYA
1	Alif Ringga Persada (KETUA) Agung (ANGGOTA)	Pengembangan Inkubator Digitalpreneurship untuk Meningkatkan Keterampilan Kewirausahaan Mahasiswa pada Pemasaran Produk UMKM di Era 5.0	Rp. 27.300.000,-
2	Anisatun Muthi'ah (KETUA) Amin Iskandar (ANGGOTA)	Aktualisasi Hadis Lingkungan dalam Menyukseskan Program Kota Iklim Cirebon melalui Upaya Mitigasi dan Adaptasi Akibat Perubahan Iklim	Rp. 27.300.000,-
3	Budi Manfaat (KETUA) Herny Novianti (ANGGOTA)	Pengembangan Model Asesmen Literasi Informasi Guru Madrasah	Rp. 27.300.000,-
4	Darwan (KETUA) Sirojudin Wahid (ANGGOTA)	Analisis Perilaku Penggunaan dan Penguasaan ICT (Information Communication and Technology) Mahasiswa Tadris Matematika IAIN Syekh Nurjati Cirebon sebagai Usaha Menyiapkan Pembelajaran pada Masa Pandemi Covid-19	Rp. 27.300.000,-
5	Dewi Fatmasari (KETUA) Yati Haryati (ANGGOTA)	Dampak Atraksi, Amenitas dan Aksesibilitas terhadap Citra Destinasi Keraton Kanoman Cirebon pada Masa Pandemi Covid 19	Rp. 27.300.000,-
6	Erfan Gazali (KETUA) Hasan Saefuloh (ANGGOTA)	Pengembangan Instrument Test Kemahiran Berbahasa Arab Berbasis Web	Rp. 27.300.000,-
7	Hajam (KETUA) Theguh Saumantri (ANGGOTA) Gumilar Irfanullah (ANGGOTA)	Menggali Potensi Nilai-nilai Tasawuf Cirebon dalam Ajaran Sambelun Kiai Masykur (1835- 1961) Karangsari Weru Cirebon	Rp. 27.300.000,-
8	Hendri Handoko (KETUA) Arif Abdul Haqq (ANGGOTA)	Pengembangan Bahan Ajar Geometri Berbantuan Teknologi H5p sebagai Stimulus Self Efficacy: Perspektif Gaya Belajar Siswa	Rp. 27.300.000,-
9	Ilham bustomi (KETUA) Ahmad Asmuni (ANGGOTA)	Makna Syahadat Payung dalam Tradisi Tarekat Asy-Syahadatain	Rp. 27.300.000,-
10	Jaja Suteja (KETUA) Bambang Setiawan (ANGGOTA) Muzaki (ANGGOTA)	Pencegahan dan Penanggulangan Kekerasan Seksual di Perguruan Tinggi Keagamaan Islam (Studi Kasus Mahasiswa Jurusan BKI IAIN Syekh Nurjati Cirebon, IAI Bunga Bangsa Cirebon & STAI Brebes)	Rp. 27.300.000,-
11	Kartimi (KETUA) Edy Chandra (ANGGOTA)	Pemanfaatan Video Interaktif Berbasis H5p dalam Peningkatan Pemahaman Kimia Berdasarkan Gaya Belajar	Rp. 27.300.000,-

12	Muhamad Ali Misri (KETUA) Farouk Imam Arrasyid (ANGGOTA) Herlinda Nur'afwa Sofhya (ANGGOTA)	Pengembangan Aplikasi E-learning Matematika Berbahasa Inggris untuk SMA Internasional di Abad 21	Rp. 27.300.000,-
13	Ratna Puspitasari (KETUA) Amroh Umaemah (ANGGOTA)	Penguatan Literasi Digital Berbasis Kearifan Lokal dalam Pembelajaran IPS di MTs Kota Cirebon Pasca Pandemi	Rp. 27.300.000,-
14	Saefudin Zuhri (KETUA) Imam Sibaweh (ANGGOTA)	Revitalisasi Pesantren Salaf (Kasus di Pesantren Kempek Cirebon)	Rp. 27.300.000,-
15	Udin Kamiluddin (KETUA) Yayat Suryatna (ANGGOTA)	The Correlation Between Motivation, Learning Style and Vocabulary Knowledge Among The University Students in district 3 Cirebon	Rp. 27.300.000,-
16	Widodo Winarso (KETUA) Nawawi (ANGGOTA)	Model Psikoedukasi Berbasis Spiritual dalam Perilaku Prokrastinasi Akademik Mahasiswa ditinjau dari Kepribadian Big-five (Studi Eksperimen di PTKIN dan PTKIS Kabupaten Cirebon)	Rp. 27.300.000,-
17	Iwan (KETUA) Iis Arifudin (ANGGOTA)	Menakar Konsepsi Moderasi Islam Guru Pendidikan Agama Islam di SMAN Provinsi Jawa Barat	Rp. 27.300.000,-
18	Djohar Maknun (KETUA) Muhimatul Umami (ANGGOTA)	Pembelajaran Pengalaman (Experiential Learning) Berbasis Socioscientific Issues untuk Meningkatkan Kemampuan Mengambil Keputusan pada Mahasiswa Jurusan Tadris Biologi IAIN Syekh Nurjati Cirebon	Rp. 27.300.000,-

Rektor,

SUMANTA

Appendix 10

Surat Izin Penelitian 2022

KEMENTERIAN AGAMA RI.

INSTITUT AGAMA ISLAM NEGERI SYEKH NURJATI CIREBON

LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Perjuangan By Pass Sunyaragi Kota Cirebon 45132 Telp. (0231) 481264
Faks. (0231) 489926 Website: www.syekhnurjati.ac.id/lp2m   Email:

lp2m@syekhnurjati.ac.id

Cirebon, 20 Juni 2022

Nomor   :   102a/In.08/L.I/TL.01/06/2022   :
Lamp.   :   -
Perihal   :   Permohonan Izin Melaksanakan Penelitian

Yth. 1. Ketua Jurusan Tadris Bahasa Inggris IAIN Syekh Nurjati Cirebon
     2. Ketua Jurusan Pendidikan Bahasa Inggris UGJ Cirebon
     3. Ketua Jurusan Pendidikan Bahasa Inggris STIBA Cirebon
     4. Ketua Jurusan Pendidikan Bahasa Inggris UNIKU Kuningan
     5. Ketua Jurusan Pendidikan Bahasa Inggris UNWIR Indramayu
     6. Ketua Jurusan Pendidikan Bahasa Inggris UNMA Majalengka

Assalamualaikum wa rahmatullahi wa barakatuh

Bersama ini kami mohon dengan hormat, kiranya Bapak/Ibu/Saudara berkenan

memberikanizin kepada dosen IAIN Syekh Nurjati Cirebon:

NO	NAMA	NIP	JURUSAN
1	H. Udin Kamiluddin, MA	19630915 199603 1 001	Tadris Bahasa Indonesia
2	Dr. Yayat Suryatna, M.Ag	19611010 198703 1 004	Manajemen Pendidikan Islam Pascasarjana

untuk melaksanakan kegiatan penelitian dengan:

     Judul   :   The Correlation between Motivation,Learning Style

151

and VocabularyKnowledge among The University
Students in District 3 Cirebon

Lokasi/Objek   :   Jurusan Pendidikan Bahasa Inggris di Wilayah 3 Cirebon

Berkenaan dengan itu, mohon kesediaan Bapak/Ibu/Saudara untuk
memberikan bantuanseperlunya agar kegiatan dosen yang bersangkutan
dapat berjalan sebagaimana mestinya.

Demikian permohonan ini disampaikan, atas perhatian dan kerjasamanya,
diucapkan terimakasih.

Wassalamualaikum wa rahmatullahi wa barakatuh

Ketua   LP2M,

Dr. H. Ahmad Yani, M. Ag

NIP. 19750119 200501 1 002

Appendix 11

Surat Izin Focus Group Discussion (FGD)

KEMENTERIAN AGAMA RI.

INSTITUT AGAMA ISLAM NEGERI SYEKH NURJATI CIREBON

LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Perjuangan By Pass Sunyaragi Kota Cirebon 45132 Telp. (0231) 481264
Faks. (0231) 489926 Website: www.syekhnurjati.ac.id/lp2m

Cirebon, 13 Desember 2022

Nomor : 102a/In.08/L.I/TL.01/06/2022

Perihal : Permohonan Izin Melaksanakan Focus Group Discussion (FGD)
Yang terhormat,
Bapak Wakil Kepala Sekolah Bidang Kurikulum
SMAN 1 Sumber
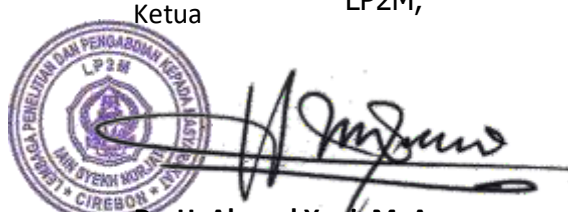Di Tempat.
Assalamua'laikum wa rahmatullahi wa barakatuh,
Bersama ini kami mohon dengan hormat, Bapak Wakil Kepala Sekolah Bidang Kurikulum SMAN 1 Sumber berkenan memberikan izin kepada dosen IAIN Syekh Nurjati Cirebon:

NO	NAMA	NIP	JURUSAN
1	Drs. H. Udin Kamiluddin, M.Sc	19630915 199603 1 001	Tadris Bahasa Indonesia
2	Dr. Yayat Suryatna, M.Ag	19611010 198703 1 004	Manajemen Pendidikan Islam Pascasarjana

untuk melaksanakan kegiatan FGD hasil penelitian tentang: The Correlation between Motivation, Learning Style and Vocabulary Knowledge among The University Students in District 3 Cirebon. Demikian permohonan ini disampaikan, atas perhatian dan kerjasamanya, diucapkan terima

kasih.

Wassalamualaikum wa rahmatullahi wa barakatuh,

Ketua LP2M,

Dr. H. Ahmad Yani, M. Ag

NIP. 19750119 200501 1 002

Appendix 12

Undangan Seminar Hasil Litapdimas 2022

Cirebon, 24 November 2022

Nomor   : 447/In.08/L.I/TL.01/11/20222
Lamp.   : 1 (Jadwal)
Hal   : **Undangan Seminar Hasil Litapdimas**

Kepada:
Yth. Bapak/Ibu Dosen (Nama Terlampir)

Assalamualaikum wr. wb.

Sebagai pertanggungjawaban ilmiah dan akademik dosen dalam melaksanakan penelitian dan pengabdian kepada masyarakat, Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) mengundang Bapak/Ibu untuk hadir sebagai penyaji dalam seminar hasil litapdimas dengan ketentuan sebagai berikut:

1. Seminar diselenggarakan secara langsung di Meeting Room LP2M dimulai pada tanggal **05 – 09 Desember 2022**. Presentasi/penyajian harus dilakukan oleh ketua tim pada waktu yang telah ditentukan (sesuai jadwal terlampir);
2. Penyaji harus menyiapkan slide *powerpoint* yang dirancang untuk **presentasi efektifberdurasi 10 menit**, meliputi:
   a. Tujuan penelitian/pengabdian;
   b. Metode penelitian/pengabdian;
   c. Hasil penelitian/pengabdian;
3. Penyaji menyiapkan abstrak sekitar 250 sampai 300 kata;
4. File **slide presentasi** (dalam format PPT) dan **abstrak** (dalam format

DOC) harussudah dikirim paling lambat tanggal 04 Desember 2022 melalui link: https://bit.ly/KirimFileSeminarHasilLitapdimas2022

Demikian undangan ini disampaikan, atas perhatian dan kehadirannya kami haturkanterima kasih.

Wassalamualaikum wr. wb.

Ketua LP2M,

Tembusan:

1. Rektor IAIN Syekh Nurjati Cirebon;
2. Wakil Rektor I IAIN Syekh Nurjati Cirebon;
3. Kepala Biro AUAK IAIN Syekh Nurjati Cirebon;
4. Satuan Pengawas Internal IAIN Syekh Nurjati Cirebon

Sesi	Peneliti:	Waktu
#8	1. Ilham bustomi 2. Jaja Suteja 3. Kartimi 4. Muhamad Ali Misri 5. Ratna Puspitasari 6. Saefudin Zuhri 7. Udin Kamiluddin 8. Widodo Winarso	Kamis, 08 Desember 2022 Pukul 13:00 – 16:00 WIB