THE EFFECTS OF PARENTS' ROLE AND LEARNING MOTIVATION TOWARDS VOCABULARY MASTERY

Yuesi Setyorini

Dosen Tetap STKIP Kusuma Negara

Abstract : This research aims at proving the effect of parents' role partially towards vocabulary mastery, the effect of learning motivation partially towards vocabulary mastery, the effects of parents's role and learning motivation simultaneously towards vocabulary mastery as well. The data is collected by using questionnaires technique and by conducting the vocabulary test. The sample consists of a number of grade XII students of three vocational high schools in Duren Sawit District East Jakarta in academic year 2012-2013. The data is analyzed by applying descriptive statistic analysis, correlation analysis and multiple regression analysis. The hypothesis is examined by conducting t-test and F-test. From the hypothesis test, it is gained that R^2=0.804, F-test of parents' role (X_1) and learning motivation (X_2) is 172.948. The multiple regression equation which is obtained is $\hat{Y} = 0.223 + 0.305 X_1 + 0.479 X_2$. $R^2 = 0.804$ indicates that both parents' role (X_1) and learning motivation (X_2) collectively affect 80.4% upon vocabulary mastery, whereas the rests are the influences of another factors. The effect of parents' role partially is significant because $t_{observe} > t_{table}$ (5.792 > 1.67). The effect of learning motivation partially is significant because $t_{observe} > t_{table}$ (11.168 > 1.67).

Key words : Parents' Role, Leaning Motivation, Vocablary Mastery

Introduction
A. Background

Learning a language, principally is an attempt of students to havelanguage skills and language components. Closely related to the ability of understanding English is vocabulary mastery. As one of language components, vocabulary plays a very important role. With many English vocabularies, students can express their feelings and thoughts fluently and precisely. Students often have difficulties in understanding English due to the limited or lack of English vocabulary. Therefore, students must have sufficient English vocabulary to communicate their ideas effectively and efficiently, both oral and written. Furthermore, the students' language masterystrongly depends on the quantity of vocabulary they possess.

In addition to teachers, those who play important role in students' learning activities are parents. Students' development and achievement can not be separated from the encouragement and support given by parents. Without them, the students' development and achievement will face some obstacles. Interaction with the family is the first interaction and involvement for children. Unfortunately, not all parents understand and realize the importance of their role. They do not give enough encouragement or attention to their children' learning activity and achievement.

The important role of parents lies in developing children's learning activities and providing conducive opportunities, providing choice without forcing, directing potency without pressing, and instilling strong motivation within the child.

Learning motivation is one of the factors that affects students' achievement. Learning motivation is the internal encouragement within students to fulfill their needs and goals. It is the driving force that generates, directs and

maintains students'behavior with all their capabilities to achieve the goal of learning activities.

B. Problem Limitation

To make this research more focused, the problem is limited to the parents' role as external factor (outside of the student) and the learning motivation as internal factor (within the student). What will be discussed here is the influence of parents' role and learning motivation toward students' English vocabulary mastery, either partially (its own) or simultaneously (together).

C. Problem Formulation

The problemswhich will be analyzed are formulated as follows:

1. Is there any effect of parents' role partially towards students' English vocabulary mastery?
2. Is there any effect of learning motivation partially towards students' English vocabulary mastery?
3. Are there any effects of parents role and learning motivation simultaneously towards students' English vocabulary mastery?

D. Research Objectives

This research aims at proving :

1. The effect of parents' role partially towards students' English vocabulary mastery
2. The effect of learning motivation partially towardsstudents' English vocabulary mastery
3. Theeffects of parents' role and learning motivation simultaneously towards students' English vocabulary mastery

Theories, Framework Of Thinking And Hypothesis

A. Theories
1. Parents' Role

Suryabrata (2000 : 233) explained that parents' role upon children education will grow children activity as a valuable potency to face the future. The understanding of parents' role here is how the parents give teaching guidance at home, fulfill the need of learning equipment, support the children to learn, control the children activity and give direction to the importance of learning.

Parents' attention can be defined as an intended, intensive and concentrated centering of energy, with full awareness, responsibility and affection in conducting a number of actions for the sake of the excellent learning achievement. According to Mardapi (1984 : 60), parents must allocate their time to accompany their children. The children are given direction and advice to stimulate their energy and method to study. The children must be motivated to study harder dan more energetically. Parents' guidance will influence the students' readiness to study, both at home and at school. Parents' attention is largely required as a strengthening in learning process (Slameto, 1988 : 52).

The way parents educate their children can affect the learning achievement. This is stated by Slameto (1988 : 23) that family is the first and the main education institution. Parents have certain tasks and responsibility to help solving children's problems.

2. Learning Motivation

Stoner (1992 : 440) explained the understanding of motivation as follows, "motivation is factors that causes, relates and supports human behaviour". Gibson, Ivancevich and Donely (1997 : 94) defined motivation as follows, "motivation is an ability that we use if

we elaborate the strengths which work upon or within individuals to start and direct behaviours".

According to Chung and Meggison as quoted by Gomes (2000 : 197), motivation is formulated as the behaviour aimed at the objectives. Motivation relates to the levels done by somebody in pursuing the objectives. Robbins (1996: 83) defined motivation as a willingness to do higher level of effort aimed at the objectives to fulfil individual's needs.

The coherent point was elaborated by Semiawan (2008 : 144) that learning motivation is an inherent ability within a person which is originally carried since birth and related to the brain structure. Genetically the brain structure has already been formed since the birth, but how the brain functions depend largely on how the environment interacts with students. Learning generates internal change like understanding and attitude. Learning includes exterrnal change as well, such as motoric skill and the ability to speak foreign language.

Learning motivation is a stimulator which supports students to involve themselves. The students' strong learning motivation, paticularly intrinsic motivation, and the awareness towards the goal, stimulate students to involve themselves (Winkel, 1996 : 456).

Learning motivation is a combination of efforts and wants to achieve the learning goal and to have positive attitude towards learning activity. Therefore, if the wants to achieve the goal and positive attitude are linked with the strong effort or stimulation, there will be a motivation organization (R.G. Gardener, 1998 : 11).

Rasyad (2006 : 89) stated that motivation is an art to stimulate learners to conduct learning activity so that the learning goal is achieved. Learning motivation can stimulate the students' encouragement and willingness in undergoing various learning difficulties and searching various learning sources.

Atmosoeprapto (2002 : 134) explained that however the potency and ability are, if they are not supported by motivation to embody something, they are nothing. Paul Harsey and Ken Blanchard as quoted by Atmosoeprapto (2002 : 134) stated that without motivation, someone only utilizes 20%-30% of his actual ability. If someone is motivated, he is expected to use 80%-90% of his ability..

3. Vocabulary Mastery

Someone's mastery upon something can be through various sources, both learning source and non-learning one. In line with this, one of the requirements for a person to know, understand and use the words well in oral and written language, is the vocabulary mastery. Vocabulary or word treasury can be defined as a number of words owned by a person.

Harimukti Kridalaksana (1984 : 110) stated that the term "vocabulary" is the word treasury owned by a person. This word treasury is embedded in mind, which will immediately emerge a reaction when it is heard or read.

Saussure (1998 : 98) distinguished the two kinds of vocabulary, those are langue and parole. Langue is the vocabulary recorded passively, that is the word treasury understood by a person but never or seldom used, while parole is an individual's action of the ability and ease to express personal ideas, or the word treasury which is usuallly used by individual.

Amran Halim, Jazir Burhan and Harun Al Rasyid (1988 : 71) stated that vocabulary mastery is divided into two, those are expressive and receptive mastery. The expressive vocabulary mastery is to speak and write, whereas the receptive one is to listen and read.

The similar classification was proposed by Moeliono, those are the receptive and productive vocabulary. The receptive vocabulary includes all lexical unit which are recognized and comprehended. The productive vocabulary consists of the words which are really understood in communication (Anton Moeliono, 1985 : 66). Meanwhile Soenardi Djiwandono (1996 : 43) differentiated vocabulary mastery into active-productive and passive-receptive mastery.

According to Akhadiah, vocabulary mastery can be categorized into two, those are quantitative and qualitative. The quantitative vocabulary mastery is the words of a language mastered by individual, meanwhile the qualitative one is the comprehension of meaning mastered by individual (Sabarti Akhadiah, 1986 : 95).

Valette firmly said that vocabulary mastery is the most important vehicle in speaking a language freely. It is a tool of oral and written communication as well. If the word treasury is not enough, the communication will be hindered (Rebecca M, 1983 : 55). I

The same opinion was revealed by Tarigan, that the quality of language proficiency depends on the quantity and quality of vocabulary (Henry Guntur Tarigan, 1995: 2).

B. Framework Of Thinking

According to Riduwan (2003 : 34-35), framework of thinking is the framework of the research which synthesized from facts, observations and bibliography studies. Framework of thinking describes the flow of the research. It can be illustrated in a scheme which indicates the relationship and linkage among the research variables.

------------------- Indicating partial relationship
_____ Indicating simultaneous relationship
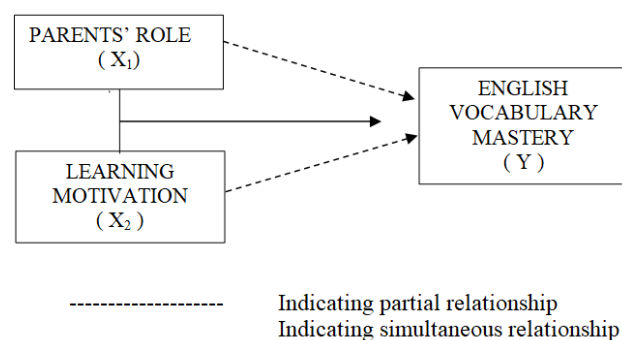
C. Hypothesis

The research hypothesis are formulated as follows :

1. Parents' role partially influences students' English vocabulary mastery.
2. Learning motivation partially influenced students' English vocabulary mastery.
3. Parents' role and learning motivation simultaneously influenced students' English vocabulary mastery.

Research Method

1. Variable Identification

This research involved two independent variables and one dependent variable. The independent variables are Parents' Role (X_1) and Learning Motivation (X_2), while the dependent variable is Students' English Vocabulary Mastery ($\hat{Y}$).

2. Population and Sampling Technique

Arikunto (2006 : 117) said that research sample is a part of population which is taken as data source. It can represent all population. A sample, according to Sugiyono (2004 : 57), is a part of the amounts and characteristics owned by a population.

In relation with the research topic, it can be identified that :

Population :
All grade XII students of SMK Nurul Islam, SMK Corpatarin 01 and SMK Corpatarin 02 in academic year 2012-2013.

Sample :
a. Forty grade XII students of SMK Nurul Islam in academic year 2012-2013
b. Forty grade XII students of SMK Corpatarin 01 in academic year 2012-2013
c. Forty grade XII students of SMK Corpatarin 02 in academic year 2012-2013

3. Data Collecting Technique

Data collecting technique is a tool of measurement which is needed in carrying out a research. The data which will be collected can be numbers, written information, oral information and various facts that relate to the focus of the research.

a. Documentation Study
   Documentation study is aimed at collecting the data from various writings in research location and from another sources which are relevant with the focus of the research.

b. Questionnaire Technique
   The questionnaire technique is aimed at collecting written information from the respondents towards the questions proposed on the list.

The data of students' English vocabulary mastery are obtained by conducting test on how many Engkish vocabularies the students have and how good they understand them.

The data of parents' role and learning motivation are gained from questionnaires on students' personal views and attitudes towards a number of statements. The statements are qualitative. Those qualitative data are converted into the quantitative one by applying Likert Scale, which sorts the things from the lowest to the highest.

4. Research Instruments

The instruments constructing refers to the conceptual and operational definition.

Parents' Role

a. The conceptual definition :
    The intentional and intensive concentration of energy based on the awareness, responsibility and affection in conducting actions for a satisfying learning result.
b. The operational definition :
    The way parents give the learning guidance, fulfill the needs, provide the encouragement, control the learning activity and direct the children.

Learning Motivation

a. The conceptual definition :
    An energy to stimulate the encouragement within the students which affects, directs and maintains behavior related to the environment to achieve the learning goal.
b. The operational definition :
    An encouragement which comes from the students themselves (internal) to direct and maintain their behavior to achieve the goal which consists of some aspects :

Students' English Vocabulary Mastery

a. The conceptual definition :
    The word treasury owned by someone in his memory, which immediately bring about the reactions if it is heard or read. (Harimukti Kridalaksana, 1984 : 110).
b. The operational definition :
    According to Nasution (1985 : 26), vocabulary, in detail, is :
    1) All words in a language
    2) The words mastered by someone

3) The words used a group of people of the same community
4) The words used in a field of science
5) In linguistics, all morphemes in a language
6) List of words and phrases which is alphabetically arranged with an explanation

5. Data Analysis Technique

The scores for statements of independent variables (parents' role and students' learning motivation) range as follows :
a. 4 for "absolutely agree"
b. 3 for "agree"
c. 2 for "disagree"
d. 1 for "absolutely disagree"

Whereas the scores for statements of dependent variable (students' English vocabulary mastery) range as follows :
a. 4 for "very easy to understand"
b. 3 for "easy to understand"
c. 2 for "difficult to understand"
d. 1 for "very difficult to understand"

6. Instruments' Validity Test

Validity Test is conducted in relation with the precision of the measurement tools towards the concepts which are measured. Riduwan (2003 : 109-110) explained that validity is a measurement which indicates the level of realibility and validity of a measurement tool.

7. Instruments' Reliability Test

The reliability test is conducted to obtain the precise (reliabilty or consistency) of the data collecting instruments used. According to Singgih Santoso (2000 : 34), "A questionnaire is said to reliable if the respondent's answers are consistent or stable from time to time".

8. Correlation Analysis

This analysis is used to find out the closeness of relationship or the degree of relationship between independent variables partially towards dependent variable.

9. Multiple Regression Analysis

This analysis is used to find out the magnitude of the influence of one or two or more independent variables towards dependent variable, by following formula :
$$\hat{Y} = a + b_1X_1 + b_2X_2 + e$$

10. Statistics Hypothesis

There are two hypotheses : null hypothesis (H_0) and alternative hypothesis (H_1)

T test

$t_{observe} < t_{table}$	H_0 is accepted, H_1 is refused	There is significant relationship
$t_{observe} > t_{table}$	H_0 is refused, H_1 is accepted	There is no relationship

F test

$F_{observe} < F_{table}$	H_0 is accepted, H_1 is refused, X_1 and X_2 do not influence Y
$F_{observe} > F_{table}$	H_1 is accepted, H_0 is refused, X_1 and X_2 influence Y

Research Findings

1. Hypothesis Test
a. The Effect of Parents' Role Partially Toward Vocabulary Mastery

The research findings shows that there is an effect of Parents' Role(X_1) towards Students' English Vocabulary Mastery ($\hat{Y}$). This is can be noticed in these tables by first examining whether there is a correlation between parents' role and students' English vocabulary mastery.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.719[a]	.517	.511	3.50057	1.889

a. Predictors: (Constant), PARENT'S ROLE

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.719^a	.517	.511	3.50057	1.889

b. Dependent Variable: VOCABULARY MASTERY

The Test of Parents' Role towards Vocabulary Mastery

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	20.682	3.632		5.695	.000		
	PARENT'S ROLE	.641	.068	.719	9.423	.000	1.000	1.000

a. Dependent Variable: VOCABULARY MASTERY

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1088.145	1	1088.145	88.799	.000^a
	Residual	1017.078	83	12.254		
	Total	2105.224	84			

a. Predictors: (Constant), PARENT'S ROLE
b. Dependent Variable: VOCABULARY MASTERY

If parents' role increases 100 times than before, vocabulary mastery will increase in the number of $\hat{Y} = 20.682 + 0.641\ X_1$ times. Those equation can be appropriately accepted based on t-test, that is 9.423 with the high level of significance and correlation coefficient R = 0.719. t-test = 9.423 can be accepted since the value of significance alpha = 0.05 is bigger than the count value of significance= 0.000.

In such a way, the hypothesis which states that there is an effect of parents' role partially towards vocabulary mastery can be accepted.

b. The Effect of Learning Motivation Partially Toward Vocabulary Mastery

The research findings shows that there is an effect of Learning Motivation (X_2) towards Students' English Vocabulary Mastery ($\hat{Y}$). This is can be noticed in these tables by first examining whether there is a correlation between learning motivation and students' English vocabulary mastery.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.854^a	.730	.727	2.61705	2.110

a. Predictors: (Constant), LEARNING MOTIVATION
b. Dependent Variable: VOCABULARY MASTERY

The Test of Learning Motivation Variable upon Vocabulary Mastery

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	5.009	3.331		1.504	.136		
	LEARNING MOTIVATION	.622	.041	.854	14.979	.000	1.000	1.000

a. Dependent Variable: VOCABULARY MASTERY

The Test of Learning Motivation Variable upon Vocabulary Mastery

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	5.009	3.331		1.504	.136		
	LEARNING MOTIVATION	.622	.041	.854	14.979	.000	1.000	1.000

a. Dependent Variable: VOCABULARY MASTERY

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1536.762	1	1536.762	224.380	.000^a
	Residual	568.461	83	6.849		
	Total	2105.224	84			

b. Dependent Variable: VOCABULARY MASTERY

If learning motivation increases 100 times than before, vocabulary mastery will increase in the number of $\hat{Y} = 5.009 + 0.622$

X_2 times. Those equation can be appropriately accepted based on t-test, that is 14.979. with the high level of significance and correlation coefficient R = 0.854. t-test =14.979can be accepted since the value of significance alpha = 0.05 is bigger than the count value of significance= 0.000.

In such a way, the hypothesis which states that there is an effect of learning motivation partially towards vocabulary mastery can be accepted.

c. The Effect of Parents' Role and Learning Motivation Simultaneously Towards Students' English Vocabulary Mastery

The research findings shows that there is an effect of Parents' Role (X_1) and Learning Motivation (X_2) towards Students' English Vocabulary Mastery (Y). This can be noticed in these tables by first examining whether there is a correlation between parents' role and learning motivation towards vocabulary mastery.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.899[a]	.808	.804	2.21810	1.994

a. Predictors: (Constant), LEARNING MOTIVATION, PARENT'S ROLE
b. Dependent Variable: VOCABULARY MASTERY

The F-test of Parents' Role and Learning Motivation Towards Vocabulary Mastery

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	.223	2.941		.076	.940		
	PARENT'S ROLE	.305	.053	.342	5.792	.000	.672	1.489
	LEARNING MOTIVATION	.479	.043	.659	11.168	.000	.672	1.489

a. Dependent Variable: VOCABULARYMASTERY
The F-test of Parents' Role and Learning Motivation Towards Vocabulary Mastery

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1701.788	2	850.894	172.948	.000[a]
	Residual	403.436	82	4.920		
	Total	2105.224	84			

a. Predictors: (Constant), LEARNING MOTIVATION, PARENT'S ROLE
b. Dependent Variable: VOCABULARY MASTERY

If parents' role and learning motivation simultaneously increases 100 times than before, vocabulary mastery will increase in the number of Y = 0.223 + 0.305 X_1 + 0.479 X_2 times. Those equation can be appropriately accepted based on t-test, that is 5.792 and 11.170. with the high level of significance and correlation coefficient R = 0.899. t-test =5.792can be accepted since the value of significance alpha = 0.05 is bigger than the count value of significance= 0.000. t-test = 11.170 can also be accepted since the value of significance alpha = 0.05 is bigger than count value of significance alpha = 0.000. The positive effect of parents' role and learning motivation simultaneously towards vocabulary mastery (R=0.899) is a solid and substantial one. R^2 indicates the procentage of respondents who state that X_1 (parents' role) and X_2 (learning motivation) simultaneously inluence vocabulary mastery (Ŷ) in the amount of 80.8%.

In such a way, it can be concluded that 80.0% of respondents state that X1 and X2 simultaneously influence Y with the positive coefficient.

E. Discussion On Research Findings

The table above points out the positively significant correlation between X_1 (R_{X1}=0.719 and p=0.000) and X_2 (R_{X2}=0.854 and p=0.000) towards Ŷ. It implies that the increase in X_1 and X_2 will increase Ŷ.

Parents' role has a positively significant correlation toward students' English vocabulary mastery in SMK Nurul Islam, SMK Corpatarin

01, SMK Corpatarin 02, and so does learning motivation.The increase in parents' role and learning motivation will improve students' English vocabulary mastery in SMK Nurul Islam, SMK Corpatarin 01 dan SMK Corpatarin 02 as well.

Based on the test, the regression result can be arranged in the table below :

Regression Analysis Result of X_1 and X_2 Towards Y

Variable	Reg. coeff. (b)	Std. Error	Beta	T_{count}	Sig.	Explanation
Constant	0.223	2.941		0.076	0.940	Not Significant
Parents' Role	0.305	0.053	0.342	5.792	0.000	Significant
Learning Motivation	0.479	0.043	0.659	11.170	0.000	Significant
R (*Multiple* R)	= 0.899					
R *Square*	= 0.808					
R *Square (Adjusted)*	= 0.804					
F *count*	= 172.948					
Sign. F	= 0.000					
α	= 0.05					

Hypothesis test by using *multiple regresion* is aimed at finding out whether parents' role and learning motivation have an effect towards students' English vocabulary mastery.

To prove that independent variables partially have a significant influence upon dependent variable, the t-test is used. To prove the significance of regression coefficient upon regression model, these hypothesa are formed :

H_0 : the regression coefficient is not significant
H_1 : the regression coefficient is significant

Based on the research findings, by determining the level of significance 5% (0.05), the significance of constant is 0.940 (p>0.05), it can be concluded that constant does not influence regression model significantly. The significance of parents' role and learning motivation variables is 0.000 and 0.000 (p<0.05) respectively. It can be proven that parents' role and learning motivation have significant effect towards students' English vocabulary mastery.

Hypothesis:

H_0 : Parents' Role and Learning Motivation upon Vocabulary Mastery *have no significant correlation.*

H_1 : Parents' Role and Learning Motivation upon Vocabulary Mastery *have significant correlation.*

The refusal criteria :

Refuse H_0 if : $F_{count} > F_{\alpha,1,n-2}$ or Sig. < 0.05

Accept H_0 if : $F_{count} < F_{\alpha,1,n-2}$ or Sig. > 0.05

The hypothesis which is conducted by F-test, namely simultaneous test, gives the significance 0.000 (p<0.05), so it can be concluded that there is a significance effect of Parents' Role and Learning Motivation towards Students' English Vocabulary Mastery in grade XII students of SMK Nurul Islam, SMK Corpatarin 01 and SMK Corpatarin 02.In other words, the regression model obtained is proper enough to apply in predicting in the future. It is proved thatstudents' English vocabulary mastery is determined by parents' role and learning motivation factors, which is described in the following regression equation :

$\hat{Y} = 0.223 + 0.305\ X_1 + 0.479\ X_2$

Hypothesis 1 which states that there is a significant effect of parents' role toward English vocabulary mastery in grade XII students of SMK Nurul Islam, SMK Corpatarin 01 and SMK Corpatarin 02can be accepted, with the p-value=0.000. This proves that the parents of grade XII students of SMK Nurul Islam, SMK Corpatarin 01 and SMK Corpatarin 02 play an

important role and give a large contribution to their English vocabulary mastery.

Hypothesis 2 which states that there is a significant effect of learning motivation toward English vocabulary mastery in grade XII students of SMK Nurul Islam, SMK Corpatarin 01 and SMK Corpatarin 02 can be accepted, with the p-value=0.000. This proves that the learning motivation of grade XII students of SMK Nurul Islam, SMK Corpatarin 01 dan SMK Corpatarin 02 provide them a strong support to their English vocabulary mastery.

Hypothesis 3 which states that there is a significant effect of parents' role and learning motivation towards students' English vocabulary mastery can be accepted. Based on table 4.25 it can be identified that the result of F-test =172.948 dengan p-value = 0.000 ($p<0.05$), so H_0 is refused. There is a simultaneous effect of parents' role and learning motivation towards English vocabulary mastery of grade XII students of SMK Nurul Islam, SMK Corpatarin 01 and SMK Corpatarin 02.

Based on the calculation above, learning motivation gives more effective contribution (56.28%) than parents' role (24.56%).Totally, parents' role and learning motivation can give effective contribution in the number of 80.84% to students' English vocabulary mastery. This total effective contribution is equal to coefficient of determination (*R-square*=R^2), that is 80.8%. The implication of this finding is that there are still a number of other variables besides parents' role and learning motivation which influence students' English vocabulary mastery, too.

Conclusion

1. There is a positive effect of parents' role partially toward English vocabulary mastery of grade XII students partially inSMK Nurul Islam, SMK Corpatarin 01 and SMK Corpatarin 02. The regression equation is $\hat{Y}$ = 20.682 + 0.641 X_1. It can be accepted in

accordance with t-test = 9.423 in correlation coefficient R= 0.719. t-test = 9.423 can be accepted because the significance alpha = 0,05 is bigger than significancecount = 0.000. Thus, the hypothesis which states that there is an effect of parents' role partially toward English vocabulary mastery can be accepted.

2. There is a positive effect of learning motivation partially toward English vocabulary mastery of grade XII students inSMK Nurul Islam, SMK Corpatarin 01 and SMK Corpatarin 02. The regression equation is $\hat{Y}$ = 5.009 + 0.622 X_2. It can be accepted in accordance with t-test = 14.979 andcorrelation coefficient R = 0,854. t-test= 14.979 can be accepted because the significance alpha = 0,05 is bigger thansignificancecount = 0.000. Thus, the hypothesis which states that there is an effect of learning motivation partially toward English vocabulary mastery can be accepted.

3. There is a positive effect of parents' role and learning motivation simultaneously towards students' English vocabulary mastery in di SMK Nurul Islam, SMK Corpatarin 01 and SMK Corpatarin 02. The regression equation is Y = 0.223 + 0.305 X_1 + 0.479 X_2. It can be accepted in accordance with t-test = 5.792 and 11.170, and correlation coefficient R = 0.899. t-test = 5.792 can be accepted because the significance alpha = 0.05 is bigger than significancecount = 0.000. t-test = 11.170 can be accepted because the significance alpha = 0.05 is biggerthan significancecount = 0.000. R^2 =0.899indicates that 80.8% of respondents state X_1 (parents' role) and X_2 (learning motivation) simultane ously influence students' English vocabulary mastery (Y) in the number of 80.8%.

Bibliography

Akhadiah, Sabarti. *Pembinaan Kemampuan Menulis Bahasa Indonesia.* Jakarta: Erlangga. 1986

Arikunto, Suharsimi. *Prosedur Penelitian: Suatu Pendekatan Praktik.* Jakarta: Rineka Cipta. 2006

Armstrong, Michael. *Manajemen Sumber Daya Manusia.* Terjemahan. Jakarta: Elex Media Komputindo. 2000

Djiwandono, Soenardi. *Tes Bahasa.* Jakarta: Indeks. 1996

Dimyati. *Belajar dan Pembelajaran.* Jakarta: Rineka Cipta. 2006

Fraenkel, Jack R. dan Norman E. Wallen. *How to Design and Evaluate Research in Education, Sixth Edition.* New York: McGraw-Hill. 2007

Gibson, Ivancevich dan Donnely. *Organisasi, Perilaku, Struktur, Proses, Jilid I Edisi Kedelapan,* Alih bahasa: Nunuk A. Jakarta: Binarupa Aksara. 2001

Gomes, Faustino Cardoso. *Manajemen Sumber Daya Manusia, Cetakan Keempat,* Yogyakarta: Andi. 2000

Hamalik, Oemar. *Psikologi Belajar Mengajar.* Bandung: Sinar Baru. 1995

Hasan, M. Iqbal. *Pokok-pokok Metodologi Penelitian dan Aplikasinya.* Jakarta: Ghalia Indonesia. 2002

Riduwan. *Skala Pengukuran Variabel-variabel Penelitian, Cetakan Kedua.* Bandung: Alfabeta. 2003

Sardiman. *Interaksi dan Motivasi Belajar Mengajar.* Jakarta: Raja Grafindo Persada. 1986

Semiawan, Conny. *Penerapan Pembelajaran Pada Anak.* Jakarta: Indeks. 2008

Singarimbun, Masri. *Metode Penelitian Survei, Cetakan Kedua.* Jakarta: LP3ES. 2000

Slameto. *Belajar dan Fakor-faktor Yang Mempengaruhinya.* Jakarta: Binarupa Aksara. 1988

Stoner, J.A.F. *Management.* London: Prentice Hall International. 2002

Sudjana, Nana. *Metode Statistik.* Bandung: Tarsito. 2000

Sugiyono. *Metode Penelitian Pendidikan.* Bandung: Alfabeta. 2004

Suryabrata, Sumadi. *Psikologi Pendidikan.* Jakarta: Rajawali. 2000

Tarigan, Henry Guntur. *Pengajaran Kosakata.* Bandung: Angkasa. 1995

Uno, Hamzah. *Teori Motivasi dan Pengukurannya: Analisis di Bidang Pendidikan.* Jakarta: Bumi Aksara. 2008