INVESTIGATING OF LEARNING MOTIVATION ON ENGLISH VOCABULARY MASTERY (A STUDY AT THE SEVENTH GRADE STUDENTS OF PONDOK PESANTREN HIDAYATUL QOMARIYAH)

Meiza Silviana[1], Risnawati[2] , Andriadi[3]
[123] Universitas Islam Negeri Fatmawati Sukarno (UINFAS) Bengkulu
E-mail : [1]meizasilviana581@gmail.com , [2]risnawatirahman43@gmail.com ,
[3]Andriadi.Ambassador1@gmail.com

ABSTRACT

This research investigates learning motivation factors on the English vocabulary mastery of seventh-grade students at Hidayatul Qomariyah Islamic Boarding School. Vocabulary mastery is critical for effective communication, particularly in learning English as a foreign language. This study explores how both intrinsic and extrinsic motivations influence students' success in acquiring vocabulary. A qualitative approach was employed, using surveys and interviews to gather data from students and teachers. The findings reveal that intrinsic motivations, such as personal interest in mastering the language, significantly enhance students' engagement and persistence in learning. Extrinsic factors, including teacher support and the classroom environment, also play a vital role in encouraging students to improve their vocabulary. However, challenges such as limited access to digital resources and difficulties with pronunciation and grammar hinder their learning process. The study also found that interactive methods like singing and repetition improve vocabulary retention and motivation. Students who engage with audiovisual media and popular culture, such as English songs, show higher motivation to learn English. This research suggests that schools should provide better access to digital learning tools and create more engaging, interactive teaching methods to boost motivation and vocabulary acquisition. Additionally, a stronger focus on motivation-based teaching strategies may lead to better vocabulary outcomes for students, particularly in rural or less technologically equipped environments.

Keywords: Learning Motivation, Vocabulary Mastery, Intrinsic And Extrinsic Motivation

ABSTRAK

Penelitian ini menyelidiki faktor-faktor motivasi belajar terhadap penguasaan kosakata bahasa Inggris siswa kelas tujuh di Pondok Pesantren Hidayatul Qomariyah. Penguasaan kosakata sangat penting untuk komunikasi yang efektif, terutama dalam pembelajaran bahasa Inggris sebagai bahasa asing. Studi ini mengeksplorasi bagaimana motivasi intrinsik dan ekstrinsik mempengaruhi keberhasilan siswa dalam menguasai kosakata. Pendekatan kualitatif digunakan, dengan menggunakan survei dan wawancara untuk mengumpulkan data dari siswa dan guru. Temuan menunjukkan bahwa motivasi intrinsik, seperti minat pribadi dalam menguasai bahasa, secara signifikan meningkatkan keterlibatan dan ketekunan siswa dalam belajar. Faktor-faktor ekstrinsik, termasuk dukungan guru dan lingkungan kelas, juga berperan penting dalam mendorong siswa untuk meningkatkan kosakata mereka. Namun, tantangan seperti keterbatasan akses ke sumber daya digital dan kesulitan dalam pengucapan dan tata bahasa menghambat

proses belajar mereka. Studi ini juga menemukan bahwa metode interaktif seperti menyanyi dan pengulangan dapat meningkatkan retensi kosakata dan motivasi. Siswa yang terlibat dengan media audiovisual dan budaya populer, seperti lagu-lagu berbahasa Inggris, menunjukkan motivasi yang lebih tinggi untuk belajar bahasa Inggris. Penelitian ini menyarankan agar sekolah menyediakan akses yang lebih baik ke alat pembelajaran digital dan menciptakan metode pengajaran yang lebih menarik dan interaktif untuk meningkatkan motivasi dan penguasaan kosakata. Selain itu, fokus yang lebih kuat pada strategi pengajaran berbasis motivasi dapat menghasilkan hasil penguasaan kosakata yang lebih baik bagi siswa, terutama di lingkungan pedesaan atau yang kurang memiliki teknologi.

Kata Kunci: Motivasi Belajar, Penguasaan Kosakata Bahasa Inggris.

A. Introduction

Vocabulary is the collection of words that a person knows and uses in a language, covering both receptive and productive aspects (Nation, 2020). The process of learning new words involves pronunciation, understanding definitions, and the ability to use them in sentences (Lessard, 2021). In learning English as a foreign or second language, vocabulary acquisition is more important than other language skills such as listening, speaking, reading, and writing, because vocabulary is the foundation of communication (Lukas et al., 2020; Salawazo et al., 2020). Limited vocabulary can hinder successful language learning, especially for foreign or second language learners. Good vocabulary mastery is important for improving communication skills and academic success (Dauletova, 2022). Therefore, good vocabulary mastery is essential to improve communication skills and academic success.

In addition, motivation is one of the fundamental factors affecting learning, as it reflects an individual's willingness and desire to achieve certain goals (Sayeed, Essan, & Natiqi, 2024). Motivation is a multifaceted construct that includes the direction and magnitude of human behavior, the selection of specific actions, persistence in performing them, and effort expended (Dörnyei, 2020). Brene Brown (2022) emphasizes the importance of self-confidence and emotional support in learning motivation, as without motivation, students tend to feel insecure and lack confidence. This can inhibit them from pursuing knowledge and developing new skills. Thus, motivation has an important role in creating an effective and supportive learning environment.

Survey results at Pondok Pesantren Hidayatul Qomariyah show

that most students consider English as a difficult subject, especially in the aspect of pronunciation. This challenge is often caused by the phonetic difference between students' mother tongue and English, which makes it difficult for them to imitate the correct sounds and intonation. Interview results with the grade 7 English teacher at Hidayatul Qomariyah Islamic Boarding School also revealed two main challenges: students' difficulties in pronunciation and students' low interest in the subject. Difficulties in pronunciation often arise due to phonetic differences between students' mother tongue and English. In addition, many students lack interest in learning English because they find it difficult and confusing. These challenges are the biggest obstacles in the classroom, affecting learning effectiveness and student motivation.

The role of the teacher in helping students learn English is very important, as the teacher serves as the main facilitator in the learning process. The results of a survey of grade 7 students of Hidayatul Qomariyah Wustha Islamic Boarding School show that their English teacher is considered quite good and interesting in teaching the subject. This finding is supported by the interview results which revealed that the grade 7 English teacher uses singing activities of popular English songs to increase students' motivation. This method capitalizes on students' interest in music to introduce new vocabulary and language structures in a fun and memorable way.

Besides the role of teachers, schools also play an important role in students' learning process, especially in providing adequate facilities to develop their potential. Good facilities, such as comfortable classrooms, access to quality learning materials, and advanced educational technology, are needed to support an effective learning process. The survey results show that students at Hidayatul Qomariyah Islamic Boarding School feel that they need rewards for their achievements as an additional form of motivation. In addition, encouragement and support from teachers are also considered very important by students to increase their motivation and confidence in learning. Learning facilities such as dictionaries, English books and other learning media can help students access the

necessary information and enrich their learning experience.

In the limitation or scope of this research, the main focus is on seventh grade students at Hidayatul Qomariyah Islamic Boarding School. This study focuses on the effect of learning motivation on their mastery of English vocabulary. Data was collected through surveys and interviews with students and teachers at this institution. While trying to take into account various internal factors such as intrinsic and extrinsic motivation, as well as the influence of the learning environment in the classroom, this study does not consider in depth external factors such as family support, students' social environment outside school, and learning media used outside the classroom.

B. Research Methods

This research uses qualitative methods. According to Creswell (2014), qualitative research is an approach that explores and understands the meaning of individuals or groups facing social problems. Sugiyono (2018) added that qualitative research is used to examine the conditions of natural objects, with the researcher as the key instrument. This method allows researchers to explore the subject's perspective and experience in depth through in-depth interviews, observation, and documentation. Therefore, a qualitative approach is considered appropriate to gain a comprehensive understanding of the phenomenon under study. The respondents in this study consisted of one English teacher who taught in class VII and 25 students from class VII at Hidayatul Qomariyah Islamic Boarding School. The English teacher was chosen because of her significant role in teaching and motivating students in learning English vocabulary. Meanwhile, the students from grade VII were selected to provide a representative picture of the various levels of motivation and English vocabulary acquisition ability among the grade VII students. By involving teachers and students, this research is expected to reveal various factors that influence learning motivation and mastery of English vocabulary, and provide a more comprehensive insight into the dynamics of learning at Hidayatul Qomariyah Islamic Boarding School.

This study aims to identify and analyze the effect of learning motivation on the mastery of English vocabulary among seventh grade students at Hidayatul Qomariyah Islamic Boarding School. In order to achieve these objectives, this research uses a qualitative approach involving various instruments for comprehensive data collection. Several concrete steps will be taken to ensure the validity and depth of the data obtained.

1. **Prepare the** necessary **instruments**, such as interviews, observation sheets and documentation sheets.

2. **Scheduling interviews** with teachers and students to dig deeper into their learning motivation and vocabulary acquisition.

3. **Observe** learning activities by determining the right time and class to observe classroom interactions and direct learning practices.

4. **Analyzing related documents**, such as lesson plans and academic records, to support the data obtained from interviews and observations.

5. **Analyze** to find relevant patterns and themes after all the data has been collected.

6. Compile a systematic **research report** to present the findings comprehensively.

C. Research Results and Discussion

a. Research results

The results showed that santri's learning motivation varies between intrinsic motivation, such as personal desire to master the language, and extrinsic motivation influenced by teaching methods and the learning environment in pesantren. These factors become the main driving force for santri in learning English.

Furthermore, the best experience in learning English vocabulary has a lot to do with interactive learning methods, such as singing English songs in class. This experience makes learning more interesting and helps students remember new vocabulary more easily. Fun learning methods, as suggested by several previous studies, can increase students' engagement and motivation to learn.

The interviews showed that motivation to learn English among the respondents was influenced by

various intrinsic factors. One of the main aspects that emerged was the satisfaction derived from a deep understanding of the language itself. For example, Inf5 stated, "*Emm I like learning English, emm because by learning English I can understand the meanings and how to write it.*" This statement underlines that one of the main motivations is the desire to understand the meaning and structure of the English language, which suggests that this cognitive achievement gives individuals satisfaction. This is in line with intrinsic motivation theory which emphasizes that engagement in activities that provide personal satisfaction can increase motivation to learn (Deci & Ryan, 1985).

Analysis of the interview data revealed several factors that influence motivation to learn English. One of the main factors is a pleasant learning environment and support from teachers. For example, Inf1 revealed, "*Ooh so mba, yes I like learning English here, because there are many classmates mba, and the teacher is also good, and the learning is also fun mba.*" This statement shows that the presence of many classmates, good teaching quality,

and an exciting learning atmosphere can increase student motivation. A positive social environment and support from teachers play an important role in creating a conducive and interesting learning atmosphere for students.

Technology also plays an important role in motivating students to learn English. Inf3 added, "*Yes, definitely mba, what else if there is a computer, the internet, learning is definitely more exciting mba.*" This statement shows that the use of technology such as computers and the internet can make the learning process more interactive and interesting. Technology provides access to various resources and tools that can enrich the learning experience, thus making students more motivated to engage in English learning.

However, motivation is not always influenced by positive factors. Inf9 mentioned, "*Eee actually don't like English mba, but because of the obligation to study,* I *just followed it mba.*" This statement suggests that some students may feel compelled to learn English due to academic obligations, rather than personal interest. This shows that external

motivation, such as obligation, can influence students' attitudes towards English learning although it does not necessarily increase their interest or engagement.

Analysis of the interview data shows that students' English vocabulary learning experiences are influenced by the different learning methods and resources they encounter. Memorable experiences often involve the use of media such as videos and songs, as well as ways of teaching that support students' understanding and recall. Through the lens of Self-Determination theory (SDT) developed by Deci and Ryan (1985), we can understand how these experiences fulfill students' basic psychological needs for autonomy, relatedness and competence.

The interviews revealed that students face various challenges in the process of learning English, especially related to basic skills such as reading, writing and pronunciation. These challenges reflect the complexity of mastering a second language, especially when students are dealing with the differences between the structure of English and their native language. Based on Deci and Ryan's (1985) Self-Determination

Theory (SDT), unmetcompetence needs can be a barrier to students' intrinsic motivation in learning English.

One of the main challenges students face is the difference in word placement in sentences as well as the difference between how to write and how to read words in English. Inf4 revealed, "*Yes, the placement of words in each sentence is different, and the writing and reading are also different.*" This reflects that the differences between English grammar and their native language, including spelling and pronunciation, pose a significant challenge. This challenge can interfere with the learning process as students have to understand different rules for various contexts.

b. Discussion

Based on the results of the study, several important factors that influence students' motivation, learning experiences and challenges in understanding English vocabulary were identified. These factors include extrinsic motivation, intrinsic motivation, audiovisual-based learning experiences, and difficulties in the active use of vocabulary. This analysis provides a broader view of how various elements play a role in the English language learning process,

especially in relation to vocabulary comprehension and usage**.**

Overall, the results show that although students have strong motivation and positive learning experiences through audiovisual media, they still face major challenges in actively mastering English vocabulary. Therefore, a more comprehensive learning approach, including technology integration, more intensive practice exercises, as well as consistent learning environment support, is needed to help students overcome their difficulties in the effective use of English vocabulary.

D. Conclusion

Based on the results of interviews, observations, and document analysis, it was found that santri face significant difficulties in the active use of English vocabulary, both in oral and written forms. Santris report difficulties in pronouncing words correctly and constructing appropriate sentences, even though they understand the meaning of the vocabulary. This gap reflects the need for more intensive practical exercises to strengthen santri's ability to use vocabulary effectively in real contexts.

Extrinsic motivation, such as the need to achieve good grades in exams or get praise from teachers, can encourage santri to practice more actively, while intrinsic motivation, such as personal interest in English, can accelerate their learning process if it is driven by deeper skill development.

For students who lack early exposure to English, there is a need for strategies that support intensive and sustained learning. Additional programs or English courses outside of school hours can help catch up. In addition, improving students' access to technology and digital media, such as providing devices and internet connections at school or home, can help them learn independently and explore new vocabulary through interactive resources such as language learning apps and educational videos.

A suggestion for future research is to investigate the role of technology, particularly language learning apps and online learning platforms, in improving learning motivation and vocabulary acquisition. With the widespread use of technology in education, it is important to understand how these digital tools

can influence students' learning experiences. In-depth research in this context can provide insights into the effectiveness of different apps and platforms in supporting the learning process, as well as their impact on students' motivation levels. Given that we are in an increasingly digital age, this kind of research is particularly relevant to identify strategies that can optimally utilize technology in English language learning.

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