

ANALYZING ISLAMIC SCHOOL STUDENTS' ENGLISH VOCABULARY LEARNING: MOTIVATION AND LEARNING STRATEGIES

Rahmad Hidayatullah¹, Dyah Ayu Nugraheni^{2*}, Fatih Al Fauzi³

Universitas Islam Jember, Indonesia^{1,2,3}

hidayahrahmad48@gmail.com¹, dyh.ayoe@gmail.com^{2*}, fatih.alfauzi16@gmail.com³

Abstract

This study aims to analyze English vocabulary learning among Islamic middle school students particularly on their motivation and the learning strategies. A mixed methods approach was used, combining quantitative and qualitative approaches. Quantitatively, researchers used questionnaires to measure students' motivation in learning vocabulary. Qualitatively, in-depth interviews were conducted to understand students' experiences in learning English vocabulary. Quantitative data was collected through motivation and learning strategy questionnaires adapted from Tanaka's (2017) language learning model and distributed to 21 students. Qualitative data were gathered through semi-structured interviews with three students in the class. The results show that students with high intrinsic and extrinsic motivation tend to use more varied and active vocabulary learning strategies, such as intensive reading and using new vocabulary in conversational contexts. This finding is supported by data showing students' response percentages regarding their learning strategies. Generally, interactive and contextual learning strategies lead to better vocabulary mastery than passive strategies. This study suggests that further research should explore the relationship between learning motivation, learning strategies, and students' academic achievement in a broader context. Future studies are also recommended to involve entire classes without separating gender to achieve more representative results.

Keywords: Vocabulary learning, Learning Motivations, Learning Strategies, Islamic School

INTRODUCTION

Learning vocabulary is a crucial part of learning a language. Although acquiring vocabulary hasn't always been a top concern, in recent years, attention to vocabulary in language acquisition has grown significantly, and experts now stress the importance of learning vocabulary in a methodical way. The emergence of communicative techniques and methods that prioritize comprehension is one of the factors propelling vocabulary's rise in importance in language learning. The first learning phase should prioritize grammar and vocabulary, according to proponents of this strategy and method (Nunan, 2012).

The significance of vocabulary in language learning is emphasized by Wilkins (Thornbury, 2006) Without grammar, little can be conveyed; without vocabulary, nothing can be conveyed. He also highlights that acquiring vocabulary allows individuals to enhance their language skills more rapidly. Similarly, Harmer (2001) "If language structures are the skeleton of language, then vocabulary is the vital organs and flesh." These perspectives suggest that, for effective communication, vocabulary holds greater importance than grammar. In the context of the current curriculum, vocabulary plays a crucial role as students are expected to "respond to meaning" and "express meaning." Without sufficient mastery of vocabulary, students cannot meet these curricular expectations.

According to Schunk, D. H. (2014) Learning motivation is a process whereby a goal-directed learning activity is instigated and sustained and encourages the use of learning

strategies. There are different opinions regarding vocabulary learning. Does vocabulary need to be learned explicitly, or can vocabulary be learned implicitly? In explicit vocabulary learning, students carry out activities that are designed for vocabulary. Sokmen (Decarrico, 2001) puts forward several principles for learning vocabulary explicitly. These principles involve expanding vocabulary, integrating new words with those already learned, introducing new vocabulary, enhancing comprehension, facilitating the understanding of meaning, employing diverse techniques, and promoting the use of independent learning strategies.

In research on the analysis of learning strategies and motivation in the development of students' learning vocabulary in Islamic boarding schools, perhaps there is a lack of research that comprehensively combines these two factors in the context of Islamic boarding school education. Although there have been studies studying effective learning strategies in Islamic boarding schools, as well as research discussing learning motivation in Islamic education environments, there has not been much research that specifically pays attention to how appropriate learning strategies can increase students' learning motivation in developing their vocabulary.

Previous research (Mizumoto (2013), Zhang & Lu (2015), Khalifa & Shabdin (2016), Wilkinson (2020), Paton (2020), Denisona & Custanceb (2020), Al-Faris & Jasim (2021), and Hakem (2022)) may have focused on one aspect, such as learning strategies or learning motivation, but lacked in exploring the complex interaction between these two factors in the context of vocabulary learning in Islamic boarding schools. Therefore, this gap offers an opportunity for future research to explore how the use of appropriate learning strategies can increase students' learning motivation, as well as how high learning motivation can strengthen the effectiveness of learning strategies in developing students' learning vocabulary in Islamic boarding schools. This study aims to bridge the gap between vocabulary learning strategies and student motivation in the context of Islamic boarding schools. It explores how appropriate learning strategies can enhance learning motivation—and how motivated students can use these strategies more effectively.

As with educational institutions in general, Islamic boarding schools are also traditional Islamic educational institutions, not only emphasizing religious aspects, but also paying great attention to the development of language skills. Learning vocabulary is the focus in this context, because it has a crucial role in facilitating understanding of various religious, scientific and classical literature subject matters. Islamic boarding schools grow from the bottom, based on the will of the community consisting of Kyai, Islamic boarding school students and the surrounding community, including—sometimes—village officials. In the end, Islamic boarding schools are the most autonomous Islamic educational institutions that cannot be intervened by outside parties except with the permission of the Kyai.

Talking about vocabulary, we can find many students who have difficulty increasing their vocabulary because the teaching techniques of the teacher are not interested or the students feel bored because they only memorize the vocabulary, rewriting the vocabulary written by the teacher on the blackboard. They only pay attention to what the teacher explains. Meanwhile, according to Vygotsky (1978), the social and cultural context influences the development and learning strategies used by students. Learning based on social interaction between teachers (or tutors) and students provides opportunities for students to use various strategies that are more effective in solving problems or developing critical thinking skills.

Because vocabulary is an important and basic component for students to master English, teachers should equip students with adequate teaching methods in using new words. Teaching and learning vocabulary is the first step in learning English because vocabulary is the key word for finding and building sentences. Without vocabulary it is impossible to create and produce sentences (Kasbolah, 1998).

Harmer (2007) states that internal or external drive motivates people to participate in the learning process and accomplish educational objectives is known as learning motivation. Similarly, studies have shown that individual differences are a reliable indicator of success in second language acquisition (Dörnyei & Skehan, 2003). Human behavior is driven by motivation, which is also thought to be a significant individual factor that can affect students' academic performance, persistence in the face of adversity, and length of time spent on learning activities. Motivation, according to (Dörnyei & Skehan, 2003), is the primary factor influencing an individual's decision to engage in an activity, as well as their level of persistence and determination.

One of the crucial elements that makes language learning successful while studying a second or foreign language is motivation. This could be taken to suggest that motivation for learning a foreign language is distinct from other motivational factors. In this case, the types of learning motivation according to experts can be grouped into several main categories. These groupings are Intrinsic Motivation (Deci & Ryan, 2004), Extrinsic Motivation (Skinner, 1965), Achievement Motivation (McClelland, 1961), Social Motivation (Murray & McAdams, 1938), Cognitive Motivation (Piaget, 1952), Self-Determination Theory (Ryan & Deci, 2017), Goal Setting Theory (Locke & Latham, 1990), and Emotional Intelligence (Goleman, 2005).

In addition, Tanaka (2013) found that intrinsic motivation and introjected regulation were both positive and negative indicators of the significant role that motivation plays in the process of learning vocabulary in a second language (L2). This highlights that motivation is a crucial component that might determine students' performance in mastering a second language (L2) and is not merely an extra aspect in L2 vocabulary development. Furthermore, Elliot & McGregor (2001) explored how achievement goals influence learning motivation. They distinguish between mastery goals, which focus on understanding and developing skills, and performance goals, which focus on proving ability compared to others. This research found that students who had mastery goals were more likely to demonstrate higher learning motivation and better academic outcomes compared to students who focused on performance goals.

There are various ways for students to learn vocabulary such as; Mnemonic Techniques (Bransford & Johnson, 1972) Speaking Practice (Vygotsky, 1978), Keyword Method (Pressley et al., 1982), Word Games (Gee, 2003) and Mind Mapping (Buzan, 2004). These strategies were developed by experts to focus on various aspects of vocabulary learning and can be applied individually or combined to increase learning effectiveness.

According to Carol Ann Tomlinson (2001), student learning strategies are able to increase academic achievement by providing different instructions that are more appropriate to the needs and abilities of each student. This is different from what Thomas Markam (2015) stated: increasing problem-solving skills and deeper and more integrated student involvement shows better student understanding. This study shows how various learning strategies can be

applied to increase learning effectiveness, both through specific vocabulary techniques and metacognitive approaches.

Through continuous efforts in developing learning vocabulary, Islamic boarding schools make a significant contribution in preparing students to become skilled individuals in various fields, not only in religious contexts, but also in social, academic and professional spheres. By expanding their vocabulary, students can more easily adapt to changing times, communicate more effectively, and become agents of positive change in society. According to Qomar (2002), Islamic Boarding School was once the only educational institution owned by indigenous people which made a huge contribution in forming a literate and cultural literacy society.

However, many individuals have difficulty expanding and consolidating their vocabulary effectively. This research aims to explore innovative methods in vocabulary development that can increase the efficiency and effectiveness of the learning process exploring the use of technology, such as mobile applications and online learning platforms, in facilitating vocabulary development. This study was guided by the following research questions:

1. What is the level of students' motivation in learning vocabulary at the Islamic School?
2. What strategies do students use in learning vocabulary at the Islamic School?

METHOD

This study was carried out at one of the private Islamic Boarding School, a contemporary boarding school that offers a variety of language-skill-supporting activities in addition to English as a foreign language instruction. By using mixed-methods research design which combine quantitative and qualitative language research techniques, methods, approaches, concepts or concepts into one study for the purpose of breadth and depth of understanding and proof (Creswell & Clark, 2017), the researchers analyze the students' strategies and motivation in learning English and the factors that influence interest in learning. The aim of selecting a methodology is to provide a comprehensive picture of the research situation with the help of a percentage formula to provide details of the results.

Twenty-one students of Grade 8 Junior High School were purposively sampled in this study. Purposive sampling allows researchers to select individuals or groups that are most relevant to the research question. By using this method, researchers can selectively select participants who have certain experiences, knowledge, or characteristics that are considered important to provide in-depth insight into the topic being researched, Creswell (2014). The participants were selected based on these considerations, they are: (1) The sample selected was a sample that was in accordance with the research objectives; (2) To be able to explore students in Islamic boarding schools; and (3) The samples chosen are usually individuals or classes that are easy for the researcher to meet or approach.

To collect the data, a combination of vocabulary learning motivation questionnaire and semi-structured interview about vocabulary learning strategies was utilized. The questionnaire was administered to twenty-one students of Grade 8, then three of them were invited in the interview section. Before collecting the data from the students, the researchers ensure that they are willingly involved in this study by fulfilling the consent form.

The questionnaire was adapted from Tanaka, M. (Tanaka, 2017) which contains five elements with two statements for each. The five elements are as follows; a) Intrinsic

Motivation for Learning English Vocabulary (IM), b) Identified Regulation for Learning English Vocabulary (ID), c) External Regulation For Learning English Vocabulary (EX), d) Perceived Autonomy (AUT), and e) Positive peer Influences (POS). The questionnaire used a 1-5 Likert scale which was used to measure responses from participants, namely scale 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), 5 (strongly agree).

Meanwhile, the semi-structured interview question was adapted from Schmitt's Taxonomy (1997) regarding vocabulary learning strategies which are divided into five categories, namely, Determination Strategies, Social Strategies, Memory Strategies, Cognitive Strategies, and Meta-Cognitive Strategies. In this case the researcher only took 3 categories from several categories from Schmitt (Schmitt, 1997) because these 3 categories are what we often encounter in Islamic boarding schools, namely, Social Strategies, Memory Strategies and Cognitive Strategies. Each category is represented by 1 main question which is then followed by several sub-questions in each category.

The quantitative data from the questionnaire were analyzed using descriptive statistics to provide the frequency or percentage of each item, which then interpreted how the level of students' vocabulary learning motivation are in that Islamic boarding school. Furthermore, the qualitative data from the semi-structured interview were examined by using thematic analysis approach to figure out what vocabulary learning strategies are used by the students.

This research may be limited to certain Islamic boarding schools or certain geographic areas, particularly in Indonesia, namely the Maqnaul-Ulum Islamic boarding school in Sukowono Jember, which may affect the generalization of the findings. The number of students in the research sample was limited due to certain time limitations, for example, it was only carried out during one semester or one academic year. Not all students or teachers may be willing or able to fully participate in research, which may affect the representation of the data. Each Islamic boarding school may have a unique context, including curriculum, school culture, and learning practices, which may influence research results. External factors such as the social, economic, or political environment can also influence the motivation and learning strategies of middle school students in all Islamic boarding schools, but may be difficult to fully control in research. In the end, this has limitations in that it is unable to cover the entire Islamic boarding school education system which only focuses on analyzing middle school students' learning vocabulary at an Islamic boarding school in Sukowono Jember, Indonesia.

RESULTS AND DISCUSSION

Results

Vocabulary Learning Motivation

To present the high and low levels categories of students' enthusiasm for vocabulary learning, descriptive statistics are employed to transform data into more comprehensible information. This information is displayed in the table below based on the outcomes of the five criteria:

Table 1. Intrinsic Motivation for Learning English Vocabulary (IM)						
Types	SD	D	N	A	SA	Mean
IM 1		9.52%	71.43%	19.05%		33.33%
IM 2		4.76%	38.10%	57.14%		33.33%
Total		14.28%	109.53%	76.19%		66.67%

The first parameter deals with Intrinsic Motivation for Learning English Vocabulary (IM), followed by two questionnaire items, namely: “Learning English vocabulary is enjoyable” (IM_1) and “I feel pleasure when I discover new things through learning English vocabulary” (IM_2). In the table above, the IM_1 statement shows participants who Disagree = 9.52%, Neutral = 71.43% and Agree = 19.05%. This shows that most students are neither enjoyable nor enjoyable in learning vocabulary, but on average all students are in a neutral state. Meanwhile, the second statement (IM_2) above shows that participants Disagree=4.76%, Neutral=38.10% and Agree=57.14%. This data shows that in IM_2, the average student feels pleasure when discovering new things in learning English vocabulary.

Table 2. Identified Regulation for Learning English Vocabulary (ID)

Types	SD	D	N	A	SA	Mean
ID 1		4.76%	33.33%	38.10%	23.81%	25.00%
ID 2		4.76%	42.66%	38.10%	14.29%	24.95%
Total		9.52%	75.99%	76.20%	38.10%	49.95%

The second parameter is related to Identified Regulations for Learning English Vocabulary (ID) which consists of two questionnaire items: “English vocabulary will be necessary in the future” (ID_1) and “It is important to acquire English vocabulary” (ID_2). The table above shows the results obtained from participants Disagree=4.76%, Neutral=33.33%, Agree=38.10% and Strongly Agree=23.81%. These findings state that more participants agreed or even strongly agreed that English vocabulary is very much needed in the future, although some participants responded neutrally or indifferently. The results of item ID_2 show Strongly Disagree=4.76%, Neutral=42.66%, Agree=38.10% and Strongly Agree=14.29%. These reveal that average students think that acquiring vocabulary is very important, this is shown by adding up the percentages of agree and strongly agree.

Table

3.

Types	SD	D	N	A	SA	Mean
EX 1				33.33%	66.67%	50.00%
EX 2			23.81%	42.86%	33.33%	33.33%
Total			23.81%	76.19%	100.00%	83.33%

External Regulation for Learning English Vocabulary (EX)

External Regulation for Learning English Vocabulary (EX) comprises two item statements, “I want to get high scores on tests” (EX_1) and “I don't want to fail the English course” (EX_2) as stated in the table above. Based on the distribution of results in this study, respondents answered the first statement with Agree = 33.33% and Strongly Agree = 66.67%, with these results showing that all students agree that learning vocabulary is done to get high scores in the field of English. In addition, related to the second item, the results were Neutral 23.81%, Agree=42.86% and Strongly Agree= 33.33%. There are some students who are just neutral and do not take it too seriously whether they succeed or fail. However, on average, students agree and even strongly agree that they learn vocabulary, so they don't fail. comprise

Table 4. Perceived Autonomy (AUT)

Types	SD	D	N	A	SA	Mean
AUT 1		4.76%	38.10%	38.10%	19.05%	25.00%
AUT 2		4.76%	57.14%	38.10%		33.33%
Total		9.52%	95.24%	76.20%	19.05%	58.34%

In the fourth category there is Perceived Autonomy (AUT) with two items as follows; “I am working on learning vocabulary proactively” (AUT_1) and “I don't feel that I am studying vocabulary out of obligation” (AUT_2). Th results of AUT_1 yield Disagree=4.76%, Neutral 38.10%, Agree=38.10% and Strongly Agree=19.05%. By obtaining this data, it can be explained that there are some students who say they are neutral or even disagree, but some, even more than half of the students, agree that they learn vocabulary proactively. The data above shows the results of the second item (AUT_2) with Disagre= 4.76%, Neutral=57.14% and Agree=38.10%. This shows that the majority of students take the obligation to learn vocabulary normally.

Table 5. Positive peer Influences (POS)

Types	SD	D	N	A	SA	Mean
POS 1		9.52%	23.81%	42.66%	23.81%	24.95%
POS 2			23.81%	42.86%	33.33%	33.33%
Total		9.52%	47.62%	85.52%	57.14%	58.28%

In the last or fifth category, it is related to Positive Peer Influences (POS) with two items stated “I get motivated to study vocabulary when my classmates are studying vocabulary” (POS_1) and “I get motivated to study vocabulary when my classmates get good grades on vocabulary tests” (POS_2) we can see the results as follows: The results in the table above show students who Disagree=9.52%, Neutral= 23.81%, Agree=42.66% and Strongly Agree= 23.81%. The data from this table shows that on average most students agree that they are more motivated to learn vocabulary because their friends are learning vocabulary, although some of them are neutral and even disagree that they are learning vocabulary because they are motivated or influenced by their friends. From the table above,

POS_2 stands with Neutral = 23.81%, Agree = 42.86% and Strongly Agree = 33.33%. It indicates that the proposed statement received a positive response from the majority of respondents, with more students agreeing than disagreeing that the majority of students are interested in learning vocabulary when a classmate gets a good score on a vocabulary test.

Vocabulary Learning Strategies

This study was designed to gain an in-depth understanding and detailed picture of students' strategies in the self-regulated vocabulary learning process within the Islamic boarding school. The results of semi-structured interviews with three participants, they are SP (Female), VN (Female) and AF (Female) who have previously selected, are explained as follows;

1. The first category is about Social Strategies in Schmitt's taxonomy

In the first interview question, we tried to ask students to learn vocabulary with Social Strategies which refers to an approach to learning that involves interaction with other people to improve understanding and skills. Based on the results from interviews, the data expressed by three participants are:

"...when I am in the surrounding environment, I often interact with classmates, teachers and other people I meet at the Islamic boarding school. I often listen to what they say and try to understand the meaning contained therein. I can conclude that I was able to develop my vocabulary learning when I was able to respond or have a dialogue with them." (SP (female), interview, 11 July 2024)

From this narrative, SP (Female) emphasized the importance of interacting with the people around her, including classmates, teachers and other people at the Islamic boarding school. She often listened to what they said and tried to understand the meaning contained in the words. According to SP (female), the ability to respond and dialogue with other people is the main key in developing vocabulary learning. She believes that dialogue and active interaction help enrich vocabulary and understanding of language.

"...By interacting frequently, I can improve my understanding and skills in processing vocabulary. I more often invite dialogue or discussion with friends and even ask for help from them when needed. In my opinion, whether my abilities develop or not is when I can carry out these interactions and this really influences the development of the vocabulary that I master..." (VN (female), interview, 11 July 2024)

VN (female) stated that interaction is often an effective way to improve her understanding and skills in processing vocabulary. She often invites his friends to dialogue or discuss, and does not hesitate to ask for help when needed. According to VN (female), a person's vocabulary skills develop when they can be active in these interactions. For her,

social interaction is very influential in the development of mastered vocabulary, because it is through interaction that a deep understanding of words can be obtained.

"...I interact more often with friends around me because that will grow or develop my vocabulary learning. The various ways that I interact are often through collaborative discussions about unknown vocabulary and often asking questions. The vocabulary I have will continue to develop when I am able to understand texts, books, conversations that my brain is able to translate." (AF (female), interview, 11 July 2024)

AF (female) answered that interacting with friends around her was the main way to grow and develop his vocabulary. She often collaborates in discussions about unknown vocabulary and frequently asks questions to deepen understanding. According to AF (female), your vocabulary will continue to grow along with your ability to understand texts, books and conversations. For her, a brain that is able to translate information obtained from various sources will be very helpful in enriching vocabulary.

Overall, all three respondents indicated that social interaction plays an important role in vocabulary learning. Through dialogue, discussion, and collaboration with others, they not only improve their vocabulary understanding but also expand their overall language skills. These interactions include listening, responding, and asking questions, all of which aid in the understanding and retention of new vocabulary.

2. The second category of Memory Strategies in Schmitt's taxonomy

Memory Strategies, or memory strategies, are techniques and methods used to help individuals store, remember and access information more efficiently. This strategy is very important in the learning context because a strong and effective memory can increase a person's ability to understand and master new material. As said by the participants;

"...In remembering vocabulary, I often memorize it and write it down so that I can look for the vocabulary. When I forget, I just look at the notebook I have. I also categorize each writing, including verbs, adjectives and so on..." (SP (female), interview, 11 July 2024)

The answer above shows that SP (female) prefers to memorize and write vocabulary so she can easily look for it when she forgets, with writing categorized by word type (verb, adjective, etc.). The main reason is the difficulty of spelling words, which makes them tend to forget if they only rely on memorization without structured writing.

"...For every vocabulary word that I acquire, I usually write it down first and then memorize it. Why is it like that because if I just memorize I often forget because the spelling is difficult. I don't categorize the writing like that, but I make a classification based on the theme or place where the object is usually located." (VN (female), interview, 11 July 2024)

From the explanation above, it can be concluded that VN (female) uses two main approaches: memorizing and writing in books. She did not categorize writing by word type, but rather by theme or place where the object was usually found. The approach focuses on the association of meaning with physical or situational context.

"...I use various ways to remember the vocabulary I have acquired, usually I often memorize it and write it down in a book. It's difficult for me to memorize when there are lots of friends, yes, the name of the Islamic boarding school is always busy every day. In writing I just write, the most important thing is that when I forget I can look at it again in the book..." (AF (female), interview, 11 July 2024)

AF (female) also relies on memorizing and writing in books to remember vocabulary. She faced difficulties in memorizing when there was a lot of interference from his friends at the Islamic boarding school. In her writing, she is focus was on practicality, where her notebook became a reference that he could access when she forgot.

Overall, the interviews suggest that each individual has unique strategies for managing vocabulary, reflecting their personal and situational preferences. Memorizing and writing in notebooks is a commonly used approach, with variations in the way of organizing and managing the vocabulary learned.

3. The third category is Cognitive Strategies in Schmitt's taxonomy

The final category of Cognitive Strategies are techniques or approaches used to process and understand information more effectively. This strategy aims to help individuals solve problems, understand text, remember information, and develop critical thinking skills. Researchers tried to ask participants with the following responses:

"..Collecting vocabulary is by searching for it, reading more and making a list of it. Determining that the vocabulary suits my needs, look for the meaning and look for what I need when I want to learn it. When I review it again, I usually do it by re-reading the vocabulary list that I got..." (SP (female), interview, 11 July 2024)

From SP (female)'s answer, it can be concluded that in collecting vocabulary, overall, the strategy used by SP (female) shows an organized and systematic approach in learning vocabulary. By collecting, determining needs, and regularly reviewing vocabulary, she can improve understanding and use of vocabulary in relevant learning contexts. This strategy also shows the importance of repetition and review in the language learning process.

"...I often listen to other people talking. If I have an interest I will study it. Whether or not the vocabulary I acquire is appropriate usually depends on how I communicate with other people. I usually review it by re-reading it and using it in everyday conversations." (VN (female), interview, 11 July 2024)

The text from the interview with VN (female) explains the strategies she uses to learn and review vocabulary. VN (female) relies on oral interaction as the main source for collecting new vocabulary. If she is interested in a particular word or phrase she hears, she will learn more about it. The appropriateness of the vocabulary she learns depends on its relevance in everyday communication. To review vocabulary, VN (female) rereads the words and uses them in daily conversations. Thus, VN (female) develops understanding and effective use of vocabulary through listening, assessing relevance, and active practice in real communication.

"..Usually I write about this more often in books, and determine what is important and what is not really needed so that it is easier to study. When reviewing it, we usually memorize it or review it in a notebook."
(AF (female), interview, 11 July 2024)

The results of the interview with AF (female) revealed that she used the writing method to collect and review vocabulary. She writes new vocabulary in his notebook, determines its relevance, and makes a selection based on its importance. To review, she memorized or reviewed the notes. This approach shows that the student uses an organized and systematic strategy, emphasizing the importance of writing, selection, and repetition in learning and remembering vocabulary.

Overall, all three respondents indicated that collecting and reviewing vocabulary is a highly personal process and depends on individual preferences. The strategies they use, such as reading, listening, writing, and categorizing vocabulary, show their efforts in remembering and understanding new vocabulary. Review through rereading, memorization, or use in everyday conversation helps strengthen memory and ensures that the vocabulary words remain relevant and useful in their respective contexts.

Social strategies were the most commonly shared and emphasized approach among the three participants. Through discussion, collaboration, and communication with others, they were able to better understand and remember vocabulary. Meanwhile, other strategies such as memorization, note-taking, categorization, and review were also considered important. However, the use of these strategies varied greatly depending on each individual's preferences and needs.

Discussion

Islamic boarding schools emphasize in-depth Islamic religious education, including the study of the Quran, Hadith, fiqh and Arabic language and are traditional in nature. Meanwhile, public schools follow the national curriculum which includes various subjects such as math, science, Indonesian language, and social studies, so that learning is more structured with the existing curriculum. In addition to this, the environment for socializing in public schools is wider and freer, which also greatly affects the development of learning for students.

The resulting data shows that the majority of students have high motivation to learn languages as shown by the results of the questionnaire. Researchers found that Islamic Middle School students used three learning strategies (Social Strategies, Memory Strategies and Cognitive Strategies), also sometimes students combine one strategy with another strategy

simultaneously. Combining strategies in learning vocabulary can help make understanding vocabulary easier. This is the same as according to Dahlan (2019) Learning strategies are special actions carried out by students to help their own learning; lessons are easier, faster and more fun. From the results of the questionnaire, it reveals that student strategies are very influential and even play a very important role in increasing each individual's learning motivation. As Nofvia De Vega(De Vega, 2023) said, results that are consistent with the initial objectives must have a correlateon between students' motivation and learning strategies. Likewise, high learning motivation encourages the use of better learning strategies: Motivated students tend to seek out and use strategies that help them learn better.

High motivation and high learning strategies in the context of English Language Teaching (ELT) have significant implications for the success of English language learning. Experts in the fields of ELT and language education have expressed various views on how these two factors interact and influence learning outcomes. According to Paul Nation (2001) Students who are motivated and use good learning strategies tend to be more independent in learning. They not only rely on instructions from teachers but also actively look for additional learning resources, such as books, online media or to become more involved in language learning activities, such as speaking, listening, reading and writing.

In this study, the researcher analyzes the results by comparing them with relevant previous studies. The findings show that student motivation is influenced by internal factors, as stated by Mizumoto, A. (2013); Khalifa, S., & Shabdin, A. (2016); and Bjork, R. A., & Kroll, J. F. (2015). They highlighted that vocabulary learning can improve when it is consistently practiced, either independently or in groups. Students enhance their vocabulary learning by combining multiple strategies or, at times, focusing on a single strategy, as supported by Wilkinson, D. (2020); Paton, S. (2020); Denision, G. C.,& Custanceb, I (2020); Al-Faris, S., & Jasim, B. Y.(2021); Zhang, X., & Lu, X. (2015); and Hakem, H. (2022). The study also reveals that students rely on various media, such as dictionaries, to aid their vocabulary learning, aligning with findings by Yoshii (2014); Kida (2019); and Teng (2023). Thus, the results of this research align with previous studies, which confirm that a combination of effective learning strategies and high motivation are key factors in achieving students' academic success at school.

Although this research provides valuable insights into vocabulary learning strategies among second language learners, several limitations should be noted. First, the sample size is relatively small, with only 21 all-female participants in the questionnaire and 3 participants in the interview. Additionally, only 3 categories of Schmitt's Taxonomy strategy were used, despite the taxonomy having 5 categories, and the questionnaire was adapted to include only 2 items for each element, which limits the generalizability of the findings to a broader population. Second, this research was conducted at a single Islamic boarding school, meaning the results may not be applicable to students in other Islamic boarding schools with different social and educational contexts. Furthermore, the research method employed in this study has certain limitations that should be taken into account. Lastly, the study's duration—only one semester—may not have been sufficient to capture long-term changes in students' learning strategies and motivation. These limitations highlight the need for further research with a larger sample size, more diverse locations, and a longer observation period. Such research could provide a more comprehensive and in-depth understanding of these issues in future studies.

CONCLUSION AND SUGGESTION

Conclusion

Based on the statistical data obtained, the high motivation for learning vocabulary in Islamic Middle School can be seen from the students' enthusiasm in participating in every language-related learning activity. High student motivation in learning vocabulary has a significant positive impact on student achievement in expanding and developing their vocabulary. Students who are intrinsically motivated to learn vocabulary tend to be more active in searching for and absorbing new information. They may engage more in social interactions to acquire and test vocabulary in relevant contexts, such as everyday conversations or classroom discussions. Strong motivation also encourages students to use various learning strategies, such as memorizing, writing, or relating vocabulary to personal experiences, all of which contribute to deeper understanding and more skillful use of the vocabulary learned. Therefore, high learning motivation not only improves individual vocabulary mastery, but also enriches students' overall communication skills and language comprehension.

Likewise, the results of interviews with SP (female), VN (female), and AF (female) showed that all three used different but effective vocabulary learning strategies in their respective contexts. This reflects their adaptability to individual needs and preferences in expanding their vocabulary. This underlines the importance of awareness of effective learning strategies and flexibility in combining various methods to achieve optimal learning goals. All three students used strategies that suited their own preferences and learning needs. They demonstrate flexibility in adopting various methods to maximize understanding and mastery of vocabulary in the language. According to John Hattie (2013) effective learning strategies are one of several factors that contribute significantly to student success. These strategies include the use of methods that have been proven effective in strengthening students' understanding and mastery of vocabulary learning.

Suggestion

Following the completion of the discussion in this study, the researcher offers recommendations in the concluding chapter that are based on the findings of the observations made during the discussion. The following are recommendations made by researchers who have studied this issue; First, further research is recommended to explore the relationship between learning motivation, learning strategies, and students' academic achievement in broader and more diverse contexts. Such studies can enhance our understanding of how these factors interact and contribute to learning success across different levels of education. Researchers must understand the focus of the study to be researched by increasing the number of literature studies related to the focus of the study to be researched. In this study, only class 8b students were included, which consisted of girls, while class 8 had 2 classes, 8a and 8b. Due to being in an Islamic boarding school which separates classes between women and men. It is recommended for future researchers to explore the entire class without distinguishing between one of the 2 genders.

REFERENCES

- Al-Faris, S., & Jasim, B. Y. (2021). Memory strategies and vocabulary learning Strategies: Implications on teaching and learning vocabulary. *Journal of Humanities and Social Sciences Studies*, 3(10), 11–21. <https://doi.org/10.32996/jhss.2021.3.10.2>.

- Bjork, R. A., & Kroll, J. F. (2015). Desirable difficulties in vocabulary learning. *The American Journal of Psychology*, 128(2), 241–252.
<https://doi.org/10.5406/amerjpsyc.128.2.0241>.
- Bransford, J. D., & Johnson, M. K. (1972). Contextual prerequisites for understanding: Some investigations of comprehension and recall. *Journal of Verbal Learning and Verbal Behavior*, 11(6), 717–726. [https://doi.org/10.1016/S0022-5371\(72\)80006-9](https://doi.org/10.1016/S0022-5371(72)80006-9).
- Buzan, T. (2004). *Mind Map untuk meningkatkan kreativitas*. Gramedia Pustaka Utama.
- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Sage publications.
- Dahlan, E., Sunubi, A. H., & Ahdar, A. (2019). the Students' Learning Strategy and Motivation in Developing Their Speaking Ability At Sixth Semester of English Department (Iain Parepare). *Inspiring: English Education Journal*, 2(2), 152–164.
<https://doi.org/10.35905/inspiring.v2i2.1272>.
- De Vega, N. (2023). Enhancing English Learning: Self-Determination in Indonesia Digital Classrooms. *Inspiring: English Education Journal*, 6(2), 189–203.
<https://doi.org/10.35905/inspiring.v6i2.6611>.
- Decarrico, J. S. (2001). Vocabulary learning and teaching. *Teaching English as a Second or Foreign Language*, 3.
- Deci, E. L., & Ryan, R. M. (2004). *Handbook of self-determination research*. University Rochester Press.
- Denison, G. C., & Custance, I. (2020). Vocabulary learning using student-created class vocabulary lists. *Vocabulary Learning and Instruction*, 9(2), 1–8.
<https://doi.org/10.7820/vli.v09.2.denison.custance>.
- Dörnyei, Z., & Skehan, P. (2003). Individual differences in second language learning. *The Handbook of Second Language Acquisition*, 589–630.
<https://doi.org/10.1002/9780470756492.ch18>.
- Gee, J. P. (2003). What video games have to teach us about learning and literacy. *Computers in Entertainment (CIE)*, 1(1), 20. <https://doi.org/10.1145/950566.9505>.
- Goleman, D. (2005). *Emotional intelligence: Why it can matter more than IQ*. Bantam.
- Hakem, H. (2022). Vocabulary learning strategies for vocabulary learning in literary texts. *Global Journal of Foreign Language Teaching*, 12(4), 177–183.
<https://doi.org/10.18844/gjflt.v12i4.6425>.
- Harmer, J. (2001). *The practice of English language teaching*. London/New York, 401–405.
- Harmer, J. (2007). *The practice of English language teaching*. Harlow. English: Pearson Longman.
- Hattie, J., & Yates, G. C. R. (2013). *Visible learning and the science of how we learn*. Routledge.
- Ishtiaq, M. (2019). Book Review Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage. *English Language Teaching*, 12(5), 40. <https://doi.org/10.5539/elt.v12n5p40>.
- Kasbolah, K. (1998). Penelitian tindakan kelas. *Malang: Depdikbud*.
- Khalifa, S., & Shabdin, A. (2016). Autonomy in vocabulary learning: Vocabulary learning strategies teaching programme for EFL Libyan learners. *Arab World English Journal (AWEJ)*, 7(1), 140–159. <https://dx.doi.org/10.24093/awej/vol7no1.10>.
- Kida, S. (2019). Foreign Language Vocabulary Learning and the Type of Processing-

- Resource Allocation Model. *Vocabulary Learning and Instruction*, 76.
<https://doi.org/10.7820/vli.v08.1.kida>.
- Laufer, B., & Nation, P. (2001). Passive vocabulary size and speed of meaning recognition: Are they related? *EUROSLA Yearbook*, 1(1), 7–28.
<https://doi.org/10.1075/eurosla.1.05lau>.
- Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting & task performance*. Prentice-Hall, Inc.
- Markham, T. (2015). *Redefining Smart: Awakening Students' Power to Reimagine Their World*. Corwin Press.
- McClelland, D. C. (1961). The achieving society van nostrand Reinhold. Princeton, NJ.
- McGregor, H. A. (2001). A 2×2 achievement goal framework. *Journal of Personality and Social Psychology*, 80(3), 501–519. <https://doi.org/10.1037/0022-3514.80.3.501>.
- Mizumoto, A. (2013). Enhancing self-efficacy in vocabulary learning: A self-regulated learning approach. *Vocabulary Learning and Instruction*, 2(1), 15–24. <https://doi.org/10.7820/vli.v02.1.mizumoto>.
- Murray, H. A., & McAdams, D. (1938). *Explorations in Personality*, Oxford University Press. In New York.
- Nunan, D. (2012). *What is this thing called language?* Bloomsbury Publishing.
- Paton, S. (2020). Introducing Mnemonics to Japanese Students as a Vocabulary Learning Strategy. *Vocabulary Learning and Instruction*, 9(1), 80–93.
<https://doi.org/10.7820/vli.v09.1.paton>.
- Piaget, J. (1952). The origins of intelligence in children. *International University*.
- Pressley, M., Levin, J. R., & Delaney, H. D. (1982). The mnemonic keyword method. *Review of Educational Research*, 52(1), 61–91. <https://doi.org/10.2307/1170273>.
- Qomar, M. (2002). *Pesantren: dari transformasi metodologi menuju demokratisasi institusi*. Erlangga.
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. New York: Guilford Publishing.
- Schmitt, N. (1997). *Vocabulary learning strategies. Vocabulary: Description, Acquisition and Pedagogy/Cambridge UP*.
- Skinner, B. F. (1965). *Science and human behavior* (Issue 92904). Simon and Schuster.
- Tanaka, M. (2013). Examining kanji learning motivation using self-determination theory. *System*, 41(3), 804–816. <https://doi.org/10.1016/j.system.2013.08.004>.
- Tanaka, M. (2017). Examining EFL vocabulary learning motivation in a demotivating learning environment. *System*, 65, 130–138.
<https://doi.org/10.1016/j.system.2017.01.010>.
- Teng, M. F. (2023). Incidental vocabulary learning from captioned videos: Learners' prior vocabulary knowledge and working memory. *Journal of Computer Assisted Learning*, 39(2), 517–531. DOI:[10.1111/jcal.12756](https://doi.org/10.1111/jcal.12756).
- Thornbury, S. (2006). *How to teach vocabulary*. Pearson Education India.
- Tomlinson, C. A. (2001). Differentiated Instruction in the Regular Classroom: What Does It Mean? How Does It Look?. *Understanding Our Gifted*, 14(1), 3–6.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (Vol. 86). Harvard university press.
- Wilkinson, D. (2020). Deliberate vocabulary learning from word cards. *Vocabulary Learning*

- and Instruction*, 9(2), 69–74. <https://doi.org/10.7820/vli.v09.2.wilkinson>.
- Yoshii, M. (2014). Effects of glosses and reviewing of glossed words on L2 vocabulary learning through reading. *Vocabulary Learning and Instruction*, 3(2), 19–30. <https://doi.org/10.7820/vli.v03.2.yoshii>.
- Zhang, X., & Lu, X. (2015). The relationship between vocabulary learning strategies and breadth and depth of vocabulary knowledge. *The Modern Language Journal*, 99(4), 740–753. <https://doi.org/10.1111/modl.12277>.
- Zimmerman, B. J., & Schunk, D. H. (2014). *Educational psychology: A century of contributions: A Project of Division 15 (educational Psychology) of the American Psychological Society*. Routledge.