

**INVESTIGATING OF LEARNING MOTIVATION  
ON ENGLISH VOCABULARY MASTERY  
(A Study at the Seventh Grade Students of Pondok  
Pesantren Hidayatul Qomariyah)**

**T H E S I S**

Submitted as Partial Requirements  
For the Degree of *Sarjana Pendidikan* (S.Pd)  
In English Department of UIN Fatmawati Sukarno Bengkulu



Arranged by:

**MEIZA SILVIANA  
NIM. 2011230016**

**DEPARTMEN OF ENGLISH EDUCATION  
TARBIYAH AND TADRIS FACULTY  
STATE ISLAMIC UNIVERSITY OF FATMAWATI  
SUKARNO BENGKULU  
2023/2024**

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**THESIS**

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**MEIZA SILVIANA  
NIM. 2011230016**

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STATE ISLAMIC UNIVERSITY OF FATMAWATI  
SUKARNO BENGKULU**

**2023/2024**

## PRONOUNCEMENT

Name : Meiza Silviana  
Place, of birth : Tanjung Harapan, 10 MEI 2000  
NIM : 2011230016  
Study Program : English Education Study Program  
Faculty : Tarbiyah And Tadris

I hereby sincerely state that the thesis titled “Investigatig Of Learning Motivation On English Vocabulary Mastery (A study at the seventh grade students’ of pondok pesantren hidayatul qomariyah)” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and refered in the blibliography. If later proven that my thesis has discrepancies, I am willing to take academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu,

2024



**Meiza Silviana**  
**NIM. 2011230016**





# KEMENTERIAN AGAMA REPULIK INDONESIA

UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU

Jalan Raden Ratah Pagar Dewa Kota Bengkulu 38211

Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172

Website: [www.uinfasbengkulu.ac.id](http://www.uinfasbengkulu.ac.id)

## RATIFICATION

This is to certify the thesis entitled **“Investigating Of Learning Motivation On English Vocabulary Mastery (A Study at the seventh grade students’ of pondok pesantren hidayatul qomariyah”** by **Meiza Silviana** has been approved by the board of Thesis Examiners as the reuquirement for degree of *Sarjana* in English Education Program.

Chairman

**Dr. H. Ali Akbarjono , M.Pd**

NIP. 197509252001121004

Secretary

**Hanura Febriani , M.Ed**

NIP. 199002142020122004

Examiner I

**Fera Zasrianita, M.Pd**

NIP. 197902172009122003

Examiner II


**Feny Martina, M,Pd**

NIP. 198703242015032002

Bengkulu,

2024

Approved by  
Dean of Tarbiyah and Tadris Faculty

  
**Dr. Mus Mulyadi, M.Pd**  
NIP. 197005142000031004





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Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276- 51171-53879 Faksimili (0736) 51171-51172  
Website: [www.uinfasbengkulu.ac.id](http://www.uinfasbengkulu.ac.id)

### ADVISOR SHEET

Subject : Meiza Silviana  
NIM : 2011230016  
To : The Dean of Tarbiyah and Tadris Faculty  
UIN Fatmawati Sukarno Bengkulu  
In Bengkulu

*Assalamu 'alaikum Wr.Wb*

After reading throught and giving necessary advice, herewith, as the advisors,  
we state that the thesis of :

Name : Meiza Silviana  
NIM : 2011230016  
Title : Investigating Of Learning Motivation On English Vocabulary  
Mastery (A Study at the Seventh Grade Students of Pondok Pesantren  
Hidayatul Qomariyah)

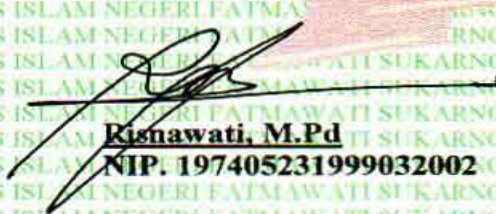
Has fulfilled the requirements to be present before the examiners in the thesis  
exam. Thank you for the attention.

*Wassalamu 'alaikum Wr.Wb*

Bengkulu, September 2024


First Advisor

Second Advisor

  
**Riznawati, M.Pd**  
NIP. 197405231999032002

  
**Andriadi, M.A**  
NIP. 198402212019031001

Department Heads

  
**M. Hidayatullahman, M.Pd.J**  
NIP. 197805202007101002



## **MOTTO**

“Your Biggest Weakness Is When You Give Up And Your  
Greatest Power Is When Your Try One More Time”

**Meiza Silviana**



## DEDICATION

With gratitude and all my love, this thesis dedicated to :

1. My Lord, Allah SWT. For the blessings of health and strength and fluency that have been given to me.
2. For my father who has preceded to heaven allah, thank you for giving love to me for 13 years, thank you for being a great father, look at your little daughter father, now she is an adult, has graduated from college, has earned a S.Pd degree, it is incomplete if your little daughter's happiness is not complete if you don't see directly and congratulate your little daughter.
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Bengkulu, Oktober 2024

**Meiza Silviana**  
**NIM. 2011230016**



## 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, interviews and analysis documentation 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*

## **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.



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**Kartu Bimbingan**

**Turnitin**

**Kartu Hadir Sidang Munaqosah**

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