

CHAPTER II

LITERATURE REVIEW

A. The Concept of Learning Motivation

1. Basic Concept of Motivation

Motivation is one of the essential elements in human behavior that plays a significant role in achieving goals, both individually and in an organizational context. According to Galantina (2024), motivation is a process that begins with a deficiency or need, whether physical or psychological. This need triggers certain behaviors or drives aimed at achieving the predetermined goals within the organization. Thus, motivation acts as a catalyst that moves individuals to take action to meet those needs and reach the desired outcomes.

Tuzer (2024) defines motivation as the process that initiates, guides, and sustains goal-oriented behavior. This means that motivation not only plays a role in starting actions but also ensures that those actions remain directed and consistent until the goal is achieved. This process includes various aspects, from goal setting, selecting the right strategies, to evaluating and adjusting behaviors throughout the journey toward goal accomplishment. Strong motivation helps individuals or groups remain focused and enthusiastic when facing challenges.

Moreover, motivation is closely related to goal achievement within an organization. When individuals

within an organization are motivated, they are more likely to contribute maximally in completing the tasks assigned to them. This ultimately has a positive impact on the overall productivity and performance of the organization. On the contrary, when motivation is low, individuals tend to work passively, which can hinder the achievement of organizational goals. Therefore, understanding motivation becomes key for organizational managers to improve work effectiveness and efficiency.

In an organizational context, it is crucial for leaders to create an environment that can enhance employee motivation. This can be done through offering rewards, recognition of achievements, and opportunities for personal development aligned with both individual and organizational goals. High motivation can strengthen employees' commitment to the organization, which in turn contributes to the long-term success of the organization. Leaders who are able to understand and effectively manage motivation will have a more productive and collaborative team.

Overall, motivation is a complex process that plays a crucial role in guiding individual behavior toward goal achievement. Whether on an individual or organizational scale, motivation initiates, directs, and sustains goal-oriented behavior. Therefore, understanding motivation and the factors influencing it is an important step in enhancing individual and organizational performance, as well as

achieving optimal results in various situations and contexts.

Motivation is the internal process that directs, drives, and sustains person's behavior to achieve a specific goal, encompassing elements such as needs, wants, and expectations that influence the intensity, direction, and persistence of behavior (Ryan & Deci, 2000). In the context of second language (L2) learning, motivation is a key factor affecting learner success and performance (Esra & Sevilen, 2021). High motivation encourages learners to be more enterprising and consistent in their learning, enabling them to achieve better results. Conversely, without motivation, learners may struggle to maintain their enthusiasm and achieve learning goals. Therefore, teachers need to understand the factors that can increase student motivation to make the learning process more effective and enjoyable.

Motivation is the internal drive that makes learners want to achieve learning goals. Without motivation, learning can be a monotonous and meaningless process, resulting in suboptimal results. Filgona (2020) adds that the success of learning is highly dependent on the level of motivation of learners. By recognizing and utilizing motivation as a key element in teaching, teachers can create a positive and productive learning environment. High motivation encourages students to actively participate, complete tasks diligently, and overcome learning challenges. Therefore, it is important for educators to understand the factors that can increase student motivation

to make the learning process more effective and enjoyable.

Motivation has been widely recognized as a key factor in determining the success of second language (L2) learning. It acts as an internal driving force that directs and sustains learning behavior, influencing how learners approach language acquisition. According to Ryan and Deci (2000), motivation is composed of various needs, wants, and expectations that shape learners' intensity and persistence in the learning process. These internal factors determine whether students approach their studies with enthusiasm or indifference, which can significantly impact their success.

Research highlights that highly motivated students are more likely to engage in enterprising behaviors, such as actively seeking out additional resources or practicing the language in various contexts (Esra & Sevilen, 2021). This engagement leads to better learning outcomes, as motivated learners tend to be more consistent and resilient in the face of challenges. They are more likely to invest time and effort in their studies, thus improving both their language proficiency and overall academic achievement. Motivation, therefore, is a crucial determinant of the depth and breadth of language acquisition.

On the other hand, the absence of motivation can create significant barriers to effective learning. When students lack internal or external motivation, their learning experience may become monotonous and disengaging,

resulting in poor academic performance. Filgona (2020) asserts that learners who are not motivated often struggle with retaining information and maintaining interest in language learning tasks, which can impede their progress. This lack of engagement can lead to a cycle of underachievement and frustration, further decreasing motivation.

Given the central role of motivation in learning, educators need to be aware of the factors that can enhance or diminish it. Effective teaching strategies should focus on fostering a learning environment that supports both intrinsic and extrinsic motivation. Teachers can achieve this by setting clear goals, providing constructive feedback, and creating opportunities for meaningful interaction and language use. Additionally, understanding the diverse motivational needs of students can help tailor instruction to meet individual preferences and learning styles, ultimately enhancing student engagement and achievement.

In conclusion, motivation is a dynamic and multifaceted construct that plays a vital role in L2 learning success. It shapes how learners approach their studies and influences the outcomes they achieve. Educators must prioritize creating an environment that cultivates motivation by addressing students' needs, wants, and expectations. By doing so, they can create a more engaging and effective learning experience, enabling students to reach their full

potential in language acquisition.

One of the key aspects of motivation in L2 learning is its complexity, which stems from both intrinsic and extrinsic sources. Intrinsic motivation refers to the internal desire to learn a language for personal satisfaction or enjoyment, while extrinsic motivation is driven by external rewards such as grades, recognition, or career opportunities. Both types of motivation interact and can either complement or conflict with each other, depending on the learning context. For example, learners may begin their studies with extrinsic goals but gradually develop intrinsic interest in the language as they experience success.

Educators play a crucial role in fostering motivation by creating a supportive and stimulating learning environment. This includes understanding students' individual needs, goals, and preferences, and tailoring instruction to meet those needs. Teachers who are attuned to their students' motivations can design lessons that resonate with learners, making the material more relevant and engaging. Moreover, by providing regular feedback and encouragement, educators can help sustain students' motivation over time, even in the face of challenges.

Furthermore, creating a motivating learning environment involves promoting autonomy, competence, and relatedness—three core components of the Self-Determination Theory (Deci & Ryan, 1985). Autonomy

refers to the feeling of having control over one's learning, competence involves a sense of mastery, and relatedness encompasses the feeling of connection with others. When these needs are met, students are more likely to be intrinsically motivated and fully engaged in the learning process. In contrast, environments that undermine these needs may lead to decreased motivation and, ultimately, poorer learning outcomes.

The integration of multimedia and technology in L2 classrooms can also enhance motivation by making learning more interactive and enjoyable. For instance, audiovisual materials, language apps, and online platforms offer diverse ways for students to practice their skills and receive immediate feedback. Such tools can cater to different learning styles and preferences, thereby increasing students' interest and motivation to continue learning. Additionally, technology can bridge the gap between classroom instruction and real-world language use, providing students with authentic opportunities to apply what they have learned.

Another important factor in sustaining motivation is goal-setting. Learners who set specific, achievable goals are more likely to stay motivated and focused on their language learning journey. These goals can range from mastering particular grammar rules to reaching a conversational level in the target language. Educators can help students set realistic and meaningful goals, while also encouraging them

to celebrate their progress along the way. Goal-setting not only provides direction but also fosters a sense of accomplishment, which can further reinforce motivation.

It is also essential to acknowledge the role of social interaction in motivating L2 learners. Learning a language is inherently a social activity, as it involves communication and cultural exchange. Opportunities for meaningful interaction with peers, native speakers, or language communities can boost motivation by providing learners with a sense of purpose and relevance. For example, language exchange programs or group projects can offer a platform for students to practice their skills in real-life contexts, making the learning process more engaging and rewarding.

Challenges such as language anxiety or fear of failure can, however, undermine motivation. Teachers should be mindful of these barriers and implement strategies to create a low-stress environment where students feel comfortable taking risks and making mistakes. Encouraging a growth mindset, where mistakes are viewed as opportunities for learning rather than as failures, can help mitigate these negative emotions and keep students motivated. Creating a supportive classroom culture where effort is valued over perfection is essential for maintaining high levels of motivation.

Finally, the role of feedback cannot be underestimated in the context of motivation. Constructive

feedback that highlights both strengths and areas for improvement can guide students toward their learning goals while boosting their confidence. Feedback should be timely, specific, and actionable, so that students understand how to improve. When delivered effectively, feedback becomes a tool not only for skill development but also for sustaining motivation by reinforcing the learner's progress and potential.

In conclusion, the role of motivation in L2 learning is critical, as it shapes learners' engagement, persistence, and success. By creating a motivating environment that addresses students' intrinsic and extrinsic needs, promoting autonomy, integrating technology, encouraging social interaction, and providing constructive feedback, educators can enhance motivation and enable students to reach their full potential in language acquisition. A motivated learner is more likely to overcome challenges and achieve long-term success in mastering a new language.

2. Types of Motivation

According to Ryan and Deci (2000), motivation can be divided into two main types, namely intrinsic and extrinsic motivation. Intrinsic motivation refers to the drive that comes from within an individual to do something because of the satisfaction and pleasure derived from the activity itself. For example, a student learns a second

language because they enjoy the learning process and feel challenged. In contrast, extrinsic motivation comes from external factors, where an individual is motivated to do something for the sake of achieving certain outcomes or rewards, such as high grades, praise, or material rewards. Understanding the difference between intrinsic and extrinsic motivation is important for educators to design effective teaching strategies that can increase students' participation and performance in the learning process.

a. Intrinsic Motivation

Intrinsic motivation is the drive to do something because the activity itself is enjoyable or satisfying, not because of external outcomes or rewards (Ryan and Deci, 2000). When a person has intrinsic motivation, they engage in certain activities because they enjoy them or feel personally challenged. For example, someone learning English because they enjoy the learning process and feel good when mastering new vocabulary demonstrates intrinsic motivation. In education, intrinsic motivation is very important because it encourages students to learn more effectively and continuously. Students engage in the learning process not because of coercion or external rewards, but because they genuinely enjoy and value the learning experience itself.

b. Extrinsic Motivation

Extrinsic motivation is the drive to perform an activity in order to achieve an outcome separate from the activity itself (Ryan and Deci, 2000). In this case, individuals engage in a task not because they enjoy the activity, but because they want to get a reward or avoid punishment. An example of extrinsic motivation in education is when students study hard to get high grades, awards, or recognition from teachers and parents, and to avoid sanctions such as failure. While extrinsic motivation can be a powerful driver, over-reliance on external rewards can reduce interest in the activity. Therefore, it is important to find a balance between intrinsic and extrinsic motivation to keep students engaged.

B. Vocabulary Acquisition

1. The Basic Concept of Vocabulary

Vocabulary, defined as "knowledge of words and their meanings," is a fundamental component in language comprehension and production (Allen, 2023). The relationship between motivation and vocabulary acquisition is an important research area in language education, especially in understanding how students' intrinsic and extrinsic motivational factors affect their ability to acquire and retain new vocabulary. Research shows that highly motivated students tend to be more engaged in language

learning activities, leading to better vocabulary acquisition and retention.

This engagement can be triggered by various factors, including interest in the language, the desire to achieve specific academic goals, and the relevance of the language to personal or professional aspirations. In addition, the learning environment, including teacher support and teaching methods, plays a significant role in shaping students' motivation and, in turn, their vocabulary learning outcomes. Understanding these dynamics can help educators design more effective teaching strategies that encourage motivation and improve vocabulary acquisition among students.

Vocabulary is the cornerstone of language formation and the basic unit of sentences, paragraphs and chapters (Ning, 2024). In the context of language learning, a broad and deep vocabulary is essential as it enables students to understand complex texts and express their ideas clearly and precisely. Research shows that the ability to master vocabulary not only contributes to reading and writing skills, but also to listening and speaking skills.

Factors that influence vocabulary acquisition include teaching methods, learning environment, and, most importantly, student motivation. Motivation, both intrinsic and extrinsic, can increase students' interest in learning new words and using them in meaningful contexts. In addition, support from teachers and the use of varied teaching

techniques, such as word games, contextual exercises and interactive activities, can enrich the learning experience and strengthen vocabulary retention.

Vocabulary, an important aspect of learning a foreign language, is essential. Communication is impossible without a diverse vocabulary. A strong vocabulary is also necessary for learning to read, speak, write and listen (Woodeson, 2023). A good command of vocabulary enables students to understand more complex texts, express ideas clearly, and participate actively in discussions.

In addition, having an extensive vocabulary helps students to navigate various communication situations confidently and effectively. Research shows that systematic and contextualized vocabulary learning, where words are learned in relation to their actual use, can improve students' retention and comprehension. Therefore, it is important for educators to develop teaching strategies that not only introduce new words but also help students to internalize and apply the vocabulary in various contexts.

Understanding the role of vocabulary as the foundation of language and the factors that influence its acquisition can help educators design effective strategies to improve students' overall language skills. This includes the use of interactive methods such as word games, group discussions, and collaborative projects that motivate students to continue expanding their vocabulary. A strong focus on

vocabulary development not only improves individual language skills but also enriches overall communicative ability

2. Teaching Vocabulary

a. Importance of teaching vocabulary

Vocabulary is one of the key components in English language teaching, as stated by Vu and Peters (2021). They assert that without sufficient vocabulary knowledge, students will not be able to understand others or clearly communicate their ideas. Adequate vocabulary mastery becomes a crucial prerequisite for communication skills because vocabulary is the basic element that allows speakers to convey intentions, ideas, and thoughts accurately. This shows that vocabulary is not only part of language learning but also a key to participating in social and academic interactions.

Furthermore, Vu and Peters (2021) explain that students who do not reach a certain vocabulary threshold will face difficulties in expressing themselves. A lack of vocabulary makes communication ineffective and often leads to miscommunication. For example, a student who wishes to convey an idea or opinion in a discussion may not be able to do so precisely if they do not have the necessary vocabulary. This difficulty can hinder active student participation in the learning process, thus preventing them from achieving the expected communication competence.

Urgay (2023) also emphasizes the importance of vocabulary in language learning and teaching. According to him, although learners may master grammar or have good speaking skills, they will not be able to express themselves fluently if they have limited vocabulary. Mastering grammar alone is not enough to produce effective communication, as vocabulary is the main material used to construct sentences and convey meaning. Limited vocabulary will restrict learners' ability to communicate clearly and deeply.

In today's world, vocabulary mastery is becoming increasingly important, especially among young people who often use language to describe themselves briefly. Turgay (2023) notes that people, particularly the younger generation, often strive to define themselves with just a few words. Therefore, it is important for them to know how to use language and vocabulary correctly and effectively. In various communication platforms, both face-to-face and digital, the ability to describe oneself and one's ideas well requires a broad vocabulary.

The appropriate use of vocabulary also directly impacts the ability to adapt to various social and cultural contexts. Students with a richer vocabulary are able to adjust in different communication situations, both formal and informal. They more easily understand the nuances of language, such as the use of different terms or expressions in different contexts, thereby enhancing the effectiveness of

their interactions with others. Therefore, vocabulary is not only relevant in the academic sphere but also in daily life.

Paul Nation (2001) emphasizes the importance of vocabulary teaching for several key reasons. Vocabulary is essential for effective communication and comprehension in any language. By having a rich vocabulary, students can express themselves more precisely and clearly, so that the message they want to convey can be well received by the listener or reader. In addition, a good command of vocabulary also enables students to understand others better, both in the context of everyday conversation and in academic and professional situations. Nation asserts that the ability to use vocabulary effectively greatly influences students' ability to participate fully in various communication situations, which in turn increases their confidence and proficiency in language.

b. Principles of teaching vocabulary

Khasanova and Safarova (2022) emphasize that vocabulary teaching in language learning should be based on several key principles to ensure its effectiveness. One of the principles they highlight is the importance of repetition in vocabulary instruction. Vocabulary should not be taught only once but must be repeated several times so that students can fully understand and remember its meaning. This repetition is crucial because learning words only once tends to be ineffective and quickly forgotten by students. Additionally,

words should be taught in relevant contexts to help students better grasp their usage.

Furthermore, Khasanova and Safarova (2022) stress the importance of teaching vocabulary in actual and scientific contexts. Using relevant contexts helps students relate new words to real-life situations they encounter, making them easier to understand and remember. In vocabulary teaching, a variety of techniques should be employed to enrich students' learning experiences. These techniques may include word games, contextual exercises, and text-based discussions. By using various teaching approaches, students not only learn words theoretically but also develop practical skills in using that vocabulary.

Karimova (2024) adds that in selecting vocabulary to be taught, there are several scientific principles to consider. One of them is the frequency of word usage in everyday language. Frequently used words are more important to teach because they will be more useful to students in their communication. The frequency of words can be mathematically measured through statistical data analysis, which shows how often certain words appear in various contexts. Thus, word selection is based on empirical data that ensures its relevance and utility.

In addition to usage frequency, Karimova (2024) emphasizes that the selected vocabulary should be easy to combine with other words in sentences. For instance,

combinations such as "a good boy" or "good weather" are examples of words that are easily paired and frequently appear together in certain contexts. Teaching vocabulary with common collocations is important because it helps students recognize natural language patterns that are often used in daily communication.

Another principle proposed by Karimova (2024) is that the selected vocabulary should not be restricted in terms of style, whether spoken or written. This means that the vocabulary taught should be relevant in various communication contexts, both formal and informal. This ensures that students can use the words they learn in different situations, from everyday conversations to academic writing. Thus, the chosen vocabulary must be flexible and useful in various communication styles.

Lastly, the words taught should be related to the topics outlined in the syllabus and have value in word formation (Karimova, 2024). For example, words like "obedient" and "disobedient" reflect variations in word formation that can enrich students' understanding of language morphology. By introducing words with word formation value, students can more easily grasp how language works in forming more complex meanings and expressions. These principles ensure that the vocabulary selected is not only practically useful but also supports the deeper development of students' linguistic abilities.

According to Nation (2005), there are six main principles in effective vocabulary teaching. First, the most frequently used and most useful words should be taught early and given special attention so that students can use them in a variety of contexts. Second, vocabulary learning should be balanced between intentional learning, such as through direct instruction and vocabulary drills, and incidental learning that occurs through reading and listening. Third, repetition and repeated encounters with new vocabulary in a variety of contexts are essential for retention. Fourth, students should be encouraged to use strategies that help them infer the meaning of new words and remember them. Fifth, vocabulary teaching should cover both the meaning and form of words, including pronunciation and spelling. Finally, teachers should create a supportive learning environment that encourages engagement and motivation in vocabulary learning. These principles as a whole help to ensure that students build a strong and functional vocabulary base that supports their overall language development.

c. How to learn vocabulary

Many teachers think that vocabulary learning comes from directly teaching words in the classroom. However, vocabulary learning needs to be broader than this.

According to Akramovna (2022), vocabulary learning must be conducted comprehensively, covering various aspects related to sounds, such as pronunciation, intonation,

as well as the position and stress of pronunciation. These aspects are crucial in vocabulary teaching because they help students not only recognize words theoretically but also understand how to pronounce them correctly. Proper pronunciation and appropriate intonation will enhance students' ability to communicate effectively, both in daily conversations and in formal situations.

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In addition to sound aspects, Akramovna (2022) also emphasizes the importance of the position of speech organs, such as the position of the tongue, lips, and teeth, in helping students understand how a word should be pronounced. Understanding these physical aspects facilitates students in producing the correct sounds, especially when learning a foreign language such as English. Thus, vocabulary teaching should not only focus on the meaning of words but also on the correct production of sounds.

Saddhono et al. (2022) add that vocabulary teaching can be done by showing items directly, using replicas, or vocabulary images. This method is highly effective in helping students visualize the new words being learned, especially difficult or abstract vocabulary. By presenting objects or visual representations, students can associate these words with real things, making it easier for them to understand and retain the new vocabulary in their memory.

In addition to using images and replicas, Saddhono et al. (2022) also recommend that teachers directly show the related objects or items when possible. This is very beneficial for facilitating the learning of vocabulary that may be difficult to grasp through verbal explanations alone. For example, when teaching the word "apple," the teacher can show an actual apple to provide a concrete understanding of the word to students. This approach ensures that students have a clear and tangible understanding of the vocabulary they are learning.

Overall, effective vocabulary learning requires a holistic approach, incorporating both sound and concrete visualization aspects. Akramovna (2022) and Saddhono et al. (2022) agree that in addition to correct pronunciation, the use of visual and direct methods greatly aids in introducing new vocabulary to students. Thus, the learning process becomes more interactive, engaging, and easier for students to comprehend, while also enhancing their ability to use the

vocabulary in the correct context.

Nation (2007) proposes four strands of vocabulary learning that should be considered in turn. First, meaning-focused learning, which is where students learn new words in the context of their use, such as through reading and listening. Second, form-focused learning, which includes direct teaching of the pronunciation, spelling and grammar of new words. Third, usage-focused learning,

which encourages students to use new words in conversation and writing. Finally, strategy- focused learning, which involves developing techniques to extend and deepen vocabulary acquisition, such as the use of dictionaries, word records and memory techniques. By applying these four strands in turn, vocabulary teaching can become more comprehensive and effective, helping students to not only memorize new words but also use them actively and contextually in daily communication.

C. Vocabulary Development Strategies

Kovalenko (2024) suggests that to develop advanced vocabulary skills, a variety of vocabulary teaching strategies are needed. One of these strategies is contextual learning, where vocabulary is taught through the context of its usage in sentences or paragraphs. By understanding the context, students can more easily grasp the meaning of words and their application in different situations. This contextual learning allows students to associate new words with

everyday experiences, thereby enhancing their understanding more deeply.

Another strategy recommended by Kovalenko (2024) is semantic mapping, which is a visual technique that helps students connect new words with words they already know. In this method, words are linked in a concept map that reflects the semantic relationships among various terms. Semantic mapping assists students in expanding their vocabulary by clarifying the connections between related words, ultimately enhancing their understanding of more complex meanings.

Additionally, morphological awareness is identified as an important strategy in vocabulary teaching according to Kovalenko (2024). Through morphological awareness, students are taught to understand the structure of words, such as prefixes, suffixes, and root words. Understanding word structure helps students infer the meanings of new words they have not encountered before. Moreover, morphological awareness enables students to recognize patterns in the language, allowing them to learn more words effectively.

Incidental learning is also mentioned as a significant strategy by Kovalenko (2024). This strategy involves acquiring vocabulary indirectly through everyday activities such as reading or listening. Through incidental learning, students can enrich their vocabulary without explicitly

studying every new word. This strategy is effective because it exposes students to vocabulary in various natural contexts, reinforcing their retention and understanding.

Capacete et al. (2024) add that using vocabulary notebooks is an effective method for enhancing vocabulary acquisition and retention. By utilizing notebooks, students can record new words they learn and regularly review these words. Vocabulary notebooks not only serve as a tool for note-taking but also enable students to apply personalized learning strategies, such as contextual analysis and mnemonic devices, to strengthen their understanding.

Moreover, vocabulary notebooks play a crucial role in helping students practice new words in a structured manner (Capacete et al., 2024). Through repeated and organized practice, students can more easily remember and use the vocabulary they have learned. Thus, this strategy enables students to build strong and effective vocabulary skills in various communication contexts.

According to Nation (2001), there are four main strategies that are effective in finding the meaning of unknown words and keeping them in memory. First, the use of context around the unknown word to infer its meaning. This involves reading the sentence or paragraph as a whole to understand how the word is used and get clues as to its meaning. Second, the use of morphology, which involves analyzing parts of the word such as prefixes, suffixes, and

roots to decipher its meaning. Third, the use of dictionaries or other reference sources to find the definition of unknown words and understand how they are used correctly. Fourth, the use of memory techniques such as repetition, association, and the creation of mental images to help remember new words. By integrating these strategies, learners can be more effective in mastering and retaining new vocabulary in their memory, thus improving overall language proficiency.

D. The Relationship Between Motivation and Vocabulary Mastery

The relationship between motivation and vocabulary acquisition has been the focus of attention of many experts in education and linguistics. Two scholars who have made significant contributions to this topic are Zoltán Dörnyei and Paul Nation. They emphasize that motivation is not only a supporting factor, but also a key element that can determine the success of vocabulary learning. They see motivation as the main driver that affects how effectively students can absorb and use new vocabulary.

Zoltán Dörnyei (2013) emphasizes the importance of motivation in vocabulary acquisition through his theory known as "L2 Motivational Self System". According to him, strong motivation, which is based on a vision of the future self as a fluent speaker of the language, can significantly enhance vocabulary learning. This motivation includes three main components: Ideal L2 Self, Ought-to L2 Self, and L2

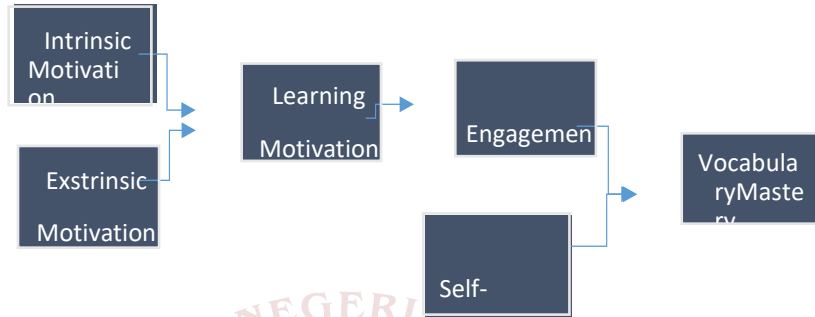
Learning Experience. Ideal L2 Self refers to one's idealized vision of oneself as a successful second language speaker, which serves as a strong motivator for learning new vocabulary. Ought-to L2 Self reflects the attributes students believe they should have to meet external expectations, while L2 Learning Experience relates to everyday learning experiences that influence their motivation.

Paul Nation (2022) underlines the importance of motivation in the context of vocabulary learning by emphasizing that motivated students tend to be more active in vocabulary learning through various methods such as extensive reading and deliberate practice. In his book, Nation highlights six principles of vocabulary teaching, one of which is repetition and repeated encounters with new words in different contexts. High motivation helps students to engage in these activities consistently, which ultimately improves their vocabulary acquisition. Thus, whether through motivating visions of the future or active engagement in various learning methods, motivation plays a vital role in strengthening students' vocabulary.

E. Conceptual

The conceptual framework outlines the key variables of the study and the hypothesized relationships between them. This framework will help guide the research by providing a visual representation of how learning motivation affects English vocabulary acquisition among seventh grade

students



Conceptual Diagram Explanation:

1. Learning Motivation (both intrinsic and extrinsic) influences Engagement and Self-Efficacy.
2. Engagement and Self-Efficacy mediate the relationship between Learning Motivation and Vocabulary Mastery.
3. Teacher Support and Learning Environment moderate the strength of the relationship between Learning Motivation and Vocabulary Mastery.

This diagram illustrates that learning motivation, which consists of intrinsic and extrinsic motivation, affects students' engagement in learning. This engagement then affects English vocabulary acquisition. In addition, self-efficacy also plays an important role in influencing vocabulary acquisition.

This heightened engagement directly contributes to English vocabulary acquisition. When students are actively involved, they are more likely to remember and use new vocabulary in various contexts. A learning process that

includes active practice and reflection also helps students build stronger connections between the vocabulary they learn and its use in real-life situations. In other words, increased engagement results in better understanding and mastery of vocabulary.

Additionally, self-efficacy plays an important role in influencing vocabulary acquisition. Self-efficacy refers to an individual's belief in their ability to succeed in specific tasks. Students with high self-efficacy levels are likely to feel more confident in their ability to learn and use new vocabulary. This affects their attitudes toward learning and encourages them to take risks in speaking and writing with the vocabulary they have learned.

Therefore, it is essential to develop both intrinsic and extrinsic motivation among students to enhance their engagement in learning. Teachers and educators need to design engaging and relevant learning experiences while providing positive feedback to build students' self-efficacy. In this way, students will not only be more engaged in their learning but also be better equipped to master English vocabulary, which is crucial for achieving success in language learning.

F. Some Related Previous Studies

Previous research by Mai Sri Lena, Edi Trisno, and Fastabiqul Khairat (2022) entitled "The Effect of Motivation and Interest on Students' English Learning Outcomes" found that English learning motivation did not have a significant influence on student learning outcomes, nor did learning interest. The study also showed a negative relationship between motivation and interest. These findings enrich the literature on motivation and interest in English learning and highlight that these factors are not the main determinants of student success in English lessons.

In addition, research by Husnul, Eka, and Rika (2020) entitled "The Effect of Duolingo Application on Students' English Vocabulary Mastery" showed different results. The results of this study showed a significant difference in vocabulary mastery between students who used the Duolingo application and those who did not use it. With a significance value of 0.017 which is less than 0.05, as well as the mean score of the experimental group of 84.69 which is higher than the control group of 80.78, this study shows that the use of Duolingo application has a significant positive effect on students' vocabulary mastery.

Moreover, the findings from Intan and Rahman (2023) reinforce the idea that motivation is a crucial determinant in the language learning process. Students who possess high levels of intrinsic or extrinsic motivation are

more likely to engage deeply with the learning material, resulting in better vocabulary retention and application. The simultaneous influence of learning motivation and vocabulary mastery on translation ability suggests that educators should focus on fostering a motivating learning environment to enhance overall language skills.

Incorporating both technological applications and motivational strategies into language instruction can create a comprehensive approach to vocabulary acquisition. Teachers can utilize tools like Duolingo to supplement traditional teaching methods while also implementing motivational techniques that encourage student engagement. For instance, setting clear learning objectives, providing positive reinforcement, and fostering a supportive classroom atmosphere can significantly enhance students' motivation and, consequently, their vocabulary mastery.

These two studies provide important insights into the various factors that influence English vocabulary acquisition. The first study highlights that motivation and interest are not always the determining factors for success in English language learning, while the second study shows that learning methods, such as the use of the Duolingo app, can have a significant impact.

The body of research surrounding the factors influencing English language learning presents a complex picture, particularly concerning the roles of motivation and

technological tools. In their study, Mai Sri Lena, Edi Trisno, and Fastabiqul Khairat (2022) found that motivation and interest did not significantly impact students' English learning outcomes. This finding challenges the conventional wisdom that motivation is a key driver of academic success, suggesting instead that these elements may not be as critical in determining student performance in English. Furthermore, the negative relationship between motivation and interest indicates a nuanced interplay that warrants further investigation, as it raises questions about how these factors influence each other in the context of language learning.

Conversely, research by Husnul, Eka, and Rika (2020) sheds light on the effectiveness of the Duolingo application as a valuable tool for enhancing students' vocabulary mastery. Their findings reveal a significant positive impact of the application, with students who used it achieving higher mean scores compared to those who did not. This suggests that while intrinsic and extrinsic motivation may not directly correlate with English learning outcomes, the use of engaging technological tools can lead to improved vocabulary acquisition. The significant value of 0.017 supports the notion that effective educational technologies can play a crucial role in facilitating language learning, especially when they provide interactive and accessible platforms for students.

Additionally, the work of Intan and Rahman (2023)

reinforces the importance of motivation within the broader context of language learning. Their study indicates that higher levels of intrinsic and extrinsic motivation correlate with deeper engagement with learning materials, resulting in better retention and application of vocabulary. This underscores the notion that while motivation may not be the sole determinant of learning outcomes, it remains an essential factor in fostering effective learning environments. The simultaneous influence of motivation and vocabulary mastery on translation abilities further emphasizes the need for educators to cultivate a motivating atmosphere that encourages student participation and investment in their language studies.

To maximize the effectiveness of language instruction, it is vital to integrate both motivational strategies and technological resources. Tools like Duolingo can enhance traditional teaching methods by offering students an interactive platform to practice vocabulary. Meanwhile, incorporating motivational techniques—such as setting clear learning objectives and providing positive reinforcement—can help sustain student interest and engagement. This dual approach not only supports vocabulary acquisition but also addresses the broader goal of developing students' overall language proficiency.

In conclusion, the findings from these studies highlight the complexity of factors influencing English

language learning. While traditional views of motivation and interest as key determinants of success may be challenged, the evidence suggests that incorporating engaging technologies and fostering a motivating environment can significantly enhance vocabulary mastery and language skills. As educators continue to adapt to changing pedagogical landscapes, embracing a holistic approach that combines effective tools and motivational strategies will be crucial for nurturing successful language learners. This comprehensive methodology not only enriches the learning experience but also equips students with the skills necessary for proficiency in English.

Overall, these studies highlight the complexity of factors affecting English vocabulary acquisition. They show that while motivation and interest are important, they are not the only determining factors, and that innovative teaching methods such as learning apps can make a significant contribution to student learning outcomes.

Motivation, as consistently shown in research, is one of the primary drivers of successful vocabulary acquisition. Intrinsically motivated learners, who are driven by personal interest and enjoyment of the learning process, tend to engage more deeply with vocabulary tasks. Likewise, extrinsically motivated learners, who are encouraged by external rewards such as grades or future career prospects, may also demonstrate high levels of engagement. However,

motivation alone does not guarantee success in vocabulary acquisition. It must be supported by other factors, such as effective teaching methods, sustained practice, and meaningful use of the language.

Another important aspect of vocabulary acquisition is the learners' cognitive processes. Working memory, for example, plays a significant role in how new vocabulary is stored and retrieved. Learners with higher working memory capacity may be able to retain and recall new words more efficiently, making vocabulary learning easier. However, learners with limited working memory may need additional support, such as repeated exposure to words or the use of mnemonic devices. Cognitive strategies, such as chunking words into meaningful groups or using context to infer meaning, can also enhance vocabulary retention.

Teaching methodologies are equally critical in shaping how students acquire vocabulary. Traditional methods, such as rote memorization or translation-based exercises, may still have value, but research suggests that more innovative approaches can lead to better outcomes. Methods that involve active engagement, such as using vocabulary in meaningful contexts or through communicative activities, tend to produce more durable learning. Learners benefit from opportunities to encounter new words multiple times in various contexts, as repeated exposure helps to solidify word knowledge. Additionally, the

use of multimedia resources can provide diverse ways to interact with new vocabulary, which caters to different learning styles.

In recent years, the integration of technology in language learning has introduced new possibilities for vocabulary acquisition. Learning apps, in particular, have become a popular tool for both teachers and students. These apps offer a range of features, including interactive exercises, spaced repetition systems, and instant feedback, all of which can enhance vocabulary learning. Studies show that learning apps not only make the learning process more engaging but also allow learners to take control of their learning by providing flexibility in terms of when and where they practice. This autonomy can positively impact motivation and encourage consistent learning habits.

Moreover, technology-mediated vocabulary learning often incorporates elements of gamification, which has been shown to increase student motivation and engagement. Features such as points, badges, or leaderboards can create a sense of competition or accomplishment, driving students to spend more time practicing vocabulary. However, it is important to note that while gamified apps may boost motivation, the quality of the exercises and the pedagogical principles behind them remain crucial for meaningful learning. Apps that emphasize mere repetition without context or deeper processing of words may be less effective

than those that integrate vocabulary into meaningful language use.

In addition to technology, other instructional approaches have been shown to enhance vocabulary acquisition. For instance, task-based learning, which focuses on the completion of communicative tasks using the target language, can provide a rich context for encountering and using new words. Similarly, content-based instruction, where vocabulary is taught through the exploration of specific topics or themes, allows students to see how words are used in real-world contexts. Both approaches encourage learners to actively engage with vocabulary, rather than simply memorizing words in isolation.

Despite the availability of innovative teaching methods, it is important to acknowledge that individual differences among learners can influence their vocabulary acquisition. Factors such as age, prior language knowledge, learning preferences, and cultural background all play a role in how students learn new words. Younger learners may acquire vocabulary more rapidly due to greater cognitive flexibility, while older learners may rely on more explicit learning strategies. Additionally, learners who already possess a strong foundation in their first language may be able to transfer certain vocabulary learning strategies to their L2, which can accelerate their progress.