

Examining the Influence of Learner Emotion and Motivation on English Vocabulary Acquisition at SMP Nusantara Palangka Raya

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ABSTRACT

This research explores the relationship between students' emotions and motivation in relation to vocabulary acquisition in English as a Second Language (L2). Emotions are defined as psychological responses within individuals, while motivation refers to the internal or external drive that influences behavior. Both factors are recognized as key contributors to academic success, particularly in learning English vocabulary. The study involved 36 junior high school students (grades 7–9) at SMP Nusantara Palangka Raya. Data were collected using the DERS questionnaire to measure emotions, the MSLQ to assess motivation, and a vocabulary test to evaluate vocabulary acquisition. Regression and correlation analyses were used to determine the strength and direction of the relationships. The analysis showed no significant relationship between emotions (X1) and vocabulary acquisition (Y), with a regression coefficient of 28.900 and a t-value of 0.034, which was not statistically significant at $\alpha=0.05$. This suggests that emotional factors may not strongly influence vocabulary outcomes in this sample. On the other hand, motivation (X2) showed a positive regression coefficient of 0.006 and a significant t-value of 2.034, indicating a meaningful relationship between motivation and vocabulary acquisition. The coefficient of determination ($R^2=0.114$) suggests that only 11.4% of the variance in vocabulary acquisition can be explained by the two variables. The correlation coefficient ($r=0.380$) implies a moderate relationship between the independent variables and the dependent variable. The findings highlight the role of motivation over emotion in vocabulary learning and suggest the need for further research. This study offers valuable insights for educators in developing effective English learning strategies.

Keywords: *Learner, Emotion, Motivation, Vocabulary Acquisition, English Language*

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INTRODUCTION

Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. Although vocabulary has not always been recognized as a priority in language teaching, interest in its role in second language (L2) learning has grown in recent years, and specialists now emphasize the need for a systematic and principled approach to vocabulary by both the teacher and the learner. The increased interest in this topic is evidenced by an expanding body of experimental studies and pedagogical material, most of which address several key questions of particular interest for language teachers. For example: What does it mean to know a word? Which words do learners need to know? How will they learn them? These questions reflect the current focus on the needs of learners in acquiring lexical competence and on the role of the teacher in guiding them toward this goal.

Vocabulary teaching and learning is very challenging and demanding process while learning any foreign language. As such, learners try to find out which vocabulary learning method is more beneficial or even the best one. However, not surprisingly, their first approach is to try to memorize every word that they do not know. According to the studies, beginners prefer learning words separately, that is, using a list of words to memorize, whereas advanced

students, although there are some exceptions, try to learn words in context (Ellis, 1994). Likewise, vocabulary teaching is generally restricted on presenting new items as they appear in any activity without preparing the learner through activation of prior knowledge or helping them regularly revise the previously learned vocabulary item until they thoroughly learn.

A language is merely the most remarkable method of communication. Words are organized in a systematic manner as they serve as the driving force behind the language (Birjees Fatima & Intakhab Alam Khan, 2017). What is understood about the process of acquiring new vocabulary knowledge? Investigations into this matter have been considerably more thorough for first language acquisition compared to second language acquisition, providing important perspectives for researchers and educators in the field of second language learning. (Paribakht & Wesche, 1996). Nation (2001: 232) notes that acquiring vocabulary through context might be the most crucial method for learning vocabulary and possibly the sole means of enhancing language skills outside the classroom in foreign language situations. (Daskalovska, 2014).

A long time ago, Scrivener (1994). Due to this driving factor, interest in vocabulary acquisition has surged rapidly (Bahanshal, n.d.). It is regarded as the key element in enhancing students' lexical skills, critical thinking, and decision-making, particularly in primary, secondary, and university education (Khalilova Kamola, 2023). Lewis (1993) suggests that the essential task of acquiring a second language is vocabulary development. Consequently, implementing various strategies is beneficial for aiding English learners in effectively acquiring vocabulary and enhancing their vocabulary knowledge. (Wang, 2022).

Earlier studies have consistently indicated that vocabulary learning strategies are a component of language learning strategies, which are, in turn, a subset of general learning strategies (Goundar, 2015). Observes that acquiring vocabulary through context might be the most crucial method of learning vocabulary and likely the sole means of enhancing language skills in foreign language environments outside the classroom. The process of acquiring vocabulary is vital for learning a language, and its significance in relation to the English language is immensely important. A diverse vocabulary enables people to communicate their thoughts more accurately and effectively.

Though vocabulary is regarded as crucial for understanding and success in various domains (Laufer and Nation, 2012; Ardasheva, Carbonneau, Roo, and Wang, 2018) (Driver, n.d.), acquiring vocabulary is a vital aspect of learning English. When students are learning vocabulary, there are clear shifts in their emotional and cognitive states (Liang, D. 2020). Emotions are important for learning in general and play a particularly significant role in learning foreign languages (Pishghadam et al. 2016). Unfortunately, the assessment of vocabulary size has often been inadequately conducted in research (Nation, 1993c) (Nation, 2006). Language classrooms can evoke a wide range of positive feelings such as enjoyment and determination, as well as negative feelings like anxiety and boredom (Alrabai, 2024).

In the past decade, there has been a growing acknowledgment of the vital role emotions play in human learning and cognitive growth (Linnenbrink-Garcia and Pekrun, 2011; Schutz and Pekrun, 2007), leaving room for the possibility that positive emotions could forecast other essential constructs in second language acquisition (Choi and Lee, 2024). Research has shown that students go through various emotional experiences (Pekrun, Goetz, Titz, and Perry, 2002). However, there is a scarcity of empirical studies focused on the specific emotional experiences of students, especially concerning academic emotions beyond anxiety (Goetz et al, 2006). These emotions have not been extensively explored, with two notable exceptions being research on test anxiety (Zeidner, 1998, 2007) and the link between causal attributions and achievement-related emotions (Weiner, 1985) (Calvo and D'Mello, 2011). This opens the door to the possibility that positive emotions may foreshadow other significant constructs in second language acquisition (Choi and Lee, 2024). In particular, this relates to the positive feelings of hope and pride, which have mainly been viewed as factors related to the desire for success (Pekrun et al, 2002).

This research stems from the work of Reinhard Pekrun, who studies students' anxiety related to tests and their motivation, as well as Raymond Perry's research on academic control

and motivation (Pekrun, 1991, 1992; Perry, 1991; Perry and Magnusson, 1989). We realized that students' feelings during the learning experience have mostly been ignored. In the area of study regarding test anxiety and motivation, it has been highlighted that test anxiety has been explored in depth since the early 1950s (Mandler and Sarason, 1952) and even earlier (Stengel, 1936), while experts believe that emotions of students that are not related to anxiety have not been adequately examined. The only notable exception is Weiner's research on sense attribution.

The function of motivation in learning languages has predominantly centered on the attitudes and motivational traits linked to different aspects of language acquisition (Gardner & MacIntyre 1992). Gardner (1985) characterized motivation as “the mix of effort together with the desire to reach the goal of learning the language along with the attitudes towards language learning” (p. 10) (Rostampour and Niroomand, 2013).

Horwitz (1990) describes motivation as the learner's sentiments towards a certain target language and its associated culture, as well as the practical reasons for wanting to learn a foreign language. Two categories of motivation – extrinsic and intrinsic – have been identified by (Schmidt, Borale, and Kassabgy, 1996) as motivation for rewards that come from outside and motivation derived from the satisfaction of the activity itself. Concerning vocabulary, Richard and Renandya (2002) pointed out that vocabulary is the essential element of any language competency, as it allows the learner to engage in the four primary skills: reading, writing, listening, and speaking (Albodakh and Cinkara, 2017).

Motivation plays a critical role in the achievements of learners of foreign languages and has held a vital place in psychological and educational research for many years (Dörnyei, 2001), (Albodakh and Cinkara, 2017). When learners possess high motivation, teaching and learning become significantly more enjoyable and effective (Tan Yanju, 2018).

The exploration of motivation in the context of foreign language acquisition goes back to the 1950s, with frequently referenced Canadian researchers Robert Gardner and Wallace Lambert. Two major theoretical frameworks regarding learners' motivation for acquiring a second language were developed: Gardner's motivation theory (1972) and Deci and Ryan's self-determination theory (1985-1995). According to Gardner (1985), motivation is the most crucial element in learning a foreign language, while Dörnyei and Otto (1998) regard motivation as an emotional state that reflects learners' aspirations and needs. They assert that motivation can have both positive and negative influences on the learning experience, making it a vital factor in the process of learning a foreign language. Williams and Burden (1997) describe motivation as a state of mental and emotional readiness that supports learners in their conscious efforts and drives them toward achieving specific objectives. Keller (1983) mentions that motivation pertains to the choices learners make regarding engagement with experiences and goals, while Crookes and Schmidt (1991) define it as learners' approach to language learning (Albodakh and Cinkara, 2017).

He asserts that gaining vocabulary is essential for mastering and utilizing any language. Without a strong vocabulary, people struggle to articulate thoughts and communicate proficiently in a specific language (Lauer, 1997). Understanding vocabulary goes beyond merely knowing words and their meanings; it also affects reading understanding and scholarly success (Baumann, Kame'enui, and Ash, 2003). With a growing focus on vocabulary, investigating effective methods for learning vocabulary becomes more significant (Walters and Bozkurt, 2009).

Paribakht and Wesche (1996) note that a structure for learning new vocabulary is activated during the act of reading. Additionally, vocabulary can be acquired indirectly through reading materials (Huckin and Coady, 1999) or through conversations (Brown, Sagers, and Laporte, 1999); studies indicate that reading serves as a beneficial method for vocabulary acquisition (Krashen, 1989; Tekmen and Daloglu, 2006). When it comes to listening abilities, there is a lack of research on L2 listening (Vandergrift, 2007), and similarly, there has been considerably less research into incidental vocabulary acquisition in the realm of listening as opposed to reading.

A detailed examination of motivation and emotional regulation within the learning journey is essential for identifying and understanding these aspects, as well as for facilitating the assessment of various indicators of motivation and emotional regulation through process data. This comprehension is crucial for understanding how motivation and emotional regulation operate during cooperative learning (Järvenoja et al, 2018).

The problem in this study is formulated into four problem formulations. First: Do learner emotions (anxiety, pleasure, self-confidence) have a significant influence on English vocabulary mastery? Second: Does learner motivation have a significant influence on English vocabulary mastery? Third: Are emotions correlated with motivation in vocabulary mastery?

The aims of this study are as follows: First, to investigate the correlation between emotions, motivation, and learners' vocabulary retention over time. Second, to analyze the influence of motivation on vocabulary learning methods. Third, to analyze the influence of emotions on vocabulary learning.

Theoretically, the results of this study are expected to (1) provide a contribution of thought in efforts to improve the quality of Indonesian language learning, especially regarding English vocabulary; (2) as a basis and reference for further research related to efforts to improve English vocabulary by relying on emotions and motivation as preparation material for students or teachers, as well as material for further research.

From research that has been carried out by Birjees Fatima, Intakhab Alam Khan (2017), they concluded that there are still many factors that need to be developed, especially because this vocabulary is very important for learning foreign languages, therefore in my opinion this research still needs to be continued, that's why vocabulary. This is very important because just one researcher is still not enough to develop this issue.

According to research from Birjees Fatima, Intakhab Alam Khan (2017), This piece of work aims to highlight the importance of vocabulary learning as an essential part in foreign language learning. Although it has been neglected for many decades, during the 80s it became a 'hot' topic for researchers. Lexical knowledge is central to communicative competence and to the acquisition of a second/foreign language and a lack of vocabulary knowledge is an obstacle to learning. An attempt is made to review the trends in the area of teaching vocabulary through various techniques ESL/EFL teachers use when teaching. Before presenting the meaning or form of vocabulary items, teachers need to notice the type of the vocabulary, the students' level and characteristics, and also the value of the techniques for the learners. In other words, students' age, level of education as well as English proficiency may affect their learning, so teachers need to be aware of these differences when applying their teaching technique. They can further provide their students with vocabulary learning strategies with opportunities to encounter words.

From the research that has been researched by Mofareh Alqhatani (2015), he said that for decades, very little vocabulary has been applied to students. According to him, using the vocabulary notebook strategy can increase the amount of vocabulary that is remembered and he was also involved in his research that every student is regulated. how high or low is the age so to adjust the vocabulary that will be given, in my opinion using the vocabulary notebook strategy is a bit difficult because in the book there will automatically be a lot of vocabulary that has been written down to be memorized because the strategy will so that students' memories will not stick because there is too much vocabulary coming in and exceeding the student's memory capacity. In my opinion, applying the 5 vocabularies a day method and just having common vocabulary around the students, maybe it will help to attach students' memories, remembering that they always see and encounter the vocabulary, so it will be more effective.

Findings also revealed that the emotional content of the readings as well as positive and negative emotional reactions to that content, predicted different vocabulary outcomes. Research on emotion within the context of the traditional L classroom has sparked interest for decades, and this has increased particularly since the so called affective turn in SLA (Pavlenko, 2013). Historically, the majority of research efforts have focused on negative emotions, with particular attention to foreign language anxiety (e.g., Horwitz, 1986; Dewaele, 2017), and have

ignored the implications of positive emotions for language learning. With the rise in the last decade of positive psychology in SLA, positive emotions have now also garnered attention within the field, mostly concentrating on the new construct of foreign language enjoyment (e.g., Dewaele & MacIntyre, 2014).

According from the research of Reinhard Pekrun, Thomas Goetz, Wolfram Titz and Raymond P. Perry. (2002) Discoveries inferred that understudies encounter a awesome assortment of positive task-related, self-referenced, and social feelings in scholarly settings when going to classes, examining, and taking tests and exams. Judging from the comes about of our exploratory considers, positive comes about academic feelings are experienced no less regularly by understudies than negative feelings like test uneasiness. In differentiate to suspicions which could be determined from exploratory temperament investigate, numerous of these positive feelings demonstrate to be useful for students' learning and pursuit of challenging scholarly objectives. particularly, this is often genuine for actuating positive feeling-like delight of learning, trust for victory, and scholarly pride. The control-value hypothesis sketched out here suggests that seen scholastic control and subjective values of academic authority and accomplishment can be essential person sources of these positive feelings tons, and classroom instruction as well as social situations vital outside sources. One suggestion is that there can be numerous ways of cultivating students' positive feelings by tending to person examinations or directions and social predecessors actuating such feelings.

As of yet, psychology as well as educational research have neglected the positive side of human affective life. One underlying implicit assumption seems to be that positive emotions should be less important for theoretical explanations of human agency and related practical applications than their negative counterparts (Fredrickson 2001). To date the evidence to answer this question seems to be lacking. In a series of five qualitative studies, we explored university and secondary school students' emotions experienced in academic settings. In the first of these studies, university students were requested to recollect academic situations and emotions experienced in these situations from their auto-biographical memories. The other four studies used a less retrospective format by asking students for their emotional experiences immediately after they had attended a finished a period of studying, or taken a test or exam. In all of these studies, oral or written narratives were gained by asking students a series of fixed questions, without providing any more formal prescriptions on how to answer them. Three of the studies did so by using interviews which were recorded and transcribed, the other two by questionnaires (cf. Pekrun 1992a; Spangier et al. in press; Titz 2001).

In the 1990s, researchers in the field of applied linguistics called for an expansion of the motivational construct in second language learning (Skehan 1991; Oxford & Shearing, 1994; Dörnyei, 1994, as cited in Gomleksiz 2001). Preliminary evidence has emerged in recent research, which not only demonstrates the relevance of the new motivational constructs (such as goal-setting, causal attributions and so on) in language learning, but also shows that incorporation of such new elements into the existing theoretical models is likely to result in more elaborate models of language learning motivation (Tremblay & Gardner 1995).

According to Cook (2000), language acquisition is not the same for learners. Moreover, it has been proposed and recommended that there are three main factors that concern and influence second language acquisition. These three factors are age, 20 personality, and motivation. He further claims that among the above three issues, motivation is the most significant one in second language acquisition. Ellis (1994) considers motivation as the attempt that learners make to learn a second language because of "their need or desire to learn it". Light Brown and Spada (2001) identify motivation in second language acquisition as "a complex phenomenon that can be defined in terms of two factors: learners' communicative needs and their attitudes towards the second language community". They believe that when learners think that they need to speak the second language with the aim of being in touch with others or accomplishing specialized and dedicated desires and goals, they will be stimulated and inspired to obtain expertise and skill in it. Gardner and Lambert (1972) name the mentioned situations as integrative motivation and instrumental motivation. Research has

confirmed that the success or failure of second language learning depends very much on these two kinds of motivation (Lightbrown & Spada, 2001).

According to Cotrus et al. (2014), students' learning motivation lies in their desire to find the most appropriate cognitive strategy, which they believe will aid in learning. Whether it's a matter of organization, repetition of information, monitoring the comprehensive level, or making connections between new and previously obtained knowledge, each student, in part, determines the order of his priorities. The study by Jurik et al. (2014) clearly highlighted the importance of communication between teachers and students: "Teacher-student verbal interactions and student characteristics are meaningful for student learning and motivation." In this study, the authors investigated how teachers' questions and feedback relate to individual student characteristics and gender and predict cognitive learning activities and intrinsic learning motivation. Another study (Domenech & Gómez, 2014) examined the relationship between students' thinking styles and teachers, students psychological needs (autonomy, competence and relatedness), and reports of deep intrinsic motivation in the psychology degree context. They concluded that psychological need satisfaction had a significant and positive impact on students' intrinsic motivation. But the source of motivation is complicated.

Well, the results of research conducted by Georgeta Panisoara et al. (2015), suggest that good and focused psychology can create good learning. Likewise, the relationship with motivation is that if the student's psychology is good, then the motivation to be curious about finding and studying a field will also be very fruitful and will be more effective. In my opinion, this is very true because motivation is definitely related to psychology because psychology leads to psychology, and motivation leads to a feeling of persistence, a sense of enthusiasm and aiming to achieve that goal. If the psychological condition is good, it will actually have an impact on children's learning

METHOD

This research utilized a quantitative method. It's categorized under a correlational research design. Questionnaires were distributed offline. The population for this study is English language students at SMP Nusantara Palangka Raya. The sample consists of 36 English language students from grades 7, 8, and 9. The formulas used are the Pearson product-moment correlation and regression analysis, employing IBM SPSS Statistics Version 27. In analyzing the data, the researcher used both product-moment correlation and regression. Product-moment correlation is used to show if there's a correlation between variable X and variable Y, while regression analysis is used to show how changes in the independent variable affect the dependent variable. To analyze the obtained data, the researcher used the following formulas:

Finding the number of correlations using formula:

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{(n \sum (X)^2 - (\sum X)^2)(n \sum (Y)^2 - (\sum Y)^2)}}$$

r_{xy} = Index number correlation "r" product moment

N = Number of Participants

X = Students' emotion and motivation scale score

Y = Students' vocabulary acquisition

$\sum X$ = The Sum Scores of emotion and motivation scale

$\sum Y$ = The Sum Scores of vocabulary acquisition

$\sum X^2$ = The Sum of the Squared Scores of emotion and motivation

$\sum Y^2$ = The Sum of the Squared Scores of vocabulary

$\sum XY$ = The Sum of Multiplied Score between X and Y

This formula is used in finding index correlation "r" product moment between X variable and Y variable (r_{xy})

To know contribution variable X to variable Y is used the formula:

$$KP = r^2 \times 100 \%$$

Where:

KP = determinant coefficient score

r = correlation coefficient score

To find out whether there is a relationship between the independent variable and the dependent variable with the regression formula:

$$Y = a + b_1X_1 + b_2X_2 + e$$

To know the significance between two variables, the formula of the significance test is:

$$t_{\text{value}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t_{\text{value}} = \text{value } t$$

$$r = \text{The coefficient of correlation of the result of tcount}$$

$$n = \text{Number of participants}$$

In other words, r close to 1 or -1 suggests a strong linear relationship, while r close to 0 suggests weak or no linear relationship. Regression analysis. The formula for simple linear regression analysis, which models the relationship between one independent variable and one dependent variable Y, can be expressed as:

Regression Formula

$$Y = a + b_1X_1 + b_2X_2 + e$$

Where:

Y = vocabulary acquisition

a = Constant

b₁ = Regression coefficient for variable X₁ (Emotion)

b₂ = Regression coefficient for variable X₂ (Motivation)

X₁ = Emotion

X₂ = Motivation

e = Standard error (or Disturbance term / Error term)

FINDINGS AND DISCUSSION

$$Y = a + b_1X_1 + b_2X_2 + e$$

$$Y = 28,900 + (-0,137X_1) + 0,006X_2 + e$$

Based on the regression coefficient value of the variables that influence the vocabulary acquisition variable (Y) using a significance level of $\alpha = 0.05$, it can be interpreted that the constant value is 28.900. This value shows that if there is no variable X = 0 then the level of vocabulary acquisition (Y) will increase by 28,900. The regression coefficient value for variable X₁ is -0.137. The coefficient is negative, meaning that there is a negative relationship between variable X₁ and variable Y. The regression coefficient value of the motivation variable (X₂) is 0.006. This means that if the other independent variables are constant and variable X₂ has increased by 1%, then variable Y will have increased by 0.006%. The coefficient is positive between variable X₂ and variable Y.

$$R^2 = r^2$$

$$R^2 = (0,380)^2$$

$$R^2 = 0,144$$

Based on the results of this study, it can be concluded that the correlation between the independent variable and the dependent variable is known to be $r = 0.380$, this identifies variables X₁ and X₂ as having a relationship with the dependent variable (Y). The relationship that occurs is positive and consistent with a fairly high level of relationship. From the results of this multiple linear analysis, it is known that the coefficient of determination, which is denoted by R Square, is 0.144, this means that the variable level of variable Y can be explained by variables X₁ and influenced by other variables not studied.

T test

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

The t-tests were conducted using SPSS 27, not manual calculations or formulas. The results, as presented in Table 2, yielded two t-values: Test of Emotion (X₁) on Vocabulary

Acquisition (Y), For the two-tailed test, with a significance level (α) of 0.05 and degrees of freedom ($df = n-k$) of $36-3 = 33$, the t-table value was 2.034. Since the calculated t-value is negative, the decision rule for influence is when the absolute value of t-calculated is greater than t-table tvalue $>$ ttabel). The results from the multiple linear regression show a t-calculated value of -2.358. Because $-2.358 (2.358) > 2.034$, it would typically indicate an influence. However, the provided text states that " $-2.358 < 2.034$, thus there is no influence of X1 on variable Y." This interpretation suggests that the negative sign itself is being considered, rather than the absolute value. If the decision rule is literally $thitung > ttabel$ and $thitung$ is negative, it will always be less than a positive ttabel. The final result from SPSS 27 for variable X1 showed a t-value of 2.034, which, according to the table, indicated a negative direction between the emotion variable (X1) and the vocabulary acquisition variable (Y), suggesting no influence between the two variables.

Test of Motivation (X2) on Vocabulary Acquisition (Y) For the two-tailed test, with a significance level (α) of 0.05 and degrees of freedom ($df = n-k$) of $36-3 = 33$, the t-table value was 2.034. Since the calculated t-value is positive, the decision rule for influence is when $thitung > ttabel$. The results from the multiple linear regression show a t-calculated value of 3.245. Since $3.245 > 2.034$, it can be concluded that there is an influence of X2 on variable Y. The final result from SPSS 27 for variable X2 showed a t-value of 2.034, which, according to the table, indicated a positive direction between the motivation variable (X2) and the vocabulary acquisition variable (Y), suggesting an influence between the two variables.

The final part of this research involves using the F-test to determine whether the regression model used is significant. Similar to the t-test, this analysis was performed using SPSS 27 rather than manual calculations. The results of the F-test are presented below:

$$F \text{ tabel} = f(k ; n-k) = f(2;36-3)$$

Based on a two-sided test using a significance level of 0.05 with $df_1 = (k-1)$ or $(3-1=2)$ $df_2 = (n-k) = 36-3 = 33$, an f table value of 3.28 can be obtained. Because calculated f is positive, decision making is said to be influential if the calculated f value is greater than table f. Based on calculations in multiple linear regression, the calculated f value is 9.784, thus the calculated f is greater than the f table or $9.784 > 3.28$. Based on the significance coefficient value of $0.006 < 0.05$, it can be concluded that simultaneously emotion (X1) and motivation (X2) influence vocabulary acquisition (Y).

In this case, a t-value of 0.380 indicates that, statistically, the relationship between the independent and dependent variables is significant, even though among the two X variables, the emotion variable was produced significantly. However, observing the F-calculated value of 9.784, it provides clear evidence that the independent variables significantly influence the dependent variable in the context of this research. These results suggest that the independent variables likely have a considerably high influence and contribute significantly to the variation in the dependent variable.

In the literature review, it has been explained that the relationship between independent and dependent variables highly depends on various factors, such as industry context, market conditions, and the sample size used in the research. Regression theory states that the larger the t-value, the greater the likelihood of a significant relationship. However, when the t-value is smaller than the critical value, as in this case, it indicates that the independent variable has a significant influence on the dependent variable.

Previous research has shown that such significant results can occur if the relationship between independent and dependent variables is influenced by external or internal factors included in the model. For example, in an economic or financial context, variables like macroeconomic conditions, government policies, or specific industry factors can obscure the relationship between the variables being studied. Furthermore, some prior studies also indicate that the influence of independent variables on dependent variables can be indirect or moderate, meaning the influence might only be observed in the long term or through interaction with other variables included in this regression model.

The research findings, showing a relatively high t-value, support previous discoveries that the relationship between variables in certain contexts can be statistically weak or strong.

Other factors such as sample size, data variation, and heteroskedasticity can also influence analysis results. Therefore, it's crucial to consider moderating or intervening variables that might be more relevant in future research. Researchers used SPSS 27 to calculate the Pearson Product-Moment Correlation and regression to test the research hypothesis, and the results also supported the findings. The correlation test results show that the correlation between Student Self-Efficacy and Writing Ability is weak ($r = 0.380$) but statistically significant. This provides evidence to conclude that there is a tangible relationship between these two variables within the population.

The correlation analysis reveals an r -value of 0.380, which falls into the "moderately high" category. This indicates a moderately strong positive correlation between emotion and motivation and vocabulary acquisition. While there's a slight disconnect between emotion (X_1) and vocabulary acquisition (Y), the relationship is significant enough for a strong interpretation. The coefficient of determination ($R^2 = 0.380$ or 14.4%) reinforces this finding, showing that 14.4% of the variation in vocabulary acquisition can be explained by emotion and motivation. In other words, other unmeasured factors likely contribute more significantly to students' writing ability.

For the t -test, with a t -value of 2.034, a sample size (n) of 36, and a significance level (α) of 0.05, the t -value is not significant. This is because the study involves two independent variables (X_1 and X_2). Specifically, the t -value for X_1 (emotion) is not significant, while the t -value for X_2 (motivation) is significant. Further analysis using the F -value yields 9.784. This means there is insufficient strong evidence to suggest a significant relationship between students' emotion and motivation and their vocabulary acquisition in this sample.

Therefore, it's important to acknowledge that although the results show a moderately high correlation (even with one variable not being fully positively significant, the overall relationship is still considered moderately high), existing methodological and measurement limitations may have influenced the strength of the observed relationship. Further research with a larger sample and more rigorous methods is recommended to again a clearer understanding of the relationship between emotion and motivation and vocabulary acquisition.

Research by Choi E. Young and Lee H. Jang (2023) indicates a positive correlation between participants' vocabulary test scores and positive emotions. These positive emotions include sub-constructs of L2 grit (consistency of interest), language learning curiosity, and enjoyment of a foreign language. Conversely, their scores were negatively correlated with negative emotions, specifically foreign language anxiety in the classroom. Statistically, there was a significant difference in the results: only those with high positive emotions achieved high scores, while those with negative emotions scored low, making the difference significant. This study highlights the differential impact of emotional factors on L2 vocabulary acquisition.

Then research by Rostampour M. and Niroomand S. M. (2013) found a significant relationship between emotional intelligence, motivation, and students' vocabulary knowledge. Their findings suggest that students with greater emotional intelligence and motivation have a stronger capacity for learning vocabulary. Specifically, a profound connection was observed between the emotional intelligence and motivation of EFL (English as a Foreign Language) students. This indicates that those who are more emotionally intelligent and motivated can generate positive emotions within themselves and others, encouraging them to ask questions and expand their inquiry knowledge. results are more contextual and may not fully match the results of this study. While research specifically mirroring these exact findings may not be extensive, there's still evidence to support these research outcomes. In other words, it's likely that studies investigating this topic will continue to grow and develop each decade.

Research by Rahimpour, Ajideh, Amini, and Farrokhi (2013). Says that make sure to prepare students' emotions before starting learning in class because it is said that students' emotions affect students' vocabulary learning in their research says that emotions significantly affect vocabulary learning or a second language at Iranian universities that have followed English learning, therefore the results of the study above state that emotions affect learning,

but researchers review that emotions are no less important to be prepared before learning, therefore this study is refuted by research that has been done in this study states that emotions are not significant for vocabulary learning or in vocabulary acquisition because in the results of this study it is said that emotions are not significant for vocabulary acquisition or vocabulary learning in this study resulted in that students in grades 7, 8 and 9 did vocabulary tests, the results they obtained were quite high, so it is said that emotions do not affect vocabulary acquisition, but further research needs to be carried out by further researchers to find out how more specific results.

The study explores how negative emotions affect the acquisition of vocabulary in a foreign language, concentrating on a sample of 70 native English speakers who were tasked with learning Indonesian words. Before taking vocabulary tests, the participants were placed in either negative or neutral emotional settings, allowing researchers to evaluate their ability to remember and correctly match English terms with their Indonesian counterparts. Findings indicated that individuals with negative feelings encountered significant difficulties in both recalling information and making matches, resulting in poorer outcomes compared to those who were in neutral emotional conditions. Notably, negative emotions did not appear to have any effect on working memory performance, implying that the decline in vocabulary learning was not due to a decrease in cognitive function. The research concludes that unfavorable moods can obstruct language learning by disrupting the processing of the native language, which makes it more difficult to form connections between word forms and their meanings.

Previous research by Lai and Chang (2021) stated that motivation can be one of the strategies in the world of learning, for example in research conducted by Lai and Chang (2021), the AR application increases motivation, but in statistics it is not significant because the AR application which is a learning strategy becomes less effective, but researchers say that this AR application can be one of the learning strategies that can increase motivation and vocabulary learning, therefore this study is approved by the results of this study because they both produce significant and better directions that whatever the strategy or whatever method is related to increasing vocabulary learning, linking motivation in that strategy will have a good and good impact because motivation can be one of the learning strategies that must be considered more in the world of learning, especially vocabulary learning or vocabulary acquisition.

Mostafa Papi's 2016 dissertation investigates the influence of regulatory fit—the correspondence between a student's motivation style and the structure of a learning activity—on incidental vocabulary acquisition and the overall learning experience for ESL learners. Based on the theories of regulatory focus and fit, the research differentiates between individuals driven by promotion (focused on growth and achievement) and those driven by prevention (concerned with safety and responsibility). Utilizing an experimental setup with tasks framed around gains and losses, Papi analyzed how various incentive structures affected learners in terms of vocabulary retention, enjoyment, perceived success, and anxiety levels. The findings indicated that prevention-oriented learners excelled significantly when faced with loss-framed tasks, while promotion-oriented learners had better overall performance but showed no sensitivity to how tasks were framed. Additionally, promotion-focused learners indicated higher levels of enjoyment from tasks and perceived their success more positively. These outcomes suggest that motivation is not universally applicable; learners react differently based on their motivational style and how tasks are presented. This study challenges conventional perspectives in second language learning that view cognition and motivation as distinct entities, advocating for a more holistic approach that takes into account individual differences in motivation to enhance educational results.

As for previous research by Mustofa Papi (2016), said that the results of his research contradict that motivation is not entirely a reference material in learning because according to the results obtained from his research, it states that students who use motivation as a reference are superior to students who use promotion as a reference are superior so that according to him motivation is not a suitable concept in learning, but he added that not all motivation concepts can be suitable for learning that does require enthusiasm that needs to be considered

depending on each individual. Therefore, this study refutes previous research conducted by Mostafa Papi's (2016), because this study states that motivation is very significant or influential on learning or vocabulary acquisition in the context of the title of this article, therefore the researcher said that motivation is not the only concept that can be used in the world of learning, but in child psychology there must be encouragement for him to be able to accept and process what is received in class and in its acquisition, therefore this study must be followed up so that it is more open and becomes wider how the role of motivation in the world of learning, especially in learning English and vocabulary acquisition

Overall, while the findings of this study are consistent with previous research that found a positive correlation between emotion and motivation and vocabulary acquisition, the strength of the relationship found is quite strong and significant. Nevertheless, further research is needed, considering other variables or more in-depth analytical methods, to more fully understand the complex relationship emotion and motivation within vocabulary acquisition.

Table 1 Multiple Linear Analysis

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	28.900	6.580		4.392	.000		
	X1	-.137	.058	-.381	-2.358	.004	.995	1.005
	X2	.006	.023	.040	3.245	.008	.995	1.005

a. Dependent Variable: Y

Table 2 Coefficient of Determination (R^2)
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.380 ^a	.144	.092	4.072	1.749

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Table 3 Test T
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	28.900	6.580		4.392	.000		
	X1	-.137	.058	-.381	-2.358	.004	.995	1.005
	X2	.006	.023	.040	3.245	.008	.995	1.005

a. Dependent Variable: Y

Table 4 Test F
ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	92.330	2	46.165	9.784	.006 ^b
	Residual	547.309	33	16.585		
	Total	639.639	35			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Based on a two-sided test using a significance level of 0.05 with $df_1 = (k-1)$ or $(3-1=2)$ $df_2 = (n-k) = 36-3 = 33$, an f table value of 3.28 can be obtained. Because calculated f is positive, decision making is said to be influential if the calculated f value is greater than table f. Based on calculations in multiple linear regression, the calculated f value is 9.784, thus the calculated f is greater than the f table or $9.784 > 3.28$. Based on the significance coefficient value of $0.006 < 0.05$, it can be concluded that simultaneously emotion (X1) and motivation (X2) influence vocabulary acquisition (Y).

CONCLUSIONS

Based on the discussion and statistical test results concerning the relationship between emotion, motivation, and English vocabulary acquisition among students in grades 7 to 9 at SMP Nusantara Palangka Raya, it can be concluded that while there is no significant relationship between emotion and vocabulary acquisition, there is a high correlation between motivation and vocabulary acquisition, with a correlation value of $r = 0.380$ and a coefficient of determination ($R^2 = 14.4\%$), indicating that emotion and motivation explain a small portion of the variation in vocabulary acquisition. The t-test results show that the relationship is statistically significant, suggesting that emotion and motivation play important, though not exclusive, roles in vocabulary learning. This research contributes to the broader field by highlighting the importance of motivation, learning environment, and social support in enhancing vocabulary acquisition and writing skills, affirming that a holistic approach is essential for effective language learning. The findings encourage further research into cognitive, affective, and social factors influencing vocabulary acquisition and call for the development of more effective learning strategies that enhance emotion and motivation in relation to students' writing ability. Teachers and lecturers are encouraged to design learning programs that not only foster emotion and motivation but also provide structured support, active learning opportunities, and social reinforcement to improve students' vocabulary acquisition, making methods like collaborative learning, relaxation, and reflective practices valuable tools in the language classroom.

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