

Teachers' Perceptions Of Main Factors Influencing Students' Mastery Of Arabic Vocabulary

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Abstract

Limited vocabulary mastery can interfere with the fluency of the Arabic language learning process. However, not many studies describe the causes or factors that can affect vocabulary mastery in detail and deal with this problem in the Malaysian education system. This case study explores further the main factors that can influence the mastery of Arabic vocabulary at the secondary school level. Data was collected through semi-structured interviews with six experienced teachers from four National Religious Secondary Schools (SMKA) in Kedah. Research interview data was analyzed thematically using NVivo 14 software. The study's findings show five main factors affecting vocabulary mastery: self, teacher's approach, syllabus, environment, and the Arabic language program. Based on these five factors, the self-factor is the most important and can affect how well students learn vocabulary. It includes internal factors (belief, interest, and attitude) and external factors (vocabulary use and learning strategies). Thus, teachers are suggested to focus on the students' self-factor from internal and external aspects to help improve vocabulary mastery. It is believed that encouraging and promoting the various learning strategies, students will be more proactive and creative in enhancing their mastery of new vocabulary.

Keywords: Vocabulary Mastery; Factors; Learning Process; Learning Strategies; Arabic Language

INTRODUCTION

The Standard Curriculum for Secondary Schools (*Kurikulum Standard Sekolah Menengah* or KSSM) for Arabic, supported by the Ministry of Education Malaysia, aims to help students from National Religious Secondary Schools (SMKA) and religious stream classes (KAA) in the process of language acquisition and vocabulary mastery. The purpose of this KSSM syllabus is to improve the ability of SMKA and KAA students in mastering basic Arabic language skills while also improving the quality of Arabic language education in Malaysia. Explicit vocabulary learning occurs at the lower secondary level with exposure to several vocabularies that need to be mastered before going through explicit grammar learning at the upper secondary level in forms four and five. Sufficient vocabulary mastery is expected to enable students to gain understanding, produce clear and quality texts and facilitate communication in Arabic (Ministry of Education Malaysia, 2018).

Several findings from previous studies have shown that the level of Arabic vocabulary mastery among students in Malaysia is still at a worrying level (Jasni et al., 2020), even though they have learnt it for a long time (Baharun et al., 2021). This issue is believed to stem from poor usage of the Arabic language (Yaacob & Bakar, 2018), difficulties with Arabic grammar (Mokhtar & Rahman, 2019), and average vocabulary mastery from school to university (Khatib & Zainal, 2018; Samah et al., 2023). The problem with students' vocabulary mastery is contributed by factors such as the lack of vocabulary (Zaini et al., 2020; Abdullah & Bakar, 2022), students' vocabulary level that does not match their study level (Baharudin & Ismail, 2014), lack understanding word meanings and how to use them in real-life situations (Bai, 2018; Baharudin et al., 2023), and problems in remembering new words (Bai, 2018).

Unlike native speakers, learners do not acquire vocabulary mastery effortlessly; it requires the influence of various facilitating factors. This is because learning and mastering vocabulary is a lengthy process and requires several stages. Among the factors that drive vocabulary mastery are the learning environment, basic language skills, the role of the teacher, student attitudes, internal motivation and perceptions of the language being learnt (Hassim et al., 2023). This shows that vocabulary mastery is not just a process of memorizing words but a complex process that requires contextual support and a holistic teaching approach.

Sabri et al. (2023) emphasized that language learning strategies play an important role in helping students master vocabulary in terms of size, knowledge of meaning, and the ability to use it in real contexts. Researchers, for instance, Jamain et al. (2022) and Mehrabian and Salehi (2019) have demonstrated a noteworthy positive correlation between the application of diverse vocabulary learning strategies and students' proficiency in foreign language vocabulary. This evidence shows that flexibility in the selection of strategies allows students to adapt their learning approaches according to individual needs and specific learning contexts.

However, students' reliance on mechanical and repetitive strategies without critical thinking raises questions about the actual effectiveness of the strategies used. Baharudin and Ismail (2015) reported that most students tend to use simple strategies, such as copying or memorizing words, without exploring deeper or more creative approaches. Previous studies by Jemali (1999) and recent findings by Omor and Ariffin (2023) also showed that students tend to repeat the same strategies, such as memorization, repetition, and brief discussion, which usually do not require high-level thinking and will affect their learning. These studies have proven that the students' learning strategies are one of the factors that influence vocabulary mastery.

The language environment (*al-bi'att al-'Arabiyyatt*) plays an important role in supporting the development of students' vocabulary. An environment which is rich in language input allows students to practice all four basic skills, such as listening, speaking, reading, and writing, especially when integrated in real-life contexts (Ngah et al., 2014; Shobirin, 2021). In the second language acquisition framework, Krashen's input hypothesis emphasizes that continuous exposure to the target language in a meaningful context is a basic condition for linguistic development. Therefore, a supportive environment will act as an "input catalyst" that helps students absorb and strengthen vocabulary naturally. However, the reality of Arabic language education in Malaysia shows that there are constraints in terms of providing a conducive language environment.

Typically, students learning Arabic in Malaysia often face challenges in using the language well due to environmental constraints that do not encourage the use of Arabic in communication (Suhaimi & Sabri, 2023). This is in line with the findings of Lubis et al. (2022), who stated that the absence of an atmosphere that encourages interaction in Arabic is an external factor that hinders vocabulary mastery. Ghani et al. (2018) also stated that the lack of infrastructure and interaction opportunities prevents students from practicing the language in real contexts. The absence of a 'living space' for Arabic causes learning to be static, dependent on textbooks and does not provide students with opportunities to develop vocabulary through experience and interaction.

Teacher factors are also seen to influence students' vocabulary mastery in terms of teacher support, encouragement, and teaching (Sharif & Yusoff, 2021). This is because vocabulary teaching is not just about introducing new words, but it involves strategies to help students understand, remember, and use vocabulary in various contexts. As stated by Hassim et al. (2023), systematic and contextual vocabulary teaching can facilitate vocabulary acquisition and help students retain the words learned in the long term. However, this approach requires teachers who truly master the linguistic aspects of vocabulary, such as size and depth, grouping vocabulary according to themes and usage (*lughatt al-fasl*) which are appropriate for the student's level (Aman & Baharudin, 2023). Teachers' ability to plan and provide teaching aids that are interesting and student-friendly can also help in improving vocabulary mastery. In this case, the use of media, such as video, audio, interactive graphics, or digital applications, can enrich the input and stimulate students to master words in a broader and more interesting context (Imam & Warganidata, 2020). Therefore, teachers are said to be able to help students master vocabulary through effective teaching planning, the use of interesting teaching materials and a more active approach to teaching and learning vocabulary.

The factors highlighted by scholars and researchers emphasise that vocabulary is a key element in the process of learning and mastering the Arabic language holistically. Vocabulary plays an important role in the development of overall language competence, especially the mastery of basic skills, such as listening, reading, speaking, and writing (Nation, 2013; Hashim et al., 2021). However, vocabulary deficiency among Malaysian students has been a persistent issue for a long time. In-depth discussions on the factors that can influence Arabic vocabulary mastery, specifically through a qualitative approach are still limited. A systematic literature review (SLR) study by Hassim et al. (2023) reported nine article titles on factors that influence students' Arabic vocabulary mastery and was conducted in Indonesia through seven quantitative studies, one qualitative study, and one mixed-methods study. The analysis shows that there are still gaps in the findings of studies based on different locations and education systems in Malaysia. Therefore, this study was conducted to further explore the views of secondary school teachers on the more dominant factors that influence their students in northern Malaysia in vocabulary mastery. The results of this study are expected to provide a more detailed explanation to educators to help students improve their Arabic vocabulary mastery over time.

METHOD

This study used a qualitative approach with a multiple case study design to obtain information on teachers' perceptions of factors that can influence Arabic vocabulary mastery among secondary school students. Through purposive sampling techniques, this study involved six Arabic teachers from four National Religious Secondary Schools

(*Sekolah Menengah Kebangsaan Agama - SMKA*) around the state of Kedah as respondents. They consisted of five female teachers and one male teacher. The criteria for selecting respondents were teachers who teach Arabic subjects in form four classes and have more than three years of experience teaching Arabic.

The findings of this study were collected using semi-structured interviews. The interview questions were reviewed by three experts (field and methodology) to ensure that the questions were able answer the research questions. The semi-structured interviews were conducted individually for 30-60 minutes with each teacher to obtain in-depth and detailed information on the research theme. Audio recordings of the interviews were made to facilitate the researcher to focus on the content of the interviews and verbal feedback to generate verbatim transcripts of the interviews (Creswell, 2007).

Next, the interview data were transcribed to facilitate the analysis process. Data analysis for this study was conducted using thematic analysis methods. This method provides a very flexible approach that can be modified based on the needs of the study by providing rich, detailed, and complex data (Braun & Clarke, 2006). In this study, the researcher created full transcripts of the interviews and used a coding process, both deductive and inductive, to identify themes and sub-themes in the data set with NVivo14 software.

RESULTS AND DISCUSSION

The results of interviews with experienced teachers showed that five main factors can influence students' vocabulary mastery, namely individual, teacher's approach, KSSM syllabus, environment, and Arabic language program. As stated by Hassim et al. (2023), the environment and the teacher are also factors that can influence students' vocabulary mastery. These five main factor themes are reported in Table 1.

Table 1. Themes and Sub-Themes of Key Factors

| Themes | Sub-themes |
|----------------------------|--|
| 1. Individual | Internal factors (beliefs, interests, and attitudes) External factors (vocabulary use and learning strategies use) |
| 2. Teacher's approach | Interact using simple Arabic Memorization and <i>tasmi'</i> through young teachers Provide pocket dictionaries Encourage students to find the meaning first |
| 3. KSSM syllabus | Same emphasis for each chapter (<i>kalimāt-tarkīb-jumlatt-nusūs</i>) Repetition through various language skills |
| 4. Environment | Activities outside the classroom Friends interact in Arabic |
| 5. Arabic language program | Arabic language competition |

Individual

Self-factors can influence individuals based on internal and external factors. Positive factors will lead to students' improvement and proficiency in vocabulary, while negative factors will hinder the process of vocabulary mastery. Further explanation is as follows:

1. Internal Factors

Internal factors are factors that come from within the student themselves based on past experiences, perceptions, beliefs, or existing practices. In this study, internal factors were linked to beliefs, interests, and attitudes. Students' perceptions of something, whether positive or negative, reinforced their belief without realizing it. In

this study, some students, especially weak students, had negative perceptions by saying that Arabic is difficult, and that the Arabic grammar system is different compared to Malay. In addition, some students reasoned that Arabic seemed difficult because it was a foreign language, and they were less exposed to Arabic media materials on television. "They are less interested because, in their minds, Arabic is difficult. When that perception is formed from the beginning, it becomes a barrier to learning." (G2, U24). "When students hear the phrase 'what's your name?', they can understand the meaning of 'what's' because there is a similarity in sound or influence with Malay. However, when converted to an Arabic form, such as '*mā ismuka*', students find it difficult to understand it because there is no similarity that they can relate to." (G1, U108) (G1, U108). "They consider Arabic as something difficult because it is a foreign language that is rarely seen in daily life. Unlike English, which is often heard on television or through songs, it makes them more familiar and open to it." (G1, U110). These negative beliefs can hinder student progress if they are allowed to persist. This is because beliefs are one of the factors that are said to influence a student's achievement or language proficiency (Pisal & Teh, 2018). Therefore, students need to allow themselves to try their best and not be easily influenced by certain negative views.

In addition, students who were not interested in Arabic were reported to make less effort because they were not motivated to memorize vocabulary. This interest factor could encourage and facilitate students to search for information and take the initiative to memorize Arabic vocabulary on their own, as stated by the teachers: "If students are interested, they will try to find information related to the Arabic language no matter what the obstacles are." (G1, U112)". "When students are interested in the Arabic language, there will naturally be a desire to memorize and remember vocabulary." (G5, U28).

Interest can make an individual aim to achieve a learning objective. Students are more focused on learning when their interest in Arabic increases (Ahmid et al., 2018). Students will take various initiatives and efforts because they have the desire and awareness to succeed. For interested students, teachers did not need to give instructions repeatedly because their focus was higher, and they always took the initiative to succeed.

From another perspective, students' attitudes also influenced the increase or decrease in vocabulary. Students would not be able to improve their vocabulary mastery if they did not increase their memorization, did not practice the memorized vocabulary, too dependent on teachers, did not dare to make mistakes and were not motivated to learn: "Explanations have been given, but vocabulary mastery still depends on the students' own efforts and attitudes. Sometimes they memorize, but there are also times when they fail to remember." (G1, U26). "The main cause of weakness in vocabulary mastery is because students do not apply and reuse the words they have learnt." (G3, U32). "Students do not show initiative to find information or vocabulary on their own; instead, they are completely dependent on the teacher." (G1, U308). "Students are less brave to write because they think too much about accuracy and are worried about making mistakes." (G3, U28). "When students' scores do not show improvement and remain static, it can be seen that the main factor is the students' low level of motivation. They do not show any effort to study or practice independently." (G5, U64). Students have the ability to master more vocabulary, but laziness, lack of motivation and a lack of seriousness in memorizing can be their

obstacles. Memorizing new vocabulary needs to be constantly practiced to strengthen the memory and ensure that information is retained for a long time. The attitude of relying too much on teacher information alone needs to be changed because the task of memorizing, searching, and practising vocabulary lies with the students' responsibility to absorb new vocabulary. Teachers are only indicators and facilitators. Students should allow themselves to make mistakes in the learning process because, through them, they can learn new things. Students who lack motivation to learn may hinder their academic progress, often displaying carelessness, minimal effort, and a lack of seriousness in their studies, which ultimately results in stagnant vocabulary mastery.

2. External Factors

External factors are associated with students' actions, which are external efforts to master vocabulary. In this study, external factors are divided into two sub-themes: vocabulary use and vocabulary learning strategies use. Mastery of vocabulary was not enough just for memorization; in fact, students needed to use it in a context that was appropriate to their own creativity: "Students need to be creative because in learning a foreign language, the use of vocabulary is something that cannot be avoided." (G5, U114). "For example, when students have memorized the word الملبس, they are advised to use the word in daily life, such as in the dormitory, and no longer use the term '*baju*' or '*pakaian*' in Malay. Although the word is simple, consistent use is very important." (G5, U118). New vocabulary had to be used repeatedly to help students recall the information they had learnt and train them to use it in the appropriate context. With constant practice, students were able to increase their confidence in using the words and then practice building expressions or sentences based on the words they had mastered in daily interactions.

In addition, learning strategies were used to support better vocabulary mastery. This finding is supported by previous studies, which state that language learning strategies can have a positive impact on students' vocabulary mastery (Mehrabian & Salehi, 2019; Jamain et al., 2022; Sabri et al., 2023). Students' creativity in diversifying ways of learning and using vocabulary helped them memorize more vocabulary. Among the strategies used, was to examine the meaning of verses in the Quran, as suggested by G1: "There are a few students who read the Quran while referring to its meaning, and through this method they can acquire Arabic vocabulary (المفردات)." (G1, U30). Students who memorized the Quran seemed to benefit from retaining more vocabulary; provided they read, then memorize by understanding the meaning. If students only memorized the Quran without understanding its meaning, then they would not be able to gain new vocabulary.

In addition, students used diverse strategies to memorize vocabulary. As stated by G5, in addition to using the usual method, students created songs using new vocabulary as a creative way to increase vocabulary memorization. "If students are creative in learning, they can create songs like *nasyids* that are more interesting" (G5, U112).

From another perspective, G3 stated that students could write the meaning of words in the section of the text (*nusūṣ*) that is rich in various vocabulary. By recording the translation of words in their appropriate context, students could master the vocabulary needed for constructing sentences in essay writing: "Students who are committed to writing translations and master the vocabulary well (in the *nusūṣ* section)

will certainly be able to facilitate the writing process.” (G3, U70). Apart from that, using a dictionary was also one of the ways stated by G7 to help students master Arabic vocabulary well. One of the examples of the dictionaries that could help students use a verb in the context of the past, present and imperative tenses was the Marbawi dictionary. “...Example of the word أرسل - يرسل - يرسل. If from four students do not refer to the dictionary, they will not be able to master the vocabulary well” (G7, U24). According to G2, students could diversify additional learning materials through YouTube and other media to improve their vocabulary mastery independently outside of class. With learning methods through other sources that interest students, they would be able to absorb new vocabulary: “There are students who diligently search for materials on YouTube or watch the news in Arabic. Students like this are actually able to understand and absorb vocabulary well through that exposure” (G2, U78).

The use of *YouTube* not only helps with exposure to new vocabulary but can also introduce practical sentence forms (*uslūb*), which can improve students' language proficiency (Lubis et al., 2022). Students must be creative in diversifying their sources of learning materials to help develop their vocabulary, which can include reading, listening, or watching videos. In addition to *YouTube*, various learning resources can be explored on websites, *Facebook* and *TikTok* to learn the language by searching for news sources, songs, lectures, stories, cartoons, advertisements, posters, and quotes in Arabic. When students are familiar with the information, they can guess the meaning of words that are hard to understand based on the content or headline. The five vocabulary learning strategies that students can use show that these strategies are vital to help students constantly enrich their vocabulary. To ensure that the vocabulary learnt can be reused in an appropriate context, effort, determination, creativity, and interest in the vocabulary learning process are very important.

Teacher's Approach

There are many approaches used by teachers in learning vocabulary at the secondary school level. However, based on the findings, four effective approaches that were found to encourage students to master new vocabulary are focused on interacting using simple Arabic, memorization and *tasmi'* through young teachers, providing pocket dictionaries and encouraging students to look up meanings first. Among the approaches used by three teachers to help students master Arabic vocabulary better was interaction using simple Arabic. The teachers believed that communicating in Arabic with students was necessary either in class or outside the classroom to familiarize them with simple Arabic conversations: “...five minutes before starting the lesson, a *hiwār* (dialogue) activity will be carried out. This means we will get them used to communicating...” (G1, U42). “When meeting students outside the classroom, I try to communicate in Arabic, at least at a basic level” (G2, U76). “In the classroom, teachers need to get students familiarized with using Arabic even if they don't fully understand it. Using the language gradually, such as in daily instructions and repetition of pronunciation, can help students build understanding and the courage to speak” (G5, U114).

Apart from that, some teachers used the memorization and *tasmi'* methods (listening to memorization) with the help of young teachers. These young teachers were appointed among students who were excellent and efficient in memorizing vocabulary. Young teachers helped the *tasmi'* process of memorizing new vocabulary be carried out simultaneously for other students without waiting for their turn through only one teacher:

“We have organized a young teacher program. With these young teachers, the *tasmi*’ process can be carried out simultaneously and is no longer completely dependent on the *ustāzatt* (teacher) alone” (G5, U48). Apart from the young teacher approach, G5 also used the pocket dictionary approach. This approach required students to list the vocabulary that needed to be memorized in a small dictionary based on a specific theme: “To further streamline learning, students are instructed to build their own *mu’jam soghīr* (small dictionary). This step is intended to help them identify and remember important vocabulary based on the theme being studied” (G5, U106). For G3, he encouraged students to look up the meaning of words first. He believed that students' efforts and persistence in finding their own meaning for a text while learning the subject of *nusūs* would help them master new vocabulary and be able to use it again in the future: “I emphasize to them (students) to try and have their initiative first to find the meaning of the text before relying on the teacher as a whole...” (G3, U88).

With a comprehensive approach, students can indirectly learn, add to, and master the vocabulary found in textbooks, exercises, or Arabic conversations. Through the teacher's approach of interacting using simple Arabic, students can see models using the target language being learnt. The instructor can be a good role model to motivate students to use Arabic. From the aspect of cultivating mastery of new vocabulary, the method of memorization and *tasmi*’ periodically with the help of young teachers (excellent friends) can help teachers monitor the development of student mastery more effectively. In addition, using pocket dictionaries can ensure that students record new vocabulary and use it anywhere. Finally, the approach of students looking up the meaning of words first before the teacher's teaching can give students experience exploring the meaning of words according to different sentence contexts, since there are some words in Arabic that can be translated into broad meanings based on different contexts.

KSSM Syllabus

The existing syllabus that uses the KSSM syllabus provides students with the opportunity to learn more vocabulary because the learning process of each theme has specific vocabulary to learn. In addition, the same and gradual arrangement of the student textbook syllabus for each chapter can help retain new vocabulary, starting with learning words (*kalimāt*), followed by structure (*tarkīb*), sentence structure (*jumlatt*) and finally text (*nusūs*): “KSSM students actually have a fairly good command of vocabulary. Based on the syllabus or textbook content, their learning is organized in stages, starting with *kalimāt - mufradāt* (vocabulary), followed by *tarkīb* (structure), and finally to the full text, *nusūs*” (G3, U24). “Based on the syllabus, for each topic, vocabulary (*kalimāt*) teaching is allocated for a week. Teaching begins with listening skills (*mahāratt al-istimā*’), followed by speaking skills (*mahāratt al-kalām*), then writing (*kitābatt*), before moving on to sentence structure (*tarkīb*). This process is repeated through the same skill approach for each level, allowing students to continuously strengthen their mastery” (G3, U26).

The content of learning materials that develop in stages can help students master the learning materials gradually from simple to difficult. Since the KSSM syllabus emphasizes vocabulary and communication aspects, students should be able to take advantage of textbooks to add new vocabulary based on different themes and practice using the new words orally and in writing. Teacher support in teaching language skills in stages can also strengthen students' vocabulary mastery. If students do not make the best

use of the materials and learning processes in the classroom, they will certainly not be able to increase their vocabulary to a better level before moving on to the next year.

Environment

This environmental factor is divided into two, namely peer influence and the influence of activities outside the classroom. The environment of peers who want to interact in Arabic helped students master their vocabulary: "If their friends also want to speak Arabic, it is very helpful" (G2, U70). The environment associated with peers can help with vocabulary absorption. Based on the findings of Salleh et al. (2017), the teacher's approach based on Social Constructivism can encourage cooperation between students through discussion and questioning, in addition to helping the development of students' knowledge and language skills. Peers who also communicate in Arabic can encourage other friends to try to speak the same language. Peer influence is very important because students are easily influenced by the behaviour of friends around them, which creates a sense of togetherness and a tendency to compete.

In addition, activities outside the classroom provided around the school also attracted students' interest and motivation to learn new vocabulary outside the classroom (areas that students often pass through) in a relaxed and more effective way: "...putting a collection of Arabic words on every dining table in the canteen. Therefore, as long as students eat and are in the canteen, they can read and remember the vocabulary indirectly" (G3, U86). "...hanging Arabic words or phrases, such as ماذا تأكلين, on poles near the school cooperative area. Students will pass by these poles if they want to go to the cooperative" (G3, U86). Informal learning activities conducted outside the classroom can foster an immersive Arabic language environment and nurture a continuous learning mindset, irrespective of time or setting. When effectively internalized, this exposure encourages students to capitalize on every opportunity to engage with Arabic vocabulary and expressions in their surroundings. Beginning with isolated words, students can gradually expand their lexical repertoire within thematic contexts. Over time, they may develop an implicit understanding of basic sentence structures by observing and internalizing language used in various school-based expressions.

Arabic Language Program

There were various Arabic language programs organized by schools based on interviews with teachers. However, the programs conducted were less focused on mastering Arabic vocabulary and more focused on other aspects, such as grammar, motivation to learn and examination answering techniques. Arabic language programs that were usually organized by schools, such as Arabic language competitions (morning speech, spelling, and dialogue) helped students master new vocabulary: "...competitions such as *kalimātussabatt*, spelling, and it involves participation from all students. The rationale for this activity is to improve students' vocabulary mastery" (G3, U82). "...we also have *kalimātussabatt* competitions. When students want to remember the text, they have to memorize it so it will help them master their vocabulary as well" (G5, U206, U208, U212). "Encourage students to enter *hiwār* (dialogue) competitions for the school level, which means practicing speaking, because when speaking, they will use vocabulary" (G5, U202).

Despite the efforts, only students who participated in the competitions benefited more in terms of vocabulary mastery. Certain competitions, such as *kalimātussabatt* and *hiwār* were beneficial to other students who listened together by noting down new words to be understood and used in the appropriate context.

CONCLUSION

Through interviews with teachers from four SMKA around Kedah, this study has identified five main factors that can influence the mastery of Arabic vocabulary at the secondary school level. The five main factors are the individual, the teacher's approach, the KSSM syllabus, the environment, and the Arabic language program. The self-factor was found to be very dominant in influencing students' vocabulary mastery compared to other factors. This is because the self-factor will shape a student's thoughts and actions. The main sub-themes contained in the self-factor can also be categorised into internal factors (involving beliefs, interests, and attitudes) and external factors of the individual (use of vocabulary and learning strategies). If the students' thoughts are directed in a positive direction, then their actions will help increase vocabulary mastery. However, if the student's thoughts are directed in a negative direction, then his actions will lead to no effort in the further learning process. In general, interest and motivation are crucial in the learning process because they serve as the primary internal motivators that encourage students to work through their own initiative. In addition, positive beliefs are also internal factors that can increase students' motivation to continue working. Other external factors will support students' efforts to improve the vocabulary absorption process.

This study has provided information to educators that internal factors play a crucial role in the overall learning process. Therefore, teachers need to always take the initiative to motivate students, instill positive beliefs that each student is capable of mastering learning materials and attract students' interest in learning through an interesting approach. If students are interested in learning Arabic, motivated to learn and confident in their abilities, the teaching and learning process will be more enjoyable and easier. At the same time, this study has revealed that teachers need to apply teaching learning strategies occasionally because some students rely on teacher's information and make less effort on their own to add new vocabulary. Since this study was only focused on the views of upper secondary teachers who teach form four at SMKA through interviews, further studies can focus on using different instruments or respondents based on location, type of school, or category of teacher.

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