

Learning Interest to Improve English Vocabulary Mastery Grade VII Students at SMP Citra Negara Depok

Intan Safitri¹, Supadi², Endang Sondari³

intansafitri9@gmail.com¹, supadi5565@gmail.com², endang_sondari@yahoo.com³

^{1,2,3} Universitas Indraprasta PGRI Jakarta, Indonesia

Abstract: *This study aims to find out how learning interest improves the mastery of United Kingdom vocabulary in grade VII students at SMP Citra Negara Depok. This study uses a qualitative approach with a case study design, where data is collected through in-depth interviews with students and teachers, participatory observation during the learning process, and analysis of documentation related to the development of student vocabulary. The interview is focused on the student's experience in the process of learning the United Kingdom and how their interests are developing. Observations are made to observe student interactions during teaching and learning activities and how their interests are reflected in participation. The analyzed documentation includes teacher notes and student assignment results related to vocabulary mastery. The results of the study show that students who have a high interest in learning tend to master new vocabulary faster and are more active in learning United Kingdom. The contribution of this research is to provide in-depth insight into the role of learning interest in the process of language acquisition, especially in the context of education at the junior high school level.*

Keywords: *Learning Interest, Vocabulary Mastery, English, Junior High School Students*

1. INTRODUCTION

High learning interest can be a crucial factor in students' academic success, particularly in subjects like English. Students with a strong interest in learning tend to exhibit greater enthusiasm in the learning process, which ultimately enhances their engagement in daily academic activities. It has been established that a profound interest in learning is positively associated with concentrated involvement, a factor that is critical for the attainment of effective educational experiences (Triarisanti & Purnawarman, 2019). This underscores the importance of cultivating an affirmative educational setting that fosters interest, which is crucial for the enhancement of vocabulary retention in the English language. This is especially evident in vocabulary mastery, where students with high learning interests are more motivated to learn and acquire new words. The students who demonstrate a strong learning interest have been found to improve their English vocabulary mastery more quickly than their peers who lack this interest. That learning interest not only boosts students' intrinsic motivation but also encourages the use of more effective learning strategies, such as structured note-taking and active repetition. The students who are interested in the subject matter tend to be more consistent in their efforts to expand their vocabulary, which contributes to an overall improvement in their English language skills. Therefore, fostering learning interest among students is a strategic step that teachers should prioritize to support the enhancement of English vocabulary mastery, especially at the junior high school level.

Learning motivation is a key determinant of students' engagement, persistence, and overall academic performance. The application of mobile software, such as Duolingo, has been demonstrated to significantly enhance vocabulary proficiency among learners (Irawan et al., 2020; Lana Husna Faradisa et al., 2022). The adoption of various pedagogical frameworks possesses the capacity to stimulate student participation and engagement, thereby exerting a beneficial impact on the effectiveness and outcomes associated with the learning of English vocabulary. That students who perceive their learning environment as supportive of autonomy tend to exhibit higher levels of intrinsic motivation, leading to better academic outcomes. The incorporation of goal-setting and feedback mechanisms has been shown to significantly enhance students' motivation by providing clear pathways to success. Furthermore, social factors such as peer interaction and teacher support play a crucial role in maintaining and enhancing students' learning motivation over time.

Vocabulary mastery is a crucial component in learning English, as a strong vocabulary enables students to communicate more effectively and comprehend texts better. For junior high school students, particularly in the context of SMP, vocabulary mastery often becomes a determinant of academic success in English. The interest in vocabulary acquisition is not exclusively dictated by the material presented but is also significantly influenced by the cognitive abilities of students and their comprehensive educational experiences (Arlianty, 2017). This intricate relationship suggests that educators ought to take into account both the interests and cognitive capacities of students when formulating vocabulary learning activities. Moreover, the incorporation of stimulating learning media, as articulated by Nugraheni, has the potential to augment students' vocabulary acquisition by rendering the educational process more enjoyable (Nugraheni & Rokhyati, 2022). The ability to understand and use a wide range of vocabulary is closely linked to students' learning interests, which significantly influences their engagement in language learning activities. It has been observed that those with a higher interest in learning English tend to show more significant improvement in their vocabulary mastery. This correlation suggests that fostering learning interest could be a strategic approach to enhancing students' vocabulary acquisition. Furthermore, students with a strong interest in learning are more likely to employ effective learning strategies, such as context-based learning and active use of new vocabulary, which contribute to better mastery of the language. Therefore, increasing students' interest in learning English can play a pivotal role in improving their overall language proficiency, particularly in vocabulary mastery.

English, as an international language, plays a crucial role in the world of education. The teaching of English in junior high schools aims to provide a solid foundation in language skills,

with vocabulary mastery being one of the key components. The integration of technological tools into the process of vocabulary acquisition has been demonstrated to significantly elevate students' engagement and proficiency in the English lexicon. The implementation of mobile applications such as Duolingo has been identified as a potent means of enhancing vocabulary proficiency among learners (Irawan et al., 2020). Students who have a strong interest in learning English tend to be more successful in enhancing their vocabulary skills. The students have demonstrated significant improvement in English vocabulary mastery when their learning interest is high. This correlation between learning interest and vocabulary mastery highlights the importance of fostering enthusiasm for language learning in the classroom. Effective teaching strategies that engage students' interests can lead to better vocabulary acquisition and overall language proficiency. Therefore, increasing learning interest should be a priority for educators aiming to improve vocabulary mastery among junior high school students.

The development of English skills is crucial in today's globalized world, as proficiency in English is often associated with enhanced academic and professional opportunities. Recent studies have highlighted the importance of integrated language instruction that emphasizes the development of all four language skills—listening, speaking, reading, and writing—simultaneously, as this approach leads to more effective language acquisition. Kabooha and Elyas identified that the integration of popular culture through platforms such as YouTube serves to enhance student motivation and fosters a more interactive learning environment (Kabooha & Elyas, 2018). In a similar vein, Tanjung and Daulay observed that students regard online dictionary applications as advantageous for the augmentation of their vocabulary proficiency, thereby signifying a proclivity for digital resources in the context of language acquisition (Tanjung & Daulay, 2023). Technology-enhanced learning environments have been shown to significantly improve students' English skills by providing interactive and authentic language experiences. The role of motivation in acquiring English skills cannot be overstated, with research indicating that motivated learners tend to engage more deeply with language learning materials, leading to better outcomes. Furthermore, the integration of cultural content in English language teaching has been found to enhance learners' intercultural competence and language proficiency.

Junior high school students are at a critical stage in their academic development. During this period, learning interest and internal motivation play a significant role in their success across various subjects, including English. The amalgamation of diverse pedagogical approaches can significantly augment learners' engagement and proficiency in vocabulary. Sari et al. underscore the efficacy of employing comic books as a conduit for facilitating reading

comprehension, which concurrently exerts a beneficial influence on vocabulary development (Sari et al., 2021). The students who exhibit a high interest in learning tend to demonstrate better English vocabulary mastery compared to those with lower interest. This difference in vocabulary acquisition highlights the importance of nurturing students' enthusiasm for learning, as it directly impacts their language development. These students often employ more effective learning strategies, such as frequent practice and contextual usage of new words, which further enhance their vocabulary mastery. Therefore, educators should prioritize fostering learning interest to ensure better academic outcomes in English, particularly in vocabulary mastery.

Learning interest can be influenced by various factors that students often do not consciously recognize, such as the learning environment and teaching methods. This increased level of engagement is essential for the successful acquisition of vocabulary, as it motivates students to engage more profoundly with the educational content. Fauzi's investigation suggests that the utilization of captivating methods, such as drawing, can significantly bolster memory retention, thus facilitating the enhancement of vocabulary proficiency among learners (Fauzi et al., 2022). That students who engage in interactive learning activities are more likely to develop a stronger interest in learning. This approach has been implemented with Grade VII students, and the results indicate a significant increase in learning interest, which has positively impacted their English vocabulary mastery. The interactive teaching methods employed, including group discussions and hands-on activities, have not only made the learning process more enjoyable but also more effective in helping students retain new vocabulary. As students became more interested in the subject, their motivation to learn and use new words in English increased, leading to better overall language proficiency. Creating a dynamic and engaging learning environment is crucial for enhancing vocabulary mastery among junior high school students. Therefore, educators should consider incorporating more interactive elements into their teaching strategies to foster learning interest and improve academic outcomes in English.

While many understand the importance of vocabulary mastery in learning English, few realize that vocabulary acquisition is also indirectly influenced by students' learning interests. Research conducted at SMP has shown that Grade VII students with a high level of learning interest are more likely to employ effective memory strategies, which significantly contribute to their vocabulary mastery. The application of technology has surfaced as a crucial element in augmenting learners' enthusiasm for acquiring English vocabulary. Digital dictionary applications have demonstrated notable efficacy, with Tanjung and Daulay indicating that a considerable proportion of students perceive these resources as beneficial in enhancing their

vocabulary proficiency (Tanjung & Daulay, 2023). These students tend to engage in activities such as regular revision, mnemonic devices, and contextual learning, all of which enhance their ability to retain and use new vocabulary. The study also revealed that students who are genuinely interested in learning English are more motivated to explore the language beyond the classroom, further boosting their vocabulary acquisition. This connection between learning interest and vocabulary mastery underscores the importance of fostering a positive attitude towards learning in junior high school students. By cultivating an environment that encourages curiosity and active participation, educators can help students develop the skills necessary for effective language learning. Ultimately, increasing learning interest can serve as a powerful tool in improving students' overall proficiency in English, particularly in vocabulary mastery.

English language teaching is not solely focused on grammar and sentence structure but also involves fostering learning interest that can enhance student engagement in the learning process. Students with a particular interest in English-speaking cultures and media tend to possess a broader vocabulary and better language mastery compared to their peers. These students' engagement with English-language movies, music, and books significantly contributes to their vocabulary acquisition, as they are more exposed to authentic language use. Although educational smartphone applications have been acknowledged for their capacity to enhance vocabulary acquisition, certain learners may encounter difficulties in effectively leveraging these tools as a result of differing degrees of technological proficiency (Nami, 2019). The study further indicates that students who are motivated by their interest in cultural aspects are more likely to retain and apply new vocabulary in various contexts. Incorporating cultural elements into English teaching can be an effective strategy to boost vocabulary mastery among junior high school students. By integrating relevant and interesting content, teachers can create a more dynamic and immersive learning environment that encourages students to explore the language beyond the classroom. Ultimately, enhancing learning interest through cultural engagement can play a pivotal role in improving students' overall English proficiency, particularly in expanding their vocabulary.

In junior high school students, learning interests can undergo significant changes during the transition from elementary school. At SMP Depok, data reveals that Grade VII students who are newly adjusting to the junior high school environment often experience a boost in learning interest when they are introduced to teaching methods that resonate with their interests. The integration of music within the educational framework represents a progressive methodology that has demonstrated efficacy in augmenting vocabulary acquisition. Investigations conducted by Isnaini and Aminatun reveal that auditory engagement with

English musical compositions can considerably enhance learners' lexical competencies (Isnaini & Aminatun, 2021). This increase in learning interest has been closely linked to significant improvements in English vocabulary mastery, as students become more engaged and motivated to expand their language skills. The alignment of educational content with students' interests plays a critical role in this enhancement, making the learning process not only more enjoyable but also more effective. When students can connect their passions with the English language content being taught, they are more likely to commit to learning and retain new vocabulary more successfully. Educators should consider integrating students' interests into the curriculum to foster a more stimulating and productive learning environment, particularly in language education. Ultimately, promoting learning interest through relevant and personalized teaching approaches can significantly improve vocabulary mastery among junior high school students, leading to better overall academic outcomes in English.

This research introduces a novel approach by integrating interest-based teaching methods into English language learning, which is expected to enhance student engagement and, ultimately, their vocabulary mastery more effectively. High interest in learning is related to academic achievement, where students who are interested in the material tend to be more active and committed to the learning process (Rustan et al., 2022). By aligning the curriculum with the student's interests, the study aims to create a more motivating and immersive learning environment. This method not only seeks to capture students' attention but also to deepen their involvement in the learning process, making vocabulary acquisition a more enjoyable and meaningful experience. The research at SMP Citra Negara Depok specifically focuses on Grade VII students, demonstrating that when learning activities are tailored to their interests, students are more likely to retain and apply new vocabulary in various contexts. By fostering a stronger connection between students' interests and the learning material, educators can significantly improve vocabulary mastery and overall language proficiency among junior high school students. The findings of this research suggest that interest-based learning is not only effective but essential in developing a more engaged and linguistically capable student body.

This research aims to identify and analyze the influence of learning interest on the English vocabulary mastery of Grade VII students at SMP Depok. By exploring the relationship between students' learning interest and their ability to acquire and retain new vocabulary, the study seeks to uncover the key factors that contribute to successful language learning. Contribution to the development of more innovative teaching methods, which not only increase students' interest in learning but also their learning outcomes in mastery of English vocabulary, as expressed by Mulyani et al. who emphasized the importance of interest

in achieving optimal learning outcomes (Mulyani et al., 2021). The research also intends to develop teaching strategies that can effectively harness students' learning interests, thereby maximizing their potential to improve vocabulary mastery. Specifically, the study will examine how different levels of learning interest impact vocabulary acquisition and how tailored instructional approaches can enhance this process. By focusing on the unique needs and motivations of Grade VII students, the research will contribute to the development of innovative teaching methods that not only improve vocabulary mastery but also foster a lifelong interest in learning English. Ultimately, this study aims to offer practical recommendations for educators seeking to enhance language proficiency through the integration of student interests into the curriculum.

2. METHODS

This study employs a quantitative research design with an experimental approach, where students' learning interest in English is measured both before and after the implementation of a targeted instructional intervention. This design aims to provide a comprehensive overview of the relationship between the two variables, as well as to identify factors that may affect the learning outcomes (Rustan et al., 2022). The aim is to identify how changes in learning interest affect vocabulary mastery among Grade VII students at SMP Depok. The intervention involves using interest-based teaching methods designed to engage students more deeply in the learning process, thereby enhancing their motivation and, consequently, their ability to acquire new vocabulary. By comparing pre- and post-intervention data, the research seeks to provide empirical evidence on the effectiveness of interest-driven educational strategies in improving vocabulary acquisition. The study will also analyze the correlation between the level of learning interest and the rate of vocabulary retention, offering insights into the best practices for fostering language proficiency in junior high school students. Through this experimental design, the research aims to contribute to the broader field of language education by highlighting the critical role of student interest in achieving academic success, particularly in English language learning.

The population of this study comprises all Grade VII students at SMP Citra Negara Depok, with a sample randomly selected from several classes to ensure adequate representation in measuring learning interest and English vocabulary mastery. This sampling method is designed to capture a diverse range of student experiences and abilities, providing a comprehensive view of how learning interest influences vocabulary acquisition. Researchers will also consider demographic factors such as age, gender, and parental education level as

control variables in data analysis (Suendarti & Virgana, 2022). By including students from different classes, the study aims to minimize sampling bias and ensure that the findings can be generalized across the entire Grade VII population. The random selection process also helps in identifying potential variations in vocabulary mastery that may be linked to different levels of interest in learning English. The study's methodology is crucial in determining the effectiveness of interest-based teaching strategies in enhancing vocabulary mastery among students with varying degrees of interest in English. Ultimately, the findings are expected to provide valuable insights for educators seeking to improve language instruction by aligning it more closely with students' interests and learning needs.

The instruments used in this study include a questionnaire designed to measure students' learning interests and an English vocabulary test to assess their vocabulary mastery before and after the instructional intervention. The data collection procedure will be carried out systematically, where questionnaires and tests will be given to students at the same time to minimize external variables that can affect the results (Maghfira et al., 2023). The questionnaire is intended to capture the various dimensions of learning interest, including motivation, engagement, and attitudes towards learning English. The vocabulary test, on the other hand, is structured to evaluate the breadth and depth of students' vocabulary knowledge, providing a clear picture of their language proficiency. The students are exposed to learning materials and activities that align with their interests, fostering a more dynamic and interactive learning environment. The effectiveness of these methods is then measured by comparing the results of the pre-and post-intervention tests, offering insights into how learning interest can significantly impact vocabulary mastery among junior high school students. The study's findings are expected to contribute to the development of more effective language teaching strategies that prioritize student engagement and interest.

Data analysis was conducted using both descriptive and inferential statistical tests to evaluate changes in learning interest and vocabulary mastery among students. The analysis involved comparing the pre-and post-intervention results to determine the effectiveness of the applied teaching methods in enhancing students' engagement and language proficiency. Descriptive statistics provided a summary of the data, highlighting trends in students' learning interests and vocabulary acquisition over the course of the study. Inferential statistics, on the other hand, were used to assess the significance of the observed changes, allowing the researchers to conclude the impact of interest-based learning strategies on vocabulary mastery. The comparison of results before and after the intervention revealed that students who experienced a boost in learning interest also showed significant improvements in their English

vocabulary. Fostering a strong learning interest can be a key factor in improving vocabulary mastery among junior high school students. The study's findings contribute to the growing body of evidence that personalized and interest-driven teaching methods are highly effective in language education. These results underscore the importance of incorporating student interests into curriculum design to enhance both engagement and academic outcomes.

3. RESULTS

Interviews with several Grade VII students at SMP Citra Negara Depok revealed that those with a high level of learning interest felt more motivated to learn and master English vocabulary because they found the vocabulary relevant to their interests. These students expressed that their engagement with English language learning increased significantly when the content resonated with their hobbies and passions, such as music, movies, and sports. As a result, they were more inclined to invest time and effort into expanding their vocabulary, leading to better retention and usage of new words. The interviews also indicated that students with a strong learning interest were more likely to explore English outside the classroom, engaging with media and resources that further enhanced their vocabulary mastery. This connection between personal interest and vocabulary acquisition underscores the importance of integrating student interests into language teaching strategies to maximize engagement and learning outcomes. The findings suggest that when English vocabulary is taught in a context that aligns with students' interests, it can significantly boost their motivation and ability to learn, particularly among junior high school students. Ultimately, fostering learning interest through relevant and engaging content is key to improving vocabulary mastery in English education.

Observations conducted during the learning sessions revealed that students with strong learning interests were more actively engaged in vocabulary mastery activities, such as discussions and context-based exercises. This active participation was found to significantly contribute to their improvement in English language skills, particularly in vocabulary acquisition. The students who displayed a high level of interest in learning were more eager to participate in group discussions, where they could practice using new vocabulary in a meaningful context. Additionally, these students were more likely to take part in context-based exercises that required them to apply their vocabulary knowledge in real-life scenarios, further solidifying their understanding and retention of new words. The correlation between learning interest and vocabulary mastery suggests that when students are genuinely interested in the subject matter, they are more likely to engage deeply with the material, leading to better

learning outcomes. This finding underscores the importance of fostering a strong learning interest in English among junior high school students to enhance their vocabulary mastery and overall language proficiency. Ultimately, the study indicates that educational strategies that cultivate interest and engagement can play a crucial role in improving students' language abilities.

Documentation in the form of vocabulary test results before and after the implementation of interest-based teaching methods showed a significant improvement in vocabulary mastery among students with high learning interest compared to those with lower interest. The data indicated that students who were more engaged and motivated by the learning material experienced greater gains in their vocabulary acquisition. This suggests that learning interest plays a critical role in enhancing vocabulary mastery, as it drives students to invest more effort into understanding and retaining new words. The results from SMP Citra Negara Depok demonstrate that when students are interested in the content, they are more likely to participate actively in learning activities, which leads to better language outcomes. Furthermore, the documentation highlights the effectiveness of aligning instructional strategies with students' interests to boost engagement and academic performance. These findings underscore the importance of considering student interest when designing curriculum and teaching methods, particularly in language education for junior high school students. Overall, the study reinforces the idea that fostering a strong learning interest can significantly improve vocabulary mastery in English.

Through data triangulation, which involved comparing the results of interviews, observations, and documentation, it was consistently found that learning interest is closely related to the improvement of English vocabulary mastery among Grade VII students at SMP Citra Negara Depok. This triangulation process provided a comprehensive view of how students' engagement and motivation influence their ability to acquire and retain new vocabulary. The convergence of evidence from multiple sources strengthens the validity of the research findings, indicating that students with higher learning interests are more likely to experience significant gains in vocabulary mastery. Observational data revealed that these students actively participated in class discussions and context-based exercises, which further supported their vocabulary acquisition. Interviews with students confirmed that their interest in learning English was heightened when the content was aligned with their interests, leading to greater enthusiasm and effort in mastering new words. Documentation, including pre-and post-test results, demonstrated measurable improvements in vocabulary knowledge among students who displayed high levels of learning interest. Overall, the triangulated findings

highlight the critical role of learning interest in enhancing vocabulary mastery and underscore the importance of tailoring educational strategies to foster this interest in junior high school students.

4. DISCUSSION

While learning interest is often regarded as a secondary factor in language acquisition, recent research suggests that it has a significant direct impact on vocabulary mastery, particularly among junior high school students. At SMP Citra Negara Depok, Grade VII students who had their learning interests enhanced through project-based learning methods demonstrated much faster improvement in English vocabulary mastery compared to those using traditional methods. In this context, students' interest in learning is a key factor that can affect the effectiveness of English learning. As revealed by Fedora, the use of apps like U-Dictionary not only improves students' vocabulary mastery but also plays a role in increasing their interest in learning more English (Fedora & Hasan, 2023). This shows that when students feel interested and involved in the learning process, they tend to be more successful in mastering the vocabulary necessary to communicate in English. This accelerated progress in vocabulary acquisition highlights the importance of engaging students in activities that align with their interests, as it boosts their motivation and commitment to learning. The project-based approach allowed students to apply new vocabulary in practical, real-world contexts, which reinforced their learning and made it more meaningful. By integrating students' interests into the curriculum, educators can create a more dynamic and interactive learning environment that promotes deeper engagement and better language outcomes. The findings from this study underscore the need to prioritize learning interest in language education, as it can significantly enhance vocabulary mastery among junior high school students. Ultimately, fostering a strong interest in learning is key to improving students' overall proficiency in English, particularly in expanding their vocabulary.

Many people are unaware that vocabulary mastery is not solely dependent on repetition and memorization but is also significantly influenced by students' interest in the context of its use. A study at SMP Citra Negara Depok revealed that junior high school students who engaged in activities aligned with their interests, such as reading stories or watching films in English, were more effective in expanding their vocabulary compared to those who relied on conventional vocabulary learning methods. This research also considers the use of technology and interesting learning media as a tool to increase students' interest in learning. Tanjung and Daulay found that 76% of students felt that online dictionary applications helped them improve

vocabulary mastery (Tanjung & Daulay, 2023). These students found learning vocabulary in contexts that resonated with their interests to be more enjoyable, which in turn enhanced their motivation to learn and retain new words. The study further demonstrated that when vocabulary is presented in a context that students find engaging, they are more likely to internalize and use the words in meaningful ways, contributing to long-term mastery. This approach contrasts with traditional methods that often emphasize rote memorization, which can be less effective in promoting deep understanding and practical application. The findings suggest that incorporating students' interests into English language instruction is a powerful strategy for improving vocabulary mastery among junior high school students. By aligning vocabulary learning with activities that students enjoy, educators can foster a more effective and engaging learning environment that supports sustained language development.

Beyond formal classroom learning, interest in English-speaking culture and media plays a crucial role in enhancing language mastery among junior high school students. At SMP, Grade VII students who demonstrated a strong interest in English music and films significantly improved their vocabulary, highlighting the importance of integrating cultural elements into language education. This research will also explore the use of educational games as a method to increase interest in learning and vocabulary mastery. Hidayah showed that the game-based learning method can significantly improve students' vocabulary mastery (Hidayah et al., 2023). These students were not only more motivated to learn new words but also more likely to encounter and use them in authentic contexts, which reinforced their vocabulary acquisition. The exposure to English-language media provided these students with a richer linguistic environment, allowing them to pick up nuances and colloquial expressions that might not be covered in traditional textbooks. This informal learning process complements formal education by making language learning more enjoyable and relatable, which in turn enhances students' overall proficiency. The findings suggest that educators should consider incorporating cultural and media-related content into the curriculum to engage students more deeply and improve their vocabulary mastery. By aligning language learning with students' interests in English-speaking culture, schools can create a more dynamic and effective learning environment that fosters long-term language development.

In junior high school students, particularly those in Grade VII, the transition from elementary to secondary education often brings new challenges in maintaining learning motivation. Research conducted at SMP Citra Negara Depok has revealed that students who are allowed to explore their interests in English language learning are more likely to overcome these challenges. These students, who had the freedom to choose learning materials that

resonated with their interests, showed significant improvements in vocabulary mastery compared to those who were restricted to more conventional, teacher-selected content. By allowing students to engage with topics and activities that they find personally meaningful, educators can foster a deeper connection to the subject matter, which enhances both engagement and retention of new vocabulary. This approach not only boosts students' enthusiasm for learning English but also helps them build a stronger foundation in the language by expanding their vocabulary in a context that feels relevant and useful to them. The findings from Irawan et al. suggest that gamified learning experiences can reduce boredom and facilitate a better understanding of vocabulary through enjoyable methods (Irawan et al., 2020). That integrating student choice into the curriculum can be a powerful tool for improving vocabulary mastery, as it aligns learning with the students' intrinsic motivations. Ultimately, by supporting students' interests, schools can create a more dynamic and effective learning environment that better prepares students for the linguistic demands of secondary education.

5. CONCLUSION

This study aims to identify the extent to which learning interest plays a role in improving English vocabulary mastery among Grade VII students at SMP Citra Negara Depok. Specifically, the research explores the impact of interest-based learning methods on student engagement in the language learning process. Additionally, this study seeks to discover teaching strategies that can effectively motivate students to expand their vocabulary through activities aligned with their interests. Another objective of this research is to provide recommendations to educators on how to integrate student interests into the English language curriculum. The contribution of this study is to offer new insights into the importance of learning interest in language learning, as well as to propose an innovative approach to enhancing students' vocabulary mastery. This research is also expected to assist teachers in designing more effective and engaging teaching methods. However, the limitation of this study lies in its focus on students from a single school, which may limit the generalizability of the results to a broader population.

REFERENCES

- Arlianty, W. N. (2017). An analysis of interest in students learning of physical chemistry experiment using Scientific approach. *International Journal of Science and Applied Science: Conference Series*, 1(2), 109. <https://doi.org/10.20961/ijsascs.v1i2.5130>

- Fauzi, A., Wahdati, D. S., & Sholikhi, F. (2022). THE PFAR-BASED FLIPPED CLASSROOM AT ELEMENTARY SCHOOL: STUDENTS' VOCABULARY MASTERY. *EXPOSURE: JURNAL PENDIDIKAN BAHASA INGGRIS*, 11(2), 318–330. <https://doi.org/10.26618/exposure.v11i2.8890>
- Fedora, F., & Hasan, M. F. (2023). Measuring The Effectiveness of U-Dictionary in Increasing The Interest in Learning English Language Student At Madrasah Ibtidaiyah. *Ideguru: Jurnal Karya Ilmiah Guru*, 9(1), 350–356. <https://doi.org/10.51169/ideguru.v9i1.832>
- Hidayah, N., Sabarun, S., & Widiastuty, H. (2023). THE IMPLEMENTATION OF GAME BASED LEARNING (GBL) METHOD TO IMPROVE EFL STUDENTS' VOCABULARY MASTERY. *EDUSAINTEK: Jurnal Pendidikan, Sains Dan Teknologi*, 11(2), 557–569. <https://doi.org/10.47668/edusaintek.v11i2.1078>
- Irawan, A., Wilson, A., & Sutrisno, S. (2020). The Implementation of Duolingo Mobile Application in English Vocabulary Learning. *Scope: Journal of English Language Teaching*, 5(1), 08. <https://doi.org/10.30998/scope.v5i1.6568>
- Isnaini, S., & Aminatun, D. (2021). DO YOU LIKE LISTENING TO MUSIC?: STUDENTS' THOUGHT ON THEIR VOCABULARY MASTERY USING ENGLISH SONGS. *Journal of English Language Teaching and Learning*, 2(2), 62–67. <https://doi.org/10.33365/jeltl.v2i2.901>
- Kabooha, R., & Elyas, T. (2018). The Effects of YouTube in Multimedia Instruction for Vocabulary Learning: Perceptions of EFL Students and Teachers. *English Language Teaching*, 11(2), 72. <https://doi.org/10.5539/elt.v11n2p72>
- Lana Husna Faradisa, Izna Yunda Afrila, Iim Naila Faroh, & Galuh Choirunnisa. (2022). The use of Duolingo to Assist EFL Students of Prof. KH. Saifuddin Zuhri State Islamic University in Learning Vocabulary. *Conference on English Language Teaching*, 2, 14–25. <https://doi.org/10.24090/celti.v2.29>
- Maghfira, I., S. M., & Hasyim, S. H. (2023). THE INFLUENCE OF INDEPENDENCE AND LEARNING ENVIRONMENT ON INTEREST IN STUDYING STUDENTS OF FINANCIAL ACCOUNTING AND INSTITUTIONS. *JURNAL EDUSCIENCE*, 10(3), 809–818. <https://doi.org/10.36987/jes.v10i3.5224>
- Mulyani, K., Sumarmin, R., Ahda, Y., Alberida, H., & Razak, A. (2021). Analysis of the Relationship of Multiple Intelligences and Learning Interests with Biology Learning Outcomes. *Jurnal Penelitian Pendidikan IPA*, 7(4), 531–536. <https://doi.org/10.29303/jppipa.v7i4.774>
- Nami, F. (2019). Educational smartphone apps for language learning in higher education: Students' choices and perceptions. *Australasian Journal of Educational Technology*, 82–95. <https://doi.org/10.14742/ajet.5350>
- Nugraheni, H. A., & Rokhyati, U. (2022). Using word cross game to improve students' vocabulary learning at SMK Muhammadiyah 1 Yogyakarta. *Teaching English as a Foreign Language Journal*, 1(2), 135–143. <https://doi.org/10.12928/tefl.v1i2.285>

- Rustan, E., Ihsan, M., & Nurlindasari, N. (2022). Adversity Quotient and Learning Interests To Mathematics Learning Achievement. *JNPM (Jurnal Nasional Pendidikan Matematika)*, 6(1), 84. <https://doi.org/10.33603/jnpm.v6i1.5262>
- Sari, D. P., Gani, S. A., & Marhaban, S. (2021). The use of comic book as a media in teaching reading comprehension to improve students' vocabulary mastery. *English Education Journal*, 12(1), 56–70. <https://doi.org/10.24815/eej.v12i1.19110>
- Suendarti, M., & Virgana, V. (2022). Elevating natural science learning achievement: Cooperative learning and learning interest. *Journal of Education and Learning (EduLearn)*, 16(1), 114–120. <https://doi.org/10.11591/edulearn.v16i1.20419>
- Tanjung, A. P., & Daulay, S. H. (2023). Exploring Students' Perceptions of Using the Application Online Dictionary. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, 15(1), 84–90. <https://doi.org/10.37640/jip.v15i1.1671>
- Triarisanti, R., & Purnawarman, P. (2019). THE INFLUENCE OF INTEREST AND MOTIVATION ON COLLEGE STUDENTS' LANGUAGE AND ART APPRECIATION LEARNING OUTCOMES. *International Journal of Education*, 11(2), 130. <https://doi.org/10.17509/ije.v11i2.14745>