

## THE EFFECT OF FACE TO FACE LEARNING AND MOTIVATION ON EFL LEARNERS VOCABULARY

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**Abstract:** *This study aims to determine the effect of face-to-face learning and motivation on EFL learners vocabulary. The study uses a quantitative approach with a survey method. The population of this study was all eighth-grade students at State Junior High School 1 and State Junior High School 2 Pasawahan in the 2024/2025 academic year. The sample consisted of 164 students obtained through random sampling using the Slovin formula at a 5% error rate. Data analysis was conducted using multiple regression analysis with SPSS version 20. The results showed that face-to-face learning had a positive and significant effect on vocabulary mastery (regression coefficient = 0.318;  $p < 0.05$ ) and motivation also had a positive and significant effect (regression coefficient = 0.575;  $p < 0.05$ ). Simultaneously, face-to-face learning and motivation significantly influenced students' vocabulary mastery with a contribution of 43.8% ( $R^2 = 0.438$ ). These findings indicate that a combination of structured face-to-face learning strategies and increased learning motivation can effectively improve EFL students' vocabulary mastery*

**Keywords:** face-to-face learning, motivation, vocabulary, EFL learners, quantitative research.

## INTRODUCTION

The English language originated in Great Britain and is commonly used as a system of communication with other countries to conduct cooperative transactions, whether in the fields of politics, business, ecosystems, law, socio-culture, economics, or defense and security. Approximately 60 sovereign countries also use it as their official language. In general, the global community, including Indonesia, has realized the importance of English language proficiency for effective communication around the world. According to (Rasendria, 2021), Indonesian children must be able to use English as members of the global community.

Vocabulary is the most basic thing in the process of learning English, teachers and students when speaking English sometimes they lack vocabulary. Vocabulary itself is needed to express the thoughts and opinions of every human being. Vocabulary is a collection of lexical units of a language that someone has mastered or is learning, especially students in language learning. by (Ambarwati & Mandasari, 2020). That is, vocabulary is a word or group of words that students must master in order to understand and understand that each word has its own meaning and meaning. Listening, speaking, reading, and writing are components of language learning that include vocabulary mastery, which is considered an important requirement for developing language skills.

English teachers have a very important role in creating learning that is liked and interesting to students and helping them learn vocabulary, because vocabulary is the main provision for students to communicate fluently. In this rapidly growing era of globalization, students really need teachers to actively participate in the learning process. Creating a more active and productive classroom is a necessary effort. According to (Norhasanah et al., 2022), many students prefer face-to-face learning because it provides richer interactions and facilitates meaningful communication. When teachers and students are in one place and interacting simultaneously, direct learning occurs. This usually occurs in a classroom. This direct interaction allows deeper communication between teachers and students through various activities, such as group discussions, question and answer, and direct explanation of the material. According to (Pratiwi et al., 2024), interactive vocabulary teaching involving discussions, games, and think-pair-share methods encourages active student involvement and deepens vocabulary understanding. The teacher can give feedback, provide clarification, or change the learning approach according to the students' needs by looking at their body language, facial expressions, and responses during the lesson.

Face to face learning also makes the learning environment more interactive. Students learn social and emotional skills, collaborate in groups and learn alongside peers through this model. Additionally, a study by (Kamei & Harriott, 2020) Students who are accustomed to face-to-face interaction tend to feel less isolated than students who learn completely virtually. The immediate availability of learning tools, such as whiteboards, labs and other physical learning media, is an added advantage. According to (Kurniawan et al., 2023) post-pandemic infrastructure analysis, the availability of classrooms, learning resources, and scheduling significantly impact the effectiveness and smoothness of the learning process. Students who study English as a foreign language are greatly influenced by motivation, especially in terms of vocabulary mastery. EFL learners face problems in learning vocabulary because they do not have enough motivation. by (Okkan & Aydın, 2020). Motivation encourages students to actively participate in language learning, encouraging them to acquire new vocabulary, understand its meaning, and use it in appropriate contexts.

The two categories of motivation are intrinsic and extrinsic. The first comes from personal interest and happiness, such as a genuine love for learning English or a desire to better understand British culture and media. The second comes from external sources, such as improved grades, advancement in career or better social recognition. Research by (Ibrahim & Mahamat, 2024) The results showed that students with intrinsic and integrative motivation performed better on vocabulary tests than students with extrinsic motivation. Both types of motivation can positively affect students' persistence and effort, creating a great vocabulary learning environment. It is known that intrinsic motivation or personal satisfaction and extrinsic motivation both play an important role in encouraging junior high school students in Indonesia to learn English by (Hasanudin et al., 2024). According to (Rizky Setiawan & Wiedarti, 2020) Educators should support the use of learning media that can foster students' interest in learning and help them enrich their English vocabulary. Low motivation, on the other hand, can lead to low engagement and lower exposure to vocabulary-rich materials.

Teachers and educators can increase student motivation by creating an engaging and supportive classroom environment.

Furthermore, many previous scientific studies are almost in line with the research studied by the researcher, namely on the effect of face to face learning and motivation on EFL Learners Vocabulary, using a quantitative approach and survey method. Previous research conducted by (Aslan & Tütüniş, 2024) examined the effect of blended learning-based mobile learning on improving the vocabulary of EFL students, revealing that there was an increase in the vocabulary of EFL students in mobile learning-based learning because it was easier to remember, faster, and more enjoyable. In addition, research conducted by (Hasram et al., 2021) examined the effect of using Word Wall (WOW) learning on elementary school students' vocabulary mastery. The results showed an increase in student satisfaction, attention, and relevance after the intervention, as well as an increase in vocabulary scores. There is also previous research that is still relevant to this study, written by (Abin & Andas, 2022), namely the effect of the independent learning model supported by the Duolingo application on improving students' vocabulary. The results of the study show that this method successfully improved students' vocabulary skills significantly.

## RESEARCH METHOD

This study uses a quantitative approach with a survey method. According to (Creswell & David Creswell, 2018) The quantitative approach consists of a number of constructs or interrelated variables, which are arranged in the form of propositions or hypotheses to explain how these variables interact with each other. The method used is a survey, where researchers go directly to the location using a field research approach to obtain clear and accountable results. Strengthened according to (Creswell & David Creswell, 2018) Survey methods are used in research to determine trends, perspectives, or beliefs of a population through examining a representative sample. This study will be conducted in public schools located in Pasawahan sub-district, Kuningan district, namely SMP Negeri 1 and SMP Negeri 2 Pasawahan in the 2024/2025 academic year. The class to be studied is class VIII. The object of this study is all eighth-grade students, with a total of 279 students in both schools. To facilitate data collection, the population must be limited by taking samples. According to (Gay et al., 2012), as part of the research, several people were selected to represent a broader population. Using the Slovin formula and a margin of error of 5%, a random sample of 164 students was selected.

Data collection was conducted over a period of two weeks, from Friday, March 7, 2025, to Saturday, March 22, 2025. During data collection, the researcher used instruments in the form of questionnaires and tests. The questionnaire instrument used was a Likert scale. On a Likert scale, respondents are asked to determine their level of agreement with several statements, ranging from strongly agree, agree, undecided, disagree, to strongly disagree by (Gay et al., 2012). The Likert scale was applied in the research questionnaire to measure face-to-face learning, motivation, and students' vocabulary. In addition, the researcher also used tests to determine students' vocabulary skills.

The data collection technique used to obtain data on face-to-face learning and motivation as well as student vocabulary variables was to ask respondents to answer a questionnaire prepared by the researcher. Respondents' answers were scored based on

assessment rules. The data collection technique for testing students' vocabulary skills was to ask respondents to answer test questions after completing the questionnaire. Each statement presented must be answered according to the Guttman scale from (Gay et al., 2012). The researcher will determine that each question on the vocabulary test will be given a score of 1 point if the answer is correct and 0 points if the answer is incorrect.

For each variable in this descriptive statistical analysis, the data techniques used will be in the form of distribution tables, graphs, and histograms. In addition, the researcher will examine each variable and analyze the mean, median, mode, standard deviation, variance, skewness, kurtosis, range, minimum, and maximum values. After that, the researcher continued testing with further tests including normality testing, linearity testing, multicollinearity testing, heteroscedasticity testing, and finally multiple linearity testing. The hypothesis used is a statistical hypothesis. In statistics, a hypothesis is a term that refers to an assumption made to study the properties of population parameters through sample data analysis. Hypothesis testing is the basis for evaluating the influence between the variables being studied.

## **RESULT AND DISCUSSION**

The research results generated from the data analysis process using the SPSS 20.0 program. To achieve the research objectives and test the proposed hypotheses, the data were classified and interpreted logically, descriptive statistical analysis was used to deepen understanding of the results. This section presents data using descriptive statistics, including the mean, median, mode, standard deviation, variance, skewness, kurtosis, range, minimum, and maximum. The results obtained were analyzed and interpreted. Statistical tests were carefully conducted to assess the extent to which the data supported the proposed hypothesis.

**Table 1.**  
The Data Description Result

| Statistics             |         | Face to face<br>learning | Motivation | Vocabulary |
|------------------------|---------|--------------------------|------------|------------|
| N                      | Valid   | 164                      | 164        | 164        |
|                        | Missing | 0                        | 0          | 0          |
| Mean                   |         | 21.4268                  | 21.4268    | 19.9512    |
| Std. Error of Mean     |         | .20742                   | .19304     | .24705     |
| Median                 |         | 22.0000                  | 22.0000    | 20.0000    |
| Mode                   |         | 20.00                    | 20.00      | 20.00      |
| Std. Deviation         |         | 2.65631                  | 2.47208    | 3.16384    |
| Variance               |         | 7.056                    | 6.111      | 10.010     |
| Skewness               |         | -.803                    | -.701      | -1.022     |
| Std. Error of Skewness |         | .190                     | .190       | .190       |
| Kurtosis               |         | 1.049                    | .854       | 2.683      |
| Std. Error of Kurtosis |         | .377                     | .377       | .377       |
| Range                  |         | 14.00                    | 13.00      | 20.00      |
| Minimum                |         | 11.00                    | 12.00      | 5.00       |
| Maximum                |         | 25.00                    | 25.00      | 25.00      |
| Sum                    |         | 3514.00                  | 3514.00    | 3272.00    |

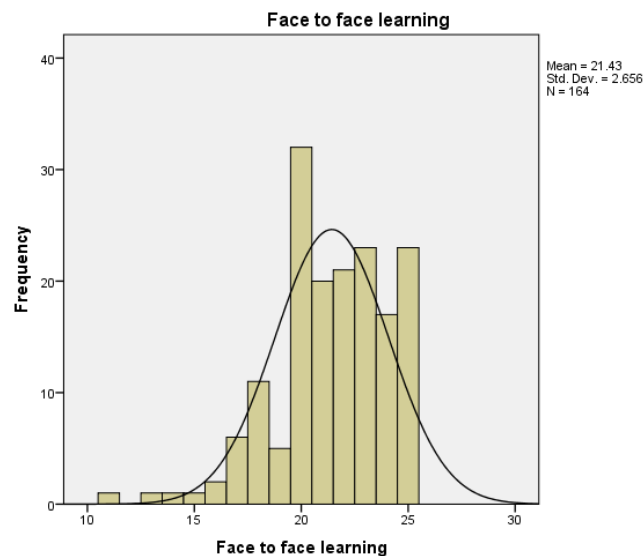
### 1. The data analysis of face to face learning variable (X1)

Based on the results of descriptive analysis, the face-to-face learning variable showed an average (mean) value of 21.43, a median of 22.00, and a mode of 20.00. The minimum value of 11.00 and the maximum score of 25.00 indicate that respondents' perceptions of face-to-face learning were in a fairly high range. The average value, which is close to the maximum, shows that most respondents have a positive view of face-to-face learning activities. Respondents' assessments are relatively uniform and do not show significant differences between individuals, according to the standard deviation value of 2.66, which indicates that the level of data dispersion is quite low.

In addition, a skewness value of -0.803 indicates that the data distribution is skewed to the left, which shows that more respondents rated face-to-face learning as very good compared to those with low skewness values. This shows that face-to-face learning is considered by most participants to be a good and effective experience. On the other hand, the kurtosis value of 1.049 indicates that the data distribution is somewhat pointed, or leptokurtic, and most scores are concentrated around the mean value. Therefore, it can be concluded that respondents generally perceive face-to-face learning as positive, effective, and consistent.

To find out more, we can look at the range of data for face-to-face learning in the table below. This table shows the frequency of high and low face-to-face learning.

**Diagram 1**  
Histogram of face to face learning variables



Overall, this graph shows that the distribution of face-to-face learning scores is quite concentrated in the range of 18 to 25, which means that most respondents give moderate to high ratings to the face-to-face learning experience. By looking at the histogram, it is clear that the data distribution tends to follow a normal pattern.

## 2. The data analysis of motivation variable (X2)

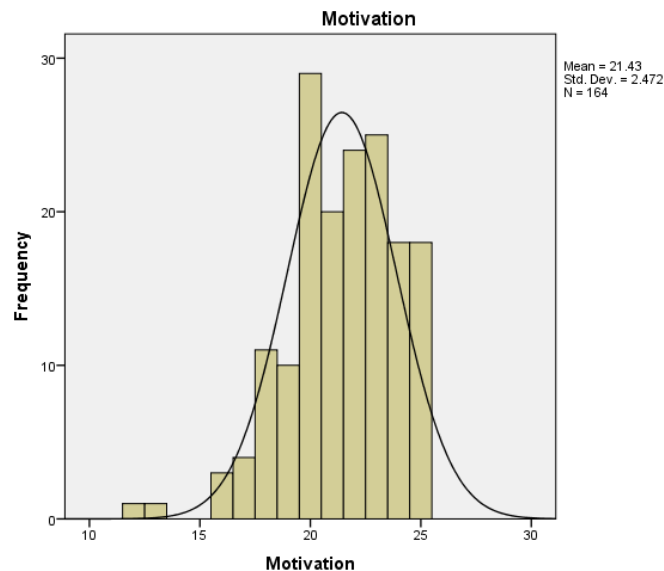
The descriptive analysis shows that the motivation variable has a mean value of 21.43, a median of 22.00, and a mode of 20.00. The minimum value of 12.00 and maximum score of 25.00 indicate that most respondents have a strong motivation to learn and actively participate in learning activities. This shows that respondents are generally positive about the learning process.

The variation among respondents was quite small, according to a standard deviation value of 2.47. In other words, the respondents' levels of learning motivation tended to be uniform, so it can be concluded that the differences in learning motivation were not very significant. This consequence suggests that most respondents may consider the factors that influence motivation, such as the learning environment, teaching methods, and teacher support, to be almost identical.

In addition, a skewness value of -0.701 indicates a left-skewed data distribution, which shows that most participants have a high level of motivation. On the other hand, the kurtosis value of 0.854 indicates a slightly pointed, or leptokurtic, data distribution, which shows that most scores are concentrated around the mean value. Thus, these results support the finding that students have high and consistent learning motivation, as demonstrated by their enthusiasm and strong commitment to participating in learning activities.

Next, to understand this, we can describe the range of motivation variable data through the table below. Based on this table, we can see a description of high and low motivation frequencies.

**Diagram 2**  
Histogram of motivation variables



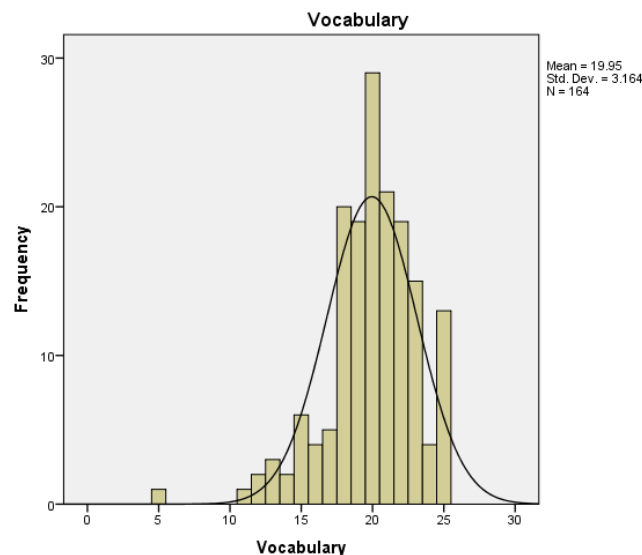
The histogram of the frequency distribution of motivation collected from 164 students shows that most students have learning motivation scores between 19 and 25 points, with an average of 21.43 and a standard deviation of 2.47, indicating that student motivation levels are high and relatively uniform. Thus, it can be concluded that the motivation scores in this study are normally distributed.

### 3. The data analysis of vocabulary variable (X2)

According to researchers, the results of descriptive analysis of vocabulary variables show that participants' vocabulary skills are in the moderate to high category. The mean value of 19.95, median of 20.00, and mode of 20.00 indicate this. There is also a minimum value range of 5.00 and a maximum of 25.00. The average vocabulary score is slightly lower than the two previous variables, indicating that most participants have fairly good vocabulary mastery and are around the average score. This shows that participants' vocabulary mastery can still be improved through more effective learning.

In addition, compared to the variables of face-to-face learning and motivation, the standard deviation value of 3.16 shows greater variation in students' vocabulary abilities than the variables of face-to-face learning and motivation. This indicates that students' perceptions of vocabulary learning through face-to-face learning and motivation vary considerably. The skewness value of -1.022 indicates a left-skewed data distribution, showing that most participants have high vocabulary scores. Meanwhile, the kurtosis value of 2.683 indicates a sharp, or leptokurtic, distribution, suggesting that most values cluster around the mean. Overall, these results indicate that although participants vary in vocabulary ability, personalized learning methods supported by learning motivation can improve students' positive perceptions and vocabulary learning outcomes.

**Diagram 3**  
Histogram of vocabulary variables



The frequency distribution histogram of motivation collected from 164 students shows that most students have the highest vocabulary scores of 18 to 25 points, with an average of 19.95 and a standard deviation of 3.16, indicating that students' vocabulary levels are moderate and varied. Thus, it can be concluded that the vocabulary scores in this study are normally distributed. With a relatively normal distribution of data, researchers can use the data for further analysis.

#### 4. Normality test data analysis

Before conducting further analysis, a normality test was performed to ensure that the residual data had a normal distribution. As this is one of the requirements for parametric analysis, such as linear regression, this normality test is very important. In this study, the Kolmogorov-Smirnov One-Sample Test was used to test normality. The results of the normality test data analysis can be seen in Table 2.

**Table 2.**

Data normality test

**One-Sample Kolmogorov-Smirnov Test**

|                                  |                | Unstandardized Residual |
|----------------------------------|----------------|-------------------------|
| N                                |                | 164                     |
| Normal Parameters <sup>a,b</sup> | Mean           | 0E-7                    |
|                                  | Std. Deviation | 2.37270839              |
|                                  | Absolute       | .071                    |
| Most Extreme Differences         | Positive       | .060                    |
|                                  | Negative       | -.071                   |
| Kolmogorov-Smirnov Z             |                | .910                    |
| Asymp. Sig. (2-tailed)           |                | .379                    |

a. Test distribution is Normal.

b. Calculated from data.

It can be explained that the results of the normality test obtained a value of Asymp. Sig. (2 tailed) of  $0.379 > 0.05$ , thus it can be said that this data is normal. Consequently, the data are suitable for analysis using linear regression, a parametric statistical method.

### 5. Linearity of regression between the effect of variable X1 on Y

The results of the linear regression analysis of the relationship between variable X1 (face-to-face learning) and variable Y (vocabulary) calculated using SPSS 20.0. This can be seen in Table 3 below.

**Tabel 3**

The results of testing the linearity of the regression between variables X1 on Y

**ANOVA Table**

|        |                | Sum of Squares | df  | Mean Square | F      | Sig. |
|--------|----------------|----------------|-----|-------------|--------|------|
| Y * X1 | (Combined)     | 613.113        | 13  | 47.163      | 6.946  | .000 |
|        | Between Groups | 540.462        | 1   | 540.462     | 79.597 | .000 |
|        | Linearity      |                |     |             |        |      |
|        | Deviation      | 72.651         | 12  | 6.054       | .892   | .557 |
|        | Linearity      |                |     |             |        |      |
|        | Within Groups  | 1018.496       | 150 | 6.790       |        |      |
| Total  |                | 1631.610       | 163 |             |        |      |

The above table showed that the score in Sig in line Deviation from Linearity is 0,557 more than 0,05, so H0 is accepted, in other words, that regression line between variable X1 and variable Y is linear.

## 6. Linearity of regression between the effect of variable X2 on Y

The results of the linear regression analysis of the relationship between variable X1 (Motivation) and variable Y (Vocabulary) calculated using SPSS 20.0. This can be seen in Table 4 below.

**Tabel 4**

The results of testing the linearity of the regression between variables X2 on Y

**ANOVA Table**

|                          | Sum of Squares | df  | Mean Square | F       | Sig. |
|--------------------------|----------------|-----|-------------|---------|------|
| (Combined)               | 678.096        | 11  | 61.645      | 9.827   | .000 |
| Between Groups           | 652.836        | 1   | 652.836     | 104.069 | .000 |
| Deviation from Linearity | 25.260         | 10  | 2.526       | .403    | .944 |
| Within Groups            | 953.513        | 152 | 6.273       |         |      |
| Total                    | 1631.610       | 163 |             |         |      |

The above table showed that the score in Sig in line Deviation from Linearity is 0,944 more than 0,05, so H0 is accepted, in other words, that regression line between variable X1 and variable Y is linear.

## 7. Multiple linear regression test data analysis

To test the hypothesis, the formula listed in Chapter III was used. The results of the multiple linear regression analysis of the questionnaire data are presented in Tables 5, 6, and 7 below.

**Table 5**

Results of Multiple Correlation Coefficient Test Calculations Variables X1 and X2 against Y in the questionnaire.

**Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .661 <sup>a</sup> | .438     | .431              | 2.38740                    |

a. Predictors: (Constant), Motivation, Face to face

**Table 6**

Calculation Results of Significance Testing of Regression Coefficients Variables X1 and X2 on Y in the questionnaire.

**ANOVA<sup>a</sup>**

| Model        | Sum of Squares | df  | Mean Square | F      | Sig.              |
|--------------|----------------|-----|-------------|--------|-------------------|
| 1 Regression | 713.961        | 2   | 356.981     | 62.632 | .000 <sup>b</sup> |
| Residual     | 917.648        | 161 | 5.700       |        |                   |
| Total        | 1631.610       | 163 |             |        |                   |

a. Dependent Variable: Vocabulary

b. Predictors: (Constant), Motivation, Face to face

**Table 7**

Calculation Results of Multiple Regression Equations of X1 and X2 Variables on Y in the questionnaire.

**Coefficients<sup>a</sup>**

| Model        | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|--------------|-----------------------------|------------|---------------------------|-------|------|
|              | B                           | Std. Error | Beta                      |       |      |
| 1 (Constant) | .829                        | 1.719      |                           | .482  | .630 |
| Face to face | .318                        | .097       | .267                      | 3.275 | .001 |
| Motivation   | .575                        | .104       | .449                      | 5.517 | .000 |

a. Dependent Variable: Vocabulary

## 8. The combined effect of face-to-face learning(X1) and motivation(X2) on EFL learners vocabulary(Y).

Based on the table 4.12, the Adjusted R Square value of 0.431 indicates that the two independent variables face-to-face learning and motivation together are able to contribute 43.1% of the variation in the dependent variable vocabulary. The adjusted R-squared value, which is calculated based on the number of independent variables included in the regression model, is represented by the adjusted R-squared value. This provides a more precise estimate, especially for models with more than one predictor. In contrast, coefficient of determination value is the R-square value of 0.438 indicates that the regression model is able to explain 43.8% of the variation in students' vocabulary scores. In SEM (Structural Equation Modeling) studies,  $R^2$  values  $\geq 0.50$  are categorized as substantial, around 0.30 – 0.50 as moderate, and  $\leq 0.25$  as weak by (Jian Zhang 2022). It can be concluded that the coefficient of determination or r square value is 43.8% and is included in the moderate category. Additional variables not included in this model account for 56.2% of this variation.

From Table 4.13, it can be stated that there is a significant effect on face-to face learning and motivation together on EFL students' vocabulary. This is evidenced by the sig. value of  $0.000 < 0.05$  and the calculated F value of 62.632. From Table 4.14, the multiple regression equation can be expressed as  $Y = 0.829 + 0.318 (X1) + 0.575$ . This means that an increase in the scores of the face-to-face learning and motivation variables contributes 0.318 by X1 and 0.575 by X2 to the EFL learners vocabulary variable. This shows that both face-to-face learning and motivation contribute positively to EFL (English as a Foreign Language) students' vocabulary skills. Therefore, improving the quality of face-to-face learning and increasing learning motivation simultaneously will contribute significantly to improving EFL learners vocabulary.

#### **9. The effect of face to face learning (X1) on EFL learners vocabulary (Y)**

From Table 4.14, it can be stated that there is a significant effect of face-to face learning on EFL learners' vocabulary. This is evidenced by a sig value of  $0.001 < 0.05$  and a t-value of 3.275. The face-to-face learning variable shows a positive and significant impact on EFL learners' vocabulary. With a regression coefficient of 0.318, it can be concluded that an increase of one unit in face-to-face learning contributes 0.318 units to EFL learners' vocabulary.

#### **10. The effect of motivation (X2) on EFL learners vocabulary (Y)**

From Table 4.14, it can be stated that there is a significant effect of motivation on EFL learners' vocabulary. This is evidenced by a sig value of  $0.000 < 0.05$  and a t-value of 5.517. The independent variable of motivation shows a positive and significant effect on EFL learners' vocabulary. With a regression coefficient of 0.575, it can be concluded that an increase of one unit of face-to-face learning contributes 0.575 to EFL learners' vocabulary.

#### **11. The effect of face-to-face learning on EFL learners' vocabulary**

The results of the study indicate that, in the context of learning English as a Foreign Language (EFL), face-to-face learning has a significant effect on students' vocabulary mastery. With a t-value of 3.275 and a significance of 0.001 ( $p < 0.05$ ), this finding is demonstrated. Vocabulary scores can increase by 0.318 points for every one-unit increase in face-to-face learning, according to the regression coefficient of 0.318. Through communication practice, direct feedback, and contextual use of language, these findings confirm that direct interaction between teachers and students in the classroom environment is essential for improving vocabulary acquisition.

#### **12. The effect of motivation on EFL learners' vocabulary**

With a t-value of 5.517 and significance of 0.000 ( $p < 0.05$ ), the results of partial regression analysis show that motivation (X2) has a significant effect on students' vocabulary mastery in learning English as a Foreign Language (EFL). With a regression coefficient of 0.575, it is possible that students' vocabulary scores can be increased by 0.575 points by increasing motivation by one unit. These results are consistent with second language acquisition theory, which emphasizes that intrinsic and extrinsic motivation are important components of successful language learning. Highly motivated students tend to be more active in paying attention to and using new vocabulary in context, both orally and in writing. Therefore, language teaching strategies should be designed to increase students' desire to learn and to improve their vocabulary acquisition.

### 13. The effect of face-to-face learning X1 and motivation X2 on vocabulary Y together

The results of the F-test analysis show that, with an F value of 62.632 and a significance of 0.000, face-to-face learning and motivation have a significant effect on students' EFL vocabulary mastery simultaneously. The R<sup>2</sup> value of 0.438 indicates that these two variables account for 43.8% of the variance in student understanding. These results show that the interaction between teaching strategies and learning motivation is very important for improving vocabulary mastery. Therefore, language learning strategies must balance pedagogical and psychological elements.

## CONCLUSION

From the overall analysis conducted, it can be concluded that, based on the F test ( $F = 62.632$ ;  $p = 0.000$ ), face-to-face learning and motivation have a positive and significant effect on EFL learners' comprehension achievement. Considering the coefficient of determination value of 0.438, it can be concluded that the combination of the two independent variables studied in this study affects approximately 43.8% of the variation in students' knowledge mastery. Individually, face-to-face learning and motivation both have a significant effect on knowledge acquisition. Face-to-face learning provides direct interaction and contextual feedback, while motivation encourages active student involvement. The combination of the two strengthens language development and emphasizes the importance of a balanced, student-centered teaching approach.

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