

**THE INFLUENCE OF THE ARABIC CURRICULUM ON STUDENTS
MOTIVATION AND PERCEPTION IN ENGLISH LEARNING**



Submitted by:

ABDUL RAHMAN DZULHIJAH SOFYAN

NIM : 148820321031

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGE, SOCIAL AND SPORT
UNIVERSITY OF EDUCATION MUHAMMADIYAH SORONG**

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**THE INFLUENCE OF THE ARABIC CURRICULUM ON STUDENTS
MOTIVATION AND PERCEPTION IN ENGLISH LEARNING**

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By: Abdul Rahman Dzulhijah Sofyan

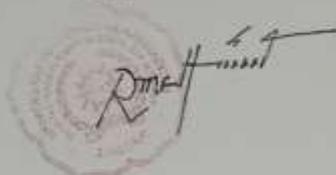
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This thesis was approved by Dean of the Faculty of Education Language, Social and Sport
Muhammadiyah University of Education Sorong

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Dean,



Roni Andri Pramita, M.Pd.

NIDN. 1411129001

Team of Examiners Thesis

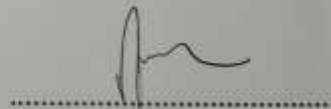
1. Nurteteng, M.Pd.

NIDN: 1418039201



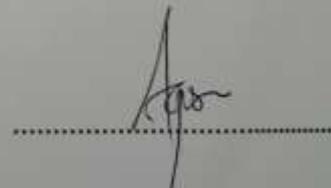
2. Rizqi Claudia Wardani, H., M.Pd.

NIDN: 1404029001



3. Agus Setiawan, M.Pd.

NIDN: 1407029201



DECLARATION AUTHENTICITY

This certify that :

Name : Abdul Rahman Zul Hijah Sofyan

Nim : 148820321031

Title : The Influence Of The Arabic Curriculum On Students Motivation and Perception
In English Learning

As a result of this thesis, I declare that the thesis not a work that has been submitted to obtain and academic degree in a University and in my knowledge there is no literature work that has been written and published by the other-researchers, except in the writing-referenced in the references.

Sorong, Desember 02 2025

The Researchers



Abdul Rahman Z.S

148820321007

MOTTO AND DEDICATION

MOTTO

“Do the best, don’t feel the best”

DEDICATION

I proudly dedicate this thesis especially for:

Myself

My strongest father, Mr. Sofyan

My beautiful mother, Mrs. Sarni Wati

My sister, Lisa Alfian, S.I.Kom

My Younger Brother, Ahmad Abdullah Sofyan

all of my family that I love.

The last, my Almamater Unimuda Sorong

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The researcher realizes that this thesis is not perfect and therefore welcomes any constructive suggestions or corrections for future improvement. It is hoped that this thesis may be beneficial for readers and contribute positively to the field of English education.

Sorong, November 2025
The Researcher

Abdul Rahman Dzulhijah Sofyan
NIM : 148820321031

ABSTRACT

Abdul Rahman Dzulhijah Sofyan/148820321031, 2025. The Influence of the Arabic Curriculum on Students' Motivation and Perception in English Learning in the academy year 2025/2026. Thesis, English Education Department, Faculty of Education Language, Society and Sport, University of Education Muhammadiyah Sorong, November 2025.

The objective of this research is to know the influence of arabic oriented curriculum on students motivation in learning english and explore the students perception in english learning through the arabic oriented curriculum. This study uses a qualitative approach with a case study design. The subjects of this research are 10 male students of Grade 3 TMI at Al-Ghuroba Modern Islamic Boarding School. Data collection was carried out using several techniques, namely interviews, questionnaires, observation, and documentation. The data obtained in this report was analyzed using qualitative descriptive analysis, namely clearly describing the reality related to the problems analyzed based on field data, from which conclusions can ultimately be drawn. The findings show that the students generally demonstrate moderate to high motivation in learning English. They tend to enjoy activities that are interactive and meaningful, particularly vocabulary learning and game-based tasks. These activities help them feel more interested and confident, which aligns with motivational theories suggesting that learners are more engaged when learning feels enjoyable and relevant. At the same time, the study also reveals that students still face notable difficulties, especially in grammar, translation, and sentence construction, indicating the need for more guided and contextualized practice. Students' perceptions regarding the influence of Arabic on their English learning vary from one student to another, showing that the impact of multilingual exposure is not uniform and largely depends on individual learning experiences. Despite these differences, most students recognize the usefulness of English both in classroom activities and school events, and they believe that fluency in English can positively impact their future. Overall, this research concludes that English learning at Al-Ghuroba can be strengthened by maintaining enjoyable and interactive learning strategies, while also providing clearer scaffolding for areas that students find challenging. The insights gained from this research are expected to contribute to better instructional practices and support the development of an English learning environment that is motivating, meaningful, and responsive to students' needs.

Keyword : Arabic Curriculum, Student Motivation, Student Perception, English Learning, Al-Ghuroba Modern Islamic Boarding School.

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CHAPTER I

INTRODUCTION

1.1 Background

In the era of rapid globalization, mastery of foreign languages particularly English has become an essential skill for individuals to compete on the international stage. English functions not only as a global communication tool but also as a gateway to access knowledge, technology, and up-to-date information. Consequently, English language education has been integrated into national curricula in many countries, including Indonesia.

However, the effectiveness of English language learning is not solely dependent on its presence in the curriculum, but also on how the curriculum is implemented and received by students. A well-designed curriculum that takes into account the needs and contexts of learners can significantly increase motivation and foster a positive attitude toward English learning. In contrast, a curriculum that does not align with students' realities may lead to disengagement and hinder the learning process.

Motivation is a critical factor influencing the success of English language learning. Based on the Self-Determination Theory by Deci and Ryan, motivation is categorized into two types: intrinsic and extrinsic. Intrinsic motivation originates from within the individual, driven by interest or a personal desire to master the language. Extrinsic motivation, on the other hand, is influenced by external factors such as academic demands or social expectations. Both types of motivation interact and shape students' learning behaviors (Pratiwi et al., 2023).

In addition, students' perceptions of English learning play a vital role in determining their engagement and achievement. Positive perceptions can increase active participation in the learning process, while negative perceptions may reduce enthusiasm and motivation. Sutarsyah (2017) found that interactive and enjoyable teaching strategies can cultivate positive perceptions and enhance student involvement in English classes.

In the context of modern Islamic education, such as at Al-Ghuroba Modern Islamic Institution, English learning faces distinct challenges. While the institution requires students to master both Arabic and English, the predominant use of Arabic across most subjects often leads students to regard English as a secondary or less important subject. This perception contributes to lower motivation and lack of seriousness in learning English.

To address these issues, educators at Al-Ghuroba have adopted a range of teaching strategies aimed at transforming students' mindsets and boosting their motivation. These include alternating the instructional language between Arabic and English every two weeks, assigning daily vocabulary memorization tasks, and organizing weekly English-speaking activities to encourage practical use of the language.

Despite these efforts, the effectiveness of such methods remains to be thoroughly examined. Therefore, this study aims to explore the influence of an Arabic-oriented curriculum on students' motivation and perceptions in learning English at Al-Ghuroba Modern Islamic Institution. The findings are expected to

contribute to the development of more effective English language teaching strategies within modern Islamic educational environments.

1.2 Formulation of Research

Based on the background of the problem above, the formulation of the problem in this study is :

1. What is the arabic curriculum influence the students motivation in learning English ?
2. What is the perception English learning through the arabic curriculum ?

1.3 Objective of Research

Based on the formulation of the problem above, the purpose of this study is:

1. To know the influence of Arabic oriented curriculum on students motivation in learning english.
2. To explore the students perception in english learning through the arabic oriented curriculum.

1.4 Significance of the Research

1.4.1 Theoritically

This study is expected to contribute to the development of language education studies, particularly in the context of bilingual learning in modern Islamic educational institutions. Several expected theoretical contributions include:

1. The results of this study may strengthen and expand the application of learning motivation theories within educational contexts where two

languages (Arabic and English) are used simultaneously in the teaching and learning process.

2. This research contributes to the study of students' perceptions in foreign language learning by offering new insights into how perceptions are shaped by a curriculum structure that predominantly uses Arabic while still integrating English.
3. The findings of this study may enhance theoretical understanding of how a contextually and adaptively designed curriculum (such as the Arabic curriculum) influences students' psychological aspects, including motivation and perception, in foreign language learning.
4. This research provides a conceptual foundation and initial findings that can serve as a basis for further studies in the fields of language education, bilingual curricula, or the development of culturally and religiously based teaching methods.

1.4.2 Practically

This study is expected to provide benefits for various parties, including:

- a. **Teacher:** This research provides teachers with insights into effective strategies to enhance students' motivation and positive perception in learning English through the Arabic curriculum.
- b. **Student:** The findings help students recognize the importance of English learning and increase their motivation by understanding the benefits of the Arabic curriculum approach.

- c. **Researcher:** This study offers a valuable reference for further research on curriculum influence in multilingual educational settings, especially regarding motivation and perception in language learning.

1.5 Operational Definition

To understand the topic of this research more easily, this study used three variable methods, as follows:

1. Arabic curriculum : Refers to the instructional curriculum at the Al-Ghuroba Modern Islamic Institution, which uses Arabic as the primary language of instruction in most subjects. It includes the implementation of a language-switching method and specially designed learning activities aimed at enhancing students' proficiency in both Arabic and English.
2. Motivation in English Learning : The level of students' drive, interest, and willingness to actively learn and master English, measured through aspects of intrinsic and extrinsic motivation using an English learning motivation questionnaire.
3. Perception of English Learning : Students' views, attitudes, and evaluations of the English learning process, including their impressions, experiences, and beliefs about the importance of English in the educational context, measured through a interview student's perception.

CHAPTER II

LITERATURE REVIEW

2.1 Arabic Curriculum

Arabic curriculum, generally referring to the Arabic language learning curriculum, is understood not merely as a compilation of teaching materials, but as a systematically and comprehensively designed learning plan aimed at achieving academic objectives, language proficiency, and character development of students. This curriculum is seen as a “clear and concrete pathway” designed to guide students through the mastery of knowledge, skills, and ethical values in the context of Arabic language learning (Fathin & Fatonah, 2021).

Moreover, the development of this curriculum is not static but dynamic, constantly updated in response to social, cultural, and 21st century needs to remain relevant and effective. Over time, the curriculum has come to emphasize the mastery of the four fundamental language skills reading, writing, listening, and speaking alongside the enhancement of critical and creative thinking skills, in line with the demands of the modern age (Wahidah, 2021).

A hallmark of a successful 21st-century-oriented Arabic curriculum is the integration of contextual material relevant to students' real-life situations and a thematic approach that boosts learning motivation (Wahidah, 2021). This approach ensures that learning materials are not only confined to textbooks but are also applied through projects, discussions, and interactive activities, reflecting inclusivity and project-based learning characteristics.

Another defining feature is the strong foundation upon which it is built: the curriculum is grounded in religious, philosophical, legal, linguistic, psycholinguistic, sociolinguistic, and scientific-technological principles (Sari & Wahyudin, 2019). This foundation ensures that the curriculum not only teaches the Arabic language but also shapes students' attitudes, cultural understanding, and readiness to access global knowledge.

Additionally, the curriculum design takes into account the scope and sequence of materials, aligning with international standards such as the CEFR (Common European Framework of Reference for Languages), though some studies suggest that adjustments are still needed to optimize outcomes in oral interaction skills (Wahidah, 2021).

Therefore, the Arabic curriculum can be said to possess five key characteristics:

1. It emphasizes mastery of the four language skills;
2. It is dynamic and adaptive to both local and global contexts;
3. It employs thematic and contextual approaches to enhance material relevance;
4. It is built on a strong scientific and philosophical foundation; and
5. It is designed with a systematic sequence of materials according to competency levels.

These features position the Arabic curriculum as a holistic and responsive language learning model aligned with the demands of the times.

2.2 Theory of Learning Motivation

Learning motivation is a key component that determines the success of the learning process, especially in the context of English language learning in multilingual institutions such as Al-Ghuroba. Self-Determination Theory (SDT), developed by Deci and Ryan, serves as the primary theoretical framework for understanding how motivation operates in foreign language learning. According to Ryan and Deci, motivation exists along a continuum from externally driven extrinsic motivation to more autonomous and higher-quality intrinsic motivation (McEown & Oga, 2019). Intrinsic motivation arises when the learning activity itself is perceived as engaging and satisfying, whereas extrinsic motivation is driven by external pressures such as rewards, grades, or expectations from teachers and parents.

Furthermore, SDT expands the understanding of motivation through the Basic Psychological Needs Theory, which emphasizes three fundamental psychological needs: autonomy, competence, and relatedness. When these needs are met, intrinsic motivation flourishes and student engagement increases. The need for autonomy gives students the freedom to make choices, fostering a sense of responsibility in their learning process; the need for competence ensures students feel confident in tackling learning challenges; and the need for relatedness allows students to feel socially supported in class, enhancing their sense of safety and emotional connection (Munoz et al., 2020).

In the context of English language learning in authentic settings such as at Al-Ghuroba, the relevance of this theory can be seen in how learning activities are

designed. A study by Chen & Jang (2010) in the context of online learning revealed that contextual support, such as informative feedback and an enjoyable learning environment, can strengthen the fulfillment of autonomy and competence needs, which in turn increases motivation and learning resilience.

Additionally, the ARCS model by John M. Keller (2025) provides an applied framework for enhancing student motivation. Focusing on Attention, Relevance, Confidence, and Satisfaction, this model emphasizes the importance of designing materials and learning situations that capture student interest, are relevant to their world, build self-confidence, and leave them with a sense of satisfaction. Implementing ARCS in English language learning at institutions like Al-Ghuroba particularly through weekly activities and daily vocabulary exercises can be theoretically justified, as it supports students' basic psychological needs while fostering intrinsic motivation through learning satisfaction.

In general, motivation theories suggest that effective learning must internalize learning goals by bridging extrinsic motivation toward intrinsic motivation through the fulfillment of basic psychological needs. Within the framework of SDT, English language learning at Al-Ghuroba through language switching, vocabulary practice, and activities can be understood as a strategy to create an autonomy-supportive environment, empower competence, and strengthen social relatedness. Therefore, SDT and the ARCS model provide a strong theoretical foundation for explaining how the Arabic curriculum's strategies can substantively influence student motivation.

2.3 Students' Perceptions of Learning

Students' perceptions of learning are subjective representations of their learning experiences, encompassing aspects such as the effectiveness of teaching methods, classroom atmosphere, material relevance, and social interaction all of which significantly influence engagement and learning outcomes. Dewi et al. (2020) found that students' perceptions of teaching styles such as the use of familiar nicknames, clear explanations, and opportunities for discussion have a significantly positive impact on English learning motivation, as students feel noticed and valued.

Students' perceptions of the usefulness of English in education, economics, and social interaction are strongly linked to learning outcomes, where positive perceptions tend to enhance academic achievement. This aligns with the argument that when students believe English is beneficial for their future such as improving economic prospects and expanding social networks their motivation and engagement in the learning process increase.

In addition, students' perceptions of teaching methods particularly learning models that emphasize active participation such as Problem-Based Learning (PBL) have been shown to enhance students' confidence and engagement in English speaking classes. These perceptions are also influenced by factors such as social anxiety, where some students, due to shyness or fear of making mistakes, tend to avoid active participation, even though they theoretically appreciate the method. Although students perceive English learning as easy and the available facilities as adequate, feelings of inferiority regarding pronunciation and

vocabulary hinder their courage to use English in daily life. This indicates that a positive perception does not automatically lead to intensive language use; self-perception of one's own abilities also plays a crucial role (Sihotang et al., 2023).

In institutions such as Al-Ghuroba, where Arabic learning dominates and English is often perceived as a formality, continuous learning strategies through language switching, daily vocabulary practice, and weekly activities have the potential to shift students' perceptions from viewing English as a mere formality to seeing it as something of greater value. From a social psychology perspective, when students experience enjoyable and contextual English language practice, their positive perception of the subject strengthens, alongside increased confidence and interest. The above studies show that students' perceptions evolve through a combination of structural learning factors, environmental support, and real-life language use experiences. Therefore, understanding students' perceptions is not just about their views on academic content, but also about how they perceive interactions, the learning environment, and their own abilities in language situations. This understanding then becomes the basis for designing curriculum interventions that foster deeper and more enduring positive perceptions.

2.4 English Language Learning at School

English language learning in schools has undergone a paradigm shift from traditional grammar-translation approaches to more functional and interactive communicative approaches. Since the early 21st century, competency-based curricula have begun adopting communicative syllabi models, especially

following the introduction of the 2013 Curriculum in Indonesia, which emphasizes communicative competence and authentic assessment through various forms of spoken and written expression (Setiawan, 2021). Teaching methods have evolved toward approaches such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), and context-based learning, which ties language instruction to students' real-life experiences. CLT, for instance, focuses on developing grammatical, sociolinguistic, discourse, and strategic competencies to enable students to communicate effectively and appropriately in diverse situations. Meanwhile, TBLT emphasizes the completion of authentic tasks, such as demonstrating a product or solving real-world problems, thereby centering learning on meaning and natural language use.

CLIL is also gaining popularity, where English is taught through non-language subjects such as science or history, enabling students to learn language and academic content simultaneously. This approach has been shown to enhance motivation and improve both language skills and content understanding. Additionally, context-based learning connects English materials to students' daily lives, fostering higher engagement and deeper comprehension due to its direct relevance to their real-world experiences. These models generally require teachers to use authentic materials, encourage active student participation, and provide more meaningful feedback beyond mere formal assessments.

At the elementary and secondary school levels in Indonesia, English language teaching still reflects a mix of methods. For example, the Grammar-

Translation method is still used to introduce vocabulary and structure, while the emphasis on speaking and interaction through the Direct Method—where teachers speak only in English and use visual aids and gestures to convey meaning is becoming more common (Nurahma & Azzahra, 2024). This approach is also integrated with humanistic and constructivist strategies, emphasizing students' needs, social experiences, and self-development within a supportive learning environment. A case study at SDIT Rajapolah revealed that during the implementation of the 2013 Curriculum, teachers applied systematic lesson planning and communicative interactions such as role-plays and Q&A, although authentic assessment and learning media usage had yet to be fully optimized (Aulia, 2024).

Overall, the literature suggests that successful English language learning in schools is influenced by the use of a combination of approaches that prioritize communication, contextual relevance, and integration of content and language, alongside the stimulation of students' psychological needs such as confidence, relevance of material, clarity of objectives, and constructive feedback. When managed appropriately with attention to student characteristics, local context, and teacher readiness this variety of methods can lead to more meaningful, motivating, and long-term impactful language learning. Therefore, this study situates English instruction at the Modern Islamic Institution Al-Ghuroba within this pedagogical framework, aiming to understand how the Arabic curriculum strategy which combines language alternation, vocabulary reinforcement, and

communicative activities interacts with modern instructional methodologies proven effective in both general and integrated Islamic school contexts.

2.5 The Relationship Curriculum And Learning Motivation

The relationship between curriculum and learning motivation is an evolving topic in educational studies, particularly in the context of language learning. Curriculum design that considers students' psychological needs, material relevance, and social context can significantly enhance their learning motivation. Research by Miftahul Jannah and Isna (2024) shows that implementing a curriculum aligned with school culture and local characteristics such as the *Kurikulum Merdeka* can increase students' motivation because they perceive the material as more meaningful and authentic.

In the field of language learning, the Content and Language Integrated Learning (CLIL) approach has gained attention because its curriculum not only presents language as a subject of study but also integrates other academic content such as science and mathematics. A study by Rodríguez & Barreiro (2023) in Latin America found that participants in CLIL-based curricula reported higher academic motivation in their second language compared to those in traditional approaches. This is supported by other studies showing that student engagement increases when they see a direct connection between curricular content and their future needs, such as career preparation or further study.

Furthermore, motivation theories like the ARCS model emphasize the importance of considering attention, relevance, confidence, and satisfaction in curriculum design. Curricula that incorporate interactive thematic activities,

constructive feedback, and appropriately challenging tasks are capable of enhancing students' intrinsic motivation. Similarly, *Active Learning*, as introduced in many modern curricula, has been shown to reduce failure rates while improving academic achievement, as students become more engaged and feel more in control of their learning process.

Practically speaking, a combination of content-based curricula (like CLIL), psychologically responsive curricula (such as those based on ARCS and Active Learning), and attention to students' local and cultural contexts can create a learning environment that stimulates both intrinsic and extrinsic motivation. The need for relevant material and opportunities to experience success forms a critical bridge between curriculum and learning motivation. In the context of English language instruction at the Modern Islamic Institution Al-Ghuroba, the application of language-switching methods, daily vocabulary reinforcement, and weekly activities serves not only as a pedagogical strategy but also as a manifestation of curriculum elements that theoretically support learning motivation. Through these strategies, the Arabic curriculum functions as a motivational instrument that fosters meaningful, interactive learning experiences and nurtures students' confidence in mastering English.

2.6 The Relationship Between Curriculum and Student Perception

The relationship between curriculum and student perception is a fundamental aspect of education, as curricula designed with consideration for relevance, cultural context, and interactive methods can shape students' positive perceptions of the learning process (Stepp, 2002). A study by Marleni et al.

(2022) on the implementation of the Cambridge Curriculum at a high school in South Sumatra found that students had a positive perception of the curriculum; they felt more enthusiastic about learning because the materials were considered authentic and useful for their global perspective. These findings indicate that when a curriculum provides intellectual challenges and relevant content that combines both local and international contexts, students' perceptions of the value and usefulness of language learning significantly improve.

Furthermore, research by Woodruff and Ngang (2020) compared two elementary schools one national and one international regarding the delivery of English language curricula and found that teaching approaches greatly affect students' cognitive, social, and affective perceptions. In the international school, which used a more communicative curriculum, students reported higher confidence in language use, stronger social relationships in class, and more intense emotional engagement. This demonstrates that the design and delivery of a curriculum whether traditional or innovative can influence students' perceptions of learning, from its usefulness to their comfort in classroom interactions.

Beyond content and method, the cultural dimension of a curriculum also shapes student perception. A study by Alexon et al. (2024) on local content in textbooks showed that materials containing local cultural values improved students' positive perceptions of the learning materials they found the content easier to understand and more relevant to their identities. In other words, when curricula incorporate local cultural elements, students not only feel their identities

are acknowledged but also develop the perception that learning English is not foreign but a form of expressing their own culture.

In the realm of technology integrated curricula, (Stepp, 2002). examined English learners' perceptions in a blended learning environment using tools such as Google Classroom and PowerPoint. They found that students felt more satisfied and motivated when technology was seamlessly integrated into the curriculum. This aligns with technology acceptance theory in education, where perceptions of ease of use and the intrinsic value of technology enhance students' positive attitudes toward the curriculum.

Research at the higher education level by Rahma and Setiyana (2019) examined university students' perceptions of the effectiveness of English language instruction. They found that negative perceptions emerged when materials were too difficult, teaching methods monotonous, and instructors paid insufficient attention to individual student needs. This suggests that a curriculum that is unresponsive to students' abilities or interests can diminish their perception of learning, even if curriculum competency goals are met.

Theoretically, this relationship is explained by constructivist theory and educational psychology, particularly the principle that students' perceptions develop through the interaction between curriculum conditions (content, methods, social interaction) and their learning experiences. When curricula provide meaningful content, a supportive learning environment, and space for active participation, students' perceptions of learning become more positive enhancing their confidence, comfort, and learning commitment.

In the context of the Modern Islamic Institution Al-Ghuroba, the teaching strategies embedded in the Arabic curriculum such as weekly language alternation, daily vocabulary reinforcement, and interactive activities can be seen as forms of adaptive and contextual curriculum. When designed and implemented effectively, these strategies enable students to perceive tangible benefits, relevance, and improved interpersonal skills, which in turn foster a positive perception of English language learning. Thus, curriculum is not merely an academic framework; it is also a determinant of student perception, which, when optimized, can enhance the quality of their learning experience and outcomes holistically.

2.7 Previous Research

Several researchers have highlighted similar methods, some of them are as follows:

First, in the research of (Harahap & Ahkas, 2022), entitled "The Implementation of Arabic and English Language Regulations on Students' Learning Motivation at Al Yusriyah Islamic Boarding School", examined how the daily enforcement of Arabic and English language usage rules directly impacts students' motivation. The results showed that implementing these language rules enhanced motivation to learn both Arabic and English, ultimately improving students' subject comprehension and academic achievement.

Second, in the research of (Syarifah & Sumar, 2019), entitled "Students' Motivation Toward Learning Arabic and English at Islamic Senior High Schools in the Bangka Belitung Islands Province", found that students' motivation for

learning Arabic was higher than for English, though both remained within the “good” category. This finding is relevant as it highlights a motivational priority difference between the two languages within the framework of Islamic da'wah education.

Third, in the research of (Fitri, 2023) entitled "Students Perceptions of Arabic Language Learning in the Merdeka Curriculum at Ar Ruhul Jadid Integrated Islamic Junior High School". The results showed that students had a positive perception, especially toward thematic and collaborative material and a pleasant learning environment. This confirms that curricula that provide space for interactivity and local context can foster positive perceptions toward language learning.

The similarities between the research above and what the researcher is all three previous studies examined how the implementation of curriculum or language regulations specifically Arabic and English affects students' motivation or perception in language learning. Similar to this research, these studies were also conducted in Islamic-based educational institutions where students are required to study both languages. Furthermore, both this study and the previous three focused on the impact of language policy or curriculum on students' affective aspects, such as learning motivation and perceptions of foreign language learning.

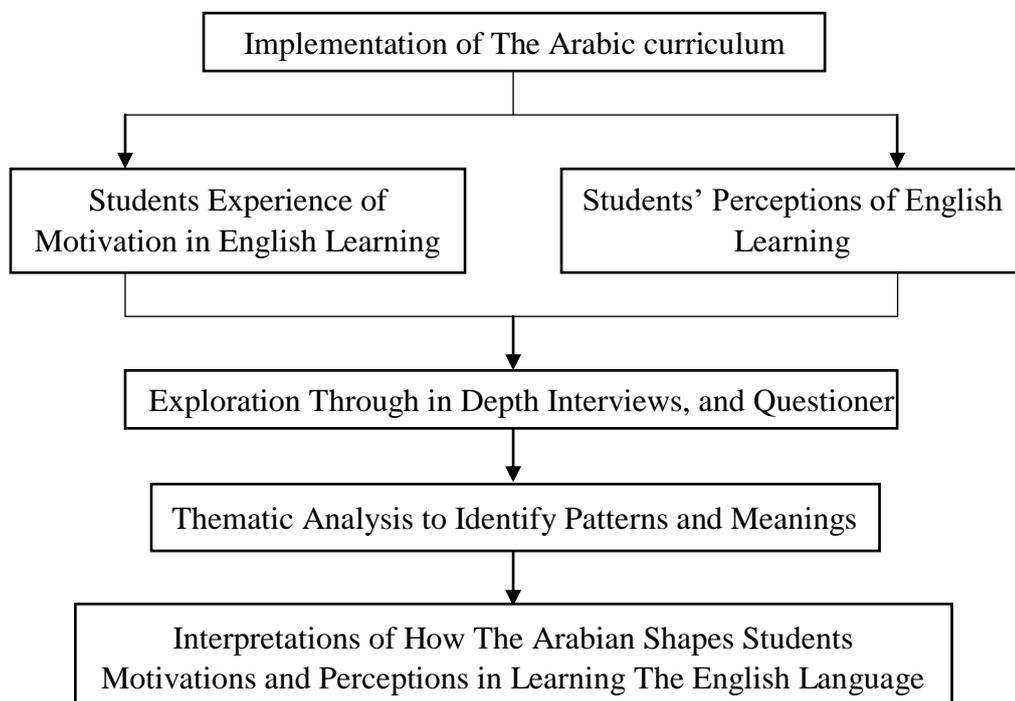
The difference is the lies in the focus and scope of the studies. The first study by Harahap & Ahkas (2022) emphasized the impact of daily language usage regulations on learning motivation rather than specifically on curriculum or

instructional program design, as this study does. The second study by Syarifah & Sumar (2019) compared students' motivation between the two languages (Arabic and English) without deeply analyzing the influence of any specific curriculum on motivation in learning English. Meanwhile, the third study by Fitri (2023) focused solely on students' perceptions of Arabic language learning under the Merdeka Curriculum, without discussing English or the interaction between the two languages within a single curriculum. In contrast, the present study specifically highlights how the Arabic language curriculum at the Modern Islamic Institution Al-Ghuroba influences students' motivation and perception toward English language learning, thereby emphasizing the interaction between the two languages within a curriculum framework.

2.8 Conceptual Framework

The conceptual framework underlying this research is given in the following figure:

2.1 Table Conceptual Framework



This study originates from the implementation of the Arabic curriculum at the Modern Islamic Institution Al-Ghuroba, which includes methods such as alternating between Arabic and English every two weeks, assigning daily vocabulary for memorization, and conducting weekly activities to train students' communication in English. The implementation of this curriculum is presumed to influence students' motivation both intrinsic motivation, which arises internally due to interest and awareness of the importance of English, and extrinsic motivation, which is driven by external factors such as academic requirements. Furthermore, the curriculum is also assumed to affect students' perceptions of English learning, encompassing their views, attitudes, and evaluations of the process and benefits of learning the language.

In this context, the researcher explores how students experience the process of motivation in learning English, both intrinsic motivation, which stems from internal drives such as personal interest and self-awareness, and extrinsic motivation, which arises from external factors such as academic demands or expectations from teachers and the environment.

In addition to the aspect of motivation, this study also examines students' perceptions of English language learning. These perceptions include how students view the learning activities whether they find them enjoyable, challenging, relevant to their needs, or rather as a burden. To gain in-depth insights, the researcher employs techniques such as in depth interviews with students and teachers, direct observation of the learning process and language activities, as well as document analysis of materials such as the curriculum and school activity

schedules. The collected data is analyzed thematically to identify key patterns that reflect the relationship between the Arabic curriculum and students' motivation and perceptions toward learning English. The analysis follows stages of data reduction, data display, and conclusion drawing, using a reflective approach.

Ultimately, this study aims to generate a deep interpretation of how and why the Arabic curriculum may shape or influence students' motivation and perceptions. The findings are not presented in numerical form or through statistical testing, but rather as contextual and descriptive narrative results, in accordance with the characteristics of a qualitative approach.

CHAPTER III

RESEARCH METHOD

3.1 Types of Reserch

This study uses a qualitative approach with a case study design. The qualitative approach is chosen because it enables the researcher to deeply understand social realities and the subjective meanings experienced by individuals or groups within a specific context. In this case, the researcher aims to thoroughly uncover how the Arabic curriculum influences students' motivation and perception in learning English, not only based on observable behavior, but also encompassing beliefs, personal experiences, and students' interpretations of the learning activities they undergo.

The case study design is used because the research focuses on a single specific location, namely the Al-Ghuroba Modern Islamic Educational Institution, which has its own unique situation and characteristics. A case study provides the researcher with the opportunity to observe and understand the phenomenon contextually within its natural environment, involving various data sources and data collection techniques. It also allows the researcher to explore the dynamic interactions between the implemented curriculum, the learning environment, and students' affective responses, including their motivation and perception.

This approach does not aim to generalize the research findings to a broader population but rather to gain a comprehensive and in-depth understanding of a particular, unique phenomenon. In this context, the researcher seeks to understand how students form their perceptions and develop their motivation in

response to the implementation of a bilingual curriculum dominated by the Arabic language, and how this affects their English language learning, which serves as the second language in the school.

3.2 Location and Time

3.3.1 Location

This research would be conducted at Al-Ghuroba Modern Islamic Institution.

3.3.2 Time

This research was conducted on 14 - 20 November 2025.

3.3 Research Subject

The subjects of this research are 10 male students of Grade 3 TMI at Al-Ghuroba Modern Islamic Boarding School. These students actively participate in daily Arabic and English learning activities as part of the boarding school curriculum. They share the same educational environment but have different levels of motivation, exposure, and experiences in learning English. Since they are directly involved in language programs and experience both Arabic and English in their daily routines, they were considered the most relevant participants for exploring their motivation and perceptions of English learning. The selection of subjects was carried out using purposive sampling to ensure that the chosen students could provide information that is rich, meaningful, and aligned with the focus of the study.

The criteria for selecting the research subjects are as follows:

- a. Actively participate in Arabic and English learning activities at the boarding school.
- b. Engage in weekly English learning programs or vocabulary memorization.
- c. Able to express their experiences, challenges, and perceptions related to English learning.

3.4 Technique of Collecting Data

Data collection was carried out using several techniques:

1. **Interviews:** Conducted with students to explore their views, motivation, and perceptions regarding English language learning in the context of the Arabic curriculum.
2. **Questionnaires:** Distributed to students to measure their level of motivation and gather additional information related to their learning experiences through structured Likert-scale items.
3. **Observation:** The researcher directly observed the learning process, classroom interactions, and routine language activities to gain a realistic picture of curriculum implementation.
4. **Documentation:** Includes the analysis of students' academic scores and the 2025–2026 annual school calendar to support understanding of the learning structure and English-related activities at the institution.

3.6 Data Analysis Technique

Data analysis is the process of systematically searching for and arranging data obtained from interviews, field notes, and documentation by organizing the

data into categories, breaking them down into study units, and drawing conclusions so that they are easy to understand by both the researcher and others.

The data obtained in this report would be analyzed using qualitative descriptive analysis, which involves clearly describing the realities related to the issues analyzed based on field data, from which conclusions can ultimately be drawn.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of the research derived from the analysis of data collected through in-depth interviews and questionnaires. The results are organized based on the research questions and supported by relevant excerpts from participants' responses. The qualitative data are analyzed using thematic analysis to identify recurring patterns and meaningful insights regarding students' experiences of motivation and their perceptions of learning English within the implementation of the Arabic curriculum at Al-Ghuroba Modern Islamic Institution. This chapter also interprets the emerging themes in relation to the conceptual framework of the study and relevant previous research, providing a comprehensive understanding of how the Arabic curriculum shapes students' motivation and perceptions in learning English.

4.1 Research Findings

4.1.1 Overview of Informants

This study involved 10 male students of Grade 3 TMI at the Al-Ghuroba Modern Islamic Boarding School who actively participate in both Arabic and English language learning activities. The data were collected on 15-18 November 2025. The participants share a similar educational setting within the boarding school environment, yet they differ in their levels of motivation, language exposure, and learning experiences. Despite these differences, all students are directly engaged in the implementation of the Arabic curriculum, which shapes

their daily learning routines and influences their experiences and perceptions in learning English.

The profiles of the informants are summarized in the table below :

Table 4.1 Research Subject

No	Name	Class	Age
1.	RC	3 TMI	14 tahun
2.	MA	3 TMI	14 tahun
3.	RAP	3 TMI	14 tahun
4.	NZR	3 TMI	14 tahun
5.	MN	3 TMI	14 tahun
6.	AF	3 TMI	14 tahun
7.	MSA	3 TMI	14 tahun
8.	AY	3 TMI	14 tahun
9.	SAT	3 TMI	14 tahun
10.	APP	3 TMI	15 tahun

4.1.2 Students Experience of Motivation in English Learning

The questionnaire data were collected from ten male students of Grade 3 TMI at Al-Ghuroba Modern Islamic Institution who actively participate in daily Arabic and English language learning activities. The questionnaire consisted of ten Likert-scale items designed to measure students' motivation in learning English.

Table 4.2 : The Classification of Students' Motivation Score

Classification	Range	Frequency (F)	Percentage (P)
Very High	41 – 50	1	10%
High	31 – 40	8	80%
Fair	21 – 30	1	10%
Low	11 – 20	0	0%
Very Low	1 – 10	0	0%
Total		10	100%

Based on the analysis, the total scores for each item ranged from 28 to 40. The highest total score was found in Item 8 (total score = 40), indicating that most students enjoy the process of learning English rather than just focusing on grades. Other items with high scores included Item 7, Item 9, and Item 10 (each with a total score of 37), showing positive attitudes regarding students' satisfaction in understanding vocabulary, their interest in Islamic English texts, and the supportive role of Arabic learning in their English motivation. Meanwhile, Item 1 received the lowest total score (28), suggesting that the motivation to learn English as a tool to understand other subjects is still relatively low compared to other factors.

The classification of students' motivation revealed that one student (10%) reached the Very High motivation category, while the majority, consisting of eight students (80%), fell into the High motivation category. Only one student (10%) was categorized as having Fair motivation, and no students were found in the Low or Very Low categories. Overall, these findings suggest that the students demonstrate high levels of motivation in learning English, indicating a

constructive learning environment that supports language development at Al-Ghuroba Modern Islamic Institution.

4.1.3 Students Perception of English Learning

1. English Learning Activities

Based on the interview results, English learning activities at Al-Ghuroba Modern Islamic Institution are generally perceived as enjoyable, although students' experiences vary. Most students described the English lessons as "enjoyable," "quite enjoyable," or "sometimes enjoyable," indicating that the learning atmosphere is relatively positive. Students such as Aswan, Nefarellu, Rafa, and Ainal expressed that English classes were pleasant, suggesting that classroom interactions and learning routines support student engagement.

However, several students reported less positive experiences. Muhammad Attaih, Muh. Nasdin, Safril, and Aditya described English learning as "less enjoyable," "less interesting," or "less exciting." These responses indicate that while English instruction is generally acceptable, not all students experience the same level of enthusiasm. The variation in responses suggests that students' enjoyment is influenced by individual interests, learning preferences, and possibly their confidence in using English.

Some students also described English learning as "sometimes enjoyable" or "quite enjoyable," which reflects a fluctuating learning experience. This implies that enjoyment in English learning at Al-Ghuroba is often activity-dependent rather than consistently experienced across all lessons. When learning activities are engaging and interactive, students tend to feel more positive;

however, when lessons become more demanding or less interactive, their interest may decrease.

2. Interest in English Lesson that Always Waited and Enjoyed

The interview results show that the part of the English lesson most eagerly awaited and enjoyed by students is vocabulary learning activities. Almost all students mentioned vocabulary distribution as the most interesting session because it allows them to learn new words and expand their English knowledge. Students such as Aswan, Muhammad Attaih, Nefarellu, and Muh. Nasdin expressed that learning vocabulary was enjoyable because it helped them gain new vocabulary, which made English learning feel more meaningful and achievable.

Several students also emphasized that vocabulary learning became more enjoyable when it was combined with games or interactive activities. Rafa and Aditya stated that they enjoyed vocabulary sessions because games were involved, making the learning process more fun and less monotonous. This suggests that students are more motivated when learning activities include elements of play, which reduce boredom and increase engagement.

In addition to vocabulary activities, some students expressed interest in interactive classroom interactions such as question-and-answer sessions. Safril and Kane mentioned that they enjoyed asking and answering questions because these activities felt engaging and enjoyable. These responses indicate that students appreciate opportunities to actively participate in the lesson rather than passively receive information.

However, not all students showed strong interest in English lessons. Ainal stated that there was no specific part of the English lesson he enjoyed because he did not like English. This response highlights that personal attitudes toward the subject can significantly influence student interest, regardless of the teaching methods used.

3. Concusion and Difficulties in Learning English

The interview findings indicate that all students have experienced confusion or difficulties while learning English. The most commonly reported challenge relates to translation and sentence construction. Many students stated that translating from Indonesian into English was particularly difficult. Students such as Muhammad Attaih, Nefarellu, Ainal, Safril, and Kane mentioned that they often struggled when translating sentences, especially due to differences in vocabulary usage and sentence structure between the two languages.

In addition to translation difficulties, several students reported challenges in arranging or constructing sentences correctly. Aswan and Salman explained that they felt confused when arranging sentences according to grammatical rules. Salman specifically mentioned that grammar made sentence construction more difficult, indicating that understanding and applying grammatical structures remains a major obstacle for students.

Some students also experienced difficulties when they were asked to explain ideas or create sentences independently. Rafa and Aditya stated that they struggled when asked to explain or make sentences, which suggests that productive language skills, particularly speaking and writing, require more

support and practice. These difficulties may stem from limited vocabulary mastery and uncertainty about correct grammatical forms.

4. The Influence of The Arabic Lesson on English Learning

Based on the interview results, students have different perceptions regarding the influence of Arabic lessons on their English learning at Al-Ghuroba. Several students stated that their English learning is influenced by their Arabic lessons. Students such as Aswan, Rafa, Muh. Nasdin, and Salman clearly mentioned that Arabic learning affects the way they learn English. This influence may occur because both Arabic and English are foreign languages learned within the same educational environment, which can shape students' learning habits, vocabulary awareness, and language sensitivity.

On the other hand, some students reported that Arabic lessons do not influence their English learning. Muhammad Attaih, Ainal, and Aditya stated that there was no influence, while others such as Nefarellu, Safril, and Kane felt that the influence was minimal or "not really." These responses suggest that not all students experience cross-language effects in the same way.

The varied responses indicate that the influence of Arabic on English learning depends on individual learning experiences and cognitive differences among students. For some students, learning Arabic may help them become more familiar with learning a foreign language, while for others, English and Arabic are treated as separate subjects with different learning processes.

5. The Situation where English is Useful in Daily Activities

The interview results show that students are able to recognize the usefulness of English in their daily activities at Al-Ghuroba. Most students mentioned that English becomes meaningful when it is used in practical and real situations, especially during school-based activities and competitions. Several students, such as Aswan, stated that English was useful during an English singing competition, while others, including Muhammad Attaih, Rafa, Muh. Nasdin, Salman, and Safril, mentioned speech competitions or speech practice as situations where English was applied.

In addition to speech activities, some students highlighted the use of English during drama performances. Ainal and Aditya explained that they experienced the usefulness of English when participating in drama contests or drama practice. These activities require students to use English in a more expressive and communicative way, which helps them understand the practical function of the language beyond classroom learning.

Kane also mentioned that English was useful during regular lessons, indicating that daily classroom activities contribute to students' awareness of the language's importance. These responses suggest that students perceive English as more valuable when it is connected to performance-based or communicative activities rather than only textbook exercises.

6. Imagining Fluent English and it Changes for Oneself The Future

Based on the interview results, all students expressed positive views when imagining themselves being fluent in English. Although their responses were

brief, they reflected a shared belief that English proficiency could bring meaningful changes to their lives and future. Many students used expressions such as “it would change me,” “it would be useful,” or “it would be very possible,” indicating optimism about the role of English in personal development.

Several students, including Muhammad Attaih, Nefarellu, Salman, Safril, Kane, and Aditya, stated that being fluent in English would “change” them. This suggests that students associate English proficiency with self-improvement, increased confidence, and new opportunities, even if they do not yet clearly articulate specific future goals. Other students, such as Aswan and Muh. Nasdin, believed that fluency in English was “very possible,” reflecting a sense of confidence and belief in their potential to master the language.

Ainal described English fluency as “useful,” which indicates a practical perspective on the benefits of English. These responses show that students generally perceive English as more than just a school subject; instead, they view it as a valuable skill that can support their future academic or personal aspirations.

7. Faforite Activities in Learning English

The interview results indicate that students have varied preferences regarding English learning activities, reflecting different learning styles and interests. Many students expressed a preference for speaking activities. Students such as Aswan, Rafa, and Kane stated that they enjoyed speaking because it was fun and helped them practice using English actively. Speaking activities were perceived as enjoyable and useful for improving pronunciation and confidence in using the language.

Several other students preferred writing activities. Nefarellu, Muh. Nasdin, and Salman explained that writing helped them understand English better, especially in learning how to write words and sentences correctly. This preference suggests that these students feel more comfortable learning English through structured and individual activities, where they can focus on accuracy and clarity.

Games were also mentioned as a favorite learning activity by several students. Muhammad Attaih, Ainal, Safril, and Aditya stated that learning through games was fun, exciting, and not boring. These responses indicate that game-based learning plays an important role in maintaining students' motivation and reducing learning anxiety. Games make English lessons feel less demanding and more enjoyable, especially for students who may struggle with traditional learning methods.

Overall, the interviews show that students at Al-Ghuroba generally have a positive view of English learning, especially when the activities involve vocabulary, games, or real-life application. However, they still face challenges in translation and sentence construction, and they have mixed opinions about the influence of Arabic. Their awareness of the future benefits of English and their enthusiasm for interactive activities highlight the importance of designing lessons that are meaningful, motivating, and aligned with students' needs and preferences.

4.1.4 Thematic Analysis to Identify Patterns and Meanings

The thematic analysis of the questionnaire and interview data shows several patterns that help explain how the students at Al-Ghuroba perceive their English learning. These patterns highlight the kinds of activities they enjoy, the

challenges they commonly face, and how they view the role of English in their daily school life. One of the clearest patterns found in both sets of data is related to students' general enjoyment of English lessons. Many students described the lessons as enjoyable or at least sometimes enjoyable, suggesting that the learning environment is generally positive. However, a number of students also felt that the lessons were less enjoyable or less interesting. This contrast indicates that their enjoyment depends more on the type of activity being done rather than the English subject itself. In other words, the classroom atmosphere may be supportive, but the level of engagement still varies from student to student.

Another strong theme that appears consistently is the importance of vocabulary learning. Students repeatedly mentioned that vocabulary activities were the part of the lesson they looked forward to the most. They enjoyed learning new words and felt that these activities helped broaden their understanding. Several students also pointed out that vocabulary sessions were more enjoyable when combined with games, which made the learning process feel lighter and more interactive. This pattern suggests that vocabulary-focused tasks play a major role in motivating students, likely because they are easier to follow and give students a sense of immediate progress. For many of them, vocabulary learning feels like the most achievable and rewarding part of English.

Despite their enthusiasm for vocabulary, students also reported facing recurring difficulties, especially in grammar-related tasks. Many struggled with constructing sentences, translating, or explaining ideas in English. These challenges reflect the fact that higher-level language skills such as applying

grammar rules or producing coherent sentences require more cognitive effort compared to simply memorizing words. This pattern is common among young learners, who often find vocabulary easier but struggle when asked to use English in more complex ways. Their responses show that while they are willing to try, they still need more support and guided practice in these more demanding areas.

A different theme that emerges concerns the influence of Arabic learning on their English learning experience. Since Arabic is also taught intensively at Al-Ghuroba, students were asked whether they felt it affected their English learning. Their answers varied: some felt that Arabic did influence their English learning, while others felt no connection at all. This mixed perception suggests that the impact of learning two foreign languages at the same time is not the same for every student. For some, the differences between the two languages may create confusion, while others may simply separate the two in their minds. This variation highlights that each student processes languages differently.

The usefulness of English in daily school activities also formed one of the major themes. Many students mentioned situations such as speech contests, drama performances, or singing competitions where English became necessary. These experiences help students see English not only as a subject but as a skill they can actually use. When students encounter English in activities they enjoy or take pride in, the language feels more meaningful to them. This sense of usefulness may also explain why many students expressed that being fluent in English would benefit them in the future. They believed that English could help them grow, improve, or bring positive changes to their personal development.

The last theme identified relates to students' preferred learning activities. Their preferences varied widely: some felt more comfortable with speaking tasks, others preferred writing because it helped them understand spelling, and many enjoyed game-based activities because they made the lessons more lively and less boring. These differences show that students have diverse learning styles, and no single method will work equally well for everyone. The frequent mention of games, however, suggests that interactive activities have a strong impact on maintaining student motivation.

Overall, the thematic analysis shows that students' perceptions of English learning at Al-Ghuroba are shaped by their emotional responses, their favorite classroom activities, the difficulties they face, and their expectations for the future. Vocabulary learning and game-based activities stand out as strong motivators, while grammar and sentence construction continue to challenge many students. They also acknowledge the practical value of English in school events and believe in its potential to support their personal growth. These patterns offer useful insights for improving teaching strategies, especially by incorporating more interactive activities, providing step-by-step support for grammar learning, and building on the students' natural enthusiasm for engaging and meaningful tasks.

4.2 Discussion

Based on the field observation, the English learning process at Al-Ghuroba shows a fairly consistent pattern. The learning activities are conducted in a simple manner, focusing on strengthening daily vocabulary, question-and-answer sessions, and reading exercises. The teacher primarily uses short lectures

combined with vocabulary-distribution activities, while communication-based activities such as dialogues or language games are present but not conducted regularly. The classroom atmosphere is generally conducive, yet the level of interaction between the teacher and students varies; some students appear active, while others seem to participate only by following along with minimal engagement.

The observations also indicate that students appear more enthusiastic when the activities involve games or small competitions, whereas during tasks that require translation or sentence construction, some students seem to struggle and lack confidence. These field conditions provide an important foundation for understanding how students' motivation and perceptions are formed through their daily learning experiences.

The findings of this study show that the students at Al-Ghuroba generally have a positive attitude toward learning English, even though most of them fall into the moderate motivation category. This pattern suggests that the students are willing to learn and participate, but they still need consistent encouragement and activities that match their interests. These results reflect the idea in Self-Determination Theory developed by Deci and Ryan that students feel more motivated when learning activities make them feel interested, capable, and involved. Many of the students mentioned that they enjoyed learning vocabulary or joining games in class, which indicates that their motivation grows when the activities are enjoyable rather than when they feel pressured. This is a sign of

intrinsic motivation, where learning becomes more meaningful because the activity itself feels engaging.

Students' responses also connect well with the ARCS model by John M. Keller, which explains how attention, relevance, confidence, and satisfaction influence motivation. Activities that involved games and vocabulary learning clearly caught the students' attention, while gaining new vocabulary made the lessons feel more relevant to them. When students experienced success in these tasks, they also felt more confident, which helped strengthen their willingness to learn. This may be one of the reasons why the highest questionnaire scores appeared in items related to enjoyment and confidence.

Even though many students expressed positive feelings toward English, they also shared several challenges they faced, especially with translation, grammar, and sentence construction. These difficulties are common among young learners because these skills require not only memory but also understanding of structure and rules.

Another finding that appeared in the interviews is the different ways students view the influence of Arabic on their English learning. Some felt that Arabic affected the way they learned English, while others felt there was no connection at all. This difference is understandable because the effect of one language on another depends on each student's way of processing language. Since Arabic and English have very different structures, some students might find the differences confusing, while others may separate the two languages completely without feeling any impact.

Students also showed that they understand the usefulness of English in their daily school activities. Many of them gave examples of when they used English during speech contests, singing competitions, or drama practice. When students see English being used in real situations, they tend to value it more because it becomes meaningful and not just a subject to study. This also explains why many of the students believed that being fluent in English would benefit them in the future. Several of them mentioned that English could “change” or “help” them, which shows that they see the language as something important for their personal development.

In terms of learning preferences, the students showed a variety of choices. Some preferred speaking activities because they found them enjoyable and helpful for practicing pronunciation. Others felt more comfortable with writing tasks because writing helped them learn how to spell and structure words correctly. A large number of students preferred games because games made the lessons more lively and helped prevent boredom. These preferences highlight the need for varied teaching methods so that all students can stay motivated and engaged. The students’ strong preference for game-based learning also supports the idea that young learners benefit from interactive and enjoyable classroom activities.

When the interview and questionnaire results are examined together with the students’ academic scores, the overall picture of English learning at Al-Ghuroba becomes clearer. The class average score is only 50.5, with most students falling into the low to moderate categories. Students who have positive perceptions and enjoy vocabulary activities tend to achieve higher scores, whereas

those who frequently mention difficulties in translation or sentence construction generally have lower scores. When students feel incapable or often confused, their motivation decreases and this affects their academic performance.

Conversely, students who feel that the learning process is enjoyable and relevant demonstrate better academic outcomes. This reinforces the ARCS model by John M. Keller, which states that attention, relevance, and confidence play important roles in producing optimal learning results. In addition, literature on the relationship between curriculum and perception shows that a curriculum that lacks contextualization or interactivity can lead to low scores and negative perceptions. This is evident among students who feel that the lessons are “less interesting” and consequently achieve lower academic outcomes.

Overall, the results of this study suggest that the students at Al-Ghuroba respond well to English learning when the activities are enjoyable, interactive, and connected to their real experiences. While they already show motivation especially in vocabulary learning they still need more support when dealing with grammar and sentence construction. Their motivation is shaped by enjoyment, usefulness, and the opportunities they have to use English in real situations. Based on these findings, English learning at Al-Ghuroba can be strengthened by providing more communicative activities, clearer guidance in grammar, and continued use of engaging strategies such as games and vocabulary-based tasks.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study was conducted to understand how the implementation of the Arabic curriculum shapes students' motivation and perceptions in learning English at Al-Ghuroba Modern Islamic Boarding School. Starting from the proposal stage, the research was designed to examine whether the strong presence of Arabic in students' daily learning experiences influences their attitudes, challenges, and preferences toward English. Through a qualitative approach supported by questionnaire data and in-depth interviews, this research provides a clearer picture of how students actually experience English learning within a multilingual school environment.

The findings show that the students generally demonstrate moderate to high motivation in learning English. They tend to enjoy activities that are interactive and meaningful, particularly vocabulary learning and game-based tasks. These activities help them feel more interested and confident, which aligns with motivational theories suggesting that learners are more engaged when learning feels enjoyable and relevant. At the same time, the study also reveals that students still face notable difficulties, especially in grammar, translation, and sentence construction, indicating the need for more guided and contextualized practice.

Students' perceptions regarding the influence of Arabic on their English learning vary from one student to another, showing that the impact of multilingual

exposure is not uniform and largely depends on individual learning experiences. Despite these differences, most students recognize the usefulness of English both in classroom activities and school events, and they believe that fluency in English can positively impact their future.

Overall, this research concludes that English learning at Al-Ghuroba can be strengthened by maintaining enjoyable and interactive learning strategies, while also providing clearer scaffolding for areas that students find challenging. The insights gained from this research are expected to contribute to better instructional practices and support the development of an English learning environment that is motivating, meaningful, and responsive to students' needs.

5.2 Suggestion

Based on the results of this study, several suggestions can be offered to improve English learning at Al-Ghuroba :

1. For teachers, the learning process can be made more engaging by incorporating more interactive activities such as games, speaking practices, or group tasks. These types of activities have shown to increase students' enthusiasm and help them participate more actively. Teachers may also provide clearer and more gradual explanations when teaching grammar, translation, and sentence construction, since many students still struggle in these areas.
2. For students, it is important to keep practicing English regularly. They can try speaking, writing short sentences, or reviewing vocabulary to

strengthen what they have learned. Studying together with classmates may also help reduce difficulties and build more confidence.

3. For future researchers, this study can be expanded by involving a larger number of participants or students from different levels to gain broader insights. Future studies may also include classroom observations or more in-depth interviews to obtain richer perspectives on how students experience English learning.

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APPENDIX

Appendix 1

THE ANALYSIS OF STUDENTS' ACADEMIC SCORES

No	Nama	Kelas	English
1	Reihan Calidro	3	70
2	Muhammad Attaih	3	40
3	Rafa. A.P	3	50
4	Nefarellu Zuhra Rahman	3	95
5	Muh. Nasdin	3	40
6	Aditya Fahri	3	45
7	Muh. Salman Alfarisi	3	35
8	Ainal Yakhi	3	35
9	Safiril Afiadi Tasma	3	45
10	Aswan Pasha. P	3	50
Rata-Rata Kelas			50,5

Appendix 2

2025–2026 ANNUAL SCHOOL CALENDAR

JULI 2025	AGUSTUS 2025	SEPTEMBER 2025	OKTOBER 2025	KALENDER TAHUNAN PONDOK MODERN AL-GHUROBA SORONG 2025 - 2026 M																																																																																																																																																																																																				
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Appendix 3

QUESTIONNAIRE GUIDELINES

A. Respondent Identity Data

Name :
Class :
Age :
Length of Study at Al-Ghuroba :

B. Main Questions Based on Research Focus

MOTIVATION

Instructions:

Put a check mark (✓) on the answer that best matches your opinion.

Likert Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

No	Statement	1	2	3	4	5
1	I feel motivated to learn English because it helps me understand other subjects.					
2	I learn English because I want to be able to communicate with foreigners.					
3	I feel happy when the teacher uses interesting methods in English lessons.					
4	I study English because I know it is important for my future.					
5	I am motivated to learn English because it has a connection with Arabic lessons.					
6	I try to improve my English skills even though it is difficult.					

7	I feel satisfied when I successfully understand new vocabulary in English.					
8	I learn English because I enjoy the process, not just for the grades.					
9	I want to be able to understand English texts such as Qur'an translations or Islamic articles.					
10	I feel that Arabic learning supports my motivation to learn English.					

Appendix 4

INTERVIEW GUIDELINES

A. Respondent Identity Data

Name :
Class :
Age :
Length of Study at Al-Ghuroba :

PERCEPTION

- 1) Could you tell me what English learning activities at Al-Ghuroba are usually like?
- 2) Is there any part of the English lesson that you always look forward to or enjoy the most? Why do you find it interesting?
- 3) Have you ever felt confused or found it difficult while learning English? Which part do you find most challenging?
- 4) From your experience, do you think the way you learn English at Al-Ghuroba is influenced by your Arabic lessons there?
- 5) In your daily activities at Al-Ghuroba, have you ever found situations that make you feel English is useful? Could you share an example?
- 6) When you imagine yourself being fluent in English, how do you think it would change you or your future?
- 7) In English lessons, do you prefer activities that involve more speaking, writing, or learning through games? Why?

Appendix 4

THE RESULTS OF QUESTIONNAIRE

INTERVIEW GUIDELINES

A. Respondent Identity Data

Name : Peihan CALIHO
 Class : 3 B
 Age : 14th
 Length of Study at Al-Ghuroba :

B. Main Questions Based on Research Focus

1. Motivation

Instructions:

Put a check mark (✓) on the answer that best matches your opinion.

Likert Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

No	Statement	1	2	3	4	5
1	I feel motivated to learn English because it helps me understand other subjects.					✓
2	I learn English because I want to be able to communicate with foreigners.				✓	
3	I feel happy when the teacher uses interesting methods in English lessons.				✓	
4	I study English because I know it is important for my future.					✓
5	I am motivated to learn English because it has a connection with Arabic lessons.	✓				
6	I try to improve my English skills even though it is difficult.					✓
7	I feel satisfied when I successfully understand new vocabulary in English.					✓
8	I learn English because I enjoy the process, not just for the grades.					✓
9	I want to be able to understand English texts such as Qur'an translations or Islamic articles.				✓	
10	I feel that Arabic learning supports my motivation to learn English.			✓		

INTERVIEW GUIDELINES

A. Respondent Identity Data

Name : Safal Afadi Tawana
 Class : 3-B TMI
 Age : 14 th
 Length of Study at Al-Ghuroba :

B. Main Questions Based on Research Focus

1. Motivation

Instructions:

Put a check mark (✓) on the answer that best matches your opinion.

Likert Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

No	Statement	1	2	3	4	5
1	I feel motivated to learn English because it helps me understand other subjects.				✓	
2	I learn English because I want to be able to communicate with foreigners.			✓		
3	I feel happy when the teacher uses interesting methods in English lessons.		✓			
4	I study English because I know it is important for my future.				✓	
5	I am motivated to learn English because it has a connection with Arabic lessons.		✓			
6	I try to improve my English skills even though it is difficult.			✓		
7	I feel satisfied when I successfully understand new vocabulary in English.				✓	
8	I learn English because I enjoy the process, not just for the grades.		✓			
9	I want to be able to understand English texts such as Qur'an translations or Islamic articles.		✓			
10	I feel that Arabic learning supports my motivation to learn English.			✓		

INTERVIEW GUIDELINES

A. Respondent Identity Data

Name : *Ahmed Pasha . P*
 Class : *3-B*
 Age : *15*
 Length of Study at Al-Ghuroba :

B. Main Questions Based on Research Focus

1. Motivation

Instructions:

Put a check mark (✓) on the answer that best matches your opinion.

Likert Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

No	Statement	1	2	3	4	5
1	I feel motivated to learn English because it helps me understand other subjects.		✓			
2	I learn English because I want to be able to communicate with foreigners.		✓			
3	I feel happy when the teacher uses interesting methods in English lessons.		✓			
4	I study English because I know it is important for my future.			✓		
5	I am motivated to learn English because it has a connection with Arabic lessons.				✓	
6	I try to improve my English skills even though it is difficult.				✓	
7	I feel satisfied when I successfully understand new vocabulary in English.				✓	
8	I learn English because I enjoy the process, not just for the grades.			✓		
9	I want to be able to understand English texts such as Qur'an translations or Islamic articles.					✓
10	I feel that Arabic learning supports my motivation to learn English.					✓

INTERVIEW GUIDELINES

A. Respondent Identity Data

Name : Alnal Yahwi
 Class : 3-B - TMI
 Age : 14 Tahun
 Length of Study at Al-Ghuroba :

B. Main Questions Based on Research Focus

1. Motivation

Instructions:

Put a check mark (✓) on the answer that best matches your opinion.

Likert Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

No	Statement	1	2	3	4	5
1	I feel motivated to learn English because it helps me understand other subjects.			✓		
2	I learn English because I want to be able to communicate with foreigners.			✓		
3	I feel happy when the teacher uses interesting methods in English lessons.			✓		
4	I study English because I know it is important for my future.			✓		
5	I am motivated to learn English because it has a connection with Arabic lessons.				✓	
6	I try to improve my English skills even though it is difficult.				✓	
7	I feel satisfied when I successfully understand new vocabulary in English.			✓		
8	I learn English because I enjoy the process, not just for the grades.					✓
9	I want to be able to understand English texts such as Qur'an translations or Islamic articles.			✓		
10	I feel that Arabic learning supports my motivation to learn English.					✓

INTERVIEW GUIDELINES

A. Respondent Identity Data

Name : Muk. Salman Aljundi
 Class : 3
 Age : 14th
 Length of Study at Al-Ghuroba :

B. Main Questions Based on Research Focus

1. Motivation

Instructions:

Put a check mark (✓) on the answer that best matches your opinion.

Likert Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

No	Statement	1	2	3	4	5
1	I feel motivated to learn English because it helps me understand other subjects.		✓			
2	I learn English because I want to be able to communicate with foreigners.			✓		
3	I feel happy when the teacher uses interesting methods in English lessons.			✓		
4	I study English because I know it is important for my future.			✓		
5	I am motivated to learn English because it has a connection with Arabic lessons.				✓	
6	I try to improve my English skills even though it is difficult.			✓		
7	I feel satisfied when I successfully understand new vocabulary in English.					✓
8	I learn English because I enjoy the process, not just for the grades.					✓
9	I want to be able to understand English texts such as Qur'an translations or Islamic articles.					✓
10	I feel that Arabic learning supports my motivation to learn English.					✓

INTERVIEW GUIDELINES

A. Respondent Identity Data

Name : *Aditya Jahan*
 Class : *7B*
 Age : *14th*
 Length of Study at Al-Ghuroba :

B. Main Questions Based on Research Focus

1. Motivation

Instructions:

Put a check mark (✓) on the answer that best matches your opinion.

Likert Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

No	Statement	1	2	3	4	5
1	I feel motivated to learn English because it helps me understand other subjects.		✓			
2	I learn English because I want to be able to communicate with foreigners.			✓		
3	I feel happy when the teacher uses interesting methods in English lessons.				✓	
4	I study English because I know it is important for my future.	✓				
5	I am motivated to learn English because it has a connection with Arabic lessons.				✓	
6	I try to improve my English skills even though it is difficult.		✓			
7	I feel satisfied when I successfully understand new vocabulary in English.				✓	
8	I learn English because I enjoy the process, not just for the grades.					✓
9	I want to be able to understand English texts such as Qur'an translations or Islamic articles.					✓
10	I feel that Arabic learning supports my motivation to learn English.				✓	

INTERVIEW GUIDELINES

A. Respondent Identity Data

Name : *Muhammad N*
 Class : *7 B*
 Age : *14 tahun*
 Length of Study at Al-Ghuroba :

B. Main Questions Based on Research Focus

1. Motivation

Instructions:

Put a check mark (✓) on the answer that best matches your opinion.

Likert Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

No	Statement	1	2	3	4	5
1	I feel motivated to learn English because it helps me understand other subjects.				✓	
2	I learn English because I want to be able to communicate with foreigners.					✓
3	I feel happy when the teacher uses interesting methods in English lessons.			✓		
4	I study English because I know it is important for my future.		✓			
5	I am motivated to learn English because it has a connection with Arabic lessons.				✓	
6	I try to improve my English skills even though it is difficult.				✓	
7	I feel satisfied when I successfully understand new vocabulary in English.			✓		
8	I learn English because I enjoy the process, not just for the grades.			✓		
9	I want to be able to understand English texts such as Qur'an translations or Islamic articles.				✓	
10	I feel that Arabic learning supports my motivation to learn English.			✓		

INTERVIEW GUIDELINES

A. Respondent Identity Data

Name : Nefarehul Zuhra Rahman
 Class : 3B
 Age : 14th
 Length of Study at Al-Ghuroba :

B. Main Questions Based on Research Focus

1. Motivation

Instructions:

Put a check mark (✓) on the answer that best matches your opinion.

Likert Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

No	Statement	1	2	3	4	5
1	I feel motivated to learn English because it helps me understand other subjects.		✓			
2	I learn English because I want to be able to communicate with foreigners.				✓	
3	I feel happy when the teacher uses interesting methods in English lessons.				✓	
4	I study English because I know it is important for my future.				✓	
5	I am motivated to learn English because it has a connection with Arabic lessons.		✓			
6	I try to improve my English skills even though it is difficult.			✓		
7	I feel satisfied when I successfully understand new vocabulary in English.				✓	
8	I learn English because I enjoy the process, not just for the grades.				✓	
9	I want to be able to understand English texts such as Qur'an translations or Islamic articles.			✓		
10	I feel that Arabic learning supports my motivation to learn English.		✓			

INTERVIEW GUIDELINES

A. Respondent Identity Data

Name : Fawzan A.P
 Class : 3rd
 Age : 14th
 Length of Study at Al-Ghuroba :

B. Main Questions Based on Research Focus

1. Motivation

Instructions:

Put a check mark (✓) on the answer that best matches your opinion.

Likert Scale:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Statement	1	2	3	4	5
1	I feel motivated to learn English because it helps me understand other subjects.		✓			
2	I learn English because I want to be able to communicate with foreigners.			✓		
3	I feel happy when the teacher uses interesting methods in English lessons.	✓				
4	I study English because I know it is important for my future.					✓
5	I am motivated to learn English because it has a connection with Arabic lessons.					✓
6	I try to improve my English skills even though it is difficult.			✓		
7	I feel satisfied when I successfully understand new vocabulary in English.		✓			
8	I learn English because I enjoy the process, not just for the grades.					✓
9	I want to be able to understand English texts such as Qur'an translations or Islamic articles.			✓		
10	I feel that Arabic learning supports my motivation to learn English.					✓

INTERVIEW GUIDELINES

A. Respondent Identity Data

Name : Muhammad Altain
 Class : 3rd
 Age : 14th
 Length of Study at Al-Ghuroba :

B. Main Questions Based on Research Focus

1. Motivation

Instructions:

Put a check mark (✓) on the answer that best matches your opinion.

Likert Scale:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Statement	1	2	3	4	5
1	I feel motivated to learn English because it helps me understand other subjects.		✓			
2	I learn English because I want to be able to communicate with foreigners.				✓	
3	I feel happy when the teacher uses interesting methods in English lessons.				✓	
4	I study English because I know it is important for my future.				✓	
5	I am motivated to learn English because it has a connection with Arabic lessons.					✓
6	I try to improve my English skills even though it is difficult.		✓			
7	I feel satisfied when I successfully understand new vocabulary in English.			✓		
8	I learn English because I enjoy the process, not just for the grades.			✓		
9	I want to be able to understand English texts such as Qur'an translations or Islamic articles.			✓		
10	I feel that Arabic learning supports my motivation to learn English.		✓			

Appendix 5

QUESTIONNAIRE RESULTS AND TOTAL SCORES

No	Respondent Name	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	TOTAL
1	S. A. T.	4	3	2	4	2	3	4	2	2	3	29
2	A. P. P.	2	2	2	3	4	4	4	3	5	5	34
3	A. Y.	3	3	3	3	4	4	3	5	3	5	36
4	M. S. A.	2	3	3	3	4	3	5	5	5	5	38
5	A. F.	2	3	4	1	4	2	4	5	5	4	34
6	M. N.	4	5	3	2	4	4	3	3	4	3	35
7	N. Z. R.	2	4	4	4	2	3	4	4	3	2	32
8	R. M. P.	2	3	1	5	5	3	2	5	3	5	34
9	M. A.	2	4	4	4	5	2	3	3	3	2	32
10	R. C.	5	4	4	5	1	5	5	5	4	3	41
TOTAL PER ITEM		28	34	30	34	35	33	37	40	37	37	385

Appendix 6

INTERVIEW RESPONSES

Student: Aswan Pasha P

Peneliti: Oke, Aswan. Bisakah kamu memberitahu saya seperti apa kegiatan pembelajaran bahasa Inggris di Al-Ghuraba?

Aswan: Sangat menyenangkan.

Peneliti: Sangat menyenangkan. Oke. Adakah bagian dari pembelajaran bahasa Inggris yang selalu kamu nantikan atau kamu nikmati?

Aswan: Saat... Ada atau enggak? Ada.

Peneliti: Ada. Pas kapan?

Aswan: Pembagian kosakata.

Peneliti: Saat pembagian kosakata. Kenapa menurut kamu itu menyenangkan?

Aswan: Mendapatkan kosakata baru.

Peneliti: Mendapatkan kosakata baru. Oke. Pernahkah kamu merasa bingung atau kesulitan saat belajar bahasa Inggris?

Aswan: Pernah.

Peneliti: Pernah. Di bagian mana yang membuatmu—yang menurutmu itu menantang bagi kamu?

Aswan: Saat disuruh menyusun kalimat.

Peneliti: Saat disuruh menyusun kalimat. Oke. Dari pengalaman kamu, apakah menurut kamu cara belajar bahasa Inggris di Al-Ghuraba itu dipengaruhi oleh pembelajaran bahasa Arab di sana atau tidak?"

Aswan: Dipengaruhi.

Peneliti: Dipengaruhi. Dalam kegiatan sehari-hari di Al-Ghuraba, pernahkah kamu menemukan situasi yang membuat kamu merasa bahasa Inggris itu ternyata bermanfaat? Pernah?

Aswan: Pernah.

Peneliti: Pas kapan?

Aswan: Saat lomba bahasa nyanyi.

Peneliti: Saat lomba pidato. Oh, lomba nyanyi bahasa Inggris. Oke. Bila kamu membayangkan diri kamu itu jago dalam berbahasa Inggris, bagaimana

menurut kamu hal itu akan mengubah kamu atau masa depan kamu atau tidak?

Aswan: Sangat bisa.

Peneliti: Sangat bisa. Oke. Dalam pembelajaran bahasa Inggris, apakah kamu lebih suka kegiatan yang lebih banyak berbicara, menulis, atau melalui permainan?

Aswan: Berbicara.

Peneliti: Berbicara. Kenapa?

Aswan: Karena sekalian belajar cara membacanya.

Peneliti: Oke, biar sekalian belajar cara membacanya. Cara membacanya. Oke.

Student: Muhammad Azzam

Peneliti: Azam, bisakah kamu memberitahu saya seperti apa kegiatan pembelajaran bahasa Inggris di Al-Ghuraba?

Kurang menarik.

Peneliti: Kurang menarik. Oke. Adakah bagian dari pembelajaran bahasa Inggris yang selalu kamu nantikan atau kamu nikmati?

Ada.

Peneliti: Di bagian mana?

Ketika sesi tanya jawab.

Peneliti: Ketika sesi tanya jawab.

Peneliti: Kenapa itu menarik?

Karena suka saja.

Peneliti: Karena suka saja Oke. Pernahkah kamu merasa bingung atau kesulitan saat belajar bahasa Inggris?

Pernah.

Peneliti: Bagian mana yang paling menantang ?

Ketika mengartikan bahasa Inggris ke bahasa Indonesia.

Peneliti: Mengartikan bahasa Inggris ke bahasa Indonesia. Oke, dari pengalaman kamu, apakah menurut kamu cara belajar bahasa Inggris di Al-Ghuraba itu dipengaruhi oleh pembelajaran bahasa Arab atau tidak?

Azzam: Tidak terlalu.

Peneliti: Tidak terlalu. Oke. Dalam kegiatan sehari-hari di Al-Ghuraba, pernahkah kamu menemukan situasi yang membuat kamu merasa bahasa Inggris itu bermanfaat?

Azzam: Pernah.

Peneliti: Pernah. Di bagian mana itu?

Azzam: Ketika latihan berpidato.

Peneliti: Ketika latihan berpidato. Oke. Bila kamu membayangkan kamu ini jago bahasa Arab, ya, eh jago bahasa Arab, jago bahasa Inggris, bagaimana menurut kamu hal itu akan mengubah kamu sama masa depan kamu atau tidak?

Azzam: Bisa.

Peneliti: Dalam pembelajaran bahasa Inggris, apakah kamu lebih suka kegiatan yang lebih melibatkan berbicara, menulis, atau melalui permainan?

Azzam: Melalui permainan.

Peneliti: Kenapa?

Azzam: Karena tidak membosankan.

Peneliti: Karena tidak membosankan. Oke, bagus.

Student: Nefarello Zuhra Rahman

Peneliti: Oke. Elo, bisakah kamu memberitahu saya seperti apa kegiatan pembelajaran Bahasa Inggris di Al-Ghuraba?

Ello: Menyenangkan.

Peneliti: Menyenangkan. Oke. Adakah bagian dari pembelajaran Bahasa Inggris yang selalu kamu nantikan atau kamu nikmati?

Ello: Ada.

Peneliti: Ada. Di bagian mana?

Ello: Pemberian kosa kata.

Peneliti: Pemberian kosa kata. Mengapa menurut kamu itu bagian yang menyenangkan?

Ello: Memperbanyak kosa kata.

Peneliti: Kosa kata. Oke. Pernahkah kamu merasa bingung atau kesulitan saat belajar Bahasa Inggris?

Ello: Pernah.

Peneliti: Pernah. Bagian mana yang paling menantang bagi kamu?

Ello: Mengertikan.

Peneliti: Mengertikan. Oke. Dari pengalaman kamu, apakah menurut kamu cara belajar Bahasa Inggris di Al-Ghuraba itu dipengaruhi tidak sama pembelajaran Bahasa Arab?

Ello: Gak terlalu.

Peneliti: Gak terlalu. Oke. Dalam kegiatan sehari-hari di Al-Ghuraba, pernahkah kamu menemukan situasi yang membuat kamu itu merasa Bahasa Inggris itu bermanfaat?

Ello: Pernah.

Peneliti: Pernah. Oke. Bisakah kamu memberikan contohnya?

Ello: Saat latihan berpidato.

Peneliti: Saat latihan Berpidato. Oke. Bila kamu membayangkan diri kamu fasih atau lancar dalam berbahasa Inggris, bagaimana menurut kamu hal itu akan mengubah kamu atau masa depan kamu atau tidak?

Ello: Mengubah.

Peneliti: Dalam pelajaran Bahasa Inggris, apakah kamu lebih suka kegiatan yang lebih menyenangkan yang melibatkan berbicara, menulis, atau belajar melalui permainan?

Ello: Menulis.

Peneliti: Menulis. Kenapa?

Ello: Mudah dipahami.

Peneliti: Mudah dipahami. Oke.

Student: Rafa A. P

Peneliti: Rafa, bisakah kamu memberitahu saya seperti apa kegiatan pembelajaran bahasa Inggris di Al-Ghuraba?

Rafa: Menyenangkan.

Peneliti: Menyenangkan. Oke. Apakah bagian dari pembelajaran bahasa Inggris yang selalu kamu nantikan?

Rafa: Saat pembagian kosakata.

Peneliti: Saat pembagian kosakata. Kenapa menurutmu itu menyenangkan?

Rafa: Karena ada permainannya.

Peneliti: Karena ada permainannya, sama...

Rafa: Kosakata baru.

Peneliti: Oke, sama kosakata baru. Pernahkah kamu merasa bingung atau kesulitan saat belajar bahasa Inggris?

Rafa: Pernah.

Peneliti: Pernah. Bagian mana yang membuatmu merasa kesulitan?

Rafa: Saat disuruh menjelaskan.

Peneliti: Saat disuruh menjelaskan. Dari pengalaman kamu, bisakah kamu... menurut kamu, pembelajaran bahasa Inggris di Al-Ghuraba itu dipengaruhi sama pembelajaran bahasa Arab atau tidak?

Rafa: Dipengaruhi.

Peneliti: Dipengaruhi. Dalam kegiatan sehari-hari di Al-Ghuraba, pernahkah kamu menemukan situasi yang membuat kamu itu merasa bahwa bahasa Inggris itu ternyata bermanfaat? Pernah enggak?

Rafa: Pernah.

Peneliti: Pernah, pas kapan?

Rafa: Saat lomba pidato.

Peneliti: Saat lomba pidato. Oke. Eh, ketika kamu membayangkan diri kamu itu jago bahasa Inggris, bagaimana menurutmu, kira-kira hal itu bisa bermanfaat sama kamu, sama masa depan kamu atau tidak?

Rafa: Bisa.

Peneliti: Bisa. Oke. Dalam pembelajaran bahasa Inggris, apakah kamu lebih suka kegiatan yang banyak berbicara, menulis, atau permainan?

Rafa: Berbicara.

Peneliti: Berbicara. Kenapa?

Rafa: Supaya melatih mulut kita dalam berbicara bahasa Inggris.

Peneliti: Oke, biar melatih berbicara kita dalam bahasa Inggris. Oke.

Student: Muh. Naldin

Penguji: Oke Aldin, bisakah kamu memberitahu saya seperti apa kegiatan pembelajaran Bahasa Inggris di Al-Ghuraba?

Nadin: Menyenangkan.

Penguji: Apa bagian dari pembelajaran Bahasa Inggris yang selalu kamu nantikan atau tidak?

Nadin: Tidak.

Penguji: Kenapa kamu tidak nantikan, kenapa?

Nadin: Karena gak suka Bahasa Inggris

Penguji: Kenapa gak suka Bahasa Inggris

Nadin: Gak apa-apa.

Penguji: Pernahkah kamu merasa bingung atau kesulitan saat belajar Bahasa Inggris?

Nadin: Pernah.

Penguji: Pernah. Oke, bagian mana yang paling susah menurut kamu?

Nadin: Ketika mengertikan Bahasa Inggris ke Bahasa Indonesia.

Penguji: Oke, ketika mengertikan Bahasa Inggris ke Bahasa Indonesia. Dari pengalaman kamu, apakah menurut kamu belajar Bahasa Inggris di Al-Ghuraba itu dipengaruhi sama pembelajaran Bahasa Arab atau tidak?

Nadin: Tidak.

Penguji: Dalam kegiatan sehari-hari di Al-Ghuroba pernahkah kamu menemukan situasi yang membuat kamu merasa Bahasa Inggris itu bermanfaat?

Nadin: Pernah.

Penguji: Bisakah kamu memberikan contohnya?

Nadin: Ketika drama kontes.

Penguji: Oke. Bila kamu membayangkan diri kamu itu jago Bahasa Inggris, bagaimana menurut kamu hal itu akan berguna sama diri kamu, sama masa depan kamu atau tidak?

Nadin: Berguna.

Penguji: Berguna. Oke. Dalam belajar Bahasa Inggris, apakah kamu lebih suka kegiatan yang lebih banyak berbicara, menulis atau melalui permainan?

Nadin: Permainan.

Penguji: Permainan, kenapa?

Nadin: Karena seru.

Student: Muh Salman Alfarisi

Peneliti: Oke Faris, bisakah kamu memberitahu saya seperti apa kegiatan pembelajaran Bahasa Inggris di Al-Ghuraba?

Faris: Agak menyenangkan.

Peneliti: Agak menyenangkan, oke. Adakah bagian dari pembelajaran Bahasa Inggris yang selalu kamu nantikan?

Faris: Ada.

Peneliti: Di bagian mana?

Faris: Di bagian saat membagi mufradat.

Peneliti: Oh, saat bagian kosa kata. Kenapa menurut kamu itu sangat menarik?

Faris: Karena bisa mendapatkan banyak kosa kata.

Peneliti: Oke, karena bisa mendapatkan kosa kata yang baru. Dari pengalaman kamu, apakah menurut kamu cara belajar Bahasa Inggris di Al-Ghuraba itu dipengaruhi sama pembelajaran Bahasa Arab atau tidak?

Faris: Dipengaruhi.

Peneliti: Dipengaruhi, oke. Dalam kegiatan seharian di Al-Ghuraba, pernahkah kamu menemukan situasi yang membuat kamu itu merasa Bahasa Inggris itu bermanfaat ternyata?

Faris: Pernah.

Peneliti: Bisakah kamu memberikan contohnya?

Faris: Saat latihan berpidato.

Peneliti: Saat latihan berpidato, oke. Bila kamu membayangkan diri kamu itu jago berbahasa Inggris, bagaimana menurut kamu hal itu akan mengubah kamu atau masa depan kamu atau tidak?

Bisa mengubah.

Peneliti: Bisa mengubah, oke. Dalam pelajaran Bahasa Inggris, apakah kamu lebih suka kegiatan yang lebih banyak berbicara, menulis atau dengan permainan? Faris: Faris: Menulis.

Peneliti: Kenapa?

Faris: Banyak kosa kata baru sama bisa tahu cara menulis Bahasa Inggris.

Student: Kane Raihan Calidro

Peneliti: Rehan, bisakah kamu memberitahu saya seperti apa kegiatan pembelajaran Bahasa Inggris di Al-Ghuraba?

Raihan: Kegiatan Bahasa Inggris di Algorobat kadang menurut saya menyenangkan.

Peneliti: Kadang menyenangkan, oke. Adakah bagian dari pembelajaran Bahasa Inggris yang selalu kamu nantikan?

Raihan: Ada.

Peneliti: Ada, oke. Mengapa menurutmu bagian tersebut, apa namanya, bagian tersebut menyenangkan? Di bagian mananya yang menyenangkan menurutmu? Raihan: Saat bertanya.

Peneliti: Saat bertanya, ya kenapa menurutmu itu sangat menyenangkan?

Raihan: Menurut saya asik.

Peneliti: Karena asik, ya. Oke, gak apa-apa. Pernahkah kamu merasa bingung atau kesulitan saat belajar Bahasa Inggris?

Raihan: Pernah.

Peneliti: Bagian mana yang paling menantang menurutmu?

Raihan: Saat disuruh mengertikan.

Peneliti: Saat disuruh mengertikan, oke. Dari pengalaman kamu, apakah menurut kamu cara belajar Bahasa Inggris di Al-Ghuraba itu dipengaruhi oleh pelajaran Bahasa Arab di sana atau tidak?

Raihan: Tidak terlalu.

Peneliti: Tidak terlalu, oke. Dalam kegiatan sehari-hari di Al-Ghuraba, pernahkah kamu menemukan situasi yang membuat kamu itu merasa Bahasa Inggris itu bermanfaat?

Raihan: Pernah.

Peneliti: Oke. Bisakah kamu memberikan contohnya?

Raihan: Di saat dalam pembelajaran.

Peneliti: Oke. Bila kamu membayangkan diri kamu itu fasih, tahu fasih gak? Jago. dalam Bahasa Inggris, bagaimana menurut kamu hal itu akan mengubah kamu atau masa depan kamu atau tidak?

Raihan: Akan merubah.

Peneliti: Dalam belajar Bahasa Inggris, apakah kamu lebih suka kegiatan yang lebih banyak melibatkan berbicara atau menulis atau belajar melalui permainan? Raihan: Melalui berbicara.

Peneliti: Melalui berbicara. Kenapa?

Raihan: Karena lebih asik.

Peneliti: Karena lebih asik. Oke.

Student: Aditya Fahri

Peneliti: Oke Adit, bisakah kamu memberitahu saya seperti apa kegiatan pembelajaran Bahasa Inggris di Al-Ghuraba?

Adit: Kurang seru,

Peneliti: kurang seru. Oke, adakah bagian dari pembelajaran Bahasa Inggris yang selalu kamu nantikan?

Adit: Ada.

Peneliti: Oke, di bagian mana?

Adit: Di bagian kosa kata.

Peneliti: Bagian kosa kata, oke. Mengapa menurut kamu itu sangat menyenangkan atau sangat menarik?

Adit: Karena ada permainannya disitu.

Peneliti: Karena ada permainannya juga disitu. Oke. Dari pengalaman kamu, apakah menurut kamu cara belajar Bahasa Inggris Al-Ghuraba itu dipengaruhi oleh pembelajaran Bahasa Arab atau tidak?

Adit: Tidak terpengaruh.

Peneliti: Oke. Dalam kegiatan sehari-hari di Al-Ghuraba, pernahkah kamu menemukan situasi yang membuat kamu itu merasa Bahasa Inggris itu bermanfaat?

Adit: Pernah.

Peneliti: Bisakah kamu memberikan contohnya?

Adit: Saat latihan drama kontes.

Peneliti: Bila kamu membayangkan diri kamu itu jago dalam berbahasa Inggris, bagaimana menurut kamu hal itu akan mengubah kamu dan juga masa depan kamu atau tidak?

Adit: Mengubah.

Peneliti: Oke. Dalam belajar Bahasa Inggris, apakah kamu lebih suka kegiatan yang lebih banyak melibatkan berbicara, menulis, atau belajar melalui permainan? Adit: Melalui permainan.

Peneliti: Melalui permainan, kenapa?

Adit: Karena ada serunya.

Student: Rifki Al-Fadil

Peneliti: Oke Rifki, bisakah kamu memberitahu saya seperti apa kegiatan pembelajaran bahasa Inggris di Al-Ghuraba?

Rifki: Sedikit menyenangkan.

Peneliti: Sedikit menyenangkan. Oke, adakah bagian dari pembelajaran bahasa Inggris yang selalu kamu nantikan?

Rifki: Ada.

Peneliti: Ada. Di bagian mana yang menyenangkan?

Rifki: Saat latihan berpidato.

Peneliti: Saat latihan berpidato. Oke. Mengapa menurutmu itu sangat menarik?

Rifki: Karena dapat mental.

Peneliti: Karena menguatkan mental. Oke, bagus. Pernahkah kamu merasa bingung atau kesulitan saat belajar bahasa Inggris?

Rifki: Pernah.

Peneliti: Bagian mana yang paling membuatmu itu menantang bagimu dalam belajar bahasa Inggris?

Rifki: Saat menyambungkan kata-kata lain.

Peneliti: Saat menyambungkan kata. Oke. Dari pengalaman kamu, apakah menurut kamu cara belajar bahasa Inggris di Al-Ghuraba itu dipengaruhi oleh belajar pembelajaran bahasa Arab atau tidak?

Rifki: Sedikit mempengaruhi.

Peneliti: Sedikit mempengaruhi. Hmm, oke. Dalam kegiatan sehari-hari di Al-Ghuraba, pernahkah kamu menemukan situasi yang membuat kamu merasa bahasa Inggris itu bermanfaat?

Rifki: Pernah.

Peneliti: Pernah. Bisakah kamu memberikan contohnya?

Rifki: Saat drama contest.

Peneliti: Saat drama contest. Oke. Bila kamu membayangkan diri kamu itu jago dalam berbahasa Inggris, bagaimana menurut kamu hal itu akan mengubah kamu dan masa depan kamu atau tidak?

Rifki: Merubah.

Peneliti: Dalam pembelajaran bahasa Inggris, apakah kamu lebih suka kegiatan yang lebih banyak menimbulkan berbicara, menulis, atau belajar melalui permainan?

Rifki: Belajar melalui permainan.

Peneliti: Belajar melalui permainan. Karena?

Rifki: Seru.

Student: Abdul Ravi

Peneliti: Oke, Rafi. Bisakah kamu memberitahu saya seperti apa kegiatan pembelajaran bahasa Inggris di Al-Ghuraba?

Rafi: Kurang menyenangkan.

Peneliti: Kurang menyenangkan. Adakah bagian pembelajaran bahasa Inggris yang selalu kamu nantikan atau kamu nikmati?

Rafi: Ada.

Peneliti: Ada. Di bagian mana?

Rafi: Saat bagian kosakata.

Peneliti: Saat bagian kosakata. Mengapa menurut kamu itu bagian yang menarik?

Rafi: Karena bisa mendapatkan kosakata yang sangat banyak.

Peneliti: Oh, karena bisa mendapatkan kosakata yang baru. Oke. Pernahkah kamu merasa bingung atau kesulitan saat belajar bahasa Inggris?"

Rafi: Pernah.

Peneliti: Pernah. Bagian mana yang paling menantang bagi kamu?

Rafi: Saat mengartikan.

Peneliti: Saat mengartikan. Oke. Dari pengalaman kamu, apakah menurut kamu cara belajar bahasa Inggris di Al-Ghuraba itu dipengaruhi oleh pembelajaran bahasa Arab atau tidak?

Rafi: Kalau untuk saya tidak.

Peneliti: Kalau untuk kamu tidak. Oke. Dalam kegiatan sehari-hari di Al-Ghuraba, pernahkah kamu menemukan situasi yang membuat kamu itu merasa bahwa bahasa Inggris itu bermanfaat?

Rafi: Saat perlombaan pidato.

Peneliti: Saat lomba pidato. Oke. Bila kamu membayangkan diri kamu ini jago berbahasa Inggris, bagaimana menurut kamu hal itu akan mengubah kamu atau masa depan kamu atau tidak?

Rafi: Mengubah.

Peneliti: Mengubah. Oke. Dalam pembelajaran bahasa Inggris, apakah kamu lebih suka yang banyak berbicara, menulis, atau melalui permainan?"

Rafi: Melalui permainan.

Peneliti: Melalui permainan. Kenapa?

Rafi: Sangat seru dan tidak cepat bosan.

Peneliti: Biar lebih seru dan tidak cepat bosan."

Appendix 7

DOCUMENTATION











UNIMUDA
SORONG

PENDIDIKAN BAHASA INGGRIS
FAKULTAS PENDIDIKAN BAHASA, SOSIAL, DAN OLARAGA
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH (UNIMUDA) SORONG
Office: Jl. KH. Ahmad Dahlan, 01 Marilyot Pantai, Alimos, Kabupaten Sorong, Papua Barat Daya

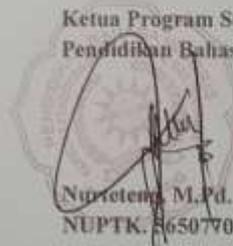
**LEMBAR PENGESAHAN
PERSETUJUAN REVISI SKRIPSI**

Nama : Abdul Rahman Dzulhijah Sofyan
NIM : 148820321031
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : *"The Influence of the Arabic Curriculum on Students Motivation and Perception in English Learning"*
Tgl Ujian : 17 Desember 2025

No	Nama Dosen	Jabatan	Tanggal	Tanda Tangan
1	Nurteteng, M.Pd.	Ketua Penguji	26/12/25	
2	Rizqi Claudia Wardani H., M.Pd.	Penguji 1	26/12/25	
3	Agus Setiawan, M.Pd.	Penguji 2	27/12/25	

Sorong, 26/12/2025

Ketua Program Studi
Pendidikan Bahasa Inggris,



Nurteteng, M.Pd.
NUPTK. 8650770671230262

<https://pbing.unimudasorong.ac.id>

PROGRAM STUDI:

Pendidikan Bahasa Inggris, Pendidikan Bahasa Indonesia, Pendidikan Pancasila dan Kewarganegaraan, PGSD, Pendidikan Jasmani, dan PG PAUD

