

**THE INFLUENCE OF VOCABULARY MASTERY AND MOTIVATION  
ON ENGLISH-SPEAKING ABILITY AT EIGHTH GRADE STUDENTS OF  
BAITUL 'ILMI JUNIOR HIGH SCHOOL**

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**ABSTRACT**

This research examined at how vocabulary mastery and motivation influence students' speaking abilities in order to figure out whether having a little vocabulary or lacking motivation limits students from speaking effectively. The eighth-grade students of Baitul 'Ilmi Junior High School participated in this Ex Post Facto research. In this research, a purposive sampling procedure was employed, and the sample comprised 30 students from the B class. Tests and questionnaires were utilized to collect the data for this research. The writer used the Pearson formula to test the content, construct, and item validity of the instrument. Additionally, 30 statements of motivation and 60 questions related to vocabulary mastery were obtained using the Alpha Cronbach formula to test the instrument's reliability. The data analysis techniques employed were Multiple Regression and Product Moment Correlation. The findings demonstrated that: (1) vocabulary mastery significantly influences English-speaking ability ( $t_{\text{count}} 6.034 > t_{\text{table}} 2.051$ ) with 49.32% of the effective contribution, (2) motivation significantly influences English-speaking ability ( $t_{\text{count}} 3.706 > t_{\text{table}} 2,051$ ) with 24.843% of the effective contribution, and (3) vocabulary mastery and motivation together significantly influence English speaking ability ( $F_{\text{count}} 39.853 > F_{\text{table}} 3.35$ ) with 74.657% of the total effective contribution.

**Keywords:** Vocabulary Mastery, Motivation, Speaking Ability

**PENGARUH PENGUASAAN KOSAKATA DAN MOTIVASI TERHADAP  
KEMAMPUAN BERBAHASA INGGRIS SISWA KELAS VIII DI SMP  
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**ABSTRAK**

Penelitian ini meneliti bagaimana penguasaan kosakata dan motivasi mempengaruhi kemampuan berbicara siswa untuk mencari tahu apakah memiliki sedikit kosakata atau kurangnya motivasi membatasi siswa untuk berbicara secara efektif. Siswa kelas delapan dari Sekolah Menengah Pertama Baitul 'Ilmi berpartisipasi dalam penelitian *Ex Post Facto* ini. Dalam penelitian ini, prosedur pengambilan sampel secara *purposive sampling* digunakan, dan sampel terdiri dari 30 siswa dari kelas B. Tes dan kuesioner digunakan untuk mengumpulkan data untuk penelitian ini. Rumus Pearson digunakan untuk menguji validitas isi, konstruk, dan butir instrumen. Selain itu, 30 pernyataan motivasi dan 60 pertanyaan yang berkaitan dengan penguasaan kosakata diperoleh dengan menggunakan rumus Alpha Cronbach untuk menguji reliabilitas instrumen. Teknik analisis data yang digunakan adalah Regresi Berganda dan Korelasi Product Moment. Temuan menunjukkan bahwa: (1) penguasaan kosakata secara signifikan mempengaruhi kemampuan berbahasa Inggris ( $t_{hitung} 6,034 > t_{tabel} 2,051$ ) dengan 49,32% kontribusi efektif, (2) motivasi secara signifikan mempengaruhi kemampuan berbahasa Inggris ( $t_{hitung} 3,706 > t_{tabel} 2,051$ ) dengan 24,843% kontribusi efektif, dan (3) penguasaan kosakata dan motivasi secara bersama-sama secara signifikan mempengaruhi kemampuan berbahasa Inggris ( $F_{hitung} 39,853 > F_{tabel} 3,35$ ) dengan 74,657% total kontribusi efektif.

**Kata Kunci:** Penguasaan Kosa-Kata, Motivasi, Kemampuan Berbicara