

ABSTRACT

Melida. (2024). **The Influence of Vocabulary Knowledge and Reading Motivation on Reading Achievement at A Senior High School in Muaro Jambi.** A Thesis. English Education Study Program. Faculty of Teacher Training and Education of Jambi University in Academic Year 2024/2025. The first supervisor is Prof. Hadiyanto, S.Pd., M.Ed., Ph.D. The second supervisor is Dr Sri Wachyunni, S.S., M.Hum.,MA.

This research has purposes; (1) to explore the influence of students' vocabulary knowledge on reading achievement, (2) to explore the influence of students' reading motivation on reading achievement, and (3) to explore whether there is a significant association between students' vocabulary knowledge and reading motivation on reading achievement. It utilizes ex post facto research design. The sampling technique of this research is simple random sampling by utilizing a lottery method. Two test and one questionnaire are utilized as research instruments. The data are analyzed by utilizing simple linear regression and continued by multiple linear regression. The result of simple linear regression reveals that there is a significant influence of students' vocabulary knowledge on reading achievement with F at 46973.795 and the significance value at $0.000 < 0.05$. Vocabulary knowledge contributes at 99.9% in influencing reading achievement. Furthermore, it reveals that there is a significant influence of students' reading motivation on reading achievement with F at 214.199 and the significance value at $0.000 < 0.05$. Reading motivation contributes at 79% in influencing reading achievement. In addition, the result of multiple linier regression reveals that there is a significant association between students' vocabulary knowledge and reading motivation on reading achievement with F at 26698.418 and the significance value at $0.000 < 0.05$. Vocabulary knowledge and reading motivation contributes at 99.9% in influencing reading achievement. To sum up, students who have high vocabulary knowledge and reading motivation will achieve high reading achievement as well. These findings suggest that students' reading achievement depends on their vocabulary knowledge and their reading motivation. The more their vocabulary knowledge possessed and the more their motivation to read English possessed, the more their achievement in reading possessed.

Keywords: *Reading achievement, Reading motivation, Senior High School, Vocabulary knowledge.*