THE CORRELATION BETWEEN STUDENTS' MORPHOLOGICAL AWARENESS AND STUDENTS' VOCABULARY MASTERY OF SIXTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT STKIP-PGRI BANDAR LAMPUNG IN ACADEMIC YEAR 2021/2022

Mohammad Galuh Fedriyanto[1], Febriyantina Istiara[2], Febriyanti[3]

[123]STKIP PGRI Bandar Lampung

mgaluhfedriyanto@gmail.com[1], istiarafebri02@gmail.com[2], febriyanti.pascaunila@gmail.com[3]

Abstract: This research aims to investigate the correlation of students' morphological awareness and students' vocabulary mastery of English Department sixth semester students at STKIP-PGRI Bandar Lampung in academic year 2021/2022. The main objective of this research is to know whether there is a correlation between morphological awareness and vocabulary mastery. The sample of this research consisted of 30 sixth semester college students from English Department of STKIP-PGRI Bandar Lampung. The data are obtained through morphological awareness test and vocabulary mastery test. The result shows that there is a strong relationship ($r_{xy} = 0.73$) between morphological awareness and vocabulary mastery. This means that the relationship between the two variables is positive and significant. Thus, the hypothesis "There is correlation between students' morphological awareness and students' vocabulary mastery of sixth semester students of English department at STKIP-PGRI Bandar Lampung in academic year 2021/2022." is accepted.

Keywords: Morphological awareness, Vocabulary Mastery

INTRODUCTION

Vocabulary is a central part of a language and considered as one of the building blocks of language and an essential part in language learning. The important role of vocabulary in language learning is undeniable, because inadequate vocabulary can affect learners' comprehension and fluency. The lack of vocabulary has become one of the main obstacles to overcome. Students who have limited vocabulary would have difficulties in communicating and expressing their ideas both in form of spoken and written in the target languages effectively. The reason for this problem is because of the difference in language systems

between the students' native language and English. In addition, students also found difficulties in choosing the appropriate meaning of the words. This implies students are still having difficulties in finding the correct meaning in context. This is supported by several studies (Rohmatillah, 2014; Afzal 2019) about the difficulties in learning vocabulary, the results shows that almost all of the students have difficulties in pronunciation, spelling, and grammatical pattern. The different grammatical form of a word known as morphological inflections was one of causes of students' difficulties in learning vocabulary.

The awareness of morphological units is another important component in language learning that is often overlooked. Morphological awareness can serve as a foundation for further language learning, as morpheme communicates lexical meaning and conveying grammatical changes through roots or affixes. With a high level of morphological awareness, students can combine morpheme in different ways to express particular meanings or to fill particular grammatical roles. Carlisle (2010:466) stated that morphological awareness develops gradually as students come to understand complex relations of form and meaning. This is not limited to the meaning of individual morphemes, but also the awareness that words might be made up of familiar morphemes, which can be used to understand unfamiliar words. However, students often made a lot of morphological errors in forming a sentence. Students are having difficulties in using morpheme correctly, where they are unable to apply the correct derivational and inflectional suffixes. In addition, they often made spelling errors after adding suffix to base word, such as "thiefs" instead of "thieves". This is supported by Yakub and Hossain (2018:216), who found that students produce errors in using inflectional suffixes 's', 'es', and 'ed'.

Ramadan (2015:46) showed that students' morphological error in the use of derivational morpheme may be due to the ignorance of some restriction to certain morphological rules. The main cause of errors is the interference of the students' native language, also known as interlingual errors. Interlingual errors occur when students tried to apply the rules of their native language to English, where they are likely to use the rules that exist in their native language as reference in producing English sentences. The different rules between Bahasa Indonesia and English make the utterances in English ungrammatical. Furthermore, the errors were also caused when students tried to use direct translation, where students translate word by word from Bahasa to English. This is supported by research conducted by Yakub and Hossain (2018:217) who showed that learners' native language interferes significantly because students know more of the rules of their native language than that of English.

As stated above, there is some overlap of the difficulties that the students face in producing a proper sentence. Therefore, this research aims to investigate the correlation of students' morphological awareness and students' vocabulary mastery of English Department sixth semester students at STKIP-PGRI Bandar Lampung in academic year 2021/2022 based

on the phenomena and studies stated above. Since there are not many studies that covers the relationship between morphological awareness and vocabulary mastery in Indonesian EFL context. Moreover, the subjects of this research are university students of English Department that have enrolled in morphology class, which could provide clearer picture of the significance of the correlation between morphological awareness and vocabulary mastery.

There are several studies that are relevant to the subject of morphological awareness and vocabulary. Even so, there are few differences such as the focus of the research, the participants, and the instruments. The first study by Sparks and Deacon (2012) aimed to explore the temporal relationship between morphological awareness and vocabulary, but it was limited to monolingual English-speaking children. The second (Itmeizeh, 2018) and third (Akbulut, 2017) studies investigated the influence or effectiveness of morphological analysis and morphology-based teaching on students' vocabulary knowledge. The participants for the second research are tenth grade female students in EFL context, while the participants for the third research are undergraduate university students in ESL context. On the other hand, this current research aims to discover the correlation between the morphological awareness and vocabulary mastery of undergraduate university students in Indonesian EFL context. The students had enrolled in morphology class, which hopefully could provide clearer picture of the significance of the correlation between morphological awareness and vocabulary mastery.

METHOD

This research applies quantitative approach. In quantitative approach, the researcher analyzes the problems using statistical analysis (Creswell, 2012:13). This research investigated the correlation between morphological awareness (X) and vocabulary mastery (Y). The population of this research is all of the sixth semester students of English Department of STKIP-PGRI Bandar Lampung in the academic year 2021/2022 that consisted of 50 students. Creswell (2012:146) suggested that approximately 30 participants are required for a correlational study that relates variables to avoid sampling error. From the population, 30 samples were taken using simple random sampling technique. To obtain the data, the researcher uses morphological awareness test and vocabulary mastery test. The morphological awareness test was adopted from Curinga (2014) and Varatharajoo, Asmawi, and Abedalaziz, (2015). The morphological awareness test consisted of 20 questions. The test was used because they perform consistently and reliably and the results are easy to score and interpret (Alsalamah, 2011; Varatharajoo et al, 2015). Also, it had been widely used in many studies to measure language learners' morphological awareness. Therefore, the test is considered to be valid and reliable. To measure vocabulary mastery, the researcher prepared 20 multiple choices test. The morphological awareness test and vocabulary test consisted of 20 questions each, so there are total of 40 questions in this research.

RESULT

there are 30 participants in this research. The highest score of morphological awareness (X) was 100 and the lowest was 50. The mean score of students' morphological awareness was 75.50 and the median score was 75. For vocabulary mastery (Y), the highest score was 100, while the lowest was 45. The mean score of students' vocabulary mastery score was 78.00 and the median score was 85. Based on this finding, it can be concluded that students' morphological awareness and vocabulary mastery score are high.

Data Normality Test

Based on the result, at significance level of 5% and N=30, the data of morphological awareness ($L_o = 0.6543$) and vocabulary mastery ($L_o = 0.5389$) are higher than $L_{table} = 0.161$. Since $L_0 > L_{table}$ at significance level 5%. Therefore, both morphological awareness and vocabulary mastery have normal data distribution.

Hypothesis Test

Based on the result, the coefficient correlation between morphological awareness and vocabulary mastery is 0.73. If we take a look at the table 1 below, $r_{xy} = 0.73$ falls under the category of as strong level of relationship. In addition, the result of the calculation is positive. This means that the relationship between the two variables is positive.

Based on the result of the t-test, $t_{count} = 5.65$. While $t_{table} = 2.05$ obtained from T distribution table at significance level 5% and dk= 28. The t_{count} obtained from the calculation is higher than t_{table} obtained from the table. Since $t_{count} > t_{table}$ at significance level 5%, the hypothesis is accepted. To sum up, there are significant and strong positive correlation between students' morphological awareness and students' vocabulary mastery.

Table 1
The Criteria of Correlation Between Variables

Coefficient Interval	Levels of Relationship
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

(Sugiyono, 2015:257)

DISCUSSION

The questions addressed by this current study are whether correlations exist between students' morphological awareness (X) and students' vocabulary mastery (Y). It was expected that high morphological awareness correlates with high vocabulary. The assumption is that students with high morphological awareness also have high vocabulary mastery. Based on the hypothesis analysis, it was found that t_{count} (5.65) > t_{table} (2.05). It means that there is a significant correlation between students' morphological awareness and students' vocabulary mastery. Therefore, Ho is accepted and Ha is rejected. Also, by looking at table 4.5, it can be seen that the result of the calculation ($r_{xy} = 0.73$) falls under the "strong relationship" level. This means that the relationship between students' morphological awareness and students' vocabulary mastery is strong. Thus, the hypothesis "There is correlation between students' morphological awareness and students' vocabulary mastery of sixth semester students of English department at STKIP-PGRI Bandar Lampung in academic year 2021/2022." is accepted.

The finding of this research reveals that there is strong correlation between students' morphological awareness and vocabulary mastery. The findings shows that students with high morphological awareness also have high vocabulary mastery. The same can be said with students with low morphological awareness, who also have low vocabulary mastery. This result of this research is in agreement with another study which reveals that there is strong correlation between the two variables (Khodadoust et al.). Furthermore, the result of a study by Itmeizeh (2018) showed the importance of awareness of derivational and inflectional morphemes, so that students can appropriately identify and use vocabulary item for the purpose of more effective communication. In addition, students who are capable of learning new words depending on the morphological structure analysis can boost their vocabulary mastery.

The possible reason for this connection between morphological awareness and vocabulary mastery is due to the fact that students can comprehend the meaning of a word based on their understanding of the morphemes that made up the word. This is in accordance to a study by Yücel-Koç (2015) who stated that language learners who are aware of affixes and base words should be able to access the words with decoding. This process involves identifying and understanding the meaning of morphemes that made up a word. Therefore,

allowing them to interpret the meaning of complex words that were previously unknown to them. Morphological awareness assists students by breaking up complex words into meaningful parts, learning the meaning and function of roots and affixes, and reassembling new meanings from the useful parts. In short, students who are aware of morphemes can extrapolate the meaning of a word that that was previously unknown to them, thus contribute to the development of their vocabulary. The finding of this research is also in line with another study that shows morphological awareness contributed significantly to vocabulary, which indirectly contributed to reading comprehension (Carlisle, 2010).

CONCLUSION

Based on the research that was carried out on English Department Sixth Semester Students of STKIP PGRI Bandar Lampung at Academic Year 2021/2022. The result of the research showed that English Department Sixth Semester Students of STKIP PGRI Bandar Lampung at Academic Year 2021/2022 have high morphological awareness and vocabulary mastery score. The mean score of students' morphological awareness (X) was 75.50 and the mean score of students' vocabulary mastery (Y) was 78. Based on this finding, it can be concluded that students' morphological awareness and vocabulary mastery score are high. This research reveals the coefficient correlation (r_{xy}) between morphological awareness and vocabulary mastery is 0.73. The t_{count} obtained from the two-tailed test is also higher than t_{table} obtained from the T distribution table. This means that the relationship between morphological awareness and vocabulary mastery is positive and significant, and falls under the category of strong level of relationship.

RECOMMENDATION

From the result of the research the researcher would like to give some suggestions that might be useful in improving students' morphological awareness and vocabulary mastery. Students should improve their morphological awareness and knowledge because students can benefit from strong morphological awareness skills. Language learners who are aware of affixes and base words should be able to access the words with decoding, which in turn will help them to easily and quickly recognize the words in future. Also, Students should know that

English and Bahasa Indonesia have different language rules. Applying the language rules of Bahasa Indonesia to English can make the utterance or spelling in ungrammatical.

Teacher can try to use of morphemic analysis instruction technique can help students understand the meaning of words and morphemes. Which in turn will assist in students' vocabulary development. Also, teachers can try to emphasizes the importance of morphological knowledge and awareness such as by teaching students about affixes and the role of affixes in changing word class. This is because the knowledge and awareness of morphological units can help students in many aspects of language learning such as vocabulary development and reading comprehension.

It is important to keep in mind that this research is far from perfect as it is limited on several aspects. The participants of this research are limited to 30 sixth semester students. Further research which studies deeper into the subject of morphological awareness and vocabulary mastery should be conducted. Because of this the researcher suggests that further research should be done in order to provide clearer picture in the subject of morphological awareness and vocabulary mastery.

REFERENCES

Afzal, Naeem. "A study on vocabulary-learning problems encountered by BA English majors at the university level of education." Arab World English Journal (AWEJ) Volume 10 (2019).

Akbulut, D. F. (2017). Effects of Morphological Awareness on Second Language Vocabulary Knowledge.Journal of Language and Linguistic Studies.

Alsalamah, N. S. (2011). The Relationship between Morphological Awareness and English Vocabulary Acquisition of Saudi Female Students at King Saud University. Unpublished master thesis in the university of Wisconsin-Whitewater.

Carlisle. J. F. (2010). Effects of instruction in morphological awareness on literacy achievement: An integrative review.

Curinga, R. (2014). The effect of morphological awareness on reading comprehension: a study with adolescent Spanish-English emergent bilinguals.

Itmeizeh, Mahmoud. (2018). Influence of Morphemic Analysis on Vocabulary Learning Among Palestinian 10th Graders. International Journal of Research in English Education.

Ramadan, Saleh. (2015). Morphological Errors Made By Jordanian University Students. Romanian Journal of English Studies.

Rohmatillah, R. (2014). A STUDY ON STUDENTS' DIFFICULTIES IN LEARNING VOCABULARY.

Sparks, E & Deacon, H. (2015). Morphological awareness and vocabulary acquisition: A longitudinal examination of their relationship in English-speaking children. Applied Psycholinguistics.

Sugiyono. (2015). Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D). Bandung: Alfabeta

Varatharajoo, C & Asmawi, A & Abedalaziz, N. (2015). Morphemic Analysis Awareness: A Boon or Bane on ESL Students' Vocabulary Learning Strategy. International Scholarly and Scientific Research & Innovation.

Yakub, F., Hossain, M.F., 2018. Morphological error analysis of English written texts produced by the tertiary level students of Bangladesh. Res. J. Engl. Lang. Literat. (RJELAL).