

ISSN 2656-5323
e-ISSN 2808-2451

Vol 6 No. 2. Oktober 2023

BEYOND LINGUISTIKA

(Journal of Linguistics and Language Education)

**PRODI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS BANDAR LAMPUNG**

Jl. Z.A. Pagar Alam No. 26, Labuhan Ratu Bandar Lampung, 35142

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The Correlation Between Morphological Awareness and Vocabulary Mastery

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Abstract

Nurhadian, S (2022), The Correlation Between Morphological Awareness and Vocabulary Mastery of the fifth Semester Student of English Education Department Universitas Bandar Lampung. This study Examined The Correlation Between Morphological Awareness and Vocabulary Mastery of the fifth Semester Student of English Education Department Universitas Bandar Lampung. The method used in this study is co-relational design. The subjects of this study were 16 students of fifth semester student of English Department Universitas Bandar Lampung. The data of this study are morphological awareness tests and new vocabulary level tests. The results of these tests are used to correlate the relationship between morphological awareness and vocabulary level. New Vocabulary Level Test mean total score 74.50 point. Mean total score from the data got 61.25 point and mean total score of Morpheme Identification test was 35.00. From the morphological structure test the correlation was moderate correlation, proved by 0.484 point of Pearson correlation score. For morpheme identification there was strong correlation, proved by 0.668 point Pearson correlation score. The data will be analyzed using the Pearson Product Moment Formula and SPSS version 25. Based on the overall results of the study. Correlation between Morphological awareness and vocabulary mastery are proved from the data, even though the participants who finished the test are beyond my expectation it more than enough to proved the correlation. Overall there are morphological awareness that related to the vocabulary mastery, Even the score of the students' are slightly in low in Morphological Awareness Test.

Keywords: *Morphological awareness; Vocabulary mastery; Correlation; Pearson product moment.*

Introduction

Vocabulary is a list of word with the meaning used to express ideas and communicate with each other (Alharthi, n.d.; Sidek & Rahim, 2015; Tsubaki, 2018).

In other words, vocabulary is an important element of the language that serves not only to support the other elements of English (grammar, pronunciation, and spelling) also facilitated the used of four four language skills (listening, speaking, reading, writing). It is a fundamental and essential component of communication because without sufficient vocabulary, we cannot express everything that goes through our minds. (Dung, 2023)

In case of vocabulary mastery, teaching and learning vocabulary is a crucial activity in any language class. In learning vocabulary can be

enhanced use of some strategies. This strategies are consciously or unconsciously learned by student to process learning activities maximize student's potential ability in learning. In Indonesia, students have some problems that make it difficult for them to improve their vocabulary. As we know, English as a foreign language means using our local language in daily communication, which has nothing to do with English as a language of communication. (Kamarudin, 2020; Mudzielwana, 2016; Syafrizal & Haerudin, 2018)

Besides, students need to put more effort to memorize new words and improve their vocabulary. In this case, the teacher should find a creative way to teach students mainly through vocabulary. Among the many methods that can be used for teaching, the teacher can use morphological awareness to teach vocabulary.

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ISSN: 1550564779 (online)

The relationship between morphological awareness and vocabulary knowledge, found that there is a positive correlation between students' morphological awareness and their vocabulary knowledge. Morphology is the study of the structure of words. In linguistics, morphology refers to the mental system involved in word formation, or the branch of linguistics that deals with words, their internal structure, and their formation. (Juanisa & Suezdi, n.d.; Mulyansari, 2019; Priskinanda & Bram, 2021).

The concept of 'word' itself in English is a smaller unit than a single sentence and deals with words as morphology. A single sentence can be broken down into smaller units (words). Also, words can be broken down into smaller and meaningful parts. A morpheme is the meaningful component of a word. A morpheme is the smallest unit that divides sound and meaning into lexical meaning or grammatical function. (Chang et al., 2021; Mckeown, 2019; Mudzielwana, 2016).

Grammatical function is one of the primary ways morphologists study words, their internal structure, and their formation, through the identification and study of morphemes, often defined as the smallest linguistic units. A morpheme can consist of a word, such as fly, or a meaningful part of a word, such as the -ment of astonishment; it cannot be broken down into smaller parts. Based on the definition below, the study of morphemes and their arrangements in the formation of words is the purpose of morphology. Morphological awareness is defined as "the ability to reflect on, analyze, and manipulate the morphemic elements in words" (Carlisle et al., 2010).

Morphological awareness is about consciously reflecting and manipulating morphemes. In other words morphological awareness is learner's ability to explain the meaning and the function of the affixes and root words. By the use of morphological awareness students are able to learn morphemes and morphemic boundaries by disassembling words into smaller meaningful part. (D. Zhang et al., 2016; H. Zhang & Koda, 2018).

There is a strong relationship between morphological awareness and the ability to read in either the first language (L1) or the second language. Morphological awareness can sensitize students to the writing system by recognizing orthographic and phonological irregularities. A

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few studies have examined the role of morphological awareness in L2 vocabulary development. These studies concluded that morphological awareness may be a key element in vocabulary acquisition. Students' ability to learn new words resulted from the formation of new words using previously acquired roots. (Adlof et al., 2006; Kieffer & Lesaux, 2012; McBride-chang et al., 2005)

Question of The Study

1. How is the students' vocabulary mastery of fifth Semester Student of English Education Department?
2. How is the students' morphological awareness of fifth Semester Student of English Education Department?
3. Is there any correlation between morphological awareness and vocabulary mastery of fifth Semester Student of English Education Department?

Method

This study use Co-Relational design. Correlation is one of the type in quantitative approach There are two type of the test, first New Vocabulary Level Test and Morphological Awareness Test. The New Vocabulary Level Test (New VLT) is adapted from (McLean & Kramer, 2015). This test is used in this study to test students' receptive and productive vocabulary knowledge. The Morphological awareness test is adapted from (Mcbride-chang et al., 2005) The Morphological awareness test use for measures analytic and synthetic word formation rules. This test is used in this study to examine students' awareness level of the relationships between words and how words correlate to each other in a sentence. This test consist of two parts: Morphological Structure Test and Morpheme Identification Test. Morphological Structure Test measures students' ability to produce words using different morphemes. Morphological Identification Test measure student ability to analyze and break down complex word into smaller unit. The participant of the test are 16 students of the fifth semester student of English education department Universitas Bandar Lampung

Finding

Vocabulary Level Test First table result from five part question consist 5 question each part possible maximum score 100 point. In order to collected the result of the test, 78 point standard

minimum score used to measure the result of students Vocabulary Mastery. From the table 36 point was the minimum score got by student and 96 point was the maximum score got by student who finished the test. For mean total score got 74.50 point. Based on the standard minimum score, the student vocabulary mastery still below the minimum standard. Which mean students need to improve their vocabulary mastery.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NVLT	16	36	96	74.50	21.059
Valid (listwise)	N 16				

Morphological Awareness Test

Second table result from 10 question of Morphological Structure Test and third table result from 10 question of Morpheme Identification Test.

Possible maximum score both of the test is 100 point. In order to collected the result of the test, 78 point standard minimum score used to measure the result of students ability to finished the morphological structure test and morpheme identification test.

The minimum score got by the student for morphological structure test was 10 point and maximum score got by the student was 90 point. Mean total score from the data got 61.25 point. For morpheme identification test result minimum score got by students was 0 and maximum score got by the students was 75 point. Mean total score of Morpheme Identification test was 35.00. Based on the standard minimum score used in this test was 78 point. The morphological awareness ability of the students who finished the test was below the standard.

Morphological Structural Test Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
MST	16	10	90	61.25	17.464
Valid (listwise)	N 16				

Morpheme Identification Test Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
MIT	16	0	75	35.00	23.523
Valid (listwise)	N 16				

The correlation Between Morphological Awareness Test and Vocabulary Mastery

This part consist the data of the correlation between Morphological Awareness and Vocabulary Mastery. The data analysis that I have choose is Person Correlation method. There was weak correlation between Vocabulary Level Test and Morphological Structure Test (0.484) and no significant difference (0.057). Furthermore there are moderate correlation between Vocabulary mastery and Morpheme Identification Test (0.668) and significant difference (0.005). Table 4.4 provide descriptive statistics of the Correlational between The New Vocabulary Level Test, Morphological Structure Test, and The Morpheme Identification Test.

Correlational Between Vocabulary Mastery and Morphological Awareness Test

Correlations

		Skor NVLT	Skor MST	Skor MIT
Skor NVLT	Pearson Correlation	1	.484	.668**
	Sig. (2-tailed)		.057	.005
	N	16	16	16
Skor MST	Pearson Correlation	.484	1	.503*
	Sig. (2-tailed)	.057		.047
	N	16	16	16
Skor MIT	Pearson Correlation	.668**	.503*	1
	Sig. (2-tailed)	.005	.047	
	N	16	16	16

Pearson correlation coefficient was used in order to find out the correlation between vocabulary mastery and morphological awareness. There are correlation between vocabulary mastery and morphological awareness, it proved by Pearson correlational method. From the table morphological structure test the correlation was

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ISSN: 1550564779 (online)

moderate correlation, proved by 0.484 point of Pearson correlation score. For morpheme identification there was strong correlation, proved by 0.668 point Pearson correlation score.

There are some criteria to determined how is the correlation between vocabulary mastery and morphological awareness, the criteria served on the table below.

0.00 – 0.20	No Correlation
0.21 – 0.40	Weak Correlation
0.41 – 0.60	Moderate Correlation
0.61 – 0.80	Strong Correlation
0.81 – 1.00	Perfect Correlation

Discussion

The objective of the study was to establish the relationship between morphological awareness and vocabulary proficiency among fifth-semester students in the English Department at Universitas Bandar Lampung. The study employed correlational analysis to investigate the association between morphological awareness and proficiency in English vocabulary. Proficiency in vocabulary is essential for pupils to recognise the specific words necessary for fundamental activities such as perusing newspapers or participating in casual dialogues. Insufficient command of vocabulary, however, can have a detrimental impact on one's ability to communicate fluently and engage in activities that necessitate a wide range of words.(Bava Harji et al., 2015; Laurensia et al., 2019; Muslih, 2021)

Limiting factors for vocabulary mastery encompass inadequate assistance for students' native tongue and insufficient everyday usage of English as a foreign language. The New Vocabulary Level Test was employed to evaluate the level of proficiency in vocabulary. However, the outcomes indicated that the students' command of vocabulary still fell short of the minimum benchmark score.(Bahrun Amin & Manindar, 2021; Mulyansari, 2019; Sidek & Rahim, 2015).

The Morphological Awareness Test was utilised to evaluate morphological awareness, including of the Morphological Structure Test and Morpheme Identification Test. The average scores of the students were 61.25 and 35.00, respectively, falling below the minimal requirement score of 78(Baihaqi, 2014; Journal et al., 2018)

Ultimately, the Morphological Awareness Test, comprising the Morphological Structure Test

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and Morpheme Identification Test, was employed to gauge students' level of morphological awareness. However, the overall performance was comparatively deficient.

The Correlation Between Morphological Awareness and English Vocabulary Mastery

The study found a substantial correlation between morphological awareness and word recognition, word attack, and vocabulary scores in both kindergartners and second graders. This study hypothesised that there is a correlation between the Vocabulary Level test and the Morphological Awareness Test. The vocabulary mastery test is specifically developed to assess a student's level of proficiency in vocabulary. Nevertheless, the students' academic achievement was subpar.(Spencer et al., 2015; Wolter & Gibson, 2015)

The morphological test was specifically created to assess students' morphological awareness and consisted of two distinct types of questions. The morphological structure test yielded exceptional performance, whereas the morpheme identification test left me somewhat dissatisfied.The outcome of the administered test was subpar, as seen by the students' scores. (Mcbride-chang et al., 2005; Spencer et al., 2015)

Based on the results of the final morphological awareness test and vocabulary level test, there is limited evidence to suggest an association between morphological awareness and vocabulary mastery. The reason for this is that there is a substantial correlation between morpheme identification test results, as evidenced by the Pearson correlation coefficient.

Conclusion

The present study conducted an in-depth examination of the relationship between Morphological Awareness and Vocabulary Mastery among fifth-semester students in the English Department at Universitas Bandar Lampung. To elucidate the nature of this relationship, a series of targeted tests were employed. The New Vocabulary Level Test was utilized to assess students' proficiency in vocabulary. To gauge the extent of morphological awareness, two specific tests were administered: the Morphological Structure Test and the

Analysis of the test results revealed that the average score for the Morphological Structure Test was 61.25. In the case of the Morpheme Identification Test, a consistent standard minimum score of 78 points was set. However, the scores for this test varied significantly, ranging from a minimum of 0 to a maximum of 75, with an average score of 35.00 points. These scores provided a comprehensive dataset for further analysis. (Sumarni, 2020; Ulfatussyarifah, n.d.)

Upon completion of the data collection, a correlational analysis was conducted to determine the nature of the relationship between morphological awareness and vocabulary mastery. This analysis revealed a modest correlation between these two aspects. The correlation, although slight, aligns with the findings of previous research in this area. This suggests that while morphological awareness does have some impact on vocabulary mastery, it is one of several factors that contribute to the overall language proficiency of students in this context. This study, therefore, adds to the growing body of research that explores the intricate connections between different facets of language learning and mastery. (Spencer et al., 2015).

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