

THE CORRELATION BETWEEN MORPHOLOGICAL AWARENESS AND READING COMPREHENSION

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Abstract: The aim of this article is to correlate morphological awareness and reading comprehension of the sixth semester students of English Education Department at UNISMA academic year 2021/2022. In this research, the researcher used quantitative approach and utilized SPSS version 20 to calculate the result of relation. The researcher had a tough time gathering data for this study, especially because the online participant was difficult to locate. The result of this study is there is a positive correlation between morphological awareness and reading comprehension with the score correlation coefficient is .632, indicating that there is a strong of level correlation. It means, all of students who get high morphology test score, also get high reading score, and *vice versa*. Then .000 is the significant amount, which is lower than .05.

Key Words: Morphological Awareness, Reading Comprehension, Correlation

INTRODUCTION

Learning a language is essential for human communication, especially when it comes to conveying information, expressing feelings, and expressing thoughts. This is why students at all levels of education must learn a language. Students, on the other hand, have a wide range of qualities and capacities to comprehend a wide range of obstacles in learning a language, particularly a foreign language. Reading comprehension issues for foreign language learners can include determining the meaning of a text. Reading comprehension problems, according to Woolley (2011:15), are complicated and can be caused by a range of reasons, including biological, cognitive, and behavioral impairments. These are factors that the reader controls, although there are others that may exist outside of the reader's control. The influence of a combination of a lack of reader aptitude, a text problem, and task complexity on reading comprehension outcomes, on the other hand, is significant.

Many research on successful reading strategies to increase student comprehension have been performed by experts. In this study, the researcher anticipate that studies on the relationship between foreign language reading comprehension and student knowledge focused mostly on the size of vocabulary knowledge. In truth, there are a number of characteristics of reading comprehension that receive less attention. Reading comprehension, according to Droop and Verhoeven (as cited in Schano, 2015:65), is the result of word translation, vocabulary understanding, the morph structure process, and oral text comprehension. A learner must not only understand the notion of a word, but also its sense relationship in other words, including various morphological forms of the word, in order to fully comprehend it.

The capacity to distinguish morphological words, according to Tyler and Nagy (1985), can be beneficial when reading. This shows that knowledge and use of morphological structure is correlated with reading ability. For example, the student has already grasped the meaning of the word *act*, as well as the meaning of the word "*resolution*," whose root is "*solute*" and is attached by the suffix "-ion" and the prefix "re-."

The previous study was represented by Nafiah (2017) in the title "The Correlation between Students' Morphological Awareness of Affixes to Their Reading Comprehension". The significant of coefficient correlation in this research stated that $t\text{-count} < t\text{-table}$. Therefore, there is no significant correlation of two variables used. The second research was conducted by Kinanti, at all (2015) in the title 'The Relationship between Students' Morphological Awareness and Their Reading Comprehension'. The result of correlation is higher than the critical value of r table. As a result, it can be inferred that morphological awareness and reading comprehension have a good relationship. The next study from Deacon, at all (2016) "The Relation between Morphological Awareness and Reading Comprehension: Evidence from Mediation and Longitudinal Models". At each of Grades 3 and 4, morphological knowledge had a direct and indirect impact on reading comprehension through word reading skills. These partial mediation results indicate that morphological awareness aids children's comprehension of texts in two ways: directly by assisting them in reading individual words, and indirectly by assisting them in reading individual words, which in turn aids reading comprehension.

From the available examples, the researcher believes that students with high morphological awareness are expected to have a higher ability in reading comprehension than those with a lower level of morphological awareness. As a result, students who have a high level of morphological awareness will score higher in reading comprehension than those with a lower level of morphological awareness. Based on the reasons above, the researchers are excited to find out whether there will be a positive correlation between morphological awareness and their reading comprehension as students. In terms of subject accessibility, researchers tend to choose the sixth semester students of English Education Department at UNISMA. Therefore, the researcher aims to further explore and choose the topic to be raised "The Correlation between Morphological Awareness of Sixth Semester Students of English Education Department at UNISMA".

METHOD

The researcher in this case used a quantitative approach. In order to determine the association between morphological awareness and reading comprehension, she gathers and statistically analyzes data from the instrument of morphological awareness and reading comprehension. The correlation research of Leedy & Ormrod (2010) is classified as creating a relationship between two or more variables in the same population. The researcher compared two variables in this study: student morphological awareness as an X variable and reading comprehension as a Y variable of sixth semester students of English Education Department at UNISMA.

Population and sample are two important elements in the research. In this research, the sample and population were appropriate with the purpose of research. Population cover

total number of subject in the present study and sample is small group as the representative of it.

The population in this study came from sixth semester students of English Education Department at UNISMA. Cluster random sampling was used to select the sample for this study. This method, according to Margono (as quoted in Susilana, n.d.), is used when the population is made up of individual groups or clusters rather than individuals. As a result, 30 participants from the sixth semester students of English Education Department at UNISMA were selected as the study's sample.

RESULT

The researcher displayed the mean and standard deviation in the descriptive statistic; N represents a test subject. The following table shows the results of descriptive statistics.

Table 4.1 Descriptive Statistics of Morphological Awareness and Reading Comprehension

	Mean	Std. Deviation	N
MORPHOLOGY	43,50	19,833	30
READING	45,33	14,199	30

Based on descriptive statistic table above, the researcher discovered that the mean score of morphology is 43,50, and the mean of reading is 45,33,. The standard deviation for morphology is 19,833 and for reading it is 14,199.

Table 4.2 the Correlation between Morphological Awareness and Reading Comprehension

		MORPHOLOGY	READING
MORPHOLOGY	Pearson		
	Correlation	1	.632**
	Sig. (2-tailed)		.000
	N	30	30
READING	Pearson		
	Correlation	.632**	1
	Sig. (2-tailed)	.000	
	N	30	30

Correlation is significant at the 0.01 level (2-tailed).**

The Pearson Correlation (r), which shows the relationship between morphological awareness and reading comprehension, is presented in Table 4.2. is .632 at the significant level of .000 and the research have high (strong) correlation based on Table 3.1. It means all of students who get high morphology test scores, also get high reading test scores, and *vice versa*. It was discovered by 30 participants (N=30). It was discovered by 30 people (N=30). The level of significance in this study is.000, which means the p-value is lower than.05.

The correlation coefficient in table 4.2 is.632, indicating that there is a strong of level correlation. Then .000 is the significant amount, which is lower than.05. H1 appears to be

accepted, while H_0 appears to be rejected. To put it another way, there is a positive correlation between morphological awareness and reading comprehension of sixth semester students of English Education Department at UNISMA academic year 2020/2021.

DISCUSSION

The aim of this research was designed to find out a positive correlation between morphological awareness and reading comprehension. The dependent variable in this analysis is reading comprehension, and the independent variable is morphological awareness.

Morphological awareness was described by Kuo and Anderson (as cited in Yasin & Jawad, 2015) as learners' awareness or ability to use their knowledge of word forming rules to disassemble complex words into meaningful pieces. Students who combine morphological awareness with reading comprehension acquire a lot of new words and have an easier time understanding texts. To summarize, the findings show a positive correlation between morphological awareness and reading comprehension. It is possible that morphological understanding affected the reading comprehension of sixth semester students of English Education Department at UNISMA. The correlation coefficient obtained by the researcher from the Pearson Product Moment Correlation using SPSS version 20 is .000 lower than .05, indicating that the alternative hypothesis is accepted and the null hypothesis is rejected. It means that there is positive correlation between morphological awareness and reading comprehension of sixth semester students English Education Department at UNISMA academic year 2021/2022. In brief, the previous research found that students' morphological awareness had a positive correlation with their reading comprehension. When the students have aware how to use morphology, they will better to comprehend in reading.

In addition to having the similarities of the aims, the current study also have the similarities result with the previous studies conducted by Kinanti *et al* (2015), and Deacon *et al* (2016). But it is different from the study conducted by Nafiah (2017) because alternative hypothesis in her research is rejected. And the differences between the current researcher and the previous study are the level education of the subject, context of places, theoretical and manner to find the result and different situation during pandemic condition. Those studies mostly imply that there are unique correlation of morphological awareness on reading comprehension or *vice versa*.

According to Nagy and Anderson's study (as cited in Curinga, 2014), many additional studies have been published on the importance of morphological awareness in vocabulary development and reading comprehension, with a significant concentration on native English-speaking children and young adolescents in middle school. Despite this, morphological awareness is targeted not only at native English-speaking children and young adolescents in middle school, but also at students studying English as a foreign language. The present study's findings were similar to those of two of the three previous studies, but the current researcher focused on a different subject, different places, and different condition during pandemic situation. In the previous report, the subject was centered on students at different levels of education, ranging from rural schools (elementary level) to senior high schools to college students, and the current study is focused on sixth semester English Education Department students at UNISMA.

The researcher focused on the students of sixth-semester in English Education Department at UNISMA, students have varying abilities in terms of morphological awareness and reading comprehension. However, the current study found that morphological awareness is linked to reading comprehension. Students must be aware of how to apply morphology in their daily lives and collaborate with others comprehend in reading.

CONCLUSION

This study investigates the correlation between morphological awareness and reading comprehension of sixth semester students of English Education Department at UNISMA. According to the findings, morphological awareness and reading comprehension have a positive correlation. This data adds to the findings of previous studies (Nafiah 2017, Kinanti et al 2015, and Deacon et al 2016).

According to the data from the previous chapter, the correlation coefficient is .632 and the significant value is .000. Based on Table 3.1, there is a positive correlation between morphological awareness and reading comprehension, and the level is at a strong level of correlation. According to the findings, the researcher deduced that the higher students' morphological awareness the better their reading comprehension. For the further researcher, this research recommends that another researcher do a similar study with the different subject or group of participants, and do additional things like instrument and method. It is intended to improve the outcome analysis.

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