

**THE CORRELATION BETWEEN MORPHOLOGICAL
AWARENESS AND VOCABULARY MASTERY OF SEVENTH
SEMESTER STUDENTS OF
UNIVERSITY OF ISLAM MALANG**

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Abstract

The aim of this research was to find out whether there is correlation between morphological awareness and vocabulary mastery of seventh semester students of University of Islam Malang. The population and sample of this research were thirty students of seventh semester students and the researcher using cluster random sampling as a sample. The instrument were morphological awareness and vocabulary mastery test. The result showed that the mean score of morphology is 55.33 and the mean of vocabulary score is 78.97. For the standard deviation, morphology's score has 20.90 and vocabulary's score has 16.16. Subsequently, for the result of Pearson Correlation (r) which represents the correlation between morphological awareness and vocabulary mastery is .613 and this research have high (strong) correlation. It is known from 30 participants ($N=30$). In this research, the level of significance is at .000 which means p -value is lower than .05. Therefore, it can be concluded that there is a significant correlation between morphological awareness and vocabulary mastery of seventh semester students of University of Islam Malang. It is implied that conclude that the higher students' morphological awareness the better their vocabulary mastery.

INTRODUCTION

University students are the ones who have learned and are pursuing additional education in a specific field. Moreover, university students have many experience and knowledge, especially students in English Department. Squire (2008) assumed English language learners are a highly heterogeneous and complex group of students, with diverse gifts, educational needs, backgrounds, languages, and goals. At least, students know about learning language and basic of English.

Learning language is the human communication for delivering communication, felling ideas and expressing thoughts. This is because learning language is very important for student in every school. In learning language, student has different characteristics to understand and have many difficulties in learning language, moreover foreign language. Foreign language learners may face similar difficulties, like understanding the meaning of the word. The understanding of word is associated between morphology and vocabulary. According Booij (2019) morphology is subdiscipline of linguistics that deals with the systematic form-meaning correspondences between words. Linse (2005) state that learners' vocabulary development is an important aspect of their language development. That is why vocabulary is one of the basic understanding in learning language.

Morphology is a part of linguistic study. In the morphology we can assumed that morphology is the sub-study of language which relates to word structure. In many cases, students do not understand about morphology and how aware morphology use every day.

Kuo and Anderson (as cited in Yasin & Jawad, 2015) defined morphological awareness as the awareness or ability of learners in using their knowledge of the rules of word formation and disassembling complex word into meaningful parts. Based on Aziz (2019) morphological awareness is the ability to identify and manipulate morpheme. Morphological awareness is the access to understand the structure and meaning of morpheme in relation word. Here we can know the student not only know the definition of word but also relationship to other words, including morphological form of the word. For instance, the student already knows the meaning of word *communal* and also student must know the word 'communalism' which the root is 'communal' attached by '-ism'. One aspect that could be viewed from morphological awareness as it is connected to words.

Vocabulary proficiency and instructional level of student's college are the factors that were likely to have substantial effect on vocabulary size. Vocabulary size for student's college is different from that for students the junior or senior

high school. Student's college is using high characteristic in vocabulary size. Hacking, Rubio, and Tschirner (2019) assumed that the study shows very high correlations between reading proficiency and receptive vocabulary size and that in general, the vocabulary sizes of the college students participating in the study were not sufficient to read at the advanced level.

High characteristic in vocabulary size is also called vocabulary mastery. Students university have to mastered in vocabulary especially for student's English department because without mastered in vocabulary students have a limited understanding in terms of speaking, reading, listening and writing. Faliyanti (2018) assumed that good mastery of vocabulary is very important for anyone who learns the language used in listening, speaking, reading and writing.

Expert had conducted many studies related to the effectiveness vocabulary mastery to improve student's knowledge. In this research, researcher has presumed that one of studies in relation to foreign language is on vocabulary mastery. Many realities which related to vocabulary, are the student does not understand the meaning. Nation (2001) assumed that vocabulary knowledge and language use relationship is a complementary; the insight of vocabulary enables language use and *vice versa*.

The researcher is assumed that to develop their vocabulary by having some basic knowledge of morphology. For example, the students can make a generalization of a morpheme of one word to other word in order to form or recognize a new word. According by Adam (2018) without have to look up the new word in a dictionary, a morphological generalization can be one of the ways to recognize and even form a new word. The more the students are aware of these aspects, the better their improvement in their vocabulary mastery. This is in relation to what Oxford learning strategy that memorizing vocabulary can be easier with the help of linguistics knowledge of the morpheme. This means, the morphological aspect of vocabulary learning.

That is why the researcher aims to report some researchers and previous study about morphological awareness and vocabulary because this research still popular to discuss. According to Adam (2018) in the tittle "*Relationship between*

Morphological Awareness and Vocabulary Mastery Effect of Morphological Instruction on Vocabulary Acquisition.” In this research, researcher used thirty-two samples students from SMK Kemilau Bangsa Batam. It also was proven by some researchers who conducted study about awareness of vocabulary. The second research was conducted by Chang et al (2008) in the title “*What’s in a word? Morphological Awareness and Vocabulary Knowledge in Three Languages*”, from this researched over 660 preschool-aged children from three languages groups (Cantonese, Mandarin and Korean speakers) in which compounding morphology is highly prevalent were tested on their abilities to manipulate familiar morphemes to create novel compound words as well as on a variety of early language and reasoning measures twice over the span of 9 months to 1 year. The third study from Shu, et al (2005) “*The Role of Morphological Awareness in Children’s Vocabulary Acquisition in English,*” that research was administered to 115 kindergartens and 105 second graders, which has a potentials importance of different facets of morphological awareness, as distinct from phonological processing skills, for understanding variability in vocabulary acquisition.

For this research, the researcher would focus on university students’ vocabulary especially for seventh semester of UNISMA academic year 2019/2020. The researcher took this semester because the seventh semester students have learned about morphology in previous semester and the students should understand morphology use and aware about it. Subsequently, the seventh semester students are also assumed to have sufficient vocabulary mastery.

However, to prove whether students’ morphological awareness and vocabulary mastery of English students are correlated, this research is then carried out entitled “The Correlation between Morphological Awareness and Vocabulary Mastery of the Seventh Semester Students in University of Islam Malang.”

LITERATURE REVIEW

Morphology is one part from linguistic study. In linguistic study, there are many branches of study, one of which is morphology. Booij (2019) morphology is

subdiscipline of linguistics that deals with the systematic form-meaning correspondences between words. According to Aronof & Fudeman (2011), morphology is referring to the word formation or the branch of linguistics that deals with words, internal structure and how they are formed. It can be assumed that morphology is the sub-study of language which relates to word structure. In the morphology there is the internal word consisting of some unit, such as morpheme, roots and affixes. In assembling smallest unit to form a word is through the process that called derivation and inflection. One of the aspects in this research is in the morphological awareness.

Morphological awareness is the access to understand the structure and meaning of morpheme in relation words. Based on Aziz (2019) morphological awareness is the ability to identify and manipulate morpheme. Morphological awareness also can be described as the ability of students in imitating and manipulating the morphological structure of words. Kuo and Anderson (as cited in Yasin & Jawad, 2015) defined morphological awareness as the awareness or ability of learners in using their knowledge of the rules of word formation and disassembling complex word into meaningful parts. The students who use morphological awareness at the same times also learns the meaning of many new words. Based on Aziz (2019) in morphological awareness also there is disassembling and reassembling process is called morphological analysis, the students are learning to make complex words into morpheme and disassemble the word (*e.g. unsuccessful = un + success + ful*), in this example the students learn and reassemble the meaning of affixes and roots (*un- = prefix meaning noun, success = achieves desired aims, -ful = forming adjective*). These studies are to know what morphological awareness and the students aware about morphology which they use. Nagy and Anderson's study (as cited in Curinga, 2014), many more researchers have weighed in on the merits of morphological awareness in vocabulary development and reading comprehension, with a heavy focus on native English-speaking children and young adolescents of middle school age. Nonetheless, morphological awareness is not only focus on native English-speaking children and young adolescents of middle school age but also

morphological awareness is focus to students who learn about English as a second language. Morphological awareness not only learn about how to manipulate of word but also learns the meaning of many new words.

Vocabulary mastery is very important for second language learners to use in speaking, listening, writing and reading. Vocabulary mastery also the basic to understand and learn English. According to Faliyanti (2018), the learner of the foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears when they have enough vocabulary and has capability of using it accurately. Based on Setiawan (2010) assumed that vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it). From those theories, the researcher concludes that vocabulary is the important part in learning language. That was impossible for the EFL learners to speak, read, write the foreign language without having enough vocabulary mastery.

METHOD

In this case, the researcher used quantitative method; he collected and analysed the data statistically from the instrument of morphology awareness and vocabulary mastery in order to find out the correlation between the students' morphological awareness and vocabulary mastery. Leedy & Ormrod's (2010) correlation research is categorized into establishing relationship between two or more variables in the same population. The researcher correlated two variables of this research, they are students in morphological awareness as X variable and vocabulary mastery as Y variable of English Department in University of Islam Malang.

The population of this research is from seventh semester of English Department Program in University of Islam Malang. The sample from this research was taken through cluster random sampling. Margono (as cited in Susilana, n.d.) stated that this technique is used when the population is not composed of individuals, but rather consists of individual groups or clusters.

Accordingly, 30 students of D class at English Department in University of Islam Malang were chosen as the sample of the study.

In this procedure of data collection, the researcher gave the test to participants. The researcher collected the scores from the seventh semester students of English Department Program in academic year 2019/2020 at UNISMA.

RESULT

In the descriptive statistic, the researcher showed the result of mean, standard derivation; N is as a participant in test. The result of descriptive statistic can be seen in table as follow.

Descriptive Statistics of Morphological Awareness and Vocabulary Mastery

	Mean	Std. Deviation	N
MORPHOLOGY	55.33	20.898	30
VOCABULARY	78.97	16.162	30

Based on the table descriptive statistic of correlation between morphological awareness and vocabulary mastery, the researcher showed that the mean score of morphology is 55.33 and the mean of vocabulary score is 78.97. For the standard deviation, morphology's score has 20.90 and vocabulary's score has 16.16.

The Correlation Between Morphological Awareness and Vocabulary Mastery

		MORPHOLOGY	VOCABULARY
MORPHOLOGY	Pearson		
	Correlation	1	.613**
	Sig. (2-tailed)		.000
	N	30	30
VOCABULARY	Pearson		
	Correlation	.613**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

In table is shown that Pearson Correlation (r) which represents the correlation between morphological awareness and vocabulary mastery is .613 and this research have high (strong) correlation. It is known from 30 participants

(N=30). In this research, the level of significance is at .000 which means p-value is lower than .05.

Based on the result on the table 4.2, the correlation coefficient shows .613 which shows that it is on the strong level of correlation. The significant value is .000 which is lower than .05. It can be implied that H_1 is accepted and H_0 is rejected. In the other words, there is significant correlation between the students' morphological awareness and vocabulary mastery of seventh semester students of English Department Program in academic year 2019/2020 at UNISMA.

DISCUSSION

This present study was designed to find out the correlation between morphological awareness and vocabulary mastery. In this study, the independent variable is morphological awareness and the dependent variable is vocabulary mastery.

To summarize, the result indicates that morphological awareness and vocabulary mastery correlate significantly. It can be claimed that morphological awareness influenced vocabulary mastery of seventh semester students in University of Islam Malang. Based on the result, it can be concluded that the correlation coefficient obtained by researcher from the result of the Pearson Product Moment Correlation using SPSS is .000 lower than .05 the alternative hypothesis is accepted. It means that there is correlation between morphological awareness and vocabulary mastery of seventh semester students in University of Islam Malang. In short, this study shows that the previous study showed that students morphological awareness gave a significant effect on students' vocabulary. When the students have aware in morphology use, they will better in vocabulary.

The result of the present research showed similar result than previous studies, but in the present research the researcher took different subject. In the previous study, subject is focused on kindergarten students until senior high school and the present research is seventh semester students. In the present research, the researcher also has obstacle to found subject in the seventh semester

students. The obstacle to found subject in this research are the seventh semester students have a few met classes; the researcher tries to communicated with seventh semester students and the researcher succeed to found the class. In the present research, the researcher used B class of seventh semester students in English Department.

In this research, the researcher focused on seventh semester students of University of Islam Malang; students have different size to understand the morphological awareness and vocabulary mastery. However, the present study revealed morphological awareness correlates significantly with vocabulary mastery. For the students, they have to aware to use morphology in their life and to master in vocabulary.

CONCLUSION

This study examines the correlation between morphological awareness and vocabulary mastery of seventh semester students in University of Islam Malang. Based on the result of the data, it showed that morphological awareness and vocabulary mastery correlate significantly. The result of this data was similar with the previous data.

Referring to the data from the previous chapter, the correlation coefficient shows .613 and the significant value is .000. It showed that there is significant correlation between morphological awareness and vocabulary mastery, and it is at strong level correlation. From this research, the researcher can conclude that the higher students' morphological awareness the better their vocabulary mastery.

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