

The Students' Morphological Awareness on Derivational Morpheme and Its Relationship to Reading Comprehension on Seventh Semester Students at University of Islam Malang

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Abstract

The aim of this research was to find out whether the students morphological awareness on derivational morpheme and its relationship to reading comprehension on seven semester students at University of Islam Malang. For population and sample the researcher target population of this study was seventh semester students who enrolled in English Department of Faculty of Teacher Training and Education at university level. The study is considered to take samples from large populations. It was made up of 60 students chosen using purposive-sampling technique. The instrument of this study was used Google form that has been speeded to object study via online messages. The result of this study the mean is in descriptive analysis morphological awareness and reading comprehension the mean of the morphological awareness scores for the participants is 75.63 and the mean of the reading comprehension scores for the participants is 74.55 from 60 students in seventh semester students at University of Islam Malang. The result Pearson Product Moment in SPSS is the correlation coefficient was .282, and the level of probability (p) significance (sig.2-tailed) was .029. It means that p (.029) was lower than .05. Thus, there is significant relationship between the students' morphological awareness and their reading comprehension.

Keyword: morphological awareness, reading comprehension, relationship

INTRODUCTION

Learning language is essential for human communication in delivering information, expressing thoughts, feelings and ideas. This is why a lesson of learning language is very important to every school. But, a student can face many difficulties in learning a language, moreover foreign language. Adult or young foreign language learners may face similar difficulties, such as getting the

meaning of a text in reading comprehension. Woolley (2011) states that reading comprehension difficulties are complex and reader difficulties may be related to some factors such as: biological, cognitive, or behavioral issues (p. 15). These factors are inside the reader but other factors may also be found outside of the reader (p. 15). But, the influence of the combination of a lack of reader skill, problems within the text and task difficulty also play a big role in reading comprehension outcomes (p. 15).

Experts had conducted many studies relate to a reading process or effective reading strategy to improve students' comprehension. The researcher has presumed that studies on the relation of foreign language reading comprehension and the students' knowledge, mostly focused on the size of vocabulary knowledge. In fact, there are some aspects which related to reading comprehension that less attention. Droop and Verhoeven described reading comprehension as a product of word translating, vocabulary knowledge, process of morph structure, and oral text comprehension (as cited in Schano, 2015, p. 65). In order to know a word well, a student not only must know the definition of the word but also its relationship to other words, including other morphological forms of the word. For instance, a student already known the meaning of the word act and also must know the word „reaction“ which the root is „act“ and attached by suffix „-ion“.

Language consists of two aspects namely form and meaning. In relation to meaning, the smallest meaningful unit in language is morpheme. Morpheme is defined as the smallest meaningful unit of a language (Lim Kiat Boey, 1975 : 37).

Words are made up of morphemes. The word teachers, for example, consists of three meaningful units or morphemes, teach, –er, and –s. The morpheme teach forming the word teachers has the lexical meaning; the morpheme –er means the doer of teaching; the morpheme –s has plural meaning. We can identify the meaning of the morpheme teach although it stands alone but we cannot identify the meaning of morphemes –er and –s in isolation. We can identify the meaning of the morpheme –er and –s after they combine to the morpheme teach. The morphemes which can meaningfully stand alone are called free morphemes while the morphemes such as –er and –s, which cannot meaningfully stand alone are called bound morphemes. Bound morphemes must be attached to free morphemes. Bound morphemes are also called affixes which can be classified into prefix, infix, and suffix. English only has two kinds of bound morphemes namely prefixes and suffixes. There are not infixes in English. Bound morphemes are classified into two namely derivational and inflectional morphemes. This article tries to discuss derivational morphemes. These morphemes are complicated so that understanding what derivational morphemes are is important.

Some research suggests that the ability to recognize morphological word families can be an asset when reading. The evidence is explained on the research result of Tyler and Nagy (1985), indicate that knowledge and use of morphological structure, especially for derivational morphology is correlated with reading ability (p. 2). The issue of the question about whether students' awareness of the internal structure of English language can help them understand the meaning of text makes the researcher tempted to study about it. The present study

come out from those statements and explanations, then the researcher tries to conduct a research entitled “ *The students’ morphological awareness on derivational morpheme and its relationship to reading comprehension on seventh semester students at University of Islam Malang*”.

LITERATURE RIVIEW

The definition of Morphology

Morphology is one of the branches of linguistic study. Based on Aristophanes and Twain (2013) explained the word „morphology“ consists of two morphemes, morph and *-ology* (p. 37). The suffix *-ology* means the branch of knowledge (p. 37). According to Aronoff and Fudeman (2011), morphology refers to the word formation or the branch of linguistics that deals with words, internal structure, and how they are formed (p. 2). It can be concluded that morphology is the sub-study of language which relates to word structure. Therefore a word may be formed by a structural process in morphology.

A major way in which morphologists investigate words, especially their internal structure, and how they are formed is through the identification and study of the smallest unit of grammatical function (Aristophanes and Twain, 2013, p. 2). The internal structure of word consists of some unit of grammatical function, such as morpheme, root, and affixes. In assembling the smallest unit to form a word is through the process that called inflection and derivation. Those are discussed in the following sub-chapters.

Morpheme

It also can define free morphemes are those which can stand the basic construction in morphology is morphemes. Morphemes can be defined as the smallest meaningful element of a linguistic expression (Haspelmath & Sims, 2010, p. 3). A word may consist of one or more than two morphemes, for example is in the table follows.

Word	Number of Morpheme	Morphemes
Ear	one morpheme	Ear
Smoothly	two morphemes	smooth and -ly
Indirectly	three morphemes	in-, direct, and -ly
Undesirability	four morphemes	un-, desire, -able and -ity

Morphological knowledge has two components: knowledge of the individual morphemes and knowledge of the rules that combine them. The morphemes divided into two kinds; the morphemes that can stand alone and the morpheme that must be attached to a base morpheme. Some morphemes like *boy*, *desire*, *gentle*, and *man* may represent words by themselves. These are classified as free morphemes. Other morphemes like *-ish*, *-ness*, *-ly*, *pre-*, *trans-*, and *un-* are not called as words but they are always parts of words. Those are bound morphemes and they may attach at the beginning, the end, or both at the beginning and end of a word (Aristophanes and Twain, 2013, p. 40).

Alone as word and bound morphemes cannot stand alone, so it must be attached to free morphemes to construct a meaningful word. The bound morphemes may attach to free morpheme to make new form of word, as example in the table follows.

Table 2.2 Process of Forming New Word Form

Free Morphemes	Bound Morphemes	New Word Form
Joy	-ful	Joyful
Possible	Im-	Impossible
Friend	-ship	Friendship
Walk	-ed	Walked

When a free morpheme attached bound morpheme, then it going to be attached again to other bound morpheme, the previous form is called a stem. Aronoff and Fudeman (2011) described a stem as a base unit to which another morphological piece is attached (p. 2). The stem can be simple that made up of only one part, or complex that made up of more than one piece (p. 2). A stem is like a root in representing the base of the word to which other pieces attach, but the term of root refers only to morphologically simple units (p. 2). For example, disagree is the stem of disagreement because it is the base to which *-ment* attaches, but *agree* is the root. Taking *disagree* now, *agree* is also the root and stem to which *dis-* attaches the root of the word. In that case, *disagree* is refers to complex stem and *agree* is simple stem. The example of root and stem of word is described in the table follows.

Table 2.3 Examples of Root and Stem

First form	Second form	Root	Stem
Believe	Believer	believe	Believe
re + consider	reconsider + ation	consider	Reconsider
un + expect + ed	unexpected + ly	expect	Unexpected
system + atic + al	un + systematical + ly	system	Systematical
condition + al	conditional + ly	condition	Conditional
break + able	un + breakable	Break	Breakable

Definition of Reading

In learning English as foreign language, reading is one of essential skills should be mastered. Reading is a dominant activity in understanding the contexts of any texts which need to be read by the students. Reading is a process to get information to improve knowledge. According to Grabe and Stoller (2002), reading is the ability to get the message of the written text and understand the information properly. When people are reading, they are also communicating. In reading, there is an interaction between reader and writer. The text provides message from the writer which should be constructed by the reader. The statement is in line with Alderson (2000) who stated that reading is a process of understanding a text message through some processes of interaction with the text. Based on the definition above, therefore, reading cannot be determined as a passive activity. Reading is a complex cognitive activity that involves the reader and text to interact in interpreting the meaningful information. Reading is one of

receptive skills. According to Harmer (2007), receptive skills are the process of extracting meaning from the discourse from seeing or hearing. Therefore, to understand the meaning of the text appropriately, the readers have to use their eyes and mind simultaneously to grasp the message related to what the writer wants to give in order to avoid misunderstanding between the reader and the writer. It can be drawn a conclusion that reading is an active attempt that involves the readers to use their eyes and mind simultaneously in order to construct the message of the text with their background knowledge as information. In addition, the purposes reading can be determined in various ways.

Definition of Reading Comprehension

To comprehend, a reader must have a wide range of capacities and abilities. These include of cognitive capacities (e.g., attention, memory, critical analytic ability, making inference, visualization ability), motivation (a purpose for reading and an interest in the content being read), and various types of knowledge (vocabulary, topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies) (Davis, 1944, p. 236). Many skills may contribute to reading performance, especially in the aspect of meaning construction. Those are the three higher level skills associated with meaning-construction (McNamara, 2007, pp. 49-50).

1. Inference-Making

To understand texts, the readers also have to make inferences. Making inferences refers to gain information which is not stated explicitly in the text because a writer does not necessarily state every little detail. This inference

requires readers to connecting information between sentences in order to understanding the text (Elwér, 2014, p. 13). In other words, the way of making inference is by integrating statements within the text or by connecting the general knowledge with textual information.

2. Comprehension Monitoring

Comprehension monitoring is the ability of readers to monitor their understanding whether their comprehension is good enough or not. Then, they can take appropriate strategy to handle the problems. The comprehension monitoring is required the reader to analyze inconsistencies within a text, such as scrambled or contradictory sentences, and a statement that conflict with the general knowledge (McNamara, 2007, p. 49). The ability in analyzing the text and take a critical questions or conclusion of text is represented the readers understanding about the whole information and meaning of a written text.

3. Understanding Text Structure

The awareness of text structure is the useful aids for a reader. It helps the reader to construct meaning based on their representation from text structure. For example, in the narrative text consists of orientation, complication and resolution. Based on the kind and purpose of paragraph, the reader will be connecting it with the meaning. The possible source of comprehension failure is insufficient knowledge of text structures and genre (McNamara, 2007, p. 50).

Besides the skills above, comprehension will not occur if learners do not have sufficient understanding of the vocabulary in the text, the relevant background knowledge within the text, the knowledge of semantic and syntactic structures that

help the readers predict relationships between words. Comprehension also requires connection with the text at a deep level, and a range of skills that broader beyond simple word recognition (Konza, 2010, p. 6).

METHOD

The method of this study used quantitative method, which mean research involves studies that make use of statistical analyses to gain the findings of research. The target population of this study was seventh semester students who enrolled in English Department of Faculty of Teacher Training and Education at university level. It was chosen because they have already taken the related subjects which were investigated in this study such as morphology and reading subjects. Meanwhile, for data collection, the study is considered to take samples from large populations. It was made up of 60 students chosen using purposive-sampling technique.

The second was used Google form that has been speeded to object study via online messages.

a. Test

A research needs instruments to collect data; one of the instruments is a test. A test is series of question or exercise which is used to measure a skill, knowledge, ability, or potential of individual or group (Arikunto, 2010, p. 193). In academic, the test usually uses by teachers to know the skill or knowledge of their students in understanding the lesson. The result of the test can be as an interpretation of the achievement in teaching and learning process. The test also

the main tools to evaluate the strength and weakness of the activities during teaching and learning process.

1. Morphological Awareness Test

The morphological awareness test is modified from the original test by Rebecca Curinga in her research entitle ‘The Effect of Morphological Awareness on Reading Comprehension: A Study with Adolescent Spanish-English Emergent Bilinguals’ on 2014. The test contained two part, part 1; Morphemes Analyzing. It consists of 10 questions. The students were analyzing the words by separating the word in to some morphemes, then categorizing the morphemes based on the kinds. . Part 2; derivational morphemes Application, this consist of 30 multiple choice questions, the participants need to apply derivational morphemes that best answer. The complete question item of morphological awareness test can be seen in the appendix.

2. Reading Comprehension Test

The materials were taken from Longman complete course for the TOEFL test, Preparation for computer and paper test written by Debora Philips (2001), page 528 until page 537. The test contained 40 items that required students to answer the questions about main idea, the organization of ideas, stated and unstated details, pronouns referents, implied details, transitions questions, vocabulary (structural, word parts, context), and the specific information. The test was administered to 60 undergraduate students of English Education. They were 40 questions that

all were in multiple choice formats. The test took time for 100 minutes.

The result of the test are dichotomously scored and analyzed by employing IBM (International Business Machines Corporation).

RESULT

The findings of this study were obtained from some steps. After the scores were taken by administering morphological awareness and reading comprehension test, the analysis started with the prerequisite analysis section, the normality test which performed to ensure distribution of scores on variable were normal. Furthermore, the scores were analyzed by performing Pearson Product Moment to find out the correlation. The result of descriptive statistic is seen as follow.

Descriptive Statistics Analysis

		Statistic	Std. Error
X	Mean	75.63	.396
	Median	75.00	
	Variance	9.389	
	Std. Deviation	3.064	
	Minimum	85	
	Maximum	70	
Y	Mean	74.55	.393
	Median	75.00	
	Variance	9.269	
	Std. Deviation	3.044	
	Minimum	82	
	Maximum	70	

The descriptive statistics analysis of morphological awareness score of the participants shows that: the maximum score is 85, and the minimum score is 70; the mean of the morphological awareness scores for the participants is 75.63. For

reading comprehension score, it shows that: the maximum score is 82, and the minimum score is 70; the mean of the reading comprehension scores for the participants is 74.55.

The researcher applied Pearson-Product Moment Correlation. As the primary statistical procedure for analyzing the data of this research, Product Moment Correlation formula was used to analyze the data of morphological awareness and reading comprehension.

Pearson Product Moment Output

		X	Y
X	Pearson Correlation	1	.282*
	Sig. (2-tailed)		.029
	N	60	60
Y	Pearson Correlation	.282*	1
	Sig. (2-tailed)	.029	
	N	60	60

*. Correlation is significant at the 0.05 level (2-tailed).

The correlation coefficient was .282, and the level of probability (p) significance (sig.2-tailed) was .029. It means that p (.029) was lower than .05. Thus, there is significant relationship between the students' morphological awareness and their reading comprehension.

DISCUSSION

This study was aimed to investigate whether morphological awareness has relationship on reading comprehension on fifth semester students of University of Islam Malang. Two different instruments; morphological awareness and reading comprehension tests; were administered to find out the research questions.

The result reveals that there was significant relationship between both variables. Based on the results, the students performed well in both of

Morphological awareness and reading comprehension. This lead that morphological awareness is still predicted to increase and contribute to reading comprehension. In line with this, Deacon et al. (2014) mention that morphological awareness supports students' reading comprehension through both a direct relationship and an indirect relationship. In so doing, it supports students by aiding them in understanding individual words which, in turn, supports reading comprehension. In accordance with this statement, it is safe to say that morphological awareness can help students understand complex words within a text.

This is supported by Carlisle (1995) who emphasizes that morphological awareness can be seen as problem solving strategy that can be used to understand a large number of derived words. analyze and to break down complex word into smaller meaning, the students could use their knowledge of word formation rule. They were able to separate affixes of complex words. Therefore, they could unlock the meaning of newly encountered complex word. They could choose appropriate complex words to complete the sentences by breaking them into their constituent of morphemes (word meaning parts). In line with the results, Wysocki and Jenkins (1987) stated that morphological awareness depends on experience with printed words for comprehension ability. Because it entails the ability to perform morphological analysis, morphological awareness has often been found to be contributor to word learning and vocabulary development in that learners can decompose unknown morphologically complex words into their constituent morphemes and apply morphological rules to derive meanings of unknown words.

And also based on Nagy (2006) clearly stated that because of the inter-relations between morphological awareness and vocabulary knowledge on one hand, and vocabulary knowledge and reading comprehension on the other hand, researchers often controlled for vocabulary knowledge when the unique contribution of morphological awareness to reading comprehension was examined. Since students are confront a very large number of complex words in their academic reading and since complex words are analyzable into smaller meanings, it makes sense if morphological awareness can be used as a strategy for unlocking meaning of newly encountered words in reading texts.

This study shows that students need to know more about morphology to increase their awareness of it, and in line with that can impact to the increasing of their reading comprehension ability which is take a big part in English learning.

CONCLUSSION

According to previous chapter, it reveals that students' morphological awareness strongly relates to their reading comprehension on seventh semester students of Faculty of Teacher Training and Education at English Department of University of Islam Malang. The relationship is shown by the correlation coefficient which is .282 and significant at the level .05 in which it is higher than the correlation coefficient table, .254. It means that H_1 is accepted and H_0 is rejected. The correlation coefficient shows that there is no significant relationship of both variables. Therefore, the conclusion is that morphological awareness is the significant aspect to influence reading comprehension.

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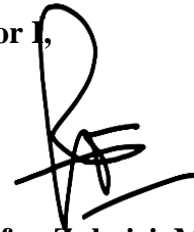
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Advisor I,

A handwritten signature in black ink, consisting of a large, stylized 'R' followed by a horizontal line and a vertical line that crosses it, forming a unique signature.

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