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## THE USE OF MORPHOLOGICAL AWARENESS TO IMPROVE STUDENTS' VOCABULARY KNOWLEDGE

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### ABSTRACT

Vocabulary plays an important role in language acquisition. By mastering vocabulary, the students can express their idea easily. The reality, many students have a limited vocabulary. This paper focuses on the use of morphological awareness to increase students' vocabulary knowledge. The researcher applied Quantitative Research. The instrument used to collect the data was tests. The pre-test is to determine the level of students' vocabulary mastery before being given the treatment, while the post-test test is used to find out the results after being given the treatment. There is a significant difference between pre-test and post-test scores, there is a morphological effect on vocabulary knowledge at Ma'had Al-Jamiah IAIN Palu with foreign languages. This is evidenced by the results obtained where the final result of the average value of students is 67.2 while the previous grade was 34 and has increased by about 97%. This research is in accordance with the target. Thus, there is a significant increase after being given the treatment of Using Morphological Awareness to Increase Students' Vocabulary Knowledge.

**Keywords:** *Improving; Morphological Awareness; Vocabulary Knowledge.*



## INTRODUCTION

Language is a main tool of communication used in expressing thoughts, opinions, ideas, and delivery. They cannot exist without words or vocabulary. Language is a primary tool in which vocabulary is part of the language component that should be taught integrated with the language skills and the other language components.

English which is taught in Indonesia as a foreign language has four skills: writing, listening, reading, and speaking. To support these four skills, we need to learn three components of language, namely grammar, pronunciation, and vocabulary. Language is a main tool used in communication that is expressed through thoughts, opinions, ideas, and delivery. They cannot exist without words or vocabulary.

Vocabulary plays an important role in English learning. How does someone express an opinion or idea both in oral and written without knowing the words that he will convey. Vocabulary in a language is one of the main factors in language acquisition. Vocabulary knowledge is very helpful for someone learning languages, for example, English. The knowledge of the boxes we get from the learning process will make it easier for us to learn a language. In this vocabulary knowledge is needed a way or method to increase vocabulary knowledge. Vocabulary knowledge can be easily learned with awareness. According to Neuman & Dwyer (2009), vocabulary can be defined as "words we must know to communicate effectively, words in speaking (expressive vocabulary)".

Vocabulary plays an important role in language acquisition. Vocabulary knowledge can help students in facilitating learners master English. Vocabulary is one of the crucial skills for fluent language use. It also has a certain amount of maximizing language mastery listed in the nation. Knowledge of around 3000-word files is needed for tapping other language skills.

One potential vocabulary learning strategy is the use of morphological awareness to enrich vocabulary knowledge. Morphological awareness is defined as the ability to use knowledge, word formation rules, and fairings between sounds and meanings. This opinion is also strengthened by the opinion of Qian & Henriksenstating (2001) that based on the collective strength of previous frameworks of vocabulary knowledge.

Vocabulary knowledge becomes a provision for students in learning English, especially in increasing vocabulary. Through the use of morphological awareness, students can learn English independently. Although they must still be accompanied by a teacher or mentor.

Given the importance of vocabulary in learning English, the researcher sees that this case, the use of morphological awareness has an influence on vocabulary knowledge. According to the explanation above, and due to the students' lack of vocabulary at Ma'had Al Jamiah, the researcher intends to conduct the research entitled "The Use of Morphological Awareness to Improve Students' Vocabulary Knowledge".



## LITERATURE REVIEW

### Morphological Awareness

Morphological awareness refers to students' knowledge about morphemes and morphemic structures, allowing them to reflect and manipulate morphological word structures (Carlisle & Stone, 2005). However, their relationship with vocabulary development in foreign languages has so far been limited to attention. The main research question in this study concerns whether greater morphological awareness will correlate with greater vocabulary size in foreign language learners being studied.

Morphological awareness can be realized by students after learning the material and ways to recognize word forms. Morphological awareness is determined by analyzing a new word. Al Farsi (2008) stated that morphological analysis is not just one of the learning strategies used to measure learners' vocabulary. However, this strategic use can help students overcome the new words they encounter in reading.

In linguistic lessons, words can be divided into unique linguistics that contains meaning or grammatical functions (ie *morphemes*). This is also consistent with the opinion of Coates (1998) suggesting that there are four criteria for what is needed to be a morpheme. A morpheme must have meaning or functions in other words bound by meaning (eg *un* -in *unbelievable* and *unhappy*) and involved in a pattern (eg *-est* in *longest* can be substituted with another morpheme such as *-er*).

There are two basic morphological operations: (i) creating new words (i.e. new lexemes) and (ii) proper expression of a lexeme in the context of a particular syntax. Morphology then provides a tool to expand the range of words in a language in a systematic way. The discussion about *bottle factory* is a case of compounding, in which two lexemes are combined into a new compound word. In this type of word formation that other, derivations are indicated by words *swimmer*, made of morphological operations on lexeme, while in compounding, two lexemes or more are combined into a new word.

Why do we need new words? One clear reason is that language users need new expressions for new objects or new concepts. When there is an entity or the concept of a "factory for the production of bottles", it is very easy to be able to refer to such a concept with one word, *bottle factory* instead of using long words. So, word formation has a function labeling (labeling function). Creating a word label for types of entities, events, or new equipment can have the additional pragmatic advantage that it leads to the involvement of a new concept. For example, the word *construction grammar* has been coined to refer to a certain linguistic school of thought in which the term '*construction*' plays an important role. By taking this label, a new linguistic school has emerged, and its ideas will direct attention more easily. New verbs were created to convey new types of events or activities, such as English verbs with *-ize*: *legal-ize* "legalizing", *tranquil-ize* "soothing" which all express things that cause or cause an event.



## Vocabulary Knowledge

According to Richards and Renandya (2002), "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Meanwhile, according to Cahyono and Widiati (2008), without vocabulary, students will not be able to listen, speak, read, or write the language because vocabulary promotes the mastery of those language skills. So, the more students have the vocabulary, the better they will learn English. The vocabulary is clear and is very basic knowledge that can be used as a foundation for building better English for students. Therefore, teachers need to help their students master English vocabulary.

Graves (2006) divides vocabulary into two kinds; receptive and productive vocabulary. He defines receptive vocabulary as Words we understand when others use them and productive vocabulary as –words we use ourselves. Furthermore, Graves also classifies vocabulary into four; 1) Words we understand when we hear them, 2) Words we can read, 3) Words we use in our speech, and 4) Words we use in our writing

Another expert, Webb cited by AlQahtani (2015) also divides vocabulary into two types and explain them specifically, those are:

- 1) Receptive Vocabulary: Words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use in speaking and writing.
- 2) Productive Vocabulary: The words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

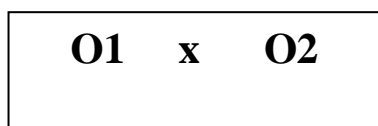
## METHOD

In this research, the researcher used Quantitative research. According to Aliaga and Gunderson cited by Muijs (2004), quantitative research is explaining phenomena by collecting numerical data that is analyzed using mathematical-based methods (in particular statistics). The design of pre-experimental research that the researcher applied was One Group Pretest-Posttest design. The design of this research was

1. Give a pretest to measure the dependent variable before the treatment is carried out,
2. Provide experimental treatment to the subjects, and
3. Provide another test to measure the least variable , after treatment (posttest).



This design can be described as follows:



Information:

- O1        = Pretest before treatment
- X         = Application of Morphological awareness
- O2        = posttest after treatment

The population of this research was taken from students of Mahad Aljamiah IAIN Palu. The total numbers of population were 100 students, consisting of 2 classes: English Class and Arabic Class. The Researcher used a purposive sampling and selecting English class as an object of the research consist of 20 students.

## **FINDINGS AND DISCUSSION**

This research was conducted in the midst of the Corona pandemic, and the students of Ma'had Al-Jamiah IAIN Palu did not carry out the learning process on campus effectively, sometimes they did offline learning in the dormitory and sometimes studied online. Some of the learning process activities are shortened, such as the learning time allocation (2 x 45 minutes) when the researcher conducted the research.

The researcher obtained this research data through several steps in fourteen meetings. First, the data was obtained from the observation that was done in one day. The second is from the observations during the researcher's teaching in the classroom. Third, through the provision of tests including pre-test and post-test. The test is given in the form of multiple choice, while the test material is related to the vocabulary knowledge. Finally, the researcher tabulated the data using manual statistical calculations.

At the first meeting of the study, the researcher gave a pre-test to students who passed the minimum criteria of mastery learning (KKM): 60. The researcher applied the treatment (morphological awareness treatment) at the second meeting to the fourteenth meeting. At the last meeting, the researcher gave a post-test to students. The post-test aims to measure students' vocabulary comprehension after being given treatment. Based on their post-test results, it shows that the average score of the Pre-Test with the mean (average score) of the pre-test was 34. Since the treatment was given, it shows that there is a significant improvement in understanding and analyzing vocabulary. While for the post-test, the students' mean score was 67.2. Based on the results of the data analysis, it shows that the use of morphological awareness treatment can improve students' vocabulary knowledge. Where the last result is the average value of students is 67.2 while the previous score was 34 and experienced an increase of about 97%. The results of the data calculation shows that the average score of the students' Pre-Test is 54.3 which is lower than the average value of the Post-Test of 74.3. In conclusion, there was a significant increase before and after being given treatment using the morphological awareness treatment at Ma'had Al-Jamiah IAIN Palu.



## CONCLUSION

The results of the data analysis show a significant improvement before and after being given treatment using the morphological awareness treatment to the students. This is based on the calculation of the students' mean scores in both pre-test and post-test. In the pre-test, the students' mean score was 34. Since the treatment was given, it shows that there is a significant improvement in understanding and analyzing vocabulary. The students' mean score in the post-test was 67.2. Based on the results of the data analysis, it shows that the use of morphological awareness treatment can improve students' vocabulary knowledge. Where the last result is the average value of students is 67.2 while the previous score was 34 and experienced an increase of about 97%. The results of the data calculation show that the average score of the students' Pre-Test is 54.3 which is lower than the average value of the Post-Test of 74.3.

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